



# International Journal of Innovative Technologies in Economy

e-ISSN: 2414-1305

Scholarly Publisher  
RS Global Sp. z O.O.  
ISNI: 0000 0004 8495 2390

Dolna 17, Warsaw,  
Poland 00-773  
+48 226 0 227 03  
editorial\_office@rsglobal.pl

---

**ARTICLE TITLE** PEER TEACHING AS AN ALTERNATIVE PROFESSIONAL  
DEVELOPMENT STRATEGY FOR ECONOMICS EDUCATION  
TEACHERS

---

**ARTICLE INFO** Habasisa Molise (2024) Peer Teaching as an Alternative Professional  
Development Strategy for Economics Education Teachers. *International Journal  
of Innovative Technologies in Economy*. 4(48). doi:  
10.31435/ijite.4(48).2024.3013

---

**DOI** [https://doi.org/10.31435/ijite.4\(48\).2024.3013](https://doi.org/10.31435/ijite.4(48).2024.3013)

---

**RECEIVED** 02 October 2024

---

**ACCEPTED** 21 December 2024

---

**PUBLISHED** 30 December 2024

---

**LICENSE**



The article is licensed under a **Creative Commons Attribution 4.0  
International License**.

---

© The author(s) 2024.

This article is published as open access under the Creative Commons Attribution 4.0 International License (CC BY 4.0), allowing the author to retain copyright. The CC BY 4.0 License permits the content to be copied, adapted, displayed, distributed, republished, or reused for any purpose, including adaptation and commercial use, as long as proper attribution is provided.

# PEER TEACHING AS AN ALTERNATIVE PROFESSIONAL DEVELOPMENT STRATEGY FOR ECONOMICS EDUCATION TEACHERS

*Habasisa Molise*

*University of Limpopo, South Africa*

---

## ABSTRACT

This paper examines research concerning peer teaching as an alternative professional development technique for economics teachers. Peer teaching is an instructional strategy to enhance teacher professional development inside educational institutions. Through peer teaching, teachers actively engage in the professional development process. This is a prevalent professional development method for teachers aimed at familiarizing them with the practical application of the curriculum. The research is qualitative and employs a conceptual methodology. This study aimed to investigate peer teaching as an alternative professional development approach for teachers in economics. Data were obtained from various academic databases, including Google Scholar and ResearchGate. The study employed a thematic analysis of pertinent and contemporary literature. The study's themes included a deeper understanding of pedagogic and subject matter, learning new ways to teach, promoting collaboration through mentoring, enhancing organizational skills for teachers, and career development of teachers. The study's results demonstrate that peer teaching provides teachers with professional development opportunities that may enhance subject comprehension, foster teamwork, and offer mentoring support for beginner teachers. Ultimately, peer teaching can significantly promote teachers' professional growth and, thus, improve their curricular practices. This article advocates for the implementation of peer teaching to improve teacher professional development and curriculum delivery.

---

## KEYWORDS

Content Knowledge, Curriculum Delivery, Economics Education, Peer Teaching, Professional Development

---

## CITATION

Habasisa Molise (2024) Peer Teaching as an Alternative Professional Development Strategy for Economics Education Teachers. *International Journal of Innovative Technologies in Economy*. 4(48). doi: 10.31435/ijite.4(48).2024.3013

---

## COPYRIGHT

© The author(s) 2024. This article is published as open access under the **Creative Commons Attribution 4.0 International License (CC BY 4.0)**, allowing the author to retain copyright. The CC BY 4.0 License permits the content to be copied, adapted, displayed, distributed, republished, or reused for any purpose, including adaptation and commercial use, as long as proper attribution is provided.

---

## 1. Introduction

Teaching, akin to all other professions, warrants the professional development of its workers (Mbande-Kwayini, Rulashe & Ramolobe, 2024). The primary objective of professional development is to enhance instructors' delivery of instructional duties, hence fostering academic success in learners. Learners instructed by ineffective teachers are recognized as disadvantaged and exhibit inferior performance compared to those taught by teachers consistently engaged in professional development activities (Engels, Haupt, Kugelmann & Dethleffsen, 2021). Effective teaching is multifaceted and necessitates diverse subject and instructional strategies for content delivery. Professional development encompasses the skills and knowledge acquired by teachers for personal growth and career progression (Maboya, Jita & Chimbi, 2022). The professional development of teachers relies on several facilitated learning activities, including formal coursework, conferences, workshops, seminars, and other informal learning opportunities available within the field (Shafiaai, Kadirvelu & Pamidi, 2020). These activities are intense, collaborative, integrated, and evaluative, employing diverse methodologies such as peer teaching to enhance teacher development. The intricacies of the teaching profession necessitate teachers to respond to rapid changes and evolving limits or demands through in-service professional development training as part of their professional responsibilities (Molise, Kola & Ntshangase, 2023).

Consequently, effective economics instruction necessitates ongoing professional development in contemporary knowledge and skills, ensuring that practitioners remain pertinent in their respective careers; teaching, as the foundational profession, is not exempt from this imperative (Maboya et al., 2022). Professional development training offers several methodologies for the successful and high-quality execution of classroom instructional duties, which can enhance learners' academic achievement (Singh & Mukeredzi, 2024). Peer teaching is one of the infrequently utilized professional development strategies proposed by the study. Peer teaching is a recognized approach that enhances the pedagogical process among economics teachers by offering a forum for collaborative interaction and mutual learning (Kgwefane & Masimega, 2023).

