

D.R. AKIUSA A.S.

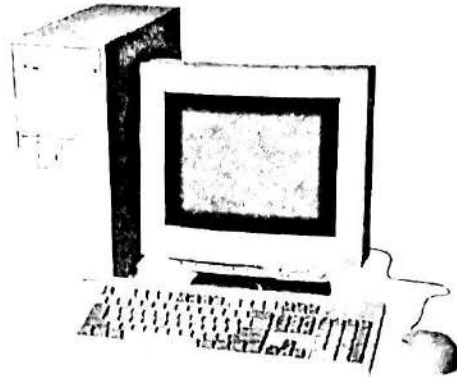
**APPROACHES IN
INTERNATIONAL
JOURNAL OF
RESEARCH DEVELOPMENT**

ISSN 2141 - 1409

Volume 5 No. 1, December, 2011



**APPROACHES IN INTERNATIONAL JOURNAL
OF RESEARCH DEVELOPMENT**



ISSN 2141 - 1409

VOLUME 5 NO. 1, DECEMBER, 2011

Published by

**West and Solomon Corporate Ideals Ltd and
National Association for Research Development**

*University of Sierra Leone
Free Town*

(C) **West and Solomon Corporate Ideals Ltd and
National Association for Research Development (2011)**

EDITORS -IN- CHIEF

Prof S. P. Thomas Gbamanja
Institute of Educational Studies,
Fourah Bay College (FBC),
University of Sierra Leone.

Ven. Prof. Ben Chuks Okeke
Faculty of Education,
Nnamdi Azikiwe University,
Awka.

EDITORS

Prof. Uche Azikiwe- University
of Nigeria, Nsukka.

Dr. Sylvester Okenyi-Kigali
Institute of Education
Kigali, Rwanda.

Dr. Phillip Feldman-University
of South Alabama.

Dr. Robert W. Wood-University
of South Dakota.

Dr. R. O. Igbo- Enugu State
University of Science
& Technology, Enugu.

Approaches in International Journal of Research Development publishes original investigations and theoretical papers dealing with current issues in contemporary society. Since it is a multidisciplinary journal, papers from various disciplines/fields are considered. Manuscripts should be submitted through our e-mail multidisnard@yahoo.com. The paper must conform with the style and procedures described in the *Publication Manual* for the American Psychological Association (APA). The manuscript must be accompanied by an abstract of 120-150 words which must provide the reader with an idea and scope of the article. The assessment fee is \$25.00 or its equivalent

Prof. S. P. Thomas Gbamanja
Editor-In- Chief
University of Sierra Leone.
Free Town

CONTENTS

<u>Author(s)</u>	<u>Article</u>	<u>Page</u>
Georgina O. Maduagwu	Negative Affixation in Ìgbò Language	1
Mauro Reini; Rodolfo Taccani and Stephen C. Nwanya	Cogeneration for Sustainable Energy Development in Nigeria.....	9
C. N. Ozurumba	Effect of Examination Malpractice on the Functionality of Nigeria Educational System	22
Aiguosatile Otoghile, (Ph.D) and Francis Onome Otobo, (Ph.D)	The Impact of National Security on Nigeria's Foreign Policy.....	32
H. S. Usoro, (Ph. D); A. O. Ekong, (Ph. D) and Rev. (Fr) Dr. A. Unimna, (Ph. D)	Technology Transfer as a Means of Technology Acquisition/Development: A Reality Or Illusion for Nigeria?.....	44
Elizabeth Ushang Apebende, (Ph.D.); Akpo Offiong Bassey, (Ph.D.) and David Otu Effiom, (Ph.D.)	Domestic Abuse and Drop-Out Symptoms Among Children: Implication for Child's Right to Education.....	55
✓ Dr. S. Awuja-Ademu and Prof. S.D. Nwajei	Refocusing Curriculum Planning on School Health Pedagogotronics Delivery Dimensions in Kogi State.....	64
Dr. A. D. Shofoyeke	Attitudes of Education Planners and Managers to HIV and AIDS Screening and Stigma Related Issues in Nigeria.....	71

