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HEALTH PROMOTION PRACTICES AS CORRELATE OF JOB PERFORMANCE OF BUSINESS EDUCATORS IN TERTIARY INSTITUTIONS IN SOUTH EAST, NIGERIA

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Abstract

This study investigated health promotion practices as correlate of job performance of business educators in tertiary institutions in South East, Nigeria. One research question and one null hypothesis guided the study. The study adopted a correlational research design and was carried out in South East Nigeria. The population comprised 262 business educators in public tertiary institutions offering business education programmes in the region. The population was manageable and accessible, the entire population was studied using census sampling technique. Two researcher-developed instruments titled "Health Promotion Practices Questionnaire (HPPQ)" and "Business Educators' Job Performance Questionnaire (BEJPQ)" were used for data collection. The instruments were structured on a four-point rating scale. Face and content validity of the instruments were established by three experts, while reliability coefficients of 0.89 for HPPQ and 0.75 for BEJPQ were obtained using Cronbach Alpha. Out of 262 copies of questionnaire distributed, 253 copies representing 97% were correctly completed and returned for analysis. Data collected were analyzed using Pearson Product Moment Correlation Coefficient through Statistical Package for Social Sciences (SPSS) version 25. Findings revealed that there was a moderate positive relationship between health promotion practices and job performance of business educators in tertiary institutions in South East, Nigeria. The findings further showed that the

relationship between health promotion practices and job performance of business educators was significant. The study concluded that health promotion practices play an important role in enhancing the productivity and effectiveness of business educators in the discharge of their professional responsibilities. Based on the findings, the study recommended among others that management of tertiary institutions should establish and strengthen health promotion programmes such as regular medical check-ups, wellness campaigns, stress management workshops, and physical fitness activities to enhance business educators' job performance.

Keywords: Health promotion practices, job performance, business educators, tertiary institutions.

Introduction

Tertiary institutions are important centers for human capital development, innovation, and socio-economic transformation in every nation. In Nigeria, tertiary institutions such as universities, colleges of education, polytechnics, and monotechnics are established to provide advanced knowledge, research, and community service for national development (Federal Republic of Nigeria (FRN), 2013). They are characterized by intensive teaching and research activities. Consequently, the achievement of institutional mandates depends largely on the effectiveness and productivity of lecturers who are responsible for delivering academic and professional training (Akin-Ibidiran Ogunode & Ibidiran, 2022). Among the various programmes offered in tertiary institutions, business education occupies a strategic position because of its role in preparing individuals with employable and entrepreneurial skills required for the modern labour market.

Business education is an aspect of vocational education that equips individuals with the knowledge, skills, attitudes, and competencies needed for employment, self-reliance, and effective participation in the business world (Umar et al., 2021). Business education develops entrepreneurial and employable skills through relevant curricula. Ndubuisi et al. (2022) explained that business education is skill-based, technology-driven, and work-oriented with the main goal of equipping students with employability skills for gainful employment or self-employment. In order to achieve this goal, business educators play significant roles in mentoring students, delivering instruction, conducting research, and preparing graduates capable of functioning effectively in a competitive global economy. In view of this, the effectiveness of business education programmes largely depends on the job performance of business educators.

Job performance refers to the extent to which lecturers effectively carry out their teaching, research, and community service responsibilities. Agboola and Ikonne (2018) defined performance as the level of effectiveness and efficiency with which employees utilize available resources to achieve organizational goals. In the academic environment, job performance includes preparation and delivery of lectures, supervision of students' projects, assessment of students, publication of scholarly works, participation in conferences, and community service activities (Namutebi, 2019). Ogbogu (2017) viewed lecturers' job performance as continuous improvement in productivity that contributes to institutional success. Similarly, Hassel and Ridout (2018) observed that effective lecturer performance enhances institutional productivity, whereas poor performance hinders the attainment of educational goals. Thus, sustaining high job performance among business educators is essential for improving educational quality and institutional effectiveness.

However, achieving effective job performance requires adequate institutional support. Institutional support refers to the policies, resources, programmes, and practices provided by institutions to enhance employees' well-being, professional growth, and productivity (Falola et al., 2020). In tertiary institutions, institutional support strategies include research grants, conference sponsorship, training opportunities, mentoring, administrative assistance, provision of instructional facilities, and staff welfare programmes designed to improve lecturers' effectiveness in teaching, research, and community service (Aaron et al., 2022). Similarly, Novitasari (2020) stated that institutional support reflects the extent to which institutions value employees' contributions and care about their well-being, thereby promoting motivation, commitment, and job satisfaction. as important dimensions of institutional support strategies.

