

**ASSESSMENT OF PARTICIPATION OF SECONDARY SCHOOL FEMALE
TEACHERS IN LEISURE AND RECREATION IN NAIROBI COUNTY,
KENYA**

By

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

To my dear daughter Wanjiru and son Wanjohi, they give me all the reasons to push hard in life even when the going gets tough.

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ABSTRACT

The study evaluated the extent of participation in leisure and recreation by female teachers in Nairobi. The study assessed the influence of demographic characteristics; age, marital status, number of children, and level of education of the female teachers in Nairobi County on their leisure and recreation participation. It also assessed the influence of other social factors like; teaching workload, domestic chores, availability and access to facilities, cost of leisure gender discrimination, time spent in commuting and type of class taught in leisure and recreation participation of the female teachers in Nairobi County. The study also sought to determine the most preferred choice of leisure and recreation activities of female teachers in Nairobi County. In addition, the study also sought to find out if the type of school had any significant influence in leisure and recreation participation. Data were gathered from 291 respondents who included teachers from public and private schools from Nairobi. Questionnaires were used to gather data. The data were analyzed using descriptive statistics while hypotheses were tested using chi-square and One Sample T- test. The results indicated that most of the female teachers were aged between 36 -45 years, married and had children. The largest proportion of teachers was bachelor degree holders. The most popular leisure and recreation activity was watching television. Amongst the teachers, teaching work load was rated as the most important factor in influencing leisure and recreation participation while gender discrimination emerged as extremely unimportant factor. A larger proportion of teachers rated their participation in leisure and recreation as frequent, enjoyable and fun. This is despite the various factors that influenced their leisure and recreation participation. Age yielded $X^2 = 18.36$ ($P < 0.05$), an indication that age had a significant influence on leisure and recreation participation by the female teachers in Nairobi County. Marital status yielded $X^2 = 3.6$ ($P < 0.05$), an indication that it also had a significant influence on leisure and recreation participation. Number of children, level of education and school taught did not have significant influence on leisure and recreation. It was, therefore, recommended that leisure and recreation providers to increase opportunities for all teachers by providing variety of activities, facilities and also have friendlier programmes and facilities for the aged in order to cater for the aging teachers. The proprietors and managers of schools need to provide crèche facilities and programmes to cater for the female teachers with young children. The government should employ more teachers to minimize teachers' workload.

ABBREVIATION / ACRONYMS

TSC:	Teachers Service Commission
SPSS:	Statistical Package of Social Science
WHO:	World Health Organization

OPERATIONAL DEFINITION OF TERMS

Operational Definition of Terms

Availability and Access to Facilities – This refers to the affordability and proximity of leisure and recreation activities in relation to where female teachers live or work.

Constraints to Leisure and Recreation Participation - Obstacles to leisure and recreation participation, for example; time, traffic jam, domestic chores, gender, availability and access to facilities.

Cost of Leisure and Recreation – This refers to whether the leisure and recreation activities are affordable and whether charges are low or high.

Demographic Characteristics - Age, marital status, education level and number of children of each of the female teachers in Nairobi.

Domestic Chores – This refers to household duties which include care of children and spouses, shopping, laundry, among others.

Gender Discrimination – Refers to whether women have equal opportunities as their male counterparts or are disadvantaged.

Interest in Leisure and Recreation - This is the voluntary desire or want to participate in leisure and recreation.

Leisure – Refers to self-directed pleasurable experiences. Examples include watching television, listening to music and listening to stories.

Leisure and Recreational Facilities - These include indoor and outdoor spaces for leisure and recreation. Examples are gymnasiums, swimming pools, theatres and national parks.

Recreation – Organized physical activities one engages in during free time. They include sports, aerobics, dance and picnic.

Teaching Workload – The number of lessons on the timetable for each teacher per week.

Traffic Jam – Heavy flow of vehicles in Nairobi, slowing down movement.

Type of Class Handled – Whether one teaches examination class, non-examination class or both.

Type of School – Private and public secondary schools in Nairobi.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Availability of free time is the major determining factor for people's participation in leisure and recreation activities (Mwisukha & Wanderi, 2009). Leisure affords individuals a chance to relax and refresh after performing household tasks and labour market responsibilities (Mattingly & Bianchi, 2003). Free time or leisure is an important aspect of daily life.

On the other hand, recreation is an organized activity that one engages in during free time. It is voluntarily chosen by an individual because of satisfaction, pleasure or enrichment in their lives. The activity should be pleasurable and have social redeeming qualities. Recreation participation must result in constructive, positive and socially acceptable behaviour (Mattingly & Bianchi, 2003:1010). These activities could include hiking, walking, jogging, dancing and playing any game which involves physical exertion for fun (Nolan & Surujlal, 2009), other leisure activities could be indoor activities or experiences like drama, watching television, reading or even watching sporting activities on a television screen. These activities involve some degree of learning and hence, provide opportunities for intellectual development of participants (Mwisukha & Wanderi, 2009). In modern society, people use leisure and recreation as a way of counter – balancing stresses that result from living in a competitive and rapidly changing society. Kelly (2000, in Edginton *et al.*, 2003) clarifies succinctly: “While some leisure may be destructive to the self or society, recreation – by definition – is always beneficial in intent.” Benefits associated with participation in recreation include relaxation, improved work production and improved health status (Donnlley & Coakley, 2002).

Despite the benefits, Shaw and Henderson (2005) note that women are not availed the same opportunities as men to participate in leisure, sports and recreation. The main concern is that various studies have found an alarming high number of inactive women. Female participation in sports, leisure and recreation has been researched from various stand-points. For example, Nolan and Surujlal, (2009) assessed the working women's perception and pursuit of recreation in South Africa. Mwisukha (2005) focused on under-representation of women in sports leadership in Kenya.

Njororai (1996) focused on the under-representation of women in competitive and recreation sports, sports leadership and sport-related academic fields in Kenya. Kagwiza et al., (2005) focused on the problems of leisure and recreation among the urbanized Rwandese women. Despite the different angles from which this phenomenon has been researched, little is known of research on female teacher participation in leisure and recreation.

Although work is necessary for people to earn a living, it takes much time for many adults (Haworth & Veal, 2004). The authors assert that millions of people are overworked or over-scheduled at their places of work, leaving them with less time for leisure. According to time diary data, Haworth and Veal (2004) note that with more work comes less leisure time. For instance, promotion at work not only means more money, but also more and longer working hours and less personal free time (Mandi, 2009).

Many people are forced to work over and above their normal working hours so as to beat deadlines at no extra cost (Mandi, 2009). According to Fact – Sheet in Mwisukha and Wanderi (2009), other factors responsible for time famine in the sphere of leisure and recreation participation is that people carry their official work to their homes.

Female teachers belong to this working population and may not be left behind in the contemporary leisure and recreation issues affecting people worldwide. For teachers, there is no time slotted in the timetable for marking, so they may do so during their free time. For them to beat deadlines, they may be compelled to carry the work to their homes or have extra tuition on weekends and during holidays to cover their syllabi in time. Further, Henderson *et al.*, (1993) argue that because women tend to be coordinators of family life, it is often very difficult for them to have extra time for themselves independent of household responsibilities.

Availability of time is central in female participation in leisure and recreation by female teachers. It can be influenced by working over and above the normal working hours, traffic in and out of the workplace for the teachers working far from their work stations and extra responsibilities in schools. For people working in urban areas, much or all of their free time is wasted in traffic jams on busy roads, especially in the evenings and mornings (Mwisukha & Wanderi, 2009) Gender related roles are also central in female teachers participation in leisure and recreation. Domestic gender roles have also been identified as important determinants of whether people of both sexes find time for participation in leisure experiences or not (Shaw & Henderson, 2005).

Feminist researchers argue that free time is an especially problematic concept for women because the boundaries between unpaid domestic responsibilities (which fall disproportionately to women) and free time are always unclear. In most cultures and especially in the modern world, women have extra responsibilities such as child care, laundry, cooking and shopping apart from their regular official employment (Vuckovic, 2004). All the foregoing factors may in one way or another influence female teacher participation in leisure and recreation. It becomes necessary to assess

the influence of these factors on leisure and recreation participation by female teachers in Nairobi County.

1.2 Statement of the Problem

Teachers need to be more specialized, diversified, and technological (Tsai, 2004). This may place job pressure and load on teachers hence reduced leisure and relaxation. Participating in leisure and recreation activities is an effective method for relieving pressure, suggesting that teachers should actively participate in leisure and recreation activities to promote health, happiness and social relationships and attain a sense of accomplishment that enhances teaching efficiency (Chen, 2004; Chang et al., 2001). However, scholars and researchers have highlighted some factors that may influence participation in leisure and recreation such as constraints of time, income, overwork, lack of awareness, access to facilities, cultural impediments, domestic commitments and gender discrimination. These factors can be summed up as perceived constraints that inhibit or militate against participation and enjoyment of leisure and recreation and may include; structural, interpersonal and intrapersonal factors (Crawford & Godbey, 1991; Henderson et al., 1996; Kay, 2005). According to Shaw and Henderson (2005), structural and intrapersonal constraints have formed the bulk of research on women, but interpersonal constraints in the leisure of women have received comparatively little consideration. They call for an extension of the research beyond a psychosocial focus on the individual to one that explores interrelationships between broader sociocultural issues, since “leisure is holistic in women’s lives and how leisure is perceived is framed solidly in social influences” (p. 605). Jackson (2000) and Kleiber and Nimrod (2009) have called for more studies related to older adults. Godbey, Crawford, and Shen (2010) suggest that studies involving older adults are particularly useful when assessing interactions between constraints and

antecedents. Jackson (2005) cites the need for greater research concerning individual motivational factors and leisure participation. Godbey, Crawford and Shen (2010) call for “an activity-, population-, or domain-specific approach” (p.115) to explore “sub-dimensions within each of the three categories” (p. 114) of leisure constraint. This study was designed to assess the influence of these constraints on leisure and recreation participation by female teachers in Nairobi County.

1.3 Purpose of the Study

The purpose of the study was to assess the participation of female teachers leisure and recreation activities in secondary schools in Nairobi. Demographic characteristics of female teachers, frequency of participation and factors influencing their participation were also obtained.

1.4 Objectives of the Study

The study was guided by the following objectives:

- (i) To determine the most preferred leisure and recreational activities by female teachers in secondary schools in Nairobi.
- (ii) To find out the extent to which the following demographic characteristics of the female teachers affect their participation in leisure and recreation.
 - Age
 - Marital status
 - Education level
 - Number of children
- (iii) To determine if type of school had any significant relationship with the female teachers participation in leisure and recreation.

