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RE-DIRECTING TEACHER'S KNOWLEDGE ON SOCIAL AND HEALTH EDUCATION OF PUPILS: A PANACEA FOR HUMAN PEACE ENHANCEMENT IN NIGERIA

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ABSTRACT

This paper studied re-directing Teachers' knowledge on social and Health Education of pupils; panacea human peace enhancement in Nigeria. The Population for the study was 2000 (Two thousand) Social Studies and Health Education Teachers from primary schools from Eastern, Central and Western senatorial district, Kogi State, Nigeria. The instrument for the study was a Researchers structured, validated and reliable value of 0.89. The data collected for the study was by the Researchers. Data gathered was analyzed using Spearman Ranking Order (S-RHO) at 0.05 level of significance and 998 degree of freedom. Based on the results of data analysis and the discussions, it could be recommended that (1) social studies and Health Education subjects should be adopted as core course in all levels of education in Nigeria. (2) All teachers teaching in Nursery, Primary and post primary schools should be sent on two year study in social studies and Health Education's) Credit pass in Social Studies and Health Education should form part of subjects that Universities must consider as pre-requisite for entry into Certificate, Diploma, Pre-degree and Degree programmes.

Keywords: *Re-Directing, Health Education, Human Peace, Teacher's Knowledge, Enhancement*

INTRODUCTION

Human features bloom in the context of healthy mind found in health body. And the process of blossom appearance is imbedded in the concept of human ability to socially interact with people within the environment. To be healthy however there are certain health and social indices human being requires. These indices are advocated by Onyable's (2008) and Oyedeji's (2006) and Hanis 2011 socialization objectives. These objectives are:- a) respect for right and opinion of other persons; b) skillfulness in solving, evaluating and presenting information .c) assuming social and civic responsibility .d) being in accord with democratic principles and value respected in a nation. e) understanding principles guarding the economic, political and social problems; f) becoming a judicious consumer of goods and services; g) learning about vocational activities and opportunities; h) understanding the interdependence of people ;ix) becoming a happy members of a family in a peaceful home; g) getting along with individuals and groups ; xi) making intelligent adjustment to change ;xii) exercising critical judgment ;xiii) understanding and promoting social progress .

These objectives are entrenched in the National policy on Education in Nigeria. And these objectives are conceived in different forms in several subjects. Just as Social Studies propagate these philosophies/objectives, so also does health education. In fact,

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these objectives are targeted for implementation through sports, health weeks, health talks, medical resource people's advice. But as laudable as these objectives are, do teachers adequately perceive their objectives values? Are these teachers prepared to impact these objectives into the pupils to totally change their lives? The implication of these objectives on human existence as propagated by the philosophy of education and mega phoned by sociological and medical studies are supposed to be precursors of good lives but this philosophy of education does not work in Nigeria. However, while most of these indices of good health and socialism may have been achievable 80% in America, maybe only 35% maybe achieved in Nigeria (Haris 2011).

This is because Haris is an American who knows and feels freedom to good life and living, peace and stability, rights to life and respect for human dignity and labour. Haris's (2011) cannot be achieved in Nigeria; because human lives do not mean anything to anybody. And human beings live anyhow and survived anyhow. Respect for other person's opinion is not considered. Truths are said in America and are respected; even when the government had to be queried or lambasted for political lapses citizens are free to criticize. In Nigeria, truth is not respected. Rules and regulations are faulted and flaunted with impunity. Wealthy and Political big wigs are sacred cows who are above the law, and break the law anyhow without arrests. Haris (2011) objectives of curtailing lawlessness, and other anti-social behaviours were practicable in America. Critical analysis of these aforementioned Haris (2011) objectives shows that only 3 out of 13 of the objectives above are in the cognitive domain. These three socialism objectives are (i) To be skilled in securing, evaluating and presenting information. (ii) To exercise critical judgment and (iii) To learn about vocational abilities and opportunities. Is there any specified form for Nigeria citizens to learn about vocational abilities and opportunities? These three cognitive objectives are conceived by both young and old citizens in America. Social life is focused for development in the developed nations.

