SELF-DIRECTED LEARNING AND PARTICIPATION IN PHYSICAL AND RECREATIONAL ACTIVITIES OF FEMALE ACADEMICS IN OBAFEMI AWOLOWO UNIVERSITY, NIGERIA

[1]BABALOLA Adejoke Clara (Ph.D), [2] *BAMGBOPA Afolaremi Bamkole*
[1-2]Obafemi Awolowo University
[1]*acbablo@oauife.edu.ng;* [2] *Remi_nobound@yahoo.com*

ABSTRACT

This study investigated the medium through which female academics learnt about physical and health activities; ascertained the influence of self-directed learning on participation in physical and recreational activities of female academics; and determined how often female academics get involved in physical and recreational activities while on the job in the university environment. The study adopted descriptive survey research design. The population comprised all the female academic staff of Obafemi Awolowo University, Ile-Ife. The sample comprised 189 participants selected using simple random sampling technique. Convenience sampling technique was then used in selecting 10 staff members for interview because of the availability of the target population as at the data collection period. Two research instruments a self-designed questionnaire and an Interview Guide were used for collecting data. The data collected were analysed using percentage, frequency distribution, Chi-square and content analysis respectively.

The study found out that the female academics were self-directed in there learning about physical and recreational exercise and that self-directed learning had effects on their level of participation in physical and recreational activities. The study concludes that, although, the female academics participate in physical and recreational activities because it is a way to prevent, reduce or overcome the challenging effects of aging and work-related issues but their level of involvement is insufficient despite their good knowledge of the recommended beneficial activities for their well-being, as it was noted that some of the respondents expressed that only a serious health declination could compel them to engage in physical and recreational activities as appropriate. The study therefore recommends that the female gender, especially female academia should strive to create time for recreational activities and sufficiently engage in physical activities recommended for their well-being; and improve on the time given to recreational activities. However, these activities should be measured to avoid injury and casualties.

Key words: Physical and Recreational Activities; self-directed learning; Female Academics.

INTRODUCTION

All over the world, women play critical roles in their homes, communities and places of work. They engage in diverse activities like homemaking, food preparation, and carry out vital reproductive functions. They care for children, older persons, the sick and work to diversify their families' livelihoods. Even, academic women who are adult female persons, employed by a college or university to teach, carry out research and do community service, in addition to their academic duties, they perform traditional obligations, for which they get little or no help from their male partners or spouses. They are concerned with childbearing and rearing, cooking and domestic household chores and the supervision of these activities. They struggle to keep the home and function maximally on their jobs at the same time. Babajide (cited in Adegun 2012) reported that female lecturers are subjected to greater work-related pressures than their male counterparts. In the Nigerian society where being married and bearing children are the expected norm, every woman aspires to a role of a married woman and a mother. Every working woman, irrespective of her status, retains the primary responsibility for household labour and childcare.

Thus, the domestic demands of the home, pregnancy and taking care of children and other family members are executed together with academic duties. In a Nigerian traditional society, the issue of marriage has subjected women to be totally responsible to men. The African patriarchal social system which is characterised by superstition and ignorance, male dominated social customs and traditions, where the male sex is still preferred to the female has led to the treatment of women as second class citizens (Ekong 2010). The traditional authority has given the man the ability to dictate what he likes his wife to do and often, not what the woman would like to do. For the married woman, no matter the level of education, it is noticed that the husbands still have high control on them. While most husbands go to clubs and other relaxation centres to unwind, the women academics go back home to attend to domestic chores and care of children. Therefore, the socially prescribed gender roles and gender division of labour of most women make may reduce free time and prevent them from participating in recreational activities. The focal point of this study thus is the well-being of the female academics which is further delineated to influence of adults' self-directed learning about physical and recreational activities and their participation in these activities while on the job.

The self-directed learning theory is derived from the principles of adult education where learners majorly partake in their own process of learning development, strategies, management, and motivation for learning; which could literally be credited to Malcolm Knowles and Allen Tough. According to Knowles' (1975) five-step model of SDL, cited in (Merriam, 2001), the following steps in self-directed learning are recognized for this study:Diagnosing learning needsFormulating learning goalsIdentifying resourcesChoosing and implementing learning strategiesEvaluating learning outcomes Bonk (2015) cited the point of view of Rogers (1969) that. "learning should be learner-driven and filled with opportunities for learners to make decision and take responsibility for their own learning" as individuals will display their creativity and productively contribute to achieving their learning goals which is aided by the ways learning experiences are becoming more openly explored free to access globally. Abdullah (2001) cited in Bonk (2015), was of a strong opinion that learners who are self-directed have a tendency to be highly curious, view problems as challenges, desire change, and are willing to try new things. They are also persistent, self-disciplined, goal oriented, independent, self-confident, and generally enjoy learning.Phares and Guglielmino (2010) described a self-directed learner as an individual who demonstrates initiative, autonomy, and persistence during learning; and as an individual who view problems as mere challenges, but not as barriers; possessing qualities such as being capable of self-discipline, strong level of interest and desire to learn or change, self-confidence; being able to use basic study skills, being able to organize his or her own time; set a suitable pace for their learning, develop plans for accomplishing given tasks; enjoys learning; has a propensity to be goal-driven and accepts responsibility for his or her own learning. therefore, the fact that physical and recreational activities (PRA) are voluntary engagement that participants can decide to engage and disengage in at any time and for even their personal reasons even if it is done under recommendation for health or therapeutic reasons is a good link between the activities and the concept of self-directed learning.

