

**NAIRA REDESIGN POLICY AND CHALLENGES OF CLASSROOM ACTIVITIES  
AND MANAGEMENT OF SCHOOLS IN OMOKU TOWN, RIVERS STATE, NIGERIA**

**BY**

**ALLISON, DIMKPA SOLOMON**

**GSM: 08035505096**

**DEPT. OF EDUCATIONAL FOUNDATIONS, SCHOOL OF EDUCATION, FEDERAL  
COLLEGE OF EDUCATION (TECHNICAL), OMOKU TOWN, RIVERS STATE,  
NIGERIA**

**AND**

**ALLISON, HELEN CHINEDU (NEE UZORKA),**

**GSM: 08037807470**

**DIVISIONAL AGRIC OFFICER (D.A.O.),  
DIVISIONAL AGRIC OFFICE, OGBA/EGBEMA/NDONI LOCAL GOVERNMENT  
AREA (ONELGA) COUNCIL SECRETARIAT, OMOKU TOWN, RIVERS STATE,  
NIGERIA.**

**Abstract**

The study considered the naira redesign policy of the Central Bank of Nigeria (CBN) led by Mr. Godwin Emefile as Governor and the challenges the policy poses on classroom management of schools in Omoku town, Rivers State of Nigeria. Primary source of relevant literature which are the original, first hand information, document of the naira redesign policy by Mr. Godwin Emefiele and the record of the challenges the policy had on schools in Omoku town like temporary adjustment of school activities leading to disruption of classroom activities and management due to absence of teachers and students from school some days and most times, arriving later than the expected time were advanced. Suggestions such as government should make policies only when they are needed and such should be implemented at our pace as a developing economy, and after taking all necessary variables into considerations, were posited.

**Keywords: Naira, Redesign, Policy, Challenges, Classroom and Management.**

**Introduction**

The fundamental roles of money as a store of value and medium of exchange make its circulation imperative for the operational existence and survival of the human race and other human establishments. Money plays a very important role in every sector of the nation's economy. In education, the administration of schools by school heads and management of classrooms of schools by classroom managers, the teachers, depend on the availability of money to say, pay staff salaries/wages, on one part and provide basic consumables like stationeries, fuel (to power

school generating set for electricity), transportation, health services, food, accommodation and others, as at when due, on the other hand.

There is a correlation between teachers emotions and student outcomes. Frenzel, Daniels & Buric (2021) aver that there is a link between teacher emotions and students outcomes. They added that when a teacher is cheerful and friendly, students tend to be drawn to them and their lessons are considered engaging, and the topics, interesting. The reverse is the case when they are cheerless and unfriendly.

Also, Osika, Macmahon, Lodge & Carroll (2022) posit that emotions and learning are inseparable, meaning that the mood of the teacher and student at any given time, can enhance or interfere with teaching and learning outcomes.

The Nigerian naira redesign policy which brought sudden and steep decline in physical cash, probably ushering in cashless policy is considered to have its good and bad sides, of course. Whenever government introduces policies, whether good or bad, the school community which is part of the larger society, is not exempted from the challenges that befall the citizens, as well as the society. This is the premise on which this position paper “Naira Redesign Policy and Classroom Management of Schools in Omoku Town, Rivers State of Nigeria” is presented.

#### **Operational Definition of Keywords:**

- a) **Naira:** Naira, according to Wikipedia (2023) symbolized ₦, is Nigeria’s money, legal tender or and currency. One Naira (₦1) is equal to one hundred kobo (100k), a subunit of it. It is issued, supplied and controlled for the Federal Republic of Nigeria by the Central Bank of Nigeria (CBN). The name, “Naira” was coined from the word “Nigeria” by Chief Obafemi Awolowo. However, Naira as Nigeria’s currency was launched in January 1, 1973 by Alhaji Shehu Shagari, who was then the minister of finance.
- b) **Redesign:** As used here, redesign means to make noticeable changes or improvement on what already exists. As regards the nation’s currency, “redesign” refers to the process of changing already existing denominations in items of their look, especially the color, security features and structure.
- c) **Policy:** Policy refers to the principle of action or an administrative step which was proposed, deliberated and eventually approved by the government. In essence, monetary policy refers to the specific action taken by the Central Bank of Nigeria (CBN) to regulate the value, supply

and cost of money in the economy with a view to achieving government's macro-economic objectives like president Muhammadu Buhari's vision of economic prosperity.