To be sociable, Solomon (2009) and Ukeje (2006) reiterated that "the outward product of being a good person goes a long way to assist human beings to face societal troubles and health problems. Sociability provides avenue for human beings to organize daily programmes properly i.e programme requiring daily routines (getting out of bed, greeting the wife, children and neighbours, cleaning oneself, going to work, taking care of the nuclear family and/or taking care of people within a nuclear community. It affords human beings the opportunity to carry on in life; even in tough and embarrassing situations. However, Ukeje (2006) and Solomon's (2009) viewed the ideals; but most people in Nigeria may not pass for been a healthy and sociable beings.

The issue of religious bigotry that plagued Nigeria presently can be the aftermath of illiteracy and naivety. Acts of killings of the Boko haram authenticate the level of insecurity and illiteracy level we are in the environment; Nigerian environment is no more safe for habitation. The government too does not help matters; or do we associate illiteracy and anti-socialism to our teachers and government? If we have social government; then Nigeria should be a peaceful country. Life was better at pre-1985; when Nigerians were their brothers' keepers. Well, we may have to re-direct the re-birth

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of Nigeria to the younger generation by thoroughly teaching the youths to acquire adequate healthy and social abilities for administration of the nation! Since it can be inferred that the older generation had failed, in accomplishing social and health education of the youths, Jekayinfa (2005), Ukeje (2006), Wilson (2002) and Yusuf (2002) enlisted re-directing educational policy towards:

- Social Studies and Health Education; in which we may become more familiar with problem solving ideas; used by experts in many fields of studies to solve anti-social behaviours. We can also make use of those concepts, ideas, opinions to become good citizens who can think creatively and critically.
- Teaching the lessons on patience; sense of hygiene, caring attitude sense of tolerance which has played a great part in improving our world.
- Helping in putting into actions, the moral, physiological and spiritual values so commonly expressed by cultures all over the world; such values as included in dignity of man, respect for law and order, justice, truth and freedom.
- Perceiving facts; the folly of war, greed, dishonesty, intolerance, hatred and tyranny. And the implication of these vices on human life.

Really; it had been the ideal knowledge that Ukeje (2006), Solomon (2009) and Musgrave (2011) postulated that were thoroughly taught in London even today; which was taught in Nigeria during ages 1925-1985AD that are no more thoroughly taught in Nigeria today; that had erupted aggravated anti-social behaviours; so much so that; Nigeria is at the verge of a break up! Olawepo (1990) in his observation, of the anti-social malaise plaguing Nigerian nation, posited that appropriate and behavioural objectives content for realizing the philosophies of Wilson (2002), Ukeje (2006) and Musgrave (2011) must be carefully chosen; then the outcome of the educational social studies would become evaluatable (effective evaluation been outward good human behaviour). Hope may not be totally lost if kindergarten, primary and post primary school pupils are adequately educated with the values that Havis (2011), Solomon (2009), Musgrave (2011) and Olawepo (1990) propagated.

Furthermore, improvement of national health acquisition advocated in Botswana (Mulewa 2004 and Republic of Botswana 1997) could be copied; whereby physical exercise, good nutritional habit, healthy environment and personal health cleanliness was taught thoroughly within Kindergarten, Primary and Secondary School levels. Through the knowledge of these health contents, Botswana youths were taught to abhor robbery, raping, unwanted pregnancy, drug addiction; and preferred all attitudes and behaviours that conform with social norms and standards required in a civilized nation: love of brotherhood, tolerance and respect for other people's views on religion, ethics, and social functions. Could social and healthy teaching achieved in Botswana be achievable in Nigeria? It may not be possible because Ogunwuyi (1991), Mgbodile (1994) and Ogunsakin (1998) said that Health Education Teachers are paid low salary, they are not recognized; Health Education is not a core subject; so Health Education is not studied by all pupils/students in Nigeria. Just as Social Studies is not a compulsory

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subject and is not studied by all pupils/students in Nigeria. May it not be very necessary for Nigerian Government to include Social Studies and Health Education as core subjects in the Nigeria's kindergarten, Primary and Post primary schools? But are teachers currently teaching Social studies and Health education properly trained? Are they knowledgeable in their course contents?

