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Healthy lifestyles and job performance of Academics: A theoretical perspectives

ABSTRACT

The health related lifestyle behavior has been neglected in Nigerian Universities and as such causing deaths among the lecturers. Living a healthy lifestyle could reduce heart diseases, blood pressure and diabetes. The study adopted survey method. The population of the study was 5,310 lecturers across the six Federal Universities in South West, Nigeria. From the population, 372 were sampled. Structured questionnaire were used to collect data. From the 372 copies of questionnaire distributed; 278 were returned which gave 75% response rate. Data were analyzed using percentages, mean, standard deviation as well as relationship. Findings revealed that all information gathered on healthy workplace environment has positive significant relationship with job performance (teaching effectiveness) of lecturers ($r=0.43$, $P<0.05$). Healthy lifestyle practices has no significant relationship with job performance ($r=0.38$, $P>0.05$). Healthy workplace culture also has significant relationship with job performance of lecturers ($r=0.33$, $P<0.05$). Moreover, healthy workplace environment and Healthy workplace culture are the most important factors that contribute to job performance (teaching effectiveness) of lecturers. The study therefore, recommended that there is need for university management to provide health information and also look into the issues of healthy environment and healthy culture in a workplace for improved job performance.

Key words: health information, healthy living, healthy lifestyle, workplace health and safety management, job performance of lecturers

Introduction

The main functions of universities worldwide are teaching, research and extension service. To achieve these functions, universities are expected to contribute to the factors that will enhance the job performance of lecturers for the actualization of the universities' mission and vision. Considering the role lecturers play in the society, the need to improve their performance is important. Individual performance is of high relevance to organizations, and individuals show high performance when a certain task is accomplished. The significant part of lecturing job is teaching which contributes to improvements in practice, influence a new generation of professionals and developing innovative ways of thinking. The most effective ways in which any university could achieve its goals and objectives is for the lecturers to perform excellently.

Performance encompasses some certain behaviours that are characteristic of individuals. It assesses whether a person performs a job well or not. Lussier (2000) believes that performance is the means of evaluating how effectively and efficiently employee use resources to achieve objectives. Muchinsky and Culbertson (2013) describe job performance as a set of workers' behaviour that can be measured, monitored and assessed as an achievement at individual level. Ogbogu (2017) defines job performance as

continuous improvement of the employees in an organization. This depends on the productivity of employees; if they are productive; they perform well and achieve the targets of the organization. Universities are expected to play a vital role in the growth and development of the country. In view of this, Olusadun and Anulika (2018) agree that the major role of higher institution of learning is the provision of professional training and knowledge for the development of the individual and the society at large. That is to say, the extent to which these roles are achieved depends greatly on the level of performance of academic staff. Alabi, Muritala and Lawal (2012) define lecturers' job performance as an index of lecturer effectiveness, which refers to the relationship between the characteristics of teaching and their effect on educational outcome in classroom teaching. Lecturers are expected to participate in activities and professional development that build skills in effective communication, leadership and team building.

Lecturers' job performance is how a lecturer executed the teaching-learning activities in a university. In view of this, Fao and Seo (2012) opine that academic job performance is a multi-dimensional concept which involves various indicators. Teaching effectiveness is the extent to which application of input in terms of teaching brings desired result in output and quality. It is a function of method, techniques and attitude of an individual in terms of job performance (Uchendu, Nnaji & Nwafor, 2016). It is done systematically by professionals who have acquired some skills and knowledge either by training or experience or both. To make desirable impact; teaching must aim at total development of the individual, that is, to enhance intellectual capabilities, developmental and cognitive intellectuality, foster psychosocial skills, and draw out neuro-physical aptitude of the learners (Akinmusire, 2012). Effective teaching may include high level of creativity in analyzing, synthesizing and presenting knowledge in new and effective ways. It should imbibe in the learners the ability to be analytical, intellectually curious, culturally aware, employable and capable of leadership (Okolie, 2014). Effective teaching implies the use of clearly formulated objectives by the teacher, illustrated instruction that will enable students to acquire desired knowledge content and skills, apply the knowledge to classroom and other related problem, think and take independent decision and the use of effective evaluation technique by the teacher. Akomolafe (2010) identifies the characteristics of effective teaching to include: attention on students achievement, quality teaching responsive to students learning processes, effective and efficient learning opportunities, pedagogical practices that create cohesive learning communities, effective links between school and cultural context of the school, multiple tasks to support learning cycles, aligned curriculum goal effectively, feedback on students' task engagement among others. The objectives of effective teaching as