- d) Management:** The word "management" has been considered in different ways. Armstrong (2012:310) considers management as deciding what to do and then getting it done through the effective use of resources; Wehmeir (2021) sees it as the control and making of decisions in an organization; Igwe (2006) sees it as a set of activities which can be classified as planning, organizing and controlling while Lunenburg and Ornstein (2008) consider it in two (2) ways, viz, scientific management, which focuses on job individual workers perform and administrative management which concentrates on the management of an entire organization. In this context, management is considered as the proper utilization of humans (person) and other material resources for the achievement of the set goal(s) of the organization (School in this regard).
- e) Classroom:** The word "classroom" has plethora of definitions, Wehmeir (2001) defines classroom as the room where a class of pupils or students are taught while Atanda (2009) considers it as the geographical space occupied by a group of pupils or students for teaching and learning purposes. However, in this work, classroom refers to any space, place or room in a school system or setting, set aside for teaching and learning purposes.
- f) Challenges:** Singular (challenge). This refers to something arousing interest, action and invitingly provocative.

### **Research Methodology**

The study employed a combination of primary source of relevant literature which are the original, first-hand information, document and record kept of an important occasion, eye witness accounts and description of events, which the researcher played a role or participated (Kpee, (2021), Ezechukwu, Ihiegbulem, Nwaji, Ejimaji, Ojedapo & Ukofia (2020) and Okeke (2004). Other materials used were textbooks, articles and reports. These materials were selected in fashion like randomized sampling procedure and were assessed in terms of validity and value. Scott's four overlapping criteria which are authenticity, credibility, representation and meaning (Allison & Allison (2021) served as framework.

### **Theoretical Underpinning the Research**

The place of money in the operational existence, sustenance and survival of human beings cannot be said to have been over-emphasized. Apart from God Almighty, money is the next need of every being. No wonder “money” was mentioned one hundred and twenty-five (125) times in the King James Version (KJV) of the Holy Bible. Emphatically, money is a defense and also answers all things;, according to Ecclesiastes 7:12 and 10:19, respectively.

Money is regarded as the currency of any nation. As currency, it needs to circulate. Any policy whatsoever that obstructs or hinders its circulation will definitely result to unpleasant responses and feedback. Even the National Policy on Education, of the Federal Republic of Nigeria, FRN (2014) posited that education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the educational programs. From this, classroom management which is part of education requires adequate financial provision for its operation.

The teacher, who is the classroom manager as well as the students/pupils, regularly need consumables like food, transportation, stationeries, health services, others, which are all possible via the availability of cash. When there is no money to buy food or pay transport fare or get medical treatment either by the teacher or the students/pupils, school attendance is affected on one hand and classroom activities and management are disrupted on the other hand.

Also, there is a correlation between teachers’ emotions and students’ outcomes, as cheerful and friendly teachers are considered as engaging and the topics, interesting and vice versa (Frenzel, et al, 2021). Furthermore emotions and learning are inseparable, meaning that the mood of the teacher and students at any time enhances or interferes with the teaching and learning outcomes. In line with the aforementioned, every responsible government considers whatever policy to implement, so that the emotions of the citizenry are not negatively affected.

The systems school theory by Miller and Rice in Armstrong (2012) posits that the main idea of systems theory in social work is based on the idea that teachers’ and students/pupils behavior at any given time are influenced by a variety of factors that work together as a system. These factors include family, friends, social settings, economic class and the environment at large. In this regard, the naira redesign policy bears influence on classroom activities and management of schools.

Similarly, Fiedler in Armstrong (2012) developed his contingency theory as a way for organization to adapt to uncertainty by developing a strategic plan with alternative scenario. No doubt, the naira redesign policy created an alternative scenario for many activities, including classroom management of schools in Omoku Town, Rivers State of Nigeria.

### **Naira Redesign Policy: An Overview**

The Naira has been redesigned before. Esegi (2023) posited that the Naira has been redesigned four (4) times before now, that is, in 1965, when Nigeria became a republic, decided to redesign her currency to reflect that it is then being issued by the Federal Republic of Nigeria, FRN; in 1968, following the civil war, the 1965 currency was redesigned as a war tactic to counteract the misuse of the country's currency notes during the period; in 1993, when Nigeria implemented a genuine monetary system in decimal form and to replace the imperial system inherited from the British colonial administration and in 2007, as part of her economic reforms.

