BUILDING A SAFER WORLD THROUGH EDUCATION

Edited by
M.K. AKINSOLA
K.O. OJOKHETA
J.A. ADEMOKOYA

UNIVERSITY OF IBADAN LIBRARY

BUILDING A SAFER WORLD THROUGH EDUCATION

UNIVERSITY OF IBADAN LIBRARY

Edited by
M. K. AKINSOLA
K. O. OJOKHETA
J. A. ADEMOKOYA

Published by:

Faculty of Education
University of Ibadan
Ibadan, Nigeria

ISBN: 978-2860-74-3

Copyright ©
Faculty of Education
University of Ibadan
Ibadan, Nigeria

Printed by: Gab Educ. Printers :
08076454388

First Published 2017

All rights reserved. This publication should not be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or otherwise, provided it is used only for educational purposes and is not for resale, and full acknowledgement is given to the Faculty of Education, University of Ibadan as the original publisher.

Views and opinions expressed in this publication are the responsibility of the authors and should not, in anyway, be attributed to the Faculty of Education, University of Ibadan or the institutions to which they are affiliated.

UNIVERSITY OF IBADAN LIBRARY

Contents

Page

1. Using Technology To Bring A Positive Change in The Lives of Adult Literacy Learners: Excerpts From Some Innovative Projects-**Omobola Adelore, PhD, Gloria Adedoja, Ph.D, Solomon Ojedeji**
   * *Department of Adult Education*
   ** *Department of Science Technology and Mathematics Education*
   ***Department of Adult Education University of Ibadan* - 1 - 16

2. Students' Consciousness and Demand For Legal Rights In Tertiary Institutions In Nigeria: Implications For A Safer Environment In Higher Institutions- **Atanda, A. I**
   Department of Educational Management
   University of Ibadan, Ibadan, Nigeria - 17 - 30

3. The Place Of Academic Optimism, Locus of Control And Learning Intentions of Sandwich Degree Students In Government-owned Tertiary Institutions In Osun State, Nigeria - **Alebiosu, Yejide O. (Ph.d), M. O. Ogundokun, Ph.D**
   **Osun State University*
   ***Department of Guidance and Counselling*
   University of Ibadan, Ibadan. - 31 - 46

4. Vocabulary Knowledge, Content Familiarity, Attitude and Students' Achievement In Drama In Literature-in-english: Implication of Findings In Building A Safer World.
   Ezeokoli, F.O. , Akinsulire, Y. P.
   Department of Teacher Education, University of Ibadan, Oyo State, Nigeria. - 47 - 66

5. Teaching Productivity Among University Staffers In Oyo and Osun States As An Antidote For A Safer World: Issues of Organizational Commitment And Workload

UNIVERSITY OF IBADAN LIBRARY

Adewuyi Habeeb Omoponle, Jimoh, A. M. Ph.d
Department of Guidance and counselling Faculty of Education, University of Ibadan, Nigeria. - 67 - 82

6. The Role of Core Cognitive Life Skills In Redirecting Academic Stress Among Learners With Hearing Impairment
Afusat Olanike Busari, PhD.
Department of Guidance and Counselling University of Ibadan Ibadan, Nigeria - 83 - 104

7. Education For Citizenship, Sustain Abledemocracy and Development In A Multi-cultural Society: The Nigerian Experience - **S.O. Ajitoni, Ph.D**
Department of Arts and Social Sciences Education University of Ibadan,Ibadan. - 105 - 129

8. Demographic Factors And Pre-service Teachers ICT Utilization Capacity In The University Of Ibadan Open Distant Learning Programme, Nigeria-
Isah, Emmanuel.A. (Ph.d) , Odedoyin, Moses.A.
Department of Educational Management, Faculty of Education, University of Ibadan, Ibadan, Nigeria- 130 -144

9. Heal The World: Understanding Palliative Care of Terminally Ill Individuals.
Sanda, Mercy Olufunmilayo Ph.d., Oyewole, Femi Ebenezer
**Department of Adult Education, University of Ibadan, Ibadan.*
***Department of Adult Education, University of Lagos, Akoka.* -145-167

10. Functionality Of Teaching Biology In Senior Secondary School In Nigeria For Securing A Safer World
Adedamola A. Kareem. Ph.D
Department of Science and Technology Education University of Lagos, Nigeria. - 168-186

