

COMMUNITY MEMBERS PERCEPTION OF THE ROLES OF COMMUNITY HEALTH EDUCATION IN PROMOTING SECURITY AND WELLNESS IN WARRI SOUTH LOCAL GOVERNMENT AREA OF DELTA STATE

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Abstract

A nation problem(s) is/are judged to a large extent by its health problems. Similarly, the level of peace, development and health status enjoyed by community members is depended on their level of health awareness and knowledge acquired in the community. This study was designed to examine community members perception of the roles of community health education in promoting security and well-being in Warri South Local Government Area of Delta State. The study adopted the descriptive survey research designed. The population of the study comprised male and female adult members within the ages of 20-50years in Warri South Local Government Area of Delta State. A sample of 150 respondents randomly selected from five areas in Warri South Local Government Area was randomly selected to participate in the study. Structured questionnaire which was contently validated with a reliability of 0.83 using the Cronbach alpha method was used for data collection. Data analysis was done through percentage and chi-square test. Results from the study showed that community health education plays significant role in promoting security and well-being of community members in Warri South Local Government Area of Delta State. It was revealed that community health education teaches, informs, creates awareness, and persuades community members to adopt skills necessary to promote, enhance security consciousness, and as well maintain well-being and Health status of community members in Warri South Local Government Area of Delta State. Conclusion was drawn and recommendations were made among others that healthy practices and security issues should be encouraged, taught and transmitted by health educators on social media, mass media, and other public places where people usually assemble to effectively help to promote security and well-being of community members in every community

Key words: *Community health education, Well-being, Security, Promotion*

Introduction

The level of peace and well-being of people in a given area is determined by their level of knowledge particularly those that pertain to health and wellness. Knowledge to a large extent is facilitated by education received from people who are experts in the field(s). Thus, the level of health awareness necessary for promoting healthy status and well-being among people in an area or community is affected by the quality and effectiveness of health education deliver to the

people. The health education deliver to people has the capability of affecting people's knowledge, attitude, practice and skills relating to health. It has the ability of altering the action and inaction of people towards health. This is so because many health problems confronting the world today including Nigeria according to Lawrence (2013) are moderated by the action and inaction of people. The action and decision of people towards health and community well-being affect the community members' health, well-being and peace. With the knowledge of health education in relation to community health and well-being, most of these problems can be reduced. Hence, the need for community health education for the promotion of security and well-being of youth is undeniable (Dilley, 2009).

Health education takes place in various settings. This setting ranges from the school, home and the community. A community is defined as a group of people located in a given geographical area with common goals and aspiration (Ekenedo & Ekechukwu, 2015). Community is characterised by shared common interest, values, attitudes, ideology and possibly common level of wellbeing because the health of an individual affects that of his family and that of the Community. Health education undertaken to improve the health of the family and community members is referred to as community health education. A community health is a branch of public health which deals with the prevention, protection, promotion of health of individuals and community members (Ekenedo & Ekechukwu, 2015). Community health is focused on promoting, protecting and improving the health of individuals, communities, and organizations.

The practice of promoting health at the community level was adopted by the World Health Organization (WHO) in line with the principles of the Ottawa Charter of 1986 with the pronouncement of the "Health Promoting School" concept. A health promoting school is one that constantly strengthens its capacity as a healthy setting for living, learning and working (WHO, 2012). It was this global initiative which is seen as the most promising approach in achieving both better educational and health outcomes that informed and guided the development of the Nigerian National School Health Policy in 2006 which has the community health as part of its components (St Leger & Young, 2009). One of the aims of the policy was to promote the health of individuals both in school and in the community so as to achieve the goals of 'Education for All' (Federal Ministry of Education – FME, 2006).

Community health education is a social science driven process geared towards the promotion and prevention of health and diseases within a diverse population (Dilley, 2009). The essence of community health education, among other things, is to change individuals, family and community knowledge, attitudes and practices towards health (Samuel, 2010). Those who study

community health learn how to design and implement programmes that promote health and prevent disease within certain target population in the community. Community health is one of the components of health education aimed at the betterment and improvement of health of individual and community (Lawrence (2013). It is directed to teaching community members and individuals on how to be responsible for their own health and that of others to enhance their health status and well-being in the community.