(iv) To determine the influence of the following social factors on Nairobi female teachers participation in leisure and recreation:

- teaching workload;
- domestic chores;
- availability and access of facilities;
- cost of leisure and recreational activities;
- gender discrimination;
- commuting time;
- type of class handled (examination/non-examination) and
- encouragement or lack of encouragement from significant others

1.5 Hypotheses

In pursuit of the objectives of this study, the following null hypotheses were tested:

H₀₁ – There was no significant influence of demographic characteristics of the female teachers in Nairobi County and their frequency of participation on leisure and recreation.

- **H_{01 (a)}** - Age of female teachers in Nairobi County did not significantly influence their frequency of participation in leisure and recreational activities.
- **H_{01 (b)}** - Marital status of female teachers in Nairobi County did not significantly influence their frequency of participation in leisure and recreational activities.
- **H_{01(c)}** - Education level of female teachers in Nairobi County did not significantly influence their frequency of participation in leisure and recreational activities.

- **Ho_{1 (d)}** – Number of children under 18 years in the lives of female teachers in Nairobi County did not significantly influence their frequency of participation in leisure and recreational activities.

Ho₂ - Type of school in which female teachers render their services did not significantly influence their leisure and recreational participation.

Ho₃ - There was no significant influence of other social factors of the female teachers in Nairobi County and their frequency of participation in leisure and recreation.

- **Ho_{3 (a)}** - Teaching workload of female teachers in Nairobi County did not significantly influence their leisure and recreation participation in leisure and recreational activities
- **Ho_{3 (b)}** - Domestic chores of the female teachers in Nairobi did not significantly influence leisure and recreational participation.
- **Ho_{3 (c)}** – Availability and access to resources by the female teachers in Nairobi did not significantly influence their leisure and recreational participation.
- **Ho_{3 (d)}** – Cost of leisure did not significantly influence their leisure and recreational participation.
- **Ho_{3 (e)}** – Gender discrimination did not significantly influence their leisure and recreational participation.
- **Ho_{3 (f)}** – Encouragement from significant others did not significantly influence their leisure and recreational participation.

- **H_{03 (g)}** – Commuting time did not significantly influence their leisure and recreational participation.
- **H_{03 (h)}** – Type of class taught by the female teachers in Nairobi did not significantly influence their leisure and recreational participation.

1.6 Significance of the Study

The findings of the study may help women to understand what affects their participation in leisure and recreation and the areas of concern that they need to address. It may also help the leisure and recreation providers in designing and providing leisure and recreation services that satisfy the interests of women so as to enhance their participation. The findings of the study may also be used by the Ministry of Youth Affairs and Sports to address issues affecting women participation in leisure and recreation that are inclined towards sports; this may be in terms of formulating policy geared towards encouraging women to be more active in leisure and recreational activities.

1.7 Delimitations of the Study

The study was delimited to the female teachers both in private and public secondary schools in Nairobi County. Thirty of the female teachers from one of the schools in Nairobi were involved in the pilot study, and were excluded from the main study.

1.8 Limitations of the Study

The task of collecting data from secondary school teachers who are scattered in various schools in the county required much time and financial resources, which were not readily available to the researcher. However, the researcher endeavored to

overcome this shortcoming by reaching a substantial number of the teachers during tea and lunch breaks.

1.9 Conceptual Framework

The study was based on the concept that leisure participation is influenced by intrapersonal, interpersonal or environmental / structural factors (Crawford & Godbey, 1993). In other words, the study was based on the following three constraints: interpersonal, intrapersonal and structural constraints. The model espoused by Crawford and Godbey (1993) on factors that influence people's leisure and recreational participation is illustrated in figure 1.1 below.

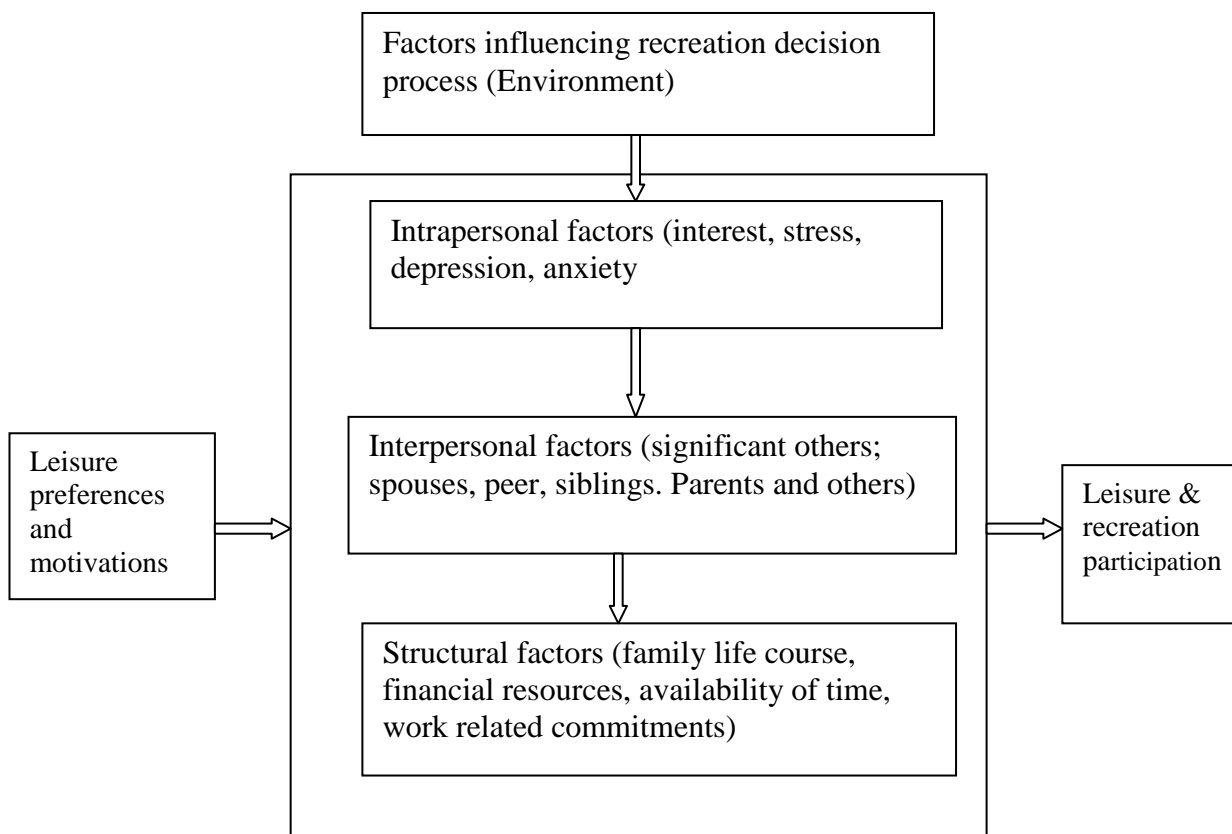


Figure 1.1: Adopted Model of Interpersonal, intrapersonal and Environmental Factors that Influence Participation in Leisure and Recreation (Crawford & Godbey, 1993)

A favourable environment is that, where there is interest in the leisure and recreation activities the consumer voluntarily pursues activities of her

choice (Jackson et al., 1993). A favourable environment is characterized by the influence of “significant others” who may include peers, spouses, siblings, parents, availability of free time and adequate and accessible leisure and recreation facilities (Jackson, 2000; Shaw et al., 2003).

On the other hand, an unfavourable environment is characterized by lack of interest, limited free time, inadequate and inaccessible facilities and lack of support from “significant others”(Jackson, 2000; Shaw et al., 2003). This, in general terms shows the influence of environment on people’s participation in leisure and recreation (Jackson, 2000). They may encourage or discourage one in their pursuits of leisure and recreation.

Constraints are those factors that are assumed by researchers and perceived or experienced by individuals to limit the formation of leisure preference and to inhibit or prohibit participation in leisure and recreation activities (Jackson, 2000). In this study these factors fall in the three constraints; structural constraints which are, type of school taught, commuting time, cost of leisure, number of children, education level, teaching workload, domestic chores and type of class handled. Intrapersonal constraint in the study is the extent of interest, while the interpersonal constraint is encouragement from significant others and marital status.

1.10 Assumptions of the Study

The researcher assumed that the respondents were honest and trustworthy in their responses to the questionnaires. In addition, it was assumed that the teachers are adequately informed about the importance of engaging in leisure and recreation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the concept of leisure and recreation, importance of leisure and recreation, constraints to leisure and recreational participation as well as the professional roles of teachers in Kenya.

2.1 Concept of Leisure and Recreation

The concept of leisure has been variously described and linked with time by various scholars. Edginton et al., (2002) regard leisure as the time that is left after life - sustaining duties have been fulfilled. Boley (2001) defines leisure as unoccupied time to participate in self – determining activity. Therefore, free time is a residual category of discretionary time. Free time is an important aspect of daily life. On the other hand, recreation is one aspect of the broader term, leisure, which encompasses vigorous activities and sedentary hobbies with the intention of recreating and rejuvenating. Leisure affords individuals a chance to relax and refresh after performing household and labour market responsibilities (Mattingly & Bianchi, 2003). Recreation is a leisure time activity, and that for most people, recreational activities and opportunities are largely confined to their leisure hours (Marybeth et al., 2003). The authors further note that the activities are voluntary, meaningful and enjoyable to the person involved. Leisure and recreation are often used interchangeably, especially when defined as free-time experience or something done for pleasure in one's free time. Usually, "leisure" means an activity that is relaxed, undemanding, and even restful. Leisure includes physically demanding sport, disciplined arts and other activity, that is, relaxing (Kelly & Freysinger, 2000).

In this study, the free time is separated into passive leisure time and active leisure time; recreation which is taken and understood to be activity-based and is run on voluntary, organized, socially redeeming and fun, and occur during free time.

2.2 Benefits of Leisure and Recreation

Participation in leisure and recreation plays a vital role in improving quality of life through; improved work production, health status, relaxation by diverting one's mind from stress, and improved fitness level. It also provides one with a positive outlook of life and impacts positively on work-related stress (Alla et al., 2007). Through such time, individuals can escape some of the tedious aspects of life and realize opportunities for personal growth (Mannel & Stynes, 1991). Engaging in active leisure has been shown to be a significant predictor of wellbeing, morality and successful ageing (Meer, 2008). The World Health Organization (WHO) (2009) has reported that many females suffer from diseases that are associated with inadequate participation in physical activities. Unfortunately, watching television shortens lifespan. Iwasaki (2006) assessed leisure benefits, and suggested that leisure can provide the global population with opportunities to live a valuable and meaningful life, which can help improve quality of life.

One study by Kolata (2002) found that those retirees who remained active in leisure and recreation activities like gardening and walking maintained their mental functioning at a higher level than those who did not engage in any activity. Pennix *et al.* (2002) found out that active exercise lowered depression symptoms in adults of age 60 and above.