UNIVERSITY OF IBADAN LIBRARY

11. Attitude Of The Sighted Public Towards Persons With Visual Impairment: Implications For Building A Safer Society
Ejmanya, Ekelediridiukwu E, Okelola Olakunle S., Okoh Bibiana I.
Dept. of Special Education University of Ibadan- 187-205

12. Psycho-social Factors Affecting Adherence To Antiretroviral Therapy Among People Living With Hiv/Aids In Health Facilities In Ibadan Metropolis
OmotoshoT.Elizabeth, Uwakwe C.B.U Ph.D
**Oyo State College of Nursing and Midwifery Ibadan, Nigeria*
***Department of Guidance and Counselling Faculty of Education, University of Ibadan, Nigeria. -* 206-227

13. Conflict Management: An Indispensable Tool In Building A Safer World In A Violent School Environment
Christianah Oluwakemi Alabi
Department of Curriculum &Instruction Emmanuel Alayande College of Education, Oyo.- 228-246

14. Influence Of Teaching-learning Quality On Employability of Secondary School Students In Oyo State
Adedeji, S.O., Odiase, Kehinde Ben
**Professor of Economics of Education Department of Educational Management*
***Academic Advisor; Dept. of Educational Management Distance Learning Centre University of Ibadan, Ibadan -* 247-265

15. Sexuality Education As Sustainable Paradigm For Building A World Free of Sexually-related Diseases Among Senior Secondary School Girls In Oyo State Nigeria
Ojedokun, I. M. Ph. D
Department of Social Work, Faculty of Education, University Ibadan, Ibadan, Nigeria- 266-284

UNIVERSITY OF IBADAN LIBRARY

16. Towards A Safer World: The Imperativeness of The Educational Philosophy Of 3hs
Omokhabi, Abiola Adiat Ph.D, Fadiya Abiodun Adesope, Ph.D, Babalola Najim Akorede
Department of Adult Education, University of Ibadan, Nigeria- 285-294

17. Women In Community-Driven Development: Implications For A Safer World- **Olajide, O. E. Ph.D**
Department of Adult Education University of Ibadan, Ibadan - 295-308

18. Building A Safer World Through A Regulated Workers' Education In Nigeria- **Oyelekan Ayantunji**
Department of Human Resources Development, Osun State University, Okuku Campus,-Osun State, Nigeria- 309-316

19. Building A Safer World For The Old People: The Need For Professional Education In Social Gerontology
Momoh Agbomehre Medinat Ph.D, Adegbola Gbeminiyi Mujaheed
Department of Adult Education University of Ibadan, Ibadan - 317-333

20. Understanding Key Components Of Managing Conflict: Implications For Building A Safer School Environment
Dr.Olayemi Jumoke Abiodun-Oyebanji
Department Of Educational Management Faculty of Education University of Ibadan- 344-350

21. Cognitive Restructuring Therapy On Reduction of Mathematics Anxiety Among Senior Secondary School Students In Two Local Government Areas of Oyo State, Nigeria
Adetola, O. Adeyemi Ph.D, E.O. Oladunmoye, Ph.D
Department of Guidance and Counselling University of Ibadan, Oyo State Nigeria- 351-374

UNIVERSITY OF IBADAN LIBRARY

22. Demographic Factors Affecting Co-habitation Among Undergraduate Students Of Government Tertiary Institutions In Oyo State: Advocating Safer Relationships On Campus
Dr. Olufunmilayo O. Folaranmi , Gugong, Alfred Helen (MSW)
Department of Social Work Area Council Service Commission University of Ibadan. - 375-394

23. Educational Management Training: A Requisite For Institutional Administrators In Building A Safer World
Agbojo Amos Olorunwa
Department of Educational Management, University of Ibadan, Ibadan, Nigeria- 395-410

24. Expressed Pre-retirement Feelings Of Immigration Officers In South-west Nigeria: Implication For Asafer World Through Education
Awosanya O.O. , Lawrence, K. C
University Of Ibadan, Ibadan, Nigeria- 411-428

25. Exploring The Potentials Of Safety-based Training For Building Workplace Safety Culture In The Manufacturing Industries
Ojo Funmilola Elizabeth (PhD)
Department of Adult Education, Faculty of Education, University of Ibadan- 429-450

