

TEACHERS' POSITIVE ATTITUDE TO CURRICULUM IMPLEMENTATION: AN INFLUENCE OF MOTIVATIONAL INCENTIVE AND JOB SATISFACTION (A CASE STUDY OF ENUGU EAST LGA)

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Abstract

This research work examined teachers' positive attitude to curriculum implementation: An influence of motivational incentives and job satisfaction; a case study of Enugu East LGA. To carry out this research study both primary and secondary data sources were extensively used. The population for the study was 455 teachers in that work in the local government. A structured questionnaire which was validated by three experts guided the study. The questionnaire was administered to the respondent teachers in secondary schools in the local government under which the study was carried out to collect information for the subject matter. The reliability was established using Kuder Richardson formula 20 (K-R20) to obtain reliability coefficient 0.87. The hypothesis was tested using t-test statistics at 0.5 level of significance and appropriate degree of freedom. Data collected from the respondents were analyzed with mean score. Several findings were made in the course of the study, most of the respondents strongly believed that motivational incentives influence teachers' positive attitude to implementation of curriculum. Based on the findings, the researcher made some salient recommendations, prominent among them are: Regular payment of teachers' salary, Provision of allowance to teachers, Teachers' in-course training, Teachers' Promotion and Provision of teachers' allowances, Building of teachers' quarters etc. It was concluded that welfare of teachers should be the fundamental responsibility of both local and state government.

Keywords: Teachers, Positive Attitude, Curriculum Implementation, Motivational Incentives, Job Satisfaction.

Background to the Study

By and large whatever that is worth doing is worth doing well. The success and promotion of any company or organization is motivational incentives which result in job satisfaction. MBA Knowledge Base (Mbaknol.com) maintains that motivation is the creation of stimuli, incentives and working environments which enable people to perform to the best of their

ability in pursuit of organizational success. It is commonly viewed as the magic drives that enable managers to get others to achieve their targets. Though company or organization can be evaluated in terms and conditions of various things, such as well planning, better administrative system, system of working of employees, follow up rules and regulations, management of resources (Kaneez and Safia, 2016), but motivational incentive remains very fundamental to a company's success. There is no company that survives or flourish admits lack of job satisfaction of her staff. According to Tietjen and Myers (1998) the movement of workers to act in a desired manner has always consumed the thoughts of managers. In many ways, this goal has been reached through incentive programs, corporate pep talks, and other types of conditional administrative policy. As long as company's growth is involved, workers welfare is a litmus test to the growth. In giving credence to the above assertion Hitt, Miller, & Colella, (2006) in Kaneez and Safia (2016) rightly posited that an organization is majorly depended upon the human resources' available to it which are everything for any company /organization, although a company needs many other resources for its promotion and success but without human resources they are useless. Thus it is the man who operates the machines and utilizes other resources for development (Kaneez and Safia, 2016). Satisfaction creates confidence, loyalty and ultimately improved quality in the output of the employed. Satisfaction, though, is not the simple result of an incentive program (Tietjen and Myers, 1998).

Amongst factors of production (land, labour, capital and human resource), human resource is very vital and most important in the production. At the organizational level, human resources refer to the entire staff, personnel, manpower or employees of the organization. It is however, the most difficult and precarious factor in a company. The other three factors need the action of humans to produce the required result. Sharma and Sadana (2007) rightly posit that man is a reservoir of limitless knowledge, skills and capabilities. But as a rational and emotional being, the willingness in supplying these towards the achievement of the organizational objectives is determined by a number of factors. Thus, an organization must of necessity attract the right kind of human beings, retain and maintain them in the right frame of mind to give their best efforts towards achieving the organization goals (Byers and Leslie, 2004). In addition to the willingness to behave in a particular way required, there is also need for the organization to provide for the welfare of the workers in all ramifications. Mauro (2017) opines that many employers have started to recognize that a happier employee is more motivated and tend to perform better at workplace and happiness at work can increase productivity.

Motivational incentives and job satisfaction

Since the dawn of the twentieth century, there has been a shift at least in theory of motivation and job satisfaction. Many management theorists have provided insights into motivational incentives. Motivation can have an effect on the output of any company or organization. Organizations like education industry (precisely schools) relies heavily on the efficiency of her staff to make sure those services are provided to meet demands and expectations of the society. If teachers lack the motivational incentives, to produce and perform to the best of their ability becomes a problem therefore may not meet the demand and expectation of the society. Education industry may face a problem which may lead to serious consequences.