A study on life satisfaction and importance of leisure and recreation on white and black women living in Canada indicated that leisure activity participation had a direct

positive effect on the life of both groups of women. Most of the females interviewed in the study reported that they found leisure and recreation enjoyable. Apart from the very old who indicated that participation in leisure and recreation is not fun but tiring, they too agreed that it is really important (Debra, 1999).

2.3 Constraints to Leisure and Recreational Participation

Despite the number of studies documenting the contribution of engaging in leisure and recreation and physical activities to wellbeing in later life, many individuals remain inactive (Donnley & Coakley, 2002). There are various perceived constraints that inhibit or militate against participation and enjoyment of leisure and recreation and may include; structural, interpersonal and intrapersonal factors (Crawford & Godbey, 1991; Kay, 2005).

According to Shaw (2001), generally women are not availed the same opportunities as men to participate in leisure and recreation. Women share a common world in their inequality regarding opportunities for leisure (Henderson et al., 1996). This is supported by Jackson and Henderson (1995) who state that women continue facing constraints in their leisure and recreation than men, and that these constraints relate to gender-based role expectations. The constraints include; household chores, ethic of care, and time constraint.

It is difficult to distinguish between the structural constraints of lack of time from interpersonal constraints related to caring behaviours and an internalized interpersonal sense of responsibility to others by women. Further to this, Henderson et al., (1996) note that the ethic of care and lack of sense of entitlement relate to women's family roles and their obligation to put the wellbeing of others first. Analysis of the most recent Time Use Survey shows that access to time for leisure participation is most

determined by hours of employment, family responsibilities and gender (Bittman, 1999).

According to a study by Drew and Paradise (1996), women believe that time belonged to all the other people in their lives who are depending on them. They further note that women feel guilty if they devote time to doing exercise or “non-legitimate activities”. This may not be the case for the female teachers who have a regular income and may afford to hire househelps to assist with domestic chores. Leisure time is a problematic factor for women because the boundaries between unpaid and domestic responsibilities (which fall disproportionately to women) and free-time pursuits are often unclear. Indeed, whether or not a woman is working outside the home, in most cases, they continue to do the bulk of work inside the home; cooking, cleaning, shopping and above all childcare and taking care of other people in the family (Vuckovic, 2004).

Jackson and Scott (1999) assert that women who engage in market work and also perform the role of a wife and a mother may be particularly susceptible to increase in demand and are likely to experience leisure differently from the single, non – parents or unemployed. They also note that “Women’s work in the home is different (from men’s), less flexible and more likely to be interrupted”. The kind of activities that men do such as lawn maintenance and repair are more sporadic and can be scheduled when convenient, whereas the type of work women do like cooking, laundry and shopping is often repetitive and relenting (Henderson et al., 1996). Indeed, the authors point out that women often engage in more than one activity at a time in order to meet the limited time available before and after work, and complete tasks while at work. Most of relevant studies (Jackson, 2005; Jackson & Henderson, 1995) have come to a

common conclusion that women face more intense leisure constraints than men and these results from lack of time. They tend to suggest that women's place within society, women's role and responsibilities often limit women's freedom of choice. Furthermore, lack of skills, private transportation and financial resources are also experienced by women more intensely than men (Harrington & Dawson, 1995)

2.4 Related Studies

Nolan and Surujlal (2009), in their study in South Africa, reported that the duty of the female was traditionally regarded as that of a homemaker, where the family's wellbeing was her main responsibility. The duo also noted that with the enactment of the new Employment Equity Act (1998), equal career opportunities became available for all women in South Africa. The study revealed that these additional career responsibilities resulted in women having more difficulty in balancing a career, health and family responsibilities, resulting in many instances of sacrificing opportunities to engage in leisure and recreational activities. Despite the fact that women's presence in the labour market has increased in most societies, their disadvantages remain in the home relative to men's. This change may indicate convergence, divergence or stability in how women and men spend their time (Jenkins & Pigram, 2005).

Many theorists have examined time scarcity in modern society. As Nowotny (1994) summed it up in her classic book on time, the challenge for modern citizens, who are liable to feel increasingly hurried, is to "find time for themselves".

Because women have been more constrained with regard to family- household obligations and commitments as compared to men, they are disadvantaged with regard to time for leisure. Of course, some scholars contend that all women are not primarily responsible for care-giving and homemaking, and some women who have the

economic means are able to use part of their incomes to relieve household burden and to purchase their own leisure. Similarly, some argue that men will participate in household labour to the extent that there are demands on them to do so. Female teachers in Kenya have a regular income and may be in a position to hire house helps to assist with household chores, hence ample time to engage in leisure and recreation. Therefore, the study tried to find out if household chores and cost of leisure had any influence on leisure and recreational participation by the female teachers.

In a study by Chang (2006) on Korean citizens on analysis of men and women's time use, the regression models predicted total hours of household labour time, free time and attitude to time. The primary objective was to examine the meanings of free time for women and men. For the analysis of gender equity, the researcher examined the impact of gender, age, number of children, and presence of youngsters under age 8, income, education, marital status, paid labour time as well as the interaction of gender and age and marital status. The research was guided by a number of research questions: that women perform more of the household labour, including childcare and housekeeping chores and that the presence of children, marital status, income, level of education, paid labour time affect the pattern of time used for household labour and leisure. The research also sought to find out if the effect was the same or different for women and men. The findings showed that men had more active leisure time than women, nearly 10.2 more minutes on workdays and 53.4 more minutes on Saturday in paid labour than women, that was, approximately 114.9% of women's on ordinary day and 113.2% of women's on Saturday. Leisure time or free time is an important aspect of daily life. Leisure affords individuals a chance to relax and refresh after performing household and labour-market responsibilities. Measured as time for self-care, men have less 0.11 hours on the work day and less 0.21 hours than women on

Saturday. Even though the effect of gender on the perception of time is not significant at $p < .01$, the association is negative, which indicates that men have less time pressure than women.

The results of the study also reflected that most women participated in leisure activities when they had a lot of leisure time. Leisure time was negatively related to gender. It might be because the female responsibilities in a family were more than those of men. For example, most of the female needed to take care of their family members and were expected to have more housework than men. The current study was held in Kenya and addressed even other factors, which included teaching workload, availability and access to facilities, domestic chores, and extent of the female teachers' interest in participating in leisure and recreation.

Leisure constraints have also been found to be related to other demographic factors other than gender related, such as education level, age and marital status (Jackson & Henderson, 1995). Another study on Taiwanese nursing students indicated that the intensity of constraints increases for individuals who possess two or more disadvantage status. For example, people not likely to engage in leisure and recreation outside the comfort of their homes because they lack companion were older women who had low income and since they were too busy with family responsibilities (Jenkins & Pigram, 2005). According to this study, more younger women participate in leisure and recreation as compared to older women. Older women were far more likely to be constrained by poor-health, lack of companion and age related norms which in turn would have a negative outcome on their participation in leisure and recreation, (Ullman, 2011).

Availability of free time is the major determinants for people's participation in leisure and recreation (Mwisukha & Wanderi, 2009). The duo further states that, among the factors that contribute to time famine is that people carry their official work to their homes and that a lot of free time for those who live in urban areas is wasted in traffic jams on the busy roads. A number of factors that constrain seniors in their travel as a leisure activity have been identified in a study carried out on retired teachers (Lee, 2005). Data were analyzed in a series of steps. First, the respondents' socio-demographic characteristics were determined in relation to gender, age, employment, marital status, and life stage and education level. Second, the respondents' travel experiences, motivations, perceptions, preferences and future travel intentions were evaluated. The results showed that the constraints include lack of equipment, information, time and money, fear of disapproval by others, physical limitations and lack of social networks that encourage travel. The other key constraints to travel by seniors are insufficient money, poor health, lack of a companion to travel with, not wanting to drive home in the dark, low energy, disability and perceptions that they are too old to travel.

In terms of the Japanese market, one of the reasons for not travelling by seniors is lack of time (Lee, 2005). This is surprising, as it is widely assumed that retirement provides more time for travel. Other travel constraints experienced by ageing Koreans include the family discouraging or 'forbidding' travel, as well as a tendency on their part to feel guilty about considering travel in their senior years (Lee, 2005).

According to the above study, constraints to travel accounted for the largest proportion of the variance (20 per cent). It contains seven items related to issues that are interpreted as constraints to travel. While senior respondents generally agreed that

they were healthy enough to travel (85 per cent), that travel was generally affordable to most of them and that they were able to get information about travel, the perceived constraints related largely to their own and others' perceptions about being 'too old' to travel. The majority of respondents (88 per cent) admitted that they would 'feel guilty about travelling'. While in a physical, financial and practical sense, there appeared to be few real constraints to deter them from travelling; their own beliefs, along with those of others, appeared to be acting as psychological barriers to travel.

The results of the study indicated that there was a clear interest in, and physical ability to travel among the majority of senior Koreans female teachers who were surveyed. An important finding of the study was that senior Koreans tended to think that they should stay at home or in a silver town. This stereotype might, therefore, limit their travel behaviour. They generally believed that if they wanted to travel, their family and friends would approve, but they themselves would feel guilty about travelling for leisure and recreation. This study also suggested that senior Koreans were influenced by family and other people when considering travel to leisure sites and recreation.

Another research by Freysinger (2001) has shown that the multiple roles of employee, spouse and parent hinder women's opportunities to participate in recreational activities. Presence of children increased the demand for housework; the more children one has and the younger they are, the greater childcare demands on parents and less likely the parents have discretionary time and more so if they are working (Bittman, 1999). Shaw (1994) suggests that the pattern of household work setup when children are young tends to persist over time, keeping mothers in the homes more relative to the fathers.

Marital status plays a very major role in leisure and recreation participation by women. Single women perceive more constraint than married women related to community structure, personal money, transportation and work, while married women perceived more constraint related to household expectations (Henderson, 2007). Kay (2005) concludes that the domestic work of women does not diminish when one gets married, but in fact becomes even more problematic and difficult. The author argues that there is severe restriction on when and where women, especially if married, can spend their leisure time outside their homes. An average woman spends about 50 hours on family and household work while a man spends an average of 11 hours (Little, 2002). This clearly indicates that women are disadvantaged within a patriarchal society and their subordinate status within the society limits their access to and enjoyment of leisure and recreation. According to Freysinger (2001), many of the married women negotiate with their husbands or male partners what they do during leisure time, especially if the leisure activities take them outside the confines of their homes.

King et al., (2000) examined the effects of marital transition on changes on participation in physical activities during leisure time. The transition from single to married state resulted in significant positive change relative to individuals remaining single. In contrast, the transition from married to single did not influence participation in physical activity. The author further states that women perform more of the housework when they are married and when they become parents than when single and childless.