One critical dimension of institutional support strategies that has received increasing attention in recent years is health promotion practices. Health promotion is an evidence-based approach aimed at improving individuals' physical, mental, and social well-being through coordinated policies, programmes, and activities that encourage healthy lifestyles and prevent diseases (Kumar & Preetha, 2012). Health promotion practices adopt a holistic approach by recognizing that physical, psychological, social, and environmental factors collectively influence employees' well-being and productivity. In tertiary institutions, health promotion practices are particularly important because lecturers are often exposed to excessive workloads, occupational stress, prolonged sitting, mental fatigue, and unhealthy work patterns associated with teaching, research, and administrative responsibilities.

In Nigerian tertiary institutions, health-related challenges among lecturers have become increasingly alarming. Agunanne et al. (2022) reported that many lecturers suffer from hypertension, obesity, diabetes mellitus, cardiovascular diseases, anxiety, and depression resulting from poor health practices and occupational stress. The authors further revealed that a significant proportion of academic staff experience stress-related illnesses annually, leading to reduced productivity, absenteeism, burnout, and declining institutional effectiveness. Similarly, Adetula and Olorunfemi (2023) observed that mental health challenges among lecturers have increased considerably due to workload pressures and inadequate institutional support systems. These challenges underscore the urgent need for comprehensive health promotion practices capable of improving lecturers' well-being and sustainable job performance.

Health promotion practices in tertiary institutions encompass a wide range of programmes and interventions designed to improve physical and mental health outcomes among lecturers. These practices include workplace wellness programmes, regular physical exercise, occupational health education, stress management training, periodic health screenings, ergonomic workspaces, flexible work arrangements, nutritional support initiatives, and substance abuse prevention programmes (Ajayi & Osundina, 2023; Adetula & Olorunfemi, 2023). Regular physical activities have been identified as effective strategies for reducing risks of cardiovascular diseases, hypertension, obesity, and depression while improving emotional stability and self-esteem (Agunanne et al., 2022). Furthermore, the Federal Ministry of Health, Nigeria (2019) emphasized the importance of preventive and promotive healthcare through the National Health Promotion Policy (NHPP), which seeks to improve the health and well-being of Nigerians through coordinated health initiatives. Aligning institutional wellness programmes with this policy can significantly improve lecturers' health outcomes and workplace effectiveness.

Empirical studies have consistently demonstrated positive relationships between health promotion practices and employees' job performance. For instance, Agboola et al. (2018) found that a healthy workplace environment significantly enhanced lecturers' teaching effectiveness and job performance. Similarly, Grossmeier et al. (2020) reported that workplace health promotion programmes improved employees' productivity. Chang (2024) also established a significant positive relationship between health promotion initiatives and employee productivity, while Van der Put et al. (2023) observed that effective health practices reduced absenteeism and presenteeism among workers. Supporting these findings, Foncubierta-Rodríguez et al. (2024) revealed that workplace wellness programmes positively influenced employee engagement and performance outcomes. In Nigeria, Alase et al. (2021) found a significant relationship between occupational

health practices and employees' performance, while Nwachukwu et al. (2020) reported that health practices significantly improved workers' productivity and job effectiveness. Likewise, Okeke-Ezeanyanwu et al. (2025) disclosed moderate positive relationships between comprehensive staff health programmes and lecturers' job satisfaction.

Despite the recognized importance of health promotion practices, many tertiary institutions in Nigeria still provide inadequate health support systems for lecturers. Akpong and Uzoigwe (2025) and Terwase and Abah (2026) noted that few institutions offer effective wellness programmes, mental health support services, or stress management training for lecturers. In the South-East region of Nigeria particularly, business educators continue to experience challenges such as excessive workload, inadequate funding, poor infrastructure, limited welfare packages, and insufficient institutional support, all of which negatively affect their health and job performance. Atah (2019) observed that business educators struggle with teaching, research dissemination, mentorship, and other professional responsibilities due to poor working conditions and low staff motivation. Similarly, Ukah and Atah (2021) reported that inadequate support systems contribute to ineffective teaching practices, absenteeism, low morale, and declining instructional quality among business educators. Although several studies have examined institutional support, employee engagement, and organizational commitment, limited empirical attention has been given to health promotion practices as a dimension of institutional support strategies influencing the job performance of business educators in tertiary institutions, particularly in South-East Nigeria. Most existing studies focused on institutional support in relation to business organizations, e-learning, innovation, or employees' engagement, with little emphasis on health promotion practices and lecturers' job performance. This gap in literature therefore necessitates the present study on health promotion practices and job performance of business educators in tertiary institutions in South-East Nigeria.