Members of a community at one time or the other suffer from various physical, psychological, emotional, and social challenges which affect their health and wellbeing. These challenges range from disease related cases to social security capable of threatening life and wellbeing (Ekenedo & Ekechukwu, 2015). Well-being is the state of being comfortable, healthy, or happy. It is the quality of life and prosperity, positive physical and mental health, and sustainable thriving communities. Wellbeing is a measure of social progress and, arguably, the goal of good government and charitable activity (Dilley, 2009).

Well-being is referred to as wellness. It is a general term for the condition of an individual and group. A high level of wellness means that some sense of the individual's or group is functioning normally. It is the highest possible quality of life in its full breadth of expression focused on but not necessarily exclusive to: "Good living standards, robust health, a sustainable environment, vital communities, an educated populace, balanced time use, high level of demographic participation, and access to leisure and culture" (*Canadian Index Wellbeing, 2017*).

Well-being is the active process of becoming aware of and making choices towards a healthy and fulfilling life. Well-being is more than being free from illness. It is a dynamic process of change and growth. Maintaining optimal level of wellness is absolutely crucial to living a higher quality of life. Well-being/wellness matters because everything we do and every emotion we feel relates to our wellbeing. In turn, our wellbeing directly affects our actions and emotions. It is an ongoing circle (The Nation Wellness Institute, 2009).

It is important for everyone to achieve optimal level of wellness in order to subdue stress, reduce the risk of illness and ensure positive interaction (The Nation Wellness Institute, 2009). Wellbeing is something people strive towards and the subjective measure of people's wellbeing is deemed so important that it is included alongside health and economy in measures of national well-being (Mental Health Foundation, 2015). The level of wellbeing of people in a community socially and emotionally can be enhanced when there is security of life and property.

Security, according to Omoyibo and Akpomera (2013), is a concept that is prior to the state, and the state exists in order to provide that concept. Security is the prime responsibility of the state (Thomas, 2016). *The 1999 Constitution of*

the Federal Republic of Nigeria specifically states that “The security and welfare of the people shall be the primary purpose of government”. Unfortunately, government on this constitutional responsibility has failed to provide a secured and safe environment for lives, property and the conduct of business and economic activities. Thus individual security becomes a matter of individual responsibility.

The alarming level of insecurity in Nigeria has fuelled the crime rate and terrorists attacks in different parts of the country, leaving negative consequences for the nation’s socio-economic growth. To address the threat to national security and combat the increasing waves of crime, the federal government in its 2013 budget made a huge allocation to security, and the national assembly passed the Anti-Terrorism Act in 2011 (Ewetan, 2013). Despite these efforts, the level of insecurity in the country is still high, and a confirmation of this is the low ranking of Nigeria in the Global Peace Index (GPI, 2012). Despite the plethora of security measures taken to address the daunting challenges of insecurity in Nigeria, government efforts have not produced the desired positive result. Security coupled with wellness brings peace to individuals which in turn impact on the community and nation at large.

In recent times, studies and observation have shown that the levels of insecurity in most communities are becoming unbearable (CDC, 2009, Dilley, 2009). This in addition to unhealthy and social practices such as the activities of *Yahoo*, and the hiking of innocent people's account. This definitely compounds individuals’ problems and well-being physically, socially, psychologically and emotionally in the society. People are dying of hypertension as a result of becoming victims of health and social problems in the society. This increased rate of health and social (insecurity) problems are said to be associated with ignorance alongside other factors in which, a well tailored health education in a community can handle. In view of this observation, it was purported that appropriate school and community health education interventions have the ability to promote effective education, prevents destructive behaviour, and cultivate lasting healthy practices among individuals in a community. Despite this fact, it is still being argued that health education has no place in the health, wellbeing and security of individual and families in a community. It is against this backdrop that this study seeks to examine community members’ perception of the roles of community health education in promoting security and well-being in Warri South Local Government Area of Delta State.

Research Questions

The following research questions were answered.

1. What is the medium of delivering and receiving community health education on security and well-being among community members in Warri South Local Government Area of Delta State?
2. What is the role of community health education in promoting security consciousness among community members in Warri South Local Government Area of Delta State?
3. What is the role of community health education in promotion of health status and well-being of community members in Warri South Local Government Area of Delta State?

Hypotheses

The following null hypotheses were generated for the purpose of this study.

1. Community health education will not play any significant role in the promotion of security consciousness among community members in Warri South Local Government Area of Delta State.
2. There is no significant relationship between community health education and the promotion of well-being of community members in Warri South Local Government Area of Delta State.