The job satisfaction of teachers in Enugu state is crucial challenge to government teachers. There is no organization that continues to function well unless its workers are highly

productive. Adebayo (2011) asserts that the performance of a person on a job is a function of two variables, viz: the skill of the individual on the job and motivation received to apply the skills. Lack of job satisfaction may manifest deviant behaviour by the teachers such as absenteeism from school, lateness to work and withdrawal from service. There will be lukewarm attitude to work. According to Ugwuda (2014) the situation of job satisfaction in Nigeria seems to be a national issue. Nigerian workers' consistent agitations for better pay show that they lack job satisfaction. Some problems that affect teachers are: teachers are not given the opportunity of upgrading or updating their knowledge through periodic short refresher course, in-service training programmes and academic conferences which should keep them abreast with emerging new trends in teaching and learning.

According to Okebukola (2011) if our teachers are to be kept constantly abreast of new methodologies, current principles and evaluation, techniques, he must be granted opportunities for constantly updating and re-validating his knowledge. It must be admitted that there have been some minor improvements in the conditions of service of teachers nationwide. However, what now obtains is still a far cry from the ideal. The conditions of service of teachers are still poor. The progression has not yet been attained as other professions like law, medicine, engineering, pharmacy etc.

Statement of the Problem

Teaching is a wonderful profession that can never be undermine. This act of imparting ideas, knowledge, attitude, skill, belief system to a learner has no other way than teaching or instructing. It involves two persons called a teacher and a learner. This process of transferring knowledge from one person to another (teaching) demands conducive and favorable condition for both the teacher and the learner.

However, this profession has faced a lot of challenges in Enugu education zone, like the assumption that teachers' reward is heaven, irregular payment of teachers' salary, lack of motivational incentives (provision of allowance, financial aids like soft loan facility, etc) has constrain effective teaching and drudgery of teaching. To this effect, curriculum implementation becomes a herculean task amongst teachers in Enugu East. Be that as it may, the researcher is poised to ask can motivational incentive and job satisfaction positively influence teachers to rightly implement curriculum.

Purpose of the Study

The purpose of this study is to find out the extent to which motivational incentives and job satisfaction influence curriculum implementation in Enugu East.

Research Question

This research question formulated the study:

1. To what extent do motivational incentives made available to teachers influence curriculum implementation in Enugu East?

Area of Study

Enugu East is one of the Local Government in Enugu Education zone among the six education zones in Enugu State. Enugu State is one of the States in South East States of Nigeria. The study covered all the 10 public schools in Enugu East. (Source: PPSMB Directory, Enugu State. <https://ppsmbenugu.com.ng/school-directory>).

Population of the Study

The population of the study comprised of the entire teachers both male and female in the 10 secondary schools in Enugu East. Information gathered by the researcher from Post Primary School Management Board (PPSMB) as at the time of this study showed 165 male teachers and 290 female teachers in the 10 secondary schools in the area under study.

Instrument for Data Collection

The instrument for data collection was questionnaire. The questionnaire was tagged “TPCIMEE”, which the items were made based on questions. It contains options from which the respondents chose and supplied answers that helped to analyze the subject matter.

Validation of the instrument

The instrument was validated by three experts one in measurement and evaluation and two from curriculum and instruction all in the faculty of education. The validators checked the validity and syntactical correctness of the items in the questionnaire to confirm that they are in consonance with the subject matter under examination. After the necessary corrections, those changes were corrected.

Method of data collection

The instrument was administered directly to the 455 Government teachers with the aid of 10 research assistants who were briefed by the researcher in a one day orientation meeting. During the briefing programme, the researcher acquainted them with the purpose of the study, the specific respondents to give the instrument or the questionnaire and also explained to them how to administer and retrieve the questionnaire.

The essence of briefing the research assistants was to ensure that they all have adequate information of what is expected of them. This helped to foster interaction, rapport and communication between the assistants and respondents as they were able to explain to them points which they find difficult to understand. Thus, it is to ensure that the actual respondents for whom the instrument is meant are indeed those who completed them. The respondents were requested to complete the copies of the questionnaire on the spot and return them. The questionnaire was retrieved completely with the help of research assistants and we had 100% retrieval because it was done on the spot. Copies of the retrieved questionnaires were screened properly for data analysis.

Method of data analysis

Mean (X) and standard deviation (SD) was used to answer the research questions. A mean of 2.50 was taken as criteria in line with the four point scale. This means that any mean score up to and above 2.50 was considered high extent, while any mean score less than 2.50 was considered low extent. The tool for testing the hypothesis was t- test statistics and at 0.5 level of significance and appropriate degrees of freedom (df). The decision rule of testing the hypotheses was that if the t-calculated is less than or equal to t-table value, then, there is no

significant difference between the scores; that is, we accept the null hypothesis. But when the t-calculated value is greater than or equal to the t-table value then, there is a significant difference in the mean score, that is, we reject the null hypothesis.

