

Hygienic Instructional Multimedia Improvement for Viable Hi-Tech Enactment in Covid-19 Pandemic Era in Primary Schools

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Abstract

The paper focuses on hygienic instructional multimedia improvement for viable hi-tech enactment in primary schools as the nexus for school hygienic status. It compacts with a planned multiple hygienic programs that translate essential healthy living environment such as avoidance of poor sanitation capable of spreading cholera, diarrhea, typhoid fever and biochemical oxygen demand (BOD). BOD is a measure of oxygen pollution. As a matter of necessity, adequate clean water supply to aid primary hygienic instructional multimedia enhancement within school communities in area of drinking, cooking, washing and supporting various smallscale agricultural activities or gardens. Furthermore, provision of different types of latrine like bucket latrine, pit latrine, septic tank systems and incineration latrine are basic facts about hygiene, sanitation and sanitary systems in school environments. Enactment of the primary hi-tech hygienic multimedia improvement instruction is targeted at transmitting better hygienic curriculum awareness, skills and practices to primary school pupils as the nexus in Nigerian educational system. Lack of hygienic multimedia instructors, learners' poor home training, disinterest, inadequate hi-tech instructional multimedia facilities plus inadequate funding by the government kick against its enactment. Therefore, the government should collaborate with hygienic multimedia instructors in primary schools and curriculum planners/ developers to constantly fund hygienic instructional improvement for viable hi-tech enactment in primary schools via conferences/ seminars, webinars and training of hygienic educators among other things to attain the set goals in the policy document.

Keywords: Hygienic, Instructional-Improvement-Multimedia, Sanitation, Hi-Tech& Enactment.

Introduction

Hygienic instruction in its expanded contexts caters for the primary hygienic learning needs of all categories of children irrespective of their socio-economic background or circumstances. Primary hygienic instruction is not limited to formal schooling alone but it cuts across informal school learning which may not be dependent on the years of schooling. It satisfies the hygienic learning needs of children, youths and adults as well as lays a solid foundation for lifelong learning through literacy and numeracy. Primary education is free and mandatory for all children of school-going age in Nigeria (FRN, 2012). Primary education starts from 6 to 11 years plus. The Federal Ministry of Education (FME) coordinates and monitors the activities of managers of elementary education programs through the States' Ministries of Education (SME) and Local Government Education Authorities (LGEA) across the country. There are laid down requirements for establishing the elementary hygienic instructional needs of pupils that will continue to evolve viable comprehensive instructional multimedia improvement to attain "Education for All" (EFA) by 2015 as resolved during the famous Jimtien (Thailand) World Conference on Education (WCE) and Dakar in April 2000.

Problems of Hygienic Instructional Multimedia Improvement Enactment in Primary Schools

Hi-Tech multimedia improvement enactment is taskful and all involving since it has grown beyond environmental classroom instruction targeted at getting learners out there to learn hygienic habits and real-world learning experiences (Tella & Adu, 2009). It becomes more difficult for primary hygienic instruction learners who may be confronted with the facts of digital age from "push button age". Curriculum experts usually employ manual tedious Tyler's model, Kerr's model or Wheeler's model in an attempt to explain a given curriculum design but the modern digital approach uses hi-tech multimedia improvement enactment via internet availability such as "Delta State Learning Management System (DSLMS)" introduced during COVID-19 pandemic era to solve the problem of school closures and restrictions across the state but continuous teaching and learning online within Delta. It helps specialized teachers to produce physically, mentally, emotionally, and socially healthy individuals who possess the essential industrial, economic, agricultural, political, educational and social skills for optimal national translation of digital curriculum. Challenges of hi-tech multimedia curriculum improvement enactment of primary hygienic instruction ranges from inadequate funding, lack of hygienic instructors who are ICT literates, power failure and lack of computer instructors

among others. The focal point of hi-tech instructional multimedia improvement enactment is to help the learners acquire knowledge, skills and develop desirable hygienic attitudes/interests toward healthy living environment. However, resistance to change is one of the greatest challenges of primary hygienic hi-tech multimedia instructional improvement enactment.