Peer teaching provides economics teachers the opportunity to instruct their colleagues, thereby mastering the skill of elucidating intricate topics and providing constructive criticism regarding their learning (Cockerill, Craig & Thurston, 2018). Simultaneously, it offers pupils a supportive and conducive learning atmosphere, in which teachers actively engage in the educational process, hence enhancing information retention and achieving desired learning results (Baltzersen, 2023). Moreover, peer teaching can enhance the overall quality of economics education provided to teachers by enriching the learning experiences of economics learners (Engels et al., 2021). Consequently, when educational institutions allocate resources for teachers' professional development, it enhances their morale and affords them possibilities for professional improvement (Molise et al., 2023). Professional development is acknowledged as a catalyst for enhancing teachers' approaches to their profession and facilitates the acquisition of advanced abilities in their daily responsibilities (Acevedo & Sánchez, 2021).

National policy frameworks differentiate between the professional development of teachers and the governance of the profession. Initial teacher education is regulated by the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Molise et al., 2023), while professional development for certified teachers is overseen by the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) (Maboya et al., 2022). The National Professional Teachers Organization of South Africa (NAPTOSA), a teachers' union, offers programs to schools, typically for a price, so limiting access to those institutions that can afford the cost (Ajani, 2023). Their program also includes instruction on pedagogy and learning in varied circumstances. This study proposes peer teaching as an alternate technique for professional development. This style of professional development, in contrast to the latter, is freely accessible to teachers. Yidana and Acquah (2024) determined that the responsibilities of Economics teachers necessitate their participation in ongoing in-service professional development to acquire the skills, knowledge, and attitudes essential for effective performance.

The professional development of Economics teachers is increasingly essential in many regions globally (Molise et al., 2023). This is regarded as the most suitable method for enhancing the efficacy of teaching and learning in Economics and for familiarizing teachers with current trends in high school Economics education (Salo, Francisco & Almqvist, 2024). Mbande-Kwayini et al. (2024) assert that, despite the widespread acknowledgment of in-service professional development as a crucial component for educational enhancement, evaluations of in-service professional development research consistently highlight the ineffectiveness of the majority of these programs. Moreover, numerous teachers articulate discontent with the professional development possibilities available in schools and assert that the most impactful development programs they have encountered were self-directed (Dvir, 2021). Likewise, research is scarce on the professional development of Economics teachers, which warrants the same level of attention from stakeholders as Mathematics and English (Maboya et al., 2021; Singh & Mukeredzi, 2024).

Limited studies have been conducted on high school education, mostly concentrating on teachers' pedagogical approaches and other resources within educational systems (Gumbo, 2020). Shafiaai, Kadirvelu, and Pamidi (2020) emphasize that the predominant professional development activities favored by teachers include the attainment of advanced credentials, participation in in-service courses, and engagement in workshops, seminars, conferences, and school cluster systems. Maboya et al. (2021) assert that the efficacy of the cluster system as a method for teacher professional development remains inadequately substantiated. The topic teachers in these research clusters have not been Economics instructors; Ajani (2023) advocates for a well-structured cluster method to enhance benefits for participating teachers. In light of the aforementioned issues, this study proposes the use of peer teaching as an alternative professional development technique for teachers in economics. Teachers seek increased assistance from school administration teams in their professional development (Maboya et al., 2022). Moreover, teachers believe they lack sufficient support from the Department of Basic Education in South Africa on proper and consistent Teacher Professional Development (Singh & Mukeredzi, 2024). Consequently, the study presents the following research question:

- What is the effectiveness of implementing peer teaching as a professional development strategy for economics education teachers?

This study significantly contributes to the existing knowledge regarding various types of teacher professional development aimed at improving efficient curriculum delivery. The study proposes the introduction of peer teaching as an alternate method for the professional development of economics education instructors. The proposed professional development strategy aims to inform teachers, school administration teams, and subject advisers about various methods to increase teacher professional development in educational institutions.

## 2. Teacher professional development

Policymakers and teachers have so allocated significant effort and resources to improve the competencies of the teaching workforce. Consequently, teachers now dedicate an average of 10.5 days per year to participating in courses, workshops, conferences, seminars, observation trips, or other forms of in-service training (Ajani, 2023). Professional development (PD) is only effective when teachers participate in consistent practical sessions that enable them to internalize and readily implement strategies in their classroom environments (Molise et al., 2023). Instruction is pragmatic if education is to be realized. PD denotes the advancement of an individual in their professional roles and responsibilities to effectuate positive change. Specifically, "Teacher development is the professional advancement that teachers attain through enhanced experiences and reflection on their teaching practices" (Gumbo, 2020).

Proficient communication skills are crucial for persons commencing their professional careers; the professional development of a teacher encompasses formal experiences such as attending seminars, professional meetings, and mentoring (Shafiai et al., 2020). It also encompasses informal experiences, such as reading professional magazines or viewing documentaries pertinent to teaching professions (Singh & Mukeredzi, 2024). Professional development encompasses a wide array of activities aimed at enhancing teaching practices, augmenting knowledge, and transforming attitudes and perspectives regarding education. To evaluate professional development, one must consider the content of the experiences, the processes involved, and the contexts in which they occur (Ccoricasa & Cuadros, 2023). Moreover, instructors must actively participate in the entire transformation process to foster a sense of "ownership" of the innovation (Dvir, 2021).

Considering the specific setting of each school is crucial, as it would enhance the relevance of professional development to teachers' daily responsibilities; also, the significance of the content is emphasized (Engels et al., 2021). Professional development in educational institutions offers additional benefits, including enhanced collaboration among teachers, the initiation or reinforcement of collective reflection on pedagogical practices, and overall school improvement (Ccoricasa & Cuadros, 2023). This approach to defining the content of teacher development programs aims to optimize the utilization of allocated resources, contrary to assertions made in prior studies (Maboya et al., 2022). Conversely, it is imperative to design professional development programs tailored to the individual requirements of the teacher, emphasizing follow-up and guidance above training initiatives centered on instrumental and pedagogical components. (Mitchell et al., 2024) Teacher professional development programs must address the pedagogical needs of teachers to bridge gaps in their initial training concerning knowledge, attitudes, and skills, thereby enhancing their classroom performance and fostering improved learner learning (Zhang et al., 2021).

