

Appraising The Role Of Educational Management In Initiating And Sustaining A Viable Health Education For National Security In Nigeria Tertiary Institutions

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ABSTRACT

A healthy person is one who looks and feels well, has no illness or diseases and has enough energy for his daily work and contributes effectively to his immediate community and the nation at large. The government that pays lip-service to the health of its citizens is giving room to national insecurity. Thus health education which provides learners with desirable understanding and attitudes relating to individual and community health should be properly integrated into the curriculum of tertiary educational institutions in Nigeria. Educational management helps in initiating and sustaining a viable health education for national security in Nigerian tertiary institutions, through the formation of realistic and achievable goals of health education for national security; designing the curriculum; determining the number of learners to cater for and consequent number of academic and non-academic staff required including other resource persons in the community; mapping out measures for effective funding of health education for national security and how this programme should be appraised in order to ascertain the extent to which its lofty goals have been accomplished and identify possible challenges facing the programme with a view to ameliorating them.

Keywords: Appraised, Educational Management, Health Education, and National Security.

INTRODUCTION

Tertiary education is widely accepted in Nigeria today as a form of investment in human capital development that yields economic benefits and contributes significantly to the nation's future wealth and development by increasing the productive and consumptive capacity of the citizens. In the last two decades, there had been phenomenal increase in the number of the tertiary institutions in Nigeria. According to Statistical Report on 2011 Admission and 2012 Unified Tertiary Matriculation Examination (UTME), Application, from Joint Admissions and Matriculation Board (JAMB), Nigeria as at January 2012, had 365 tertiary institutions, which include 113 (31.0%) Universities, 74 (20.3%) Polytechnics; 80(21.9%), College of Education, 53 (14.5%) Monotechnics and 45 (12.3%) Innovation Enterprise Institutions, This rapid proliferation of tertiary institutions in Nigeria could be attributed to the desire of the Government and people of Nigeria of using tertiary education as an indispensable tool in getting the nation out of poverty, conservation, ignorance and diseases and take its rightful place among developed countries in the shortest time possible. According to Amaele (2005), "A developed or an educated society is one that has enough manpower and each occupying his or her rightful position to enhance the growth of the society".

Ironically, the huge investment in tertiary education in Nigeria would be a monumental waste if the products of the tertiary institutions could not contribute effectively to the growth of the economy due to their susceptible to certain health problems. It is no superfluous to remark that health is wealth. The economic wealth of any nation depends greatly on the well-being of its people. The people must be physically and mentally fit to carry out their daily work. According to Afolabi (1999), "health is a major factor in man's existence and without good health, productivity in whatever sphere of activity is at its lowest ebb". Thus, the physical, mental and emotional health of a person is of paramount importance, for sound health is the basis of life. A healthy person is one who looks and feels well, has no illness or diseases and has enough energy for his daily work and play.

It is no gainsaying that the government that pays lip-service to the health of its citizen is inevitably giving room to national insecurity as the affluent people will leave such country to foreign ones for proper medical attention. The government at the Federal, State and Local Levels has made substantial contribution to the improvement of

health services in Nigeria. Such immense contributions as summarized by Oladunmoye (1999) include:

- (a). Training and retraining of health personnel.
- (b). Allocating fund to health services, through budgetary allocation plan.
- (c). Building and maintenance of hospitals, clinics, dispensaries, health centres and other health institutions.
- (d). Purchase of drugs and other medical Materials.
- (e). Waging war against importation, manufacturing and administration of fake drugs; through agencies such as:
 - (i). National Agency for Food, Drug, Administration and Control (NAFDAC).
 - (ii). Pharmaceutical Association of Nigeria (PAN)
 - (iii). Nigeria Medical Association (NMA)
 - (iv). Nigeria Standard Organization (NSO)
 - (v). National Drug Law Enforcement Agency (NDLEA)
- (f). Promotion of health education through various government agencies of health services.
- (g). Supervision of Private Health Institutions and Patent Medicine Stores.
- (h). Regulation of Health Services through legislation.
- (i). Promotion of research into health issues and allied areas.
- (j). Immunization of the citizens against communicable diseases.