26. National Youth Service Corps Skill Acquisition and Entrepreneurship Development Scheme: Opportunities and Challenges - **Adisa Biodun Olubunmi Akanni**
Department of Adult Education, University of Ibadan, Ibadan, Nigeria- 451-463

27. Social Media, Peer Influence And Family Structure As Facilitators In-school Adolescents' Sexual Risky Behaviour In Osun State: Implication For Safer World
Falaye A. O., Lawrence C.K., Oyelade O.
Department of Guidance and Counselling, University of Ibadan- 464-481

UNIVERSITY OF IBADAN LIBRARY

28. Building A Safer World: Sustaining A Declining Quality of Secondary Education In Ibadan Metropolis of Oyo State
Kemi Victoria Awofiranye
Department of Educational Management
University of Ibadan, Ibadan.- 482-496

29. Adolescents Sense Of Identity And Its Implications For Developmental Appropriate Interventions For Building A Safer World Through Education
Ofole Ndidi Mercy (Ph.D)
Department of Guidance and Counselling,
Faculty of Education University of Ibadan, Nigeria- 497-521

30. Smoking Behaviour, Rebellion And Aggression As Correlates of Antisocial Dispositions Among Adolescents In Remand Homes In Ogun, Osun and Oyo States
Adebowale, Titilola Adedoyin (Ph.D)
Department Of Social Work, Faculty Of Education
University Of Ibadan, Ibadan- 522-541

31. Translating Words To Deeds: Achieving Gender Equality In The Nigerian Educational Sector Through Building A Safer World - **Dr.Chinwelhuoma**
Department of Educational Foundations
National Open University of Nigeria, Abuja- 542-560

32. An Appraisal Of Underdevelopment In Nigeria's Education Sector And Potential Remedies: A Quest Towards Building A Safer Nigerian Society
Chukwu, Christian Chima PhD, & Ikwun, Rigobert Odama
**Department of Sociology/Intelligence & Security Studies,*
Novena University, Ogume, Delta State, Nigeria;
***Department of Haematology,*
University of Calabar, Calabar.- 561-574

UNIVERSITY OF IBADAN LIBRARY

33. Stakeholders' Participation In School Health Programs: Pathway To Safer Schools For A Safer World.
Adewale Owolabi, Amao-Taiwo, Bukola
**Medifield Healthcare **University of Lagos-* 575-586

34. Perceived Participatory Decision Making, Provision of Infrastructure And Safety Culture In Nigerian Universities, Lagos State- **Okeleke, Queen Oluwatoyin; Nwankwo, Sarah Princess; Oladejo, Maruff Akinwale , Ejiogu, Aloy**
Department of Educational Management
University of Lagos, Akoka- 587-603

35. Analysis of Selected Contemporary African Drama In Building A Just And Safer Society
Clement Olujide Ajidahun, Ph.D
Department of English Studies Adekunle Ajasin University
Akungba Akoko, Ondo State- 604-617

36. Analysis Of Safety Education In The Construction Industry In Lagos State, Nigeria: Implications For Building A Safer World
Bankole Akanji Rafiu Ph.d, Ajala Anthony, Genty Kabiru Ph.D & Oderinde Michael Adekunle
Dept. of Industrial Relations and Personnel Management
Faculty of Management Sciences Lagos State University, Ojo.- 618-634

37. The Challenges Of Inadequate Physical Facilities In Public Secondary Schools Towards Building A Safer School Environment
Oluwatoyin Isaiah Awolola, Bolaji Gabriel Popoola
Department of Educational Management
University of Ibadan, Ibadan.- 635-652

38. Prevalence Of Juvenile Delinquency: A Strategic Threat To Building A Safer World - **FAMUYIWA, S.A. (Ph.D)**
Department of Human Kinetics and Health Education
University of Ibadan, Ibadan- 653-667

UNIVERSITY OF IBADAN LIBRARY

39. Exploring The Perspectives of T. S. Eliot's Work: "Murder In The Cathedral" For Building A Violence-free World
Odiaka, Stella Ifeyinwa Ph.D.
Department of Adult Education University of Ibadan, Ibadan- 668-679

40. Predictors Of Under-utilisation of Telemedicine Services Among Healthcare Practitioners In Oyo State Hospitals
Araromi, O.I and Oladipo, I.O.
Dept. of Human Kinetics and Health Education University of Ibadan, Ibadan, Nigeria- 680-698

