

# Health-Tips And Effective Service Delivery Of Social Science Education Academic Staff In Federal Universities In Nigeria

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## Abstract

Health is very critical for social science education academics, even when they possess the required knowledge, skills, techniques, availability of conducive work environment and the lecturer is not in good health, service delivery will be hampered. The research design adopted for the study is descriptive survey. The population of the study consists of all Social Science education academic staff in five South East Federal Universities in Nigeria. All the 208 social science education teachers were involved in the study because the population is manageable, so there was no sampling. A structured questionnaire developed by the researchers titled “health-tips and effective service delivery Questionnaire” (HESDQ) was used for data collection. The data collected were analysed using frequency, percentage, mean and standard deviation. The findings of this study revealed that more than half of the Federal Universities Lecturers are aware of the health practices. The findings also revealed that Federal University lecturers’ age below 30yrs have low extent on the use of health-tips.

**Keywords:** Health-tips, Service delivery, Social Science, Education, Academic staff

## Introduction

The importance of good health in the life of social science education academic staff in Nigerian universities cannot be overemphasized. There is a saying that “health is wealth”. For academic staff to be active, effective, efficient, committed and dedicated in executing their duties, good health is required. Academic staff are professors, readers, senior lecturer in the universities whose main duties include effective classroom teaching, academic advising and counselling of students and participation in departmental committee works (McNeese State University, 2020). Also, OECD Glossary of Statistical Terms (2020) submitted that academic staff includes staff personnel who hold academic rank like professor, associate professor, senior lecturer and other lecturers except graduate assistants whose primary assignment is instruction, research or public services and some personnel with titles like dean, director, associate dean and head of department whose principal duty is instruction and research.

In other words, academic staff are lecturers comprising of professors, associate professors, senior lecturers and other lecturers who guide learners to acquire knowledge, skills, competences and values to become functional citizens. The position of academics especially, social science education academic staff of universities in the production of manpower for national economic development is key and so their health should not be taken for granted. They are experts who assimilates information about the world and its people and makes it relevant and interesting to students (Social Science Career, 2018). The author maintained that social science education teacher is a person who makes history come alive, presents civics in meaningful way and broadens mind with philosophy. There is no gainsaying that social science education academic staff are faced with enormous work which might likely subject them to stress at one time or the other. Their health status should be an issue of concern hence the determination to investigate health-tips and effective service delivery of social science education academic staff in South East Universities in Nigeria.

Health is very critical for social science education academics, even when they possesses the required knowledge, skills, techniques, availability of conducive work environment and the lecturer is not in good health, service delivery will be hampered. Akubue (2000) observed that health is the backbone of all human activities and the source of all achievements. Therefore, without good health, life can become meaningless, unproductive, drab, painful and source of anxiety. Nordqvist (2017) defines health as a state of complete emotional and physical well-being. World Health Organisation (WHO) in 1948 defined health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (Nordqvist, 2017:11). Norqvist added that in 1986, WHO clarified the definition of health and states that “health is a resource for everyday life, not the objective of living. Health is a positive concept emphasizing social and personal resources as well as physical capacities”. Nordqvist (2017) from his own perspective, saw the word health as a state of complete emotional and physical well-being. From the above definitions, health is central in living long active life. If health is attributed to long and active life, it then becomes imperative to intimate academic staff in Federal Universities in Nigeria with health-tips to enable them acquire good health so as to be active in delivering their duty. Greycap (2018) observed that the use of health-tips result in reducing risks of life threatening diseases and their associate cost. In other words, if academic staff in the universities are able to check-up their health with the use of health-tips and live a healthy lifestyle, they might not contact or develop life threatening diseases which might be very costly to maintain and adversely affect their job delivery.