Methodology

This study employed the descriptive survey research design to find out the role of community health education in promoting security and well-being of youth in Warri South Local Government Area of Delta State. This design was employed because it enabled researchers to collect current and up-to-date data/information from the specified respondents, analyzed the data collected, and describe the result obtained as they were in their original form without alteration. The target population of this study comprised ten thousands adult members including health educators in Warri South Local Area of Delta State. The sample for this study consisted of one hundred and fifty adult community members ranging from age 18 -55 years randomly selected from five areas in Warri South Local Government Area. The sample areas are Edjeba, Okumagba Layout, Ubeji, Okere and Essi layout.

The sampling technique used for the study was the simple random sampling technique. This was done through the use of the balloting system. The balloting method without replacement was applied for selecting the sample areas of study while for the respondents, balloting with replacement method was

adopted. The research instrument used for data collection by the researchers was self-structured questionnaire. The questionnaire comprised two (2) sections. Section A consisting of respondents' personal data, while Section B consisted of question items of four response options design to obtain responses from the respondents. The validity of the instrument was done through the content validity method. The instrument (questionnaire) was submitted to the two research experts for reading, scrutinizing and modification. After proper checking and analysis of the various items in it, necessary modifications and corrections were made and thereafter, the instrument was considered valid for used in the study. The reliability of the instrument was established using method and correlated using Cronbach alpha (α). From the correction, the reliability of the instrument was established at 0.83 coefficient. The structured and validated instrument was administered to the respondents personally by the researchers and two trained research assistants in the respondents respective sample areas. The administered instrument was retrieved immediately after they have been duly completed.

Result

Table 1: Percentage analysis of respondents demographic data

Variable	Response	Frequency	Percentage	Total
Age	20-30years	46	30.7	150
	31-40years	68	45.3	
	41-50years	22	14.7	
	51years above	14	9.3	
Marital Status	Married	68	45.3	150
	Single	80	53.3	
	Divorce	2	1.3	
Level of Education	SSCE	40	26.7	150
	NCE/OND	48	32	
	HND/ B.Sc.	44	29.3	
	Other	18	12	

In table 1 showed the analysis of the respondents' demographic data. It was found that out of the total 150 respondents who participated in the study, 30.7% (46) of them were youth within 20-30years, 68(45.3%) were within 31-40 years, 22(14.7%) were within 41-50 years while 14 (9.3%) were 51 years above.

On marital status, it was found that 68 (45.3%) were married, 80 (53.3%) were single youth while 2 (1.3%) youth had divorce. 40 (26.7%) of the youth had

SSCE certificate, 48 (32%) were NCE/OND holders, 44 (29.3%) had HND/B.Sc. while 18 (12%) had other certificates such as Masters and professional certificates which were not specified.

Research Question 1: What are the mediums of delivering health knowledge and information necessary for promoting security and well-being to community members in Warri South Local Government Area?

Table 2: Analysis of medium of community health education for promoting security and well-being among community members

Community Health Education and At-risk Health Behaviour of youth	Frequency	Percentage
Through which of these means do you acquire relevant health knowledge, skills, information that help for safe and healthy living in your community.		
Television	134	89.3%
Newspapers and magazines	68	45.3%
Posters and handbills	52	34.7%
Community health talk	95	63.3%
Social media	120	80%
Radio health talks	98	65.3%
Seminars and conferences	82	54.7%
Hospitals and clinics	78	52%
Churches	92	61.3%
Books	92	61.3%

Table 2 revealed the analysis of the medium of acquiring health knowledge, information and skills necessary for promoting security and well-being among community members in Warri South Local Government Area of Delta State. The common medium of delivering and receiving health information, knowledge and skills among community members in order of their hierarchy are through television (89.3%), social media (80%), radio health talk (65.3%), community health talk (63.3%), churches and books (61.3%), seminars and conferences (54.7%), hospital and clinics (52%). Others which are not too commonly used or patronised by the people include newspapers and magazines (45.3%) and posters and handbooks (34.7%).

Research Question 2: What is the role of community health education in the promotion of security in your community?