stated by Adegbile (2008) include assisting learners to conceptualize ideas, process thoughts and develop their potentials; contribute to thinking and creativity in the subject; nurture and sustain students' interest; suit the circumstance of teaching and learning; and suit the individual teacher ability and interest. Akiri (2013) says lecturer competence in teaching process is a multi-dimensional concept that measures numerous interrelated aspects of sharing knowledge with learners which include communication skills, subject matter expertise, lecturer attendance, teaching skills and lecturer attitude. All these could be achieved if the lecturers are healthy and are mentally stable. To be healthy means; to have a work life balance, quality health and good well-being and not just merely the absence of disease and infirmity, while lifestyles is often used to refer to the way people live and is also the reflections of social values, attitude and activities. It also entails behaviour that is characteristics to individual such as food habits, sleeping and resting, alcohol intake, smoking, exercising etc. Health according to WHO (2011) is a multifaceted concept that incorporates seven dimensions, namely social, emotional, physical, intellectual, spiritual, environmental and occupational wellness. Being healthy is an important aspect in one's life and is a prerequisite for having long life. It is pertinent for higher institutions of learning to provide and promote health among lecturers since they remain the major stakeholders of the universities. The approach to which this is being promoted can potentially enhance the contributions of lecturers through performance so as to improve the quality of the university. This could be achieved by protecting the health and promote the well-being of staff in a workplace by creating supportive working, learning and living environment, this is also known as occupational health. The incessant deaths among lecturers nowadays are alarming and it may be due to stress, unhealthy lifestyle behaviour of the lecturers, unhealthy workplace environment and other external factors such as infrastructures. Therefore, it is necessary to assess the lifestyle practice and health status of university lecturers for improved job performance.

Healthy workplace model propounded by WHO (World Health Organization)

Healthy workplace model is propounded by World Health Organization and it aimed to foster a workplace environment for the improved job performance of workers. A healthy workplace environment is critical to the well-being of every employee. It is essential for the overall performance of individual at work. But to achieve a healthy work environment; we are often challenged to think differently about our culture, habits and day-to-day practices at work. A healthy workplace environment is ideal when it comes to maintaining a positive outcome in a stressful atmosphere. The most important thing that influences

employee motivation and happiness, and how productive and efficient they can be, is their working environment. According to the model, there are three aspects to look into when promoting occupational health; they are Healthy workplace environment, healthy lifestyle practice and workplace culture. A healthy workplace environment involves the physical environment of the office and the occupational health & safety of employees. Working in a clean and comfortable office can have tremendous effects on the interactions among colleagues. The model says that an employer should provide an office with good sunlight, and make efforts to provide a relaxing atmosphere with comfortable furniture, working equipment and add a few work lights to make it brighter.

The model proposes that employees will care for the organization they are working for if they know that they are being looked after by improving their healthy lifestyle and providing all health resources and health information that could make them perform well. Employees are the best asset of every organization, and putting effort into employee wellness can encourage better teamwork, increased productivity and reduce sick leave and workplace accidents. Organization can encourage healthy lifestyle of employees by having a weekly exercise program. The model also says that employees are likely to perform better when they perceive that they are receiving good care from the organization.

Every organization has their own corporate culture that determines its value and it usually creates a standard that employees generally follow. When organization creates a positive workplace culture that is being practiced by employees, the environment of the workplace will tend to be healthier as everyone would have nothing to be upset or unhappy about. The model says a great workplace culture can keep employees productive and even improve job performance and can help the organization to retain the best employees. However, the variables from the model will serve as independent variables in this study.

