Curriculum Implementation and Culture in Tertiary Institutions as a Tool for Sustainable Development

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Abstract
This paper discussed how curriculum implementation and culture in tertiary institutions in Nigeria will enhance sustainable development using secondary data. It also reviewed   curriculum implementation in relation to the culture of the environment, tertiary institutions and assessment techniques, challenges of curriculum implementation in tertiary institutions, learning outcome, and sustainable development. The paper concluded that curriculum implementation enhance the aims of the education. Recommendations that qualified teachers should be employed for them to impact the real knowledge to the students, the materials needed by the institutions should be provided at the right time for proper implementation of the curriculum, there should be societal awareness on the importance of education that reflects the culture of the immediate environment among others.
Keywords: curriculum implementation, culture, examination malpractice, tertiary institutions and Sustainable Development

INTRODUCTION

Curriculum implementation is important tertiary school for the graduates to be self reliance and create jobs and be empowered without waiting for the government to provide white collar jobs upon graduation. Curriculum is means an organized, planned educational experiences administered to the learners under the guidance and supervision of the school. The actual execution and administration of these experiences to the learners can then be called curriculum implementation. Ivowi (2004) noted that curriculum implementation involves a number of activities culminating in translating curriculum documents into classroom practice. It involves translation of theory into practice or proposal into action. Curriculum implementation also can be seen as the translation of the objectives of the curriculum from paper to practice (Okoro, 2008). This is achieved when the teacher is handed the curriculum and ends when the learners have been exposed to the learning experiences prescribed in the document. There are intermediate steps which includes verbal and non-verbal exposition, practical work in the laboratories, interactions, workshops, field work, teacher – student interactions, student-materials interactions and the evaluation and feedback.

It shows that curriculum implementation means the actual exposure of the learner to the contents of curriculum and the real teaching and learning activities that involve the teachers, learners and materials. Curriculum implementation is experienced when the inert curriculum has been translated into operating curriculum. Okoro, (2010), averts that Curriculum implementation makes teachers to prepare lesson notes, use reinforcement and motivational strategies, classroom control and creation of friendly relationship, application of theories and principles of learning, effective use of evaluation techniques and adequate consideration of learner's cognitive styles. This facilitates resolution of instructional challenges as well as achievement of overall goals of education, which is the vision of the 21st century.

Curriculum implementation is the translation of the planned curriculum into the operational curriculum according to Offorma, (2005) cited in (Usman, uzoma and Nagngere, 2013). It is the execution of the curriculum document. Curriculum implementation is putting into action the planned curriculum. This is the combined effort of the teachers and the learners in the tertiary institutions in the case of higher learning to have productive members of the society. This shows that it is actual classroom teaching that the learners are expected to put in practice for the society to benefit from them. Planned curriculum should have objectives, content and learning experiences have been selected and organized, and the evaluation procedure determined, then its implementation comes in. For proper curriculum implementation to yield good results in tertiary institutions, it must be effective and properly planned to be in tandem to the societal needs. It is pertinent to note that curriculum implementation should relate to the nature of the society, the society's value system and the social structure must be taken into consideration for effective curriculum implementation.

Tertiary institutions

Tertiary institutions play a vital role not only in shaping the future by educating the professionals of tomorrow, but also creating a research based for sustainability efforts and providing outreach and service to communities and nations. Historically, higher education has served the twin purpose of research and teaching. In its knowledge production function, higher education institutions have been the centers of innovation and creators of new knowledge in diverse fields of human activity. The knowledge production function is based on academic rigor and the intellectual apparatus within the higher education institutions. Over decades, such an intellectual

apparatus has contributed to the establishment of orthodoxy around the meaning and epistemology of knowledge. This orthodoxy has been associated with the privileging of intellectual activity within higher education institutions over any such activity in society itself. As a result, it has been assumed that knowledge production is taking place only in higher education institutions; people's experiences and daily struggles in communities produce experiences, not knowledge.

The curriculum implementation in tertiary institutions acknowledge that knowledge –in – action and knowledge-for- action were important for finding solutions to the problems of societies and communities through research. The tertiary institutions have focused largely on the learning of theories in the classrooms. Students are discouraged from engaged learning in real settings, and much of that arises from the orthodox meaning of teaching and education. Curriculum should be anchored or tailored towards solving the societal problems, so that its implementation be the teacher/learner will enhance sustainable development.