The health of students in Nigerian tertiary institution in recent times has been attracting prominent attention of the Directors of Health Service in the tertiary institutions, and other stakeholders of education, such as the Alumni Association, Parent-Staff Forum, Entrepreneurs, Government and Non-Governmental Organizations. While the Directors of Health Services are pre-occupied with the maintenance of healthful campus environment with special focus on periodic inspection of campus building sanitation procedures, safety, heating, ventilation, lighting and prevention of communicable diseases, the Alumni Association in some tertiary institution have been initiating some projects directed towards realistic solution to the students' health problems. Such projects embarked upon by the Association include provision of portable water, renovation of dilapidated campus buildings, provision of toilet facilities and electric power generators for regular supply of electricity and a host of others. The government too has not relented in its efforts of funding the various Clinics and Health Centres in the Government owned tertiary institutions.

In spite of the concerted efforts being made by the Directors of Health Services and other stakeholders of education, to protect and promote health services in the tertiary institutions, a review of the physical environment of most of these institutions indicate vividly some health inadequacies, which if untackled through meaningful and viable health education, have far reaching consequences for the students' health and security of the nation.

Such inadequacies include consumption of untreated or the so called sachet "pure water", careless disposal of solid and liquid wastes in the campus, over crowding in students' hostels which is now regarded as unavoidable necessity, negligence of safety practices in the institutions, air pollution and a host of others. Air pollution constitutes a serious health hazard in some tertiary institutions. Incessant bush burning and large volume of smoke and fly ash produced daily from the incinerators and the electric generating plants constitute the main sources of air pollution. Moreover, the tertiary institutions sited near industries are not free from air pollution as a result of effluent from the industries. The polluted air is rich in carbon monoxide, when excessively inhaled has injurious effects on the body. The symptoms of carbon monoxide poisoning include mental dullness, dizziness, body weakness, headache, nausea, vomiting, loss of muscular control, abnormal pulse and respiratory rate, erythema, collapse, unconsciousness and sudden death.

It thus becomes highly imperative for the administrators of the tertiary institutions to evolve a sound, viable and well administered health education; to include health instruction, health appraisal, health services and healthful campus environment. Integration of a viable health education into the curriculum of tertiary institutions in Nigeria, will create awareness in the students of the various health issues and problems which have far reaching effects on national security. In Nigeria, no single health issue has dominated public consciousness for some years now than the dreadful Acquired Immune Deficiency Syndrome (AIDS). It is one of the health problem facing many countries of the world today, particularly the developing countries, of which Nigeria is one.

AIDS according to Lomak (2010) has the potential to create a severe economic impact in many African countries. It is different from other diseases, because it strikes people in the most productive age group. Also, commenting on the ruinous effects of Human Immune Deficiency Syndrome (AIDS) on the educational sector, Mishra (2005) remarked that within the educational sector, VIH/AIDS impedes the supply of education by reducing the number of teachers who are able to carry out their work. The epidemic has reduced the demand for education, as children are withdrawn from schools and colleges in response, to rising household expenditure and to provide care for the family members. Nsofor (2010), also affirmed that AIDS affects the qualities of education because of its strain on the materials and human resources.

In a nation, where there is wide spread of HIV/AIDS, the security of such nation will undoubtedly be in jeopardy as the skilled workforce and quality human capital will be drastically reduced. The economic growth of the nation declines and the public budget for health services dries by the wide spread infections diseases. This paper appraises the role of educational management in initiating and sustaining a viable health education for national security. It examines the concepts of health education, educational management and national security. An attempt is made in the paper to set up a model on the unique role of educational management in initiating and sustaining a viable health education for national security.

The Concepts of Health Education, Educational Management and National Security

Before appraising the role of educational management in initiating and sustaining a viable health education for national security it is considered necessary to aptly discuss the concepts of health education, educational management and national security.

The Concepts of Health and Health Education

The term "health" has been given various connotations and interpretations by different authorities on the subject. Adeyemi (1999) defined "health" as "the quality, resulting from the total functioning of the individual, which empowers him to achieve personality satisfying and socially useful life". The World Health Organization (WHO), defined the word 'health' as 'a complete state of physical, mental and social well-being and not merely the absence of diseases or infirmities'. From these definitions, it is quite obvious health can be described as the complete fitness of body; soundness of mind, and wholeness of emotions which make possible the highest quality of effective living. It is a general well-being and a condition that enables one to live well and serve best.

