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Balancing Acts for African Women Development: Challenges of Women Academics in Africa, the Case of Nigeria

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Abstract

In traditional African society as well as modern, women had, and still have, recognized roles in the socio-cultural as well as economic spheres. Many homes are partially and some fully maintained by women, who being gainfully employed add the functions of workers to that of mothers, wives, daughters-in-law as well as children, sisters, aunts etc. This paper therefore addresses the challenges facing women academics in Nigeria who have to juggle academic with culture-imposed responsibilities of marriage and motherhood, emotional needs, and recreation. Questionnaires were administered on one hundred married and single-parent female academics in some Universities, Colleges of Education and Polytechnics in Oyo and Osun States of Nigeria and a Focus Group Discussion (FGD) was conducted at University of Ibadan. The investigation revealed imbalanced acts because though the female academics are very busy, yet they love their jobs, strive to

meet up with their socio-cultural family responsibilities but fail to attend to their personal recreational needs. Since African female academics are empowered and inclined towards empowering other women, they need to remain healthy, improve their thinking and increase their energy for the optimal productivity needed for development by balancing the acts of job and family life with recreation.

Female academics, family responsibilities, African socio-cultural responsibilities, job responsibilities, recreational needs

Background

An academic, whether male or female, African or not, is saddled with the responsibility of being a classroom teacher, researcher and a community service provider. He/she therefore has to be organized and pursue a patterned life to cope with the day-to-day needs of teaching, drawing questions, marking scripts, attending to students as guardians, engaging in his/her research, supervising undergraduate and postgraduate students, performing community service duties (such as heading units and being members of committees etc) within and outside the university or college community. The challenges are more intense in a setting as Nigeria where electric power is not guaranteed, water is to be sourced rather than assumed to be there and general basic amenities are not always available.

For the female academic, the challenges are more intense because she needs to juggle her career needs, family responsibilities towards her husband and children, socio-cultural responsibilities towards her relations, her husband's relations, her society and her personal recreation needs. It has been observed that many female academics do not cope adequately well as their male counterparts on the job because of these numerous roles. It has even been confirmed by research that as you move up the academic pyramid, female academics become rare as you get to the top of the pyramid. The big question then is 'are female academics in Nigeria less brilliant than their male counterparts or are there reasons why they seem not to be making tremendous progress as the males?'

This paper is therefore set to highlight the challenges faced by Nigerian female academics, find out whether the acts are well balanced and propose some coping strategies that may sustain them and make the work easier for them to cope with.

Literature Review

Okome (2010:1) highlights the structures of inequality in the Nigerian society and discusses how these structures affect the role of women in contemporary Nigeria where women are faced with a lot of challenges, most emanating from socio-cultural responsibilities. It also seems to be a consensus statement that women in academics as well as other career sectors face more challenges than their male counterparts (Portia and Curtis, 2004; Lamount et al, 2004; Mason and Goulden, 2001). Among the challenges established in previous researches are work / family clash, gender bias and discrimination.

Work/family clash has been viewed as a significant tension for women faculty because women academics with children often have a productivity gap as compared to their male counterparts. The relationship between work/family and job satisfaction has been found to be greater among women than men (Salguero et al, 2010). Mason and Goulden claim that even in the United States, women are well represented among non-tenure-track faculty (perhaps a dubious mark of glory) at 49%, and are fairly well represented among pre-tenured faculty, at 45% of assistant professors on the tenure-track, women remain a mere 26% of tenured faculty.

According to Cole and Curtis, work/family conflicts are a serious issue and faculty members, particularly female faculty members, find themselves performing a balancing act in order to fulfill the expectations attached to both family and academic roles. They support this claim with the results derived from a survey of faculty members at Ohio State, published in 2003 which revealed that female faculty members were more likely to have dependent-care responsibilities and to express dissatisfaction with their ability to integrate work/life issues than their male faculty counterparts. The survey also revealed that male faculty members are 2.5 times more likely than female faculty members to have a spouse or partner available to assist with household and family responsibilities.