Professional development models are situated within a school, program, or other local environment to foster continuous professional communities (Mbande-Kwayini et al., 2024). In these professional development strategies, "teachers engage in discourse, cognition, and learning," based on the premise that pupils gain advantages when teachers possess substantial subject matter expertise (Mulyati & Sopiah, 2023). regarding the challenges encountered by learners in their educational pursuits (Yidana & Acquah, 2024). When teachers collaboratively analyze learners' work and implement innovative strategies to tackle educational challenges, learner achievement increases (Jaramillo-Baquerizo, Valcke & Vanderlinde, 2019). Consequently, these models saw professional development as an integral aspect of the daily responsibilities of teachers, administrators, and other personnel within the system. The most prevalent professional development strategies include mentoring, peer coaching, and reflective practices (van Dijk et al. 2022). Mentoring involves guiding and supporting trainees to facilitate their navigation through challenging transitions; it encompasses alleviating obstacles, empowering, reassuring, and fostering self-confidence, self-esteem, and a willingness to engage in continuous constructive interpersonal relationships (Yang et al., 2021).

Mentoring pertains to ongoing personal and professional growth (Thuketana, 2020). In mentoring, experienced instructors assist rookie teachers in establishing a reflective, collaborative, and cooperative

atmosphere for personal and professional development (Shafiaai et al., 2020). “Mentoring is typically characterized as a process of forming personal and professional connections between mentors and mentees” (Cho & Lee, 2021). A support network should be established in schools for the new mentor, facilitating the exchange of ideas, skills, and personal assistance that prioritizes the professional growth of all staff members. The mentor must possess the ability to listen, assess the situation, and provide suitable actions, guidance, and occasionally, quiet (Doyle, Sonnert & Sadler, 2018). Effective mentors recognize the necessity of reducing the power disparity between themselves and their mentees; although beginner teachers may make mistakes akin to errant learners, condescendingly admonishing them is counterproductive (Glaés-Coutts, 2020).

A current professional development concept is peer teaching, which promotes reciprocal growth among peers and facilitates regular classroom observations, allowing for an accurate assessment of their normal performance (Dhamala, 2024). This appears to be a symbol of exemplary schools that promote collegial interaction between teachers and the head teacher through a culture that cultivates a professional atmosphere conducive to teachers' work (Porras, Díaz & Nieves, 2018). Reflection originates from a cognitive standpoint wherein individuals reevaluate their practices to gain lessons from their experiences, equipping them to manage analogous situations in the future. It is a procedure that enables teachers to acquire insights into their methodologies. Talae, Bozorg, and Schritteser (2023) contended that reflection at the personal, group, and organizational levels is essential for teachers to critically examine their practices and reconsider their approaches to teaching and learning. The acknowledgment that reflection during and after action can enhance comprehension and transformation in practice has resulted in the emergence of the concept of reflective practice (Talae et al., 2023).

Gumbo (2020) noted that the training workshop methodology is predominantly employed in most development efforts. They additionally noted that this method serves as the revered paradigm for teachers' professional development in curriculum implementation in the absence of a provincial education department in the Republic of South Africa. Despite its growing popularity, the TPD model of workshops has garnered significant criticism as a quintessential example of inefficient practice from experts like Maboya et al. (2022). Scholars such as Ajani (2024) assert that complaints of TPD arise from its 'one-shot' structure, which is typically brief, unaligned with instructors' requirements, and lacking any follow-up mechanism. Kgwehane and Masimega (2023) disclose that the majority of teacher development workshops aimed at implementing curricular changes are frequently led by inept district trainers who are eager to conclude the 3- to 5-day sessions and return home. Numerous researchers, like Molise et al. (2023), assert that Teacher Professional Development (TPD) should be ongoing rather than a singular occurrence that lacks knowledge and does not cater to the individual requirements of teachers. Singh and Mukeredzi (2023) contend that an optimal teacher-professional development (TPD) program for curriculum revision and implementation must include contextualized material delivery tailored to teachers' needs and classroom realities.

### **3. Peer teaching in teacher professional development**

A pivotal school-level strategy recognized as essential for the effective professional development of economics teachers is peer teaching (PT) (Sukrajh et al., 2021). PT signifies the institutionalization of a commitment to ongoing enhancement in staff performance and learner outcomes. Nshimiyimana and Cartledge (2020) assert that a PT is 'an ongoing process in which teachers collaborate via repeating cycles of collective inquiry and peer support to enhance outcomes for the learners they serve.' Dhamala (2024) asserts that professional learning teams (PLTs) are collaborative groups of teachers who work together to enhance their pedagogical methods and address challenges in teaching, guided by a shared vision. This approach to professional development fosters teachers' growth, collaboration, and learners outcomes (Avonts et al., 2022). This is an effective school-based professional development strategy aimed at enhancing educational quality and fostering collaboration among teachers. It posits that high-quality professional development activities enhance teacher knowledge and instructional methodologies (Aydin et al., 2022).