It has been observed that unhealthy lifestyles like lack of exercise, eating refined and canned foods (junk foods), alcoholism and smoking among others is common among individuals, academic staff of social science education in universities not exception. Healthy lifestyle is a way of living that lowers the risk of being seriously ill or dying early (WHO, 1999). Also, Davis (2019) sees healthy lifestyle or living as a situation whereby physical, emotional and mental health are balanced and function well in an individual. Healthy lifestyle can be attributed to the way an individual live that promote wellness and delays early death. Nossel (2013) opined that the trick to make ones lifestyle healthier is to make small healthy changes every day such as taking the stair-case instead of lifts, increase fruit intake, drink extra

glass of water and quit smoking and alcoholism. Eufic (2014) noted that lifestyle risk behaviour have been recognised as main contributor to morbidity and mortality in the society. The author maintained that most prevalent chronic health challenges such as cancer, cardiovascular disease, obstructive lung disease and diabetes are strongly linked to lifestyle such as lack of physical exercise, high calorie intake and excessive alcohol consumption leading to obesity, high cholesterol level and high blood pressure are precursors of these diseases. Shurney (2017) in agreement with Eufic (2014) submitted that lifestyle is the root cause of the growing problem of chronic disease among employees.

In the federal universities in the South East Nigeria, there has been cases of academic staff slump during lectures, inaugural lectures, when attending committee meetings or giving speech. The cause of these incidences may not be far from lifestyle risk behaviours. These lifestyles according to Cockerham, Wolfe and Bauldry, (2019) may have been acquired by the individual due to lack of knowledge or deliberate disregard or combination of the above, some individuals have practiced lifestyle that are physically self-destructive over time. This study is to raise the consciousness of the academic staff to threatening lifestyle and intimate them on good health behaviour. Girmann (2017) emphasized the role exercise plays in fostering lifelong health and wellness. The author advised that individuals should involve in exercise, cook fresh vegetables for themselves to encourage healthy habits rather than eating refined and canned foods. WHO (2020) in consonance with Girmann (2017) recommends that to ensure a healthy lifestyle, people should eat lots of variety of vegetables and fruits preferably fresh and local several times per day, eat nutritious diet based on variety of foods originating mainly from plants, rather than animals, control body weight by taking moderate to vigorous levels of physical activity preferably daily, replace fatty meat and meat products with beans, legumes, lentils, fish, poultry or lean meat among others. From the above, it can be deduced that regular use of local fruit, vegetables, foods and physical exercise are useful health-tips.

The word health-tips has not been defined as a word. Researchers have defined them separately. Health has been defined by different authors such as WHO (1948), Nordquist (2017) and Kresser (2015) as seen earlier in this study. From their definitions, it can be deduced that health is a resource that support an individual to function effectively in actualizing ones aspirations. On the other hand, tips has been defined as a useful piece of information or advice (Cambridge Dictionary, 2018). Considering the definitions of health and tips, health-tips can be defined as those information or advice that enable an individual to live a complete physical, mental and social well-being. Herbal (2018) observed that health-tips help people maintain optimal state of health. Akubue (2000) reported a study carried out on individual healthcare activities through health checks among senior staff members of the University of Nigeria, Nsukka, the findings of the study according to him revealed among others, that 58% of the participants were not aware of the value of health checks. Also, the study revealed that 58% of the participants had never had their eye (ocular) pressure checked for glaucoma and 80% had never checked their eyes for cataract. If this is the case, one may not be surprised that some of the social science education lecturers may be ignorant of the availability and use of health-tips. Cockerham, et al. (2019) noted that as a result of lack of knowledge or deliberate disregard for healthy lifestyle, some people live a lifestyle that endanger their health.

State Government of Victoria (2018) observed that a good balance between exercise and food intake is important as it helps to maintain muscle strength and healthy body weight. This implies that, the use of health-tips would enable academic staff of the universities overcome job stress, maintain body muscle and keep fit for effective service delivery. Sequel to the above discuss, Fila and Smith (2006) suggested that considering the prevalence of obesity and the association between diet and weight gain, it is necessary to develop intervention strategies that promotes healthy living such as health-tips. Following this observation, different types of health-tips have been discovered which are very beneficial to health. According to Herbal (2018) the benefits of health-tips include, detoxification, building of immune system and blood circulation in the body. Sometimes, unhealthy eating and lack of exercise as a result of ignorant of health-tips leads to the accumulation of cholesterol, toxins or blood lipid. Cholesterol is usually responsible for blood passage blockage in the blood vessels, veins, arteries and capillaries and this has been the cause of a lot of heart diseases such as high blood pressure, diabetes, heart failure, stroke, and cardiac arrest among others. To enable effective blood flow in the body systems, one needs to use health-tips on exercise and food (diet).

