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Academic Staff Motivation and Implementation of Business Education Core Curriculum and Minimum Standards (CCMAS) in Alvan Ikoku Federal University of Education Owerri, Imo State

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ABSTRACT
The study examined academic staff motivation and implementation of Business Education core curriculum and minimum standards in Alvan Ikoku federal University of Education Owerri, Imo State. It was guided by two research questions and two hypotheses. A descriptive survey research design was employed in the study. The population of the study comprised the 30 (thirty) academic staff in the Department of Business Education of Alvan Ikoku Federal University of Education Owerri, Imo State. The entire population of the study was used due to its manageable size. Data was collected for the study with the means of a structured questionnaire designed by the researchers. Data collected was analysed with mean and independent t-test. revealed that both intrinsic and extrinsic motivation positively influenced the implementation of Business Education core curriculum and minimum academic standards (CCMAS), and it also revealed no significant difference in the mean scores of both male and female academic staff of the university. Thus, it was concluded that irrespective of the gender, motivation generally plays significant role in the execution of tertiary institutions' curriculum including that of Business Education core curriculum and minimum academic standards (CCMAS). Based on the findings, it was recommended that: management of tertiary institutions in Nigeria should intrinsically motivate both male and female academic staff by creating an environment that fosters autonomy, curiosity, and personal satisfaction; and management of tertiary institutions in Nigeria should extrinsically motivate both male and female academic staff by using external factors like financial incentives, public recognition and others to drive their behaviour in institutions.

Keywords: Academic Staff, Motivation, Business Education, Core curriculum and Minimum Academic Standards (CCMAS), Intrinsic Motivation, and Extrinsic Motivation

I. INTRODUCTION

In every behaviour exhibited by an individual, there is always a motive. Human actions are driven by underlying reasons, needs, or desires. staff motivation is the enthusiasm, energy level, commitment and the amount of creativity that a staff brings to the organization or institution daily. From an organizational perspective, Prasetiyani et al (2021) see motivation as a process that stimulates employees to act to achieve organizational goals. Motivation is the driving forces that initiate, direct, and sustain human behaviour. It is the spark that ignites the flame of action, propelling individuals or group of

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individuals towards their goals and aspirations. Relating the concept of motivation to education sub-sector, it is the drive that encourages academic staff to perform their jobs well. It comes from a combination of internal and external factors. On that note, Yang and Ai (2020) grouped sources of employee motivation into intrinsic and extrinsic sources.

Intrinsic motivation is the drive to do something because it's enjoyable or interesting, rather than for some external reward. It's a natural, inherent desire to pursue new challenges and horizons. According to Mazllami (2020),intrinsic motivation is an inner driving force that propels individual to achieve more. When employee pursues an activity for the pure enjoyment of it, the employee is doing so because he/she is intrinsically motivated. The employee motivations for engaging in the behaviour arise entirely from within rather than out of a desire to gain some type of external rewards such as prizes, money, or acclaim. According to Odia (2016), the indicators of intrinsic motivation are grouped into behavioural, emotional, cognitive and social. The behavioural indicators include autonomous behaviour, voluntary participation, persistence, and initiative. The emotional indicators include enjoyment, satisfaction, curiosity, and flow. The cognitive indicators are personal interest, self-efficacy, goal setting, and self-reflection. And social indicators include collaboration, knowledge sharing, mentoring, and community involvement.

Extrinsic motivation refers to the external factors that drive an individual's behaviour and motivate them to achieve a specific goal or outcome. These external factors can be tangible or intangible, and they often provide a sense of reward or recognition for achieving the desired behaviour. Sennett (2021) defines extrinsic motivation as a circumstance in which an individual completes a task or exhibits a behaviour due to external factors such as avoiding punishment or getting a reward. External benefits, such as money, promotion etc are motivating factors. According to the author, these incentives bring fulfilment and pleasure that the work would not provide. Just like the intrinsic motivation, the indicators of extrinsic motivation are grouped into behavioural, emotional, cognitive, and social (Odia, 2016). According to the scholar, the behavioural indicators include reward seeking behaviour, compliance, external pressure, and absence of autonomy. The emotional indicators include anxiety or stress, fear of failure, pride and ego, and relief. The cognitive indicators include external goal orientation, performance-based self-worth, focus on outcome, comparisons to others. And the social indicators include social recognition, competition, conformity, and external validation.

