

RE-IDENTIFICATION OF KNOWLEDGE EVOKING CAPACITY OF CONCRETE TEACHING MATERIALS AND METHODOLOGY IN HEALTH EDUCATION IN SCHOOLS

By

DR. SUNDAY ONI OWOJAIYE, (Ph.D)
*Dean, Student Affairs,
Kogi State College of Education (Technical),
Kabba.*

And

DR. IREWOLEDE ANGELINA – MARY OLORUNLEKE, (Ph.D)
*Acting H.O.D. General Education,
Kogi State College Of Education (Technical),
Kabba.*

Abstract

This paper presents “re-identification of knowledge evoking capacity of concrete teaching materials and methodology in health education in schools in Nigeria. The teaching techniques and method reviewed are as follows: (i) Pupils-to-pupils principled teaching and learning (ii) Child-to-child international programme of teaching and learning (iii) On-the-spot assessment method of teaching and learning (iv) Dramatization of health knowledge. (v) Tutorial class method of teaching and learning (vi) Value clarification method of teaching and learning. (vii) Pupils-idea-linkage method of health awareness teaching and learning (viii) Mimeographs method of teaching (ix) Historization teaching method (x) effectiveness of electronic media on knowledge dissemination (xi) Non-electronic puppet shows. (xii) Colour shoes and filmstrips. It was concluded that unlike ages past, pupils are not involved in the construction of teaching materials which induce peoples to learn with rote memory in abstraction. It was recommended among other that value clarification method of teaching should be taught in colleges of taught how to take responsibilities for their actions and inactions in their daily life.

Health issues slated for learning demands practical exhibition. It must be conceptualized by all stakeholders in teaching and learning in Nigeria. Health is not just wealth but health is life and continuity of human population. Rote learning is not recommended in health education.. The health issues are not issues in economics or history that may simply be learnt by hand, It must be based on day to day practice,

behavioural change, character formation and ethical status are indicators of continuous daily hygienic routine; by health and inspectors. However, a lot of teachers had assumed that health education could be approached from the point of simply “telling” or “lecturing” which does portray proper student-to-teacher interaction.. Dopemu (1990) asserted that the ways of life of students reveal the mode of life of parents and the society at large. The wearing of in descent clothes, indulgence in early sex leading to unwanted pregnancy, drugs use and abuse unethical abortion, lack of patience, youthful restlessness and wayward acts have been discovered to be precursors of parents, teachers and societal neglect,(Santock and Yussne 1992, Rubstein 1993 Sokoya, 1999 and, 2000).

In Nigeria, since the pre-colonial and immediate post-colonial era, health education knowledge had been imbibed and utilized for good behaviour, habit, attitude and character formation for adequate national economic, political and social growth.. At these periods, the teachers were respected and taken as tin-gods; no pupils dare looked at the teachers in the face. Teachers were dedicated, serious, firm and disciplined. Knowledge acquired by pupils during these periods were first hand, concretized and real. Pupils did not hire mercenaries to writ their examinations for them. In these good old days, teachers out of passion, consideration, love of national growth and development intuitively utilize their salaries on teaching aids construction without grudges. the questions that have remained unanswered are; can any teacher use his or her salary for teaching aids construction at present? And what has brought about the sordid and morbid knowledge perception and concept dissemination at all levels of education in the country?

Owojaiye and Onifade (2008) had discovered that there could be 100% effectiveness in concretizing health issues, teaching and learning for health knowledge achievement for human safety, survival and economic growth of the country. This assertion was efficacious because healthy citizens are Presidents, Governors and Politicians. Students learn issues beneficial to them and this induce them to behave properly. Brilliance is evoked in student by utilization of:

- The electronic media on knowledge dissemination on even the sordid/moribund topics. historical issues if taught through cinematography, ensures that events of past years are brought to the present.
- Use of suitable teaching aids.
- Construction of mimeographs; co-opting the students during model construction internalizes issues, ideas and concepts into students’ mind that is not easily erased..
- Non-electric puppet shows arrest students attention span, and induce no-noise syndrome into students during lessons. Such learning reinforce students

memory and knowledge retention; student taught with this action method perform well in examination.

- Teachers are to be properly trained so that they do not disseminated wrong knowledge to the pupils.
Colour slides and filmstrip plus flannel graphs and itemized issues, reinforce knowledge, facts and helps student memory in knowledge retention.

