

EMPHASIS ON THE TEACHING OF HEALTH EDUCATION AT ALL LEVELS IN NIGERIA FOR NATIONAL SECURITY AND DEVELOPMENT

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Abstract

Education is a vital instrument for national security and human development and has remained a social process in capacity building and maintenance of people in the society where adequate security are ensured. Education is an Instrument for acquiring skills, relevant knowledge and habits for surviving in the developing world that is secured from insurgencies. Health is wealth; education is needed to be informed on maintenance and the prevention of crime through recreational activities, sickness or illness, which is better than cure and cheaper. Security, Education and Health are inseparable because you need to be safe to be educated and informed. Health education was regarded as hygiene practice in the dark ages on how people practice personnel health and informed the benefits of living in a clean environment, relevant of environmental sanitation to the community. The schools supposed to be the place where good health promotion begins, starting in kindergarten and continuing through preprimaries ,post primaries and secondaries where children will be exposed to the slogan, health is wealth as a carryover for the rest of their lives Unfortunately, security challenges have disrupt many activities in schools due to insurgencies acts, such as BokoHarm killing, kidnappers, bandits attacking innocent people are great challenges that needs urgent attention and also not give the needed attention to health education to catch them young on how to promote good health

practices when the environment is not secured. The paper addresses the importance of security, health education in preprimaries post primaries and secondaries were highlighted. Recommendations were made among others that various stake holders should address security promptly, health education to catch them young, employ qualified personnel in Health education to integrate wide range of health topics relevant to the needs of the students and their community to address current, local and pertinent health issues focusing on promoting student's ability to take action, cope and generate positive changes in all realm in the complex society that is safe for living.

Key words Security, Education, Health, Knowledge, Teaching

Introduction

The rate of insecurity in Nigeria is worrisome and phenomenon of recognizing the relevance of providing effective security for smooth running of educational system in the nation for good development is vital for human development and capacity building.. The insurgency issues cannot be overlooked for national development by providing good network security system for individuals and properties, smooth running of safe school programmes and organizations. Security education needs urgent attention as the country is overwhelmed with security issues such as frequent terrorists attacks like Boko haram, attacking and killing innocent citizens, bandits attacks with series of kidnapping e.t.c. The decline rate of security system in the country is a serious concern to various stake holders. Kajang and Jatau (2015) amplified that Nigeria is a diverse country that is diverse in ethnicity, religion and socio-cultural terms that gives room for armed conflicts that usually results to insecurity challenges. Education is a weapon for acquiring skills, relevant knowledge and habits for surviving in the changing world where there is peace and adequate security. Jatau and Kumnah(2015) stated that insecurity appears to be the greatest threat in the current civilian dispensation and lamented that insecurity has affected the attitude, confidence and the health of Nigerian families. With no doubt insecurity has negative impact on the health of families. The health of families or households cannot be compromised. They further confirmed that impact of armed conflict between warring states and groups within states have been major causes of ill health and mortality among families.

Health education cannot be discussed without going to the memory lane. Physical and health education is meant to give a well-rounded development to all children and youth to make them responsible citizens in our society and make them act as a socially accepted individual in all realm especially in area of physical fitness, good body posture, ideal socially accepted qualities, emotional balance to be freed from modern life stress and good sportsmanship spirit of great joy is to win, while the greatest joy is to participate, noting of do or die affair to develop high qualities of leadership and followership at international, national, state and local level where (3F, fair, friendly, and firm while 3 H will be honest, harmless and humble) will be a carry over for the rest of their lives.

Physical and health education is among the core subject of nine years basic education scheme, with separate curriculum for primary 1-3, primary 4-6 and JSS 1-3. The nature and the aim of physical education is to produce those qualities that are acceptable to the society (Odedeyi and Salomi, 2008). Physical education was formally known as physical training and the health aspect was regarded as teaching of hygiene. Bawa(2011) noted that in spite of the academic programmes in physical and health education in several higher institutions in Nigeria today, many Nigerians including the 'academicians' still regard physical and health education as nothing more than 'running and jumping' and 'hygiene'. Thus, it is difficult for many Nigerians to see the need for any theoretical basis for the subjects, much less the need for any research. This attitude is common in developing countries like Nigeria whose first contact with the subjects was through the military form of physical education introduced by their colonial masters. The colonial masters, until a few year back, also shared this opinion. He further stated that in the mid 1950s, many physical and health educators began an organized crusade for the establishment of a unique, intellectual discipline. The scholarly and scientific study of human involvement in physical and healthful activities, it was claimed, would enhance the image of the subject. The establishment of an intellectual discipline was also viewed as a necessity which would allow practitioners to remain abreast of new knowledge in the area of human movement in a safe environment that is peaceful and free from insecurity.