According to the results of an empirical study carried out on Botswana women by Kgathi (2008), approval by husband, lover, brother, father or cohabiter still has to be

sought before a woman can engage in a leisure activity. According to the study, 28% of the target population (395) reported failure to participate in leisure due to very little time especially after work, 16% due to lack of support from significant others, 28% due to unavailability and distance from the facilities, 13% due to family commitments and the remaining 15% due to lack of funds to pay for facilities. Indeed, according to Bittman and Wajcman (2004), consumption of leisure time and goods is powerfully determined by income. Consequently, low income can lead to exclusion from leisure participation.

2.5 Professional Role of Teachers in Kenya

In addition to classroom teaching, the duties of a teacher include; preparation for teaching, grading examination papers and reports, keeping progress records of students, setting and marking tests/examinations, supervising co - curricular activities, instilling discipline in the students, providing additional instructions and communicating with parents and students about the students' progress (TSC Code of Regulations, 2000). All these factors may adversely affect their participation in leisure and recreation. In addition to these structural factors, other interpersonal and intrapersonal factors may adversely affect participation in leisure and recreation of female teachers in Nairobi County.

2.6 Summary of Literature Review

Literature is specific on the benefits of leisure and recreation to individual consumer (Alla et al., 2007; Shaw, 1994; Meer, 2008). For people to enjoy leisure and recreation, a number of factors must be addressed. In a study by Noran and Surujlal (2009) on women in South Africa, results indicated that additional career responsibilities resulted in women having difficult balancing career and family

responsibilities resulting to sacrificing opportunities to engage in leisure and recreation pursuits. However, not all women are responsible for care-giving and home-making. With more women going to joining the labour market, they must have economic means to relieve household burden and purchase their own leisure. Therefore, the study tried to find out if household chores and cost of leisure had any influence on leisure and recreational participation by the secondary school female teachers in Nairobi County.

According to Mwisukha and Wanderi (2009), free time is the major determinant of leisure and recreational participation. The duo further noted that much of free time is wasted commuting to and from work through traffic jam. In addition, people carry their official work home interfering with their supposedly free time after work which could be spent in leisure and recreational activities. The female teachers working in Nairobi may have to commute from their homes to and from their houses to the venues of leisure and recreation. The study therefore addressed this problem of time usage on commuting to and from places of work to find out if there is any influence in leisure and recreation by female teachers in Nairobi.

Crawford and Godbey (1987) distinguished three categories of constraints; structural, intrapersonal and interpersonal constraints. Henderson et al., (2005) cited constraints to participation in leisure and recreation activities by women. Intensity of leisure constraints increases for individuals who possess two or more disadvantage status. Results from Taiwan nursing students, revealed that, women not likely to engage in leisure and recreation activities outside the comfort of their homes, for lack of company were older and middle aged women (Jenkins & Pigram, 2005). According to the study, the younger the one was the more participation in leisure activities. Older

women were more likely to be constrained by lack of company and age-related issues, affecting their leisure and recreation participation. The study at hand looked at the influence of age as a demographic factor on leisure and recreational participation by secondary schools female teachers.

A study carried out in Botswana and South Africa revealed that women face constraints of family commitments, career responsibilities, influence of significant others, time and cost of leisure in their pursuit of leisure and recreation. The study conducted by Chang (2006) assessed men and women's time use. It showed that men have more active leisure time than women by nearly 10.2 minutes on workdays and 53.5 more minutes on Saturdays in paid labour than women. Another study by Lee (2005) on retired Korean teachers on their travel behavior during their free time indicated that there is clear interest, physical ability but their travel behaviour is limited by the stereotype that they should stay at home. The current study was based in Kenya and on working female teachers. Leisure constraints may affect frequency of participation in activities, sometimes leading even to complete non-participation (Alexandris et al., 2002). The discrepancies on the different findings made this study to present investigations of leisure participation and constraint that might be experienced by secondary school female teachers of some importance.

It is worth noting, that all the studies reviewed in the study were conducted in foreign countries and are, therefore, not directly applicable to Kenya. Some of the studies did not specifically focus on working teachers but on other professions and retirees. Some of the studies were based on review of literature, lacking statistical back-up. However, the current study was an empirical one and specifically focused on assessment of participation of secondary school female teachers in Nairobi County.

The study further addressed the influence of various factors in leisure and recreational participation.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covers research design, location of study, target population, sampling procedures and sample size and sampling, research instrument and its validity and reliability, data collection procedures and data analysis.

3.1 Research Design

The study adopted the descriptive survey research design to determine the female teachers' leisure and recreational pursuits in Nairobi Province. According to Kombo and Tromp (2006) and Berg and Latin (2004), a descriptive survey is useful when collecting information about peoples' opinions by administering interviews and questionnaires to a sample of individuals. Therefore, this design was appropriate for the study because it does not involve manipulation of variables under investigation but reports current status of phenomenon. The design, therefore, enabled the researcher to determine the current status of leisure and recreational participation of female teachers without any special treatment of the variables under study.

3.2 Measurement of Variables

The independent variables in the study were, age, marital status, education level, number of the children. Others included the type of school taught and other socio-demographic factors like, teaching workload, type of school taught, domestic chores, encouragement from significant others. The study assessed the influence of the above mentioned independent variables on the frequency of participation as the dependent variables. The dependent variable, frequency of participation was measured by collecting views from female teachers on their weekly frequency of participation. The

frequency of participation was either once or twice and three or more times. Chi-square and T-test were done to establish the influence of independent variables on dependent variable.

3.3 Location of the Study

The location of the study was Nairobi County. Nairobi was chosen as the area of study because it is a cosmopolitan area inhabited by people of diverse backgrounds. As the capital city, Nairobi has numerous leisure and recreational opportunities that can be exploited by the city dwellers. The list of schools used in the study is attached (See Appendix 2)

3.4 Target Population

The population of this study was female teachers who teach in secondary schools within Nairobi city. Teachers were targeted because they are assumed to have knowledge of the importance and benefits of participating in leisure and recreation. The population consisted of female teachers in both public and private secondary schools in Nairobi city. Public schools category was further divided into national and provincial schools. The national schools are of higher standards in terms of facilities and performance as compared to the provincial schools. This is assumed that it could have an influence on participation in leisure and recreation. There are 4 national schools and 42 provincial schools. There are 18 private schools (Nairobi Province Education Board, 2009). The private schools were only those that followed the international system. There are 109 female teachers in the national schools, 1360 in the provincial schools and 434 in the private schools. The total number of teachers targeted was 1903.

3.5 Sampling Technique

Nairobi County was purposively selected as the region to carry out the study because it is inhabited by people from diverse backgrounds. Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study (Ogula, 2005). Stratified random sampling was used for this study. The schools were stratified into three strata: National public, provincial public and private schools. The schools were listed down and a proportion of 50% of each stratum was randomly selected using the simple random technique. The total number of schools selected was 32, 2 (50%) national schools, 9 (50%) private schools and 21 (50%) provincial schools. Stratified random sampling was used to ensure that every category of school was accorded equal opportunity of being represented in the study. The total number of teachers in the selected schools was 1067.

3.6 Sample Size

A proportion of 320 (30%) of female teachers in these schools was selected as the sample. At least 30% of the total population is representative (Borg & Gall, 2003). Thus, 30% of the accessible population is enough for the sample size.

3.7 Research Instrument

The researcher used closed-ended direct contact questionnaire to collect information. It was constructed by the researcher and to ensure face and content validity of the research instrument, the researcher's two supervisors, from the Department of Recreation Management and Exercise Science of Kenyatta University who are specialists in the area of study, independently reviewed and assessed the questionnaire items. The instrument was then adjusted accordingly based on any common observations made by the two supervisors. A questionnaire is the most appropriate to

use for descriptive survey (Mugenda and Mugenda, 2003). Additionally, the questionnaire was used for the following reasons: a) its potentials in reaching out a large number of respondents within a short time, b) able to give the respondents adequate time to respond to the items, c) offers a sense of security (confidentiality) to the respondent and d) it is objective method and has no bias resulting from the personal characteristics (as in an interview) (Owens, 2002). The questionnaire sought data on the demographic details, leisure and recreational activities, and frequency of participation. It also focused on the factors that influenced leisure and recreational participation. (Appendix 1).

3.8 Pre-testing

Before the actual administration of the questionnaires to the respondents, a pre-test of the instrument was conducted involving identical groups of subjects who were not involved in the main study. Thirty (30) female teachers from one selected provincial school that was not used in the main study were used in pretesting. The pretesting helped to determine the suitability, appropriateness and clarity of the questionnaire items in addressing the variables under investigation.

3.9 Validity and Reliability

The validity of instrument is the extent to which it does measure what it is supposed to measure. According to Mugenda and Mugenda (1999), validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study. To ensure face and content validity of the research item, the supervisors reviewed the instrument independently and assessed the questionnaire items. The

instrument was then adjusted accordingly based on any common observations made by the supervisors.

Reliability is the ability of a research instrument to consistently measure characteristics of interest over time. It is the degree to which a research instrument yields consistent results or data after repeated trials, (Mugenda & Mugenda, 1999). Test–retest method was utilized to determine the reliability of the questionnaires. The results were correlated using the Pearson Product Moment Correlation Coefficient and an acceptable reliability index of 0.8 was found for the instrument.

3.10 Data Collection Procedures

The researcher delivered the questionnaires directly to the schools and specifically to the female teachers in the sampled schools. The researcher was introduced by head teachers or deputies to the teachers. In most of the schools, it was done during the tea break. This was the most appropriate time to meet the teachers. The researcher introduced herself and gave a briefing on the research and explained what the questionnaire was all about. A letter which explained the importance and significance of this survey and asked for their cooperation was attached to the questionnaire. The respondents were requested to answer the items on the questionnaires. The respondents were given two weeks to fill the questionnaires of which follow-ups were made to ensure that responses from the targeted respondents were received. The whole process of collecting the answered questionnaires from the schools was between February and March. All the schools that were sampled agreed to participate in the study. For each of the closed-ended questions included in the questionnaire, each respondent was required to tick against the answer that best represented her view or opinion out of the choices provided.

3.11 Data Analysis and Presentation

Collected data were coded and organized for analysis using Statistical Package for Social Sciences (SPSS) version 17.0. Computation of frequencies was used as a statistical method of grouping or organizing raw data into a meaningful way to ease interpretation. Tables were used in organizing and summarizing the data. Chi-square was used to test for the influence of demographic characteristics of female teachers and frequency at which female teachers participated in leisure and recreational activities. The chi-square is a non-parametric test of significance appropriate when data are in the form of frequency count and it compares proportions actually observed in a study with proportion expected to be seen if they are significantly different (Hinton & Brownlow, 2004). In addition, T – test was used to test H_{03} . One sample T-test is used when data are collected from a single sample drawn from a defined population. In addition, it is used when the data are independent, that is, when the data are not correlated.