Exercise is very important to ensure that the body is healthy and strong enough to meet the day-to-day activities social science education teachers might face. Selvam (2015) submitted that if you need a healthy body, there is need to maintain the body by exercising daily. He added that regular exercise will help maintain health, strength, flexibility, balance and coordination. The author concluded that, exercise is beneficial because it helps to prevent heart diseases, build strong muscle and joints, increases metabolic functions, increases human brain functions and production of endorphins in the brain. To involve in exercises, (Atkinson, 2018; Astorino, 2018) observed that the following regular routine exercises will be of great benefit to lecturers: make everyday activities more active like climb the stair cases, involve in workout with friends and family members and join an exercise group such as dancing group or volley ball team. There are other exercises which one can perform while in the house or at home such as tongue and eyes exercise. It is pertinent to note that for a lecturer to perform his/her work effectively, he/she need clear eyes to read, healthy tongue to teach effectively and healthy brain for critical thinking. Sequel to the aforementioned, researchers have discovered health-tips that can aid in maintaining clear vision, moveable tongue and healthy brain. Tongue is a very important instrument for the teacher to perform his/her job effectively. For the lecturer to speak audibly in the classroom the tongue need to be flexible, move and be shaped in such a way that the teacher will be clearly heard by students. If the tongue becomes stiff, the teacher may not be able to convey his message to students. Sora (2018) observed that tongue has connection with the big brain and that when one is getting old or weak, the first sign to appear is, the tongue becoming stiff and often one tends to bite oneself when talking. As time goes on the stiffening of tongue might extend to other severe health issues if not remedied. Sora (2018) asserted that tongue exercise is very important to reduce the onset of a disease known as Alzheimer's, blood clot in the brain, throat infection and ear bussing among others. According to Sora (2018), Alzheimer's is a disease that causes problem with memory, thinking and behaviour and that the common symptom is difficulty in remembering. It can be seen that this disease (Alzheimer's) attack the major instruments which teachers work with, that is the

memory, thinking, remembering and behaviour. These are critical factors that determine the ability of the teacher to teach effectively. To assist academics, Sora (2018) suggested the following tongue exercises: (i) each day wash your face in the morning, (ii) stick out your tongue and move it to the right, then to the left for ten (10) times, and (iii) stick out your tongue, move it to the left, then to the right ten (10) times. He pointed out that if tongue exercise is practiced for a year, there will be remarkable improvement in brain retention, farsightedness and general wellness of the body.

In the same vein, the importance of eyes for a teacher is critical. Teachers read volumes of materials in text books, magazines, internet through computer or phone screen to prepare effectively for their lectures. This will not be possible if the lecturer does not have a clear healthy eyes. Lasik (2013) said that eye exercise as well as proper diet and rest are important for a long-term healthy eyes. This is an era when eyes is increasingly fixed on computer screen especially by lecturers, it therefore becomes imperative to adequately care for the eyes to keep it healthy. Webmd (2018) observed that staring at a computer or phone screen for long can cause eyestrain, blurry vision, trouble focusing at a distance, dry eyes, headaches, neck, back and shoulder pain. Lasik (2013) therefore, suggested the following health-tips to improve and maintain healthy eyes: (i) rub the palms together to produce low heat, then place them over the eyes for several seconds, (ii) roll the eyes slowly clockwise and then counter clockwise and do it 10 times per direction, (iii) rest the eyes (close your eyes) for 10 minutes after every 50 minutes of time spent reading on the computer, (iv) stare at a distant object, once it becomes clear, switch to a nearby one, when it comes into focus, switch to another distant object, repeat it five times, when you are done, relax your eyes by closing it for three or five minutes, (v) when reading on a computer, occasionally blink the eyes 10 times very quickly. Yoga (2018) agreeing with Lasik (2013) submitted that palming, blinking, changing focus of eyes forward and sideways simultaneously, rotational viewing, viewing upwards and down simultaneously, near and distance viewing will be of assistance in improving eyesight. Notwithstanding, these eyes exercises, Webmed (2018) is of the opinion that good eyes health starts with good food. The author pointed out that, intake of green vegetables can help to ward off vision problems.