Salomi(2015) stated that Health Education has ancient and complex history. Its beginning can be located within the very foundation of civilization in promoting hygiene life style from the dark ages. People were made to understand that diseases was not a punishment from God but, due to violation of the rules of health. Health Education continued gaining more and more attention of individual and the government in enlightenment program on health issues. World Health Organisation

defined health as " a state of complete physical, mental, and social well being and not the mere absence of disease or infirmity" The common slogan is "Health is wealth" . The health of each child is a priority of the nation and when safe-guarding the health of the school children of today, one is ensuring healthy adult of tomorrow by providing information in preventing, improving and maintaining health status either direct or indirect through teaching in prevention and control of infections like HiV\AIDS, Lassafever and the latest pandemic infection COVID 19.

Akani,Nkanginieme& Oruamabo (2007) observed that many studies have documented the inseparable of education and health in ensuring that children are healthy and this propelled them to learn. In other words, only healthy children can learn in a conducive and safe school environment.

The school curriculum should be operated with good health programmes to enhance the health status of the children which must include security education and safety programmes Nutrition, Dietetics, environmental sensitivity. Health education does not end with just providing information; it includes ensuring that such information provided makes sufficient impact on the attitude of the recipient so as to bring about that of the family and his community. In short Health education is first and foremost, responsibility to self and secondly, responsibility for others. It is self-awareness and the awareness of others. Health Education is action "now and here" . It is goal-based, that is planning for now and future using experience of the past.

Udoh (1999) stated that the key to success of health education is involving and experiencing; that is, involving the learner through experts, experiments, trips, assigned tasks and so on. Health Education offers experience through tasting, touching and theorizing or selecting problems and synthesizing ideas. Broadly, speaking health education involves all the senses of learning more in particular, the visual, auditory and tactile. Gustatory and Olfactory are not left. Folawiyo (1995) buttressed this view by stating that in the process of growth, children undergo changes that have wide implication in a health-teaching programme. Although these change are gradual and vary widely in individual child. He further said they follow certain characteristics needs, interest, and beliefs at each of the age levels. He concluded that when studying the development changes of the school child, one must keep constantly in mind what the child has been and what he is to be. Teaching occurs when one individual deliberately attempts to assist another individual or a group of person, performing or leaving a specific activity or concepts. (Adebayo,2003).

An effective teacher is one who is well organized, informed, inventive and skillful in planning his teaching. Planning is making arrangements for doing something well in advance of what is to be done. Planning for health instruction involves making decision about how the teaching. Learning Today, the school curriculum should be filled with good health programmes to enhance the health status of the children

which include safety programmes Nutrition, Dietetics, environmental sensitivity. Health education does not end with just providing information; it includes ensuring that such information provided makes sufficient impact on the attitude of the recipient so as to bring about that of the family and his community. In short Health education is first and foremost, responsibility to self and secondly, responsibility for others. It is self-awareness and the awareness of others. Health Education is action "now and here" . It is goal- based, that is planning for now and future using experience of the past. W.H.O (1984) defined health promotion as the process of enabling people to increase control over, and to improve their health direct or indirect through teaching.

To catch them young the following are spelt out by Folawiyo (1995)

What To Teach: Kindergarten

Personal Health
Physical Activity and Rest
Safety Education

What to Teach: Primary School Pupils

- 1 Personal Health
- 2 Food and Nutrition
- 3 Physical Activity and Rest
- 4 Disease prevention and Control
- 5 Care of the Body
- 6 Physical Growth and Development

What to Teach Junior Secondary School

- 1 Personal Health
- 2 Disease Control
- 3 Community Disease Control
- 4 Personality Development
- 5 Personal Appearance
- 6 Use and Abuse of Alcohol

What to Teach: Senior Secondary School Students

- 1 Family health
- 2 Healthful Home
- 3 Family emergency care
- 4 Community health
- 5 Health and safety services

6 Safety Attitudes

7 First Aid Procedures.

Health problems confronting the world today are caused by actions and inactions of the people. In the developing or less developing world, communicable diseases, high rate of infant mortality, maternal mortality are largely due to the inaction of people to get themselves good housing, good supply of drinking water, not utilizing available health services e.g. pregnant women not utilizing antenatal care services in developed countries actions of children in eating sugary food leads to increase in juvenile diabetics, poor oral health, high rate consumption of tobacco, alcohol, refined fatty diets have led to incidence of lung cancer cirrhosis of the liver and obesity (Moronkola, 2002).

Ajibola(2017) stated that health is life value that must be obtained, maintained and protected by all individuals. Provision and maintenance of health is not the sole responsibility of the health authorities or personnel, but responsibility of all including the school. He further stated that education and health are inseparable. The schools are places where good health promotion begins, starting in kindergarten and continuing through high school. The health and well being of the young people in the nation deserves a good conscious attention and provision. Well designed , well constructed, and well sustained health education in Nigerian primary and secondary schools are pivot of sustainable health in the nation. He lamented that many schools do not give the needed attention to health education as it is considered a secondary subject. Health education is vital for the wellbeing of students and will promote good health practices.