Owojaiye and Onifade (2008) advised teachers that the pragmatic materials used as teaching aids should be:-

- i. Edited
- ii. Chosen to conform with students' class to commensurate with student class, age and standard.
- iii. Used by trained teachers and trained teachers in health education.
- iv. Trained teachers should use edited health education materials to teach correct, adequate and useful knowledge

Owojaiye and onifade (2008) submission was made because the bookshops and open air saves of teaching aids present in correct labellings and wrong figures that can confuse students.

The latest information about new teaching aids in subjects of interest that had been approved by Walter, Frank and Jenne (2009) These Health Educators posited that provision of teaching aids for teaching in United States of America, U.S.S.R. and Europe are by the concretization of concepts, ideas, knowledge slated for learning, the students are adequately spurred to study since through concrete items they were made to feel, observe and brainstorm on materials and methodology in health education?

Implementation of Werner and bower (2006) method of feautin and America in Nigeria will encourage teachers to teach effectively and student to learn adequately and effectively. Even the curriculum planners in Nigeria could emulate the developed world system of educational policies. In developed countries, Nigeria teacher qualified are teaching in all levels of education. Unlike in Nigeria where teacher are in-adequate, not adequately remunerated and may not be paid for months.

The Purpose of the Study

The purpose of this paper is to enunciate the efficacy of concretizing health issues in teaching and learning situation. Also to sensitize the teachers on the contemporary teaching technique so that they (teacher) can improve their profession. Furthers this write up will engineer curriculum planners to include these activity oriented methods of teaching in the course contents of tertiary institutions.

Literature Review

Pupil-to-pupil Principle

A result of (Aron and Hawes' 2004) experiment, This method of health education knowledge dissemination affords the pupil the opportunity to mix with themselves and solve their problems by themselves. Even children (school age) who do not have the opportunity to be in school can benefit from it. According to Arons and Hawes' (2004), teachers should just arrange equipment for public for health care guide them on how to use each item, stand by and watch them perform the role of first-aider. Arons and Hawes experiment with first-aid box and the materials got pupil to be accident victims; got some first-aiders; give simple instructions and supervision as pupil mimed treatment on their mates.

Arons and Hawes (1989) recorded 90% efficiency of this principle teaching. As follow up, in various homes, pupils became their younger brothers' and sisters' first aiders. Pupil could be encouraged to contribute the items in the first aid box as they bring some items from home (Werner and Bower, 2006) the idea of pupil-to-pupil principle teaching would go a long way to allay the fear of professional mothers who would prefer to keep their young ones in children centres. Or employ the service of nanny. Further still, educational resources funding suffering due to shortage of teaching aids and parents would not be directly billed for teaching aids. And Nigerian government's laissez-faire attitude to teachers on illegal fee collection would be erased.

Child-to-child International Programme

This programme was conceived by Morley (2000) as pupil's attention span retainer. In this programme elucidation, comprehension and retention of issues learnt among children are excellent. Morley found out that pupil's attention and response to question raised in class; the pupils' scores in tests gave 91.5% method efficiency rating as against 65% in storytelling. Morley (1979), while teaching a topic "Care of teeth" asked his pupils to bring their toothbrush, toothpaste, cup, towel and or chewing stick from home. After giving instruction, rule of tooth brushing, he allowed the pupils to perform the experiment on them selves. His method correlates with Arons and Hawes (2004) and Werner and Bower (2006).

This method became an International Programme, far after its discovery. In the United States of America, it attracted several names. Prominent among Morley's (2009) followers were Hamlin (2000) in Brazil, and Arons and Hawes (2004) pupil-to-pupils principled programme in India. Morley's work became unique in that, he gave teachers hints on how lessons could be taught in the classroom:

- I. Teachers should choose a quiet time perhaps after closing i.e. immediately the normal school period terminates. He charged that health education lesson could therefore be scheduled to the period.

- II. Teachers must divide the pupil into smaller groups of 20 pupils or less per group.
- III. Teachers should allow enough time. They should not rush.
- IV. Teaching tools and equipment to be used are available well ahead of time. There must be enough tools and equipment so that all pupils can take part actively.
- V. Simple words must be used to describe all the activities and tools/equipment to be used. Morley (2000) advised that all scientific names must be simply chosen.
- VI. One activity must be carried out at a time.
- VII. Such period must be communicated to the headmaster who will in turn inform pupils parents well ahead of time so that at a closing, if such pupils are not at home promptly, their parents would not be unnecessarily worried.