Some foods and vegetables such as water, garden eggs, lemon, pumpkin, oil bean, pepperfruit among others have been noted to aid healthy life. However, this study will focus on the health benefit of water, garden egg leaf and lemon juice due to enormous health benefits embedded in them which will be of great importance to Social Science education academic staff. Water is very important in the body because it is responsible for transporting oxygen to all parts of the body. Thirumal (2014) submitted that water is most essential substance for everyone in the world and that if there is need for survival on earth that water is very crucial. This implies that social science education academic staff in South East federal universities in Nigeria, need to take sufficient water in other to survive the stress they experience on their job. Some people take cold, ice or warm water. To maintain a healthy life, it is advisable that people take warm water instead of cold or ice water. Thirumal (2014) pointed out that medical doctors advised that if one drinks warm or hot water, he/she stands to benefit good healthy skin, hair and it makes one look younger. The author further said that it is healthier to drink one or two glasses of water in an empty stomach early in the morning 45 minutes before food. He warned

that cold or ice water is very harmful at old age, that it closes the veins of the heart, creates problem in the liver and affects the internal wall of the stomach which result to cancer. According to Thirumal (2014), the health-tips of drinking warm or hot water in an empty stomach early in the morning include to keep the body clean and reduce diseases that attack the body, purifying colon, ease digestion, detoxification (removing toxin from the body), weight loss, blood circulation and reduction of chronic problems of constipation. By implication, drinking warm water will keep academics healthy enough to carry out their duty with dedication and commitment. In the same way, lemon has been identified to be very useful in maintaining healthy life.

Kresser (2015) reported that the study conducted by American Urological Association found that lemon juice can eliminate the occurrence of kidney stones by reforming urinary citrate which prevents formation of crystals. The author also reported that a study carried out by Annals of the Rheumatic Disease found out that lemon juice provides protection against inflammatory polyarthritis and arthritis. OrganicFacts (2018) pointed out that lemon juice provides many valuable solutions to health-related problems because it contains its own antiseptic and natural medication. From the submissions of the above mentioned authors, it is obvious that in take of warm lemon juice by social science education academics can protect them from contacting terminal diseases that might be detrimental to carrying out their duty. Underground Health (2014) observed that taking warm lemon juice in an empty stomach early in the morning has more health benefits than taking it cold. The author pointed out that taking a glass of warm lemon juice in an empty stomach early in the morning aids digestion, prevents the problem of constipation and facilitates elimination of waste products from the body. Underground Health (2014) added that lemon juice protects the body from immune system deficiencies, maintains the pH balance of the body, fights infections with its antibacterial properties, acts as detoxifying agent, reduces body weight and fights common cold among others. Another health-tip that is very beneficial to health is garden egg leaf.

Garden egg leaf (*Solanum melongena*) is called “akwukwo anara” among the Igbos or “igba” among the Yorubas in Nigeria. Garden egg leaf is gotten from garden egg plant. This vegetable is commonly used in the Eastern part of Nigeria. Garden egg leaf is being used to prepare various forms of delicacies such as salad, vegetable stew, vegetable soup and porridge. This leaf has been noted to contain various nutritional values strategic to good health. Garden egg leaf contains high amount of chlorophyll which is linked to natural cancer prevention and blocks carcinogenic effect within the body (Hydobe, 2017). The author advised that to avoid dialysis, a glass cup of garden egg juice/extract should be taken from time-to-time. When this juice is taken, (Hydobe, 2017; Ejiofor, 2017; Ngo, 2018; Bridget, 2018) agreed that the following health benefits are obtained, such as, detoxifying the kidney, liver, pancreas and the colon, reduction of blood cholesterol, natural blood tonic in anaemic patient, control of high blood pressure and relieves stress, lowers blood sugar, aids weight loss, improves vision and good for pregnancy due to the presence of vitamin B, calcium and folic acid. These researchers warned that garden egg leaf extract should be taken in moderation so as not to be too much in the body system. If these health-tips are observed by Social Science Education academic staff

in South East federal universities in Nigeria, they will be able to maintain good health and execute their duties with agility.

