

Innovative Pedagogical Approaches in Enhancing Health, Safety & Well Ness of Students in Secondary Schools. A Case Study of ‘A’ Level Students Of Jinja College, Jinja City, Uganda

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Abstract

The paper explored into the innovative Pedagogical approaches in enhancing the students’ health, safety and wellness in the 21st century secondary schools, with a case study of Jinja College in Jinja City. The objective was to investigate the learners’ health, safety and wellness in schools. The paper followed mixed research methods using both the qualitative and quantitative approaches with the help of questionnaires and interview guides and a sample population was purposefully selected in obtaining information. The findings revealed that chronic diseases like ulcers, Sickle cells, syphilis, gonorrhea, HIV/Aids, etc. and psycho-social challenges are great predicaments to the students’ health and wellbeing in schools, homes and communities where they live. The paper concluded that inclusive programs of study like health care services and awareness, physical education, mental health, career development and life skills have the ability to influence students towards their wellbeing. It was recommended that the school administrators, parents, community leaders and government via Ministry of Education and Sports and Ministry of Health plus Developmental Partners like UNICEF, UNESCO and the World Health Organization(WHO) should ensure public awareness and sensitization of health education, proper Nutrition, Mental health, medical Insurance of the students and disease prevention through Immunization and vaccination of the students against the killer diseases and to guarantee their safety for a better future and academic achievement.

Keywords: health, safety, wellness, innovative pedagogical approaches

1. Introduction

The management of Students’ health, safety, and wellness is a major factor that contributes to their academic performance and well-being. Students who study in a safe environment and enjoy good health are more likely to perform better than their counterparts. Safety means all the activities involved in protecting students from injuries caused by reckless playing, accidents and dangers from fellow students. Health and wellness programs include all the activities involved in securing the learners’ freedom from illness and their general physical and mental wellbeing. Schools with better reputation develop well and through safety, health and wellness programs achieve higher academic excellence and teachers’ productivity. A well-organized safety, health and wellness program can have a drastic effect on the overall performance of the students.

1.1 Health of the Students in A School Setting

Health according to Dr. Stamper, one of the founders of World Health Organization(WHO, 1948) is defined as a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity. In addition to physical and mental health, social welfare is an integral component of the overall health, because health is closely linked to the social environment, living and studying conditions. Plato; (429-347 B.C), in his dialogues pointed out that a perfect human society could be achieved by harmonizing the interests of the

risk of developing mental health problems. This can include; teaching through curriculum subjects for example; health education, guidance and counselling, positive classroom management, developing social skills and working with parents. The Ministry of Education and Sports through the School Administrators, should promote continuous professional development to ensure that staff are aware of some common symptoms of mental health problems. What is and isn't a cause for concern and what to do if they think they have spotted a developing problem. Clear systems and processes should be in place to help staff who identify possible mental health problems. Schools should work closely with other professionals to a range support services that can be put in place depending on the identified needs both within and beyond school.

In order to develop strategic cooperation and collaboration to advance quality education by enhancing health, safety and wellness of students, education partners for example; Ministry Officials, Education officers, Chief Administrative Officers, management committees, School heads, BOG and PTA members, Politicians, and Medical personnel should get committed in the spheres of developing comprehensive school programs that are aligned to SDG4 (by 2030) which stresses to ensure that all learners acquire the knowledge and skills needed to promote sustainable development including among others , through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of the cultures contribution to sustainable development. There is also need to provide spaces for students to learn about, discuss, and take action on the SDGs, including good health, safety and wellness. Awareness-raising and participation should be seen as part of a continuum to regularly, meaningfully and consistently engage students as agents of change to influence behaviors and social norms amongst themselves, their households and their communities.

Financial and technical support is needed from the Developmental Partners like the UNICEF, UNDP, IMF, UNESCO, WHO and World Bank for services that provide age appropriate health care, promote child and adolescent health, safety and wellness, reduce the acquisition of risks for NCDs in late life, prevent injuries and support to children with developmental delay or disability. More sustainable financial resources need to be dedicated for public health, ensuring that they follow strategic planning and that effective policies are implemented. Public health expenditure ought to be increased in low and middle income countries. Increased Donor Funding, technical assistance and aligned investments for health particularly for Public Health Care, are needed from High income states like United States of America, Britain, Japan and Germany.

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