At present, there are eight (8) different denominations of the Nigerian naira bank notes in circulation. They are the N5, N10, N20, N50, N100, N200, and N1000 denominations. Only three (3) of them, namely N200, N500 and N1000, the higher denominations, were redesigned.

**Benefits of Naira Redesign Policy by Emefiele:** Mr. Godwin Emefiele is the Governor of the Central Bank of Nigeria, (CBN). On 26<sup>th</sup> October, 2022, he announced to Nigerians that he had received the approval of President Muhammadu Buhari to redesign the ₦200, ₦500 and ₦1000 Nigerian banknotes. He also announced that by the approval, the redesigned banknotes will circulate concurrently with the old notes up to 31<sup>st</sup> January, 2023, after which the old notes loses their legal tender status. He added that, given the need to improve the level of circulation of the new (redesigned) notes, the President magnanimously extended the deadline by another ten (10) days to 10<sup>th</sup> February, 2023 for the old notes to circulate as legal tender. He advanced the reasons for the Naira redesign policy as to take control of the Naira in circulation, manage inflation, combat counterfeiting and ransom payment. He assured Nigerians that the CBN working with the Deposit Money Banks and other very important stakeholders such as the Economic and Financial Crimes Commission (E.F.C.C.), the Independent and Corrupt Practices Commission (I.C.P.C.) are working together to ensure that the ultimate goal, which is to deliver to ALL NIGERIANS, a new currency that meets global standards, is achieved.

He further said that the CBN is aware of the difficulty being faced by Nigerians in accessing the new currency at this initial stages of its issue and circulation and wishes to plead with all to please show understanding as everything is being done to correct some of the observed lapses in the implementation of the ambitious program. Accessed through vanguard online Newspaper of February 3, 2023 using <https://www.vanguardngr.com/>

**Description of Omoku Town, Rivers State, Nigeria:** Omoku is an urban area that serves as both the administrative and commercial headquarters of Ogba/Egbema/Ndoni Local Government Area (ONELGA) in Rivers State. ONELGA is one of the twenty-three (23) Local Government Area (LGAs) in Rivers State, created out of the former Ahoada Local Government Area (ALGA) on September 21, 1991 and among the seven hundred and seventy-four (774) Local Government Areas recognized by the 1999 Constitution of the Federal Republic of Nigeria, FRN (2010), according to Abali (2005) and Allison (2017).

Omoku is the second largest town after Obio-Akpor and Port Harcourt, which are now local government areas, which have merged as a joint single city (Abali, 2016), the second largest and commercial town in Rivers State, located about 93 kilometers from the state capital, Port Harcourt, (Abali, 2009), having a population of an admixture of public officers in teaching services at the different types and levels of schools, that is, higher, secondary, primary, pre-primary schools; core civil servants, judiciary staff, armed forces, Nigerian Police Force (NPF) and others.

**Commercial Banks in Omoku:** There used to be seven commercial banks in Omoku, out of which four are defunct while only three are operational and functional at present. All these commercial banks are located along the only major federal government road, known as Ahoada-Omoku-Obrikom and Egbema Road. The names of the banks and their operational status at present are given as follows:

- 1) **FCMB** changed from Firstcity Merchant Bank to Firstcity Monument Bank (FCMB) Limited in 2001 following its transformation to a universal banks. The Omoku branch of this bank is defunct with its structural building overtaken by grasses.
- 2) **Unity Bank Plc** is located at 171 Ahoada Road, Omoku and is still functional and operational.
- 3) **Bank PHB** is Platinum Habib Bank Group. It has metamorphosed to Keystone Bank or simply ‘the Bank’ and was incorporated by the Nigerian Deposit Insurance Corporation

(N.D.I.C.) on August 3, 2011, following the revocation of the license of Bank PHB by the Central Bank of Nigeria (CBN). The Omoku Branch is long defunct.