Good health is very crucial for effective work delivery of social science education teachers in South East federal universities. Healthy employees are key component of a happy and progressive institution (Greycaps, 2018). The author further pointed out that healthy workers are likely to be happy with their work and tend to stay longer on the job, display good attendance record and take fewer leaves which will eventually result to stability and continued development essential for educational success. This implies that if Social Science education teachers take to these health-tips, they will be healthy, agile, strong and happy in carrying out their duties. There will be less absenteeism as a result of ill health, they will be regular to lectures and be ready to provide quality teaching which will improve academic performance of students. If the lecturers are always in good health, they will be an instrument that will facilitate high education achievement of social science education students. Philips (2015) concurring with the above statement said that when students are well taught, their lives would be affected positively. Sequel to the discussions, there is no gainsaying that social science education academic staff need good health-tips to continually be in good health so as to perform their duties effectively.

### **Theoretical review**

This study is anchored on the theory of Health Lifestyle theory. Health lifestyle theory was propounded in 2005 by William C. Cockerham. The theory states that health lifestyle choices are not unconnected random choices of individual, but cluster in distinct patterns based on class, gender and other structural variables. The theory emphasises that structural variables such as class, age, gender, ethnicity, social networks and living conditions provide social context for socialization and experience that ultimately determine lifestyle dispositions and practices of an individual. By implication, social science education academic staff should not just choose any form of lifestyle rather they should consider their structural variables like age, gender, class, nature of work, living conditions among others. These variables should guide them to determine the kind of lifestyle and health-tips they should embrace. When they consider these, it would enable them involve in health-tips that will help them maintain and enhance their health, prevent health problems and achieve positive body image which would consequently enhance their work delivery.

### **Methodology**

This study was approved for the authors by the Education Faculty Research Ethics Committee at the University of Nigeria. The research design adopted for the study is descriptive survey which has been recently adopted by Eze et al. (2020), Ezema et al. (2021), Ezeaku et al. (2021), Okeke et al. (2020) Okeke, Okeke et al. (2020), Ugwuanyi et al. (2020), Okenyi et al. (2021) in similar studies. The study covers five Federal universities in South East Nigeria namely, the University of Nigeria, Nsukka, Federal university of science and technology, Owerri, Namdi Azikiwe federal university, Awka, Federal university of agriculture, Umudike and Alex Ekwueme federal university, Ndufu-Alike, Ebony. The population of the study consists of all social science education academic staff in five South East Federal Universities in Nigeria. The

population of social science education academic staff in South East federal universities in Nigeria involved in the study is 208. All the 208 social science education teachers were involved in the study because the population is manageable, so there was no sampling. A structured questionnaire developed by the researchers titled “health-tips and effective service delivery Questionnaire” (HESDQ) was used for data collection. The questionnaire was validated by two experts, one from Measurement and Evaluation Department and the other from Social Science Education Department all from the Faculty of Education University of Nigeria Nsukka. To determine the reliability of the instrument, it was administered on 10 lecturers from social science education Department in Enugu State University of Technology in South East Nigeria who are not included in the study. The data collected was analysed using Cronbach Alpha. Internal consistency reliability index scores of the clusters were obtained as follows: cluster A - .76, cluster B - .85 and cluster C – .58 respectively. While the overall mean score was .85. The reliability index scores obtained were high indicating that the instrument was reliable for the study. The researchers visited the universities and administered 208 copies of the questionnaire to the respondents. The researchers collected filled questionnaires from the respondents instantly and a 100% return was recorded. The questionnaires were arranged in three clusters. Cluster A consists of 15 items, Cluster B 15 items and Cluster C 10 items, making a total of 40 items. The response format for Cluster ‘A’ was Aware (A) and Not Aware (NA), Cluster ‘B’ was four point Likert scale of Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, Not Applicable (NA) = 1, while Cluster ‘C’ used Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD) = 1. The data collected from Cluster ‘A’ was analysed using Frequency and Percentages (%), items with 50% and above are accepted while 49% and below are rejected. Cluster ‘B’ and ‘C’ were analysed using mean and standard deviation. A mean score of 2.50 and above are accepted while those below 2.50 are rejected. The hypotheses were tested at 0.05 level of significance using Chi-square and ANOVA respectively.

