INFLUENCE OF EXTRINSIC MOTIVATION ON CURRICULUM IMPLEMENTATION EFFECTIVENESS IN PUBLIC POLYTECHNICS: IMPLICATION FOR BUSINESS EDUCATION PROGRAMME

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Abstract

The success of any educational process relies majorly on how effective and efficient the programmes curricular are implemented. This implementation is a function of how implementers who are the interface between the curriculum and students are favourably disposed to their work. This study, therefore, examined the influence of extrinsic motivation on curriculum implementation in public polytechnics using Federal Polytechnic, Ede, and Osun State Polytechnic, Iree as case study. The study employed descriptive survey design. The population size is estimated to be 685 comprising lecturers in Federal Polytechnic, Ede, and Osun State Polytechnic, Iree. The study made use of primary data which were collected through a structured questionnaire. The researcher administered questionnaire on a sample size of 253 respondents, and was able to retrieve 184 completely filled questionnaires, this represents a return rate of almost 72%. Therefore, 184 is the sample size of the study. Mean rating and standard deviation were used to analyze the tabulated data. Results shown that extrinsic motivational factors have influence on both curriculum implementation and lecturers' commitment to work in public polytechnics. The study recommended that government should make policies and ensure its implementation on the provision of adequate extrinsic motivational factors for lecturers in public polytechnics towards effective curriculum implementation, and sizable percentage of internally generated revenue of public polytechnics should be directed to the provision of extrinsic factors of motivation to enhance lecturers' commitment to their work.

Keywords*: Business Education, Curriculum Implementation, Extrinsic Motivation, Polytechnic Lecturers.*

Introduction

Motivation is the cause of a behavior's initiation, continuation, or termination in humans at a certain time. Motivational is frequently described as internal forces that produce a disposition in humans to participate in goal-directed activity. Specifically, motivation as a management process, encourage people to work better for the overall benefit of the organization, by providing them motives, which are based on their unfulfilled needs. This study looked at motivation from self-determination theory's perspective, concentrating on extrinsic kind of motivation as it influences the effective implementation of curriculum in public polytechnics.

Self-Determination Theory (SDT) connects personality, human motivation, and ideal performance. The theory states that extrinsic and intrinsic motivation are said to be the two basic kinds, and both are strong factors in determining who we are and how we act (Deci & Ryan, 2008). For the purpose of this study, the researcher restricts its examination of motivation to only extrinsic motivation. Legault (2016) explained that extrinsic motivation (EM) is the term used to describe the act of exhibiting a behavior that is fundamentally dependent upon the achievement of a goal that is distinct from the action itself. In other words, the nature of EM is instrumental. It is carried out in order to achieve another goal.

Despite the idea that extrinsic motivation is autonomous, the animated behavior it propels is a sign of motivation. Extrinsic motivation differs in how autonomous it is. For instance, someone who is extrinsically motivated to succeed in implementation of school curriculum may do so for a variety of reasons.

The dread of failing in the implementation may be what drives them to direct their total effort to work. Extrinsic motivation includes carrying out tasks out of enthusiasm and optimism as well as resentment and disgust (Ryan & Deci, 2000). Lecturers in Nigeria public polytechnics might be encouraged to successfully implement the curriculum by the prospect of financial and other rewards from their employers. Curriculum includes all of students' classroom-based learning activities. According to Bennett (2005) the curriculum is a program made up of three parts: the study program, the activity program, and the guidance program. Alebiosu (2005) described the curriculum as a tool that directs the operations of any educational institution. It serves as a medium for the dissemination of information and other learning activities the implementation of which is fundamental to the achievement of teaching and learning objectives.

