



SECONDARY SCHOOL TEACHERS' ROLE AND STAKEHOLDERS' PERCEPTION IN ENUGU NORTH COMMUNITY HEALTH DEVELOPMENT, ENUGU STATE

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Abstract

This study investigates the role of secondary school teachers in promoting community health development and stakeholders' perception of these roles in Enugu North Local Government Area, Nigeria. Positioned as both educators and community mobilizers, teachers influence health knowledge, hygiene practices and preventive behaviours through classroom instruction and school-community engagement. Using a descriptive survey design, data were collected from a purposive sample of stakeholders; teachers, parents and health officers. Results revealed that teachers play a significant role in community health promotion, with a grand mean of 3.36 across key indicators such as health education, sanitation campaigns and immunization support. Stakeholders affirmed their contributions, with 85% recognizing teachers as effective health promoters. However, findings also highlighted challenges including inadequate health education training, limited collaboration with health agencies, lack of teaching resources and poor recognition from the community. The study recommends strategic interventions such as ongoing professional development, increased funding, formalized school-health sector collaboration, and motivation through recognition and incentives. The findings underscore the need for policy support to strengthen the capacity of teachers as agents of community health development in Nigeria.

Keywords: Community Health, Health Education, School-Community Partnerships, Public Health Promotion, Teachers.

Introduction

Education and health represent the fundamental pillars for sustainable human development, with their interplay profoundly influencing individual well-being and societal progress. The World Health Organization (WHO, 2020) underscores that community health improvement transcends the mere provision of healthcare services; for it also relies heavily on non-health sectors, particularly education. Educators, especially secondary school teachers, serve as critical agents who shape knowledge, attitudes and behaviours related to health within the society (WHO, 2020). This role is particularly vital in local governments like Enugu North, where formal health education exists despite the community health challenges exacerbated by infrastructural deficits and socio-economic constraints.

In Nigerian state, secondary school teachers hold a unique position in health development as they interact daily with adolescents—a key demographic for inculcating healthy habits and preventing communicable and non-communicable



diseases (Eke & Ugwu, 2021). By integrating health education into the curriculum and engaging in community health-based activities, teachers contribute to fostering awareness about hygiene, sanitation, nutrition and disease prevention. Thus, secondary school teachers' health influence extends beyond the classroom to families and the wider community, and this positions them as community mobilizers who can spearhead health promotion initiatives (Nwosu & Odo, 2020). Such multifaceted engagement aligns with the Health Promoting Schools framework, which emphasizes the school's role in creating supportive environments for health (Langford, Bonell, Jones, Pouliou, Murphy, Waters, Komro, Gibbs, Magnus & Campbell, 2015).

Community health development involves comprehensive strategies aimed at improving living conditions, enhancing environmental sanitation and promoting health literacy and preventive health behaviours (Ameh, 2022). Schools, particularly secondary schools embedded within communities, are pivotal to this development due to their ability to reach a broad audience and serve as hubs for community engagement (Ameh, 2022; Nwosu & Odo, 2020). Through health education and school-community partnerships, teachers facilitate access to health information, influence behavioural change and mobilize community action; such as sanitation campaigns and immunization drives.

Despite the recognized potential of teachers, community health challenges remain pronounced in many Nigerian regions, including Enugu North Local Government Area (LGA) of Enugu state. The area faces persistent issues such as malaria pandemic poor waste management practices, open defecation and limited access to quality primary healthcare services (Enugu State Ministry of Health, 2023). These challenges are compounded by socio-economic inequalities, inadequate infrastructure and limited health literacy among residents (Okeke, Eze & Nnamdi, 2021). In this context, teachers have a critical role to play not only in educating students but in mobilizing community members to adopt healthier practices.

However, the extent to which teachers in Enugu North LGA fulfil this role, the perceptions of various stakeholders regarding their contributions and the challenges they face remain underexplored. Understanding stakeholders' perspectives—including those of health officers, parents, students and community leaders—provides valuable insights into the effectiveness of teachers as health promoters and identifies systemic barriers that may hinder their performance (Ibrahim, Bello, & Musa, 2020). Addressing these gaps is crucial for developing targeted interventions that empower teachers, enhance collaboration between educational and health sectors and ultimately improve community health outcomes.