Statement of the problem

Job performance of lecturers entails teaching, supervision, marking and submission of grades, knowledge creation and knowledge distribution through research and publication which plays a critical role in promoting the prosperity of a nation and well-being of its citizens in this knowledge-based era. Likewise, lecturers are expected to contribute productively, and operate from an ethical base that demonstrates integrity, perform to the best of their ability and set performance goals that stretch and continue to enhance quality in research and teaching. But Osaat and Ekechucku (2017) found out that there was a moderate level in lecturers' job performance generally, and job performance has been linked to good health. It has been observed (personal observation) that lecturers in federal Universities often slump and

died during teaching and marking of examination scripts, and that they experience psychosocial risks at work due to unhealthy and unsafe working conditions. Could this be that the rampant sudden deaths among lecturers is as a result of occupational ill-health?. The provision of good working environment and promotion of health, safety and well-being of employee at a work place may likely improve job performance of lecturers. Therefore, based on these, this study therefore, seeks to establish if promotion of occupational health could improve job performance (teaching effectiveness) of academics.

Objectives of the study

1. To ascertain the level of job performance (teaching effectiveness) of lecturers in federal universities in South-West, Nigeria
2. To establish the nature of healthy workplace environment that operate in federal universities in South-West, Nigeria
3. To establish the healthy lifestyle that are being practiced in federal universities in South-West, Nigeria
4. To establish the healthy workplace culture that are being practiced in federal universities in South-West, Nigeria

Hypotheses

1. There is no significant relationship between healthy workplace environment and job performance (teaching effectiveness) of lecturers in federal universities in South-West, Nigeria
2. There is no significant relationship between healthy lifestyle practices and job performance (teaching effectiveness) lecturers in federal universities in South-West, Nigeria
3. There is no significant relationship between healthy workplace culture and job performance (teaching effectiveness) of lecturers in federal universities in South-West, Nigeria

Literature review

The type of work environment in which employees operate determines the way in which such organization prospers. The well-being and productivity of the workforce is conditional on a well-functioning work environment with minimum risk factors for illness. Baterman, (2002) explained that a safe work environment exists when the organization has done everything possible to establish the conditions that encourage success and to remove the causes of accidents. Safe and healthy work environment provides the organization and its employees with the opportunity to achieve high

performance. The problems of insufficient working environment coupled with low performance of academic staff in the high education sector such as universities are receiving increased global attention. As such, George (2015) conducted a study on the impact of the prevalent work environment on academic staff job performance in Uganda University. The study listed out some factors that could enhance job performance of academic staff. The result established that the prevalent work environment significantly affect the job performance of academic staff. This is buttressed by the presupposition that lack of good work environment, without any reasonable doubt, grossly impairs work performance of employees in any institution.

Al-Omari and Okasheh (2017) also investigated the influence of work environment on job performance, the findings revealed that all the situational constrains factors such as noise, office furniture, office space, temperature, ventilation and light, are the major work environment conditions that have negative impact on job performance and should gain more attention. On boosting the job performance of academic staff in Nigerian tertiary institutions which has remained a challenging managerial problem in the country, Eluka and Okafor (2015) affirm that Nigerian university working conditions is one of the poorest among the developing countries in the world. However, Nigerian workforce is the least motivated to work due to environmental and physical conditions confronting employees every day in their workplace. Even physical facilities where provided are not adequately maintained for optimal utilization by the workers who need them for their convenience and comfort while at work. Agba and Ocheni (2017) conducted an empirical research to examine the effects of work environment (with specific emphasis on electric power supply) on job performance of academic staff in public and private universities in Nigeria. Results of the study revealed the existence of a significant positive relationship between regular and adequate electric power supply to offices and the job performance of lecturers in terms of teaching, research and administration.