Dr. E.O. Aruma	Entrepreneurial and Functional Adult and Non-Formal Education as a Means of Achieving the National Objectives of Vision 2020 in Nigeria85
C. U. Atiatah, (Ph.D)	Status of Secondary School Teacher Retirees and their Spouses in the Niger Delta Region of Nigeria Toward Achieving Healthy People 2010 Objectives: Implications For Health Promotion Practitioners92
Dr. B.K. Oyewole	The Influence of Teaching Experience on Job Performance of Secondary School Teachers in Ekiti State, Nigeria.....102
Dr. Robert A. Esene	Towards a Panacea for Demystifying Typewriting/ Computer Keyboarding Presentation in Nigerian Secondary Schools.....110
Patrick Chukwuemeka Igbojinwaekwu, (Ph.D)	Assessing Contemporary Senior Secondary School Students' Ability to Apply Classroom Mathematics Knowledge in Solving Societal Problems.....126
Dr. Clara Dumebi Moemeke	Relevance of Students' Scientific Literacy to Understanding of Environmental Sustainability: Implications for Curriculum Development135
Charity C. Okide and Chukwuemeka K. Obeta	The Influence of Environmental Health Hazards on the Development of Rural Communities in Enugu State.....144
A. G. Ossai, (Ph.D) and E.N. Nwalado	Gender Equality and Sustainable Development in Nigeria.....157
Dr. A. U. Egbu; A. N. Iroegbu; O. A. Kalu; H. C. Umunnakwe and C. Nwobi	Inner-City Renewal as an Indispensable Tool for Urban Re-Development and City Upgrading in Abia State, Nigeria166

Cosmas Nnamdi Anene, (Ph. D) and Mba Collins	Problems of Teaching Resources in Technical Education at Colleges of Education (Technical) in Nigeria.....176
Dr. Adokiye A. Okujagu and H. S. Adox-Okujagu	A Three Point Agenda/Antidote for the Challenges of Implementing the Universal Basic Education (UBE) Scheme.....186
Ya'u Mohammed Damagun, (Ph.D); Umaru D. Mohammed, (Ph.D) and Saidu A. Labaran	Materiality Decisions in Planning and Performing an Audit.....198
Osedebamen David Oamen	Creative Thinking and Cultural Entrepreneurship in Africa.....213
I. I. Shehu; M. M. Yunusa and M. Antyev	Combating Heat Stress in Poultry Farms in the Arid Regions of Yobe State – Nigeria.....220
Dr. Azu. P. Idu	School Teachers Motivation and School Improvement.....226
Assoc. Prof. Regina U. Obi, (Ph.D.)	A Critical Analysis of Trade Unions (Amendment) Act 2005.....230
Sadiku I. Ojulari	Appropriate Policy Formulation and Implementation as an Impetus Towards Qualitative Education in Nigeria.....236
Obi Ngozichukwuka and Bernard Obioma Onyenwe	Women for Change: A Panacea for National Development-A Case Study of Adamawa State248
V. F. Oguntuyi	Evaluation of Development and Performance of a Manually Operated Orange Juice Extracting Machine.....257
Chieboka Joseph Ezeilo	Enhancing Engineering Activities Through Utilization of Computerized System in Nigeria For National Development.....265
Esebameh George Ohiogbonwan	The Impact of the Global Economic Meltdown on Visual Arts in Nigeria.....270

Lovy. O. I. Atarere and O. Valentine Oroka	Roles of Balance Score Card in Improving the Performance of Microfinance Banks in Nigerian Economy.....279
Ishaya I. Bature	Strategies for Training Competent Technical Teachers: Implication for National Development290
✓ Dr. S. Awuja-Ademu and Prof. E. Kpangban	Information and Communications Technology Impact on Teachers' Perceptions of Headmaster's Administrative Effectiveness.....296 ✓
Dr. Levi Doe Kalagbor	Relevance of Innovative Teaching Methods in Coping with 21 st Century Educational Challenges303
Moses M. M. Ekpa	Instructional Strategy in Technology Education Using a Mathematical Game311
Uyai Emmanuel Akpanobong; Dr. Godwin A. Akpan and Patrick Etim Ekpedeme	Secondary School Students: Self-Concept and their Academic Achievement in Financial Accounting.....317
Sat Obiyan, Ph.D. and Olu Awofeso, Ph.D.	Economic Foundations of Democratization Process in Nigeria: A Critical Assessment.....329

Refocusing Curriculum Planning on School Health Pedagotronics Delivery Dimensions in Kogi State

By

DR. S. AWUJA-ADEMU

*Department of Curriculum Studies & Educational Technology,
College of Education, Agbor, Delta State, Nigeria*

And

PROFESSOR S.D. NWAJEI

*Department of Physical & Health Education,
Delta State University, Abraka, Nigeria*