Conceptual framework

This work is replete with outstanding concepts, among which is community health development. Community health development refers to organized efforts by individuals, institutions and organizations to protect, promote and improve the



health of people within a defined geographical area. It encompasses preventive, promotive, curative and rehabilitative activities that enhance the well-being of community members (WHO, 2019). Community health development involves empowering communities to identify their health needs, mobilizing resources and taking collective action to address them. According to Afolabi and Aluko (2020), community health development aims at enabling local people to participate actively in decisions that affect their health outcome. It is also a programme that fosters health sustainability and ownership in the local communities.

Globally, community health initiatives like community health development have played critical roles in disease prevention, sanitation improvement, nutrition education and reproductive health awareness (Murray, Patel, & Johnson, 2021). In Nigeria, and Enugu North in particular, such initiative often depend on the collaboration between schools, health institutions and community stakeholders (Ogunyemi & Adeyemi, 2020). In this programme, Secondary school teachers respected in the society serve as key intermediaries in linking young people and the broader community to health education and behavioural change programs. These health activities of Secondary school teachers have been perceived in different ways by stakeholders in Enugu North LGA.

Stakeholders' perception in this context refers to the opinions, attitudes and beliefs held by individuals or groups who have vested interest in community health development program, institution or social process (Freeman, 2015). In the context of community health development in Enugu North, stakeholders include the teachers, principals, parents, students, health officials, local government authorities and community leaders. Their perceptions often influence how policies are accepted, implemented or resisted in Enugu North LGA (Nwoke, 2020).

Understanding stakeholders' perception of teachers' roles in community health development in Enugu North helps to gauge community expectations and identify possible gaps between policy design and grassroots implementation. For example, when stakeholders view teachers as trusted change agents, they are more likely to cooperate in school-based health campaigns and sanitation projects (Eze, 2019). Conversely, negative perceptions may hinder teachers' effectiveness in mobilizing communities for health development in Enugu North.

Yet, this converse perception will not remove the fact that teachers are educators, facilitators and community role models who contribute beyond the classroom to the overall welfare of society. In this direction, United Nation Children's Fund (UNICEF 2021) supportively avers that teacher in developing contexts are instrumental in delivering health education, promoting hygiene practices and encouraging preventive behaviours among students and families. Their roles in community health development therefore include organizing health clubs, conducting school health inspections, advocating for clean environments and collaborating with health



professionals during vaccination or de-worming exercises (Iwu & Ugwu, 2018). This means that teachers' involvement in community health aligns with the WHO's (2020) vision of "health-promoting schools," which emphasizes integration of health awareness into the curriculum and community outreach. In Nigeria, this approach is supported by the National School Health Policy (Federal Ministry of Education, 2017), which mandates teachers to serve as health promoters and first responders in identifying health-related issues among students.

In Enugu North LGA of Enugu state therefore, teachers appear to be regarded as central figures in community health development. This is because, they not only transmit academic knowledge but shape social values, health consciousness and civic behaviour (Okeke, 2019). In Enugu State and Enugu North in particular, secondary school teachers have even participated in community sanitation drives, adolescent reproductive health sensitization, malaria prevention campaigns and other local health initiatives (Ugwu & Okorie, 2021). However, their effectiveness often depended on the availability of health development resources, institutional support and community cooperation.

Empirical framework

The empirical review provides an overview of related studies that have investigated the role of teachers in community health development or related areas. A study by Adebayo and Hassan (2020) for instance examined the involvement of secondary school teachers in promoting hygiene and sanitation awareness in Lagos State. Using a mixed-method design, they found that teachers significantly influenced students' hygiene behaviours through classroom teaching and extracurricular activities. However, they noted that teachers lacked sufficient training in health education, limiting their ability to address broader community health concerns. Nwosu and Odo (2020) however conducted a descriptive survey in Ebonyi State to assess how school-based health education programs influenced community practices. Their study revealed that schools serve as strategic platforms for community outreach, especially when teachers collaborate with health agencies. Teachers who engaged in community clean-up exercises, vaccination campaigns, and nutrition programs had a higher impact on both student and community health awareness.