Numerous studies validate that the peer teaching method is employed in educational institutions to enhance the professional development of instructors, thereby equipping them for the effective execution of their duties (Tanveer et al., 2023; Avonts et al., 2022). They assert that such TPD activities are self-directed and cultivate in teachers the abilities of observation, training, and inquiry that may be imparted to their learners. The study's findings indicate that school-based teacher professional development activities enhance classroom instruction and facilitate teachers' improvement in teaching and studying their topics (Avonts et al., 2022). Additional researchers corroborated the assertion that peer teaching enhances teachers' professional efficacy in classroom knowledge delivery to learners (Touliá, Strogilos & Avramidis, 2021; Tanveer et al., 2023). Peer

teaching, as a professional development technique, improves classroom performance and deepens teachers' topic knowledge (Zhang et al., 2022), providing them the opportunity to cultivate and learn skills for enhanced teaching efficacy. It can augment learning, content mastery, and information retention, resulting in enhanced performance (Suswanto et al., 2023).

Ajani (2023) asserts that principals significantly influence the professional development of teachers in their schools, highlighting the necessity for such growth within each institution. The administrators must be aware of and facilitate the professional development of teachers inside the system. In a comparable study, Mitchell et al. (2024) propose that the ongoing professional development of teachers should not be solely the responsibility of teachers; rather, principals and other administrators should facilitate the coordination of teachers (Ccoricasa & Cuadros, 2023) and effectively organize customized in-service professional development programs based on the specific needs of the school and its teachers. Peer teaching, as an approach to teacher professional development, demonstrates efficacy by uniting teachers of the same subjects to exchange experiences and collaboratively develop resources tailored to their specific classroom contexts (Olulowo, Ige & Ugwoke, 2020). These teachers engage in comprehensive instruction in their disciplines by seasoned professionals, translating their expertise into practical applications, collaboratively evaluating, and reaching consensus on the subject matter to enhance learner learning (de Lange & Wittek, 2020).

Peer teaching has garnered global recognition as an effective approach to enhancing educational quality and teacher development. This strategy benefits teachers by facilitating the exchange of experiences among them, which can enhance learner outcomes (Alsaleh, 2022). Teachers within the same discipline, institution, department, or grade level derive significant advantages from TPD, since they may readily implement their acquired knowledge into classroom practices (Suswanto et al., 2023). Teachers are inspired by peer consultation and the exchange of experiences in topic knowledge at different levels, which can enhance the quality of education (Zhang et al., 2022). Teacher Professional Development (TPD) must be customized to address the distinct requirements of individual teachers or groups of teachers from various schools or circuits to attain the common objective of enhanced learner achievement. Shrivastava & Shrivastava (2023) assert that all learning from direct experience transpires vicariously through the observation of others.

In the realm of peer teaching, teachers recognize the value of collaboration and idea exchange by observing the achievements of their colleagues within a team. Moliner and Alegre (2020) assert that diverse professional development activities conducted through peer teaching cultivate the resources essential for enhancing teacher professional development. They cultivate trust and reliance through vicarious and mastery experiences in collaborative peer teaching sessions (Kgwefane & Masimega, 2023). Peer feedback exemplifies social persuasion in peer teaching, which can enhance the instruction of economics. Ajani (2023) asserts that the most significant impacts on learner learning arise when teachers engage in self-reflection over their teaching practices, and when learners assume the role of their instructors. He observes that when learners can oversee their learning progression from idea formulation to comprehensive knowledge, they become the teachers of their learning (Ajani, 2023). The focus is on enhancing the visibility of both learning and teaching processes. The concept of a learner as a teacher chiefly pertains to the cultivation of meta-cognitive abilities, including self-monitoring, self-evaluation, self-assessment, and self-instruction (Ashadi et al., 2020).

#### **4. Methodology**

This study employed a literature review method to analyze and synthesize existing peer-reviewed publications. The literature review approach was selected to aggregate empirical findings and synthesize literature on alternative professional development strategies in economics education, specifically focusing on the potential of peer teaching. Following Boell and Cecez-Kecmanovic's (2015) framework, the researcher defined the research question and delineated the study's scope. Specifically, this study aimed to investigate the effectiveness of implementing peer teaching as a professional development strategy for economics education teachers, to inform evidence-based practice. By examining existing literature, this study aims to identify key themes, concepts, and relationships, providing a comprehensive understanding of the topic.

#### **Data Collection Methods**

The study's data collection methods are designed to ensure a comprehensive literature synthesis. A systematic literature review is conducted using electronic databases such as Google Scholar, and ResearchGate, and academic journals like the Journal of Economic Education, Economics of Education Review, and Teaching Economics. Keyword searching utilizing relevant terms like "peer teaching," "professional development," "economics education," and "teacher training" is also employed, along with Boolean operators to capture a broad range of studies.

Additionally, hand-searching of reference lists and grey literature searches of conference proceedings, reports, and policy documents from educational organizations and institutions are conducted.

### **Sources of Data**

The study draws on a diverse range of literature published in English between 2020 and 2024. This includes peer-reviewed articles, book chapters, conference proceedings, reports from educational organizations and institutions, and dissertations and theses. Key databases and search engines such as Google Scholar and ResearchGate are utilized to ensure a comprehensive search.

### **Inclusion and Exclusion Criteria**

To maintain focus and relevance, specific inclusion and exclusion criteria are applied. Studies are included if they focus on peer teaching or collaborative learning in economics education, examine professional development or teacher training, are published in English between 2020 and 2024, and are peer-reviewed or published by reputable sources. Conversely, studies are excluded if they focus solely on learner peer teaching or non-educational settings, do not address economics education or teacher professional development, or are unpublished or non-peer-reviewed.

### **Selection Process**

The study's selection process is systematic and transparent, guided by the PRISMA flow diagram. The process involves the initial screening of titles and abstracts, followed by a full-text review of potentially relevant studies. Quality assessment using a standardized tool, such as the Critical Appraisal Skills Programme (CASP), ensures the reliability of included studies. Data extraction and synthesis are then conducted to identify key themes and concepts.