Statement of the Problem

Business education is widely recognized as an important instrument for entrepreneurship development, skill acquisition, and economic empowerment. The programme is expected to equip students with the knowledge, competencies, and entrepreneurial abilities needed for self-reliance and sustainable national development. The achievement of these objectives largely depends on the effectiveness and job performance of business educators who are responsible for training and preparing competent graduates for the world of work. However, there are growing concerns that the job performance of some business educators in tertiary institutions in Nigeria especially South

East region may not be meeting the expectations required for effective teaching, research, student mentorship, and curriculum delivery.

The researchers observed with concern that some business educators experience poor health conditions, stress, fatigue, and inadequate health promotion practices which contribute to reduced commitment to work, absenteeism, lateness to lectures, low productivity, and weak participation in academic activities. Some of these educators may also find it difficult to balance their health needs with demanding academic responsibilities, thereby affecting their effectiveness in carrying out their professional duties. These challenges appear to negatively influence the quality of teaching and learning in business education programmes. The continued poor job performance of business educators may have serious consequences on the quality of graduates produced in tertiary institutions, who lacked employability skills for self-reliance..

Although tertiary institutions and government agencies have introduced several initiatives aimed at improving the welfare and productivity of lecturers, many business educators still appear to face health-related challenges and stressful work conditions that may affect their performance. The researchers are therefore concerned that inadequate attention to health promotion practices among business educators may continue to undermine their job performance and the attainment of the objectives of business education in tertiary institutions. Despite the importance of health promotion practices in enhancing employees' productivity and well-being, empirical evidence on how such practices relate to the job performance of business educators in tertiary institutions in South East, Nigeria remains limited. It is against this background that this study was carried out to examine the relationship between health promotion practices and the job performance of business educators in tertiary institutions in South East, Nigeria.

Research question

The following research question guided this study;

1. What is the relationship between health promotion practices and the job performance of business educators in tertiary institutions in South East, Nigeria?

Research Hypothesis

The following null Hypothesis was tested at 0.05 level of significance;

1. There is no significant relationship health promotion practices and the job performance of business educators in tertiary institutions in South East, Nigeria.

Methods

This study adopted correlational research design. It was carried out in South-East Nigeria. The population of the study comprised 262 business educators in public tertiary institutions in South East, Nigeria that offer business education programme. There are five Federal Universities with 93 business educators, four State universities with 35 business educators, three Federal Collages of Education with 113 business educators and four State Colleges of education with 58 business educators. (Source: Business Education Departments of the various tertiary institutions as at 16th May, 2026). The entire population of 262 business educators was studied since the researchers considered the population manageable and accessible. Therefore, census sampling was employed for the study. The instrument for data collection consisted of two questionnaires titled "Health Promotion Practices Questionnaire (HPPQ) and Business Educators' Job Performance Questionnaire (BEJPQ). The HPPQ had two sections; A and B. Section A elicited demographic information of the respondents such as type of institution and years of teaching experience. Section B contained 10 items on health promotion practices. The two instruments (HPPQ and BEJPQ) were structured on a four point rating scale of Strongly Disagree (SD) = 1, Disagree (D) = 2, Agree (A) = 3 and Strongly Agree (SA) = 4.

The face and content validity of the instrument were ascertained using three expert judgments. Two of the experts were in Business Education and one expert in Measurement and Evaluation. The reliability of the two instruments was determined using pilot testing. Data collected were analyzed using Cronbach Alpha and Coefficient values of 0.89 for HPPQ and 0.75 for BEJPQ obtained. The researchers and six research assistants administered copies of the questionnaires to the respondents. Of the 262 copies of the questionnaire distributed, 253 (97%) copies were correctly filled and returned which were used for data analysis. Data collected for the study were analyzed using Pearson product moment correlation co-efficient to answer the research question and test the null hypothesis. The research question was based on the co-efficient (r) and the size of the correlation was interpreted using the interpretation of a correlation co-efficient by Bryman and Bell (2011): In testing the null hypothesis, when p-value is less than or equal to 0.05 ($P < 0.05$), the null hypothesis was rejected otherwise, the null hypothesis was accepted. The computations were done using Special package for Social Sciences (SPSS) version 25.