Challenges of curriculum implementation in tertiary institutions

There are some challenges affecting the implementation of curriculum in tertiary institutions. These include: Examination malpractice, inadequate resources, type of leadership, and the societal challenges.

Examination malpractice: According to Ogakwu and Isife (2012), examination malpractice has become societal problem. This phenomenon has infiltrated or permeated all parcels of the educational system in Nigeria. Examination malpractice is an act of dishonest achievement of success at an examination. It is an intentional act, which takes time, energy and most times large sums of money for the planning and execution. It can be referred to as examination fraud or examination misconduct.

One of the factors through which the development of human being is attained is education through the curriculum implementation. Tests and/ or examinations are one of the steps of assessing the extent of development and knowledge acquired by the individual. It is therefore strange and disturbing that examination malpractice is increasingly devaluing the essence of implementing the curriculum. Aliyu (2008), averted that beyond the utilitarian value of education, its overall aim is to educate the mind and make one a cultural and enlightened member of the society, but with the cankerworm of examination malpractice the implementation of the curriculum to achieve the above objective is defeated.

Inadequate resources: Resources both human and material resources are inadequate for the set out curriculum to be implemented. On human resources, these include sensible and knowledgeable people that can impact foundation of basic rules, principles, attitudes, values and skills to students. The students, educators, teachers are also part of the human resources that are required for effective curriculum implementation. Once the teachers participate in decision-making and in the development and achievement of the curriculum, it fasten the set out goals, but if they are lacking or not involved the achievement of the curriculum objectives will be hindered (Ugboduma, and Atufe, 2006).

Pitan (2006), noted that a number of factors that account for the contemporary place of the teachers in the society include:

- The teaching profession has been diluted in quality due to the rapid expansion of educational system and unemployment. Hence, there is lack of professionalism. People become teachers not because they are interested in teaching or have the calling to be teachers but because they have failed in getting their choice jobs in other sectors of the economy. In such circumstances their commitment to teaching and development of their students is doubtful.
- Some teachers engage in truant behaviour, illicit activities and absenteeism. Some teachers have been indicted in abuse of their position and found even in support of examination malpractice.
- Some engage in other businesses to help them meet their economic responsibilities.
- Lack of commitment, indiscipline, and laxity in professional standard, poor mastery of the curriculum among others on the part of some teachers will impact negatively on the implementation of the curriculum.

The type of leadership: The type of leadership affects the implementation of curriculum in the tertiary institutions. Obviously, if the political party in control at the federal is different from the one in the state, difficulties may arise because the administrative and financial needs to support the curriculum by the incumbent political authority may fail; thereby, making it impracticable and impossible to achieve the objectives of the set out curriculum. The leadership in power is the policy maker who decides on the nature of the curriculum to be implemented. In fact, the decision could be political because the stakeholders must be fully in support of any curriculum for it to be implemented in the tertiary institutions.

The societal challenges: The societal value system of any nation has a great effect on its education. With the event in the state, many people prefer to make ostentatious show of wealth, drive costly cars and take titles than to invest money in education programmes, knowing the needs, values, interests and aspirations to enhance proper learning. Even people in authority prefer to invest their money in the construction of new directorates in ministries and new administrative structures that will yield them personal financial gain (Tesike,

2006). This type of value devoid of the interest in the curriculum will hinder its implementation to a large extent.

Learning outcome

Basically, a student's level of academic achievement is regarded as the primary outcome of the learning process which is made possible through curriculum implementation. Weinstein and Mayer cited in Ogunboyede, (2012) argued that learning outcome refers to the knowledge structures which have been created as a result of the learning process. Student's performance is likely to be influenced by these knowledge structures but is also influenced by a number of other factors, for example, fatigue or motivation.

There are five major categories of learning outcomes. These include Verbal information, intellectual skills, cognitive strategies, attitudes and motor skill.