Table 3: Community health education and promotion of security in a community

Community Health Education and security promotion in a community	Agreed	Disagreed
In which of these ways do community health education help to promote or enhance security status in your community?		
Creates security awareness to the Community members.	128 (85.3%)	22 (14.7%)
Gives security information to the people.	133 (88.7%)	17 (11.3%)
Gives knowledge of security preventive measure to adopt in case of security threat.	96 (64%)	54 (35%)
Exposes scammers, fraudsters and hoodlums tricks that bring insecurity to the people.	98 (65.3%)	52 (34.7%)
Teaches community members on skills to adopt to ensure their security of lives and property.	84(56%)	66 (44%)
Keeps community members abreast of security situation in the land or community.	78 (52%)	72 (48%)

Table 3 revealed that the percentages of the respondents who agreed with the above roles of community health education towards security promotion was higher than those who disagreed. This means that the roles of community health education towards security promotion in a community included giving out of security information to the people (88.7%), creates security awareness (85.3%), exposes scammers, fraudsters and hoodlums tricks that brings about insecurity of lives and properties (65.3%), gives knowledge of security preventive measure to adopt in case of security threat (64%), teaches community members on skills to adopted to ensure their security of lives and properties (56%) and keeps community members abreast of security situation in the land or community (52%).

Research Question 3: What are the roles of community health education in promoting well-being of community members in Warri South Local Government Area?

Table 4: Analysis of community health education and promotion of well-being of community members in Warri South Local Government Area

Community Health Education and Well-being of Community members	Agreed	Disagreed
In which of these ways do community health education helps to promote or enhance the well-being of people in your community?		
Creates awareness on the consequences of unhealthy sexual behaviour that may lead to sexual problems in a community.	79 (52.7%)	71 (47.3%)
Enlightened people on the dangers of being exposed to smoking and other substances that may endanger their health.	92 (61.3%)	58 (38.7%)
Persuades people to adopt healthy practices that promote their health in a community.	96 (64%)	54 (46%)
Educates and gives information to members of community on what to take and how to take it for health benefits	95 (63.3%)	65 (43.3%)
Teaches people on the causes of stress and how to avoid it.	75 (50%)	75 (50%)
Enlightened people on the importance of personal hygiene and the need to maintain it.	98 (65.3%)	62 (41.3%)
Teaches community members on the importance and need to keep their environment clean and stay healthy.	76 (51.7%)	74 (49.3%)

Table 4 shows the analysis of the roles of community health education on the promotion of well-being of community members in a community. From the data analysis, it was found that community health education helps in promoting well-being of community members by creating awareness on the consequences of unhealthy sexual behaviour that may lead to sexual problems in a community (52.7%), enlightened people on the dangers of being exposed to smoking and other substances that may endanger their health (61.3%), persuades people to adopt healthful practices that promote their health in a community (64%), educates and gives information to members of community on what to take and how to take it for health benefits (63.3%), enlightened people on the importance of personal hygiene and the need to maintain it for health promotion (58.7%) and teaches community members on the importance and need to keep their environment clean and stay healthy (51.7%). On teaching people on the causes of stress and how to avoid it, it was found that 50% agreed and disagreed respectively.

Hypothesis 1: Community health education does not play significant role in promoting security among community members in Warri South Local Government Area.

Table 4: χ^2 analysis of significant role of community health education and promotion of security among community members

Response	Observed	Expected	χ^2 Cal	χ^2 Crit	Df	Sig.	Decision
Agreed	103	75					
Disagreed	47	75					
Total	150	150	20.91	3.84	1	0.05	Rejected

From the chi-square (χ^2) analysis in the table 4, it was found that χ^2 calculated value (20.91) was greater than the χ^2 critical value (3.84) under degree of freedom (df) 1 at 0.05 significant level. Thus, the null hypothesis stated was rejected. This means that community health education played significant roles in promoting security among community members in Warri South Local Government Area.

Hypothesis 2: There is no significant relationship between community health education and the promotion of well-being of community members in Warri South Local Government Area.

Table 8: χ^2 analysis of significant relationship between community health education and promotion of well-being of community members

Response	Observed	Expected	χ^2 Cal	χ^2 Crit	Df	Sig.	Decision
Agreed	89	75					
Disagreed	61	75					
Total	150	150	5.23	3.84	1	0.05	Rejected

From the chi-square (χ^2) analysis in the table 8, it was found that χ^2 calculated value (5.23) was greater than the χ^2 critical value (3.84) under degree of freedom (df) 1 at 0.05 significant level. Thus, the null hypothesis stated was rejected. This means that there was significant relationship between community health education and promotion of well-being of community members in Warri South Local Government Area.