Motivation irrespective of the type, plays significant role in an educational institution as it increases staff retention and commitment. Mostafa, Gould- Williams and Bottomley (2015) hold that in any work setting, employees need constant motivation because it helps to establish a high level of commitment towards achieving companies' goals. Through various processes and programmes that the management use to influence employee behaviour, motivation stands out as the catalyst that promote positive outcomes in organizations including educational institutions. In an educational institution, motivation is the catalyst that induce or propel academic staff to accomplish the objectives of the curriculum designed for a given programme of instruction.

Curriculum is the plan for what students learn in a school, including the content, methods, and assessments. It's a guide for educators to ensure that students have access to quality learning experiences. It encompasses the deliberate acts and systematic procedures that direct and promote meaningful learning experiences.According to Olowe (2024), curriculum pertains to the precise instruction and scholarly material that is imparted in schools and educational institutions for a given course or programme.Curriculum is important because it helps ensure that students receive a quality education that meets their individual needs and prepares them for the future.

Due to the dynamic nature of knowledge and to make university education in Nigeria more responsive tothe needs of society, the National Universities Commission commenced the journey to restructure the Benchmark Minimum Academic Standards (BMAS) in 2018, introducing in its place, the Core Curriculum and Minimum Academic Standards (CCMAS), to reflect the 21st-century realities, in the existing and new disciplines and programmes in the Nigerian University System. The newCore Curriculum and Minimum Academic Standard is a product of sustained stakeholder interactions over two years. The composition of each panel took into consideration, the triple helix model, as a unique feature. This involved a blend of academic experts, academics, government, professional bodies and of course, the private sector represented by the Nigerian Economic Summit Group (NESG). To enrich the draft documents, copies of each discipline were forwarded to all critical stakeholders including the

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relevant academic units in Nigerian Universities, the private sector, professional bodies and the academies for their comments and input. According to Nigerian University Commission (2022), these inputs along with the curriculum of programmes obtained from some foreign and renowned universities served as major working materials for the various panels constituted for that purpose.

One of the academic programmes designed along with the Core Curriculum and Minimum Academic Standards is Business Education. Business education is a major component of vocational education. A design field of study for the development of skills, attitudes, creativity as well as creation of awareness and competencies in the office work and business world.Business education programme is concerned with teaching the skills, attitudes and knowledge necessary for a successful career in office and business world. In the view of Onajite (2016), business education encompasses education programme for business, office occupation, economic understanding, entrepreneurship and it seeks to develop in the learners' basic skills for personal use in the future.It is an educational programme that enriches basic education for teaching career, entrepreneurship, business understanding, office understanding, office environment and vocational practices.

The aim of designing a curriculum will not be achieved if not properly implemented. Academic staff irrespective of their gender (male or female) play a crucial role in curriculum implementation by interpreting the curriculum, designing lesson plans, delivering instruction aligned with the learning objectives, assessing student progress, and adapting the curriculum to meet the needs of their students; essentially acting as the primary conduit between the designed curriculum and the learning experience for students in the classroom. Thus, for effective implementation of the Core Curriculum and Minimum Academic Standards (CCMAS), academic staff of universities need to be intrinsically and extrinsically motivated. According to Osakwe (2014), If academic staff are sidelined by stakeholders when matters affecting the work environment or revolving around university improvement are being discussed, the staff members may feel that, since they were not consulted, they are not stakeholders in the decision taken and so, would be unwilling to help make the decision a success. Also, when universities make decisions without seeking for or incorporating academic staff opinions, they would feel slighted and, hence, demoralized.

Many empirical studies have been conducted on the relationship between motivation and the performance of academic staff of Nigerian universities, which revealed positive correlations.For instance, Muindi (2015) found in his study that academic staff job satisfaction has significant relationship with their job performance and the academic performance of their students. Attitudes of academic staff are affected, in part, by workplace conditions such as a positive and safe environment, a supportive administration, career progression, commensurate salary, supportive work team, and the appeal of the job itself. It is also connected with their autonomy.