3.12 Logistical and Ethical Considerations

Research permit was sought from the Ministry of Education, Science and Technology (Appendix 3). A letter was written to the heads of the schools requesting for permission to access female teachers in the schools (Appendix 4). A request also was made to the potential respondents to participate in the study (Appendix 5). The respondents were informed of the purpose and the nature of the study. They were assured of confidentiality of gathered information.

CHAPTER FOUR

FINDINGS

4.0 Introduction

This chapter presents the findings and discussion of the study. The major areas of focus included the demographic characteristics and preferred activities of female in Nairobi County. It also highlights the influence of other socio-demographic characteristics of secondary school female teachers on their leisure and recreational participation. Other variables included the frequency of participation by the female teachers in Nairobi secondary schools.

Demographic Characteristics of the Respondents

4.1 Age

This study involved a representative sample of female teachers in Nairobi City. Out of the 320 sampled female secondary school teachers, 291 responded to the questionnaires by completely filling and returning them. This comprised 90% of the targeted population.

Table 4.1: Age Category of Female Teachers in Secondary Schools in Nairobi County

Age (years)	20-25	26-30	31-35	36-40	41-45	46-50	>50	Total
Number	5	25	51	91	72	41	6	291
%	1.7	8.6	17.5	31.1	25.0	14.0	2.1	100

It is evident from the table 4.1 above, that a higher proportion of 91 (31.2%) of the female teachers were in the age category of 36-40 years, followed by those who were in the 41-45 age category (73, 25.0%). The female teachers of age 20 to 25 were the minority (5, 1.7%).

4.2 Marital Status

Table 4.2: Marital Status of Female Teachers in Secondary Schools in Nairobi County

Marital Status	Married	Single	Divorced	Widowed	Total
Number	217	47	15	12	291
%	74.1	16.7	5.1	4.1	100%

It is evident from the findings above that a higher proportion 217 (74.1%) of the female teachers were married, followed by those who were single 47 (16.7%). The female teachers who were widowed were the minority 12 (4.1%).

4.3 Education Level

Table 4.3: Education Level of Female Teachers in Secondary Schools in Nairobi County

Qualification	Diploma	Bachelor's Degree	Masters Degree	PhD	Others
Number	30	133	101	7	20
Percentage	10.4	45.7	34.6	2.4	6.9

Out of the 291 respondents, a higher proportion of female teachers 133, 45.7% were holders of bachelor's degree, followed by masters (101, 34.6%) while a proportion of 30 (10.4%) were diploma holders. Only 7 (2.4%) of the female teachers were holders of Doctor of Philosophy degree while 20 (6.9%) held other qualifications ranging from technical qualifications such as coaches, who teach Physical Education which is one of the subjects taught in high schools.

4.4 Number of Children under 18 years

Table 4.4: Number of Children under 18 years of Female Teachers in Secondary Schools in Nairobi County

Number of Children	1 – 2	3 - 4	5 - 6	7 – 8	>8	Total
Number	176	61	7	1	2	247
Percentage	60.1	20.8	2.4	0.3	0.7	100

Female teachers with 1 or 2 children registered the highest percentage, 60.1% followed by those who had 3 or 4 children, at 20.8%. The female teachers with 7 children and above registered the lowest percentage, 1%. The female teachers who did not have any children U18 years under their care were 44.

4.5 Most Preferred Leisure and Recreation Activities by Female Teachers in Secondary Schools in Nairobi County

Table 4.5: Proportions of Secondary Schools Female Teachers in Nairobi County against their Preferred Leisure and Recreation Activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	watching movies/TV	110	37.5	38.1	38.1
	going to the gym	33	11.3	11.4	49.5
	Shopping	18	6.1	6.2	55.7
	Gardening	24	8.2	8.3	64.0
	Walking	37	12.6	12.8	76.8
	Jogging	9	3.1	3.1	79.9
	Dancing	32	10.9	11.1	91.0
	game drive/nature walk	11	3.8	3.8	99.3
	Excursions	2	.7	.7	91.7
	sporting activities	11	3.8	3.8	95.5
	any other{s}	2	.7	.7	100.0
	Total	289	98.6	100.0	
	Missing	System	4	1.4	
Total		293	100.0		

It is evident from table 4.5 that most of the female teachers 110, 37.5% preferred watching television, followed by a proportion of 37 (12.6%) and 33 (11.4%) who indicated walking and gymnasium workout respectively as their most favoured leisure and recreation activities. The findings are not unique to Kenya as this is in line with findings from Institute of Australian Living Standard undertaken in Melbourne which indicated that watching television was the most popular leisure activity (Kolar, 1993).

Going for excursions registered the lowest population. The activity cannot be done on a weekly basis and this explains the low frequency of participation per week.

4.6 Frequency of Participation in Leisure and Recreation on a Weekly Basis

The study also investigated the frequency of female teachers' participation in leisure and recreational activities of their choice in a week.

Table 4.6 Weekly Frequency of Participation of Secondary Schools Female Teachers in Nairobi County

Frequency	Numbers	Percentage
Missing	8	3.2
Once or Twice	155	52.9
Thrice or More	128	43.9
Total	291	100

It is evident from table 4.6 that a higher proportion of 155 (52.9%) of the female teachers participated once or twice per week in their chosen leisure and recreational activities, a higher proportion than those who participated thrice or more times in a week. For the purpose of this study, participation in leisure and recreation activities thrice or more in a week is considered ideal. The researcher grouped the frequency of participation in two categories; once or twice together as one, thrice or more times in a week together as the other category.

4.7 Influence of Significant Others

Participation in leisure and recreational activities is sometimes influenced by other people's encouragement or discouragement. Table 4.7 below shows the extent to which various groups contributed to the influence of leisure and recreation participation by female teachers in secondary schools in Nairobi.

Table 4.7: Extent to which Various Groups Encouraged or Discouraged Leisure and Recreation Participation by Secondary Schools Female Teachers in Nairobi County.

Group	Encourage	Neutral	Discourage	Total
Family Member	159 54.6%	110 37.8%	22 7.6%	291 100%
Friends	168 57.6%	113 39.0%	10 3.4%	291 100%
Social Group	126 43.3%	126 43.3%	39 13.4%	291 100%
Professionals in Health	170 58.3%	106 36.6%	15 5.1%	291 100%
Colleagues	127 43.6%	124 42.6%	40 13.8%	291 100%

Professionals in matters of health constituted the highest percentage, 58.3% as a source of encouragement among the female teachers. Friends and family members constituted 57.6% and 54.6% respectively as a source of encouragement. Social groups and colleagues registered the lowest percentage among the people who influence the female teachers' participation in leisure and recreation. Among the

people who discourage female teachers in leisure and recreational participation, the social groups and colleagues registered the highest percentage. This indicated that the family members, friends and professionals in the matters of health had major influence in leisure and recreation of female teachers than any other group. This study's findings are to a larger extent in agreement with those of Sallis et al., (2004) which indicate that women's adoption of exercise, leisure and recreation engagement is influenced by family and friends' support.

4.8 Influence of Age on Leisure and Recreation Participation by Secondary School Female Teachers in Nairobi County.

Age is a very important demographic factor and it may or may not have a significant influence in leisure and recreation. Table 4.8 below represents the results.

Table 4.8: Age and the Weekly Frequency of Participation in Leisure and Recreation by Secondary School Female Teachers in Nairobi County.

			frequency of participation in leisure and recreation activities		Total
			once or twice a week	thrice or more times in a week	
age in years	26-30	Count % within age in years	5 20.0%	20 80.0%	25 100.0%
	31-35	Count % within age in years	23 45.1%	28 54.9%	51 100.0%
	36-40	Count % within age in years	47 56.0%	37 44.0%	84 100.0%
	41-45	Count % within age in years	48 66.7%	24 33.3%	72 100.0%
	46-50	Count % within age in years	24 58.5%	17 41.5%	41 100.0%
Total	Count % within age in years	147 53.8%	126 46.2%	273 100.0%	

$X^2=18.369$, $df= 4$, $P<0.05$ (Significant)

From the table (4.8) above, it is evident that a higher population (80%) who participated thrice or more times per week were those in the 26- 30 age bracket, with those in the 41-45 age bracket registering the lowest, 33.3%.

Female teachers in the 41-45 age brackets were the highest at once or twice per week with a percentage of 66.7%. At the same frequency, female teachers in the age bracket registered the lowest, 20%. It is evident from the findings that advancement in age resulted to less participation in leisure and recreation activities by secondary school female teachers in Nairobi County. The findings do not agree with recommendation from Aghai et al., 2006, Bult et al., 2011 that age, as one of the most important factors affecting participation in leisure activities, is not a rationale to quit or cease participating in sports. To assess the influence of age on the frequency at which the female teachers are involved in leisure and recreation, the chi-square analysis was conducted and the results were as indicated, $X^2 = 18.369$, $df = 4$ and P value 0.001 showed that age as a demographic factor had a significant influence on the weekly frequency of participation in leisure and recreation by female teachers in secondary schools in Nairobi. Therefore, there was no sufficient evidence to retain the null hypotheses $H_{01(a)}$ that age as a demographic factor does not have a significant influence on secondary schools female teachers' participation in leisure and recreation.

The results from this study are in line with what other researchers have found in their studies. According to study by Jenkins and Pigram (2005) intensity of constraints increases for individuals who possess two or more disadvantage status, For example, people not likely to engage in leisure and recreation outside the comfort of their homes because they lack companion are older women, females who have low income and middle aged women since they are too busy with family responsibilities.

According to the study, more younger women participate in leisure and recreation as compared to older women, (Ullman, 2011). According to Jenkins and Pigram (2005), older people are far more likely to be constrained by poor health and age-related norms and lack of company which would affect their participation in leisure and recreation. The findings are also in line with the study by Sallis et al., (2000) that frequency of participation in leisure and recreation activities declines with age. However, there is an observation made that a higher percentage (41.5%) of the female teachers in the 46-50 age bracket participated thrice or more in leisure and recreational activities as compared to those in the 41-45 age bracket who registered 33.3%. A higher percentage of 66.7% of female teachers in the 41-45 age bracket participated once or twice in a week as compared to 58.5% of those in the 46-50 age bracket. This is in line with the observation by Jackson, et al (2005) that, leisure changes most at transitional points in people's lives, which lend credence to the observation that constraint to leisure, may decline at menopause and during midlife when child-rearing duties have dissipated. This may explain why there is rise in the percentage of the female teachers who participated thrice or more times in a week at the age of 46 - 50.