41. Life Skills For Social Media Usage And Safety Behaviour Among Young Adults - **Omoregie C. O Ph.D**
Department of Adult Education University of Ibadan- 699-706

42. Between A Safer Society And A Safer School School: The Quest For Psychology Of Peace - **Oyesoji Aremu**
Strategic Studies Unit Institute for Peace and Strategic Studies, University of Ibadan- 707-730

43. Anatomy And Implications Of Hate Speeches In Building A Safer World- **Ojokheta, K.O. Ph.D, Akintola, M. A.**
Department of Adult Education,University of Ibadan, Nigeria- 731-742

44. Insecurity: Barriers To A Successful Provision Of Basic Education To Nomads
Professor Rashid, A. Aderinoye, Dr. Mildred Goren
**Dept. of Adult Education, University of Ibadan*
***Education Consultant Abuja, Nigeria-* 743-761

45. Education: A Smart Power Approach To Making The World Safe- **Samuel F.Ogundare**
Professor and Dean, College of Social and Management Sciences, Tai Solarin University of Education, Ijagun, Ijebu-Ode, Ogun State, Nigeria. - 762-783

UNIVERSITY OF IBADAN LIBRARY

46. Building A Safer Workplace: Factors Influencing Healthy Work Place Among Teaching Staff In Selected Universities
Ukpabi, Donatus Ph.D., Ishola, Ajibola. A.
**Department of Adult Education, University of Ibadan, Ibadan, Nigeria.*
***Department of Psychology, University of Ibadan, Ibadan, Nigeria. -* 784-805

47. Building The Culture of Peace And Peaceful Co-existence In Nigeria: The Transformative Power of The Social Media
Ojokheta, K.O. Ph.D; Oladeji, S.O. PH.D
**Professor, Department of Adult Education, University of Ibadan, Nigeria*
***Lecturer, Department of Adult Education, University of Ibadan, Nigeria-* 806-822

48. Student Academic Success In The University Of Ibadan: A Holistic Approach To Disciplinary Measures
Olufunmilayo O. Arotiba
Principal Assistant Registrar & Faculty Officer
Faculty of Education University of Ibadan- 823-837

49. Social Studies Education As An Effective Training Tool For Values and Character Development of Nigerian Youth
Ajogbeje, Olamide Olutoke
Social Studies Department, Osun State College of Education, Ila-Orangun.- 838-855

50. Implications Of Parents' Knowledge, Attitude and Practices of Child Physical Abuse In Building a Safer World
Adebunmi Oyebisi, Oyekola & Dele, Melekeowei
Department of Guidance & Counselling, University of Ibadan, Ibadan- 856-872

51. Knowledge and Attitude towards Upper Respiratory Tract Infectionsa among swimmers of Lagos State Sports Council
Omonode Tamaranmiebi Christine
Dept. Of Choaching And Training National Institude Surulere Lagos , Nigeria 873 -887

UNIVERSITY OF IBADAN LIBRARY

TOWARDS A SAFER WORLD: THE IMPERATIVENESS OF THE EDUCATIONAL PHILOSOPHY OF 3HS

Omokhabi, Abiola Adiat Ph.D,
Fadiya Abiodun Adesope, Ph.D,
Babalola Najim Akorede
Department of Adult Education,
University of Ibadan, Nigeria

Abstract

This paper x-rayed how the educational philosophy of the 3Hs could help to build a safer world. The theme humanistic philosophy in regards to building a safer world is worth critical study. The world has remained volatile and vulnerable with series of kidnapping, arm conflicts and unrest in the societywhich has affected the population. Education has been regarded as a basic component of human development and single most important means for empowerment and sustained improvement in all well being. 3Hs of Educational Philosophy which are Humane society, Human commonwealth, and Humanistic tendencies are highly imperative in combating and resolving the unrest and building a safer world. This study concluded that Nigerian educational system should tailored her educational philosophy using 3Hs will not only help in building rational human being that will contribute meaningfully to the development of the society but also in the building of a safer world. 3Hs could be seen as an alternative for building a safer world.