Despite the positive correlation between motivation and job performance of employees in organizations, academic staff of universities in Nigeria seem not to have been properly motivated. For instance, a study conducted by Oladipo et al. (2019) revealed that insufficient motivation among lecturers leads to poor performance in fulfilling their expected duties. They further emphasize that commitment is a manifestation of motivation, which drives lecturers to exhibit higher commitment and achieve greater productivity. Another study conducted by Sanda and Awolusi (2014) in South-Western Nigeria, it was found that lecturers were not adequately motivated. The motivational methods employed for lecturers were insufficient and did not meet their expectations. It is against this backdrop the study seeks to investigateacademic staff motivation and implementation of Business Education core curriculum and minimum standards in Alvan Ikoku federal University of Education Owerri, Imo State.

Statement of the Problem

Designing curriculum and implementing it are two different ball games. Though they complement each other, the implementation of the designed curriculum seems to be paramount. The said implementation rests in the arms of academic staff of educational institutions as they are charged with the responsibilities of breaking the curriculum into topics/sub-topics, preparing lessons in line with the objectives of the curriculum, presenting the lessons to the learners whose purpose the curriculum is designed, and assessing or evaluating the students to ascertain their level of comprehension of the curriculum contents, etc. Executing these tasks requires investment of considerable physical and mental energy by academic staff. Thus, their efforts need to be reciprocated for maximum productivity. Unfortunately, the reverse is the case as

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lecturers/academic staff of universities and other tertiary institutions in Nigeria are poorly motivated by the government who is their major employer. Consequently, academic staff/lecturers at Nigerian universities end up using part of the time meant for curriculum implementation for personal businesses to meet up with the current hardship in the economy. It is against this backdrop this study seeks to examineacademic staff motivation and implementation of Business Education core curriculum and minimum standards in Alvan Ikoku federal University of Education Owerri, Imo State.

Objectives of the study

The objective of the study was to examineacademic staff motivation and implementation of Business Education core curriculum and minimum academic standards in Alvan Ikoku Federal University of Education Owerri, Imo State. The study specifically examined the following.

1. The extent to which intrinsic motivation influenced academic staff'simplementation of Business Education core curriculum and minimum academic standards in Alvan Ikoku Federal University of Education Owerri, Imo State.
2. The extent to which extrinsic motivation influenced academic staff'simplementation of Business Education core curriculum and minimum academic standardsin Alvan Ikoku Federal University of Education Owerri, Imo State.
3. The difference between the mean response of male and female academic staff on the extent to which intrinsic motivation influenced the implementation of Business Education core curriculum and minimum academic standards in Alvan Ikoku Federal University of Education Owerri, Imo State.
4. The difference between the mean response of male and female academic staff on the extentto which extrinsic motivation influenced the implementation of Business Education core curriculum and minimum academic standards in Alvan Ikoku Federal University of Education Owerri, Imo State.

Research Questions

The following questions guided the study

1. To what extentdoes intrinsic motivation influence academic staff'simplementation of Business Education core curriculum and minimum academic standardsin Alvan Ikoku Federal University of Education Owerri, Imo State?
2. To what extentdoes extrinsic motivation influenceacademic staff'simplementation of Business Education core curriculum and minimum academic standardsin Alvan Ikoku Federal University of Education Owerri, Imo State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

H01: There is no significantdifference between the mean response of male and female academic staff as to the extent intrinsic motivation influenced the implementation of Business Education core curriculum and minimum academic standards in Alvan Ikoku Federal University of Education Owerri, Imo State.

H02: There is no significantdifference between the mean response of male and female academic staff as to the extent extrinsic motivation influenced the implementation of Business Education core curriculum and minimum academic standards in Alvan Ikoku Federal University of Education Owerri, Imo State.

Significance of the Study

The findings of the study would be of significant to the government, school management, academic staff/lecturers, and researchers. It would be of help to the government as the study critically examined how academic staff can best be motivated. This in turn would put an end to the issue of strike/ obstruction of academic in our universities and other tertiary institutions in the country.

The findings of the study would be of benefit to the school management as the study critically explored the best way to motivate employees in organizations and make suitable recommendations. This in turn would enable school management to properly motivate employees to ensure effective service delivery and commitment.