Abstract

The paper examined ways of refocusing curriculum planning via pedagotronics school health delivery. There are no consensus curriculum definition among its experts but it is described as a planned composite which attempts to communicate essential principles and features of education proposal to facilitate students' attainment (Oriaifo, 2005). The nature, orientation and organization of curriculum planning is to build learning experiences resulting in the attainment of set goals of the school. Curriculum planning is dynamic in nature and so, teachers must be experts in the acts of healthful behaviour modification, counselling and leadership styles. Pedagotronics healthful school living is the application of electronic devices like ICT to refocus methods of teaching health to enhance the quality, of life of the learners. Pedagotronics healthful school curriculum delivery could trigger off challenges for teachers. In spite of this, pedagotronics literacy skills bring the transformation of natural resources into goods and services. This exposes teachers and learners alike to technological competencies. Curriculum planners are urged to refocus more on healthful school living behaviour modifications and governments should fund pedagotronics curriculum delivery.

As the tempo of curriculum planning is increasingly becoming necessary in Nigeria's educational system, curriculum planners are striving to introduce newer, better and more effective strategies to improve school health delivery using information and

communication technology in pedagogics dimensions (Awuja-Ademu and Kwaja, 2010). The focus of this study is on skilful instruction to improve healthful school living. To plan a school health curriculum involves many health persons. The curriculum has many definitions as individual experts perceive it to be or its educational implications admit. Suffice to say that the entire education (formal, informal or non-formal) may concern itself with curriculum planning, developing, engineering/restructuring implementing or delivery at one level or another (Awuja-Ademu, 2005). The leading curriculum experts believe that three components which appear common in whatever way curriculum is explained, defined or described include teaching, learning and management (human governance and material resources) (Ivowi, 2009).

Concepts of Curriculum

Oriaifo (2005) viewed curriculum as a planned composite that attempts to communicate the essential principles and features of education proposal to facilitate students' attainment while Ivowi (2009) regards it as the systematic body of materials and an organized plan put together to modify the behaviour of a person in his/her environment. Curriculum studies refer to a field of knowledge that deals with issues, prospects and problems of the curriculum. The body of materials in this sense includes objectives and knowledge to be acquired while instructional activities and resources are put in place according to Oriaifo (2005). Therefore, curriculum simply refers to what the teacher employs in teaching like the content for stimulating and sustaining learning in school together with how the teacher teaches to attain set goals under the supervision of the school authorities. The school by this explanation is empowered to plan, organize, design and control sequences of school activities to all the experiences of the learner in a unique manner to reflect pedagogics healthful curriculum delivery.

Curriculum Planning

Ordinarily, curriculum planning deals with a decision making process that focuses on the determination of the nature, orientation and organization of curriculum design. Curriculum planning is considered a choice oriented viewed as the process of arriving at a decision making which builds up learning experiences to enable learners in the school system to attain pre-specified objectives the school intends to achieve (Awuja-Ademu, 2005). The reason for curriculum planning in any society according to Ivowi (2009) is to ensure that the learning experiences are designed to meet the educational needs of its children in terms of helping and guiding them to acquire its culture and general ways of life. Onwuka (1996) asserted that curriculum planning is the process of building learning experiences calculated to result in the attainment of set goals for a particular people. Hence, the curriculum of a school results from decision-making processes reflecting societal preferences for the realization of certain cultural values through learners' oriented activities to attain set goals in terms of content execution and evaluation procedures, thus strengthening strategic implementation of the school curriculum.

Nature of Curriculum Planning

Curriculum planning is dynamic in nature and not static (Awuja-Ademu, 2005). Dada (1994) identified certain steps involved in curriculum planning as conceptualization of the idea, identification of need/situation analysis, formulation of objectives, selection and organization of content, choice of evaluation procedures and finally designing the desired curriculum model. It is imperative to state that the steps listed above lead to the curriculum design of an appropriate model. Thus, refocusing curriculum planning on school health delivery via pedagogonics dimensions brings about challenges to fashion out suitable curriculum elements whose nature generates specific objectives. This process helps to actualize the pedagogonics curriculum content delivery through classroom implementation.

Onwuka (1996) stated that experts who want to engage in an effective curriculum planning in terms of pedagogonics implementation must endeavour to understand thoroughly the nature of the society, its culture and the learner whose welfare is of utmost concern in the educational enterprise. To this effect, the teacher must be an expert in the acts of healthful behaviour modification, counselling and leadership styles (Awuja-Ademu, 2005). Iyamu (2005) felt that the nature of curriculum decision-making process underscores the philosophical basis for curriculum planning. In other words, curriculum planning which focuses on the healthful pedagogonics delivery dimension is subject to the framework of the value systems of the different societies that are not static but dynamic to reflect the needs and social milieu.