### **Data Analysis Strategy**

Thematic analysis and literature synthesis techniques are employed to analyze the data. This involves identifying key concepts and themes related to peer teaching in economics education, analyzing relationships between peer teaching and professional development outcomes, and synthesizing findings to provide a comprehensive understanding of the topic. NVivo or similar software facilitates data analysis and synthesis, enabling the identification of gaps and areas for future research. The data analysis process encompasses multiple processes, including data organization, theme or pattern formation, and interpretation of findings from the utilized scientific papers. Data were collected from the complete text and synthesized into novel themes for this investigation. This study identifies and discusses five extracted themes in the subsequent sections. These themes include, (1) a deeper understanding of pedagogic and subject matter (2) learning new ways to teach (3) promoting collaboration through mentoring (4) enhancing organisational skills for teachers, and (5) career development of teachers. Reliability and validity were underscored by triangulation and the involvement of secondary source participants in the analytical process. The objective was to attain a thorough comprehension of the intricate interaction between peer teaching and economics education. A summary of the thematic analysis procedure for this study is as follows:

**Gaining Familiarity with the Data:** This was accomplished by employing the "repeated reading" strategy to read the selected literature on peer teaching in economics education and identify patterns and meanings. The extracted data were linked to the original publication to eliminate any uncertainty and provide context useful for interpreting the data.

**Developing Initial Codes and Themes:** The coding process was driven by the research objectives, focusing on aspects of peer teaching such as collaborative learning, teacher autonomy, professional growth, and institutional support. Codes were developed by documenting these aspects, making it easier to assign relevant codes. Following the coding procedure, all codes were examined and compiled to produce prospective themes pertinent to the study's goals.

**Reviewing the Themes:** Each theme was identified and its common traits delineated, resulting in the emergence of higher-level themes comprising multiple sub-themes. Peer teaching as an alternative professional development strategy in economics education served as a unifying theme, connecting various themes and sparking the development of major themes. These themes include, (1) a deeper understanding of pedagogic and subject matter (2) learning new ways to teach (3) promoting collaboration through mentoring (4) enhancing organisational skills for teachers, and (5) career development of teachers.

**Writing the Analysis:** The analysis method identified prospective research gaps requiring further study, as well as the effectiveness of peer teaching in promoting teacher efficacy and learner-centered learning in economics education. This informed the development of recommendations for future research and practice.

## 5 Presentation of findings and discussion

Concerning the reviewed literature, the findings of this study are discussed under the following themes that emerged: (1) a deeper understanding of pedagogic and subject matter (2) learning new ways to teach (3) promoting collaboration through mentoring (4) enhancing organizational skills for teachers, and (5) career development of teachers.

### 5.1 Deeper understanding of the pedagogic knowledge and subject matter

The literature study findings indicated that teachers' knowledge constitutes the basis for their decision-making regarding practice. Teachers require various forms of information to facilitate their roles, encompassing subject knowledge, pedagogical content knowledge, and general pedagogical knowledge. Empirical research has revealed the various ways in which this information impacts practice, and assessments of teachers' knowledge have been demonstrated to correspond with evaluations of teacher effectiveness (Kgwefane & Masimega, 2023). The results demonstrated that teachers must consistently refresh their expertise pertinent to their field of competence. Baltzersen (2023) asserts that professional development programs assist teachers in augmenting their skill sets, acquiring new teaching tools and strategies, and fostering professional relationships. Nshimiyimana and Cartledge (2020) concur that professional development assists teachers in linking their subject content to newly acquired abilities, hence enhancing their comprehension of the subject matter. The study's findings reveal that the existing TPD programs for teachers cover a range of subjects, including but not limited to outcome analysis, pedagogical techniques, and specialized content knowledge. Shrivastava & Shrivastava (2023) assert that the efficacy of TPD depends on the delivery of appropriate information for teachers, and content that can improve the teaching and learning processes within the educational framework.

Peer teaching enables economics teachers to develop a deeper understanding of both pedagogic knowledge and subject matter expertise. When teachers teach their peers, they are compelled to clarify complex concepts, making their knowledge more robust. This process helps to identify gaps in their understanding, solidify existing knowledge, and make connections between different concepts. As a result, teachers become more effective in conveying economics concepts to their learners. Moreover, peer teaching encourages teachers to reflect on their teaching practices, leading to improved lesson planning, instructional strategies, and assessment methods. By reinforcing their pedagogic knowledge and subject matter expertise, teachers can create a more engaging and effective learning environment for their learners.

### 5.2 Learning new and better ways to teach

The literature review findings indicated that teacher professional development immediately impacts the classroom, offering teachers novel and improved teaching methodologies. The findings suggested that if instructors are allowed to learn how to integrate digital tools in the classroom, they may create a superior learning environment for learners. The empirical study shows that novel and innovative pedagogical strategies employed by teachers enhance learner learning in the classroom (Yang et al., 2021). Research has validated the importance of instructional resources in instructors' pedagogical practices (Aydin et al., 2022; Tung & Avery, 2022). These resources not only reduce the teaching burden for teachers but also promote accelerated learning for learners and cultivate an engaging and dynamic classroom atmosphere (Engels et al., 2021). Yang et al. (2021) assert that professional training and workshops can significantly benefit teachers in developing instructional materials that meet the diverse needs of learners. Avonts et al., 2022 concur that seminars and training sessions have streamlined lesson preparation for teachers.