Importance of Health Education in Primary, Post Primary and Secondary Schools Level

1. Health education gives wealth as we all know that once blessed with good health you have all it takes.
2. Life is good with genuine health practices and longevity is ensured.
3. Knowledge, skills, positive attitudes and behaviours are promoted to reduce health risks.
4. Students are developed physically, mentally, socially and, emotionally
5. Effective health education in the school changes students' life style and embracing positive health behaviours and practices.
6. Prompt decisions are taken immediately by well groomed health education learners towards their health.
7. Positive health behaviours are carryover for the rest of the learner's life.
8. Health education promotes learning in other subjects effectively.
9. Health educations helps learners in dealing with life threaten infections.

Techniques, Guidelines and Instructional Materials for Successful Teaching of Health Education in Primary , Post primary and secondary Schools level.

Ajibola(2017) Salomi(2014) and Adebayo (2002) listed the following for the best practice of teaching health education.

1. Utilisation of school health education programs that adhere to the recommendations from the National Health Education Standards.
2. Employing highly qualified and effective health educators to teach health education in primary and secondary schools
3. Ensuring recommended health education instruction time at the elementary and secondary levels.
4. Having a national plan and budget to support schools health education teaching
5. Use of the National Health Education Standards to guide curriculum development.
6. Integrating a wide range of health topics,in a well planned programme,based on national guidelines.
7. Focusing on generic skills,such as decision making,refusal, and conflict resolution, esteem building,prosocial and problems solving skills.
8. Providing students with opportunities to actively participate and collaborate.
9. Utilising adequate teaching/learning materials and appropriate and varied instructional strategies and methods.
10. Promoting resource based learning, encouraging students to use a wide range of materials to investigate subjects materials prescribed within the classroom curriculum.
11. Ensuring the health topics are relevant to the needs of the students and their community and address current, local and pertinent health issues.
12. Focusing on promoting student's ability to take action, cope and generate change.
13. Acceptance of students' relevant views, opinions and ideas.
14. Warmth between the teachers and students.
15. Ask questions from students' previous knowledge to link the new topic or continuation of the previous.
16. Never teach what you don't know, always call for human resource persons to assist or throw light on the subject matter.
17. Be observant and attempt to behaviors by recognizing pupils boredom or interest change the paste after alter learning activities, introduce new materials and ask questions.
18. Rewards and punishment. Do emphasize positive reward that is tangible, provide positive reinforcement. De-emphasize the use of punishment.

19. Encourage students' questions. Urge them to ask alternative questions, ask divergent questions that elicit one or more positive answers.
20. Provide examples, clarify, verify, and substantiate, illustrate. Use inductive and deductive approaches.
21. Teach clearly and interestingly.
22. Safety and secured environment should not be compromised.

Areas to be focused on while teaching Health Education at Post-Primary and Secondary Levels.

(Ajibola, 2017) stated that health education should focus on various units as specified in the policy or as the need arises in the following: sex education, stress management, skills development, time management and reducing tobacco initiation.

Post secondary school level should lay emphases on Personal health, Sports participation and Recreational activities

It is important that sanitation and personal hygiene can never be substituted as it goes a long way to promote health, especially in area of transmission of infection either endemic or pandemic community spreading of communicable diseases. Sport is full of fun and gives room for physical fitness and healthy living. Recreation is an important aspect that checks human behaviours, especially in the areas of moral and ,shaping behaviours that are positive which conforms with the norms of the society in crime prevention and sportsmanship spirit in a secured environment is secured for human activities

Conclusion

Life is good when safe and secured, where health is not impaired. Life is man's most valuable possession, and next in order of value is health that must be obtain maintain and protected by all Without health, life is deprived and not only of much, if not all, of its usefulness. Security and Health cannot be separated from education. Without safe and secured environment, health learners cannot be comfortable to learn and assimilate in the classroom situation where there are security challenges. Catch them young is very essential for the knowledge obtain in the school will be a sort of carryover in their attitudes, behaviours and practices for the rest of their lives. It should be noted at this junction that health of children are paramount to the nation and their lives must be secured in any part of the country. The healthy children of today will make healthy adult of tomorrow once the best healthy activities are inculcate in them from the beginning. All hands must be on deck for the best health practices from now and the generation yet unborn to have a pleasant environment in terms of safety that will be conducive for living and free from hazardous manmade

activities that can be threaten to life. The teaching of health education in schools, from the beginners' level to the kindergarten post ,primary and,secondary levels must be embraced by the stake holders with adequate security.

Recommendations

Based on the above, the followings are recommended.:

1. Teachers of health education should be updated by their employers by attending seminars, conferences, workshops, symposium, etc. this will enable them to be acquainted with new approaches to teaching and learning situations in health education
2. Teacher of health education must be qualify and should be placed in their rightful positions within the capacity of their qualifications
3. Teachers should endeavor to used appropriate and valid teaching methods to capture and sustain learners interest
4. School administrators should be sensitized on the importance of health education and more time is allocated to the teaching in school time table.
5. Government and the school authority should provide the necessary facilities along with, human and materials to teach the subject.
6. Various stake holders must make security of lives and properties as a paramount6 in any part of the country.

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