Thus the characteristics exhibited by adults in self-directed activities according to Tennant (2016) includes; "knowledge and ability" to apply the basic processes of planning, accomplishing, and evaluating learning activities; "ability to identify one's own learning objectives", "ability to select the appropriate planning strategy and planner expertise", "ability to direct one's own planning when that course of action is appropriate", "ability to detect and cope with personal and situational blocks to learning; and ability to renew motivation". This suggests that various media would aid the participation of female academics' self-directedness towards learning opportunities that address their well-being. The above facts are evidences that the self-directed characteristic of adults, which also translate to the mode of participation in physical and recreational activities (PRA) on females, could be accessed through the theory of self-directed learning. The media, findings from studies, and the guidelines and recommendations by experts and the world health authorities could be all that adults would need for participants to self-monitor/assess their engagement in PRA even. Self-directed learning makes it seem so possible to learn everything people desire to learn and keep information so close to their fingertips as simple as buying their own multi-media, personal computers and, buying their own "teach yourself" books, surfing the web and magazines and, even, purchasing their own self-directed learning courses" (Jarvis, 2014). Physical activity can be defined as any kinetic activity produced by skeletal muscles that involve the outflow of energy. The physical inactivity on the other hand has been ranked globally as the fourth foremost risk factor for early death. This why DiPietro, (2001) affirmed that, regular participation (i.e., 30 minutes/day on most days of the week) in activities of moderate intensity (such as walking, climbing stairs, biking, or yard work/gardening), which increase accumulated daily energy expenditure and maintain muscular strength should be encouraged in older adults. It has been linked to reducing the risk of cardiovascular diseases, breast and colon cancer, diabetes, depression, obesity and so on. According to New Zealand Guidelines Group and University of Western Sydney (2011): A physically active lifestyle has been shown to be beneficial in preventing certain diseases and health conditions. In the prevention literature, researchers have frequently used prospective cohort designs to examine factors such as physical activity that are associated with the risk of a number of morbidities and types of mortality. The review revealed that many studies reviewed have examined prevention-related benefits associated with leisure time physical activity, which can be defined as moderate to vigorous physical activity that is done outside of an occupational setting; while other studies examine prevention-related

benefits associated with occupational physical activity, or combined occupational and leisure time physical activity."This same study position that, "physical fitness is related to physical functioning; and both reflect general health and susceptibility to disability, morbidities; such as injury from falls, and mortality" (pg 22).Physical activity is a vital component of a healthy community, while promoting an active way of life is a critical strategy identified to sustain good health and quality of life as we age. Activities that involve breathing harder have been linked with making heart and blood vessels healthier. The benefits of physical activity, which could be classified to vigorous (makes breathing fast) and moderate (increases breathing) intensive activities according to health and well-being experts are enormous and includes being active, sitting less, building strength, improving balance and consequently results in having a healthy heart and mind, keeping the muscles, bones and joints strong, and reducing the chance of falls. The Ontario Physical Activity Resource Center (2013) established that physical activity is the single most important factor in maintaining freedom among older adults as benefits and resultant health outcomes of physical activity participation. According to UK Chief Medical Officers' Guidelines 2011, physical activity benefits the health in many ways, to mention but a few, manages stress, improves sleep, and improves quality of life.

It further asserts that physical activity reduces the chances of type ii diabetes by 40%, cardiovascular disease by 35%, falls, depression and dementia by 30%, joint and back pain by 25% and cancers (colon and breast) by 20%.These physical activities include running, walking, using the stairs, sports, cycling, swimming, yoga, dancing, canoeing, general gardening, using manual wheelchair, water aerobics, bowls, using gym among others. For health benefits, two days per week activity engagement is advised by experts, while individuals are advised to start small and build up gradually.In addition to the accruing benefits for women and girls who engage in physical activities and recreational sports, the United Nations (2007) reviewed that women's increased involvement promote positive development in sport by providing alternative norms, values, attitudes, knowledge, capabilities and experiences. More so, women and girls' participation in sport has been sustained to being important in challenging gender stereotypes and discrimination – and could consequently be a vehicle to promote gender equality and the empowerment of women and girls (United Nations, 2007).