Theoretical framework

Herzberg's Two-Factor Theory

According to [Frederick Herzberg](#) an individual's relation and attitude towards work can determine success or failure. While Maslow looked at individual needs, Herzberg tried to find out how employees felt about their work and what really motivates them. In 1959 he created his two-factor theory by looking at the causes of [job satisfaction and dissatisfaction](#) in an effort to fully know what motivates people. He divided the needs into two categories; hygiene factors which relate to the needs that involve the framework of the task they performed and if these needs are not fulfilled there will be dissatisfaction on the part of employees. In essence if you want to motivate employees, concern should be given to the work itself.

[Herzberg's hygiene factors can be linked to Maslow's hierarchy of needs](#) and primarily the vital needs at the base of the hierarchy. The hygiene needs accommodate the need that arises from the physiological, safety and social or belongingness needs that do not make the employees satisfied in their job, but simply avoid dissatisfaction if fulfilled. In contrast motivator factors are those that allow for psychological growth and progress on the job. They are very much connected to the idea of self-actualization regarding a challenge, to savor the satisfaction of achievement, and to be acknowledged as having done something meaningful. Herzberg further stated that certain characteristics are related to job satisfaction and others to job dissatisfaction. Intrinsic factors, such as achievement, advancement, recognition, responsibility are related to job satisfaction. Job dissatisfaction is a result of extrinsic factors; company policies, supervision, working condition etc. He asserted that a job does not get satisfying by removing dissatisfying factors and therefore dissatisfaction is not the opposite of [job satisfaction](#). In order to understand the employee's motivation to work the attitudes of the particular employee has to be known.

Herzberg was interested in the extremes where workers either felt good about work or bad, and this led to the development of extrinsic and intrinsic factors. The extrinsic factors are called hygiene or maintenance factors and are linked to job dissatisfaction. Intrinsic factors on the other hand lead to job satisfaction. The factors were labeled motivators to growth because they were associated with high level of job satisfaction. The two factors are of equal importance when explaining what motivates an employee. They explain Herzberg's suggestion of motivation as similar to 'internal self-charging battery'. For employees to become motivated the energy has to come from within. Herzberg however argues that motivation is based on growth needs; and is founded upon satisfaction born out of a sense of achievement, recognition for achievement, responsibility and personal growth. A review of Maslow's and Herzberg's theory lead to further research and theories the first of which was developed in 1962 by Stacy Adams.

This theory is very germane to the present study because it explains how intrinsic and extrinsic motivational incentives activates and influences teachers' performance in curriculum implementation which is the main focus of this research.

Research Question: To what extent do motivational incentives made available to teachers influence curriculum implementation in Enugu East?

Table: Mean and standard deviation of how motivational incentives made available to teachers influence curriculum implementation in Enugu East.

S/ N	The extent to which motivational incentive made available to teachers influences curriculum implementation. ITEMS	No of Male Teachers (201)			No of Female Teachers (147)		
		MEA N	SD	DEC	MEA N	S D	DEC
1	Regular payment of teachers salaries at when due	3.73	0.50	High Extent	3.75	0.59	High Extent
2	Provision of allowance increase the zeal of teachers to implement government curriculum	3.36	0.99	High Extent	3.65	0.77	High Extent
3	Available of financial aids like loan facilities	3.45	0.65	High Extent	3.53	0.67	High Extent
4	Teachers in-course training	3.25	0.80	High Extent	3.39	0.74	High Extent
5	Provision of teachers quarters increase their performance and output in the implementation of government curriculum	3.11	0.98	High Extent	3.37	0.77	High Extent
6	Free medications/hospital allowances increase teachers' interest in implementation of the curriculum	3.21	0.98	High Extent	3.25	1.03	High Extent
7	Salary increment makes teachers to teach properly instead of using the time for petty trading	3.48	0.77	High Extent	3.55	0.65	High Extent
8	Promotion of teachers at when due increases the ability of teachers in the implementation of government curriculum	3.65	0.63	High Extent	3.74	0.59	Low Extent
9	Provision of study allowance to teachers.	2.65	1.10	High Extent	2.78	1.22	High Extent
	Grand Mean	3.32	0.82		3.45	0.78	

The table above shows data on extent to which motivational incentives made available to teachers' influences Government teachers in Enugu East. Out of the 9 items, all the items (35 to 43) were accepted because their respective mean ratings are above the criterion mean of 2.50 which is the point for acceptance of the item in the questionnaire.

Furthermore, the grand mean ratings of the 9 items were 3.32 for male teachers and 3.45 for female teachers which are above the criterion mean of 2.50. This indicates that motivational incentives made available to teachers positively influence curriculum implementation in Enugu East.

H₀₅: There is no significant difference in the mean ratings of male teachers and female on the extent to which motivational incentives affect their ability to implement government curriculum in Enugu East.