- 4) **Zenith Bank Plc** is located along Ahoada Road, Omoku. It is still functional and operational at present.
- 5) **First bank of Nigeria Plc** is located along Ahoada Road, Omoku. It is at present defunct, although its operational building is being safe guarded.
- 6) **Eco Bank Plc** was Located along Ahoada Road, Omoku, precisely within the Local Government Council Secretariat premises. At present, it is defunct.
- 7) **UBA Plc, known as United Bank for Africa Plc** is located along Ahoada Road, Omoku it is one of the earliest pioneer banks in Omoku. It has survived several challenges like armed robberies in the past, yet it is both functional and operational. This is the banks with the highest customer base.

In a nutshell, of the seven (7) commercial banks in Omoku, Unity Bank Plc, Zenith Bank Plc and United Bank for Africa (UBA) Plc are the ONLY functional and operational banks in Omoku. The four (4) other banks, namely First City Monument Bank (FCMB) Limited, Bank PHB (Platinum Habib Bank) Group now known as Keystone or “the Bank”, First Bank of Nigeria Plc and Ecobank Plc are all defunct.

It is interesting to note that there is Midland Microfinance Bank located at Campus1 of Federal College of Education (Technical), Omoku with other point-of-sale (POS) outlets scattered within Omoku.

### **Types of Schools in Omoku Town, Rivers State, Nigeria**

There are different types of schools in Omoku Town, Rivers State, Nigeria. They are higher school, senior secondary schools, Universal Basic Education (U.B.E), schools and nursery and kindergarten/crèche, that is, pre-primary schools.

**Higher School:** The only higher school in Omoku, Rivers State of Nigeria is the Federal College of Education (Technical), Omoku, abbreviated F.C.E.(T.), Omoku. It was established in 1989 by Act No. 4 of 1986 of the Federal Government of Nigeria. Like other Colleges of Education in Nigeria, it is teacher education-oriented, saddled with the responsibility to produce teachers who will teach in primary and secondary schools (Uche, 2020:10). It awards the Nigeria Certificate in Education (N.C.E.) which is the minimum qualification for entry into the teaching profession in

Nigeria (FRN, 2004:39). Presently, F.C.E.(T.), Omoku is affiliated to University of Nigeria, Nsukka (UNN) and University of Uyo (Uni Uyo). This enables her to offer a broader general education courses which enables her to produce graduates who are awarded Bachelors of Education in different areas in science education, technical education, vocational education, physical and health education, early-childhood education and care, etc.

**Secondary Schools:** There are a total number of twenty seven (27) public or government owned secondary schools in ONELGA, four (4) of which are in Omoku town, the capital of ONELGA. These twenty-seven (27) secondary schools have both the junior secondary schools (that is, UBE/Basic 7, 8 and 9) and the senior secondary schools (SSS 1 – 3). That of the private secondary schools could not be ascertained as at the time of this work.

**Primary Schools:** There are seventy-eight (78) primary schools, also known as Universal Basic Education 1 – 6 in ONELGA, with eleven (11) of them located in Omoku Town. Records of private owned primary schools are fluidy as some of them are not-registered while only very few have little or nothing to show at present as samples where teaching and learning actually takes place.

#### **Overview of Classroom Activities and Management**

**Classroom Activities and Management:** According to Atanda (2009), classroom activities and management connotes the mobilization and organization of resources to achieve the expected objectives of the school system via the classroom. For Arogundade (2009), classroom activities and management refers to some forms of arrangement and co-ordination that go on in the classroom. In essence, classroom management involves the utilization of available material resources and gaining confidence of the public students by way of cooperation in planning, organizing, directing and coordinating the activities that go on in the classroom, made possible by the help of the teacher.

**Purpose of Classroom Activities and Management:** Munroe (2001) opined that when purpose is not known, abuse is inevitable. In other word, where purpose (aims and objectives) are clearly defined and understood, compliments, respect, praise follows.

Although the purpose of classroom activities and management varies from one scholar to the other, there are evident similarities in them. Accordingly, Ekere (2009) and Atanda (2009) summarized the purpose of classroom activities and management, as follows:

- a) To realize school objectives;

- b) Prevent wastage of resources at the teacher's disposal;
- c) Enable the students/pupils achieve in the highest level of their potential abilities;
- d) Ensure optimum utilization of the available resources in the classroom;
- e) Avoid time wasting which is already insufficient for elaborate subjects like mathematics (Allison and Ojedapo, 2011);
- f) Co-ordinate classroom activities and
- g) Guide against unforeseen administrative problems in the class.