## Results

**Table 1: Percentage analysis of the Awareness of Health-tips by academic staff in Federal Universities in South East Nigeria**

S/N	ITEMS	Ages(Yrs)	Aware	Not Aware	X <sup>2</sup>	P
<b>General body Exercise</b>						
1.	Taking a walk between 30 minutes to one hour each day.	Below 30	36	0	18.221	.001
		30 – 39	49	16		
		40 – 49	45	12		
		50 -59	34	2		
		60 yrs and above	14	0		
			<b>178</b>	<b>30</b>		



2. Climbing stair case for at least 30 minutes daily.	Below 30	20	16	9.509	.301
	30 – 39	41	24		
	40 – 49	41	16		
	50 -59	20	16		
	60 yrs and above	11	1		
		<b>133</b>	<b>75</b>		
3. Jogging for at least 30 minutes daily.	Below 30	32	4	3.177	.529
	30 – 39	48	17		
	40 – 49	45	12		
	50 -59	28	8		
	60 yrs and above	11	3		
		<b>164</b>	<b>44</b>		
4. Dancing for at least 30 minutes daily.	Below 30	12	24	11.635	.020
	30 – 39	39	26		
	40 – 49	35	22		
	50 -59	15	21		
	60 yrs and above	5	9		
		<b>106</b>	<b>102</b>		
<b>Tongue Exercise</b>					
5. Stick out the tongue, move to the right then to the left 10 times each day.	Below 30	10	26	1.210	.876
	30 – 39	17	48		
	40 – 49	16	41		
	50 -59	10	26		
	60 yrs and above	2	12		
		<b>55</b>	<b>153</b>		
6. Stick out the tongue move to the left then to the right 10 times each day.	Below 30	8	28	5.397	.249
	30 – 39	18	47		
	40 – 49	16	41		
	50 -59	9	27		
	60 yrs and above	0	14		
		<b>51</b>	<b>157</b>		
<b>Eyes Exercise</b>					
7. Palming (rubbing the palm together to produce low	Below 30	21	15	7.880	.096
	30 – 39	29	36		
	40 – 49	20	37		

	heat then place over the eyes for several seconds.	50 -59 60 yrs and above	17 3	19 11		
			<b>90</b>	<b>118</b>		
8.	Guessing at far and near objects.	Below 30 30 – 39 40 – 49 50 -59 60 yrs and above	22 31 26 19 6	14 34 31 17 8	2.752	.600
			<b>104</b>	<b>104</b>		
9.	Roll eyes slowly clockwise and counter clockwise for 10 minutes.	Below 30 30 – 39 40 – 49 50 -59 60 yrs and above	12 18 11 15 3	24 47 46 21 11	6.224	.183
			<b>59</b>	<b>149</b>		
10.	Looking up and down and sideways for 10 minutes	Below 30 30 – 39 40 – 49 50 -59 60 yrs and above	11 21 17 18 2	25 44 40 18 12	7.272	.122
			<b>69</b>	<b>139</b>		
11.	Closes eyes for 10 minutes after staring on a computer for 50 minutes.	Below 30 30 – 39 40 – 49 50 -59 60 yrs and above	22 25 32 8 4	14 40 25 28 10	16.794	.002
			<b>91</b>	<b>117</b>		
12.	Occasionally blinking eyes quickly 10 times when reading on computer.	Below 30 30 – 39 40 – 49 50 -59 60 yrs and above	19 32 39 13 6	17 33 18 23 8	10.470	.033
			<b>109</b>	<b>99</b>		