Results

Research Question 1: What is the relationship between health promotion practices and the job performance of business educators in tertiary institutions in South East, Nigeria?

Table 1

Pearson Product Moment Correlation (PPMC) Between Health Promotion Practices and the Job Performance of Business Educators

Variables	N	r	Remarks
Health Promotion Practices (X)			
	253	0.55	Moderate Positive Relationship
Job Performance (Y)			

Table 1 data show that the Pearson correlation coefficient (r) is 0.55, indicating a moderate positive relationship between health promotion practices and job performance of business educators. This suggests that increases in health promotion practices are associated with corresponding improvements in the job performance of business educators in tertiary institutions in South East, Nigeria.

Hypothesis 1: There is no significant relationship health promotion practices and the job performance of business educators in tertiary institutions in South East, Nigeria.

Table 2

Significance of Pearson Product Moment Correlation on Health Promotion Practices Predicting the Job Performance of Business Educators

Variables	N	r	Sig. (2-tailed)	Decision
Health Promotion Practices	253			
		0.55**	0.001	Significant

Job Performance of Business Educators 253

** Correlation is significant at the 0.01 level (2-tailed).

Table 2 data show that the Pearson Product Moment Correlation coefficient between health promotion practices and the job performance of business educators is r = 0.55 with a p-value of 0.001 at 0.05 level of significance**.** Since the p-value (0.001) is less than the 0.05 level of significance ($p < 0.05$)**,** the null hypothesis is therefore rejected. This means that there is a significant relationship between health promotion practices and the job performance of business educators in tertiary institutions in South East, Nigeria.

Discussion of Findings

Findings of the study revealed a moderate positive relationship between health promotion practices and the job performance of business educators in tertiary institutions in South East, Nigeria. This finding is supported by that of Okeke-Ezeanyanwu et al. (2025) which revealed a moderate positive relationship between health promotion programmes and job satisfaction of business educators. Similarly, Agboola and Ikonne (2018) reported that healthy workplace practices had a positive relationship with job performance. Alase et al. (2021) in agreement found a positive relationship existing between occupational health practices and employees' job performance. Furthermore, Falola et al. (2020) noted that institutional support strategies influence job performance of lecturers in tertiary institution. The findings of this study could be due to the improved physical and mental well-being of business educators. The moderate job performance of business educators could also be as a result of perceived value of health programmes which increases performance but limited by other factors. It could be that health promotion practices which can enhance business educators' physical and mental well-being are available and implemented in public tertiary institutions covered resulting in better fitness and moderate levels of job performance of business educators. However, the relationship on job performance may not be very strong or strong if health promotion practices provided are not adequate. This could be due to insufficient financial resources in most Nigerian public tertiary institutions, or due to business educators exhibiting poor attitude towards taking part in these health practices.

Findings of the study also revealed that the relationship between health promotion practices and the job performance of business educators was significant. The significant positive relationship observed in this study aligns with the Job Demands–Resources (JD-R) model which posits that job

resources such as health support, wellness programmes, and institutional care buffer job demands and enhance employee job performance (Bakker & Demerouti, 2017). Under this framework, health promotion practices act as valuable job resources that reduce strain and increase the capacity of educators to perform their roles effectively. By promoting physical health, psychological well-being, and stress management, health promotion practices help to sustain energy, motivation, and cognitive functioning necessary for high job performance of business educators.

Conclusion

The study concluded that health promotion practices play an important role in enhancing the job performance of business educators in tertiary institutions in South East, Nigeria. Therefore, improving health promotion practices among business educators can lead to better productivity and effectiveness in the discharge of their professional duties.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Management of tertiary institutions in Nigeria should establish and strengthen health promotion programmes such as regular medical check-ups, wellness campaigns, stress management workshops, and physical fitness activities, since health promotion practices have a moderate positive relationship with the job performance of business educators.
2. Administrators of tertiary institutions in Nigeria should formulate and implement policies that encourage healthy work environments; including adequate healthcare support, safe working conditions, and work-life balance initiatives, because the relationship between health promotion practices and the job performance of business educators was found to be significant.
3. Business educators in tertiary institutions in South-East, Nigeria should be encouraged to actively participate in health promotion activities organized by their institutions in order to improve their physical and mental well-being, which can enhance their effectiveness and productivity in carrying out academic responsibilities.

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