**Impediments to Classroom Activities and Management:** As important as classroom activities and management is to effective teaching and learning, it is not without impediments. Arogundade (2009) identified the following as impediments to classroom activities and management under these three (3) sub-headings, which are:

- i) **Student factors:** Such as absentism, disobedience (non-compliance), fighting (verbal and physical), inability to learn probably due to inattentiveness (lack of concentration), leaving seats for no good reason, noise-making, refusal to do or complete assignment, shuffling feet, tapping pen or pencil, sleeping, talking loud when one is expected to be quiet and untidiness.
- ii) **Teacher Factor:** This comprises of lack of cordial relationship between the teacher and the students, poor mastery of the subject matter, laziness of teacher, the use of inappropriate methods of instruction, inability to appreciate individual differences of students in terms of their interest, ability and weakness, lack of teacher's authority in the classroom, inability of the teacher to communicate effectively with the students, moral laxity of the teacher, inadequate planning and preparation of lessons and poor organization and use of instructional materials.
- iii) **School Factors:** This is made up of large class size, lack of instructional materials, poor students welfare, poor teachers welfare, poor school/administration and harsh school environment like poor pay which could be cushioned with agribusiness (Allison, 2017:170-177).
- iv) **The Role of Teachers in Classroom Activities and Management:** The role of teachers in classroom management cannot over-emphasized. Teachers are the managers of the classroom. Ekere (2009) summarized the role of teachers in classroom management as follows:

- i) Handling of problems of discipline and control;
- ii) Motivating students interest and responses;
- iii) Handling the routing of classroom management;
- iv) Adjusting to deficiencies in school equipments, physical conditions and materials;
- v) Handling of problems of teaching techniques;
- vi) Making up for the lack of command over subject matter;
- vii) Overcoming the lack of effective teaching voice;
- viii) Presenting lessons and guiding peoples decisions;
- ix) Adapting to the needs, interest and abilities of students and
- x) Meeting the difficulties involved in planning and managing classrooms.

**Note:** It is penitent to state that the mode of teaching differs from one teacher to another. Pedagogy which is child-learner is the teaching of children (dependent personalities), adragogy, which is man-learner, is the principle based on practice rather than theory, used for adults that is, facilitation of learning for adults (Ubong, 2012) and Heutagogy is the management of learning for self-managed learners.

### **Naira Redesign Policy and Challenges of Classroom Activities and Management of Schools in Omoku Town, Rivers State of Nigeria**

Nigeria seems to have a major annual ‘wahala’, I mean, challenge. In 2020, it was Covid-19 with almost 6 months lockdown; 2021, it was ENDSARs protest while in 2022, it was sim block and the Academic Staff Union of Universities (ASUU) strike which lasted for eight (8) months. In 2023, it is the Naira redesign policy and post presidential election matters.

Although the Naira redesign policy was well perceived and thought of by the government/CBN, with its attendant benefits on potential for improved security, reduced counterfeiting, increased accessibility and a reflection of Nigeria national identity, it ought to have been considered a challenging process that requires careful coordination and execution to minimize disruptions and ensure smooth transition. It has its setbacks, one of which is the insufficient supply of the new notes, which resulted in cash crisis and cash crunch, leaving the banks with no other option of returning back to the use of the old notes through the Automated Transfer Machines (ATM), Point-of-Sale (POS) devices and over-the-counter.

Another setback is the fifty-eight (58) days duration advanced or given by the CBN for all Nigerians to return the old ₦200, ₦500 and ₦1000 denominations without a corresponding swap or reissuance of equivalent of the amount deposited. Although the CBN had finally yielded to the December 31, 2023 extension by the Supreme Court, which was borne out of different litigations by different litigants, Nigerians have been suffering shortage and decline in physical cash ever since the policy commenced. Nigerians have been brought into more hardship and suffering caused by ripples throughout the economy of Nigeria as many economic activities in the country, including the education sector, have been grounded.