- Verbal information; this is man's primary method of transmitting accumulated knowledge to successive generations. Hence, information is often learned by means of verbal communication presented to the learner in oral or printed form. This is done in order to implement what the curriculum has stipulated.
- Intellectual skills; these constitute "knowing how" as contrasted with the "knowing that" of information. For example, the students learn how to convert fractions to decimals and knowing this, will enable them to respond adequately to teaching that is stipulated in the curriculum.
- Cognitive strategies; these are internally organized capabilities which the learner makes use of in guiding his own learning, remembering and thinking. The learner uses a cognitive strategy to select and use a "code" for what he learns and another strategy for retrieving it. Cognitive strategies are ways the learners has of " managing" the processes of learning.
- Attitudes; an attitude is an acquired internal state that influences the choice of personal action towards some class of things, persons or events. Attitudes vary in their "strength" or intensity and also in their direction e.g. one may have a positive attitude towards reading modern fiction or a negative one. However, school education is mainly concerned with the establishment of positive attitudes in the students as stipulated in the curriculum.
- Motor skills; these are distinct types of learning outcomes and must surely be included as essential components of the individual's repertory of learned capabilities. These skills are learned in connection with such common human activities as driving a car, operating a typewriter and playing musical instruments. Acquiring motor skills is essential to basic subjects of the school curriculum for example; young children learn the skills of printing and writing letters while older students learn new skills of pronouncing sounds of foreign language. Learning outcome is the student's level of academic achievement after a given period of instruction from the curriculum and should be checked through assessmet.

Assessment techniques in Nigerian tertiary institutions

The use of assessment in Nigerian tertiary schools has been misleading in the sense that students and parents had the impression that all that matter in the school is to obtain a certificate at the end of a course (Alonge, 2004). This had led some students to be involved in examination malpractices. Ogunboyede (2009), and Alonge (2004), opined that examination, the open book examination, pre-published assessment, open time assessment, oral assessment and field/laboratory assessment are some of the techniques of assessment in tertiary institutions in Nigeria.

- Examination; usually, takes two to three hours to conduct, during which the students are not known in advance. This type of assessment tests the ability of students to produce their own work, recall information from memory and organize them to complete the task within a stated period of time.
- The open book examination; students are allowed to consult textbooks, lecture notes or hand-outs during the assessment time. This assess the highest level of learning such as evaluation and application of information.
- The pre-published assessment; this involves the announcing of some or all the questions that will come out in the final examination paper to the students days or even weeks in advance before the day of the final examination. this kind of assessment reduces stress and question spotting in the examination hall.
- Open time assessment; this is usually in form of "take home" assignment; where the examinees are required to answer the given questions in their own time and submit by a specified date. This reduces stress and assesses the student's ability to find and use references.
- Oral assessment; this is a face-to-face situation where a student is questioned or interviewed by an examiner(s). This assess fluency in the use of language in an unstructured situation and the

ability of the examinee to convince a group of examiners concerning his readiness to be awarded a higher degree certificate.

- Field/laboratory assessment; This is the type of assessment whereby the knowledge of the skills learnt in a course is assessed. This could be laboratory work, field work, practicum etc. This type of assessment is used to assess practical skills, techniques and procedures and helps students to have better understanding of the course and help in application of the theories.

The need for assessment

According to Alonge (2004) cited in Ogunboyede (2012), the imports of educational assessment are;

- Assessment forms an integral part of the teaching-learning processes. This therefore means that the teacher should be involved in the assessment of the students.
- An assessment procedure will take into account the student's performance through out the entire period of schooling.
- There will be the readiness of the teachers to introduce innovations into their teaching. Such innovations should reflect in the final assessment.
- Guidance and counseling concept should be well maintained between the students and the school authorities.
- The teacher needs to assess his or her instructional materials and methods in order to improve his or her performance.

Culture

Culture is a phenomenon which has been experienced by people throughout history. Culture is seen as that complex whole which includes knowledge, beliefs, arts, law, moral, custom and any other capacity and habit acquired by man as a member of a society. According to Akinbi and Aladenika (2008), culture is the way of life of a group of people, the configuration of all of the more or less stereotyped patterns of learned behaviours which are handed down from one generation to another through the means of language and imitation. Culture is an abstraction, a process, as well as an instrument in the society. No society can exist without culture. In fact, the culture of the people lives as long as that society lives. Culture can cease to exist only when there is a serious mishap that eliminated such group of people affected by disaster or mishaps may be dug up by archaeologists at some future date, thereby reconstructing the buried culture of such society. Every culture is distinct within its own history and it is apparently dynamic.