In the present day, individuals who engage in sports have diverse essential inherent and external motivation such as financial, satisfaction, social, psychological, and fulfillment for doing so She posited that women's participation in sports aids their healthiness and fitness for other activities that they might engage in, and recommended that societies should show positive attitudes towards female participation in sports and leisure activities. or activities in learning.The researcher observed that men have more free time than women and because of gender roles and responsibilities, women are not likely able to participate in physical activities like men. The researcher, over the time have observed few participation of female adults in physical and recreational activities (PRA) which is noticeable on the streets, in the gyms, at home, at workplaces and recreation parks, nevertheless, the extent of women's participation in physical and recreational activities in Nigerian environment may be influenced by certain factors which can range from certain experiences, awareness, knowledge, to being self-directed or aided to participate in necessary physical and recreational activities learned about through various media of information. Therefore, recreational activities may not be easy engagements for women, based on the cultural understanding of the Nigerian women, especially housewives who are expected to take care of the family.

Whereas, the working class might face more challenge because they have to double their responsibilities of working and being the care-giver in their families, although, the female academics by profession, career and status as adults are regarded to be highly self-directed towards learning, most especially about their well-being as the enormous benefits of the female gender's participation in physical and recreational activities can be learned about through various media. How academic women get to learn about these health benefiting activities is of importance, as this researcher hold a high but silent opinion that the self-direction trait might be responsible for their ability to learn efficiently about their physical activities. However, finding out about the mode of participation of the female academic staff members of the institution; providing evidence-based information on the level of physical activity among them is very significant, hence, this study.

Objectives

The objectives of the study are to:

1. Find out medium through which female academics learn about physical and health activities;
2. ascertain the influence of self-directed learning on participation in physical and recreational activities of female academics; and
3. Determine how often female academics get involved in physical and recreational activities while on the job in the university environment.

Research Questions

1. What is the medium through which female academics learn about physical and health activities?

2. What is the influence of self-directed learning on the participation in physical and recreational activities of female academics in Obafemi Awolowo University Ile-Ife? How often do female academics get involved in physical and recreational activities while on the job in the university environment?

Methodology

The data that were used to answer the questions raised above were extracted from a recent research work among female academics in Obafemi Awolowo university entitled "A Study of Self-Directed Learning, Physical and Recreational Activities on Satisfaction with Life of Female Academics in Obafemi Awolowo University, Ile-Ife."

This study adopted the descriptive survey design, and both quantitative and qualitative methods were used for this study. The population of the study comprised all the 361 female academic staff members of all the 13 faculties in Obafemi Awolowo University Ile-Ile, Osun State, Nigeria. However a sample of 182 (i.e. 52% of the total population) respondents was selected using a simple random sampling techniques, where 14 female lecturers were randomly selected from each of the 13 faculties with respect to their departments. The sample size was determined using a simplified formula for proportions developed by Yamane (1967:886). The study also generated qualitative data from the responses of 6 participants who were selected through convenience sampling for in-depth interview.

This study adopted primary data collection using well structured designed questionnaire and was complemented with In-depth interview. Therefore, two research instruments were used for collecting data; a self-designed questionnaire titled "Physical and Recreational Activities and Satisfaction with Life Questionnaire (PRASLQ)" and data and Interview Guide titled "Physical and Recreational Activities and Satisfaction with Life Interview Guide (PRASLIG)" for qualitative data. Pretesting of the questionnaire was carried out among 20 female academic staff members of Obafemi Awolowo University Ile-Ife who would not be part of the final testing. This was done to ensure that the respondents understood the items and to measure the reliability (internal consistency) of the scales in the questionnaire. The Cronbach's alpha coefficient was 0.78 for life satisfaction status, 0.71 for level of involvement in physical and recreational activities, and 0.86 for self-directed learning. The Cronbach's alpha coefficient for all scales was above 0.70, indicating that the questionnaire had adequate reliability.

Data Analyses

Data collected with the quantitative instrument was analysed using SPSS to determine the percentage distribution, while content analysis was used to analyse the responses from the interviews, which enabled the researcher to make replicable and valid inferences from the responses of the respondent.