On-the-Spot Assessment Method of Teaching and Learning

Fox (2004) had examined on the spot assessment method of teaching and affirmed that ideas to be taught in health education had to be made functional, demonstrative or even dramatized. Issues had had to be clarified, stories could be rehearsed, and performed, experiments could be undertaking. Fox (2004) was in New York where teachers are rated very high, where pupils are highly intelligent; pupils who ask very intelligent questions (i.e. 1. What happens to a boy who abuses drug? 2. Can smoking make one mad? 3. From where does a baby come from? 4. How does an Aids patient looks?). These questions require a visit to the psychiatric hospital and maternity. Fox has his points warning New York teachers, but could the same method be employed in Nigeria? Are teachers ready to take pupils to this place?

Well, if President Olusegun Obasanjo could make good his promise of free education for pupils in primary one to junior secondary school three students and teachers' raised by approving the T.S.S.S. (Teachers Special Salary Structure), then fox method will be adopted.

Why wouldn't teacher's voice be clear, audible and well modulated? If their entitlements were paid like the New Yorkers, why would teachers refuse to take pupils to trips and visits? If they are not second-class rated citizens on their fathers' land? If they are accorded the respect due to one's mater upon whose hand economic, academic governance and proper nurturance of the nation rest?

Dramatization of Teaching Health Awareness

When the pupils are made to learn and the learning emanates from pupils' critical awareness, observation and feeding, such ideas sticks and becomes part of the pupil. Minker's (2006) dramatization had its effect in India, in his inference; he recorded 90% response efficiency to questions raised after the lesson. Minker taught

kwashiorkor in malnutrition in health education class. He dramatized hunger during his lesson during his class, he used pupils to rehearse and perform the drama. Minker (1986) found that pupils felt the issues raised more than himself because according to the researcher, pupils made correlation between hunger and kwashiorkor (insufficient nutrient consumption resulting in muscle wasting or accumulated water in the tissues).

Minker's (2006) reiterated that like most villages in Nigeria. The India villagers feed on mono-diet (bread and corn or millet). And this feeding habit is a precursor to kwashiorkor. Minker found that pupils re aware that they were being feed with balance diet. They were able to link their distaste for mono-diet to kwashiorkor. Hunger being a previous experience of pupils according to Minker (1986), served as a link to kwashiorkor pupils feel and the efficacy of balance diet.

This method correlates with Arons and Hawes (2004), Werner and Bower (2006), Lahaderne (2000) and Morley (2000). If teachers in Nigeria could adopt this method propagated by Minker, the pupils will learn better, perform better in examination or test and even affect their society positively because most pupils in Nigeria are like pupils in India. The same response is likely to be recorded in Nigeria if lessons will solve pupil's specific needs.

Tutorial Class Method of Teaching and Learning

While Fox (2009) advocate on the spot assessment of issues discussed or raised in health education and Minker (1989) opined that dramatization would make his pupils learn better, Freire's (2006) opted for tutorial class/lessons. This method also correlates with Morley's (2000) who advanced that health education lessons are better taught after the school hours. During tutorials, Freire believes that pupils would have enough time to ask questions. If there are forty-five (45) pupils in a class, and suppose these forty-five pupils are inquisitive and wished to ask individual question within the time frame of thirty (30) minutes, the feasibility of efficiency knowledge and achievement of an environment sanitation or mental health lessons according to Freire (2006) becomes zero. The researcher believer that much health knowledge couldn't have been achievable in thirty (30) minutes lesson.

In Nigeria, where teachers are not adequately paid; where for months they may not receive salaries; and sales of wares; foodstuff, children's wear or cosmetics are used to supplement their merge salaries; teachers do not even teach adequately within thirty minutes. It could result that tutorial would sole academic inadequacy dispensed to pupils during school hours. Since teachers sell their goods during school hours. Like Morley's (2000) therefore, tutorial class should be followed i.e. informing the headmaster in advance and also this method could be discussed during Parent/Teacher Association meeting.

Value Clarification Method of Teaching and Learning

Drummond (2005) believed that pupils' opinion, decision and opinions should be played on a card. Pupils according to Drummond should first decide which idea best satisfies and answers the idea raised in health education; secondly, teachers should arrange facts or ideas or answers to be disseminated on cards; ask several questions on these issues, give correct answers to these questions i.e. which food item is the best for growing child.