Skillfulness in any sphere of life enhances ability to assess oneself, one's work, other peoples' perception of one's ability. The more knowledgeable one becomes the best one relates with other people within a society. However, not even teachers in Kindergarten, Primary school and secondary schools had thoroughly acquired skills of social knowledge for relating with people within the society. And as Nwanyanwu, Ibikunle and Adetoro (1998) reiterated, a civilized country has the obligation to make her citizens have (i) right to life (ii) right to dignity of human person (iii) right to personal liberty (v) right to fair conscience and religion (vii) right to freedom of thought conscience and religion (vii) right to freedom of expression and the press. Alas, not even one of these rights is achieved by Nigerians.

STATEMENTS OF THE PROBLEMS

There is no peace in the Nigeria nation. People are killed at random for their rights either to life, religion and freedom of speech. All rights accrued to a citizen in Nigeria are not respected. The older generation had failed in giving peace to all citizens in Nigeria. The social and health achievement in Nigeria are not adequate. Pupils are not thoroughly taught all facts to make them good citizens in thought, body and attitudes.

PURPOSE OF THE STUDY

This study is embarked upon to re-redirect social health education towards adequate knowledge achievement to reshape Nigeria's peace, unity and stability. Also to teach social and Health Education Teachers to teach the younger generation the required social and healthy indices required of life. Also to redeem the chaotic and insecure life and living in Nigeria and that social studies and health education curriculum planners to focus on good attitudinal and behavioral achievement at Kindergarten (Pre-Primary), Primary and Secondary schools levels in Nigeria. Also, to teach parents and care-takers of younger generation the required training which make youth peaceful and healthy citizens in Nigeria?

RESEARCH QUESTIONS

1. Are social studies and health education teachers knowledgeable about social studies contents that bring peace and unity in Nigeria?
2. Are social studies and health education teachers knowledgeable about values of sociability and healthy attitudes that brings peace and unity in Nigeria?

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RESEARCH HYPOTHESES

1. Social Studies and health education teachers are not significantly knowledgeable about Social Studies contents that bring peace and unity in Nigeria?
2. Social Studies and health education teachers are not significantly knowledgeable about values of sociability and health attitudes that bring peace and unity in Nigeria.

SCOPE OF THE STUDY

This study is limited to social studies contents, values of sociability and healthy attitudes, and health education contents.

METHODOLOGY

The research design for this study was a survey method. The population for the study was two thousand (2000) Nigerian Certificate of Education (NCE) Social Studies and Health Education Teachers purposively selected from 75 seventy five primary schools from Eastern, Central and Western Senatorial Districts, Kogi State, Nigeria. The instrument used for data collection was researchers designed Social Health Knowledge Inventory (SHKI). The instrument was subjected to validation and reliability tests. The instrument is valid and it has reliability value of 0.89. This reliability value 0.89 depicts that all the teachers understood the content of the inventory and had responded in the SHKI appropriately. The instrument was graded in agreed and disagreed responses. Data collected was by the Researchers and 15 Research Assistants. Data gathered was analyzed using Spearman Ranking Order (S-Rho) at alpha 0.05 level of significance and 998 degree of freedom

DATA ANALYSIS, RESULTS AND DISCUSSIONS

The data analysis, result and discussion were based on the information gathered through the Social Health Knowledge Inventory (SHKI). The results are put into tables using the research hypotheses as guide.

Research hypothesis 1: Social and Health Education teachers are not significantly knowledgeable about social studies objectives that bring peace and unity in Nigeria.

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Table 1a: S-Rho analysis on social Studies and Health Education teachers knowledge of social studies objectives.