Codes for the participants in the Qualitative data Analysis:

P1 – Participant 1
P2 – Participant 2
P3 – Participant 3
P4 – Participant 4
P5 – Participant 5
P6 – Participant 6

Table 1. Demographic distribution of Participants in the Qualitative part

Respondent	Age	Marital Status	Education	weight	Economic Status
P1	41	Married	PhD	60	**Middle class**
P2	30	Single	PhD	68	**Middle class**
P3	51-60	Married	PhD	> 50kg	**Middle class**
P4	30	Married	MSc		**Middle class**
P5	51-60	Married	PhD	>80 kg	**Middle class**
P6	Above 60	Married	PhD	>80 kg	**Middle class**

Source: Field Work (2018)

Table 2: Percentage distribution of background characteristics

Variables	Frequency	Percentage
Age		
31 – 40 years	15	8.47
41 – 50 years	94	51.85
51 – 60 years	60	32.28
61 – 70 years	13	7.41
Marital status		
Single	12	6.78
Married	116	63.84
Widowed/widower	37	20.34
Divorced/Separated	17	9.04
Educational status		
B.Sc/BA	12	8.47
M.Sc/MA	49	26.98
PhD	117	59.26
Religion		
Christian	142	77.78
Islam	40	22.22
Number of Children		
No child	4	2.37
1 – 2 Children	79	43.79
3 – 4 Children	95	51.47
5+	4	2.37

Source: Field Work (2018)

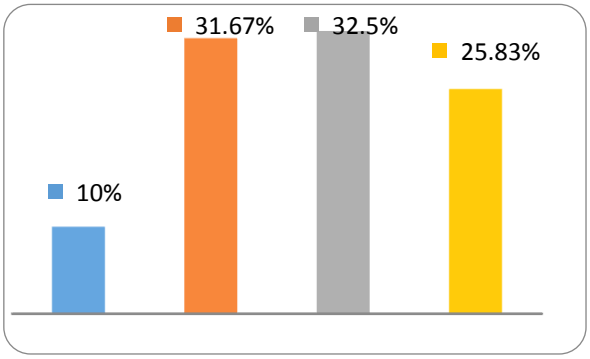

Figure 1: Percentage distribution of respondent by weight

Figure 1 presents distribution of respondent by weight. It can be observed that, 32.5% of female academics were between 60 – 69kg followed by 31.67% who were between 50 – 59kg. 25.83% were 70kg and above and the least 10% were <50kg.

Research Question 1:
What was the medium through which female academics learn about physical and health activities?

Table 3: Medium through which respondents learn about physical and health activities

Source	Frequency (%)
Approached a physiologist health and fitness expert (s)	81 (60.90)
Online Articles and Journals on Health and well-being	137 (94.48)
Video/Audio Material	73 (54.89)
Library	53 (41.09)
Influenced by a Family/Friends/Colleagues	115 (81.56)
I am actively involved in physical and recreational activities	36 (32.73)

Source: Field Data (2018)

Table 3 presents the medium through which respondents learn about physical and health activities. Approximately (94%) of female academics learnt about physical and recreational activities through "Online Articles and Journals on Health and well-being" followed (82%) claimed to be "Influenced by a Family/Friends/Colleagues", (61%) learn through "Approached a physiologist health and fitness expert (s)", (55%) learn through "Video/Audio Material", (41%) learn

through "Library" and (33%) learn through "Actively involved in physical and recreational activities". This can confirm that the female accademic were selfdirectec in learnig about physical activities.

Level of Well-being and Activities Knowledge and Medium of Learning

There are various recommended activities mentioned by respondents especially because of their ages. Some of them read through some articles downloaded from internet that always assist them personally on how to keep healthy and fit. To some claimed through the social media, friends (married women who considered it necessary after childbirth to keep exercising so as to get fit), doctors/specialists, families, neighbors and even hospital. They believed that the environment is one the main sources of their knowledge about physical and recreational activities.

> *We have the internet. Well, associated with the internet; the social media, we have friends, we have our doctors, we have our families, neighbors, even the hospital, friends, you know it's everywhere. Everywhere around you see something or another that enlightens you or sensitizes you on physical and recreational activities* ***[R4, 30 – 40years, married]***

While rating their knowledge on physical and recreational activities, majority of them rated themselves between and 2 and 3 being that they were not perfect as they claimed. a respondent rated herself 1 because she has not been involved in physical and recreational activities while another respondent considered herself an expert on physical and recreational activities on a score of "4". She has learned much when it comes to physical activities especially those ones that are meant for women. She learned from her lecturers, watch videos of people exercising, through dance and usually visit gym watch this.

> *I will put myself in 4 (the highest) because of my profession. I have learned much when it comes to physical activities especially those ones that are meant for women. Secondly, I still consider my age, vis-à-vis my height, I still consider myself as being obese. So I still consider physical activities as something that I must know much about* ***[R6, > 60 years, married]***

In addition, all respondents interviewed considered their knowledge of physical and recreational activities as self-directed learning because they seek the knowledge personally for health issues. Some of them realized their conditions regarding one health issue or the other like obesity, rheumatism etc and found these uncomfortable with their health, in order to considerable measure by going online searching for solution, in fact they also watch their diet, as they claimed that they do not eat anyhow and they engage in physical and recreational activities and participate in seminars on health and well-being issues.