Personal health or healthy lifestyle practices is a process which changes lifestyles and increases control of individuals over their health. A healthy lifestyle leaves you fit, energetic and at reduced risk for disease, based on the choices you make about your daily habits. Good nutrition, daily exercise and adequate sleep are the foundations for continuing good health. Research shows that employees have the best chance to succeed when they are healthy. Safiye and Aliye, (2017) said a workplace directly influences physical, mental, economic and social wellbeing of workers. Kar (2015) established that large gaps exist between and within countries with regard to the health status of

workers, and only a small minority of the global workforce has access to occupational health services. He also stated that 2 million people die each year globally as a result of occupational accidents and work-related illnesses or injuries. Healthy living is a lifelong effect and there are ways of being healthy which include healthy eating, physical activities, weight management, and stress management. There are also some evidences to indicate that higher levels of well-being may have a causal impact on levels of job performance in some circumstances. According to Gupta (2009), wellness programs promote employee health by providing education on health issues, encouraging lifestyle changes designed to reduce risk of illness or providing early warning of developing health problems through screening for cases like high blood pressure, high cholesterol, blood sugar levels, HIV/AIDS and other illnesses. Such programs boost employee morale and increase job performance.

According to a systematic review of published work on academics well-being says academics face higher mental health risk than other profession and listed lack of job security, limited support from management and the weight of work related demands on their time were among the factors affecting the health of academics. Health education in the university environment is an ideal and cost-effective means of developing healthy lifestyles. In the educational study carried out by Hsiao, Chen and Hung (2005), significant increases were reported in the total and subscale score averages of healthy life style behaviours.

Uedo and Niino (2012) in their article of the effect of mental health programmes on employee performance found that the relationship between health and performance is statistically significant and that the organization that offer more of the highly rated health program practices have better organization performance outcomes. In the same vein, Yu and Bang (2013) conduct a study on impact of improved health to organizational performance. The results found that employees with low well-being have a substantially higher probability of exhibiting behaviours that will negatively affect organizational outcomes, both in terms of direct health-related costs, as well as organization performance measures, than employees with high well-being. Drannan (2016) conducts a study on relationship between physical exercise and job performance; the result revealed that physical exercise had a significant relationship with job performance. Health benefits from physical exercise are the standard reason for individuals to begin and continue exercising on a regular basis. Research has been conducted to show that physical exercise has in fact been proven to increase mood and increase job performance. Many psychologists and top companies have incorporated physical exercise into the

corporate strategy to help increase mood and job performance which results in more productive employees. WHO (2010) found that steady aerobic exercise improved the brain's ability to solve problems and make decisions fast and effectively. After exercise, people seemed to be able to concentrate and focus much better than before. They were better able to block information that was irrelevant to the task at hand, and responded much faster to information relevant to the task.

Organizational culture has been defined as the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization. Dave and Ulrich (2011) define organizational culture as unwritten customs, behaviours and beliefs that determine the rules of the game for decision-making, structure and power. Jepkorir, Lagat and Ng'eno (2017) investigated the effects of organizational culture on job performance in commercial banks in Kenya. From the findings the study established that team orientation should be considered as the first option, since it is clearly best to ensure job performance executives, managers, and employees should be committed to their work and feel that they own a piece of the organization. People at all levels also should feel that they have at least some input into decisions that will affect their work.

The aspect of culture at a workplace that concerns with health and safety, risks and hazards, is hence called health and safety culture. The assumption is that if humans operate in a good work environment that is safe, healthy, ergonomically sound, creative, and so on, these beneficial factors will improve job performance. If a workplace sets a high priority on the health of employees who in turn, are healthier, they will have better job performance. Lin (2014) studies the multilevel model of organizational health culture and the effectiveness of health promotion. The study developed the Organizational Health Culture Scale to measure employee perceptions and aggregated the individual data to formulate organization-level data. Organizational effectiveness of health promotion included four dimensions: planning effectiveness, production, outcome, and quality, which were measured by scale or objective indicators. The result shows that organizational health culture had a significant effect on the planning effectiveness and production of health promotion. In addition, results of cross-level moderating effect analysis demonstrated that the effects of organizational health culture on three dimensions of employee effectiveness were completely mediated by health behaviour. The result of the study also stated that organizational health culture and employee health behaviour help improve employee job performance.