The findings of the study would be of help to academic staff/lecturers of tertiary institutions in Nigeria as the recommendations made in line with the findings of the study would make them to be properly motivated. This in turn would boost the staff's condition of service.

The findings of the study would be of benefit to researchers, as the outcome of the study would serve as a source of review of empirical studies in their future related studies.

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Scope of the study

The scope of the study comprised content scope, geographical scope, and unit scope. The content scope was limited to the extent to which intrinsic and extrinsic motivation influence academic staff's implementation of Business Education core curriculum and minimum academic standards, and the difference between the mean response of male and female academic staff as to the extent intrinsic and extrinsic motivation influenced theimplementation of Business Education core curriculum and minimum academic standards.The geographical scope was limited to Alvan Ikoku Federal University of Education Owerri. The unit scope was limited to the academic staff/lecturers in the Department of Business Education of the University.

II. METHODOLOGY

Design of the Study

The study employed a descriptive survey research design. According to Singh (2023),descriptive research is an exploratory research method that helps a researcher describe a population, circumstance, or phenomenon. The design is suitable for the study as the study explored the facts pertaining the effect of academic staff motivation on the implementation of Business Education core curriculum and minimum academic standards in the universities.

Population of the Study

The population of the study comprised the 30 (thirty) academic staff in the Department of Business Education of Alvan Ikoku Federal University of Education Owerri, Imo State. The population distribution of respondents is presented in table 1 below.

Table 1: Population Distribution of Respondents

S/N	Gender	Population
1.	Male	14
2.	Female	16
Total		**30**

Source: Department of Business Education of the University

Sample and Sampling Technique

The entire population of the study was used due to it manageable size. Thus, no sampling technique was adopted in the study.

Instrument for Data Collection

The instrument used for data collection was a structured questionnaire. The questionnaire contained a cover letter and two sections (A & B). The cover letter was used to appeal for the maximum cooperation of the respondents, section 'A' contained the personal data of the respondents, and section 'B' contained 27 (twenty-seven) structured items with response options of four Likert rating scales of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Validity and Reliability of the Instrument

The instrument was validated by two professionals in the field of measurement and evaluation. Their comments and corrections were considered in the final draft of the instrument to ensure it face, content and construct validity. The reliability of the instrument was determined with test re-test. It was performed by administering the instrument to 20 (twenty) respondents on two different occasions within a space of two weeks. The results of the two tests were compared using Pearson product moment correlation coefficient formulae, and a coefficient of 0.84 (87%) was obtained which make the instrument to highly reliable.

Method of Data Collection

Data for the study was collected through physical contact with the respondents. 30 (thirty) copies of the questionnaire were distributed, and the 30 (thirty) copies were returned.

Method of Data Analysis

Data collected was analysed with Mean and independent t-test. The mean was used to answer the research questions raised in the study. While the independent t-test was used to test the hypotheses formulated in the study.Decision of the analysis of the various research questions was taken by comparing the calculated mean scores with criterion mean score of 2.5. Calculated mean score above criterion mean was upheld while calculated mean score below the criterion mean was retracted.Null hypothesis with calculated t-test value above critical t-test value was rejected while

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the null hypothesis with calculated t-test value below the critical t-test value was accepted.

III. RESULTS

Analysis of Research Questions

Analysis of Research Question one

To what extent does intrinsic motivation influence academic staff's implementation of Business Education core curriculum and minimum academic standards (CCMAS)in Alvan Ikoku Federal University of Education Owerri, Imo State?

In response to the above research question, item 1 to 15 of the questionnaire administered to the respondents was analysed. The result of the analysis is presented in table 2 below.