Also, in a study carried out in a university in United Kingdom (UK), Forster (2001) reports on the views that women academics have about their career prospects, equal opportunities and the conflicts they experience between their work and personal lives. He claims that, though the university in question has formal equal opportunity policies and gender monitoring systems in place, very few women have progressed into senior academic roles and that

they continue to be handicapped by well-ingrained structural and cultural barriers and by promotion systems that still largely rely on the publication records of candidates for appointments and promotions. According to his report, some of the women interviewed reported that they had opted to put their careers on hold because of domestic and family responsibilities and a few have resigned themselves to never achieving senior positions because of these commitments.

These findings suggest that women in academic disproportionately perceive that they must choose either family *or* career. Hellsten et al (2011:271) explain that researches have suggested that the structure of the academic workplace and the duration of the tenure-track (usually six years, although the time period differs by institution) are designed in ways that discriminate against women. They enunciate further that due to the fear of looking less committed or serious than male colleagues, female faculty members may even refuse to take advantage of parental leave policies such as maternity leave, halting the tenure clock during a maternity leave, and may even reconsider having a child or delay parenting.

This paper therefore reports the result of a research carried out on Nigerian female academics and how they juggle family responsibilities, African socio-cultural responsibilities, job responsibilities and their recreational needs

Research Procedure

A fifty-item questionnaire package which was divided into Sections A, B, C, D and E was designed for this investigation. Section A addresses issues such as job affiliation, academic status, number of years of tertiary teaching experience, marital status and age range of children. Section B deals with personal assessment of job and experience. Section C (meant only for married academics) and Section D (designed for single-parent academics) require information on how they juggle their jobs with family living and the home support they enjoy while Section E and Section F address recreation and healthy living.

One hundred subjects, constituted by married female academics and single-parent female academics drawn from some universities, colleges of education and polytechnics in Oyo and Osun states, were randomly selected as the samples for this investigation. There were 100 respondents to Sections A, B, E, F, 87 respondents to Section C (for married female academics) and 13

respondents to Section D (for single-parent female academics). The responses were allotted a mark each and calculated in simple percentages. The higher percentage was taken as the norm. Pie charts are used to graphically represent the major findings of the investigation.

Analysis

This section presents the results in tables and pie –charts.

Table 1 Tertiary Affiliation and Years of Teaching Experience

Affiliation	University		College of Education	Polytechnic	
No of Respondents	60		20	20	
Years of Tertiary Teaching Experience	1-5	6-10	11-15	16-20	21+
No of Respondents	41	31	23	2	3

Figure 1

Affiliation

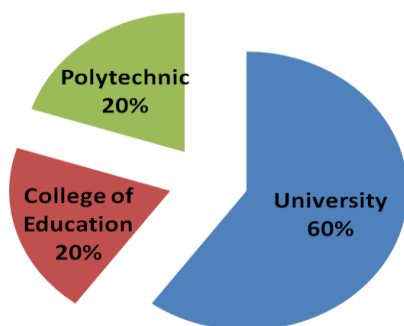
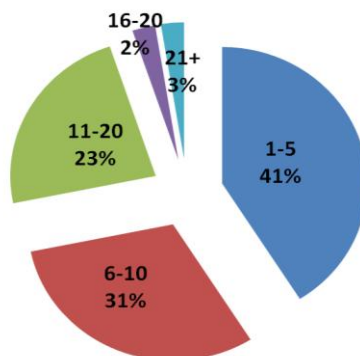


Figure 2

Years of Tertiary Teaching Experience



Sixty subjects were drawn from the universities while twenty subjects were each drawn from the colleges of education and polytechnics respectively. 41% of the respondents are relatively new in academics as they have just spent between 1 and 5 years while the rest have spent from 6 to 21 years.

Table 2 Marital Status, Number of Children and Age range

	Marital Status				Number of Children			Age range of Children			
	Married	Separated	Divorced	Widowed	1-2	3-4	5+	1-5	1-10	1-15	1-20
No of Respondents (%)	76	11	7	6	37	58	5	15	24	53	8

Table 2 reveals that 76% of the respondents were married, 11% separated from their spouses, 7% divorced and 6% widowed. Majority, constituting 58%, had between three and four children and most of the children range between the age of 1 and 15 (53%)

