

## **Teacher Effective Service Delivery and Economics Classroom Management in Post Covid-19 Era in Rivers State**

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### **Abstract**

This study focused on teacher effective service delivery and Economics classroom management in post-covid-19 era in Rivers State. The need for effective service delivery and classroom management in the critical need for effective service delivery and classroom management in this post-pandemic period necessitated the study.. Four research questions and four hypotheses guided the study. The study adopted descriptive survey research design. The population of the study was 218 Economics teachers while a sample size of 136 was used. The instrument for data collection was structured questionnaire titled teacher effective service delivery and classroom management” (TECM) developed by the researchers and was face and content validated by three specialists in Measurement and Evaluation and Educational Management respectively. Data collected were analyzed using mean and standard deviation while t-test was used to test the hypotheses at 0.05 level of significance. The results indicated that teachers’ qualification and work experience determine to a high extent effective service delivery and classroom management in post covid-19 era. Based on the conclusion that effective service delivery and classroom management is required to guarantee the safety and academic success of the students in post covid-19 era, it was recommended that teachers should show more commitment to professional training. Also, considering the outbreak of covid-19 pandemic, teachers should be retrained on effective classroom management so as to be acquainted with modern ways of disease control and prevention.

**Keywords: Teacher, effective service delivery, Economics and classroom management**

### **Introduction**

It is generally believed that teachers are born rather than made. A teacher in this regard, refers to any individual who engages in the act of teaching with the sole aim of causing others to learn. The teacher does this by helping the learner to acquire some desirable skills and knowledge which in turn result to a change in behaviour. According to Ikpe (2005), the teacher is the individual who carries out the activity of teaching and causes people to learn. A teacher can also be said to mean anyone that has acquired the special skill required to

effectively impart knowledge and is actually involved in the teaching career. In other words, a teacher must be one that has undergone a professional training in a certified institution of learning. With regard to this, Agwu (2005) noted that teaching without equivocation, is a discipline, a profession that requires intensive training and practice in order to achieve proficiency both in the theoretical and practical dimensions especially in a classroom setting. The classroom in educational institution is a geographical space occupied by a group of learners that share similar traits or characteristics required for learning. In the words of Ede, Oleabhie and Modebelu (2016), a classroom is a formal enclosure specifically designed to accommodate teachers and learners for the purpose of teaching and learning. They maintained that the classroom holds the students together and gives them the chance of interacting and socializing with each other. The classroom provides the avenue for the teacher to guide the learners into meaningful and purposeful learning. For this to take place, there must be proper classroom management. Hejnen (2014) therefore defined classroom management as the wide variety of skills and techniques that teachers can use to keep students organized, orderly, focused and attentive on task as well as being productive academically in the educational system. Classroom management also refers to the ability to keep students under conditions and behaviours favourable for teaching and learning to take place. To achieve this, the teacher must possess some basic qualities such as the knowledge of the subject matter and the ability to apply the right teaching method at the right time.

The importance of teachers in effective service delivery and classroom management cannot be over-emphasized. Ikegbunam (2009) remarked that the success or otherwise of the entire classroom activities, interactions and instructions lie largely on the effectiveness of the teachers' competence. The teacher must be prepared in such a way that he or she would be able to present his or her lesson in a pre-digested, planned, systematic, sequential and controlled manner. The teacher must be prepared to adopt the strategy of management of materials and supplies in order to ensure effective participation of learners for good performance and quality education (Omojunwa, 2007). Teachers no doubt, are the classroom managers charged with the onus of mobilizing, organizing and directing resources for the achievement of educational goals and objectives. Teachers must therefore realize that their task is not merely to teach but also to stimulate learning by directing the activities of the learners in a way that produce the desired learning outcome. This is not without hurdles.

With the increasing irregularities and unethical attitudes of students in schools, the need for classroom management arises as the basis and most commonly found opportunity to regularly control and modify students' misdemeanours. Some of the irregularities that exist among

students include fighting, disobedience, stubbornness, stealing, noise making, irresponsibility and truancy which could be connected to social, personal or intellectual problems (Olagboye, 2004; Eruvbedede, 2018). The occurrence of these abnormal traits among students could be linked to the fact that human behaviour is very complex and diverse and this makes it difficult to manage or control. To this end, the classroom should be basically considered as a place where behaviours are modified for better. Hence, Atandah (2006) identified some of the reasons for organizing and controlling classrooms to include the realization of school objectives, coordinating classroom activities, guiding against some unforeseen problems, avoiding wastage of time in class to enable students achieve higher level of potential abilities and to ensure optimum utilization of available resources.