Methodology

This study adopted a survey research design. The population for this research was five thousand three hundred and ten (5,310) lecturers in six federal universities in South-West, Nigeria. The sample size comprise 372 (three hundred and seventy two) from the population. Structured questionnaire was used to collect data for this study. The questionnaire for this study was sub divided into five different sections. Five-point Likert-type scale was used for the items and respondents were asked to place themselves on the continuum scoring scale. Out of 372 copies of questionnaire distributed, 278 copies were returned which gave 75% response rate. The result was subjected to descriptive and inferential statistics using SPSS version 22.

Results of the analyses

Table 1: Level of job performance of lecturers in Federal Universities in South West, Nigeria

Teaching Effectiveness	Very high extent	High extent	Moderate extent	Very low extent	Low extent	Mean	SD
I give course outlines to students on time	125 (45.0)	117 (42.1)	23(8.3)	6(2.2)	1(2.5)	4.25	0.887
I recommend or give reading notes/materials to students	94 (33.8)	139 (50.0)	41(15)	4(1)		4.16	0.720
I enter my class at scheduled times and according to time table	110 (39.6)	128 (46.0)	31(11.2)	9(3.2)		4.22	0.769
I read and correct students 'projects/dissertations/theses on time	118 (42.4)	103 (37.1)	44(15.8)	13(4.7)		4.17	0.862
I give test, assignments and field work to students in every course i teach	112 (40.3)	101 (36.3)	55(19.8)	9(3.2)	1(0.4)	4.13	0.865
I mark all the assignments given to students and give feedback of continuous assessment test (CAT) on time as expected	102 (36.7)	93 (33.5)	72(25.9)	11(4.0)		4.03	0.887
I allow students to participate actively during my teaching	109 (39.2)	107 (38.5)	50(18.0)	6(2.2)	6 (2.2)	4.10	0.919

Table 1 above shows the level of job performance (teaching effectiveness) of lecturers. The result indicates the mean and standard deviation of each statement. These are “I give course outlines to students on time; mean=4.25, SD=0.887. I recommend or give notes/materials to students: mean=4.16, SD=0.720. I enter my classes at scheduled times and according to time table: mean=4.22, SD=0.769. I read and correct students` projects /dissertations/ theses on time; mean=4.17, SD=0.862. I give test/assignments and field work to students in every course I teach: mean=4.13, SD=0.865. I mark all the assignments and gave feedback of continuous assessment test on time; mean=4.03, SD=0.887. I allow my students to participate actively during my teaching; mean=4.10, SD=0.919.

Table 2: nature of healthy working environment that operate in federal universities in South-West, Nigeria

Statements on healthy workplace environment	SA	A	MA	D	SD	Mean	Std. Dev
My workplace environment is quiet for me to facilitate my work	66 (23.7)	102 (36.7)	71(25.5)	26(9.4)	13(4.7)	3.65	1.083
My office is large enough for me to work	45 (16.2)	91 (32.7)	75(27.0)	49(17.6)	18(6.5)	3.35	1.138
There is always cross ventilation in my office	53 (19.1)	103 (37.1)	72(25.9)	41(14.7)	8(2.9)	3.54	1.070
I am comfortable with the room temperature in my office	60 (21.6)	87 (31.3)	81(31.3)	42(15.1)	8(2.9)	3.54	1.077
I am comfortable with the level of hygiene in my workplace	44 (15.8)	90 (32.4)	97(34.9)	42(15.1)	1(1.8)	3.45	0.989
There is always constant power supply to facilitate work in my university	29 (10.4)	91 (32.7)	105(37.8)	45(16.2)	8(2.9)	3.32	0.962
The lighting and sun rays in my office is adequate for me to enhance work in my university	278 (100.0)	37 (13.3)	101 (36.3)	43 (15.5)	5 (1.8)	3.41	0.963