Yes. I think it's self-directed because, I know I have a tendency to be fat and I don't want to be. So (laughs softly), apparent to take the measures by going online, searching for things that I...even in terms of eating, I watch whatever I eat. I don't eat anyhow. I take a lot of water, I take fruits and I don't eat too much fatty foods or too much carbohydrate. When I take carbohydrate, I take it a lot of juice... ***[R1, 41 – 50 years, married]***

R3 *Well I have read a lot about various activities that they recommend for women, specifically because of age. But I as a person, I adopt what I feel is okay by me. I have learned that I need to pay attention more to myself …*

Research Question 2: What is the influence of self-directed learning on the participation in physical and recreational activities of female academics in Obafemi Awolowo University Ile-Ife?

Table 5: Percentage distribution of respondents on health and well-being issue believed physical and recreational activities may help overcome and media through which it can be achieved

Question Statements	Approached a physiologist health and fitness expert(s) (%)	Online Articles / Journals on Health and well-being (%)	Video/Audio Material (%)	Library (%)	Influenced by Family/Friends/ colleagues (%)	Joined a fitness class (%)
Overweight	(39.6)	(11.7)	(3.3)	(1.9)	(11.0)	(32.3)
Sleeplessness	(40.2)	(41.9)	(7.1)	(7.1)	(2.7)	(0.9)
High blood pressure	(19.2)	(16.3)	(2.8)	(3.8)	(4.8)	(52.9)
Sedentary (inactiveness)	(13.0)	(53.2)	(10.9)	(0.0)	(18.8)	(5.2)
Arthritis	(21.8)	(60.8)	(11.9)	(0.0)	(1.4)	(4.4)
Menstrual cycle issue	(16.7)	(12.5)	(22.2)	(26.4)	(6.9)	(15.3)
Physical change in body	(42.9)	(43.7)	(1.9)	(3.6)	(1.79)	(6.3)
Dizziness	(17.3)	(13.3)	(0.0)	(1.3)	(9.3)	(58.7)
Poor breath control	(60.9)	(17.3)	(15.5)	(5.8)	(0.0)	(0.0)
Loss of appetite	(14.0 0)	(22.0)	(24.0)	(32.0)	(6.0)	(2.0)
Stiffness in certain part of the body	(20.0 0)	(70.9)	(5.5)	(0.0)	(0.0)	(3.6)
Tiredn	(22.5		(3.1)		(1.2)	

ess	)	(30.6)	(12.2)		(30.6)
Emotional imbalance	(15.0)	(52.5)	(15.0)	(15.0)	(1.2)	(1.1)
Cardiovascular abnormalities	(25.0)	(56.3)	(12.1)	(6.3)	(0.0)	(0.0)
Total	**(26.29)**	**(35.92)**	**(9.66)**	**(8.24)**	**(4.65)**	**(15.24)**

Source: Field Data (2018)

Averagely, (35.92% Online Articles/Journals on Health and wellbeing, 26.92% Approached a physiologist health and fitness expert (s), 15.24% Joined a fitness class, 9.66% Video/Audio Material, 8.24% Library and 4.65% Influenced by family/friends/colleagues) believed the stated issues can be overcome through these means of learning. (70.9% "Stiffness in certain part of the body", 60.8% "Arthritis", 56.3% "Cardiovascular abnormalities", 53.2% "Sedentary (inactiveness)" believed may be overcome through online articles/journals on health and well-being, which shows that respondents are aware and must have engaged in PRA or learned enough to aid their well-being and help them overcome heath and bodily challenges associated with their gender, sedentary and aging.

Majority of respondents considered physical and recreational activities as important and necessary if you want to keep healthy and live long. They were of the opinion that there is a great need for someone to engage in one or another activity because it will help in blood circulation, it will relieve stress, it will also help the mood, you know, and then the body weight, you won't feel it that much you will feel light. Virtually all the respondents engaged and enjoyed doing physical and recreational activities though it can be strenuous but one has to keep going because of the result as affirmed by one of the respondents.

> *I know physical and recreational activities is very important; it makes you who you are. It is life, so it is very important for anyone to be involved in it* ***[R4, 30 – 40years, Married]***

Yes o! Yes, yes. You know, when somebody is aging, there are lots of physical -health challenges that could accompany it unless somebody wants to deceive him or herself… generally I've been feeling good. There was a time I was "diabetic" but I have overcome that through physical and recreational activities ***[R6,*** **> 60 years,** ***married****]*.