In most cases, substandard teaching is believed to be the foremost reason for poor performance of students. Teaching as an enabling job, usually involves a lot of activities that could facilitate learning. In particular, teacher attitude, opinion and perception of the students often serve as a strong determinant of teacher-students relationship and how the students in turn view the subject taught by the teacher (Oleabhie, Oko & Agbo, 2018). Agreeing with this, Agwu (2005) stressed that such traits as oratory, impressive carriage, physical energy and good dressing are sometimes regarded as indicators of teaching ability while personal dispositions cannot be entirely ruled out in the teaching-learning enterprise. Besides, students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information that are taught, or they may learn them for the purposes of a test but revert to their preconceptions outside the classroom Donovan in (Oleabhie, Oko & Agbo, 2018). This justifies the fact that the teacher must organize and manage his class in such a way that effective teaching and learning will be delivered to the students.

Several factors have been identified to contribute to effective classroom management and they include being friendly with students, showing sympathy, fairness, discipline, ability to establish rules, ability to monitor students with optimum dignity, physical vitality and enthusiasm with various techniques that will attract students' attention and interest to the lesson and effective classroom discipline (Babalola & Ayeni, 2009). Others according to Agwu (2005) are sitting arrangement, sitting plan which enable the teacher to know the names of the students, use of class monitor in distributing materials, getting the attention of the students before the lesson begins and the use of the rod of correction. Wilkins in Agwu (2005) emphasized that if all the above conditions are satisfied, rowdiness in the class can only arise when students become disinterested or frustrated in the teaching-learning process.

A situation like this will require the teacher to assume leadership role by providing a variety of learning activities and administering appropriate punishment for offences. This will help to reposition the class, restore normalcy and get the students back on track.

Moreover, there seem to be a consensus among parents, teachers and administrators that though anyone can be called to teach, not everyone can teach some subjects due to the complex nature of such subjects. Economics happens to fall in the category of subject not designed for all-comers. This perhaps, could be attributed to the fact that Economics involves abstract and deductive reasoning as well as aspects of Mathematics which generally creates mathematical phobia in both non-professionally trained Economics educators and learners. For the teaching and learning of Economics to be effective, interesting stimulating and result-oriented, Economics teachers must in addition to possessing adequate knowledge of Economics concepts, be committed and have experience on classroom management. Also, the variations in teachers' skills and potentials for effective service delivery and classroom management call for proper selection and employment of qualified teachers. A qualified teacher is one that has been certified by a recognized institution to carry out the business of teaching.

Effective classroom management requires a professionally trained teacher. Myriads of studies acknowledge the fact that there seem to be shortage of professionally trained and certified teachers. In line with this, Kyrian (2012) observed that effective instruction delivery is enacted and anchored on the knowledge that one of the objectives of teacher education is to produce highly motivated, creative, conscientious and efficient teachers that can effectively handle the management of students and staff at all levels of the educational system. This objective to some extent has not been achieved due to failure of teachers to acquire the required competence and skills for classroom management. Moreover, competence in classroom management among teachers calls for ingenuity, sound knowledge of the subject matter, effective communication skills and experience. These often give birth to effective service delivery and classroom management.

Accordingly, it takes a well-informed, educated, trained and experienced individual to effectively manage a classroom and achieve the expected results of change in behaviour. This is because education and the task of teaching at all levels is gradually becoming more intricate and complex. Studies (Uwem, 2013 & Ujebe, 2018) suggested that some teaching skills can be acquired through experience. By experience, we mean knowledge gained through the years of professional practice. Stanton (2012) reported that the traditional assumption that experience prior to appointment provides an adequate basis for functioning

as teachers has given way to a growing recognition that the academic study of school teachers can make a valuable contribution to their effective service delivery and classroom management. Moreover, the influence of experience is checked by the dynamic nature of our society within which the school system operates. This is because very often, experiences gained today in one setting may not be tenable tomorrow in another setting. This has been practically demonstrated by the occurrence of this global pandemic known as covid-19.