4.9 Influence of Marital Status on Leisure and Recreation Participation by Secondary School Female Teachers in Nairobi County

Table 4.9: Marital Status and the Weekly Frequency of Participation in Leisure and Recreation by Secondary School Female Teachers in Nairobi County

			frequency of participation in leisure and recreation activities		Total
			once or twice a week	thrice or more times in a week	
marital status	Married	Count % within marital status	115 54.8%	95 45.2%	210 100.0%
	Single	Count % within marital status	19 39.6%	29 60.4%	48 100.0%
Total		Count % within marital status	134 51.9%	124 48.1%	258 100.0%

$$(X^2 = 3.606, df=1, P < 0.05 \text{ (Significant)})$$

The researcher grouped the respondents as either married or single. It is evident from the findings that single female teachers registered a higher population, 60.4% at thrice or more times in a week as compared to those who were married, 45.2%. 54.8% of married female teachers participated once or twice in a week, while at the same frequency; single female teachers registered a lower percentage, 39.6%. The chi-square results, $X^2=3.606$, $df = 1$ and P value of 0.05 showed a significant influence of marital status and the frequency of participation in leisure and recreation by female teachers in secondary schools in Nairobi. Therefore, the null hypothesis ($H_{01(b)}$) that there is no significant influence of marital status as a demographic factor on

frequency of participation in leisure and recreation by female teachers in Nairobi was rejected. The studies examining association between marital status and participation in leisure and recreation have produced mixed findings. Some studies have reported a positive association between marital status and participation in leisure and recreation while others have reported none. However, the findings agree with a study on middle aged women of Iranian origin by Henderson (2006) that married women perceived more constraints related to household expectation than their single counterparts.

4.10 Influence of Number of Children on Leisure and Recreation Participation by Secondary School Female Teachers in Nairobi County

Number of children as demographic factor may or may not have significant influence in leisure and recreational participation of secondary school female teachers in Nairobi County. Table 4.10 represents the results.

Table 4.10: Number of Children under 18 years and the Weekly Frequency of Participation in Leisure and Recreation by Secondary School Female Teachers in Nairobi County

			frequency of participation in leisure and recreational activities		Total
			once or twice a week	thrice or more times in a week	
number of children under 18	1-2	Count	99	77	176
		% within number of children under 18	56.2%	43.8%	100.0%
	5-6	Count	1	6	7
		% within number of children under 18	14.3%	85.7%	100.0%
	over 8	Count	1	1	2
	% within number of children under 18	50.0%	50.0%	100.0%	
	3-4	Count	26	28	54
		% within number of children under 18	48.1%	51.9%	100.0%
	7-8	Count	1	0	1
		% within number of children under 18	100.0%	.0%	100.0%
Total		Count	128	112	240
		% within number of children under 18	53.3%	46.7%	100.0%

$X^2=6.357$, $df=4$, $P>0.05$ (Not Significant)

From the table, 4.10 above, the findings show that, a higher percentage (56.2%) of female teachers with 1-2 children participated once or twice in a week as compared to

a lower percentage (43.8%) of those who participated in leisure and recreation thrice or more times in a week. The female teachers with 3-4 and 5-6 children on the other hand registered a higher percentage, 51.9% and 85.7% respectively at thrice or more times in a week. This is a higher participation as compared to 48.1% and 14.3% respectively at once or twice in a week for the same population. Chi-square analysis of the same resulted to, $X^2 = 6.357$ and P value=0.174, an indication that the number of children one had did not significantly influence leisure and recreational participation. Therefore, the null hypothesis ($H_{0(c)}$) that the number of children one had did not significantly influence leisure and recreational participation was upheld. These study findings do not concur with those of Bittman (1999) who argues that presence of children increased the demand for housework and the more children one has and the younger they are, the greater child care demands on parents and less free time for engaging in leisure and recreation. This implies that female teachers who had more and younger children could still find free time and opportunity to enjoy their leisure and recreation.

4.11 Education Level

The study sought to investigate the influence of education level of female teachers in Nairobi County and their frequency of participation. The education level may or may not have a significant influence on the frequency of leisure and recreational participation of the female teachers in Nairobi. The table 4.11 below represents the results

4.11: Education Level and the Weekly Frequency of Participation in Leisure and Recreation by Secondary School Female Teachers in Nairobi County

			frequency of participation in leisure and recreational activities		Total
			once or twice a week	thrice or more times in a week	
level of education	PhD	Count	5	2	7
		% within level of education	71.4%	28.6%	100.0%
	Masters	Count	52	42	94
		% within level of education	55.3%	44.7%	100.0%
	Bachelors	Count	72	59	131
		% within level of education	55.0%	45.0%	100.0%
	Diploma	Count	14	16	30
		% within level of education	46.7%	53.3%	100.0%
Total		Count	143	119	262
		% within level of education	54.6%	45.4%	100.0%

$X^2 = 1.588$, $df=3$, $P>0.05$ (Not significant)

It is evident from the results that a higher percentage (71.4%) of Ph.D holders participated once or twice in a week, while a lower percentage, 28.6% participated three or more times in a week. A lower percentage, 46.7% of diploma holders participated once or twice in a week, the diploma holders who participated at three or more times per week registered a higher percentage, 55.3 % of masters holders participated once or twice in a week while 55% of bachelor holders participated at the same frequency. At three or more times in a week, masters holders registered a

slightly lower percentage (44.7%) as compared to bachelor holders at 45%. This was a very minimal difference in both for masters and bachelor holders. The findings of this study do not agree with those of Henderson (2006) on the Iranian women where it was found that women who had less than high school diploma had more household expectation constraints than those who had more education. The study further revealed that women with greater than high school qualifications are more likely to engage in regular leisure and recreation than their counterparts who are less educated who are more likely to engage in strenuous jobs and have fewer opportunities to pursue leisure time physical activities. The chi-square value of 1.588 and p value of 0.662 revealed that the level of education of female teachers in Nairobi did not influence leisure and recreation. Hence, the null hypothesis ($H_{01(d)}$) that level of education does not significantly influence leisure and recreation participation by female teachers in Nairobi was upheld.

4.12 Influence of Type of School taught and the Weekly Frequency of Participation by the Female Teachers in Nairobi County

For the purpose of this study, teachers were sampled from 2 types of schools; private and public. The private schools in the study were those that followed the international syllabus while the public schools followed the 8.4.4 system. The term dates and daily timings of private schools are different from those of public schools. There is also a wider range of subjects offered in private schools; this may translate to more workload in the private schools, factors that can have an effect on participation of leisure and recreation by the teachers.

Table 4.12: Type of School Taught and the Weekly Frequency of Participation in Leisure and Recreation by Secondary School Female Teachers in Nairobi County.

			frequency of participation in leisure and recreational activities		Total
			once or twice a week	thrice or more times in a week	
school you teach	Private	Count	75	58	133
		% within school you teach	56.4%	43.6%	100.0%
	Public	Count	79	72	151
		% within school you teach	52.3%	47.7%	100.0%
Total		Count	154	130	284
		% within school you teach	54.2%	45.8%	100.0%

$$X^2 = 0.473, df=1, P > 0.05 \text{ (Not significant)}$$

It is evident from the findings that teachers registered a higher percentage, 56.4% and 52.3% in private and public schools respectively at once or twice in a week. They registered a decrease in percentage, 43.6% and 47.7% in private and public schools respectively at thrice or more times in a week. This clearly indicates that teachers in both private and public schools participated more at once or twice per week as compared to thrice or more times in a week at both categories. The chi-square value of $X^2 = 0.473$ and P-value=0.492 revealed that the type of school the female teachers teach did not influence leisure and recreation. Hence, the null hypothesis (H_{02}) that type of school does not significantly influence leisure and recreational participation by female teachers in Nairobi was upheld. This implies that even with schools having

different syllabi, a factor that could influence availability of free time and teaching workload which are a major determinant in leisure and recreational participation. These findings are in disagreement with Jackson (2005) who argues that enough free time and having less workload in office are motivational factors influencing leisure-time physical activity involvement.

4.13 Importance of Other Social Factors in Influencing Leisure and Recreation Participation by Female Teachers in Secondary Schools in Nairobi County

This study also examined the importance of others social factors that may influence the female teachers' participation in leisure and recreation activities of their choice. To assess these factors, 4- Likert scale questionnaire items that included extremely important, important, slightly important and unimportant were used. The corresponding values for this scale were 4, 3, 2 and 1 respectively.

Table 4.13: Means and Standard Deviations of the Importance of other Social Factors in Influencing Female Teacher's Participation in Leisure and Recreation

	N	Mean	Std. Deviation	Std. Error Mean
Teaching workload	288	3.07	.929	.055
Domestic chores	284	2.71	.949	.056
Availability and access to facilities	292	2.57	.987	.058
Cost of leisure and recreation activities	289	2.76	1.007	.059
Gender discrimination	287	1.75	1.093	.065
Commuting	290	2.39	1.092	.064
Interest in leisure and recreation activities	290	2.36	1.163	.068
Type of class handled	279	2.49	1.166	.070
Lack of encouragement from significant others	291	2.07	1.018	.060

It is evident from the table 4.13 above that teaching workload was rated as the extremely important factor that influences leisure and recreational participation of female teachers in secondary schools in Nairobi County with a mean score of 3.07. Cost of leisure and domestic chores emerged as important factors with a mean score of 2.76 and 2.71 respectively. The findings indicated that gender discrimination was the most extremely unimportant factor in influencing leisure and recreational participation by female teachers in secondary schools in Nairobi County with a mean

score of 1.75. To determine if the above mentioned factors influenced leisure and recreation participation, t-test sample analysis was carried out and results were as indicated in table 4.14 below.

4.14: One-Sample T-Test

	Test Value = 2.5					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Teaching	10.338	287	.000	.566	.46	.67
Domestic chores	3.690	283	.000	.208	.10	.32
Availability and access to facilities	1.245	291	.214	.072	-.04	.19
Cost of leisure and recreation activities	4.469	288	.000	.265	.15	.38
Gender discrimination	-11.634	286	.000	-.751	-.88	-.62
Commuting time	-1.774	289	.077	-.114	-.24	.01
Type of class taught	-.180	278	.857	-.013	-1.5	.12
Encouragement from Significant others	-7.226	290	.000	-.431	-.55	-.31

It is evident from table 4.13 above that according to the female teachers in secondary schools in Nairobi teaching workload, domestic chores, and cost of leisure and recreation were rated as extremely important factors that influence female teachers participation in leisure and recreation with a rating above 2.5, t values of 10.338, 3.690, 4.469 in that order and a P-value <0.001. This indicates that the above three

factors had a significant influence on leisure and recreational participation by secondary school female teachers in Nairobi County. Hence, the null hypotheses;

- $H_{03(a)}$, teaching workload did not significantly influence leisure and recreational participation by female teachers in Nairobi County was rejected.
- $H_{03(b)}$, domestic chores did not significantly influence leisure and recreational participation by female teachers in Nairobi County was rejected.
- $H_{03(d)}$, cost of leisure did not significantly influence leisure and recreational participation by female teachers in Nairobi County was rejected.