Knowledge of PRA Effect on Well-being and Health Difficulty

Obesity, knees ache, rheumatism and arthritis are major bodily or health difficulties or challenges perceived by respondents and believed physical and recreational activities can help overcome or solve it. These issues have negative impact on human health and well-being, For instance, some do find it difficult to walk very well, feeling pains on some parts of the body, inactive body system and feeling over weight.

Therefore, they claimed that physical and recreational activities can help women, especially from age 45 and above and those with menopausal issues to address these health issues because it works out these and so many things out of the system and aids good digestion.

Well I have read a lot about various activities that they recommend for women, specifically because of age… Yes, obesity is one of it. If I don't do that now, you can see me, if I don't do that maybe in the next one year, I will be tmes3...blow out of proportion (both laughs). So obesity is one of it and my mum was diabetic before she died, and because of that I pay attention to my diet and I think exercise is essential. (Okay) So, I think it can help and also for women, form 45 up, menopausal issue and things like that, but exercise is very good to address these health issues because it works out these and so many things out of your system, good digestion...you won't have emmm...these dark hour or being moody and things like that. So, I think it can help me so much ***[R3, > 50years, married].***

"I know it is very important; it makes you who you are. It is life, so it is very important for anyone to be involved in it…" ***[R4, >30 years, married]***

"I think it is very good for individuals; for good posture, for good health, for one to be healthy, for one to be physically fit. It is so important from individuals" ***[R5, >50, married]***

R1 *I normally read through some articles, via the internet, I download some articles, that always assists me personally on how to keep myself healthy and fit**….**I know I have a tendency to be fat and I don't want to be. So (laughs softly), apparent to take the measures by going online, searching for things that I...even in terms of eating, I watch whatever I eat. I don't eat anyhow. I take a lot of water, I take fruits and I don't eat too much fatty foods or too much carbohydrate. When I take carbohydrate, I take it a lot of juice...*

R2. *Through some married women I found out that it is necessary after child birth to keep exercising so that you can keep fit.*

R4. *There are many sources all over that I learn from. We have the internet. Well, associated with the internet; the social media, we have friends, we have our doctors, we have our families, neighbors, even the hospital, friends, you know it's everywhere. Everywhere around you see something or another that enlightens you or sensitizes you on physical and recreational activities. but as one is growing and as I am now, I'm on the social media, a lot of things prompt me to ask questions and I go searching for it on the internet, asking doctors-okay, what do you think we can do about these, asking friends-what have you done about this? Asking friends who have gone through some things, for instance, weight loss, it is a very good example for me that I see okay, someone has...*

R6 Oh. You know my husband is a coach, I learnt from him too. Apart from this, I learned from my lecturers too. I got all those things from those ones, but this time, "that we have this media something, mine is to watch videos of people exercising and more so, I have passion for dance- and you know that dance too is one of the babies of physical activity. Through dance, in fact I take it as a matter of compulsion to watch, it is one of the things that I like watching. We have many videos on dance, and apart from this , when they are playing, like the morning curio that they do on the TV, in the morning I wake up to do the something with them- dance and do aerobics with them in the morning. I know there is a programme, in fact it is in the morning. Then I usually visit gyms 'sorry' sites; to watch these...

The knowledge displayed by the respondents here also confirmed the review of other studies done by Obinna, Owei, Ayodele & Okwakpam, (2008) and Sulyman & Iorliam (2016) which gave insight on participation and provided exciting revelations of the variations in the outdoor recreational behaviors and preferences of the people across cultures with respect to the socio-economic variables like age, gender and income.

Research Questions 3: How often do female academics get involved in physical and recreational activities while on the job?

Table 6: Activities of Female Academics during Work Time

Work time	Frequency (N=182)	Percentage
None	27	**14.8**
Sometime	104	**57.1**
Most time	47	**25.9**
All time	4	**2.2**

Source: Field Work (2018)

Table 6 and figure 4.1.2 above shows the result of how much respondent's total activities occur in work time. 57.1% claimed their total activity sometimes occurred in work time followed by 25.9% occurred most time, 14.8% not occurred at all and 2.1% all time occurred in work time.

Table 6 and figure 2 above shows the result of how much respondent's total activities occur in work time. 57.1% claimed their total activity sometimes occurred in work time followed by 25.9% occurred most time, 14.8% not occurred at all and 2.1% all time occurred in work time.

Table 7: Description of physical and recreational activities engaged in by female academics at work.