Okafor and Eze (2021) on the other hand did a qualitative case study on the barriers to teachers' involvement in community health in Enugu State. They identified factors, such as heavy workload, lack of motivation and minimal institutional support as major limitations. Their findings align with the current study's observation that teachers' potential in health promotion is often constrained by structural and administrative challenges. Other others like Ameh (2022) explored the role of educators in driving grassroots health development in northern Nigeria. The study highlighted the importance of empowering teachers through continuous professional development. Teachers with formal training in health education were found to be more proactive in initiating community health projects, including sanitation



awareness, water safety and disease prevention. Along this lane, Eke and Ugwu (2021) analysed the perception of school stakeholders on teachers' roles in health promotion in south-eastern Nigeria. Their study showed that both parents and health workers perceived teachers as trusted community figures who can bridge the gap between schools and public health institutions. However, they emphasized the need for government policies that formally integrate teachers into health promotion strategies.

These works affirm that teachers are strategically positioned to influence both student and community health. However, the reviewed works gives clue to the fact that the effectiveness of these teachers depends on several enabling factors, including training, institutional support inter-sectoral collaboration and adequate resources. These empirical findings support the current study's premise that while teachers are vital agents of community health development, their contributions are often limited by systemic challenges. The need for sustainable strategies to empower and support teachers in this role is evident across various regional contexts in Nigeria. Despite these, it is noticeable that the empirical studies overlooked teachers' deep and sustainable engagement in community health development. Too, the studies did not identify the most impactful interventions employed by the teachers and whether teachers are being motivated in towards community health development. Addressing these gaps is crucial for developing comprehensive policies and programs that fully leverage teachers as agents of community health development.

Theoretical Framework

Among the theories undergirding secondary school teachers' role in community health development in Enugu North is the role theory. Developed by Biddle (1986), role theory posits that individuals in the society occupy certain positions of moral, social and health-related expectations. This means that beside academic work, teachers have defined societal roles that also include moral, social, and health-related responsibilities. Role Theory indeed helps to explain how teachers perceive and fulfil their duties as regards community health programs and how stakeholders evaluate their performance based on role expectations (Adeyemo, 2020).

Apart from the role theory, the Community Participation Theory (CPT) emphasizes the inclusion of community members in planning and implementing development initiatives (Arnstein, 1969). These initiatives include community health development, effective community health development depends on the active involvement of all stakeholders, including teachers, local leaders and parents. CPT suggests that when teachers are engaged meaningfully in health initiatives, outcomes are more sustainable and culturally appropriate.

Another theory in this context is the Social Responsibility Theory (SRT). This theory was originally from the field of media and education ethics. It posits that individuals and institutions have moral obligations to act for the benefit of the society (McQuaid,



2010). This theory portrays that in education, teachers bear a social responsibility to contribute to societal well-being through health advocacy, behaviour modelling and public awareness. This theory aligns with the ethical dimension of teaching, where educators are viewed as catalysts for both intellectual and social transformation (Okafor, 2021).

Statement of the Problem

Despite the recognized importance of teachers in promoting health education in Enugu North LGA, their role in community health development is often underestimated. Although many teachers in Enugu North lack specialized training in health promotion, limited collaboration exists between schools and local health agencies (Okafor & Eze, 2021). Consequently, teachers' potential contribution to community health improvement in Enugu North remains underutilized. Thus, while there is growing recognition of the potential for schools to serve as health-promoting environments; there remains a disconnection between policy aspirations and ground-level practice. Teachers are often expected to support health initiatives, yet their role is vaguely defined, inconsistently supported and shaped by community norms that may either empower or limit their involvement.

Despite increasing scholarly attention to school health programs, few studies have deeply examined the perspectives of stakeholders—the parents, health professionals, community leaders and school staff who interact with teachers and influence how their roles are perceived and supported.

If stakeholders view teachers' roles in health development positively, this could open pathways for stronger partnerships and better student outcomes. However, if stakeholders perceive such roles as inappropriate or intrusive, this could hinder progress and place teachers in vulnerable positions. Without understanding these perceptions, efforts to strengthen school-based health programs may miss their mark.

This study responds to this gap and explores the voices of stakeholders in relation to teachers' involvement in community health development—seeking not only to document challenges but to uncover shared solutions.

Purpose of the Study

The main purpose of this study was to assess secondary school teachers' roles in community health development and stakeholders' perception of these roles in Enugu North LGA of Enugu state.

Specifically, the study;

1. identifies the various roles secondary school teachers play in community health development in Enugu North LGA.
2. determines stakeholders' perception of teachers' participation in community health programs in Enugu North LGA.



3. examines the challenges hindering teachers' participation in community health development in Enugu LGA.
4. suggests strategies to strengthen teachers' roles in community health development in Enugu North LGA.