Healthful school living according to Udoh (1999) and Nwajei (2004) is an environment that attends to the physical and aesthetic surroundings as well as psychological climate and culture to maximize the health and safety of students or staff. The focus of health education in this direction is on people and their health behaviour. Health education is a multi-disciplinary subject which derives its contents and pedagogonics instructional dimensions from biological, physical, socio-cultural and behavioural science. This is why health education is the application of scientific health knowledge to healthful living. Healthful school living is today's dynamic concept of the environmental factors in school as it affects living its designation (Nwajei, 2002). Essentially, it connotes a social situation in which the child systematically and naturally develops his/her potentialities in an efficient, effective and enjoyable living.

Pedagogonics Dimensions

Pedagogonics healthful school living delivery is the application of internet technology that embraces information and communications technologies (Awuja-Ademu and Kwaja, 2010). Information and communications technology involve processing, gathering, storing, distributing, sharing, pictorial/ communicating vocal, numerical and textual information via computer networking to various audiences. It has to be acknowledged that health education teachers need to make

proper use of ICT as pedagogonics device in healthful school living to make learning become much more meaningful and concrete in various ways during teaching and learning encounters (Awuja-Ademu, 2005).

Utilization of ICT as a pedagogonics tool seems to be the most challenging in curriculum delivery according to Awuja-Ademu and Kwaja, (2010) who described "internetworking" as a process of collecting two or more networks together to enable devices on one network to communicate with devices on another network. The rationale for internetworking results from the inability of most distinct types of networks to satisfy the communication requirements of an organization as the world is seriously undergoing challenges of dramatic revolutionary changes nearly in all facets of human endeavours including curriculum planning and pedagogonics dimensions in school health delivery and healthful school living via ICT application.

Challenges in Refocusing Pedagogonics Curriculum Planning on School Health Delivery

Refocusing curriculum planning on school health pedagogonics delivery dimensions is an instrument for enhancing the quality of life of the individuals in the society. A curriculum is a vehicle used to reach the set goals of education (Ivowi, 2009). Education on the other hand is a bit difficult to define due to its growing qualities like a living organism which one of its attributes is constant change in emphasis thereby adapting itself to newer demands and circumstances according to Ivowi (2009). Quality curriculum planning in healthful school living intends to turnout eventful pedagogonics school health delivery and healthful practices. Though the curriculum is planned as a tool for educating an individual with the objective to change his or her behaviours and value claims in a desirable manner but pedagogonics dimensions of curriculum delivery could trigger off challenges to health teachers/educators particularly in their interpersonal relationships within the environment to bring about changes which it causes (Awuja-Ademu and Kwaja, 2010).

Some of these constraints include poor power supply in the urban and rural schools, an insufficient supply of qualified ICT personnel in our schools, inadequate funding, inadequate space to erect/build ICT facilities/equipment and poor curriculum implementation. The cost of buying ICT gadgets is very expensive as many schools cannot afford to purchase them for teachers' use. Talking of pedagogonics dimensions of curriculum delivery in healthful school living, teachers generally play vital roles but it is observed that those who have good knowledge of ICT and other internet gadget facilities are very few in our school systems. This state of affairs tends to incapacitate and truncate pedagogonics' healthful curriculum delivery.

Again, some teachers of yesteryears are not yet computer literate to utilize equipment/facilities when made available to teach. Although ICT avails teachers of new information sources, those who are illiterate in computer operation may

be incapable of employing it. Some other identified challenging factors are ICT network failure, unreliable internet access, insufficient ICT skill acquisitions in curriculum delivery, inadequate hardware and software as well as lack of political will (Ejiwale, 2009). There exists an observable lack of technical and human impediments in terms of the creation of network connectivity and inter-operation ability which obstructs pedagogonics curriculum delivery. Sometimes, people who possess the right skills with the right attitudes towards the job essentially to initiate pedagogonics curriculum implementation and sustain it are not employed which poses challenges to the idea behind refocusing curriculum planning on school health pedagogonics delivery dimensions.

Merits of Pedagogonics of School Health Curriculum Delivery

The basic pedagogonics literacy skills to transform the abundant natural resources into goods and services in Nigeria exposes teachers and learners to effective technological competencies required in this age. Simply put, the utilization of ICT in pedagogonics leads to a combination of basic computer literacy to fine-tune the adoption of software in teaching-learning encounters. For instance, ICT provides teachers with instructional methods to manipulate available information in form of images, sound and text. Pedagogonics distance learning programme is made possible in urban and rural areas through media communication.