Going by the above assertion, it is obvious that the present education system is due for changes around some of her traditional ways of doing the teaching-learning business, especially with the unexpected emergence of coronavirus popularly referred to as Covid-19. Covid-19 according to Medscope (2021), is an illness caused by a novel coronavirus called severe acute respiratory syndrome coronavirus two (SARS-Cov-2). The virus was first identified amid an outbreak of respiratory illnesses in Wuhan City, Hubei Province, China. It was initially reported to the World Health Organization (WHO) on December 31<sup>st</sup> 2019 and on January 30<sup>th</sup>, 2020, WHO declared it a global health emergency (Cennimo, 2021). Beginning from that moment, the world has not remained the same as many people have died of this deadly disease which at present has no definite cure. Only strict preventive measures have been recommended. The recommended preventive measures known as the feasibility and implications suspension and mitigation strategies (FISMS) have been rigorously analyzed and are being encouraged or enforced by many governments to slow or halt viral transmission. Specifically, wide social distancing, home self-isolation, school and business closures were among the FISMS. Others include universal face mask use, physical distancing, avoidance of nonessential indoor spaces, postponing travel, enhanced ventilation and hand hygiene (Ferguson, Laydon & Nedjati, 2021). These policies may be required for a long period of time.

### **Statement of the Problem**

One major area of the education sector that must immediately experience a paradigm shift is classroom management. Reports abound that most classrooms are often over-crowded with poor sitting and visual arrangements. These are perhaps, exacerbated by continuous increase in the number of students that offer Economics and other school subjects and increase in school enrolment without a corresponding increase in the number of teachers and school facilities. The recommended class size according to National Policy on Education (2013) is 30. The awareness of the advantages of education has contributed to over-crowded classrooms as everybody wants to go to school to be educated. Even in many pre-primary schools, a class is made up of 45-50 children when they should be at most 15 for effective

teacher-pupil interaction. A situation where the classroom is clustered like this will definitely encourage the spread of any infection. This is evident in the chaos that we are experienced as a result of the global health crisis caused by the Covid-19 pandemic. There must therefore, be a radical shift from the traditional education practices to innovative practices of teaching and learning. Hence, this study focused on teacher effective service delivery and Economics classroom management in post-covid-19 era in Rivers State.

### **Research Questions**

The following research questions guided the study.

1. To what extent do Economics teachers' professional qualification determine effective service delivery?
2. To what extent do Economics teachers' professional qualification determine effective classroom management?
3. To what extent do Economics teachers' work experience determine effective service delivery?
4. To what extent do Economics teachers' work experience determine effective classroom management?

### **Hypotheses**

**H<sub>01</sub>:** There is no significant difference between the mean rating scores of principals and teachers on the extent professional qualification determines Economics teachers' effective service delivery.

**H<sub>02</sub>:** There is no significant difference between the mean rating scores of principals and teachers on the extent professional qualification determines Economics teachers' effective service delivery.

**H<sub>03</sub>:** There is no significant difference between the mean rating scores of principals and teachers on the extent work experience determines Economics teachers' effective classroom management.

**H<sub>04</sub>:** There is no significant difference between the mean rating scores of principals and teachers on the extent work experience determines Economics teachers' effective classroom management.

### **Methodology**

The study adopted survey research design and was carried out in Rivers State. The population of the study was 218 Economics teachers (Rivers State Secondary Education Board, RISSEB, 2020) while the sample size comprised 136 teachers obtained using Krejcie and Morgan table for estimating sample size. Stratified random sampling technique were used to determine the

sample size. The instruments for data collection was structured questionnaire developed by the researchers with the title “Teacher Effective Service Delivery and Classroom Management” (TECM). The instruments were face and content validated by three specialists in the area of Educational Management and Measurement and Evaluation in Michael Okpara University of Agriculture, Umudike Abia State. The reliability of the instruments was established using Cronbach alpha method. The instruments yielded internal consistency indices of 0.71 for teacher effective service delivery and 0.79 for classroom management, adjudged to be of high internal consistencies. Data obtained were analyzed using mean and standard deviation while the hypotheses were tested using t-test statistic.