Peer teaching exposes economics teachers to diverse teaching methods, approaches, and strategies. By observing and learning from colleagues, teachers can refresh their instructional repertoire, incorporating innovative techniques to engage learners and improve learning outcomes. This exchange of ideas helps to break down silos and fosters a culture of collaboration, where teachers share best practices and adapt them to their teaching styles. Peer teaching also encourages teachers to experiment with new technologies, active learning strategies, and real-world applications, making economics more relevant and accessible to learners. As teachers learn from each other, they can update their teaching practices to reflect changing learner needs, curriculum requirements, and technological advancements.



### **5.3 Promote collaboration through mentoring**

The literature review findings indicated that diverse professional development programs provide instructors with the opportunity to engage and learn from peers in their sector. Diverse individuals or experts possess varying cognitive approaches. Collaborative activities, debates, and teamwork in a professional setting facilitate engagement with persons possessing diverse perspectives and experiences. This presents numerous chances for professional development and growth as teachers. Empirical research (Shafiaai et al., 2020) demonstrates that the efficacy of teacher professional development in improving teaching and learning quality depends on sufficient monitoring and follow-up of participating teachers. De Lange and Wittek (2020) assert that the objective is to guarantee the utilization of knowledge or skills acquired during the previously indicated training. Dhamala (2024) asserts that the practice of monitoring or doing follow-ups on teachers both before and after their engagement in training or workshops can enhance the assessment of their performance and the identification of further professional development requirements. Porras et al. (2018) assert the necessity of improving the monitoring and evaluation protocols for instructors attending workshops to determine the effectiveness of these training sessions and their influence on classroom practices. A study conducted by Gumbo (2020) on professional networks, or collaborative learning, indicated that instructors operate in isolation. Collaboration among instructors in a cluster creates opportunities to address deficiencies in content understanding.

Peer teaching facilitates collaborative learning environments, where experienced teachers mentor novice colleagues. Mentoring relationships promote knowledge sharing, feedback, and support, helping new teachers navigate the complexities of teaching economics. Experienced mentors offer guidance on curriculum design, lesson planning, classroom management, and assessment techniques. Novice teachers benefit from constructive feedback, encouragement, and reassurance, reducing anxiety and improving job satisfaction. Mentoring also fosters a sense of community, helping teachers feel connected and supported within their department. By promoting collaborative learning, peer teaching helps to ensure that new teachers develop the skills and confidence needed to succeed in the classroom.

### **5.4 Infuse organizational skills for novice teachers**

The literature review findings indicated that organizational abilities are among the most essential skill sets for teachers. Teachers must manage extensive documentation, including records, report cards, assignments, and similar materials. A teacher must cultivate the necessary organizational abilities. Professional development equips teachers with contemporary tools and methodologies for enhanced organization. Empirical data demonstrate that the majority of professional development courses assist instructors in acquiring and enhancing organizational abilities through practical application and real-life situations. Dvir, N. (2021) asserts that teachers serve as mentors who cultivate the forthcoming generation of leaders, teachers, entrepreneurs, artists, and various professionals. Teachers are perpetual learners who must continually enhance their skill sets in the evolving educational landscape to deliver optimal learning experiences for learners. Research indicates that, according to Alsaleh (2022), teachers must engage in continuous learning, and educational institutions can benefit from diverse professional development programs that enable teachers to enhance the classroom learning environment. Teacher professional development pertains to teachers' acquisition of knowledge and abilities, which are subsequently applied in the classroom to enhance learner academic performance and the overall quality of education in a sustainable manner (Moliner & Alegre, 2020).

Peer teaching helps novice economics teachers develop essential organizational skills, critical for effective teaching. Experienced peers offer guidance on lesson planning, classroom management, and time management, ensuring novice teachers establish a strong foundation for their teaching practice. Peer teaching also provides opportunities for novice teachers to observe and learn from experienced colleagues, gaining insights into effective teaching routines, record-keeping, and communication strategies. By developing these organizational skills, novice teachers can focus on teaching and learning, rather than administrative tasks. Moreover, peer teaching helps novice teachers prioritize tasks, manage workload, and balance competing demands, reducing stress and improving overall well-being.

### **5.5 Career development of teachers**

The literature study findings indicated that investing in professional development for teachers enhances their morale and offers opportunities for professional improvement. The findings indicate that professional development motivates teachers to enhance their attitude to the profession and aids them in acquiring and applying more professional abilities in their daily activities. Empirical research demonstrates that numerous

professional teachers desire to resign from their positions, with a significant proportion of novice instructors departing during the initial five years of their careers. Burnout and teacher turnover within the educational system are significant issues that require attention (Acevedo & Sánchez, 2021). Maboya et al. (2021) affirm that excessive workload, inadequate funding, challenging parental interactions, classroom management difficulties, and similar factors contribute to burnout in the teaching profession. Professional development helps mitigate burnout and turnover in the teaching profession. Jaramillo-Baquerizo et al. (2019) affirm that the professional development of teachers equips contemporary instructors with the necessary competencies to address daily challenges more effectively, hence contributing to teacher retention in classrooms.

Peer teaching contributes to the ongoing professional growth and career development of economics teachers. By enhancing teaching skills, expanding subject matter expertise, and building leadership and mentoring capabilities, teachers can advance their careers. Peer teaching provides opportunities for teachers to take on leadership roles, such as department chairs, curriculum developers, or professional development coordinators. Experienced teachers can also develop specialized expertise, becoming recognized authorities in specific areas of economics. Furthermore, peer teaching fosters networking opportunities, enabling teachers to connect with colleagues from other institutions, attend conferences, and participate in professional organizations. By investing in peer teaching, teachers can position themselves for career advancement, increased recognition, and greater impact on the education community.

