



Financial Management, Motivation and the Teaching Effectiveness of Physical Education Lecturers in Colleges of Education in South-South Nigeria

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Abstract

This study was conducted to determine the extent to which financial management and staff motivation associate with the teaching effectiveness of Physical Education lecturers in colleges of education in south-south Nigeria. Two null hypotheses were formulated to guide the study. A 10 item questionnaires was structured to obtain data for the study. Ex-post Facto research design, was adopted for the study. A sample of 69 physical education lecturers was used for the study, based on the census technique. Pearson Product Moment Correlation and independent t-test statistical techniques were used in testing the two hypotheses (where applicable). Findings show that financial management and staff motivation significantly affect Physical Education lecturers' teaching effectiveness respectively. It was recommended among others that the Nigeria Government and college administrators should provide appropriate motivation and adequate fund for Physical Education Programmes.

Keywords: Colleges of education; Effectiveness; Financial management; Staff motivation; Teaching.

1. Introduction

Education has brought about emancipation of the total man. It has liberated man from the shackle of primitive life and set him on the ladder of success worldwide. Education in general and physical education (PE) in particular, is fundamental to the development of knowledge, economy and society in all nations of the world. Therefore, education shall continue to be the roadmap in national development plans because education is the most important instrument of change (Federal Government of Nigeria, 2004). Every organization established, is to accomplish some predetermined goals and objectives that cannot be realized outside its ambit.

The Colleges of Education are mostly regarded as "train-the-trainer" institution. They are established to train and equip teachers for the esteemed task of imparting knowledge. Graduates of Colleges of Education in Nigeria are assigned to teach in the nations primary schools, thereby helping to nurture, lay a solid foundation that shapes the kids who are the future generation and leaders of tomorrow. When Colleges of Education were initially established in Nigeria, Physical Education facilities were adequate or near adequate as per the enrolment position at the time (Fafunwa 2004 in Apie (2014)). As students' enrolment increased year after year without expansion in facilities, the facilities became grossly inadequate. This was because there was no corresponding additional provision of resources to match with the demands. In other words, this inadequate resource due to dilapidation and increased enrolment in PE negatively affected teaching, as lecturers could not deliver their lectures effectively and efficiently (Apie, 2014).

Physical Education (PE), according to National Policy on Education (FGN, 2004), is one of the core subjects in schools. The importance accorded to PE in the school curriculum reflects accurately in the recognition of the vital role it plays in contemporary society. Success in PE, as a subject, should enhance admission into the higher level of education, because when you are physically, mentally and socially healthy, it would enhance the quality of your academic performance and in the end, the certificate obtained. In the teachers training college for instance, except a candidate passes in Physical Education, he or she is considered to have failed, and cannot graduate (National Policy on Education FGN, 2004). The aim of Physical Education is to help the child develop his physical, mental, emotional, and social skill abilities through the medium of physical activities (Akah *et al.*, 2013; Vanmen and Fact, 2005). It is also a process by which changes take place in individual as a result of the purposefully organised movement experience in PE. The mind and the body are developed through these purposefully selected physical activities.

Despite the prominence given to Physical Education as a school subject and the huge therapeutic and all-round benefits derivable through participation in the activities, it is disheartening to observe the marked difference in students' achievements in Physical Education in schools today (Iliya and Loko, 2015; Kongnyuy, 2015). This downturn in student's achievement has, in recent time become a point of interest to scholars. Specialists have majorly attributed it to non-utilization of experts in the teaching of PE. The researchers sought to investigate an aspect that appears to be neglected in most investigations. This is the aspect of the training process, such as management of the meager financial resources allocated to the training institutions, and staff (PE teacher) motivation by the institutions management.

National commission for Colleges of Education (2006) asserted that teachers hold the key that unlocks the door to modernization. It noted further that no education system can rise above the quality of her teachers; no national development can supersede the quality of its teachers; and that teacher education was the core foundation of quality education system. According to Okure (2011), effective teaching can only occur or take place where there are effective teachers. Effective teaching helps students learning. It has become ever more important as the emphasis on quality in higher education has increased (Apie, 2014). James (2011), stated that educational evaluation is a professional responsibility for academic staff arising from a commitment to understanding the effect of teaching on students and to enhance their learning. According to him, teaching effectiveness means building strong relationship with students that help to cultivate them socially at the same time positively affect their intellectual ability. It involves working collaboratively with other teachers and administrators, to create a culture of excellence and active encouragement. He noted that it also involves teaching in the classroom, with purposeful planning objective driven lessons, sound management techniques, providing encouragement, discipline and praise as at when needful. He further identified four-core component of teaching effectiveness to include self-control, classroom design techniques, teaching appropriate behaviour, and students-teachers relationship.