## **Results**

### **Research Question 1**

To what extent do Economics teachers’ professional qualification determine effective service delivery?

**Table 1: Mean response of Economics teachers on the extent teachers’ qualification determine effective service delivery**

<b>S/N</b>	<b>ITEM STATEMENT</b>	<b><math>\bar{X}</math></b>	<b>SD</b>	<b>Remarks</b>
1.	Economics teachers with professional qualifications perform better	3.13	0.53	HE
2.	Economics teachers with professional qualifications inspire students for academic excellence	3.57	0.43	VHE
3.	Economics teachers with professional qualifications often have good relationship with their students	3.09	0.56	HE
4.	Economics teachers with professional qualifications are good at handling instructional materials	2.89	0.79	HE
5.	Economics teachers with professional qualifications are good at managing students	3.03	0.72	HE
6.	Economics teachers with professional qualifications encourage healthy student-teacher relationship	2.91	0.57	HE
7.	Professional qualification enhances Economics teachers’ ability to improvise instructional materials	3.97	0.71	VHE
8.	Professionally qualified Economics teachers know how to harness the energy and interest of students for school advantage	2.66	0.59	HE
9.	Professionally qualified Economics teachers are good at school discipline	3.11	0.61	HE
<b>Pooled mean</b>		<b>3.13</b>	<b>0.60</b>	<b>HE</b>

From table 1 above, it could be observed that the respondents agreed that professional qualification determines Economics teachers’ effective service delivery. This can be deduced from the mean scores which were above 2.50 mean cut-off mark earlier set as acceptable benchmark. Also, the pooled mean and standard deviation of the respondents are 3.13 and

0.60 respectively which are above the cut off mean of 2.50 indicating that the respondents agreed that professional qualification influences effective service delivery.

### Hypothesis 1

**H<sub>01</sub>:** There is no significant difference between the mean rating scores of principals and teachers on the extent professional qualification determine Economics teachers' effective service delivery.

**Table 2: T-test analysis of significant difference between the mean responses of principals and teachers on the extent professional qualification determine Economics teachers' effective service delivery.**

Group	Mean	SD	N	Df	t-calculated	t-critical	Significant
Principals	3.13	0.60	53	134	0.61	1.96	Accepted
Teachers	3.05	0.62	83				

The data in table 2 above indicated that the calculated t-value is 0.61 while the t-critical value is 1.96 at 0.05 level of significance and at 134 degree of freedom. Since the calculated value is less than the t-critical value, the null hypothesis was accepted. Therefore, there is no significant difference between the mean rating scores of principals and teachers on the extent professional qualification determine Economics teachers' effective service delivery.

### Research Question 2

To what extent do Economics teachers' professional qualification determine effective classroom management?

**Table 3: Mean response of Economics teachers on the extent Economics teachers' qualification determine effective classroom management**

S/N	ITEM FOCUS	X	SD	REMARKS
10.	Professionally qualified Economics teachers create conducive and friendly classroom environment	2.97	0.66	HE
11.	Professionally qualified Economics teachers demonstrate when teaching in class using simple terms	3.01	0.55	HE
12.	Professionally qualified Economics teachers involve students in creating rules and regulations to guide them in the classroom	3.60	0.63	VHE
13.	Professionally qualified Economics teachers are good at managing classroom instruction	2.59	0.77	HE
14.	Professionally qualified Economics teachers are good at classroom discipline	2.62	0.71	HE
15.	Professionally qualified Economics teachers show partiality while dealing with students	2.11	0.82	LE
16.	Professionally qualified Economics teachers easily adopt good leadership style	2.78	0.57	HE



**Pooled Mean**

**2.79 0.66 HE**

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From table 2 above, it could be noted that the respondents agreed that professional qualification determines Economics teachers' effective classroom management. This can be deduced from the mean scores which were above 2.50 mean cut-off mark earlier set as acceptable benchmark. Also, the pooled mean and standard deviation of the respondents are 2.79 and 0.66 respectively which are above the cut off mean of 2.50 indicating that the respondents agreed that professional qualification influences effective classroom management.