- A. Milk, Eggs, Fish, Meat, Fish Moinmoin, Olele, Moinmoin (Maggot)
- B. Yam, Maize, Guinea corn, Potatoes, Gari, Amala, Eba, Fufu, Guguru
- C. Orange, Mango, Pawpaw, Cashew, Agbalumo
- D. Epa, Margarine
- E. All of the above mixed in adequate and required proportion and content.

And thirdly, allow the pupils to choose the best option that suits each issue asked. According to this author, value judgment and rational thinking are being developed in pupils rather than the conventional spoon feeding them of facts/idea/knowledge and what have you.

In Nigeria, learning had been viewed to be the responsibility of the teachers. Teachers are to pour knowledge into pupils' brain and pupils are due to learn whatever the teachers imparted. Behaving like white men in black skin? Focus on the value clarification which correlates with Minker's (2006) discovery would go participating in the acting to exhibit his acting ingenuity to rein enforce pupils participation; and knowledge acquisition.

Walter, Frank and Tuner (2009) like Mubbashar (2004), advised that doctors, pharmacist, health workers and nurse aides could be contacted when facts are to be demonstrated. Issues of drugs use and drug abuse require the invitation of pharmacist to demonstrate drugs (real drugs) and effects of drugs on mental problem require the services of a psychiatrics. To Walter et al, these health personnel's are the best co-demonstrators. With Mubbashar (2004) teachers are the instructors, the talkers, the sole communicators but with Walter, Frank and Tuner (2009), both pupils and teachers are offered the opportunity to communicate better both verbally and non-verbally, and the idea of master-teacher relationship gradually gives way to mate or pupils-pupils relationship (Arons and Hawes, 1989) or child-child international teaching (Morley, 1979) or even pupil-idea linkage (Lahaderne, 1968) teachers are deeply involved with co-actors of issues taught.

Pupils-idea-linkages Method of Teaching and Learning

Lahadern (1968), focused on the best way teachers are prepared for lesson, construction of teaching tools/equipment or materials. Pupils' idea should form the basis upon which aids/tools/equipment or materials should be built. The textbooks

recommended for the pupils should be perceived, synthesized and digested since these textbooks formed the level at which pupils' idea comprehension and formation rest. Lahadern (2004) detested vague idea on drawing. Topics in nutritional adequacy and nutrients for instance for primary one pupils simple drawing of food items, their names, sources and use of each food item.

Further still, Dopemu (1990) advocated topics in the syllabus to form the basis or the background of most visual aids to be drawn. This idea correlates with Lahadern's (2004) where previous experiences of the pupils were advocated to form the syllabus and topics to form the idea to be drawn on charts, monographs and booklets.

- In what situation?
- By what means?
- With what effects?

To Dopemu, pupils' level, age experience, disposition, locality and background, type of lesson to teach, the message of lesson, the value/knowledge achievable should be considered before drawings or appliances are chosen for instruction. Health should form the layout of health drawings and indeed planning action on audio-visual-aids or even mimeographs to be used for health education lessons.

Method of Mimeograph Construction

Before a mimeograph is constructed Dopemu (1990) postulated that seven tenets are required of mimeograph construction which must be adhered to these tenets are:

- Who?
- Say what?
- With what purpose?
- To whom?
- In what means?
- With what effect?

According to Dopemu (1990) who does a teacher intend to teach? The level of those who must be taught?

2. Say what? = what is the objective of the message? What does teacher want the pupils behavioural/objective.
3. With what purpose = what word does the teacher intend to use? What is The medium of instruction use, is it simple word or complex incomprehensible words.
4. To whom = who does the teacher expect the pupils to behave to? What category of person (s) does the teacher expect the pupils to exhibit the acquired knowledge?

5. In what situation = at where? At what occasion? In school? In the town? At the recreational park? The acquired knowledge, where does the teacher expect pupils to utilize the message passed?
6. By what means = what action, attitude, behaviour does the teacher expect the pupils to exhibit? Is it by theme? Or by just gating others? Or by others non-organic means?)
7. With what effect = what result has the mimeograph achieved? Is the message passed across? Do pupils understand the message? Is the message negative or positive ?
Hearth objective therefore must be the domain of background content of message to be contained in either drawing, film strips or slides: after the consideration of the class to be taught with the electronic mimeograph, it is imperative that the message be passed and be clarified (Dopemu 1990). Health contents must dictate the layout of such material. Such materials must stimulate pupils' imagination and modification learning ability, interest, attitude and value judgment must be considered (Dopemu 1990)

Mimeographs Method of Teaching and Learning

To Hamlin (2000), mimeographs are like puppet shows and puppet shows are efficient and effective as drama performances (Minker, 2006) or demonstration. With mimeographs, pupils' attention and interest are awakened. Rather than view a dumb idea presented by textbooks, puppet shows or mimeographs (verbalization or pictorized) are active and functional idea dissemination modes. This method according to Hamlin (2000) could be historical idea transformation through shows on puppetry.