Furthermore, negative hygienic impact on people's ability to effectively engage in and carry out their daily activities to attain their set targets in life demands for well channeled hygienic instruction via hi-tech multimedia improvement enactment to improve healthiness. This is because, an individual requires the possession of good health to carry out daily activities to achieve a set goal. Basically, a healthy individual requires all his or her internal organs to be anatomically in good conditions and physiologically functional to guarantee his or her emotional/mental stability to analyze and synthesis issues of daily life prior to arriving logical reasonable decision. However, many situations in life create problems which inhibits an individual to function effectively and these can be due to injury, sickness or exposure to harmful substances such as chemicals, radiation, smoking, alcoholism, lack of exercise, malnutrition and pathogenic organisms. (Nwachukwu & Ogbe, 2020 & Kolawole, 2016). According to (Achal, 2019), society can be healthy if people are taught and encouraged to practice tips of healthy living rather than depending on medicines by visiting hospital when they fall sick due to poor living standards. The ultimate aim of hygienic education is to change the attitude in which people think and act about hygiene related matters. Hence, the targets of this paper is to instruct, inform, motivate and encourage individual to change from harmful behaviours to healthy one so as to live a positive lifestyle which improves health status via hi-tech multimedia improvement enactment.

Hygienic Instruction for Viable Multimedia Improvement in Primary Schools

Hygienic instructional improvement multimedia enactment in primary school involves the active participation of instructors, curriculum planners, curriculum developers, school-managers, pupils, health instructors, teachers, hygienic caregivers, medical personnel, technologists, engineers, market women, subject specialists and pressure groups like Academic Staff Union of Universities (ASUU), Science Teachers Association of Nigeria (STAN), Nigerian Union of Teachers (NUT), Nigerian Medical Association (NMA), Nigerian Bar Association (NBA), government officials and wider society. Each of the unions has vital roles to play either in providing funds, knowledge, ideas, methods, materials or organizing learning clinical experiences within primary health instructional content and how it should be taught (Nwajei, Awuja & Kwaja, 2012). Modern hygienic instructional multimedia improvement enactment in primary school is a process that calls for planning and actual construction of the curriculum document based on one or more designs like the core curriculum, the subject curriculum, the broad-fields curriculum, the integrated curriculum, the subject pattern and many others.

Curriculum describes an embodiment of knowledge, skills, values, cultures and attitudes that a nation uses school to transmit to her citizens. Dike & Eze (2009) defined curriculum development as all the facts, theories, principles, rules and knowledge required to be competent in a field. Obviously, there are recent curriculum issues like internet-web-based learning, web-based-education, e-learning, ICT, HIV/AIDS, COVID-19, mass literacy, gender equality in education and achieving MDGs for a sustainable culture of excellence hygienic instructional improvement in primary school. This is a foundation and cornerstone for all aspects of quality instruction. It has to be globally acknowledged that curriculum improvement involves a series of cognitive, affective and psychomotor activities whose complexity of application largely depended on the national philosophy and goals of education of the country in question. Recently, the universities in Nigeria got the nod to add 30% CCMAS to improve the course contents of the existing Benchmark Minimum Academic Standards (BMAS) curriculum of undergraduates. The implication is that CCMAS should augment 70% (BMAS) of what it should be taught along with the expected outcomes while the universities will provide 30% (CCMAS) based on their individual contextual peculiarities, uniqueness and characteristics. The National Universities Commission (NUC) executive secretary, Professor Abubakar Rasheed said that “the radical re-engineering of curricula in Nigerian universities carried out by NUC is to meet global standards and international best practices with the aim of preparing Nigerian graduates for the Fourth Industrial Revolution and world economy with the skills needed for the future”.