### **Hypothesis 2**

**H<sub>02</sub>:** There is no significant difference between the mean rating scores of principals and teachers on the extent professional qualification determines Economics teachers' effective classroom management.

**Table 4: T-test analysis of significant difference between the mean responses of principals and teachers on the extent professional qualification determine Economics teachers' effective classroom management.**

<b>Group</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>Df</b>	<b>t-calculated</b>	<b>t-critical</b>	<b>Significant</b>
<b>Principals</b>	2.79	0.66	53	134	0.90	1.96	<b>Accepted</b>
<b>Teachers</b>	2.70	0.64	83				

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Data in table 3 revealed that the calculated t-value is 0.78 while the t-critical value is 1.96 at 0.05 level of significance and at 134 degree of freedom. Since the calculated value is less than the t-critical value, the null hypothesis was accepted. Therefore, there is no significant difference between the mean rating scores of principals and teachers on the extent professional qualification determine Economics teachers' effective classroom management.

### **Research Question 3**

To what extent do Economics teachers' work experience determine effective service delivery?

**Table 5: Mean response of Economics teachers on the extent teachers' work experience determine effective service delivery**

S/N	ITEM STATEMENT	$\bar{X}_1$	SD <sub>1</sub>	Remarks
17.	Experienced Economics teachers are at handling instructional materials	3.01	0.78	HE
18.	Experienced Economics teachers are good at school discipline	2.8	0.49	HE
19.	Experienced Economics teachers understand easily the problems of their students	2.64	0.76	HE
20.	Experienced Economics teachers are effective and efficient in instruction delivery	3.18	0.54	HE
21.	Experienced Economics teachers adopt good instructional method	2.68	0.61	HE
22.	Experienced principals adopt good leadership style	3.75	0.55	VHE
23.	Experienced Economics teachers easily improvise	3.51	0.51	VHE
	<b>Pooled Mean</b>	<b>3.06</b>	<b>0.59</b>	<b>HE</b>

From table 5 above, it could be observed that the respondents agreed that work experience determines effective service delivery. This can be deduced from the mean scores which were above 2.50 mean cut-off mark earlier set as acceptable benchmark. Also, the pooled mean and standard deviation of the respondents are 3.06 and 0.59 respectively which are above the cut off mean of 2.50 indicating that the respondents agreed that work experience determines Economics teachers' effective service delivery.

### Hypothesis 3

**H<sub>03</sub>:** There is no significant difference between the mean rating scores of principals and teachers on the extent work experience determines Economics teachers' effective classroom management.

**Table 6: T-test analysis of significant difference between the mean responses of principals and teachers on the extent work experience determines Economics teachers' effective service delivery.**

Group	Mean	SD	N	Df	t-calculated	t-critical	Significant
Principals	3.06	0.59	53	134	0.78	1.96	Accepted
Teachers	2.95	0.69	83				

The data in table 6 above showed that the calculated t-value is 0.78 while the t-critical value is 1.96 at 0.05 level of significance and at 134 degree of freedom. Since the calculated value is less than the t-critical value, the null hypothesis was accepted. Therefore, there is no

significant difference between the mean rating scores of principals and teachers on the extent work experience determines Economics teachers' effective service delivery.

#### **Research Question 4**

To what extent do Economics teachers' work experience determine effective classroom management?

**Table 7: Mean response of Economics teachers on the extent teachers' work experience determine effective classroom management**

<b>S/N</b>	<b>ITEM FOCUS</b>	<b>X</b>	<b>SD</b>	<b>REMARKS</b>
24.	Experienced Economics teachers are good at classroom discipline	3.05	0.64	HE
25.	Experienced Economics teachers demonstrate when teaching in class using simple terms	2.99	0.53	HE
26.	Experienced Economics teachers create conducive and friendly classroom environment	3.03	0.60	HE
27.	Experienced Economics teachers are good at managing classroom instruction	3.52	0.64	VHE
28.	Experienced Economics teachers involve students in creating rules and regulations to guide them in the classroom	2.51	0.83	HE
29.	Experienced Economics teachers show partiality while dealing with students	2.23	0.77	LE
30.	Experienced Economics teachers use question and answer to actively involve students in lesson	3.03	0.58	HE
<b>Pooled Mean</b>		<b>3.11</b>	<b>0.63</b>	<b>HE</b>

From table 7 above, it could be noted that the respondents agreed that work experience determines Economics teachers' effective classroom management. This can be deduced from the mean scores which were above 2.50 mean cut-off mark earlier set as acceptable benchmark. Also, the pooled mean and standard deviation of the respondents are 3.11 and 0.63 respectively which are above the cut off mean of 2.50 indicating that the respondents agreed that work experience influences effective classroom management.