2. Theoretical Framework

Scientific management theory by Fredrick W. Taylor 1911 was adopted for this study.

The term scientific management has no precise definition but could be conceived as the art and science of managing “man” and “work” in the work place. Taylor developed his inspiration for scientific management from his years of experience in industry as a mechanical engineer, plant manager, consultant and writer who had contributed to the advancement of management as a science. Taylor believed that each pieces of work should be properly planned or articulated and appropriate time allotted for its execution so as to increase worker's efficiency in the use of the relevant tools and machines. Taylor was strict with financial and time supervision, which was highly compensated with appropriate reward system.

Finally, Taylor advocated good reward system for workers as a means of motivating them for enhanced productivity. To this end, he sees every worker as an economic man or machine-model that has work without break-stops until the assigned task is accomplished. Taylor's advocacy for systematic training of all workers is ideal for school staff/personnel in colleges of education. This is capable of giving them the initial motivation to appreciate the worth and demands of the job itself.

2.1. Financial Management and Teaching Effectiveness of Physical Education Lecturers

Financial management involves product check, use, monitoring, and control of funds in any organization. As posited by Ada (2004), it involves efficient and effective supervision of inflow and outflow of funds, with a view to breaking even to achieve the objective of the organization and maximize profit. Espinosa (2018), posited that effective financial management requires that changes in the system be reflected in the budgeting and expenditures of the organization, if its cardinal objectives of the must be effectively realized. He advocated for management/leadership that involve groups in the organization in decision making, rather than being an exclusive management affair. This inclusiveness can become a great source of motivation for the workforce.

While we advocate for improved funding of tertiary institutions (contrary to World Banks' view) characterized the lack of basic instructional facilities and equipment (Usoro and Akah, 2011), the institution in collaboration with the head of department and other stake holders should judiciously or prudently supervise the meager funds at his/her disposal. In this vein, (Amadi, 2003) observed that sometimes school funds have been used for the purpose it was not meant for. It is true that the fund made available to departmental heads for the running of the departments are usually negligible, but then it is believed that such funds can accomplish more if efficiently and effectively managed. In this regard (Akube, 2003) described effectiveness as the efficient and effective use and check of human materials and financial resources. According to him, effective means doing the right thing while efficient means doing things rightly. The head/administrator has to allocate the money on things that will bring growth to the department. According to Isayaku (2016), if the available financial resources are not utilized as expected, the consequence may be as discrediting as if the funds were not available at all. This will have a ripple effect of the teacher's motivation and effectiveness.

Similarly, Akpama (2013) conducted a study on “Secondary School Administrators' resources management and teachers' teaching effectiveness in the central senatorial district of Cross River State Nigeria”. She sampled 420 teachers and 420 students. Pearson Product Moment Correlation Coefficient was used to analyze the data generated for the study. The result showed that teachers' perception of administrators' financial management effectiveness significantly influenced teaching effectiveness. Ideally, such psychological posture among teachers is most likely to result in diminished teaching effectiveness. Experts such as Kongnyuy (2015); Phylister *et al.* (2018) advocate that schools administrators should be trained on financial management. They further posited that financial management

training should be considered when appointing managers of educational institution, since this has been found to greatly influence the teacher's effectiveness and learning outcome.

A study carried out by Nyong (2011) on factors that influence administrative effectiveness of principals in Akwa Ibom state of Nigeria, using 424 teachers and 424 students from 66 secondary schools found out that there is a significant relationship between financial management and level of administrative effectiveness of principal.

From the foregoing, it can be deduced that the supervision of an administrator depend largely on the availability of adequate funds at his/her disposal. However, expectations are that he/she should be effective and efficient in the supervision of such allocated funds. Ezeocha (2015), further pointed out that the school administrators who administer school or departmental impress account should see that records are carefully kept on all items of expenditure and should also ensure that a good accounting system is in place. Okeke in Okorie (2011) advised that administrators should have a fair knowledge of accounting to be able to administer accounting and auditing functions. This is very important so that he or she may be able to defend him/her self in case of accusation of poor financial supervision, the system should provide evidence to support the innocence of the administrator when falsely accused (Okorie, 2011; Phylister *et al.*, 2018).