Figure 3

Figure 4

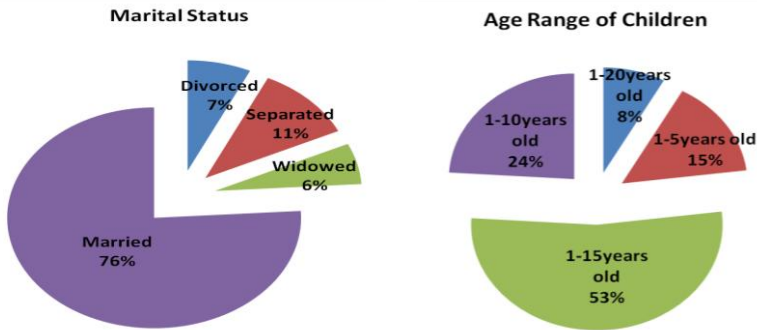


Figure 5

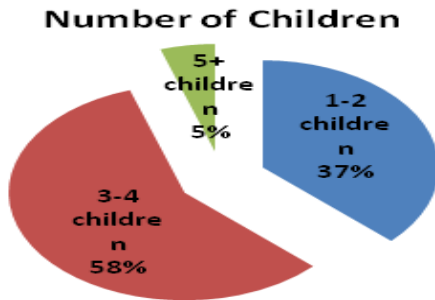


Table 3 Personal Assessment of Job and Experience

Do you enjoy being a teacher at the tertiary level of education?				How busy are you?		
Very much	Not so much	so	Not at all	.Very busy	Not so busy	Not busy at all
88	12	-		95	4	1
Do you find enough time in a day?				How do you feel in the morning of most days?		
Most days I do not find enough hours	Most days I find enough hours	Most days I have more than enough hours		Anxious because there is much to do	Relaxed because there is less to do	
89	10	1		95	5	
How frequently do you travel for conferences and field research trips?				Do you think your duties as a wife and mother affect your performance on the job?		
Very frequently	Frequently	Hardly	Never	Yes	No	
10	61	29	-	56	44	
Do you feel most female lecturers find it difficult to cope with the challenges of the job because they have a lot of socio-cultural responsibilities?				Do you feel most female lecturers find it difficult to cope with the challenges of the job because they are not as intelligent as their male counterparts?		
Yes		No		Yes	No	
66		34		100	-	

Majority of the respondents, constituting 88% of the population sample, enjoy very much being teachers at the tertiary level of education while 95% claimed to be very busy.

Figure 6

Do you enjoy being a teacher at the tertiary level of education?

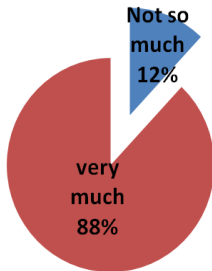
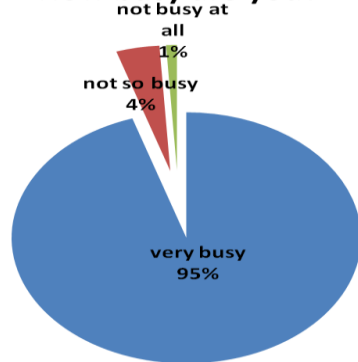


Figure 7

How busy are you?



Eighty-nine percent (89%) do not find enough hours in a day and 95% claim to feel anxious in the morning most days.

Figure 8

Do you find enough time in a day?

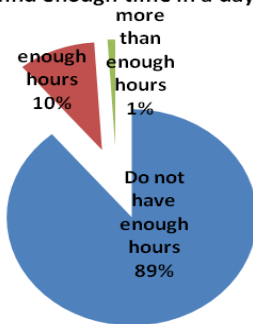
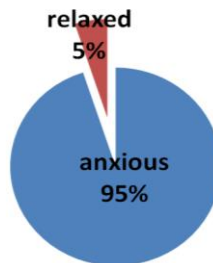


Figure 9

How do you feel in the morning of most days?



Ten percent (10%) and 61% , constituting 71% of the respondents, travel for conferences and go on research field trips very frequently and frequently while 29% hardly do. 56% of the respondents feel that their duties as wife and mother affect their performance on the job while 44% do not feel so.

Figure 10

How frequently do you travel for conferences and field research trips?

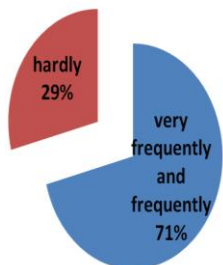
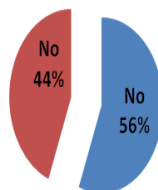


Figure 11

Do you think your duties as a wife and mother affect your performance on the job?