The findings of the study are supported by Jacob and Gerson (2004) who note that paid labour time and household labor time which reflect great total workload are negatively associated with total free time. In addition, the findings concur with a study by Mwisukha and Wanderi (2009), who stated that carrying extra work home and working above the normal working hours have a negative effect on the leisure and recreational participation; this could be the case especially to those teachers who teach examination classes. Since domestic chores are cited as an important factor in influencing leisure and recreation participation by female teachers in Nairobi, it is likely that female teachers with domestic chores are more unlikely to be involved in leisure and recreation than women teachers without domestic chores. According to Shaw and Henderson (2005), the burden of family care has greater impact on many female who are constrained by domestic responsibilities revolving round ethic of care and lack of entitlement leisure and the phenomenon in which women put the needs of others above their own, placing a lower priority on their own leisure. The findings

also agree with Little, (2002) who states that women are still responsible for the majority of duties involved in maintaining home and family. Cost of leisure was also an important factor in influencing leisure and recreational participation. According to Arab – Moghadam et al., (2007) this was true that many of the constraints on women's leisure, as revealed through the feminist literature, can be conceptualized as structural constraints, which included women's lack of financial resources and financial independence. Cost-related constraint ranks among the most frequent and powerful constraints on leisure activities generally (Jackson, 2005).

Availability and access to facilities with a t value of 1.245 indicated that it was not as important in leisure and recreational participation by the female teachers in Nairobi County. On the other hand, gender discrimination ($t = -11.634$), encouragement from significant others (-7.226), time spent on commuting to and from their places of work ($t = -1.774$) and type of class handled (-1.80) were rated as extremely unimportant factors. Therefore the null hypotheses:

- $H_{03(c)}$, availability and access to facilities did not significantly influence leisure and recreational participation by female teachers in Nairobi County was upheld.
- $H_{03(e)}$, gender discrimination did not significantly influence leisure and recreational participation by female teachers in Nairobi County was upheld.
- $H_{03(f)}$, encouragement from significant others did not significantly influence leisure and recreational participation by female teachers in Nairobi County was upheld.

- Ho_{3 (g)}, time spent commuting to their places of work or not did not significantly influence leisure and recreation participation was upheld.
- Ho_{3 (h)}, type of class handled did not significantly influence leisure and recreation participation was upheld.

The study revealed that encouragement from significant others did not influence the female teachers' leisure and recreation participation. The findings of the study were not in agreement with Lee (2005) on his study on some retired Koreans teachers, who claimed that despite them being in good health and able to afford the cost of travel, they heavily relied on encouragement and approval by family members and friends.

Availability and access to facilities was not important in leisure and recreational participation by the female teachers in Nairobi County. Availability and access to leisure and recreation facilities is a structural constraint. The findings agree with views by Godbey, et al. (2010) that structural constraints reside at the opposite end of the hierarchy and as such, have the least influence on leisure behaviour. This implies that female teachers were able to negotiate this structural of availability and access to leisure and recreation facilities.

People working in urban areas waste much of their free time in traffic jams to and from work (Mwisukha & Wanderi, 2009). This is the time that female teachers could use to engage in leisure activities. However, the findings revealed that the time spent commuting to and from school did not significantly influence the female teachers' participation in leisure and recreation. Walker and Virden (2004) note that constraints on time are the strongest ones, and the ones most common in relevant studies. Further, the findings did not agree with findings by Im et al., (2011) who concluded that North

American women were constrained by lack of time due to their working schedule especially where they commute to work.

The findings indicated that gender discrimination is an unimportant factor in limiting leisure and recreational participation by female teachers in Nairobi. The findings in the study did not agree with Shaw and Henderson, (2005), that women bear the greater burden of family care where they put the needs of others above their own, hence lower priority on their own leisure involvement. This implies that female teachers did not feel discriminated against in leisure and recreation by virtue of them being females.

CHAPTER FIVE

DISCUSSION

5.0 Discussion of the Findings

The study investigated the most popular leisure and recreation activity. It also assessed the influence of age, number of children, type of schools taught, education level and marital status of the female teachers in Nairobi County on leisure and recreation participation. The study further assessed the importance of class taught, teaching workload, domestic chores, cost of leisure activities, time spent commuting and gender discrimination on leisure and recreational participation.

The study found that the most popular leisure time activity among the female teachers in Nairobi was watching television. This was not good because today, there is a lot of emphasis on people taking part in active leisure activities than passive ones like watching television which is detrimental to one's health. Television watching is a risk factor associated with metabolic syndrome in adults, Hu et al., (2003).

Majority of the respondents were in the 30-45 age bracket and minority in the 20-25 age brackets. This was likely so because, majority of the teachers start working after the age of 25 and most likely they do not retire in Nairobi or they quit teaching before they reach their retirement age. An increase in age resulted to non-involvement in leisure and recreation by the female teachers. Participation decreases with age. The findings are in agreement with Ullman (2011) that younger women participate in leisure activities than older women. This could be attributed to health deterioration that comes with age, lack of company as people get busy and change friends as they age or getting busy with other activities in life. However, this should not be the case, as one ages, there is need to be actively involved in leisure and recreational activities

as a way of maintaining and improving health. Retirees who remained active in leisure and recreational activities like gardening and walking maintained their mental functioning at a higher level than those who did not engage in any activities, Kolata (2002).

Majority of female teachers in Nairobi were married, this was a major influence on their leisure and recreational participation. Female teachers who were married participated more in leisure and recreation than their counter-parts who were married. Married women perceived more constraints related to household experiences than single women. This could be so because married women have to involve their spouses in leisure and recreation participation. If the spouses oppose or are not willing to participate, this would have an effect in leisure and recreation by these female teachers. On the other hand, single women could participate or attend leisure and recreational activities at their convenience without spouses to think about.

Majority of the female teachers in Nairobi County had children below the age of 18 under their care and majority had one or two children. However, the number of children one had did not influence frequency of participation in leisure and recreational participation. The findings did not agree with Bittman (1999) that the more and younger the children, the greater the child care demands. This may be the case because, female teachers have a regular income and they were able to hire a helper to help them with childcare. In addition the children may be old enough not to require intensive care from their mothers.

The level of education of female teachers in Nairobi did not influence their frequency in leisure and recreational participation. This meant that despite the different level of education they had, this did not have an effect in leisure and recreational participation.

This was not in agreement with a study on Iranian women, where level of education was a factor that influenced leisure participation among women. Women with lower education had more household constraints than those who had higher education, a factor that had an effect in their leisure and recreation, (Henderson 2006). This may have been the case because all the teachers followed the same timings; they were all full-time teachers regardless of their qualifications and followed a time table. Type of school these teachers taught did not either influence their frequency in leisure and recreational participation.

Female teachers cited teaching workload as an important factor in leisure and recreation participation. The findings are in agreement with Haworth and Veal, (2004), that majority of people have a lot of work at their places of work leaving them with very little time for leisure and recreational activities. Teaching workload being an important factor in leisure and recreational participation by these female teachers could be attributed to teachers having a number of lessons to teach in the timetable per day in order for them to cover the syllabus. The more the lessons one had, the less the free time available for leisure and recreation. In addition, there is no time set aside for the teachers to mark. This may imply that they mark during their free time. This meant that if they had a heavy teaching workload, they were forced to carry extra work home or even stayed longer after school to mark and prepare for future lessons. Many people are forced to work over and above their normal working hours so as to beat deadlines at no extra cost, Mwisukha and Wanderi (2009). Teachers may not be left behind in working over and above their normal timing in the timetable as they have to mark, prepare for exams, extra-curricular activities and duties.

Domestic chores were also mentioned by female teachers as very important factors in leisure and recreational participation by the female teachers in Nairobi. Little (2002) states that women are still responsible for the majority of duties involved in home and family maintenance. The female teachers could be in this category of women who maintain their homes, hence the importance of domestic chores in leisure and recreational participation.

Cost-related constraints rank among the most frequent and powerful constraints in leisure and recreational activities (Jackson, 2005). Female teachers are not left behind as cost of leisure and recreational activities ranked among the most important factors in leisure and recreation participation by the female teachers in secondary schools in Nairobi. Though female teachers have a regular income, the cost was a hindrance to their participation. This could be so because of other financial commitments or the cost of their chosen activities.

Encouragement from significant others was not an important factor in leisure and recreational participation by the female teachers in Nairobi County. The findings did not agree with Lee (2005) on studies on retired Korean teachers, who claimed that they could easily afford travelling as a leisure activity, but heavily relied on the influence and encouragement of significant others like family and friends.

Female teachers were able to negotiate through the constraints of availability and access to facilities, thus, they indicated that availability and access to facilities was not an important factor in their participation. There was a likelihood that the facilities were within or near their residential areas or work-place. In the earlier findings, watching television emerged as the most popular activity for these female teachers; they most likely did this at the comfort of their homes. Contrary to observation by

Mwisukha & Wanderi (2009) and Walken & Virden (2004) who stated that time spent on commuting was an important factor influencing leisure participation by people working in urban areas, female teachers reported that time spent commuting was not important in influencing leisure and recreational participation.

Female teachers did not feel discriminated along gender lines in their leisure and recreational participation. The findings did not agree with Shaw and Henderson (2005), that women bear the greater burden of family care where they put the needs of others first at the expense of leisure and recreation participation. This implies that the female teachers are able to negotiate through the challenges of gender-based issues and responsibilities.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Summary of the Findings

The study sought to assess the participation of secondary school female teachers in leisure and recreation. The main areas of focus in the study included demographic characteristics of female teachers in Nairobi County and their influence on the frequency of participation in leisure and recreation. Other areas were the most popular leisure and recreational activities among the female teachers and also the importance of other social factors in leisure and recreational participation.

The study was based on the following null hypotheses.

Ho₁ – There was no significant influence of demographic factors of the female teachers in Nairobi County and their frequency of participation in leisure and recreation.

- **Ho_{1(a)}** - Age of female in teachers in Nairobi County did not significantly influence their frequency of participation in leisure and recreational activities.
- **Ho_{1(b)}** - Marital status of female in teachers in Nairobi County did not significantly influence their frequency of participation in leisure and recreational activities.
- **Ho_{1(c)}** - Education level of female in teachers in Nairobi County did not significantly influence their frequency of participation in leisure and recreational activities.
- **Ho_{1(d)}** – Number of children U18 years in the lives of female in teachers in Nairobi County did not significantly

influence their frequency of participation in leisure and recreational activities.

H₀₂ - Type of school in which female teachers render their services did not significantly influence their leisure and recreational participation.

H₀₃ - There was no significant influence of other social factors of the female teachers in Nairobi County and their frequency of participation in leisure and recreation.