Ezeh (2023) laments the effect of the Naira redesign policy on students and teachers as frustrations arising from prolonged scarcity of naira notes, temporary adjustment of school activities leading to disruption of classroom management due to absence of many teachers and students in Omoku, introduction of point-of-sale (POS) machines, either procured by the school or engaging the services of nearby commercial operators, with the attendant extra charges and network challenges, extra-costs and spending on purchases and transportation, which have forced teachers, students, parents/guardians alike to spend outside their budget and staff being asked to stay home and work from there, pending when things return to normal. If school personnel (teacher or students/ pupils) have no choice but are forced to stay at home which is borne out of lack of means of getting to school (no cash to pay transport fare or and bad or no network for transfer) which is a fallout of the prevailing circumstances of the Naira redesign policy, school administration in part and classroom activities and management in general and disrupted.

The disruption of classroom activities and management by the Emiefiele's naira redesign policy worsened the increasing negative insufficient time to adequately cover senior secondary mathematics syllabus and confidently prepare students to sit and succeed in eternal examinations like West African Senior Secondary Certificate Examination (WASSCE), according to Allison & Ojedapo (2011). In effect, this disruption worsened and deepened the already falling standard of education in this part of the globe. Malik (2023) posited that the Naira redesign policy was ill-conceived and thought out and that it has scant or no regard for the crucial roles money plays, not only as a medium of exchange but as a store of value in every modern economy.

## **Conclusion**

This work is on Naira redesign policy and the challenges it brought on classroom activities and management. It was carried out in Omoku town, the administrative and commercial headquarters and nerve centre of Ogba/Egbema/Ndoni Local Government Area of Rivers State, in Nigeria. It gives an overview of the 2022 Naira redesign policy of the Mr. Godwin Emefiele's led Central Bank of Nigeria (CBN). It equally gives an overview of classroom activities and management, marking mention of pedagogy, andragogy and heutagogy as the different teaching methodology for different learners. It reveals the challenges of the Naira redesign policy on classroom activities and management.

The work looked at the naira redesigned policy in Nigeria and more importantly, it served as an eye opener on how certain policies can undermine or inflict hardship on citizens and institutions in the state, taking classroom activities and management and education, as an example.

## **Suggestions**

As postulated by Allison (2019), making law or policy should be only when the need arises and such law or policy should not infringe on the welfare or well being of Nigerians. Policy like naira redesign policy, which has its merits on the economy, should be implemented at the pace of our country, taking all variables like time, availability of new redesigned banknotes, functional network system, avoidance of extra costs and charges on the citizenry, etc into consideration and when it will be suitable for greater percentage of Nigerians to adjust.

Deposit of the old redesigned denominations should be accompanied with reissuance of same amount for those who need and not with a stylish mop-up of currency for an unprepared transition to cashless status with electronic networks not fully equipped for such work load.

Court orders and directives should be adhered and obeyed as soon as they are issued. Defaulting or disobeying citizens and establishments should be sanctioned appropriately and accordingly without any fear or favouritism. The likes of Godwin Emefiele who, at present, is in the custody of the Department of State Security (D.S.S.) flagrantly refused and disobeyed to comply with order from the highest court of the land, the Supreme Court of Nigeria, regarding the Naira redesign policy. He ought to have been removed from office before now and sanctioned accordingly.