Majority of the respondents (66%) feel that most female lecturers do not cope well with the challenges of the job because they have a lot of socio- cultural responsibilities while 34% feel this is not true. However, all respondents (100%) agree that female lecturers are not less intelligent than their male counterparts.

Figure 12

Do you feel most female lecturers find it difficult to cope with the challenges of the job because they have a lot of socio-cultural responsibilities?

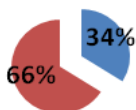


Figure 13

Do you feel most female lecturers find it difficult to cope with the challenges of the job because they are not as intelligent as their male counterparts?

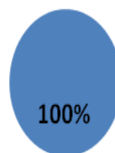


Table 4

Married Female Academics with Children – Juggling Jobs with Family Living and Home Support

Do you live with your spouse or live separately?				How busy is your husband?			
We live together	We sometimes live together	We do not live together at all		Very busy	Not so busy	Not busy at all	
70 (81 %)	15(17%)	2 (2%)		68 (78%)	19 (22%)	-	
Who takes or used to take your children to school?				How well does your husband approve of your job as a tertiary teacher?			
Most times, my husband does	Most times, I do	We share the responsibility		Very well	With reservation	Not at all	
44 (51%)	20 (23%)	23 (26%)		68 (78%)	18 (21%)	1 (1%)	
How often does your husband complain about you not meeting up with your duties as a wife and mother?				How will you rate your husband?			
Very frequently	frequently	Hardly	Never	Very supportive	Supportive	Fairly supportive	Not supportive
7 (8%)	21 (24%)	53 (61%)	6 (7%)	61 (70%)	16 (18%)	10 (12%)	-
How frequently does your husband help with house chores when you're busy?				How will you rate your children?			
Very frequently	frequently	Hardly	Never	Very supportive	Supportive	Fairly supportive	Not supportive
10 (12%)	21 (24%)	51 (59%)	5 (6%)	63 (73%)	15 (17%)	9 (10%)	-
How frequently do your children help with house chores when you are busy?				How frequently do you spend quality time with your family?			
Very	frequently	Hardly	Never	Very	frequently	Hardly	Never

frequently	y	y		frequently	y		
27 (31%)	54 (62%)	6 (7%)	-	14 (16%)	51 (59%)	22 (25%)	-
How frequently do you go on holidays together?				Do you think you would have made a better wife and mother but for your job?			
Very frequently	frequently	Hardly	Never	Yes	No		
2 (3%)	11 (13%)	61 (70%)	13 (14%)	35 (40%)	52 (60%)		

As regards how married female academics juggle work and family living, and the support by family members, 81% claim they live with their husbands and 78% have very busy husbands.

Figure 14

Do you live with your spouse or live separately?

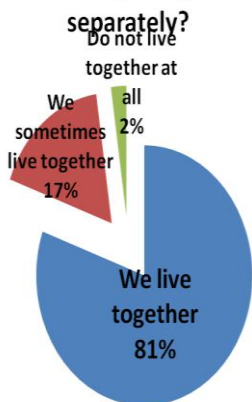
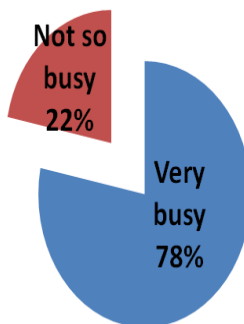


Figure 15

How busy is your husband?



While 51% have their children taken to school daily by their husbands, 26% share the responsibility, while 23% do it alone. 78% of the respondents' claimed their husbands approve of their jobs as tertiary teachers while 21% declared their husbands do with reservation.

Figure 16

Who takes or used to take your children to school?

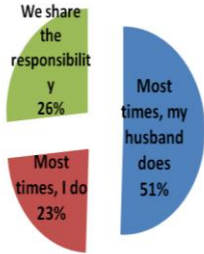
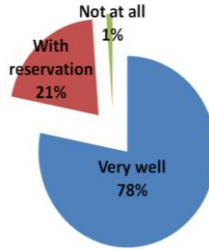


Figure 17

How well does your husband approve of your job as a tertiary teacher?



Sixty-one percent (61%) and 7% of the respondent's husbands hardly and never complain about their not meeting up with their responsibilities as wives and mothers. 70% of the respondents rated their husbands as very supportive, 18% as supportive, 12% as fairly supportive. It is important to note that all husbands were rated as supportive.