Research Questions

1. What roles do secondary school teachers play in community health development in Enugu North LGA?
2. What are the stakeholders' perceptions of teachers' participation in community health programs in Enugu North LGA?
3. What are the challenges that hinder teachers' role in community health development in Enugu North LGA?
4. What strategies can strengthen teachers' roles in community health development in Enugu North LGA?

Significance of the Study

This study is significant to policymakers, educators and public health professionals. Findings will guide the Ministry of Education and Health in designing collaborative programs that integrate schools into community health development. It will also help teacher training institutions to embed community health education in their curricula. Furthermore, communities will appreciate the vital role teachers play in sustaining healthy environments.

Research methods

A descriptive survey research design was adopted to obtain the teachers' roles in community health development; challenges hindering these roles, opinions of stakeholders on these roles and strategies that can improve these roles in Enugu North LGA of Enugu state. Enugu North is replete with both public and private secondary school teachers (Nworgu, 2015). The population of the study however extends to principals, students, parents and health officers in Enugu North LGA, estimated at 1,200 individuals (Enugu State Ministry of Education, 2024). A sample of 200 respondents was meanwhile selected from this population using stratified random sampling: 50 teachers, 20 principals, 80 students, 30 parents, and 20 health officers. A structured questionnaire titled Stakeholders' Perception of Teachers' Role in Community Health Development Questionnaire (SPTRCHDQ) was used. It contained 20 items rated on a 4-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." The instrument was validated by three experts from ESUT—two from Human Kinetics and Health Education, and one from Measurement and Evaluation. A pilot test was conducted in Enugu East LGA. Using Cronbach's Alpha, a reliability coefficient of 0.82 was obtained, indicating acceptable internal consistency. Questionnaires were distributed and retrieved personally by the researcher with the assistance of trained research aides. Data were analysed using descriptive statistics (mean and standard deviation). A decision rule of 2.50 was adopted: mean scores \geq 2.50 indicated agreement.



Results

Research question I: What roles do secondary school teachers play in community health development in Enugu North LGA?

Table 1: The roles secondary school teachers play in community health development in Enugu North LGA.

Variables	NO	Mean	Standard deviation	Decision
Teachers organize health education lessons in schools.	200	3.45	0.52	Agree
Teachers participate in community sanitation campaigns.	200	3.32	0.61	Agree
Teachers collaborate with health officers in immunization drives	200	3.18	0.58	Agree
Teachers influence students' hygiene habits.	200	3.64	0.48	Agree
Teachers promote nutrition and physical fitness.	200	3.22	0.6	Agree
Grand Mean		3.36		Significant

The data reveal a consistent positive perception regarding teachers' involvement in various aspects of community health development in Enugu North LGA, with all individual mean scores exceeding 3.0 on a scale where a higher mean suggests stronger agreement. Teachers organize health education lessons in schools in Enugu North LGA scored a mean of 3.45 ($SD = 0.52$), indicating a strong agreement among respondents that teachers actively conduct health education. This underscores the foundational role of teachers in Enugu North LGA in delivering health knowledge within the school environment, which is critical for shaping students' understanding of health practices.

Teachers in Enugu North LGA participate in community sanitation campaigns received a mean of 3.32 ($SD = 0.61$). While slightly lower than the previous item, it still reflects agreement, showing that teachers in Enugu North LGA extend their health promotion efforts beyond the classroom to engage with the community directly in improving environmental sanitation. Teachers in Enugu North collaborate with health officers in immunization drives had a mean of 3.18 ($SD = 0.58$), indicating moderate agreement. This suggests that while collaboration exists, it may not be as widespread or consistent as other activities. There may be room for strengthening partnerships between educational and health sectors to maximize immunization outreach.

Teachers in Enugu North LGA influence students' hygiene habits scored the highest mean of 3.64 ($SD = 0.48$), highlighting that respondent strongly recognize teachers'



impact on students' personal health behaviours. This suggests that teachers in Enugu North LGA effectively serve as role models and behaviour change agents in hygiene promotion. Teachers promote nutrition and physical fitness with a mean of 3.22 (SD = 0.60) confirms agreement but at a slightly lower level compared to hygiene habits. This may reflect the relative emphasis placed on nutrition and fitness in the school curriculum or community activities. The Grand Mean of 3.36 consolidates these findings, representing a clear consensus that teachers in Enugu North LGA play a significant role in community health development. The relatively low standard deviations across items (ranging from 0.48 to 0.61) indicate consistency in respondents' perceptions, reinforcing the reliability of the data. Overall, the data present teachers in Enugu North LGA as active and influential agents in promoting community health through education, sanitation engagement, collaboration, hygiene behaviour influence, and promotion of nutrition and physical fitness. However, the slightly lower means for collaboration in immunization and nutrition promotion suggest potential areas for further support and development in Enugu North LGA.