Health education according to Oshodin (2000) is a process of acquiring health information to make improvement on health behaviour and practices. Also, Achalu (1998) simply defined health education as "the process of providing information and persuading people to learn to prevent diseases, protect and enhance their health status". In this paper health education is defined as the process of providing learning experiences which provide the students with desirable understanding and attitudes relating to individual and community health.

The Concept of Educational Management

Educational management according to Nwankwo (1982) is the utilization of physical and human resources through cooperative efforts and it is accomplished by performing the functions of planning, organizing, staffing, directing and controlling. Also, Mishra (2008) defined educational management as "the process of utilizing appropriate materials in such a way to promote effectively the development of human qualities. It includes will those techniques and procedures employed in operating the educational organizations in accordance with established policies. Furthermore, Afolabi (1998) defined educational management as the identification, organization and coordination of human, material, physical and Fiscal resources, as well as other available education programmes using them judiciously towards the attainment of objectives of education.

Based on these definitions, it is quite apparent that educational management embraces such management functions as planning, organizing, directing, financing, supervising, monitoring, inspecting and evaluating. The educational manager plays prominent role in planning, policy-making and programme designing. However, his primary role is geared toward, the effective and efficient implementation of such educational plans, policies, and programmes.

The Concept of National Security

The Oxford Advanced Learner's Dictionary defines 'security' as "the state of being safe and protected from danger, harm, attack, loss, theft, spying and other crime related activities. National security can be defined simply as all means and mechanism put forth by a nation to ensure adequate protection of life and property of its citizens and create a peaceful and conducive working environment that is completely free from crime or any form of fear, intimidation or harassment.

Initiating and Sustaining a viable Health Education for National Security through Educational Management.

A model depicting the role of educational management in initiating and sustaining a viable health education for national security is shown in figure 1. As vividly indicated in the model, the roles of educational management in initiating and sustaining a viable health education include resource planning, resource organization, funding, staffing and inspecting or quality control. The educational inputs for a viable health education include human, material, physical and fiscal resources. The human resources include the teaching and non – teaching staff, and other resource persons in the community. Then material resource include the books and periodicals and audio – visual materials, while the physical resources embrace the available buildings in the tertiary institution, such as classrooms, laboratories, technical workshops, libraries, administrative blocks, lecture theatres and other physical facilities in the institutions. The fiscal resources refer to the fund made available in the tertiary institutions to administer the health education. The role of the educational manager is to identify all these resources and unify them towards effective realization of the goals of health education in the institution.

The healthy manpower developed through tertiary education would undoubtedly utilize the acquired knowledge, skills and attitudinal values to attain and sustain economic efficiency, political consciousness, social reconstructions, cultural change and scientific and technological advancement. All these would definitely enhance national security. Thus, if Nigeria aims at achieving a buoyant and efficient economy and national security, there is inevitable need to ensure healthy labour force through a viable health education.