Table 2: Mean Distribution of Respondents on the extent Intrinsic Motivation influence Academic Staff's Implementation of Business Education CCMAS

S/N	Item	Mean	Std. Dev.	Remark
1.	Engaging in an activity for pleasure and enjoymentaidsthe implementation of Business Education CCMAS.	3.60	0.611	Accepted
2.	Being captivated by the activity and wanting to learn aids the implementation of Business Education CCMAS.	3.30	0.936	Accepted
3.	Exploring new aspects of the activity aids the implementation of Business Education CCMAS.	3.27	1.062	Accepted
4.	Feeling satisfied with one's achievementsaids the implementation of Business Education CCMAS.	3.18	0.969	Accepted
5.	Taking pride in one's work and accomplishment aids the implementation of Business Education CCMAS.	3.37	0.875	Accepted
6.	Feeling fulfilled and content with one's effortsaids theimplementation of Business Education CCMAS.	3.00	1.061	Accepted
7.	Engaging in an activity willingly aids theimplementation of Business Education CCMAS.	3.23	0.920	Accepted
8.	Engaging in an activity despite obstacles aids the implementation of Business Education CCMAS.	3.20	1.077	Accepted
9.	Engaging in an activity independentlyaids the implementation of Business Education CCMAS.	3.37	0.657	Accepted
10.	Regulating one's own behaviour and learning aids the implementation of Business Education CCMAS.	3.33	0.663	Accepted
11.	Freedom to pursue one's own interests aids the implementation of Business Education CCMAS.	3.60	0.563	Accepted
12.	Taking the initiative to start an activity aids the implementation of Business Education CCMAS.	3.27	0.929	Accepted
13.	Striving to master skills and abilityaids the implementation of Business Education CCMAS.	3.23	0.920	Accepted
14.	Believing in one's ability to succeedaids the implementation of Business Education	3.53	0.507	Accepted

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	CCMAS.			
15.	Feeling effective and capable aids the implementation of Business Education CCMAS.	3.30	0.936	Accepted
	Collective Mean	**3.33**	**0.884**	**Accepted**

Source: Field work/survey 2025

The above mean distribution revealed a calculated collective mean score of 2.98 which is greater than the criteria mean score of 2.50 **(3.32>2.50)**. Since the calculated collective mean score of the distribution is greater than the criteria mean score, it is accepted that intrinsic motivation to a very large extent influence academic staff's implementation of Business Education core curriculum and minimum academic standardsin Alvan Ikoku Federal University of Education Owerri, Imo State.

Analysis of Research Question two

To what extent does extrinsic motivation influence academic staff's implementation of Business Education core curriculum and minimum academic standards (CCMAS) in Alvan Ikoku Federal University of Education Owerri, Imo State?

In response to the above research question, item 16 to 27 of the questionnaire administered to the respondents was analysed. The result of the analysis is presented in table three below.

Table 3: Mean Distribution of Respondents on the extent Intrinsic Motivation influence Academic Staff's Implementation of Business Education CCMAS

S/N	Item	Mean	Std. Dev.	Remark
16.	Feeling controlled by rewards and punishment aids the implementation of Business Education CCMAS.	3.17	0.969	Rejected
17.	Engaging in behaviour to meet external expectation aids the implementation of Business Education CCMAS.	2.97	0.983	Accepted
18.	Feeling obligated to engage in behaviour due to external factorsaids the implementation of Business Education CCMAS.	3.10	1.136	Accepted
19.	Engaging in behaviour to maintain self-esteem aids the implementation of Business Education CCMAS.	3.20	0.980	Accepted
20.	Engaging in behaviour to be recognized and admired aids the implementation of Business Education CCMAS.	3.40	0.8944	Accepted
21.	Engaging in behaviour to avoid feelings of guilt aids implementation of Business Education CCMAS.	2.97	1.033	Accepted
22.	Engaging in behaviour because it aligns with personal goals aids the implementation of Business Education CCMAS.	3.67	0.480	Accepted
23.	Engaging in behaviour because it aligns with personal interest aids theimplementation of Business Education CCMAS.	3.53	0.629	Accepted
24.	Engaging in behaviour that is perceived important aids the implementation of Business Education CCMAS.	3,52	0.507	Accepted
25.	Engaging in behaviour because it aligns with personal identity aids the implementation of Business Education CCMAS.	3.27	0.944	Accepted
26.	Engaging in behaviour with a clear understanding	3.33	0.802	Accepted

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	of one's motivations aids the implementation of Business Education CCMAS.			
27.	Engaging in behaviour with a sense of autonomyaids the implementation of Business Education CCMAS.	3.17	0.913	Accepted
	Collective Mean	**3.33**	**0.844**	**Accepted**

Source: Field work/survey 2025

The above mean distribution revealed a calculated collective mean score of **3.33** which is greater than the criteria mean score of **2.50(3.33>2.50)**. Since the calculated collective mean score of the distribution is greater than the criteria mean score, it is accepted that extrinsic motivationto a very large extent influence academic staff's implementation of Business Education core curriculum and minimum academic standards in Alvan Ikoku Federal University of Education Owerri, Imo State?