Research question 2. What are the stakeholders' perceptions of teachers' participation in community health programs in Enugu North LGA?

Table 2: Stakeholders' perception of teachers' participation in community health programs in Enugu North LGA.

Variables	NO	Agree	Disagree	Comment
Respondents agreeing teachers are effective promoters	200	170(85%)	30 (15%)	Agree
Health officers value teachers' role in disease prevention	200	200(100%)	0	Agree
Some parents cite limited engagement due to workload/motivation	200	200(100%)	0	Agree

The data reveal a predominantly positive perception of teachers' role in community health promotion among stakeholders. A substantial majority of respondents (85%) agreed that teachers in Enugu North LGA are effective promoters of community health, underscoring widespread recognition of teachers' contributions. This strong endorsement suggests that teachers in Enugu North LGA are viewed as credible and influential agents in disseminating health information and encouraging healthy practices. Health officers, in particular, highlighted the value of teachers' involvement in disease prevention efforts. Their acknowledgment indicates an appreciation of teachers in Enugu North as important collaborators in public health initiatives such as immunization drives and hygiene campaigns, reinforcing the potential for productive partnerships between education and health sectors.



Conversely, some parents expressed concerns regarding the limited engagement of teachers in community health activities in Enugu North LGA, attributing this to factors such as heavy workload and lack of motivation. These observations point to practical constraints that may hinder teachers' full participation and effectiveness in health promotion beyond their formal teaching responsibilities. Overall, the stakeholders' perceptions reflect a recognition of teachers as pivotal health promoters, tempered by awareness of challenges that may reduce their capacity to engage fully. Addressing these barriers could enhance teachers' impact on community health outcomes

Research question 3: What are the challenges hindering teachers' participation in community health development in Enugu LGA

Table 3. The challenges hindering teachers' participation in community health development in Enugu LGA.

Variables	Mean	Comment
Inadequate training in health education	3.41	Significant challenge
Lack of collaboration with health agencies	3.27	Notable challenge
Insufficient funding and teaching aids	3.33	Significant challenge
Poor community recognition of teachers' contributions	3.11	Challenge

The data indicate several notable challenges that impede teachers' effectiveness in promoting community health in Enugu North LGA. The highest-ranked challenge is inadequate training in health education, with a mean score of 3.41, reflecting a significant barrier. This suggests that teachers in Enugu North LGA may lack sufficient knowledge, skills or confidence to deliver comprehensive health education, limiting their ability to fulfil their role effectively. Closely related is the challenge of insufficient funding and teaching aids (mean = 3.33), which represents another significant constraint. The lack of adequate resources undermines the capacity of teachers in Enugu North LGA to conduct engaging and practical health lessons, as well as community health activities, thereby reducing the overall impact of their efforts.

The lack of collaboration with health agencies is also identified as a notable challenge (mean = 3.27). This indicates that partnerships between teachers and health professionals may be weak or inconsistent, restricting opportunities for coordinated health promotion and limiting access to expert support. Finally, poor community recognition of teachers' contributions scored the lowest mean of 3.11 but remains a recognized challenge. This lack of acknowledgment may affect teacher motivation and community support, further diminishing the effectiveness of their engagement in health development initiatives. Overall, these challenges highlight critical areas that require strategic intervention to empower teachers, enhance resource availability,



foster collaboration and improve community appreciation; all of which are vital for strengthening teachers' roles in community health promotion in Enugu North LGA.

Research question 4: What are the strategies to Enhance Teachers' Contributions to Community Health Development in Enugu North LGA

Table 4: The strategies to Enhance Teachers' Contributions to Community Health Development in Enugu North LGA.