However Aguokoagu (2003) has recommended that money meant for the purchase of facilities and equipment and other teaching materials should be judiciously used for the purpose. Secondly, administrators or persons who embezzle institutional funds should be made to refund such funds after proper investigations has so established. He further noted that appointment of an administrator should be based on merit.

2.2. Staff Motivation and Physical Education Lecturer Teaching Effectiveness

Teaching effectiveness and motivation are two side of the coin (Ndagana, 2017). He contends that lecturer teaching effectiveness and motivation are twin inseparable concepts. Ndagana (2017), posits that a well-performed worker is a motivated worker and vice versa. When a worker performs well in his work, it shows he is contented with his work. A well-performed worker is a happy worker. A well-performed worker will see himself as the best that could happen to his organization. He may also look at his organization and his assignment as the possible best anywhere in the world. When he compares his salary and all other accruable benefits with those of other lecturers in the same institution or any other institution under prevailing socio-economic circumstances, a motivated worker rates himself very high. He feels far better than his counterparts may do.

Ali and Ahmed (2009), report in their study that there is a statistically significant relationship between reward and recognition, and motivation and performance respectively and that if rewards or recognition offered to employees were to be altered, then there would be a corresponding change in work motivation and performance. Similarly, Kaya (2005) posited that teaching effectiveness plays a great role in the type and quality of service that lecturers render.

Henman (2007), admitted that if properly used, staff motivation could become a vital tool to get the best out of the workers. He emphasize further that the using different strategies and demeanour such as speaking positive words to applaud a good job, exercising restraint, patience and understanding on staff as morals booster, with a view of getting the best out of them could be very impactful and motivating.

Teacher motivation, which could be intrinsic or extrinsic, is an important component to enhancing teacher effectiveness and positively influences learning outcome. Intrinsic motivation may take the form of intellectual motivation or self-evaluation. While extrinsic may be in the form of financial benefits, working conditions and nature of teaching work (Akah *et al.*, 2013; Han and Yin, 2016). According to Onukwa (2008), if Physical Education teachers at tertiary levels of education must do their jobs efficiently and effectively, they must be encouraged, motivated, mobilized and revitalized by their employer. It is important that the employer interface with PE professionals on their needs as much as possible, provide the materials needed for teaching and learning, supervise and maintain the school facilities, and retrain the workforce through in-service training programmes. These will greatly assist in equipping the teacher trainer in Colleges of Education in producing sound and skilled Physical Education teachers for a functional education system for the nation. When this happens, the Physical Education teachers will be effective and up to date with global trend and best practices.

The pioneer work of Herzberg *et al.* (1996) in their study of factory workers to find out what categories of needs motivate people to work. Their outcome of the study shows that intrinsic motivators, which are growth, oriented factors and extrinsic factors (maintenance of hygiene) which are peripherally related to the job greatly motivate people to work. They thus concluded that motivator factors, which are sense of achievement, recognition for job well done, work itself, responsibility, advancement (promotion) and growth - opportunity for professional training, are capable of producing good and effective teacher, since they are related to the job content. On the other hand, maintenance of hygiene factors which are institutional (company), policy and administration, supervision, working conditions, interpersonal relations (with peers and superiors), salary and job security, cannot by themselves promote job because they are associated with the work context or work setting (Herzberg *et al.*, 1996).

In tertiary institutions, lecturers are assigned teaching and other functional duties by their various heads of departments referred to as administrators in this study. Moreover, the college Provost, Rector, Dean of Faculties and even Vice Chancellors also assign some special duties to lecturers of proven integrity in various aspects of the institutional administration. These are aspects of stage utilization. But to enhance their commitments, and dedication to such duties, the staff concerned should be motivated to create in them a sense of fulfillment and satisfaction to avoid undue stress. Denga and Ekpo (1991) in Ogabor *et al.* (2014) state that stress is a generalized non-specific response of the body to any occurrence when the pressure upon an individual exceeds the resources to cope with those pressures. They recommended that such individuals should be motivated to sub-due such pressures.