Curriculum implementation according to Nevenglosky, Cale, and Aguilar (n.d.) is the use of specific materials including course materials such as textbooks, reference materials, library books, equipment, computer software, digital content accessed through a computer or other electronic medium, digital information made available through an online course content provider, or supplies utilized in a specific course of study included in a curriculum to be implemented by lecturers of public polytechnics to give teaching and assess learning is known as curriculum implementation. A set of objectives are typically addressed by instructional recommendations, scripts, lesson plans, and assessment alternatives in curriculum designs. These designs put a strong emphasis on consistency to aid lecturers in implementing and upholding the curricular framework to successfully accomplish a variety of goals (Wiles & Bondi, 2014). Herzberg (1987) in his research found that favourable institutional policy and administration, good supervision, enhanced interpersonal interactions, good working conditions, better compensation, deserved status, and security is all extrinsic motivators. This study, therefore, intends to investigate the influence of these extrinsic motivating factors as established by Herzberg (1987) to determine their level of influence on effective curriculum implementation in public polytechnics. According to Herzberg (1987) and Knoop (1994), lecturers in public polytechnics are satisfied when intrinsic motivational components are present. On the other hand, will get unsatisfied if there are no extrinsic motivational elements. Instructional techniques should be in line with the precise learning objectives specified in the curriculum in order to guarantee that curricular innovations are implemented with integrity (MacDonald, Barton, Baguley, & Hartwig, 2016; Phillips, Ingrole, Burris, & Tabulda, 2017). Implementing the curriculum includes many various elements, such as delivering the material via tools and teaching techniques. Instructional techniques must be in line with the curriculum and support each student's unique requirements in order to apply courses devotedly (Causarano, 2015). This calls for commitment on the side of polytechnic lecturers, according to Cavet (2021), lecturers' commitment to work is characterized by acts of devotion to the system, a sense of teamwork, adherence to shared principles, and full participation because the unique requirement of polytechnic education is sacrosanct and vital to the technological development of our nation.

The primary goal of creating polytechnic institutions in Nigeria is to provide medium-level labour necessary for Nigeria's industrial and technological development. Ukpai (n.d.) without the growth of skilled technical and industrial workforce, no real national development can be accomplished. Therefore, Nigeria's technical and industrial emancipation is founded on polytechnic education. The adoption of technology for self sufficiency is undoubtedly the key strategy for Nigeria's economic development, strong educational base, and stable system. Notably, education at all levels must contribute to accelerating technological advancement. According to Ukpai (2008), the relevance of polytechnic education can be shown in the areas of continuity in technical skill development following the conventional apprenticeship, research potentials, and workforce creation as compared to other kinds of education, such as university education.

Business education, according to Umoru (2023), is premised on teaching in the knowledge and skills required for use in the business office, clerical work, and business policy analysis. It also includes education for and about business. It is a training program that gives participants a professional identity, and addresses the empowerment needed to handle professional issues in a dynamic workplace or society, covering areas of accounting, entrepreneurship, marketing, and office technology and management. Business education supports Nigeria's long-term economic and societal development as well as that of the larger community. Additionally, Folorunso and Adebayo (2018), and Azuka (2000), emphasized the relevance of business education to national development. He submitted that business education is a comprehensive field of study that deals with a country's economic structure and prepares students for effective management of private firms, employment in public offices, and roles as citizens, workers, and consumers. This results from the fact that business education fosters originality. Every country's ability to develop depends greatly on how well business education curriculum is implemented.

Effective implementation of curriculum is vital to teaching and learning process. Implementation of curriculum cannot be effectively done in polytechnics without the input from lecturers who are saddled with

the responsibility of teaching in line with the dictates of the curriculum. The fundamental roles played by lecturers in implementing the curriculum cannot be over-emphasized because they are catalyst to achieving curriculum objectives. They need to be motivated to give their best in implementing curriculum.

Statement of the Problem

Poor curriculum implementation is a significant issue in Nigeria. The stakeholders' formulation of curriculum and actual implementation differ significantly (Nkanang, 2017). Motivation of curriculum implementers are not normally taken into consideration and this difference causes issues during implementation. Generally, lack of motivation is a problem since it can lead to lecturers' turnover. This may result in resignations, which may propel an imbalance in the workforce and the distribution of curriculum implementers in our polytechnics. Lecturers' health is also impacted by lack of motivation as it can cause depression which eventually encourages absenteeism (Swibeco, 2022). Business education lecturers can lose desire to implement curriculum efficiently for a number of reasons, including: low/stagnant pay, inadequate workplace appreciation, disrespectful management, excessive workload, and other reasons which are extrinsic in nature and are outside the control of business education lecturers but guess to have influence on the behavior of business education lecturers in implementing the polytechnic curriculum. This study therefore, intends to examine the perceived influence of extrinsic motivation on the effectiveness implementation of polytechnic curriculum.