## References

- Abali, B.K. (2005). *Who is who in Ogbaland, Vol.1*. B'Alive Publications Co.
- Abali, B.K. (2009). *Oil and gas exploration: what ONELGA suffers*. B'Alive Publications Co.
- Abali, B.K.(2016). *Saved to serve: solutions to Rivers State, Nigeria and global unrest*. B'Alive Publication Company: The Federal Government Printer
- Allison, D. S. (2019). Education Law: Concept, Issues and prospects. In *the Colloquium: a multi-disciplinary thematic policy journal*. 7(1), 2019 (22-26).
- Allison, D.S. & Allison, H.C. (2021). Women education, an access to local government wage employment in Omoku, Rivers State of Nigeria: Issues, challenges and prospect for rural development. In A. Okpagi, E. M. George-Genyi, E. P. Iji & A. O. Ona (eds.). *Local government administration and rural development in Nigeria: A festschrift in honour of Professor John Egbe Enyi. 1 (1), (341 – 354)*. Gwatex Publications.
- Allison, D.S. & Ojedapo, D.O. (2011). Time frame and syllabus completion of senior secondary mathematics in Omoku, Rivers State, Nigeria. In J. A. Opara, M. O. N. Obagah, N. S. Oguzor and A. N. Nosike (eds.). *Mediterranean Journal of Social Sciences (Special Issues)*. 2 (5): Pp 41 – 45. Mediterranean Centre of Social and Educational Research.
- Allison, D.S. (2017). Combining government wage employment with agribusiness in Omoku, Rivers State of Nigeria: implications for administrators. In B. O. Nwosu and C. M. Ile (eds.). *Nigerian Journal of Business Education*. 4 (2): Pp 170 – 177. Integrity Publications.
- Armstrong, M. (2012) *Armstrong's handbook of human resources management practice, 12<sup>th</sup> edition*. Ashford Colour Press.
- Arogundade, B. B. (2009). Classroom Management in education. In J. B. Babalola and A. O. Ayeni (eds.). *Educational Management: Theories and Tasks*. Pp 787 – 796. Macmillan Nigeria Publishers Limited.
- Atanda, A. I. (2009). Classroom Management in Education. In J. B. Babalola and A. O. Ayeni (eds.). *Educational Management: Theories and Tasks: Pp 797 – 811*. Macmillan Nigeria Publishers Limited.
- Ekere, S. C. O. (2009). Classroom Management in Education. In J. B. Babalola and A. O. Ayeni (eds.). *Educational Management: Theories and Tasks*. Pp 812 – 830. Macmillan Nigeria Publishers Limited.
- Emefiele, G. (2023). Benefits of Naira redesign policy. In Vanguard Online Newspaper of February 3, 2023. <https://www.vanguardngr.com/kj>
- Esegi, M. (2023). Nigeria Naira redesign policy: what you need to know: The Tutored Advisor. <https://www.google.com.search>
- Ezechukwu, I. R., Ihiegbulem, O. T., Nwaji, O. J., Ejimaji, E. U., Ojedapo, D. O. and Ukofia, I. B. F. (2020). *Research methodology: tools and techniques*. Cape Publishers Int'l Ltd.
- Ezeh, F. (2023). Naira Scarcity: NAPPS Laments effect on students teachers. The Sun online newspaper of 14<sup>th</sup> March. Accessed via <https://www.sunnewsonline.com>

- Federal Republic of Nigeria, (FRN (2014). *National policy on education*. NERDC
- Federal Republic of Nigeria, FRN (2010). *1991 constitution as amended*. Federal Government Printer.
- Frenzeh, A. C., Daniels, L. and Buric, I. (2021). Teacher emotion in the classroom and their implication for students. In *Educational Psychologist*. Volume 56, 2021 – Issue 4: Do Teachers Emotions, Motivation and self-regulation matter for students emotional outcomes? <https://www.tandfonline.com>>full
- Igwe, L. E. B. (2006). *Fundamental theories, concepts, principles and practice of educational administration*. Petrup Enterprises Nigeria.
- Kpee, G. G. (2021). *Research methods in education: a made approach (revised edition)*. Uzopietro Publishing Company.
- Lunenburg, F. C. and Ornstein, A. C. (2008). *Education Administration*. Wadsworth Cengage Learning.
- Malik, A. A. (2023). Currency swap/redesign policy of the federal government: a coup de grace?: This Day Online Newspaper. <https://www.thisdaylive.com/>
- Munroe, M. (2001). Understanding the purposes and power of woman. <https://www.amazon.com>
- Okeke, B. S. (2004). *Quality research in education: Supervisor's perspective*. Pam Unique Publishing Coy Ltd.
- Osika, A., Macmahon, S., Lodge, J. M. & Carroll, A. (2023). Emotions and Learning: What role do emotions play on how and why students learn? In *Times Higher Education, the University of Queensland Publication*. 18<sup>th</sup> March, 2022. <https://learning.lab.uq.edu.au>>article
- The King James Version, KJV (2003) of the Holy Bible.*
- Ubong, B. (2012). Philosophy and adult education. In N.N.F. Amadike and B. Ubong (eds.). *Issues in adult education*. Pp 202-232. Harey publications Coy.
- Wehmeier, S. (2001). *Edited Oxford Advanced Learner's Dictionary (6<sup>th</sup> & Special Price Edition)*. Oxford University Press.
- Wikipedia (2023). Dictionary <https://en.m.wikipedia.org>>wiki
- Wikipedia (2023). Nigeria Naira. <https://en.m.wikipedia.org>>wiki