## 6 Conclusions and recommendations

The study investigated the effectiveness of peer teaching as an educational strategy to enhance teacher professional development in schools. Through peer teaching, teachers actively engage in the professional development process. This is a prevalent professional development method for teachers aimed at familiarizing them with the practical application of the curriculum. The study's results demonstrate that peer teaching provides teachers with professional development opportunities that may enhance subject comprehension, foster teamwork, and offer mentoring support for beginner teachers. Ultimately, peer teaching can significantly promote teachers' professional growth and, thus, improve their curricular practices. This article advocates for the implementation of peer teaching to improve teacher professional development and curriculum delivery.

The present study is not without methodological limitations. Firstly, the reliance on existing literature may introduce literature bias, where studies with positive outcomes or Western-centric perspectives are overrepresented. Additionally, publication bias may occur, as only published studies are included, potentially overlooking unpublished or grey literature with contrasting findings. The search strategy, although systematic, may not capture all relevant studies, particularly those using different terminology or published in non-English languages. Furthermore, the quality of included studies may vary significantly in terms of methodology, sample size, and study design, affecting the reliability of findings. The study's conceptual nature also limits its ability to establish causality between peer teaching and professional development outcomes. Moreover, the potential for selection bias exists, as studies were selected based on predetermined inclusion and exclusion criteria, which may have inadvertently excluded relevant studies. Lastly, the study's dependence on secondary data may limit the depth and nuance of analysis, as primary data collection would provide more detailed insights into the phenomenon under investigation.

## Recommendations

Current teacher professional development strategies typically isolate peer teaching, undermining the concept of collaboration among teachers of the same subjects, circuits, or districts; the emphasis of their collective efforts is to enhance individual competence in the classroom. Consequently, peers ought to participate in intentional and significant professional growth for one another. During peer teaching, teachers should engage in active learning through the support and mentorship of experienced colleagues over curriculum delivery. TPD may occur in educational institutions or designated venues for teachers, contingent upon their partnerships with training providers to attain identical objectives. The TPD material must align with their teaching and learning requirements.

## 7. Declarations

**Author Contributions:** (Literature review, H.M.: conceptualization, H.M.: methodology, data analysis. H.M.: review-editing and writing, original manuscript preparation, H.M.). The author read and approved the published on the final version of the article.

**Funding:** This research did not receive any external funding.

**Conflicts of Interest:** The author declares no conflict of interest.

## REFERENCES

1. Acevedo, A., & Sánchez, A. (2021). Continuous training and professional development of teachers in the area of Social Sciences. *Journal of Education Sciences*, 31(58), 467–494. <http://servicio.bc.uc.edu.ve/educacion/revista/58/art04.pdf>
2. Ajani, O. A. (2023). Teacher professional development activities in Africa: Insights from South African high school teachers' experiences. *International Journal of Research in Business and Social Science* (2147- 4478), 12(8), 493–503. <https://doi.org/10.20525/ijrbs.v12i8.2898>
3. Alsaleh, A. A. (2022). The influence of heads of departments' instructional leadership, cooperation, and administrative support on school-based professional learning in Kuwait. *Educational Management Administration & Leadership*, 50(5), 832-850. <https://doi.org/10.1177/1741143220953597>
4. Avonts, M., Michels, N.R., Bombeke, K., & et al. ( 2022). Does peer teaching improve academic results and competencies during medical school? A mixed methods study. *BMC Med Educ.* 2022;22(1):431. doi:10.1186/s12909-022-03507-3
5. Aydin, M.O., Kafa, I.M., Ozkaya, G., Alper, Z. & Haque, S. ( 2022). Peer-assisted skills learning in structured undergraduate medical curriculum: an experiential perspective of tutors and tutees. *Niger J Clin Pract*, 25(5):589–596. [https://doi.org/10.4103/njcp.njcp\\_1410\\_21](https://doi.org/10.4103/njcp.njcp_1410_21)
6. Ccoricasa, O.L.S. & Cuadros, M.J.L. (2023). Professional Teacher Development in Public Schools of Metropolitan Lima, Peru. *Alpha Centauri*, 4(4), 26-34. <https://doi.org/10.47422/ac.v4i4.158>
7. Cho, M. & Lee, Y.S. (2021). Voluntary peer-mentoring program for undergraduate medical learners: exploring the experiences of mentors and mentees. *Korean J Med Educ.* 2021;33(3):175–190. <https://doi.org/10.3946/kjme.2021.198>
8. de Lange, T. & Wittek, A.L. (2020). Analyzing the constitution of trust in peer-based teacher mentoring groups – a sociocultural perspective. *Teaching in Higher Education*, 4 (1), 1–15. <https://doi.org/10.1080/13562517.2020.1724936>
9. Dhamala, B.P. (2024). Peer Coaching as a Strategy for Teachers' Professional Development. *Okhaldhunga Journal*, 1(2), 3–21. <https://doi.org/10.3126/oj.v1i2.69553>
10. Dvir, N. (2021). Using narrative pedagogy for novice teachers' professional development. *Professional Development in Education*, 50(4), 625–637. <https://doi.org/10.1080/19415257.2021.1895285>
11. Engels, D., Haupt, C., Kugelmann, D. & Dethleffsen, K. (2021). The peer teachers' perception of intrinsic motivation and rewards. *Adv Physiol Educ.* 2021;45 (4):758–768. <https://doi.org/10.1152/advan.00023.2021>
12. Glaés-Coutts, L., (2020). University-supported networks as professional development for teachers in school-age educare. *International Journal for Research on Extended Education*, 8 (1–2020), 66–79. <https://doi.org/10.3224/ijree.v8i1.06>
13. Gumbo, M.T. (2020). Professional Development of Technology Teachers: Does their training meet their need? *Perspectives in Education*, 38(1), 58-71. <http://dx.doi.org/10.18820/2519593x/pie.v38i1.5>
14. Jaramillo-Baquerizo, C., Valcke, M., & Vanderlinde, R. (2019). Professional development initiatives for university teachers: variables that influence the transfer of learning to the workplace. *Innovations in Education and Teaching International*, 56 (3), 352–362. <https://doi.org/10.1080/14703297.2018.1479283>
15. Kgwefane , T. A. ., & Masimega, G. S. . (2023). Assessing the Efficacy of Peer Teaching as an Alternative to Teaching Practice: A Case of Molepolole College of Education. *Journal of Education and Practice*, 7(7), 65–81. <https://doi.org/10.47941/jep.1543>
16. Maboya, M., Jita, L., & Chimbi, G. (2022). Reaping the Rewards of Professional Development: Evidence from Mathematics Teachers' Pedagogical Practices. *International Journal of Instruction*, 15(1), 873–890. <https://doi.org/10.29333/iji.2022.15150a>
17. Mbande-Kwayini, B.G., Rulashe, T. & Ramolobe, K.S. (2024), 'Education Development Officers as agents for promoting quality education at selected rural schools', *African Journal of Teacher Education and Development* 3(1), a30. <https://doi.org/10.4102/ajoted.v3i1.30>
18. Mitchell, R., Ayinselya, R.A., Barrett, A.M, Cortez Ochoa, A.A., David, O., Imaniriho, D., Nwako, Z.A., Reda, N.W. & Singh, M. (2024). Teacher professional development in Africa: A critical synthesis of research evidence. CIRE, Bristol. <https://doi.org/10.5281/zenodo.10944685>
19. Moliner L, Alegre F (2020) Effects of peer tutoring on middle school learners' mathematics self-concepts. *PLoS ONE* 15(4): e0231410. <https://doi.org/10.1371/journal.pone.0231410>
20. Molise, H.V., Kola, M.I. & Ntshangase, M.X. (2023). "Examining the Continuous Professional Teacher Development Programme in South Africa: A Case Study of Economics and Management Science Teachers in the Thabo-Mafutsanyane District." *E-Journal of Humanities, Arts and Social Sciences* 4(13), 1567-1580. <https://doi.org/10.38159/ehass.202341315>