13. Taking a cup of warm water in an empty stomach every morning before food.	Below 30	25	11	5.563	.234
	30 – 39	39	26		
	40 – 49	41	16		
	50 -59	29	7		
	60 yrs and above	11	3		
		<b>145</b>	<b>63</b>		
14. Taking warm lemon juice in an empty stomach every morning 45 minutes before food.	Below 30	22	14	3.519	.475
	30 – 39	35	30		
	40 – 49	39	18		
	50 -59	20	16		
	60 yrs and above	7	7		
		<b>123</b>	<b>85</b>		
15. Occasionally taking a glass cup of garden egg leaf juice/extract.	Below 30	11	25	7.657	.468
	30 – 39	18	47		
	40 – 49	17	40		
	50 -59	17	19		
	60 yrs and above	6	8		
		<b>69</b>	<b>139</b>		

Table 1 shows that majority of the Federal Universities Lecturers are aware of taking a walk between 30 minutes to one hour each day (178), climbing stair case for at least 30 minutes daily (133), jogging at least 30 minutes daily(164), dancing for at least 30minutes daily (106), occasionally blinking eyes quickly 10 minutes when reading on computer (109), taking a cup of warm water in an empty stomach every morning before food (145) and taking warm lemon juice in an empty stomach every morning 45 minutes before food (123). The result also revealed that respondents who are not aware of stick out the tongue, move to the right then to the left 10 times each day (153), stick out the tongue move to the left then to the right 10 times each day (157), palming (118), roll eyes slowly clockwise and counter clock wise for 10 minutes (149), looking up and down and sideways for 10 minutes (139), closes eyes for 10 minutes after staring on a computer for 50 minutes (117), and occasionally taking a glass cup of garden egg leaf juice/extract (139). The result implies that majority of the respondents are aware of general body exercises, not aware of tongue exercise including eyes exercises except occasionally blinking of eyes quickly 10 times when reading on computer. The result also shows that respondents are aware of taking warm water and lemon juice in an empty stomach

in the morning 45minutes before food but not aware of taking a glass cup of garden egg leaf juice occasionally. The result also revealed 50% awareness of respondents on guessing at far and near objects.

Besides, Chi-square values in Table 1 with probability values greater than the 0.05 level of significance indicate that the null hypotheses were not rejected for items 2, 3, 5, 6, 7, 8, ,9, 10, 13, 14 and 15. This implies that there is no significant influence of age on Social Science Education academics' awareness of health-tips with respect to those items. However, the Chi-square values in Table 1 with probability values less than the 0.05 level of significance indicate that the null hypotheses were rejected for items 1, 4, 11 and 12, meaning that there is significant influence of age on Social Science Education academics' awareness of health-tips with respect to items 1, 4, 11 and 12.

**Table 2: Mean analysis of Social Science Education academic staff use of Health-tips in South East Universities**

Age	N	Mean	Std.Deviation
BELOW 30Yrs	36	2.25	.53
30 – 39 Yrs	65	2.63	.62
40 – 49 Yrs	57	2.51	.59
50 -59yrs	36	2.57	.62
60yrs and Above	14	2.75	.54
<b>Total</b>	<b>208</b>	<b>2.53</b>	<b>.61</b>

Table 2 indicated that Federal University lecturers with age below 30yrs had the mean of 2.25 with standard deviation of 0.53 which is below 2.50. This implies that academic staff of Federal Universities in South East age group below 30yrs have low extent in practicing health-tips. The Table also revealed that Federal University lecturers that have high extent in practicing health-tips are those in the age group 30 – 39yrs with mean of 2.63 and standard deviation of 0.63, age 40 – 49yrs with mean of 2.51 and standard deviation of 0.60, age 50 -59yrs with mean of 2.57 and standard deviation of 0.63, while those aged 60yrs and above had mean of 2.75 and standard deviation of 0.54.

**Table 3: Analysis of variance of the difference in the mean ratings of Social Science Education academic staff use of Health-tips**

	Sum of squares	Df	Mean square	F	Sig
Between Groups	4.302	4	1.075	3.000	.020
Within Groups	72.763	203	.358		
<b>Total</b>	<b>77.065</b>	<b>207</b>			

Table 3 showed that there is significant influence of age on Social Science Education academic staff involvement in health-tips practices,  $F(4, 203) = 3.00, p = .020$ . Thus, the null hypotheses is rejected since the probability value is less than 0.05 level of significance.