Table 2 indicates the nature of healthy working environment that operate in federal universities under study. The result shows the mean and standard deviation of each statement. These are “my

workplace environment is quiet for me to facilitate my work; mean=3.65, SD=1.083. My office is large enough for me to work; mean=3.35, SD=1.138. There is always cross ventilation in my office, mean=3.54, SD=1.070. I am comfortable with the room temperature in my office; mean=3.54, SD=1.077. I am comfortable with the level of hygiene in my workplace; mean=3.45, SD=0.989. There is always constant power supply to facilitate work in my university; mean=3.32, SD=0.962. And finally, the lighting and sun rays in my office is adequate for me to enhance work in my university; mean=3.41, SD=0.963”

Table 3: Healthy lifestyle that are being practiced in federal universities in South-West, Nigeria

Healthy lifestyle practices	SA	A	MA	D	SD	Mean	SD
There is no proper measure to guide against occupational ill-health in my university	51 (18.3)	76 (27.3)	87(31.3)	51(18.3)	13(4.7)	3.36	1.118
There is provision for financial subsidy for fitness equipment in my institution	19 (6.8)	55 (19.8)	101(36.3)	73(26.3)	30(10.8)	2.86	1.072
My university allows breaks for physical exercise to ensure my well-being	21 (7.6)	21 (7.6)	95(34.2)	60(21.6)	23(8.3)	3.05	1.065
There is constant provision of health information to maintain healthy lifestyle (say no to smoking, no to hard drugs and drug abuse) by health workers in my university	32 (11.5)	61 (21.9)	101(36.3)	62(22.3)	22(7.9)	3.07	1.104
My university subscribe to health resources for access such as print and electronic database to enhance healthy lifestyle	18 (6.5)	68 (24.5)	99(35.6)	71(25.5)	22(7.9)	2.96	1.038
My university allow flexibility in timing and length of work to ensure healthy lifestyle	25 (9.0)	66 (23.7)	93(33.5)	80(28.8)	14(5.0)	3.03	1.044
There is constant provision of quality health services and medical check-up for maintaining healthy lifestyle in my institution	24 (8.6)	66 (23.7)	102(36.7)	59(21.2)	27(9.7)	3.00	1.090

Table 3 above shows the practices of healthy lifestyle in federal universities under study. The result shows the responses of respondent. These are ‘There is no proper measure to guide against

occupational ill-health in my university; mean=3.36, SD=1.118. There is provision for financial subsidy for fitness equipment in my institution, mean=2.86, SD=1.072. My university allows breaks for physical exercise to ensure my well-being; mean=3.05, SD=1.065. There is constant provision of health information to maintain healthy lifestyle (say no to smoking, no to hard drugs and drug abuse) by health workers in my university; mean=3.07, SD=1.104. My university subscribe to health resources for access such as print and electronic database to enhance healthy lifestyle; mean=2.96, SD=1.038. My university allows flexibility in timing and length of work to ensure healthy lifestyle; mean=3.03, SD=1.044. There is constant provision of quality health services and medical check-up for maintaining healthy lifestyle in my institution; mean=3.00, SD=1.090”

Table 4: Healthy culture that are being practiced in federal universities in South-West, Nigeria