Research Questions

1. What is the influence of extrinsic factors of motivation on effective implementation of curriculum in public polytechnics?
2. What is the influence of extrinsic factors of motivation on lecturer's commitment to work in public polytechnics?

Methodology

This work adopted descriptive survey research design and obtained its data from primary source. The population size is 685 comprising lecturers in two public polytechnics in Osun State (Federal Polytechnic, Ede and Osun State Polytechnic, Iree). This sample was determined through Taro Yamane formula at 0.05 margin error. Stratified random sampling was used to select sample of 253 from the population. Only 184 respondents correctly completed their copies of questionnaire from among the 253 respondents. This 184 returned represents a return rate of approximate 73%. The primary data were obtained through questionnaire. The questionnaire used was modified Likert scale with four options of "Strongly Agreed (4 points), Agreed (3 points), Disagreed (2 points), and Strongly Disagreed (1 point)". The instrument contains 14 items. The face and content validity of instrument for data collection for this study was done by two experts. The reliability of the instrument was determined by statistical analysis of data collected from the pilot study conducted at The Polytechnic, Ibadan. The reliability index obtained was 0.77 which shows that the instrument was reliable. Mean ratings and standard deviation were used as descriptive statistics to illustrate the primary data. Items with the mean scores between 3.25 - 4.00 are considered Strongly Agree (SA), items with mean ratings of 2.50 – 3.24 is considered High Agree (A). Those items with 1.75 – 2.49 is measured as Disagree (D), while mean ratings of 1.00 – 1.74 is categorized as Strongly Disagree.

Results

The results of data analysis were presented according to the research questions.

Research Question One: What is the influence of extrinsic factors of motivation on effective implementation of curriculum in public polytechnics?

Table 1: Mean and Standard Deviation on influence of Extrinsic Motivation on Curriculum Implementation

S/N	Items	Mean	S.D	Remarks
❖	I am prompted to implement curriculum effectively at the instance of better monetary compensations	3.60	.492	Agree
❖	Giving me deserved/enhanced status incited you to effectively implement curriculum	3.51	.523	Agree
❖	Presence of job security impelled me to implement curriculum effectively	3.50	.501	Agree
❖	I am motivated by favorable institutional policy to effectively implement school curriculum	3.33	.535	Agree
❖	I am activated to effectively implement curriculum in the presence of satisfying working conditions	3.13	.424	Agree
❖	Efficient supervision encourages me to implement curriculum effectively	3.11	.409	Agree
❖	Good interpersonal interaction at work place propels me to effectively implement curriculum	2.99	.256	Agree
	Average mean and standard deviation	**3.31**	**0.449**	**Agree**

Table 1 shows that the larger number of respondents were unanimous in their answers to the items on the Table, majority of them agreed to all items. This agreement is obvious as all mean scores are above the fixed decision value of 2.50. The standard deviation on the Table ranged from 0.256 to 0.535, this indicates that there is low variability in the respondents' responses. The average mean and standard deviation of 3.31 and 0.449 respectively are indicators to this fact. The implication of this is that extrinsic factors of motivation have influence on effective implementation of curriculum in public polytechnic.

Research Question Two: What is the influence of extrinsic factors of motivation on lecturer's commitment to work in public polytechnics?

Table 2: Mean and Standard Deviation on influence of Extrinsic Motivation on Commitment to Work in Public Polytechnics

S/N	Items	Mean	S.D.	Remarks
❖	I am prompted to be more committed to your work at the instance of better monetary compensations	3.60	.492	Agree
❖	Giving me deserved/enhanced status incited me to be more committed to my work	3.55	.520	Agree
❖	Presence of job security impelled me to be more committed to my work.	3.38	.497	Agree
❖	I am motivated by favourable institutional policy to be more committed to my work	3.36	.545	Agree
❖	Efficient supervision encourages me to be committed to my work	3.16	.504	Agree
❖	I am activated to be more committed to my work in the presence of satisfying working conditions	3.09	.424	Agree
❖	Good interpersonal interaction at work place propels me to be committed to my wok	3.01	.305	Agree
	Average mean and standard deviation	**3.30**	**0.469**	**Agree**

Table 2 revealed that majority of respondents were unanimous in their response to the items on the Table, majority of them agreed to all items. This is established as all mean scores are above the fixed decision value of 2.50. The standard deviation on the Table ranged from 0.305 to 0.545, this indicates that there is low variability in the respondents' answers. The average mean and standard deviation of 3.30 and 0.469 respectively are pointers to this fact. The implication of this is that extrinsic factors of motivation have influence on lecturers' commitment to work in public polytechnics.