Table 5: T-test analysis of the difference in mean ratings of male and female Government teachers on the extent to which motivational incentives affect their ability to implement government curriculum in Enugu East

Group	N	Mean	S.D	Df	T-cal	T-critical	Decision
Rural	168	30.01	3.88	346	0.07	1.96	Do Not Reject H ₀₅
Urban	180	31.24	3.86				

Table 5 shows that t-calculated value of 0.07 is less than t-critical value of 1.96. Hence, the null hypothesis is accepted. This implies that there is no significant difference in the mean ratings of rural and urban Government teachers on the extent to which motivational incentives affect their ability to implement government curriculum in Enugu East.

Findings and Discussion

In addition, the findings in the table reveal that motivational incentives made available to teachers positively affect the curriculum implementation amongst government teachers in Enugu East. As can be clearly seen, that out of the 9 items, all the items (35 to 43) were accepted because their respective mean ratings are above the criterion mean of 2.50 which is the point for acceptance of the item in the questionnaire. The data on the table indicated that motivational incentives affect teachers ability to positively implement Curriculum in Enugu state in some ways, such as regular payment of teachers' salaries at when due, provision of allowances increase the zeal of teachers to implement government curriculum, availability of financial aids like loan facilities, teachers in-course service training, provision of teachers quarters increase their performance and output in the implementation of government curriculum and free medication/hospital allowance increase teachers interest in the implementation of the curriculum.

This finding agrees with the observation of Adebayo (2011) who noted that lack of job satisfaction may manifest deviant behaviour by the teachers, which may result into lukewarm attitude to work and the situation of job satisfaction in Nigeria seems to be a national issue. Nigerian workers' consistent agitations for better pay show that they lack job satisfaction.

Finally, the findings in hypothesis 5 revealed that there is no significant difference in the mean ratings of male and female Government teachers on the extent to which motivational incentives of teachers affects them in the implementation of curriculum in Enugu East. This implies that teachers share same view on the extent to which motivational incentives affects the implementation of Government curriculum in senior secondary schools in Enugu State.

Conclusion

There is no gainsaying when one maintains that motivation and job satisfaction increase the output of employees. The life wire of any establishment or organization is the productivity of the staff to meet the demand of the customers. In this research study teachers are at the centre. Thus this saying "teachers' reward is in heaven", should be jettisoned and thrown to the pit

of hell. Teachers deserve better working condition for maximum input and output. Motivational incentives made available to government teachers in Enugu East greatly affect their ability to implement curriculum. In the other way lack of motivational incentives, irregular payment of teachers' salary, non provision of allowance, lack of financial aid, lack of training for teachers etc, have really distorted the system of education in Nigeria. This is the cause of every day industrial action popularly known as strike (ASUU and other teachers in Primary and secondary schools). Teachers deserve a better welfare package that includes intrinsic and extrinsic motivation and job satisfaction. Teachers are the engineers and power house of nation's development because there can be no genius of any sort in any discipline without a teacher. In all the fields of human endeavour, there is an instructor or somebody called a teacher who is there imparting knowledge to the learner. This is the reason why teaching profession is delicate and more important than any profession and it is invaluable. Teachers should be examples of what they teach both spiritually, morally and physically. Therefore, as it maintained that no nation develops above the level of her education, education and teachers' welfare should be fundamental in the annual budget of any serious nation.

Recommendations

Having done justice to the discussion and finding of this study, it is imperative therefore to make some recommendations to the authorities and education management.

- 1) Regular payment of teachers' salary: Both local and state government should consider teachers' salary as fundamental responsibility and that their salaries are paid to them as when do. Political office holders should not toy with livelihood of teachers.
- 2) Provision of allowance: In every establishment there are many allowances (such as: study, car, house, hospital, leave, wardrobe, training, including loan facility etc.) made available to employees, teachers should not be exempted. Since it has been identified that incentives increase the productivity of workers, therefore, government at all levels should provide this for teachers for maximum output.
- 3) Teachers' in-course training: In life anybody that stops improving him or herself is dead already. A doctor after general physician specializes in one medical field and becomes a consultant, likewise, in the legal profession. Government should be encouraging teachers to specialize in one area or the other in teaching profession. And this can be achieved through enabling teachers by facilitating seminars, workshops, further studies, in-course training etc, for improvement.
- 4) Provision of Teachers' Quarters: Low cost housing estate for teachers is very necessary. For the sake of sacrifices that teachers contribute to the growth of any nation's economy, government should provide good shelter for teachers. Efforts should be made to situate every teacher in a very good home as it is said that a healthy soul inhabits in a healthy body, likewise a good teacher should leave in a good environment and a good house.
- 5) Teachers' Promotion: Promotion is one of the important incentives that suppose to come as when do and no Jupiter should dare to impede or truncate it. Promotion is the skeleton where other allowances are hinged therefore not even the government should delay it rather they should facilitate for teachers in other to harvest their best potentials.

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