Basically, two types of culture exist. These are the material and non-material culture. Material culture consists of overt or explicit aspect of culture. These are the material products consisting of the physical objects people make and use. It equally includes all visible or concrete acquisition of man in society, such as bridges, pots, cutlasses, cooking utensils, handicrafts, houses etc. However, material products are those products made by man to satisfy their societal needs. While non- material culture are intangible, but they are the foundations of culture. These provide information that is essential for interpersonal behaviour, as well as the development of material culture. The important types of non-material culture includes beliefs, values, norms, symbols, language, attitude, knowledge, morals and motivation, etc. that are shared and transmitted from generation to generation in a society (Akubue and Okolo, 2008). Non-material culture are sometimes referred to as the covert or implicit aspect of culture. These are acquired by the members of a society for their perpetuation. They are neither visible nor tangible; hence they are manifested through the psychological states and behaviour of a people in a society. However, material and non-material culture go hand in hand as people's culture. These reflect in general mode of conduct, systematic and integrated content of behaviour that characterize a society. They are fundamental in the analysis of the cultural pattern.

It is clear from the above definition of culture that the curriculum implementation should be done according to the culture of the people within the immediate society. This is to say that tertiary education should be done to improve on the way people behave, in order to produce graduates who are representing the society positively. If the curriculum is not reflecting the immediate need of the environment, the products of such education will not be justified as educated people since their behaviour will be anti-social. When this happens, the aim of the education is defeated and the graduates will not contribute meaningfully to the society in line with development. For a meaningful education to be achieved there must be a relationship between the learned outcome and the values and norms in the society for the behaviour of the graduates to be in tandem with what the society upholds.

Sustainable development

The concept of development has been seen as not enough to realize what humans need. Development is seen as reducing poverty, as process, as economic growth, democratization, self-reliance, emancipation, overcoming inequality and as empowerment (Medjida, 2008).

Development as reducing poverty; the reduction of poverty leads to improvement in the standard of living, which affect the environment in one way or the other making the concept not to be totally acceptable. As economic growth, development seen as increase in the Gross Domestic Product and increase in Per capita income do not equally go down well with the environment. As self- reliance, people take better advantage of the opportunities by improving individual's knowledge and skills and by providing access to productive resources and markets.

Taking development as overcoming inequality; inequalities are structured and backed by political power of the elite who benefit from such inequalities. Inequalities between men and women have not come to an end to achieve development. Development as a process; this implies that people's own participation in a process of becoming more self-reliant. This is to recognize problems, seeking solutions to overcome problems, and obtaining access to necessary resources. As democratization, the concept of programme beneficiaries being themselves participants in the development process brings with it the notion of democracy at its most basic level-community participation in decision making. Generally it implies participation in project planning and implementation.

Development as an emancipation; collective community action to overcome structural inequality is emancipation, since it means overcoming an oppressive system which works to the disadvantage of the oppressed and to the advantage of those with the political power. Collective action in pursuit of equal rights and equal treatment is by definition emancipation. Development as empowerment; just as the development process is emancipating in its effects, so it is empowering in its process. Collective community action to overcome structural inequality involves the mobilization of community power.

However, development is not enough if it is not sustained, hence the concept of sustainable development. Sustainable development is the development for the present generation that does not compromise for the development of the future generation. It involves green environment. It means that improvement in the standard of the living of today's generation should not affect the improvement of the standard of living of the future generation. The field of sustainable development can be conceptually broken into three constituents namely: environmental sustainability, economic and socio-political sustainability. Sustainable development is all about equity that is equality of opportunities for well-being (Isife, 2013). It aims at preserving the environment and saving the mother Earth. Hence, sustainable development can be seen as a process of development in which the exploitation of resources, manner of investment, the technological advancement and societal changes are all in harmony for both present and future generations to meet their needs and expectations. This can only be achieved if the curriculum is implemented to reflect the culture of the people. The positive values of the people are transmitted from one generation to another in the process of education through the curriculum implementation. Hence, the transfer is going to be intergenerational provided other factors that hinder the implementation of the curriculum are addressed effectively.

Conclusion
Curriculum implementation enhances the aims of the education. The real actualization of the objectives of education can only be seen through the implementation of the set out curriculum which will promote sustainable development in Nigeria.

Suggestions
1. Qualified teachers should be employed for them to impact the real knowledge to the students.
2. The materials needed by the institutions should be provided at the right time for proper implementation of the curriculum.
3. There should be societal awareness on the importance of education that reflects the culture of the immediate environment.
4. Examination malpractice should be avoided at all levels since it can only give certificate to the graduate and not knowledge that is needed by the student, this could be curbed by giving strong sanctions to any defaulter.
5. The leaders should imbibe the concepts of continuity, consolidation, commencement and commissioning (4C's) in the educational programmes to facilitate sustainable development in Nigeria.

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