It is interesting to note that the approaches employed in curriculum construction, innovation or improvement in one country may differ significantly from the other as we can see from what the executive secretary of the NUC added to the Benchmark Minimum Academic Standards (BMAS) for universities, revising it to Core Curriculum Minimum Academic Standards (CCMAS) in Nigeria. However, the following are the four possible levels of applying curriculum concept:

1. Societal level of curriculum development reflects on its societal philosophy, priorities and general modus-operandi according to target group which the curriculum is designed to serve. The Federal Republic of Nigeria in the National Policy on Education (2012) states that societal philosophy can represent societal level of curriculum development because it spells out clearly how educational philosophy and objectives should be directed towards the goals of Nigeria's educational system.
2. Institutional curriculum level deals with activities dependent on the national framework for curriculum planning that employs the services of the federal government agency such as the Nigeria Educational Research and Development Council (NERDC), National Council for Education (NCE), Comparative Educational Study and Adaptation Centre (CESAC).
3. Instructional level is an aspect of this process that falls within-subject specialist's authority to execute curriculum content as well as syllabus into learning experiences or activities through which learners benefit. In this regard, basic hygienic instructors should be careful of their pedagogic instructional orientation to play roles of curriculum developers, implementers and evaluators to attain set objectives.
4. Empirical curriculum developmental level explains the meaning which primary hygienic instruction learners derive from the teaching and learning process. It focuses on the learner's reception of the curriculum (Nwajei, Awuja & Kwaja, 2012).

The essence of execution of a hygienic instructional multimedia improvement in primary school is for socialization which leads to harmonious self-development to broaden personal horizons by improving quality of life to adopt to rapidly changing times in order to become literate hygienic-wise.

Viable Hygienic Hi-tech Multimedia Instructional Execution in Primary Schools

Execution of hygienic hi-tech multimedia instruction in primary school is the translation of the goals, objectives, visions, dreams and theories earlier stated during the instructional improvement stage into workable practices. This is the stage when the policy decision emanating from executive orders, edicts and administrative rules are put into practice. It is argued that for any viable curriculum execution to succeed, the instructors must be involved right from the conceptual stage to make their own contributions. Unfortunately, instructors are not involved most of the time at the development stage. And so, instructors must be invited to make their own input to attain success during execution. Viable primary hygienic instructional improvement enactment should be goal-directed so that desirable hygienic knowledge, practices and status could be attained in our schools. The primary health instructors need to be given adequate training since no educational system can rise above the quality of its teachers (FRN, 2012). Hygienic multimedia teaching should favorably influence knowledge, habits, attitudes, practices, competencies and skills to produce healthier personality. High-quality school hygienic education programme reduces the number of absences of pupils from school due to illness, accidents and infirmity. Accurate adequate technological health information enables many children to make intelligent decisions vital to prevent them from accidents or death (Nwajei & Awuja, 2013). Elementary hygienic teaching for viable educational improvement is focused on sanitation, hygiene and healthy living environment to avoid the spread of disease like cholera, diarrhea, typhoid fever and biochemical oxygen demand (BOD) that is a measure of oxygen pollution (Nwachukwu & Ogbe, 2020). Adequate portable water supply is a requirement for the establishment of primary school in Nigeria and water supply helps to achieve hygienic instruction to support school in area of drinking, washing, cooking and small scale gardens. Also important, is the provision of any type of the following latrines which are basic facts concerning hygiene, sanitation and healthy school environment. These include pit latrine, bucket latrine, septic tank systems and incineration latrine (Biodun, 2009). Hygienic instruction increases pupils' knowledge of anatomy, physiology, functionality of ones' body organs, complexities of the body system, physio-therapy, food poisoning, nutritional values and food processing as it affects hygiene of school community. Primary hygienic teaching improvement deals with maintenance of personal hygiene within and outside school premises. The learners learn the need for periodic medical check-ups to guide against some killer diseases. The

knowledge of hygienic practices exposes children, youths and adults to table manner, food values and importance of water to man. Viable hygienic instruction execution is the actual dissemination of stated objectives at the construction stage from paper to practice that involves quite several activities culminating in classroom activities and practices (Nwajei & Awuja, 2013). It is the translation of officially designed course of study by the teacher into syllabus, schemes of work and lessons to be delivered to learners.