The influence of motivation on college lecturers could be enormous. A motivated lecturer, under normal circumstances would be a happy, joyous and at the same time highly performed lecturer. This is because, when the lecturer is happy he will under normal circumstances be willing to give the best to his students (Apie, 2014). In other words, a motivated lecturer does not need to be coerced to do his normal duties but rather be willing to discharge his duties joyfully, optimally and efficiently. A motivated lecturer would be willing to do everything possible to optimize his performance since this has direct bearing on the total college performance.

At a composite level, this study is very unique from any other studies that have been carried out. In all the literatures reviewed, there is no connection between institutional variables and physical education lecturers teaching effectiveness. There has not been an exact duplicate of this study in the literatures reviewed. This is the gap this study intended to fill, to established the influence of financial management, and motivation on physical education lecturer's teaching effectiveness in colleges of education in south-south geo-political zone in Nigeria

3. Methodology

The researchers made use of the Ex-post Facto research design that is concerned with studying phenomena after they had occurred. The population of the study consists of all the physical education lecturers in the seven out of the twelve colleges of education in south-south geo political zone. The subjects were 69. In view of the fact the total population of Physical Education lecturers both federal and state colleges of education in south-south Geo-political zone of Nigeria was small, the researchers decided to embark on a census by studying the entire. The main instrument used for data collection was a self-developed, close-ended structured questionnaire. The questionnaire item was divided into sections A, B and C. Section A was developed to elicit information on respondent demography while section B and C of the questionnaire were constructed on the 4-point modified Likert scale response option with five items in each variable to elicit information from respondents for the study. While section B was to elicit information for independent variables, section C was devoted to the dependent variable of the study. The instrument used for data collection went through content and face validity. This was done by using two experts in measurement and evaluation, and Human Kinetics and Health Education Departments respectively, of the University of Calabar. Reliability of the instrument was ascertained through a trial test in which Cronbach Alpha method was used. The reliability coefficient obtained ranged from 0.65 to 0.84. Six trained research assistants did data collection. The purpose of the study was made known to the respondents who voluntarily and willingly responded to the instrument. Retrieval of the instrument was done on a different day within same week.

4. Results

Hypothesis 1

There is no significant relationship between financial management and physical education lecturers teaching effectiveness in colleges of education. The result of the analysis is presented in [table 1](#).

Table-1. Pearson Product Moment Correlation Analysis of the relationship between financial management and Physical Education lecturers teaching effectiveness N = 69

Variable	Mean	Std. Div.	r-cal
Financial management (x)	12.594	2.433	
Self contr. (Y)	14.522	2.934	0.174
CLRM DES. TECH (Y ₂)	14.812	3.243	0.224*
TEAC APPr BHNR (Y ₃)	15.464	2.816	0.204*
STD. TEAC. REL. (Y ₄)	16.377	2.250	0.243*

* Significant at P<.05, df = 67, crt-r = 0.195 (2 tailed)

From [table 1](#), the calculated r-values of classroom design technique (CLRM. DES. TECH.) 0.224*, teaching to appropriate behaviour (TEAC. APPr. BHNR) 0.204*, and student teacher relationship (STD. TEAC REL) 0.243*, were all found to be greater than the critical r-value, while the calculated r-value of 0.195 for self-control was found to be lower than the critical r-value of 0.195 at 0.05 alpha level with 67 degrees of freedom. With the outcome of the analysis, the null hypothesis was rejected for all the three sub-scales, but retained for the sub-scale of self-control. This means that there is significant relationship between financial management and the teaching effectiveness of physical education lecturers in colleges of education only in terms of classroom design technique, teaching to appropriate behaviour, and student-teacher relationship, but not with respect to the teachers' self-control. A further observation of the results revealed that all the calculated r-value was positive. This is an indication that the more influence of financial management the better the teaching effectiveness of these physical education lecturers in colleges of education.

Hypothesis 2

There is no significant difference in the teaching effectiveness of physical education lecturers who are motivated and those not motivated in colleges of education. The result of the analysis is presented in [table 2](#)

Table-2. Independent t-test analysis of difference in teaching effectiveness of physical education lecturers who are motivated or not N = 69