To elucidate succinctly the value of happy marriage, drawings on cardboards of a man and a woman and children could be presented to different moods; and pupils or teachers stand behind the draws and present speeches that teaches happiness in the family. The movement of cardboards must however, correlate with speeches made like we have in the family. The principle of Dopemu's (1990) tents of drawing must form the story construction techniques. This method is a synonym of dramatization (Minker, 2006) and Walter, Frank and Tuner (2009) demonstration. With this mimeographing or puppetry, pupils' attention and zeal for learning are arrested for a long period. Pupils would be able to link their play way method father/mother/children during moonlight plays to marriage and parenting. And they would understand all the vital issues rose.

Historization Method of Teaching and Learning

Story telling or verbalization communication if thoroughly utilized according to Rhode (2000) has the capacity to arouse the attention/interest of pupils; more so if such topics are drawn on cardboards like Hamlin's (2000) puppetry. Though with historization, pupils could also act the issues out. The techniques of carrying cards where issues are written and carried by pupils hiding behind the boards moving in and

out elucidate simply and clearly issues rose. The method of personal cleanliness in the community pre-colonial era comprising chewing sticks of different forms and water. Teachers could link or aged parents way of life to the present days made of living (old people use medicinal chewing sticks to preserve their teeth), though mouth odour may not be controlled while young people preserve their teeth and gum and tongue and mouth odour with tooth paste of different types and colours, it's assumed that in each pupils homes of these teeth health would have been used.

Electronic media could pass wrong information or make positive intention into negative if not properly censored or edited

1. Pupils due to their psychological immaturity lack discriminative power to determine right from wrong
2. Qualified teachers are not allowed to have input into most broadcast, film construction, television or video recordings
3. Puppet, filmstrip/slide shows due to their naturalist and comprehensiveness should be encouraged in schools
4. Teaching aids manufacturing industries should be created and established in each state of the federation.
5. University's department of education technology should be annexed to the university to take courses to refresh their knowledge of teaching aids construction from time to time.

Further to these materials utility, health education most vibrant teaching methods are also elucidated security by Arons and Hawes (2000), Rhoda (2006), Morley (2009), Werner and Bower (2006), Hamlin (2000), Fox (2004), Minker (2006), Lahadern (2008), Freire (2006), Minker (2006), Mubbashar (2004), Drummond (2005), Walter, Frank and Turner (2009): Pupil-to-pupil principle; child-to-child international programme; on-the-spot assessment; dramatization; tutorial class method; value clarification; pupil-idea-linkage; mimeographs and historization.

Method of Mimeograph Construction

Before a mimeograph is embarked upon, Dopemu (1990) postulated that that seven component of mimeograph construction must be adhered to, vis-à-vis:-

Who?

Say what?

With what purpose?

To whom?

In what means?

With what effect?

According to Dopemu (1990),(1) who? Connotes who does a teacher intends to teach? Whats the level of these who must be taught?

2. Say what? = what is the objective of the message? What does teacher want the pupils to achieve as behavioural/objective.
3. With what purpose = what does teacher intend to use? the medium of instruction use, as it simple word or complex incomprehensible words.
4. To whom = who does the teacher expect the pupils to behave to? What category of person (s) does the teacher expect the pupils to exhibit the acquired knowledge?
5. In what situation = at where? At what occasion? In school? In the town? At the recreational park? The acquired knowledge, where does the teacher expect pupils to utilized the message passed?
6. By what means = what action, attitude, behaviour does the teacher expect the pupils to exhibit? Is it by theme? Or by just gating others? Or by others non-organic means?)
7. with what effect = what result has the mimeograph achieved? Is the message passed across? Do pupils understand the message? Is the message negative or positive ?

Hearth objective therefore must be the domain of background content of message to be contained in either drawing, film strips or slides: after the consideration of the class to be taught with the electronic mimeograph, it is imperative that the message be passed and be clarified (Dopemu 1990). Health contenets must dictate the layout of such material. Such materials must stimulate pupils' imagination and modification learning ability, interest, attitude and value judgment must be considered (Dopemu 1990).