- **H₀_{3 (a)}** - Teaching workload of female teachers in Nairobi County did not significantly influence their leisure and recreation participation in leisure and recreational activities
- **H₀_{3 (b)}** - Domestic chores of the female teachers in Nairobi did not significantly influence leisure and recreational participation.
- **H₀_{3 (c)}** – Availability and access to resources by the female teachers in Nairobi did not significantly influence their leisure and recreational participation.
- **H₀_{3 (d)}** – Cost of leisure did not significantly influence their leisure and recreational participation.
- **H₀_{3 (e)}** – Gender discrimination did not significantly influence their leisure and recreational participation.
- **H₀_{3 (f)}** – Encouragement from significant others did not significantly influence their leisure and recreational participation.

- **H_{03 (g)}** – Commuting time did not significantly influence their leisure and recreational participation.
- **H_{03 (h)}** – Type of class taught by the female teachers in Nairobi did not significantly influence their leisure and recreational participation.

The findings of the study were as follows:

- (i) The most popular leisure and recreation activity among the female teachers in Nairobi County was watching television.
- (ii) Most of the respondents were in the age group 36-45 years' bracket and minority in the 20-25 age bracket. Age influences leisure and recreational participation by the female teachers
- (iii) Majority of female teachers in Nairobi were married, and had 1-2 children below the age of 18 years that they take care of.
- (iv) Marital status of female teachers did not have an influence on their frequency of participation in leisure and recreation.
- (v) The number of children that one had did not have influence on leisure and recreation of female teachers.
- (vi) Majority of the female teachers in Nairobi were bachelor holders with the minority being Ph.D. holders. However, the education level of the female teachers did not have an influence in their leisure and recreation.
- (vii) Teaching workload, cost of leisure and recreation, and domestic chores were the most important factors in leisure and recreational participation by the female teachers.

- (viii) Encouragement from significant others, availability and access to facilities, commuting time, gender discrimination and type of class taught were not important factors in leisure and participation by the female teachers.

6.1 Conclusions

Based on the findings, the following conclusions were made:

- (i) Majority of female teachers in Nairobi County who have children below 18 years out-number those who have children above 18 years of age. This could be attributed to the fact that most of the female teachers are in the age bracket 30 – 45.
- (ii) Most of the teachers in Nairobi County were in the age bracket 30 – 45. This implies that most of the teachers are in the middle age bracket. This could be because majority of them start working after the age of 25 since the Teachers Service Commission does not employ right after university and also most likely they do not retire in Nairobi or they quit work before they attain the retirement age.
- (iii) Most of the female teachers in Nairobi County were married and have children.
- (iv) Although there were few Ph.D. holders in this study, they were not as frequent in leisure and recreational participation. This could be because they have extra duties and responsibilities above classroom teaching because of their qualifications.
- (v) Watching television was the most preferred leisure and recreational activity by female teachers in Nairobi. This could be because it is done at the comfort of their homes and do not have to travel or go out of the house to do so. It is a cheap and effortless activity.

- (vi) There was no difference in the perception of total leisure constraints between female teachers in public schools and female teachers in private schools. This could be because; teachers follow a teaching timetable regardless of the syllabus they follow. It can be concluded that the difference in syllabus did not have any influence on leisure and recreation.
- (vii) Age of the female teachers in Nairobi had negative influence on leisure and recreational participation. The younger the teachers, the more frequent they were in leisure and recreational participation, infrequency of participation increased with age. This could be attributed to the responsibilities that come with age, like children and responsibilities as a teacher due to more years of experience. It could also be attributed to decrease in fitness that comes with age.
- (viii) Most of the female teachers in Nairobi County cited teaching work-load as the most important factor that determines their participation in leisure and recreation. This implies that there is value for work among the teachers in Nairobi County.
- (ix) Gender discrimination is not an important factor in influencing the participation in leisure and recreation by the female teachers. This implies that the teachers are able to negotiate through gender-related constraints or there is a decline in gender related commitments as most of the respondents are in the 30 – 45 age bracket and child bearing duties have dissipated or they have helpers to assist in the gender-related duties.

6.2 Recommendations for Government, Schools and Service Providers

Arising from the findings of this study, the following are recommended for policy formulation and implementation:

- (i) Recreation service providers to provide friendlier facilities and programme catering for all ages especially the old as age emerged as one of the demographic factors influencing leisure and recreation facilities among the female teachers in Nairobi.
- (ii) The manager or proprietors of schools to increase leisure opportunities for all teachers especially in the schools by providing variety of activities and ample space. This would go far in helping the teachers engage more in leisure and recreation, be a source of motivation as well as role models for the young students for a healthier population.
- (iii) The government and managers or proprietors of private schools should consider employing more teachers. This would ensure that teachers are not overworked and that they have some free time since majority of the teachers cited teaching workload as the most important factors that determines their participation in leisure and recreation.
- (iv) Recreation service providers and Ministry of Health to be more aggressive in sensitizing people on the health benefits of engaging in active leisure. This would go a long way in families taking up participation in leisure and recreation as a joint family affair where they encourage each other and help in creating time for leisure.
- (v) Recreation service providers and schools to provide crèche facilities to take care of the female teachers with young children.
- (vi) The government should ensure that the charges of all public facilities that provide leisure and recreational activities are affordable. In addition, it should ensure that the private leisure and recreation providers do not charge exorbitant fees by reducing the taxes extended to them. This would go a long

way in affordability by all people. The government should also ensure that the public facilities are well-maintained in order to attract people.

6.3 Recommendations for Further Research

It is suggested that further research can be carried out to:

- (i) Assess the participation of male teachers in Nairobi County.
- (ii) Assess leisure and recreation participation of teachers in other counties other than just Nairobi County.
- (iii) Carry out a comparative analysis of leisure and recreation participation of teachers with those other professions such as bankers, doctors etc.

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APPENDICES

Appendix 1: QUESTIONNAIRE

I am a graduate student at Kenyatta University, pursuing a Master's of Science degree in Leisure and Recreation Management. I am conducting a study to assess the leisure participation of female teachers in secondary schools in Nairobi. I am therefore, requesting you to be a respondent in this study. Your response will be treated with utmost confidentiality.

Please specify the following by putting a tick or filling in where applicable

1. Your marital status

- | | |
|-------------------------------------|--|
| a. Married <input type="checkbox"/> | c. Divorced/separated <input type="checkbox"/> |
| b. Single <input type="checkbox"/> | d. Widowed <input type="checkbox"/> |

2. Your age

- | | |
|-------------------------------------|---|
| a. 20 – 25 <input type="checkbox"/> | e. 41 – 45 <input type="checkbox"/> |
| b. 26 – 30 <input type="checkbox"/> | f. 46 – 50 <input type="checkbox"/> |
| c. 31 – 35 <input type="checkbox"/> | g. Over 50 years <input type="checkbox"/> |
| d. 36 - 40 <input type="checkbox"/> | |

3. Do you have children under age 18 years under your care?

- | | |
|---------------------------------|---------------------------------|
| a. Yes <input type="checkbox"/> | b. No. <input type="checkbox"/> |
|---------------------------------|---------------------------------|

4. Indicate number of children below 18 years under your care:

- | | |
|-----------|----------|
| a. 1 - 2 | d. 3 - 4 |
| b. 5 - 6 | e. 7 - 8 |
| c. Over 8 | |

5. Do you take care of other people in your family?

- | | |
|---------------------------------|---------------------------------|
| a. Yes <input type="checkbox"/> | b. No. <input type="checkbox"/> |
|---------------------------------|---------------------------------|

6. What is the level of education?

- | | |
|-----------------------------------|-------------------------------------|
| a. Ph.D. <input type="checkbox"/> | d. Diploma <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

- b. Masters e. Other
 c. Bachelors

7. In which school do you teach?

- a. Private b. Public

8. If you teach in public school, which one of the following?

- a. National b. Provincial

9. Do you have remedial teaching on weekends or after school?

- a. Yes b. No.

10. Which class do you teach?

- a. Examination Class c. Both
 b. Non Examination Class

11. Do you work on holidays?

- a. Yes b. No.

Please indicate the number o lessons you teach in a week

12. Indicate your preference of the setting for your leisure and recreation experiences.

- a. School
 b. Private members clubs
 c. Municipal/Council facilities
 d. National parks
 e. Church sponsored facilities
 f. Any other, please specify

13. What leisure and recreational activities do you prefer during your free time?

- a. Watching movies TV g. Dancing
 b. Going to the gym h. Exercise
 c. Shopping i. Excursions
 d. Gardening
 e. Walking j. Sporting activities
 f. Jogging k. Playing games
 l. Game Drive/Nature Walk

m. Any other(s)

14. Please rate the extent to which you participate in leisure and recreation experiences of your choice:

- a. Frequently c. not at all
 b. Infrequently

15. How frequently do you participate in leisure and recreation activities of your choice in a week? (if you do participate).

- a. Once
 b. Twice
 c. Thrice
 d. Four
 e. Five or More

B. Factors Influencing Leisure Participation

16. The following questions examine the factors that influence your participation in leisure and recreation activities of your choice. Please indicate the importance of each of the following factors in your participation in leisure and recreation activities of your choice.

Please circle the number that best describes your situation, using following rating scale:

1 = extremely unimportant, 2 – slightly important, 3 = important, 4 = extremely important

Teaching workload	1	2	3	4
Domestic chores	1	2	3	4
Availability and access to facilities	1	2	3	4
Cost of leisure and recreation activities	1	2	3	4
Gender discrimination	1	2	3	4
Commuting time	1	2	3	4
Type of class taught	1	2	3	4
Lack of encouragement from significant others	1	2	3	4

D. Leisure satisfaction and Life priorities

18. This part asks about your feelings of the importance of leisure and recreation and other aspects of life, and how satisfied you are with your leisure activities.

Please rate the extent to which you agree or disagree with each of the following statements.

1=strongly disagree, 2= disagree, 3=neutral, 4 = agree, 5= strongly agree.

Leisure and recreation activity is enjoyable in my life 1 2 3

Leisure and recreation activity is unimportant in my life 1 2 3

Leisure and recreation activity is boring 1 2 3

Leisure and recreation activity is fun 1 2 3

19. After considering other factors, please consider the extent of you leisure and recreation satisfaction.

Very satisfied	satisfied	uncertain	unsatisfied	very unsatisfied
1	2	3	4	5

Appendix 2: List of Schools

Appendix 3: Permit from Ministry of Education

Appendix 4: Letter to Heads of Schools

Appendix 5: Request to Respondents**Dear Respondent**

My name is Joyce Muthoni, a student from Kenyatta University carrying out a research on Assessment of Participation of Secondary School Female Teachers in Leisure and Recreation in Nairobi, Kenya. I would be very thankful if you sacrificed your time to provide information relating to the questions provided below. Note that the information you give will be treated with strict confidentiality and for purpose of this research only.

Kindly respond to all questions, tick [√] in the brackets where applicable. Your cooperation will be highly appreciated. Thanks in advance.

Yours Faithfully

Joyce Muthoni