**Table 4: Mean analysis of consequences of not using health-tips by Social Science Education lecturers in South East Universities in Nigeria by age?**

Age	N	Mean	Std. Deviation
BELOW 30 Yrs	36	2.29	.46
30 -39Yrs	65	2.23	.62
40 -49yrs	57	2.27	.56
50 -59Yrs	36	2.13	.46
60Yrs and ABOVE	14	2.40	.40
<b>Total</b>	<b>208</b>	<b>2.25</b>	<b>.54</b>

Table 4 revealed that the overall mean of the consequences of not using health-tips by Social Science Education lecturers in South East Universities by age is 2.25 with standard deviation of .54 which is below 2.50, this implies that the Social Science Education Lecturers in South East Universities disagreed with the consequences of the not using health-tips

**Table 5: Analysis of variance of the difference in the mean ratings of consequences of not using health-tips by Social Science Education Lecturers in South east Universities in Nigeria by age.**

	Sum Squares	Df	Mean Square	F	Sig
Between Groups	.919	4	.230	.772	.544
Within Groups	60.367	203	.297		
Total	61.285	207			

Table 5 indicated that there is no significance influence of consequences of not using health-tips on the age of Social Science Education academic staff in South East Universities in Nigeria,  $F(4, 203) = 0.77, p = .544$ . Thus the null hypotheses is accepted since the probability value is greater than 0.05 level of significance.

## Discussion

The findings of the study indicated that more than half of the Federal Universities Lecturers are aware of the health practices such as taking a walk, climbing stair case, jogging, occasionally blinking eyes, taking a cup of warm water in an empty stomach and warm lemon juice while most of them are not aware of stick out the tongue, move to the right then to the left, stick out the tongue move to the left then to the right, palming, roll eyes slowly clock wise and counter clock wise, looking up and down and sideways, closes eyes for 10 minutes and taking garden egg juice. This implies that some lecturers are ignorant of the benefits of these

health practices for a healthy life style. The findings is in line with Cockerham, Joseph and Bauldry (2019) who observed that lack of knowledge or deliberate disregard for healthy life style endanger health. Girmann (2017) stated categorically the role exercise plays in fostering lifelong health wellness.

The findings also revealed that Federal University lecturers' age below 30yrs have low extent on the use of health-tips. This implies that lecturers' age below 30yrs do not practice health-tips. The reason could be that they have not started experiencing some terminal illnesses that goes with old age and it could also be that they are always busy with academic activities. Moreover, lecturers within age 30 -39yrs, 40 -49yrs, 50 -59yrs and 60yrs above have high extent on the use of health-tips. The reason could be that these lecturers have started experience some of the illnesses that goes with old age such as high blood pressure, diabetes, arthritis among others. The reason may also be because they are high ranking academic staff who have organized themselves and are accustomed to academic activities and had experience of academic stress, that is why they have time to use health-tips. Consequently, the findings show that there is significant influence of age on Social science Education staff involvement in health-tips practices. The findings corroborate with Herbal (2018) who observed that health-tips help people maintain optimal state of health. The findings are in agreement with Astorino (2018) who discovered that regular routine exercises will be of great benefit to lecturers. Furthermore, the findings of the study show that the Social Science lecturers in South East Universities disagreed with the consequences of not using health-tips. It could be that lecturers are ignorant of the consequences or they have not observed it.

## **Conclusion**

This study has shown that healthy life style encourages effective service delivery among academic staff. This manifested in the awareness of general body exercise by majority of Social Science education lecturers in Federal Universities in Nigeria. Exercise is very important as it improves healthy body, makes individual keep fit at all times, be useful and productive to the society. Health-tips enable individual to live a complete physical, mental and social wellbeing. The study concludes that quite a number of Social Science Education lecturers in Federal Universities in Nigeria are aware of Health-tips and practice them while some are not aware and they do not practice them. Moreover, most of the lecturers are ignorant of the consequences of not using health-tips. Based on the findings of the study, the researchers recommended that seminars and workshops be organised to educate Social Science Education academic staff in the South East universities on the availability and use of health-tips including the consequences of not using it.

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