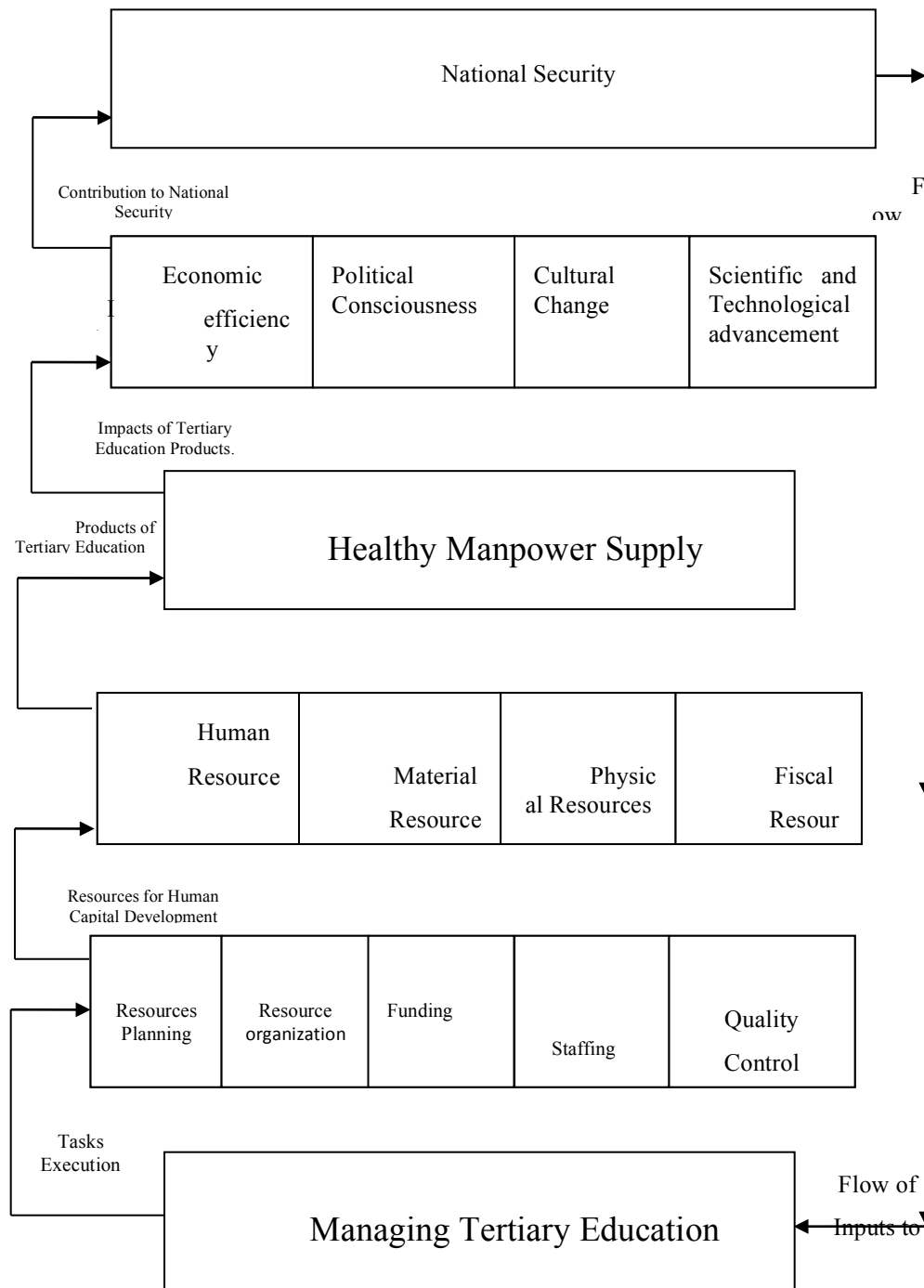


Figure 1: A model of the Role of Educational Management in initiating and sustaining a viable Health Educational for National Security (Designed by the author of the paper)

The specific contributions of Educational Management to the initiation and sustenance of a viable Health Education for National Security.

(1). **Goal setting and resource planning:** The first indispensable step required for initiating and sustaining a viable health education for national security is setting the goals and planning for the required resources for achieving the goals. This entails taking decision on what to be done; how and well to do it; when and who is to do it. Educational management contributes significantly to the initiation and sustenance of a viable health education by following these steps in setting the goals and planning for the resources:

Step I: Formulating achievable objectives of objectives of health education.

The formulated realistic and achievable objectives of a viable health education for national security are:

(a). To provide appropriate experience for the learners that will assist them in improving and protecting their own health and the health of others.

- (b). To inculcate in the learners the basic rules of good health and personal health cleanliness.
- (c). To make the learner familiar with the scientific application to various health issues and problem
- (d). To provide meaningful learning experiences that will make the learners enjoy healthful living in their environment.
- (e). To provide the learners with appropriate health information and practice that will lead them to healthy living, high quality of life and longevity.
- (f). To enable the learners to control the spread of communicable diseases and be abreast of importance of balanced diet, regular exercise, rest and relaxation and avoidance of fatigue and unnecessary exposure to environmental hazard.