Pedagogonics healthful school living job creation dimensions can be evolved in cyber-cafe centres, hardware and software engineering whereby teachers' competencies in the use of ICT for health curriculum delivery is paramount in as much as his or her understanding of the packages may be concerned. Teacher's competencies do not stop at pedagogonics dimensions by learning basic skills in word processing, spreadsheets, multimedia instructional design, accessing instructional web pages and developing specific video editing skills but also extend to how to pre-determine health information sharing, drug availability for pandemic diseases as well as combating some deadly diseases which constitute serious national health threats like HIV/AIDS, sexually transmitted diseases, leprosy and others (Awuja-Ademu and Kwaja 2010).

Conclusions

Refocusing curriculum on pedagogonics dimensions in school health delivery is a laudable and veritable tool as it can be used to promote healthful school living among staff and students in a country like Nigeria to harness her abundant natural and human resources that serve as a vehicle to capital and economic developments. Hence, Nigeria as an independent nation needs to invest heavily in the health education pedagogonics curriculum delivery of its citizenry to achieve literate professional teachers capable of using ICT to teach to bring about sustainable cognitive, psychomotor and affective development in our schools. The concept of curriculum studies, curriculum planning as well as the nature of curriculum planning are refocused on the aesthetic surrounding and cultural climate to maximize health and safety in the school. As a result, the paper sees pedagogonics curriculum delivery dimensions as healthful school living of electronic internet technology involving information and

communication technology (ICT).

While discussing challenges of refocusing pedagogonics curriculum delivery in healthful school living, it is observed that some obstacles such as insufficient power supply, lack of technical know-how among teachers, inadequate funding, poor curriculum implementation, insecurity and lack of political will incapacitated the success of ICT. Despite this short-coming, there are some merits of pedagogonics curriculum delivery in healthful school living which are to equip teachers with basic computer literacy skills to harness the abundant natural and human resources required now.

Recommendation

Arising from discussions in this study, it is advised that curriculum planning should be appropriately refocused on pedagogonics dimensions in school health delivery to ensure that professional teachers maximally benefit to enhance learners' academic achievements. Besides, the following recommendations can be put forward that:

- Curriculum planners especially in health education sub-sectors be urged to focus attention more on the highly valued claims to desirable healthful school living changes as clearly stated in the objectives involving pedagogonics curriculum delivery.
- Pre-service teachers and serving ones need to be trained in the basic acts of pedagogonics literacy skills to expose them to technological competencies required to utilize ICT and computers with internet/intranet gadgets.
- Governments (local, state and federal) should be urged to properly fund education, particularly in areas of instructional technology to fine-tune teaching and learning encounters.
- Curriculum developers/designers should be urged to incorporate ICT with pedagogonics curriculum delivery.
- Seminars, workshops and conferences should be organized at regular intervals for teachers to update their knowledge.

References

- Awuja-Ademu, S. (2005). *Curriculum, principles and methods*. Agbor: Progress printing associates.
- Awuja-Ademu, S. & Kwaja, P. (2010). Application of information and communications technology in curriculum delivery: Issues and challenges in physical education. *Approaches in international journal research development*, Vol.2, No. 1, 16-24.
- Dada, A. (1994). *The Teacher and curriculum*. Ibadan: Tejama Press.

Refocusing Curriculum Planning on School Health Pedagogics Delivery Dimensions in Kogi State- **Dr. S. Awuja-Ademu and Professor S.D. Nwajei**

- Ejiwale, O.A. (2009). Integrating information and technology in the chemistry curriculum. In *journal of curriculum studies*, 16 (2), 96-110.
- Ivowi, U.M.O. (2009). Curriculum and the total person. In *journal of curriculum studies*, 16 (1), 1-13.
- Iyamu, S.O.E. (2005). *Introduction to curriculum studies*. Lagos: Metro Publishers Ltd.
- Nwajei, S.D. (2002). Manpower development in science and technology: a panacea for improved health education in Nigeria. A paper presented at the 11th annual national conference of the Nigerian association of health education teachers.
- Nwajei, S.D. (2004). *Health education for schools, colleges and practitioners*. Lagos: Fundamental Publishing Co.
- Onwuka, U. (1996). *Curriculum development for Africa*. Onitsha: Africana-Fep Publishers Ltd.
- Oriaifo, S.O. (2005). Curriculum studies: An overview of some significant issues in S.O. Oriaifo, G.C. Edozie and D.N. Ezeh, *Curriculum issues in contemporary education*. P. 1-14.
- Udoh, C.O. (1999). *Teaching health education*. Ibadan: Academic Industrial Publishers.