Introduction

Overview of Educational Philosophy

Every nation has educational philosophy well entrenched in each nation's National Policy on Education.The educational philosophy clearly specifies the goals and objectives of the educational system and the mechanisms for achieving the goals and objectives. In Nigeria for example according to NPE (2004) education is an instrument "par excellence" for effecting national development. It is, therefore, the most important instrument of change. The philosophy of Nigeria's education is based on:

the development of the individual into a sound and effective citizen;
the full integration of the individual into the community; and the pro-

UNIVERSITY OF IBADAN LIBRARY

vision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system.

National Education Objectives

According to the National Policy on Education (2004), the objectives are as follows:

the inculcation of national consciousness and national unity;
the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
the training of the mind in the understanding of the world around; and the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society

Most countries Nigeria inclusive pay much emphasis on the intellectual or cognitive knowledge; that is learning of the subject-matters that is skills people must have or know to deal with future while less emphasis is usually accorded the non-intellectual or affective dimensions of learning.

Intellectual or cognitive knowledge; - includes content knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts and concepts that is developing intellectual abilities and skills. There are six major categories, starting from the simplest behavior (recalling facts) to the most complex (Evaluation)

Non-intellectual or affective dimension: includes feelings, values, appreciation, enthusiasms, motivations, and attitudes.

The intellectual/cognitive learning most emphasized upon has some shortcomings which includes individual learning, competitive learning and massive use of norm-referenced evaluation as evaluation pattern of learning (where learners are compared and evaluated based on the progress and accomplishments of other learners).The implication of this is the production persons who un-

UNIVERSITY OF IBADAN LIBRARY

derstand and pay attention to themselves but usually fail to understand and pay attention to others as well as the difficulty in relating to and with others.

Towards a New educational Philosophy

A new educational philosophy must be developed to pay equal emphasis and attention to both intellectual orcognitive knowledge and non-intellectual or affective dimensions.Such educational philosophy must be based on 3Hs: Humane society, Human commonwealth, and Humanistic tendencies.To achieve humane society, the society needs commonwealth of all humans who have humanistic tendencies (the preservation and enhancement of all things human).An humane society is where people develop to understand others, values each other respecting the personhood and dignity of fellow human beings, relate better with each other, and live together with others as fully functioning individuals. To achieve humane society, Nigerian educational system and philosophy must be structured in line with humanistic education to stop or minimize cruelly as human beings are the most curious and capable curators of knowledge in the known universe.

Humanistic Education

Humanistic education (also called person-centered education) is an approach to education based on the work of humanistic psychologists, most notably Abraham Maslow and Carl Rogers. Carl Rogers the "Father of Humanistic Psychology" and devoted much of his efforts toward applying the results of his psychological research to person-centered teaching where empathy, caring about students, and genuineness on the part of the learning facilitator were found to be the key traits of the most effective teachers. Humanism, a paradigm that emerged in the 1960s, focuses on the human freedom, dignity, and potential. A central assumption of humanism, according to Huitt (2001), is that people act with intentionality and values. Humanists also believe that it is necessary to study the person

UNIVERSITY OF IBADAN LIBRARY

as a whole, especially as an individual grows and develops over the lifespan. It follows that the study of the self, motivation, and goals are areas of particular interest. Key proponents of humanism include Carl Rogers and Abraham Maslow. A primary purpose of humanism could be described as the development of self-actualized, autonomous people (Rogers, & Freiberg, 1994). In humanism, learning is student centered and personalized, and the educator's role is that of a facilitator. Affective and cognitive needs are key, and the goal is to develop self-actualized people in a cooperative, supportive environment (DeCarvalho, 1991). In humanistic education, emphasis is placed on the good and welfare of the learners rather than the body of information/knowledge to be learnt. In a more general sense the term includes the work of other humanistic pedagogues, such as Rudolf Steiner (1984), Trahair, 1999, Timothy Leonard, (2008) and Maria Montessori. All of these approaches seek to engage the "whole personthe intellect, feeling life , social capacities, and artistic and practical skills are all important focuses for growth and development. Important objectives include developing students' self-esteem, their ability to set and achieve appropriate goals, and their development toward full autonomy

The Focus of Humanistic Education

Lei (2007) submitted that the Humanistic approach, on which humanistic education is based, emphasizes the importance of the inner world of the learner and places the individual's thought, feelings, and emotions at the forefront of all human development. Aloni (2007) remarked that unlike the previously authoritarian educational traditions, which overlooked physical or psychological humiliation of unruly students, humanistic education is after all committed to a social and intellectual climate defending students against intellectual oppression, physical punishment, and dishonor. According to the humanistic stance which says that people's unique dignity remains in their creative imagination, critical reason, moral sensitivity, autonomous will and unique personality, it is crucial for humanistic educa-

UNIVERSITY OF IBADAN LIBRARY

tion to prioritize the value of human dignity over any other economic, religious, nationalistic or ideological set of values (Aloni, 2007). Humanistic education contribute to the development of energetic, positive, self-respecting caring human beings who can meet all challenges.