Healthy workplace culture	SA	A	MA	D	SD	Mean	SD
My institution consciously educate employees on health and safety hazards	27 (9.7)	104 (37.4)	74(26.60)	57(20.5)	16(5.8)	3.25	1.068
Probable risks are defined in my Institution	11 (4.0)	90 (32.4)	90(32.4)	71(25.5)	16(5.8)	3.03	0.985
There are policies, laws and rules that guide occupational health and safety in my university	9 (3.2)	86 (30.9)	106(38.1)	65(23.4)	12.(4.3)	3.05	0.919
There is provision of safety tools and equipment in my university	26 (9.4)	74 (26.6)	106(38.1)	59(21.2)	13(4.7)	3.15	1.011
Occupational safety regulations is followed in my university	11 (4.0)	99 (35.6)	90(32.4)	66(23.7)	12(4.3)	3.11	0.957
Adequate damages are paid in case of occupational injury in my university	30 (10.8)	74 (26.6)	87(31.3)	70(25.2)	17(6.1)	3.11	1.089
Adequate and timely treatment is provided on occupational hazard in my university	27 (9.7)	75 (27.0)	111(39.9)	48(17.3)	17(6.1)	3.17	1.025
Periodical health examination are undertaken in my university	20 (7.2)	80 (28.8)	855(32.4)	59(21.2)	24(8.6)	3.05	1.065
There is provision for compensation of occupational accidents in my university	17 (6.1)	76 (27.3)	103(37.1)	59(21.2)	23(8.3)	3.02	1.032
There is a regular assessment of working environment to identify hazard and risk factors that may affect work in my university	18 (6.5)	69 (24.8)	104(37.4)	58(20.9)	29(10.4)	2.96	1.066

There is constant training and provision of information on occupational health and safety in my university	15 (5.4)	73 (26.3)	90(26.3)	63(22.7)	37(13.3)	2.88	1.108
My university does not practice occupational health and safety to financial implications involved	35 (12.9)	68 (24.5)	85(30.6)	69 (24.8)	20 (7.2)	3.11	1.136

Table 4 showed the nature of healthy culture that is being practiced in federal universities in South-West, Nigeria. The result shows the mean and standard deviation of each statement. “My institution consciously educated employees on health and safety hazards; mean=3.25, SD=1.068. (47.1%). Probable risks are defined in my institution; mean=3.03, SD=0.985. There are policies, laws and rules that guide occupational health and safety in my university; Mean = 3.05, SD = 0.919. Similarly, There was provision of safety tools and equipment in my university; mean=3.15, SD=1.011. Operational safety regulations are followed in my university; mean=3.11, SD=0.957. Adequate damages are paid in the case of occupational injury in my university; mean=3.11, SD=1.089. Adequate and timely treatment is provided on occupational hazard; mean=3.17, SD=1.025. Periodical health examinations are undertaken in my university; mean=3.05, SD=1.065. There is provision for compensation of occupational accidents; mean=3.02, SD=1.032. There is regular assessment of working environment to identify hazards and risk factors that may affect work in my university; mean=2.96, SD=1.066. There is constant training and provision of information on occupational health and safety in my university; mean=2.88, SD=1.108. Finally, my university did not practice occupational health and safety due to financial implication involved; mean=3.11, SD=1.136.

Hypothesis one: there is no significant relationship between healthy working environment and teaching effectiveness.

Table 5: Relationship between healthy workplace environment and teaching effectiveness

Variables	N	Mean	Std. deviation	r	Sig	Remark
Healthy workplace Environment	278	3.39	1.046	0.43	0.000	Significant

Teaching effectiveness	278	3.24	0.813			
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Table 5 above shows the relationship between healthy workplace environment and teaching effectiveness. The result indicates that there is a significant positive relationship between them; therefore the null hypothesis is rejected ($r=0.43$, $p<0.05$). This implies that healthy working environment is necessary for teaching to be effective.

Hypothesis two: there is no significant relationship between healthy lifestyle practices and teaching effectiveness.

Table 6: Relationship between healthy lifestyle practices and teaching effectiveness

Variables	N	Mean	Std. deviation	r	Sig	Remark
Healthy lifestyle Practices	278	2.14	1.057	0.38	0.272	Not significant
Teaching effectiveness	278	3.24	0.813			

Table 6 indicates that there is no significant relationship between healthy lifestyle practices and teaching effectiveness ($r=0.38$, $p>0.05$). Therefore, the null hypothesis is accepted. This implies that healthy lifestyle that are been practiced in federal universities in South-West, Nigeria cannot be used to predict teaching effectiveness.

Hypothesis three: there is no significant relationship between healthy workplace culture and teaching effectiveness.