Testing of Hypotheses one

H01: There is no significantdifference between the mean response of male and female academic staff as to the extent intrinsic motivation influenced the implementation of Business Education core curriculum and minimum academic standards (CCMAS) in Alvan Ikoku Federal University of Education Owerri, Imo State.

In response to the above null hypothesis, item 1 to 15 of the questionnaire administered to the respondents was tested using independent t-test. The result of the analysis is presented in table four below.

Table 4: Independent t-test analysis of the difference between the mean response of male and female academic staff as to the extent intrinsic motivation influenced the implementation of Business Education CCMAS

Variables	N	Mean	SD	DF	t-calculated	t-critical	P-Value	Decision
Male	14	17.5	3.04	28	-1.1729	1.7010	0.1210	**No Significant Difference**
Female	16	15.2	2.96					

Source: field work/survey, 2025

The above table revealed a t-calculated value of **-1.1729,** a t-critical value of **1.7010**and a p-value of **0.1210.** Since the t-calculated value is less than the t-critical value **(-1.1729<1.7010)**, the null hypothesis is accepted. It simply means that there is no significant difference between the mean response of male and female academic staff as to the extent intrinsic motivation influenced the implementation of Business Education core curriculum and minimum academic standards (CCMAS) in Alvan Ikoku Federal University of Education Owerri, Imo State.

Testing of Hypotheses two

H02: There is no significant relationship between the mean response of male and female academic staff as to the extent extrinsic motivation influenced the implementation of Business Education core curriculum and minimum academic standards in Alvan Ikoku Federal University of Education Owerri, Imo State.

In response to the above null hypothesis, item 16 to 27 of the questionnaire administered to the respondents was tested using independent t-test. The result of the analysis is presented in table five below.

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Table 5: Independent t-test analysis of the difference between the mean response of male and female academic staff as to the extent extrinsic motivation influenced the implementation of Business Education CCMAS

Variables	N	Mean	SD	DF	t-calculated	t-critical	P-Value	Decision
Male	14	17.5	3.04	98	0.9631	1.7010	0.1685	**No Significant Difference**
Female	16	15.2	2.96					

Source: field work/survey, 2025

The above table revealed a t-calculated value of **0.9631,** a t-critical value of **1.7010** and a p-value of **0.1685**. Since the t-calculated value is less than the t-critical value **(0.9631<1.7010)**, the null hypothesis is accepted. It simply means that there is no significant difference between the mean response of male and female academic staff as to the extent extrinsic motivation influenced the implementation of Business Education core curriculum and minimum academic standards (CCMAS) in Alvan Ikoku Federal University of Education Owerri, Imo State.

IV. CONCLUSION

The study examined academic staff motivation and implementation of Business Education core curriculum and minimum standards. The researchers' interest in the study was influenced by the plights of academic staff of tertiary institutions the present economic hardship in Nigeria. The study specifically focused on theinfluenced the implementation of Business Education core curriculum and minimum academic standards (CCMAS) and gender variation of the mean scores of the respondents. A descriptive analysis of the data collected revealed that both intrinsic and extrinsic motivationpositivelyinfluenced the implementation of Business Education core curriculum and minimum academic standards (CCMAS). It also revealed no significant difference in the mean scores of both male and female academic staff of theuniversity. Thus, it was concluded that irrespective of the gender, motivation generally plays significant role in the execution of tertiary institutions' curriculum including that of Business Education core curriculum and minimum academic standards (CCMAS).

V. RECOMMENDATIONS

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

1. Management of tertiary institutions in Nigeriashould intrinsically motivate both male and female academic staff by creating an environment that fosters autonomy, curiosity, and personal satisfaction.
2. Management of tertiary institutions in Nigeria should extrinsically motivate both male and female academic staff by using external factors like financial incentives, public recognition and others to drive their behaviour in institutions.

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