Principles of Humanistic Education

There are five basic principles of humanistic education:

* Students should be able to choose what they want to learn. Humanistic teachers believe that students will be motivated to learn a subject if it's something they need and want to know.
* The goal of education should be to foster students' desire to learn and teach them how to learn. Students should be self-motivated in their studies and desire to learn on their own.
* Humanistic educators believe that grades are irrelevant and that only self-evaluation is meaningful. Grading encourages students to work for a grade and not for personal satisfaction. In addition, humanistic educators are opposed to objective tests because they test a student's ability to memorize and do not provide sufficient educational feedback to the teacher and student.
* Humanistic educators believe that both feelings and knowledge are important to the learning process. Unlike traditional educators, humanistic teachers do not separate the cognitive and affective domains.
* Humanistic educators insist that schools need to provide students with a nonthreatening environment so that they will feel secure to learn. Once students feel secure, learning becomes easier and more meaningful.

The five basic principles of humanistic education can be summarized as follows:

* Students' learning should be self-directed.
* Schools should produce students who want and know how to learn.
* The only form of meaningful evaluation is self-evaluation.
* Feelings, as well as knowledge, are important in the learning process.
* Students learn best in a nonthreatening environment.

UNIVERSITY OF IBADAN LIBRARY

The Goal of Humanistic Education

The goal of humanistic education, according to Maples (1979), moves beyond cognitive and intellectual education to let in the education of the whole person. It regards personal growth and the growth of creativity and to some extent the self-directed learning. The end of education is the same as the end of psychotherapy: making a fully functioning person. Receptiveness to experience, an existential path of living in which life is ongoing, flexible, adaptive process, and faith in the organism as the foundation for behavior are characteristics of the person who is able to learn and to conform to change Lei (2007) maintains that the humanistic education is characterized by learner-centeredness in which the aim is not merely developing the cognitive and linguistic capabilities of the learners but also paying attention to the learners' emotions and feelings.

In summary ,the goals of humanistic education is :

- The development of persons who are open to change and continued learning.
- The development of persons who strive for self-actualisation.
- The development of persons who can live together as fully functioning individuals.
- Assisting learners to grow and develop in accordance with their needs and interests.

How to achieve Humanistic Education

- Teachers must teach subjects in a more humane manner that is not being a judgmental but understanding.
- Teachers must recognise and value the uniqueness of each learner.
- Teachers must be encouraged to make use of criterion referenced evaluation in the assessment of learning.
- Teachers must work on the self-concept of all learners as part of the teaching-learning process. A positive and negative self-concept can promote or inhibit learning.

UNIVERSITY OF IBADAN LIBRARY

- Teachers must strive in educating the non-intellectual or affective aspects of the learners, that is learners who understand others and can relate very well with others.
- Teachers must place responsibility of learning on the students.
- Emphasis of teachers must be on learning rather than teaching.
- Emphasis of the teacher must be on the students-their needs, interests, desires, and welfare-rather the instruction or body of knowledge.
- The act of learning must be based on experimentation and discovery rather than strict teaching of subject matters.
- Teachers must encourage group learning since the best ways to foster growth and cooperation among learners through groups in order to develop social and effective skills.
- Therefore, teachers must make use of discussions, small group projects, committees and teams as instructional techniques to avoid competition thereby learners learn together and encourage each other.
- Teachers must begin to see their role in the classroom as that of a helper and partner in the learning process. Teachers should allow students to have a choice in the selection of tasks and activities whenever possible help students learn to set realistic goals

The connection among the 3Hs

Education remains a powerful means for producing an humane society that is whyAghenta (2006) submitted that trained personnel bring about national development. The level of education of an individual in any society determines the level of development in that society. In the same vein, Akinpelu (2001) and Oyedepo (2011) sees education as the foundation of the great transformation of every nation. People who are educated in their cultures should be generally seen as the best of humanity. Educated people should be able to understand and adapt to the life situations in their immediate society and should be able to contribute to its development. Dienye, (2012) submitted that educational system that does not provide humane society become suspected.