Step II: Designing the curriculum:

In order to accomplish the objectives of a viable health education for national security, educational management assists in designing its curriculum, which must be pragmatic in nature and embedded with built-in-job training programmes. The curriculum which includes health appraisal; campus health services; healthful environment; communicable diseases; physical ailments; basic elements of hygiene and healthy living; first aid treatment; safety education; health education and national development; management of stress; and others, should be flexible enough so as to be able to meet the varying needs of the learners and their communities.

Step III: Ascertaining the number of learners:

The number of learners to cater for, as well as the number of teaching and non-teaching staff required for the viable health education and other resource persons must be determined.

Step IV: Location and Design of buildings:

Education management helps in site selection and designing of the buildings required for a viable health education. Selection of a suitable site for the health education should be considered along with the following factors; accessibility, topography and nature of the soil, freedom from health hazard, aesthetic values, safety from danger, space for future expansion and availability of public utilities.

Step V: Improvisation and utilization of instructional resources:

Educational management helps in mapping out strategies for the improvisation and utilization of instructional resources for effective teaching and learning of health education in the tertiary institutions. These include concrete objects, verbal representations audio-visual materials, instructional programme prepared for teaching machines or computers and graphic representations such as posters, globes, charts, graphs, diagrams and drawings of things or events to convey information, idea, skills or attitudes.

Step VI: Evaluation

Educational management helps in identifying the strategies for evaluating health education. This is the quantitative appraisal of attitudes, intelligence, personality traits, manipulative skills and other attributes of the learners. Such assessment is also required to determine the extent to which the objectives of the health education have been achieved.

(2). Organizing a viable health education

Educational management assists in the organization of a viable health education by focusing on students enrolment for the programme; assigning staff to specific job areas; procuring the needed materials; and designing the lecture time-table.

(3). Provision of funds

A crucial task of the educational management in initiating and sustaining a viable health education for national security is the provision of sufficient fund for the programme. The programme must be effectively funded by all stakeholders of education and through the Internally Generated Revenue (IGR) of the tertiary institution.

(4). Staffing

The sustenance of a viable health education for national security depends greatly on the quality of the teaching and non-teaching staff recruited for the programme and their effectiveness in discharging individual and group responsibilities. Educational management ensures that high quality and well motivated staff are recruited for the health education, for effective job performance.

(5). Quality control

The ultimate goals of educational management are the improvement of teaching and learning in the institution and attainment of their lofty goals. Thus sustenance of a viable health education depends greatly on the level of quality control of the programme. This entails regular monitoring of the work being performed by the individuals and groups handling health education programme in the tertiary institution.

Conclusion

Educational administration contributes significantly to the initiation and sustenance of a viable health education for national security. It therefore becomes highly imperative to include health education in the curriculum across disciplines in all tertiary educational institutions in Nigeria. All courses on health education should be made compulsory electives for all students. All the stakeholders of tertiary education must provide all the necessary infrastructural support and adequate funding of health education in the institutions for the students to reap maximum benefits from the programme.

Recommendations

A viable health education for national security could be successfully accomplished, if the Nigerian Tertiary Institutions are effectively funded by the three tiers of Government-Federal, State and Local Government, as well as households, community and private sectors.

A viable health education can only be given in Nigerian tertiary educational institutions if the institutions are well supported with high quality and well motivated professional teachers. It becomes imperative to improve the teaching service conditions to minimize prevalent exodus of teachers to other countries and premature retirement from teaching profession. Also, the professional growth of the teachers deserves prominent attention, so as to boost their morale and enhance their productivity.

Nigeria should place high premium on National Health Development Programme. The country should not become a dumping ground for expired and fake drugs and medicines. The National Agency for Food, Drug Administration and Control (NAFDAC) should be more empowered for effective job performance and delivery.

The government should encourage more research in the use of local herbs for curing ailments. Any major breakthrough in native medicine would not only project the image of Nigeria in the medical field, but it would also tremendously conserve our foreign reserves. A sizeable proportion of our national income is spent on medical appliances and drugs imported from overseas.

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