21. Muchineripi, M. (2022). Exploring the Administration of Peer-Assisted Learning (PAL) as a Form of Academic Support at a TVET College in South Africa. *Community College Journal of Research and Practice*, 48(6), 317–331. <https://doi.org/10.1080/10668926.2022.2132432>
22. Nshimiyimana A, Cartledge PT. (2020). Peer-teaching at the University of Rwanda - a qualitative study based on self-determination theory. *BMC Med Educ.* 2020;20(1):230. <https://doi.org/10.1186/s12909-020-02142-0>
23. Olulowo, T. G., Ige, O. A., & Ugwoke, E. O. (2020). Using peer tutoring to improve learners' academic achievement in financial accounting concepts. *Education Research International*, 2020, Article 8871235. <https://doi.org/10.1155/2020/8871235>
24. Salo, P., Francisco, S. & Almqvist, A.O. (2024) Understanding professional learning in and for practice, *Professional Development in Education*, 50:3, 444-459. <https://doi.org/10.1080/19415257.2024.2311108>
25. Shrivastava, S.R. & Shrivastava, P.S. (2023). Assessing the Merits and Effectiveness of Peer Teaching in Small Groups through the Employment of Different Learning Media. *Avicenna J Med.* 2023 Oct 30;13(4):215-222. <https://doi.org/10.1055/s-0043-1776044>
26. Singh, M. & Mukeredzi, T. (2024). Teachers' experiences of continuous professional development for citizenship and social cohesion in South Africa and Zimbabwe: enhancing capacity for deliberative democracies. *Front. Educ.* 9:1326437. <https://doi.org/10.3389/educ.2024.1326437>
27. Sukrajh et al. (2021). Promoting active learning in medical education using the peer teaching model: Perceptions of senior medical learners. *SN Soc Sci*, 1(158). <https://doi.org/10.1007/s435445-021-00170-1>
28. Talae, E., Bozorg, H., & Schrittmesser, I. (2023). Implications of Teachers' Personal Practical Knowledge for Teacher Training Programs: A Case Study of Primary Teachers. *International Journal of Education in Mathematics, Science and Technology*, 11(2), 407-423. <https://doi.org/10.46328/ijemst.2494>
29. Toulia, A., Strogilos, V., & Avramidis, E. (2021). Peer tutoring as a means to inclusion: a collaborative action research project. *Educational Action Research*, 31(2), 213–229. <https://doi.org/10.1080/09650792.2021.1911821>
30. Tung, E.L & Avery, L.L. (2022). Effectively incorporating peer teaching to improve radiology education-radiology in training. *Radiology*, 2022;303(03):E32–E34
31. van Dijk, E.E., et al. (2022). Connecting academics' disciplinary knowledge to their professional development as university teachers: a conceptual analysis of teacher expertise and teacher knowledge. *Higher education*. <https://doi.org/10.1007/s10734-022-00953-2>
32. Yang, M.M., Golden, B.P., Cameron, K.A. & et al. (2021). Learning through teaching: peer teaching and mentoring experiences among third-year medical learners. *Teach Learn Med.* 2021;2021:1–8.
33. Yidana, M.B. & Acquah, Y.S. (2024) Examining the influence of Economics teachers' engagement in professional learning communities on teaching self-efficacy: a structural equation modelling approach, *Cogent Social Sciences*, 10(1), 1-16. <https://doi.org/10.1080/23311886.2024.2334113>