UNIVERSITY OF IBADAN LIBRARY

An humane society is made up of commonwealth of humane individuals who understand others and relate positively with them. The humane individuals can better be produced through humanistic education. Dienye (2012) submitted that society has vested the educational institution with the responsibility of moulding the ideas, habits and attitudes of learners so as to produce well balanced personalities that are physically strong, mentally alert, emotionally stab le, culturally sound and socially efficient. In essence, when the 3Hs are in place, only then can we begin to think of a safer world.

Conclusion and Recommendation

Human beings are the ones building nuclear weapon from the intellectual knowledge, primary problem of human beings are no longer physical but human ones ecology, starvation, overpopulation, nuclear power, atomic bombs. Therefore, to achieve a saferworld requires responsible citizens that is people of goodwill, caring people, willing and able to pull their skills into society that is where humanist education comes into relevance.

Education is not only a pivotal tool in preventing and combating unrest and violent in society, it shapes behaviours and identities (Smith, 2011; Odubo&Tobor, 2016). As a result, such education should start from the family where family could learn to love one another, share items and things, problems and imbibe into their children the spirit of love for one another and for those around them. Also, in situations where families are experiencing divorce, violence and instability the component of humanistic education should cater for such categories of families as they could pose a threat to continuous stability of society due to the social problem associated with such families. 3Hs of Educational Philosophy (Humane society, Human commonwealth, and Humanistic tendencies) has potential of building a safer world because it will not only help to resolve conflicts and unrest within the family but also provides opportunities for betterment of life towards producing individuals

UNIVERSITY OF IBADAN LIBRARY

with capabilities to live at peace with one another and such individuals will be endowed with freedom of will, rational thinking, moral conscience as well as empathic. It is therefore recommended that policy maker should work towards the development and adoption of the humanistic educational system into the school curriculum starting from family to the tertiary level.

References

Aghenta J.A. (2006) Manpower Planning, Higher Education and Employment in Nigeria: Nigeria Academic of Education Year Book No. 4 Lagos

Akinpelu J.A. (2001) Looking Forward: Nigerian Education in the 21st Century, Nigerian Journal of Educational Philosophy: Philosophy of Education Association of Nigeria, Ibadan

Bloom B. S. and Krathwohl, D. R.(1956) Taxonomy of Educational Objectives: The Classification of Educational Goals, by a committee of college and university examiners. Handbook I: Cognitive Domain. New York, Longmans, Green, 1956.

DeCarvalho, R. (1991). The humanistic paradigm in education. The Humanistic Psychologist, 19(1), 88-104.

Dienye V.U. (2004) Sociology for Education Students: Amethyst and Colleagues, Port-Harcourt.

Dienye V.U. (2011) Education and societal development: the quality imperative. African Journal of Education and Technology, Volume 1 pp. 15-24

Foster, S. W. (1984), "An Introduction to Waldorf Education", The Clearing House, Vol. 57, No. 5, pp. 228-230

Huitt, W. (2001). Humanism and open education. Educational

UNIVERSITY OF IBADAN LIBRARY

Psychology Interactive. Valdosta, GA: Valdosta State University. Retrieved September 11, 2007, from the URL: http://chiron.valdosta.edu/whuitt/col/affsys/humed.html.

Oyedepo D. (2011) Quality Education and National Development: National Mirror 22 July, 2011.

Rogers, C., and Freiberg, H. J. (1994).Freedom to learn (3rd Ed.). New York: Macmillan.

Smith, A. (2011). Education and peacebuilding: From 'conflict - analysis' to 'conflict transformation'? FriEnt Working Group on Peace Development. Retrieved from http://www.ineesite.org/uploads/files/resources/Smith,_ A2.pdf

Timothy L. (2008).Pedagogies of the Imagination: Mythopoetic Curriculum in Educational Practice, Springer 2008, p. 232

Trahair, R. C. S. (1999) Utopias and Utopians: an historical dictionary, Greenwood Press, 1999, p. 348

Tuomas T. (2010) Contributions of Formal Education to Social Development – What do we Know on the Basis of Research Evidence?. Journal of Education and Research Vol. 2,1-8

UNIVERSITY OF IBADAN LIBRARY