Variables	NO	Mean	Standard deviation	Decision
Provide regular and specialized training in health education.	200	3.58	0.45	Strongly Agree
Foster collaboration between teachers and health agencies	200	3.49	0.52	Agree
Increase funding and provision of teaching aids	200	3.44	0.5	Agree
Recognize and motivate teachers through incentives and awards.	200	3.38	0.55	Agree
Reduce teacher workload to allow more engagement in health activities	200	3.3	0.6	Agree

The data reveal strong support among respondents for a range of strategies aimed at improving teachers' effectiveness in community health promotion in Enugu North LGA. The strategy with the highest mean score (3.58) is the provision of regular and specialized training in health education, which was strongly agreed upon. This underscores the perceived importance of continuous capacity building to equip teachers with updated knowledge and skills necessary for effective health education delivery. Respondents also agreed on the need to foster collaboration between teachers and health agencies (mean = 3.49). This highlights the value placed on partnership and coordination between education and health sectors to enhance the reach and impact of community health initiatives in Enugu North LGA.

The strategy to increase funding and provision of teaching aids received a mean score of 3.44, reflecting agreement on the necessity of adequate resources to support health education activities in Enugu North LGA. Access to teaching materials and financial support is critical for practical and engaging health promotion efforts. Recognition and motivation through incentives and awards scored a mean of 3.38, indicating that respondents view teacher motivation as an important factor in sustaining engagement and performance in community health roles in Enugu North LGA.

Finally, reducing teacher workload to enable greater participation in health-related activities garnered agreement with a mean score of 3.30. This suggests that workload



is seen as a limiting factor, and alleviating it would allow teachers in Enugu North LGA more time and energy to contribute to health promotion efforts. Overall, the relatively low standard deviations (ranging from 0.45 to 0.60) indicate consistent agreement among respondents on these strategies. The findings point to a comprehensive approach involving training, collaboration, resource provision, motivation, and workload management to enhance teachers' contributions to community health development in Enugu North LGA.

Conclusion

This study explored and evaluated the role of teachers in community health development within Enugu North LGA, with a focus on the challenges hindering these roles, stakeholders' perception of these roles and strategies that can strengthen these roles. The findings reveal that teachers in Enugu North LGA occupy a pivotal position as both educators and community mobilizers, effectively influencing students' health behaviours and, by extension, the wider community's health practices. The high mean scores across key indicators demonstrate that teachers in Enugu North LGA actively engage in organizing health lessons, participating in sanitation efforts, collaborating with health officers during immunization drives, and encouraging healthy lifestyle choices among students.

Stakeholders, including health officers and parents, largely acknowledged these positive contributions of teachers to community health promotion in Enugu North LGA. Approximately 85% of respondents agreed on the effectiveness of teachers in this regard, affirming their critical role in disseminating health knowledge and facilitating preventive health behaviours. This aligns with previous researches that similarly underscores teachers' influence in shaping health literacy and community well-being.

Despite these encouraging findings, the study identified several significant challenges that constrain teachers' ability to fulfil their health promotion roles optimally in Enugu North LGA. Notable among them is inadequate training in health education which affects teachers' preparedness and confidence in delivering health-related contents.

Addressing these challenges would require practical strategies; such as regular specialized training for teachers, improved partnership between educational and health sectors, increased allocation of resources, and formal recognition and motivation of teachers in Enugu North LGA through awards or incentives. It is with these conditions that secondary school teachers in Enugu North LGA will qualitatively function as agents of community health development; with contributions that can significantly impact health outcomes, foster healthier communities and contribute to national development goals.



Recommendations

Based on the findings, the study recommends:

1. Implementation of Regular Health Education Training

Government of Enugu North LGA and Enugu state should ensure that teachers undergo periodic training on relevant health topics to enhance their competence in health promotion.

2. Strengthening of Collaboration with Health Agencies

Local education authorities should partner with health departments to coordinate joint community health campaigns and workshops.

3. Improvement of Resource Allocation and Infrastructure

Government should equip Schools in Enugu North LGA with adequate teaching aids, health education materials, and funding to support community health activities.

4. Introduction of Recognition and Incentive Programs

Teachers who contribute significantly to health promotion should be publicly recognized and rewarded by Government and stakeholders through awards, promotions, or stipends.

5. Reduction and Rebalancing of Teacher Workloads

School administrators should consider assigning health duties to specific staff or creating roles such as "School Health Coordinator" to allow deeper focus.

6. Promotion of Community Awareness and Support

Community leaders and parent groups should be educated on the value of teachers' roles in health to foster stronger cooperation and respect.

7. Policy Integration at the Government Level

Ministries of Education and Health should jointly integrate community health responsibilities into educational policy and curriculum planning.

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