Discussion of Findings

This study examined the role of community health education in promoting security and well-being of community members in Warri South Local Government Area of Delta State. It was found in this study that community

health education played a significant role in promoting security among community members in Warri South Local Government Area of Delta State. The finding from the study showed that community health education helps in giving out security information to the people, creates security awareness, exposes scammers, fraudsters and hoodlums' tricks that bring about insecurity of lives and property, gives knowledge of security preventive measure to adopt in case of security threat, teaches community members on skills to adopt to ensure their security of lives and property and keeps community members abreast of security situation in the land or community. These roles played by community health education no doubt enhance the security status in a community. This finding corroborates the assertion and finding of Ewetan (2014) who found that the causes of insecurity in Nigeria are multifaceted, ranging from ignorance people to government factors. He further stated that health education of community members will go a long way to improve the security status of people in a community.

This result is also in support of Tones (2002), Owie (2005) Onyereze and Ayoade (2010) and Oviahon, (2010) who submitted that community health education serves as an instrument of values transmission, conscious and unconscious effort at behaviour modification to the end that individuals or group understand, accept and adjust to healthful living standards. This includes adjustment to security consciousness and practices that enhances security and well-being of people.

The results from the study also showed that community health education had significant relationship with the well-being of community members in Warri South Local Government Area. It was revealed that community health education helped to create awareness on the consequences of unhealthy sexual behaviour that may lead to sexual problems in a community, enlightens people on the dangers of being exposed to smoking and other substances that may endanger their health, persuades people to adopt healthy practices that promotes their health in a community, educates and gives information to members of community on what to take and how to take it for health benefits, enlightens people on the importance of personal hygiene and the need to maintain it for health promotion, teaches community members on the importance and need to keep their environment clean and stay healthy and as well teaches people on the causes of stress and how to avoid it. All these roles played by community health education are geared towards promoting wellness and healthy living in a community. These roles confirmed the explanation of health education given by Owie, (2005) and Oviahon (2010) which stated that health education is any intentional activity that is designed to achieve health and illness related learning that is intended to bring some relatively permanent changes in an individual's capability or disposition.

Health education among other things may influence or clarify values and facilitate the acquisition of skills that may affect changes in behaviour or lifestyle which in turn enhance security of life and well-being among residence in a community.

Dilley (2009) maintained that community health education is a social science driven process geared towards the promotion and prevention of health and diseases within a diverse population. The essence of community health education among other things is to change individuals, family and community knowledge, attitudes and practices towards health (Samuel, 2010). Community health is one of the components of health education that aimed at the betterment and improvement of health of individual and community (Lawrence, 2013). It is directed to teaching community members and individuals how to be responsible for their own health and that of others to enhance their health status and well-being in the community.

Conclusion

Health is wealth. The health of a nation is the wealth of the nation. Thus a nation's problem(s) is judged to a large extent by its health problems. Many health problems faced by people in a nation originate from ignorance / lack of awareness of the nation citizenry towards health related matters. One way to improve the health knowledge of individuals of every nation or community is through effectively planned community health education which can be delivered to the people through various channels or means such as television, social media, churches and seminars or conferences.

This study among other things has shown that community health education play significant role in promoting security and well-being of community members in Warri South Local Government Area of Delta State. It teaches, informs, creates and persuades community members to adopt skills necessary to promote and enhance security consciousness, well-being and health status of community members in Warri South Local Government Area of Delta State. Owing to these crucial roles of community health education, it is hereby noted that significant attention be given to community health education in Nigeria, particularly in Delta State.

Based on the findings and conclusion drawn, the following recommendations were made:

1. Community health education officers and programmes should be strengthened by government and relevant stakeholders to help them enhance their functions in the community.

2. Communities in the studied area should seek for the services of health educators to help educate its members on the importance and need for security in home and the community at large since community health education plays significant role in creating awareness on health and security issues.
3. Churches and other non-governmental organisations such as the Red Cross Society, Man-O-War, civil defense, etc should employ the services of health educators to help to teach community members on health, safety and security management to promote security and well-being of the community members.
4. There should be training and retraining of community health educators on the necessary skills and strategies needed to effectively communicate health, safety, well-being and security information better to community members in the community.
5. Healthy practices and security issues should be encouraged, taught and transmitted by health educators in schools on social media, mass media, and other public places where people usually assemble. This will effectively help to promote security and well-being of community members in every community.

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