Statement	S.Agree (%)	Agree (%)	Disagree (%)	S.disagree (%)	Total (%)
My work involves vigorous-intensity activities that cause large increases in breathing or heart rate (e.g. carrying or lifting heavy loads, walking etc) for at least 10 minutes continuously.	4 (2.2)	12 (10.8)	31 (16.8)	142(75.2)	
In a week, I do vigorous-intensities as part of my work	20 (10.8)	9 (2.2)	31 (16.8)	130 (70.2)	**182**
My work involves moderate-intensity activities that cause small increases in breathing or heart rate (e.g. brisk walking or carrying light loads) for at least 10 minutes continuously.	39 (22.0)	116 (67.2)	15(8.5)	4 (2.3)	**182**
In a week, I do moderate-intensity activities as part of my work	27 (11.6)	143 (75.7)	11 (5.8)	8 (4.2)	**182**

Source: Field Work (2018)

Table 7 presents the descriptive nature of physical and recreational activities engaged in by respondents at work. It can be observed that majority 75.2% strongly disagreed about their work involving vigorous-intensity activities that can cause large increase in breathing or heart rate (e.g. carrying or lifting heavy loads, walking etc) for at least 10 minutes continuously. Only 10.8% strongly agreed that they do vigorous-intensity as part of work in a week. Majority of female academics 67.2% agreed their work involved moderate-intensity activities that cause small increase in breathing or heart rate (e.g. brisk walking or carrying light loads) for at least 10 minutes continuously and 75.7% agreed they do moderate-intensity activities as part of their work. In addition, the results in table 4.2.1 above depicts that female academics were passively involved or participated in vigorous-intensity physical and recreational activities but rather claimed more engagement in moderate-intensity activities.

That is, the proportion of those who claimed "disagree" to vigorous-intensity activities were more than those strongly agreed and agreed unlike the responses attached to moderate-intensity activities.

Description of physical and recreational activities engaged in by female academics at work.

R1 *Yea. I think because of my time schedule, but I have planned to go back. Though I still always want to...during working time, I normally move around and do some little exercise. Like today, I have done that today. I walk about. During working time normally, I don't take my car to every nook and cranny where I go, what I normally do is to walk within the campus.*

R3 *Well, if there is opportunity during working hours like I said, maybe moving from one faculty to the other which some people might decide to go by their car, assuming I want to go to the computer center now, and I decide to go without my car, that one is not as common as the one that I really schedule for myself but its okay. (When then do you schedule for your activities...) like...weekly when I don't have heavy workload that would deprive me of it. What I do is, I trek twice (2x) per week, in the evening.*

R4 *Sometimes my work is sedentary but I just try to move about and stretch my legs because you know sometimes I feel stiff and I have to move around. Then sometimes you climb stairs, our works involve you going about; climb stairs, go down. Sometimes not use the lift instead of using the lift.*

That is the opportunities you have or trekking to some places, gives you the opportunity to recreate.

Table 8: Physical and Recreational activities engaged in by Female Academics

Statement	Yes	(%)	No	(%)	Total (%)
As an adult, do you consider a schedule for moderate-intensity physical activity throughout the week, or do at least 75 minutes of vigorous-intensity physical activity throughout the week important for your health or well-being?	155	85.41	27	14.59	**182 (100.0)**
For additional health benefits, would you increase your moderate-intensity physical activity to 300 minutes per week, or equivalent?	162	88.95	20	11.05	**182 (100.0)**
How many times, on a typical day while at your workplace, do you interrupt your sitting, e.g. by standing up, walking somewhere or getting a drink?	155	85.2	27	14.8	**182 (100.0)**
5 – 10 times	15	8.2	167	91.8	**182 (100.0)**
11 – 20 times	15	8.2	167	91.8	**182 (100.0)**
More than 20 times	12	6.6	170	93.4	**182 (100.0)**

Source: Field Work (2018)

Table 8: assesses how often female academics engage in physical and recreational activities for their health and well-being. It can be deduced that majority 85.41% of female academics considered a schedule for moderate-intensity physical activity throughout the week, or do at least 75 minutes of vigorous-intensity physical activity throughout the week important for their health or well-being. For additional health benefits, 88.95% would increase their moderate-intensity physical activity to 300 minutes per week, or equivalent and majority 60% of female academics do not know that muscle-strengthening activities should be done involving major muscle groups on 2 or more days a week. Finally, approximately 52% interrupt their sittings by standing up, walking somewhere or getting a drink between the ranges of 6 – 10 times followed by 34% who interrupt 5 times or less, 8% 11 – 20 times and 6% interrupt more than 20 times on a typical day while at workplace.

"I normally move around and do some little exercise. Like today, I have done that today. I walk about. During working time normally, I don't take my car to every nook and cranny where I

> *go, what I normally do is to walk within the campus.*

However, just one of the respondents didn't engage in physical and recreational activities simply because of time as claimed by a respondent.