#### **Hypothesis 4**

**H<sub>04</sub>:** There is no significant difference between the mean rating scores of principals and teachers on the extent professional qualification determines Economics teachers' effective classroom management.

**Table 8: T-test analysis of significant difference between the mean responses of principals and teachers on the extent work experience determine Economics teachers' effective classroom management.**

Group	Mean	SD	N	Df	t-calculated	t-critical	Significant
Principals	3.11	0.63	53	134	1.1	1.96	Accepted
Teachers	3.00	0.68	83				

Data in table 8 indicated that the calculated t-value is 1.1 while the t-critical value is 1.96 at 0.05 level of significance and at 134 degree of freedom. Since the calculated value is less than the t-critical value, the null hypothesis was accepted. Therefore, there is no significant difference between the mean rating scores of principals and teachers on the extent work experience determine Economics teachers' effective classroom management.

### **Discussion of Findings**

The findings of the study revealed that Economics teachers' qualification determine to a very high extent effective service delivery and classroom management. This implies that effective service delivery is a function of long-term training and commitment. By this, the teacher develops some useful skills necessary for effective communication, ability to deal with the academic problems of the students, vast knowledge of the subject matter and application of the right pedagogy in teaching-learning process. This agrees with the observation of Oleabhiele, Oko and Agbo (2018) that teachers acquire skills through academic training in various higher institutions of learning and pass them on to the students in a classroom setting. Also, Eruvbedede (2018) reported that teachers are expected to use quiet and calm voice in teaching to make the students have trust on them and avoid fear.

The findings further indicated that teachers' work experience determine a very high extent effective service delivery and classroom management. These findings show that work experience improves the skills of the worker and places him or her in a better position to render effective service which in turn leads to the achievement of organizational goals and objectives. Also, teachers with high teaching experience significantly impact on their students' academic achievement. This could be attributed to the fact that students enjoy and learn more from experienced teachers. Though teaching experience could be acquired over some working years without necessarily having certificate in education, possessing certificate in education in addition to experience will definitely enhance service delivery and classroom management. Teachers with experience in teaching do make good relationship with their students, select appropriate teaching method, integrate instructional resources with the

selected teaching method, present teaching contents in understandable manner to the learners and evaluate the process and products of their actions more accurately. This agrees with Uwem (2013) that effective service delivery requires putting in place the type of personnel with the right knowledge, skills and attitudes that predisposes them for effective service delivery and management of resources. Also, Ujebe (2018) pointed out that an experienced teacher ensures that the work environment is safe, satisfying and full of reward. It is the duty of the classroom teacher to ensure that the classroom condition is satisfying since it is necessary for effective instruction delivery and safety of the students.

### **Conclusion**

The need for effective service delivery and management of students' learning environment cannot be over-emphasized. The world today is taking diverse shape as a result of the unexpected emergence of Covid-19 pandemic. The health of everyone is seriously challenged by this global pandemic. Hence, teachers should be taught the need to work on their professions so as to ensure that their activities in the business of teaching and learning do not contribute to the health menace being faced by nations globally.

### **Recommendations**

Based on the findings of the study, the following recommendations were made.

- Teachers should show more commitment to professional training and career development since it is a prerequisite for effective service delivery and classroom management.
- Considering the outbreak of Covid-19 pandemic, teachers should be retrained on effective classroom management so as to be acquainted with modern ways of diseases control and prevention.
- Teachers should integrate online and traditional techniques into teaching to ensure student engagement and positive learning outcomes.
- Regular meetings should be held by Teachers, policy makers and other stakeholders to share insights and discuss challenges in education.
- Curriculum designers should take into cognizance the lessons from the pandemic.

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