In the same vein, Hamlin (2000) stressed that mimeographs when properly constructed can catch the attention and awake the interest of the pupils in learning process. Walteretal (1989) emphasized production concrete item for use in the mimeographs.

The General View of Effectiveness of Electronic Media on Knowledge Dissemination

The state of individual human health is premised on the knowledge of events, actions, mode of feeding, dressing, cleanliness, health care he or she must have been pre-disposed to in enabled environment, reinforced by certain media i.e. co-human, electronic, school, churches, mosques, recreational parks, market, farm etc (Sokoya, 1999:2000). The youths demand censored medium instruction. Electronic mimeograph as event in proliferation of various mass media such as television, video sets, audiovisual equipment and cinema houses have negatively influenced the status of knowledge acquired by present generation of Nigeria as historization of events are uncensored (Alabi 1996)

The electronic media, Alabi stressed, are not named by qualified educationists who have the knowledge of principles, psychology and practice of education and therefore negatively affected the moral standard of youths. Films from foreign countries induce youth violence, agreed, robbery and prostitution. Alabi's finding however was that pupils were not guided with these audiovisual aids. Further still, Alabi's (1996) study revealed that:-

“Glamorous bill boards, magazines. Advertisements and advertising. During many prime-time television. Programmes have tended to suggest. To pupils that drinking, smoking. And 419 promote exciting experience. And cause one to achieve success, Sophistication and desirable.”

Again, this social vices get infiltrated into our youths attitude, behavior and mannerism due to unguided editing because, visual-aid and audio-visual-aids according to Dopemu (1990), are teaching and learning materials historized with interest of medium format. Further still, Dopemu's view of audio-visual-aids is that one, television, radio, audio-recorders and indeed photographs, pictures, posters, charts, model, al concrete objects are media communication. Two, they are instructional media in historization when they are used conducting messages and carrying information of an instructional intent.

Pupils, Alabi (1996) thought, achieved negatively, if the messages that so got them induced into all these mentioned avarice had been properly edited, and the content made positive; like historization environmental sanitation, family planning, effect of balanced diets; aided by the flavor of colour, costume, technical lightning, pupils' health status would be envisage to improve and our environment would have been peaceful, neat, safe and adequately conducive for habitation (Folawiyo, 1989); and of course, Alabi's (1996) fear and pessimism would have been allayed.

Non –Electronic Puppet Show Method of Teaching Learning

The study of Rhode (2000) was on the use of teaching materials in story telling (Historization) in health education in the following order:-

One, pictures were drawn on cardboards and cut.

Two, these cut pictures were gummed to sticks.

Three, he hid himself behind a curtain, moves the cardboards and speaks with the movement.

Pupils listened with rap attention and message passed was comprehended, even though the teacher was not directly in front of the class.

Colour Slides and Filmstrips

In another experiment, Rhode (2000) worked with filmstrips: whereby pictures were drawn on slides single slide containing a history told with pictorial word: he showed these slides to the pupils.

One, these filmstrips elicited compact ideal learning.

Two, single slide became handy and contained comprehensive information.

Three, the use of word was minimized by these materials.

Four, it appealed to the handicap (deaf) pupils.

Five, these slides and filmstrips spoke by themselves.

Six, at the end of each lesson, question were raised and pupils allowed expressing the answer in their own dialect. Rhode (1986) recorded a hundred percent (100%) achievement in the test he conducted.

Conclusion

From the study thus far, it could be concluded that:

1. The best method for health education teaching rest with the value clarification; where each pupil discerns the valuable answer/way to health achievement.
2. Teacher do not teach as efficiently as they ought to due to poor salary paid to theme; and they (teachers) having to search for other means to supplement their salaries neglect the pupils to learn by themselves.
3. Unlike in the ages past, pupils are not involved in teaching aids construction to induce pupils to concretize their learning materials.

Recommendation

It could be recommended therefore that:

1. The federal government should implement the special teacher's salary structure.
2. Pupils must be included of teaching materials to induce theme into concretizing their learning materials.
3. Value clarification should be taught in colleges of education and university.
4. there are correlation between breath education and subjects like biology, chemistry and physics therefore labeling on charts must be shown properly on datagram's, figures, models and all concrete
5. Teachers of health education must be made to attend the universities where educational technology is studied so that such teachers are made to be abreast of the knowledge of teaching aid construction and utility.
6. Teaching aids workshops should be established where teaches could attend and obtain latest information in subjects of interest.

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