Discussion

Finding on research question one shows that better compensations, enhanced status, job security, favorable institutional policies and administration, improved working conditions, high-quality supervisions, and good interpersonal relations enhance effective curriculum implementation in public polytechnics. This

is finding is related to the finding of Tulyakul, Pimjan1, Khun-inkeeree1, and Noopud (2020) who established that there is a relationship between extrinsic motivational factors and lesson implementation and the application of physical education contents among the participants. Similarly, Anderson (2016), Deci and Ryan (2008) found that teachers perform their task (teaching) to gain extra money or to avoid unwanted punishments imposed by the school administrator if they failed to implement the curriculum accordingly.

Finding on research question two revealed that improved compensation, enhanced status, job security, humane institutional policies, effective supervision, improved working conditions, and interpersonal relationship/interaction at work place influence lecturers in public polytechnics to be committed to their jobs. This finding is connected to the finding of the research conducted by Cajurao, Bungay, Cruz, and Solis (2023). They found that workers place great value on the different extrinsic reward given to them by their employers. Hence, when these rewards are not given, workers tend to express their displeasure through poor performance and non-commitment to their job.

Findings of this study have established that extrinsic motivational factors are relevant to the effective implementation of curriculum in public polytechnics, and at the same time increase the commitment of lecturers to be more committed to their job. Business education programme is not in isolation of the entire system of education, what affect the implementation of public polytechnics curricular also affect the implementation of business education curriculum in public polytechnics. Considering the relevance and importance of business education programme to national economic development especially in the area of training potential business owners and entrepreneurs, building and inculcating business cultures, employment creation, poverty alleviation, etc. (Umoru, 2023; Folorunso & Adebayo, 2018; and Azuka, 2000), the effective implementation of business education curriculum is sacrosanct. Therefore, among various factors that can strongly affect the implementation of business education curriculum is extrinsic motivational factors that this study has looked into. Human factor is a fundamental input into any system because of their response to any form of treatments melted on them, inclusion of extrinsic factors of motivation removes dissatisfaction and enhances business education lecturers in public polytechnics to give their best in implementing business education curriculum effectively toward economic emancipation of Nigeria.

Conclusion

This study was conducted to examine the influence of extrinsic motivation on the curriculum implementation in public polytechnics in Nigeria drawing implications for business education. The study established that extrinsic motivational factors are relevant to effective curriculum implementation in Nigeria in relation to implementing a business education curriculum successfully. This is hoped to enhance business education students' learning in a more efficient way and significantly improve pedagogy. In addition to this, the gap between business education curriculum and its effective implementation is bridgeable by removing dissatisfactions of curriculum implementers (Business education lecturers). This indicates that provisions of extrinsic motivational factors for business education lecturers will go a long way in assisting the achievement of the purposes of business education programme in Nigeria, and at the same time invariably support the general objectives of education in Nigeria. Anecdotal evidences abound everywhere indicating the non-commitment to effective teaching and implementation of curriculum, and one of the best ways to enhance commitment to effective curriculum implementation is to infuse satisfaction into curriculum implementers. This will surely propel or boost their commitment to the curriculum implementation and enhance business education students' learning and their preparation for professionalism.

Recommendations

This study recommended the following:

1 That government at both federal and state level should make policies that will enhance the provision of extrinsic motivational factors and efficiently implement those policies for effective implementation of curriculum of business education in public polytechnics.
2 That business education department in public polytechnics should be allowed to generate internally generated revenue (IGR), and the significant percentage of the revenue of should be reserved for provision of extrinsic motivational factors for business education lecturers to enhance their commitment to work.

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