Presenting Hi-Tech Instructional Multimedia Improvement Enactment in Hygienic Class

There is no better place to learn these skills than in the hygienic-oriented instructional settings (Oramme, 2018). Hygienic instructors should be thoughtful and apply hi-tech multimedia skills in the scientific school community. The capability of recognizing learners that become the next technical modernization and accountable to communicate their ideas to others through hi-tech instructional multimedia improvement enactment particularly in primary schools should be acknowledged. Learners would need to become media literate and well versed in the many modes of communication that surround them. Although hypermedia as a tool cannot replace hands-on learning, it can promote and strengthen the impact of activities in the field and in the hygienic classroom. Hygienic teachers can utilize new information technology like podcasts, blogs, and streaming video and audio to engage students and effectively demonstrate integrated science concepts as well as to reinforce media literacy technologies (Wong, 2000).

Hygienic multimedia improvement instructional class can be structured toward making a problem based learning activities for the students in a multimedia design context to harness their abilities to use and appreciate media properly when representing different pieces of data to convey a message to the class by designing a multimedia application that is multi-sensory and interactive, the students are challenged to learn detail about integrated hygienic lesson concepts and to develop their abilities to explain and draw conclusions from it (Agnew, 2010). This requirement enables the learner to learn important facts and concepts in the multimedia discipline as well as integrated hygiene science topics. The students can also get vocabulary of multimedia and integrated hygienic instructions. The learners are expected to present their information appropriately and efficiently. They are also required to select the appropriate media and use them properly in conveying their lessons. For instance, in teaching plant cells, microscope can be used to enlarge the cells to create the enlarged cells into slides which will be used in teaching the topic through an overhead projector or an electronic interactive white board (Vaughan, 2010).

This objective requires that the learners work successfully in a group with members of their groups in class and interacting with people outside the classroom environment. This is true when the students have to use multimedia better in a small class situation especially in a hygienic-oriented subject like health education. These interactive links can work with display of unified hygienic instruction lessons in multimedia form using text, graphics, sound, video and animations in a proper manner (Wong, 2000). No multimedia is completed without the use of multimedia software technology. The learners can learn about making multimedia software and acquire skills on how to utilize them in using hygienic instruction. With the above creative and innovative skills, a graduate of health education in Nigerian universities can be improved and equipped with not only the knowledge of the course but also with ability to make instructional technologies (multimedia) software, what is involved in creating a multimedia for each lesson, how media elements are gathered and enhanced, the creation of the performance interface and for teaching process.

Conclusion

Hygienic instructional multimedia improvement for hi-tech enactment provides opportunity for trained hygienic instructors to become creative thinkers and critical at the point of execution of knowledge to learners in the classroom to form necessary hygienic habits. Learners can also use hi-tech multimedia improvement to learn within and outside classroom to avoid sicknesses, diseases and accidents thereby attain the purpose of hygienic instructional multimedia improvement in primary schools. Portable water supply helps to achieve hygienic instruction stated objectives to support primary schools in area of drinking, washing, cooking and small scale agricultural activities or gardens. The caliber of hygienic multimedia instructors who can execute hi-tech hygienic multimedia improvement instruction diligently to perform their duties intelligently need training and retraining in ICT, internet and computer operations to harness hygienic instructional enhancement within school communities. Therefore, provision of different types of latrines like bucket, pit, septic tank systems and incineration are basic facilities for hygiene, sanitation and sanitary systems in school environment to avoid contacting sicknesses or illness like diarrhea, cholera and typhoid fever have

been treated.

Recommendations

It is hereby recommended that the following should be done to attain hygienic living environment:

1. Instructors are urged to intensify efforts to be ICT and computer literate to be able to execute primary hygienic instruction to enable pupils make use of the available internet facilities,
2. Government should equip primary schools with functional computers,
3. Government should adequately monitor the effective utilization of the computer machines supplied to ensure proper utilization of the facilities and
4. Provision of facilities such as water supply and various kinds of latrines are required in hygienic primary school environment to prevent communicable diseases or water burn diseases like cholera, diarrhea and typhoid fever.

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