S/N	Variable	Motivation	N	X	SD	df	t-cal	p-val
I	Self control	Motivated	28	15.42	3.08			
		Not motivated	41	13.62	2.79	67	2.47*	0.000
		Total	69	14.52	2.93			
Ii	Classroom design	Motivated	33	15.25	2.83			
		Not motivated	36	14.36	3.65	67	1.13	0.120
		Total	69	14.81	3.24			
Iii	Teach to Appro. BHVr	Motivated	49	16.39	2.32			
		Not motivated	20	14.53	3.31	67	2.73*	0.000
		Total	69	15.46	2.81			
Iv	Stud. Teach. Relation.	Motivated	22	17.27	2.39			
		Not motivated	47	15.48	2.16	67	2.96*	0.000
		Total	69	16.37	2.25			
V	Total	Motivated	33	16.08	2.65			
		Not motivated	36	14.50	2.96	67	2.34*	0.000
		Total	69	15.29	2.81			

* Significant for 3 groups at $P < .05$, $df = 67$, $\text{crit-t} = 1.968$ (railed)

From table 2, the calculated t-value of 2.47*, 2.73* and 2.96* were all higher than the tabulated t-value of 1.96 while the calculated t-value of 1.13 was found to be lower than the tabulated t-value of 1.968 need for significance at 0.05 alpha level with 67 degree of freedom. With this results, the null hypothesis was a rejected for the 3 scale of self control, Teaching to Appropriate Behaviour and Student Teacher Relationship, but retained for the sub-scale of Classroom Design technique. This means that there is significant differences in the teaching effectiveness of physical education lecturers who are institutionally motivated than others who are not motivated, only with respect the self control (mean = 14.52) teaching to appropriate behaviour (mean = 15.46) and student teacher relationship (mean = 16.37) but not in terms of classroom design technique (mean = 14.81) in colleges of education.

5. Discussion of Findings

The statistical analysis of hypothesis one of this study had exposed us to the facts that there is significant influence of institutional variables of financial management on the teaching effectiveness of physical education lecturers in colleges of education, mainly with regards to self control, teaching to appropriate behaviour and students-teachers relationship. However, no significant effect of financial management strategy exists with respect to classroom design techniques. For the significant categories of teaching effectiveness, the results showed that the more the financial management supervision the higher the teaching effectiveness of the physical education teachers.

These findings were in consonance with Ada (2004) who in his study noted that for any department in the tertiary institution to consistently grow and advance, such department must endeavour to overcome the issue of serious lack in the provision of such necessities as human and physical infrastructures and amenities. Furthermore, the departmental head should judiciously or prudently supervise its funds/financial resource at his/her disposal, however meagre it may be. It is to this end, and in with the findings of this study, that Amadi (2003) reiterated that school funds has to be used strictly for the purpose it was meant for. In line with the above assertions, Akpama (2013) whose findings also agreed fervently well with the findings of this hypothesis one revealed that teachers perception of their teaching effectiveness had always been found to correlate effectively well with the provision and availability of funds as a psychological factors.

The result of hypothesis two of this study have revealed that there is significant difference in the teaching effectiveness of physical education lecturers who are institutionally motivated, and others who perceive themselves as not institutionally motivated in their teaching, especially as per self control (means = 12.865). Teaching to appropriate behaviour (means 15.952); and students/teachers relationship (mean = 15.226), on the other hand revealed that physical education teachers teaching effectiveness is not significantly different among lecturers who are institutionally motivated in respect to classroom design techniques.

These expositions are highly in agreement with Ndagana (2017) who in his study saw teaching effectiveness and motivation as the opposite sides of the same coin (that is as twin-inseparable concepts). To Ndagana, a well-performing worker is a motivated worker, who is always happy and contented with his work. The assertions are also in collaboration with Apie (2014) who in her study states that a motivated lecturer, under normal circumstances would be a happy, joyous and at the same time highly performed lecturer. Ali and Ahmed (2009), study also found a statistical significant relationship between reward and recognition, and between motivation and performance. He also observed from his study that reward of recognition and participation in decision-making offered to employees showed a corresponding change in work motivation and performance.

6. Conclusions

It was concluded based on the findings of the study that:

1. Financial management has significant relationship with Physical Education lecturers' teaching effectiveness in Colleges of Education.

2. Physical Education lecturers who are institutionally motivated are different in their teaching from those who are not institutionally motivated.

Recommendations

Based on the findings and conclusions of the study, it was recommended that:

1. The government should increase the level of findings of the Physical Education unit in particular.
2. Appointment of an administrator should be based on merit. This means that only lecturers of proven integrity and character should be appointed heads of departments in Colleges of Education irrespective of seniority in ranking.
3. Physical Education lecturers should therefore be motivated with respect to good offices, provision of adequate institutional materials, visual and audio-visual, and above all adequate financial reward among others.

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