Table 7: relationship between healthy workplace culture and teaching effectiveness

Variables	N	Mean	Std. deviation	r	Sig	Remark
Healthy workplace culture	278	3.09	1.105	0.33	0.041	Significant
Teaching effectiveness	278	3.24	0.813			

Table 7 above indicates the significant positive relationship between workplace healthy culture and teaching effectiveness of lecturers ($r=0.33$, $p<0.05$). The null hypothesis is therefore rejected. Meaning

that for teaching to be effective, universities must practice health and safety culture so as to allow lecturers to be committed to their job.

Discussion of findings

The study sought to investigate the relationship between the healthy practices and job performance (teaching effectiveness) of lecturers in federal universities in South-West, Nigeria. From the result in table one, it was discovered that lecturers depict very high and high extent on each statement asked on teaching effectiveness. It could imply that lecturers in federal universities are dedicated and committed to their teaching jobs despite all the challenges confronting them. This assertion corroborates the submission of Okolie (2014) that for teaching to be effective, lecturers must have high level of creativity in analyzing, synthesizing and presenting knowledge in new and effective ways. The result from table 2 shows that high percentage of lecturers strongly agreed or agreed that their workplace environment (office conditions) are quiet and large enough for them to facilitate their work, and that their offices' room temperature, lighting, ventilation and sun rays are adequate enough for them to enhance work in their respective universities. This finding corroborates the finding of Ikonne (2014) who find out that environmental workplace factors especially office conditions is high enough to predict job satisfaction, and also predict job performance in this context. Table 3 shows that high percentage of lecturers ascertained that healthy lifestyle are not being practiced in their institutions. This is in line with the work of Uedo and Niino (2012) who find out that organization that offer more of the highly rated health programme practices have better performance outcomes. Table 4 indicates that high percentage of respondents stated their opinions that workplace culture on health and safety are not being practiced or operated as such in their universities. This finding are comparable with the finding of Lin (2014) who studied the multi-level model of organizational health culture scale to measure employee effectiveness, the result of the study shows that organizational health culture had significant effect on the planning effectiveness and production of health promotion. From the result of hypotheses; table 5 shows that there is positive significant relationship between healthy workplace environment and teaching effectiveness. This implies that healthy environment is a determining factor to improve job performance. This is ascertained in the work of Agba and Ocheni (2017) that find positive significant effects of work environment on job performance of lecturers. Furthermore, the finding from table 6 indicates that there is no significant relationship between healthy lifestyle practices and teaching effectiveness. This implies that healthy lifestyle such as physical exercise; diet etc cannot be used to predict job performance. This

finding contradicts the findings of Drannan (2016), Eugeline and Adline (2016), and Eugene, Adline, Blessing and Okey (2017). Their studies revealed that physical activities significantly influence the job performance of lecturers. Finally, table 7 shows the relationship between healthy workplace culture and teaching effectiveness. The result indicates that positive significant relationship exists between healthy workplace culture and teaching effectiveness. It therefore, implies that healthy workplace culture is an important factor in determining teaching effectiveness. This is attributed to the work of Stephen and Stephen (2017); their study indicates significant impact of healthy culture on job performance of lecturers.

Conclusion and recommendations

Teaching effectiveness is an important aspect among the job performance of lecturers, it is the primary assignment that it should be considered first in any academic environment. It is a multi-dimensional concept that measures numerous interrelated aspects of sharing knowledge with learners which include communication skills, subject matter expertise, lecturer attendance, teaching skills and lecturer attitude. Health entails the physical, mental and social well-being of an individual; and health of an individual is a prerequisite of attaining high performance in any organization. However, from this study, it can be concluded that healthy workplace environment and healthy workplace culture are all important factors that elicit the achievement of teaching effectiveness among lecturers in federal universities in South-West, Nigeria.

The study recommended that university management should provide a safe workplace environment for lecturers to increase their efficiency and productivity. University should practice a healthy culture that would reduce occupational ill-health and accidents. Government should intervene by funding the university so as to improve upon the infrastructures to foster safe and healthy environment.

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