N=S=1000, H=1000

S/N	VARIABLE STATEMENTS	RESPONDENTS/RESPONSES						
		Teachers	Agreed X	disagreed Y	rX	rY	rX-rY	D2
1	Respect for right and opinion of other persons.	S	875	125	4	10	6	36
		H	689	311	11	3	8	64
2	Skillfulness in security, evaluating and presenting information.	S	719	281	7	7	8	0
		H	699	301	9	5	-4	16
3	Assuming social and civic responsibility.	S	810	190	5	8	-2	4
		H	719	281	7	7	0	0
4	Being in accord with democratic principles and Values.	S	910	90	2	12	-10	100
		H	692	308	10	4	6	36
5	Understanding principles guarding the economic, political and social problems.	S	892	308	10	4	6	36
		H	615	385	13	1	12	144
6	Becoming a judicious consumer.	S	619	381	11.5	2.5	9	81
		H	950	50	20	12	-10	100
7	Learning about vocational activities and opportunities.	S	619	381	11.5	2.5	9	81
		H	812	188	6	8	-2	4
8	Understanding the interdependence of people.	S	617	383	13	1	-12	121
		H	682	318	12	2	10	100
9	Becoming a happy member of a family home.	S	682	318	8	6	-2	4
		H	981	19	1	13	-12	144
10	Getting along with individual and groups.	S	850	150	5	9	-4	16
		H	865	135	5	9	-4	-16
11	Making intelligent adjustment to change.	S	699	301	10	4	6	36
		H	715	283	8	6	2	4
12	Exercising critical judgment.	S	650	350	9	5	4	16
		H	899	101	3	11	-8	64
13	Understanding and promoting social progress.	S	950	50	1	13	-11	121
		H	870	130	4	10	-6	36
Total (S)								680
Total (H)								722

Source: Field Survey (2012)

Table 1b: Sociability values and healthy habits

S - Rho cal	S - Rho Cri.	No. of R.	df	Hypothesis 0.05	Result
obtained from the analysis	Obtained from the table	P	P-2		Social studies and Health Education Teachers are significantly knowledgeable about social studies objectives bring peace and unity in Nigeria
s=0.99999	0.138	1000	998	Rejected	
H=0.99995	0.138	1000	998	Rejected	

Source: Field Survey (2012)

In tables 1a and 1b above, Spearman Ranking orders analysis and summary were shown. In table 1b, the Social Studies Teachers responses is equal to S-S-Rho calculated value=0.99999. While the Health Education Teachers i.e. H-S-Rho=0.99995; while the S-Rho Critical (table) value=0.138. The S-S-Rho and H-S-Rho calculated values 0.99999/0.99995 are greater than table value 0.138(0.99999/0.99995 > 0.138). The

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stated null hypothesis is rejected at alpha 0.05 level of significance and 998 degree of freedom. Social studies and Health Education Teachers are not significantly knowledgeable about social studies objectives that bring peace and unity in Nigeria?

Research hypothesis 2: Social studies and health education teachers are not significantly knowledgeable about values of sociability and healthy attitude that bring peace and unity in Nigeria.

Table 2a: S-Rho analysis on social studies and health education teachers knowledge of value of sociability and healthy attitudes.

N= S=1000, H=1000

S/N	VARIABLE STATEMENTS	RESPONDENTS/RESPONSES						
		Teacher s	Agreed X	disagree d Y	rX	rY	rX-rY	D2
1	Social studies and Health Education make us become more familiar with problem solving; used citizens who can think critically and creatively	S	789	211	1	7	-6	
		H	799	201	7	1	6	36
2	Social studies and Health Education teach us to be patient and create sense of hygiene that make us neat in body and character in air	S	721	279	2	6	-4	16
		H	809	191	6	2	-4	16
3	Social studies and health education help us in putting into action, moral physiological and spiritual values commonly expressed by cultures for dignity of man; respect law and orders.	S	710	290	3	5	-2	4
		H	810	81	5	3	2	4
4	Social studies and health education help us perceive facts, and make us to shun tyranny, dishonesty and hatred. Make us to respect human person's truth and justice.	S	699	301	4	1	0	0
		H	810	190	4	4	0	0
5	Health education assists us to develop the attitude of exercising ourselves; and having less time for unimportant talks and activities.	S	593	407	5	3	2	4
		H	923	67	3	5	-2	4
6	Health education assists us to be contented with the materials and wealth that we have and not to look for too much wealth.	S	555	445	6	2	4	16
		H	997	3	1	7	-5	25
7	Health education teaches us what life and human soul means. How not to kill or involve in habit that can kill human beings like ourselves and to have interpersonal relationship.	S	523	477	7	1	6	36
		H	968	32	2	6	4	16
Total (S)								112
TOTAL (H)								101

Source: Field Survey (2012)

Table 2b: S-Rho summary on social studies and Health Education Teachers knowledge of values of sociability and healthy habits.