> *I go to work in the morning I come back in the evening. I hardly have time. The weekends, I go to church, when I come back from church I rest. The little time I have, I spend it reading* ***[R2, 30 – 40years, Single]***

Discussion of findings

The female academics participated in physical and recreational activities freely and without being forced to. They are self-directed in their learning about and in engaging in the activities. The majority of the participants claimed to have learned about required activities for their well-being through various media such as radio, internet, health, journals and so on and have engaged passively. Due to their passive mode of participation in physical and recreational activities, they claimed to have control over their activities, which they do without being compelled to.

As a matter of fact most of the participants have acquired adequate knowledge about physical and recreational activities on their own, plan their daily and weekly regimes, set targets, monitored and evaluated their well-being to a personal satisfactory level. Although, the engagement of some of the participants came through health experts' advice the majority claimed that they decide whether to engage or disengage without being forced to, which a trait of self-directedness known as autonomous. One of the participants said that she learned about an acclaimed effective approach to weigh reduction via the internet; however she decided not to utilize such when she researched further, and asked friends about the side-effects that might occur from the approach in the future. This corroborated the position of Cherry (2016) that, information is gathered through experience, cycling back to the beginning of the process and through testing of ideas where each person chooses which learning mode will work best based upon the specific situation.

The above findings accordingly agree with the itemised steps of self-directed learning by Merriam (2011), Merriam and Brockett (2007) and Tennant (2016), which includes diagnosing learning needs, formulating learning goals, evaluating learning outcomes, choosing and implementing learning strategies, identifying learning resources, making decisions, detecting and coping with personal and situational blocks to learning. Furthermore, the mode of engagement of the participants is establish to be self-directed by this study, as participants claimed to engage or disengage at will, which is supported in the literature by Agbo (2002) as cited in Onah (2010) that recreation as activities individuals willingly engage in and willingly withdraw from during their leisure hours for the purpose of refreshment of the body and soul.

Also, on the level of involvement, the majority of the female academics have good knowledge about the necessary physical and recreational activities for their well-being and they engage in the activities but are still not engaging as recommended for diverse reasons.

One of the emerging themes during the interview session with the participants is the fact that they have to cope with family responsibilities as mothers and caregivers along with their job and career demands. None of the participants claimed to be optimally involved in adequate and desired physical and recreational activities for such reasons among others. Supporting this findings is the position of Babatunde (2001) as cited by Awosika and Olusola (2014) that individuals who engage in sports are predominantly unmarried. This emerges because, participant 2 when interviewed claimed that she competitively played sports a university undergraduate, but now she could hardly do a sport even at recreational level.

This also confirmed the review by Obinah etal (2008) and Sulyman and Iorliam (2016)'s studies which gave insight on participation which offered exciting revelations of the "variations in the outdoor recreational behaviors and preferences of individuals across cultures with respect to the socio- economic variables like age, gender, income and other finance-related responsibilities. The active experience and active observation of the participants on the level at which they are involved in the necessary activities, which they have used in measuring their level of involvement on time basis. This is in line with the review of Cherry (2016) and McLeod (2017).

Conclusion

The study concluded that the female academics by nature were self-directed and this characteristic of adult learning has implication on their mode of participation. The mode of participation of the female academic staff members of Obafemi Awolowo University Ile-Ife in physical and recreational activities is passive. Although, the female academics participate in physical and recreational activities because it is a way to prevent, reduce or overcome the challenging effects of aging and work-related issues but their level of involvement is insufficient despite their good knowledge of the recommended beneficial activities for their well-being. The insufficient level of activity however, owes to their significant traditional, social and family roles combined with the rigor of their career. It is significant to note that some of the respondents expressed that only a serious health declination could compel them to engage in physical and recreational activities as appropriate. Moreover, the respondents claimed that their self-directed engagements in physical and recreational activities have overcome health and bodily challenges and difficulties associated with ageing; and that they have through these engagements overcome challenging health issues overtime, and that their self-directed engagement in one physical activity or the other has influenced their well-being and as a result have great impact on their satisfaction with life.

Recommendations

This study therefore recommends that, as adults, women should attend seminars and learn more through the various media about the importance of physical and recreational activities for their well-being, which have low cost implication and are most times self-directional. This will reduce the use of drugs and amount of time spent in hospitals and thus improve their quality of life.

Also, the female gender, especially female academia should strive to create time for recreational activities and sufficiently engage in physical activities recommended for their well-being; and improve on the time given to recreational activities. However, these activities should be measured to avoid injury and casualties

The Obafemi Awolowo University Ile-Ife administrators should create special recreational programmes that will engage all her staff members, especially the female academic staff members for maximum health and well-being benefits.

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