S- RHO Cal	S- Rho cri.	No. of Respondents	df	Hypo@ 0.05	Result
Obtained from the analysis	obtained from the table	P	P-2	& @ 998 Degree of freedom	Social studies and health education teachers are not significantly knowledgeable of sociability and health habits that bring peace and unity in Nigeria.
S=0.99999	0.138	1000	998	Accepted	
H=0.99999	0.138	1000	998	Accepted	

Source: Field Survey (2012)

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In the table 2 and 2b above, the S- Rho analysis and summary are presented. S- Rho=0.99999; -S- Rho=0.999999. and critical S- Rho values= 0.138. The stated null hypothesis is accepted at alpha 0.05 level of significance and 998 degree of freedom. Social studies and health education teachers are not significantly knowledgeable of sociability and health habits that can bring peace and unity in Nigeria.

DISCUSSION OF FINDINGS

Social Studies and Health Education NCE Teachers are significantly knowledgeable about social studies objectives as the subjects is been target at kindergarten, primary and secondary school. But its not all teachers are significantly knowledge since we do not have 100% responses. No wonder that pupils and student are not truly sensitized on their social and health aspect. Young children do not respect elders. Greater values are placed on self nobody is his/her brother's keeper, family reputed in the past old age had been true to the days eve in the analysis, only 682 (68.2%) social studies teachers and 981 (98.1%) health education teachers (table 1a number 9 above refers) recognize that children should be happy to belong to a family/a home. No wonder then that pupils/student do not strive to uphold the popular and reputable family needs. Every teachers are not aware that one should endeavour to uphold their family names, how should one expect pupils to strive to uphold their parents names. This discovery of (Harries Onyabe (2008) and Oyedeji (2006) who recommended that peoples and indeed adult requires the first of all belong to a responsible family, where charity should start at home.

How can the nation be peaceful when it could be inferred that people may not understand what assuming social and civil responsibility cannot. Only 810 (81%) social studies NCE teachers and 710 (71.9%) knew that the best peace enhancer is for every citizen to recognize assuming social and civil responsibility. This discovery also neglects the submission of Solomon (2009) who recommended that individual citizen ability to take up their social and civil duties is a key to peaceful environment, and indeed the whole nation. To be considered sociable is for someone to respect oneself and other people's opinions.

Furthermore, 710 (71%) social studies teachers 819(81.9%) health education teachers asserted that social studies and health education is still in peoples moral, physiology and spiritual values commonly expressed by culture for dignity of man, respect for law and order. It is expected that every one of the teachers (1000 social studies teachers) and every one of the teachers (1000) health education teachers should have perceived this value and not a fraction of these teachers. It could also be noted that teachers at Nigerian schools, especially NCE desired intensive training to instill the knowledge of their subject thoroughly

CONCLUSION

Based on the results of analysis and the discussions, it could be concluded that:

1. Teachers sampled did not thoroughly internalize the knowledge of social studies and health education.
2. Only 523 (52.3%) social studies teachers and 968 (96.8%) health education teachers are aware that health education teaches what life is and what human soul is, and how one should not kill or involved in habits that can kill human beings.
3. Lives are meaningless to people in Nigeria. Some are kidnapped for rituals, money making and for sales into slavery. Pupils/students are not thoroughly taught to deter them from killings with impunity.
4. Only 950 (95%) social studies Teachers and 870 (87%) health education teachers are aware that pupils/students must possess the understanding and promotion of social progress.
5. Just 617 (61.7%) social studies teachers and 682 (68.2%) health education teachers are aware that pupils/students should understand interdependence of people.
6. No one is an island, a tree does not make forest, and citizens in Nigeria should not be kidnapers, hired assassins and religious rioters.

RECOMMENDATIONS

Based on the result of data analysis and the discussions, it could be recommended as follows:

- All teachers in Nigeria must be made to have degree in Social Studies and health education.
- Social Studies and health education should be recommended as core-subjects and made compulsory.
- Credit in Social Studies and Health Education should be a pre-requisite for admission in the universities and other tertiary institutions.
- Credits in Social Studies and Health Education should be prioritized rather than English Language and Mathematics.
- Social Studies and Health Education should form information that pregnant mothers should receive at maternity visiting days and pre - natal/ ante - natal and post - natal.

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