Figure 18

How often does your husband complain about you not meeting up with your duties as a wife and mother?

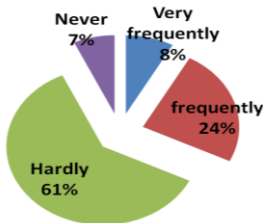
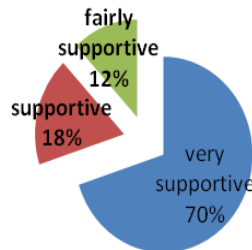


Figure 19

How will you rate your husband?



A remarkable observation here is that though majority claimed their husbands are supportive, 59% and 6% respectively, constituting 65% of the respondents, claimed that their husbands hardly and never help with house chores when they are busy. In rating their children however, 73% claimed they are very supportive, 17% supportive, 10% fairly supportive while none claimed her children were not supportive.

Figure 20

How frequently does your husband help with house chores when you're busy?

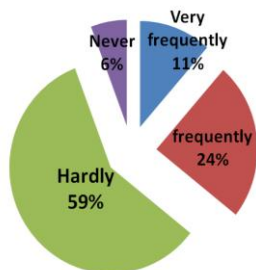
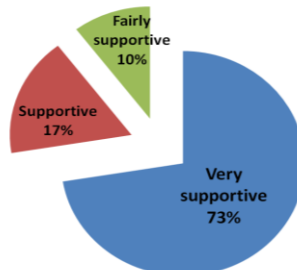


Figure 21

How will you rate your children?



Thirty-one percent (31%) and 62%, constituting 93% of the respondents, claimed their children very frequently and frequently help with house chores, while only a negligible 7% claim their children hardly do. Also, 16% and 59%, constituting 75% of the total number of respondents, very frequently and frequently spend quality time with their families.

Figure 22

How frequently do your children help with house chores when you are busy?

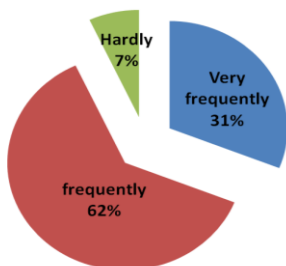
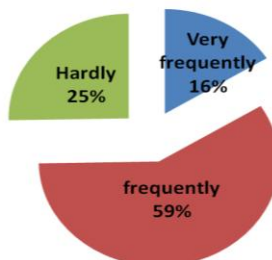


Figure 23

How frequently do you spend quality time with your family?



Seventy percent (70%) and 14% respectively hardly and never go on holidays together with their families. Also, 60% of the respondents think they would have made better wives and mothers but for their jobs while 40% do not think so.

Figure 24

How frequently do you go on holidays together?

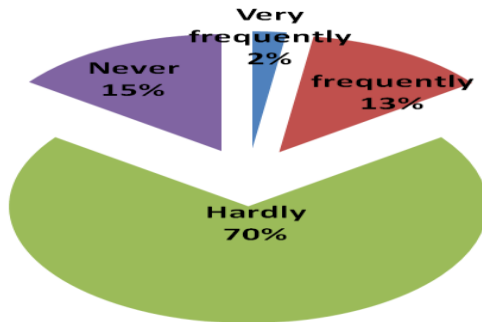


Figure 25

Do you think you would have made a better wife and mother but for your job?

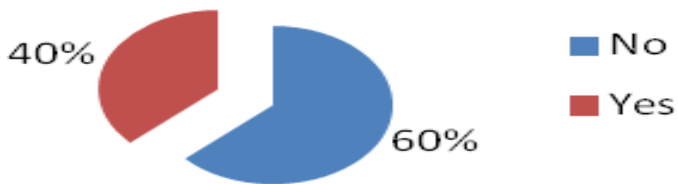


Table 5 Responses of Single Academics with Children

Who takes or used to take your children to school?				How often do your children complain about your being too busy to have time for them?			
Most times, I do	I share the responsibility with someone	Someone does it for me		Very frequently	frequently	Hardly	Never
7 (54%)	4 (31%)	2 (15%)		-	2 (15%)	10 (77%)	1(8%)
How frequently do you spend quality time with your family?				.How will you rate your children?			
Very frequently	frequently	Hardly	Never	Very supportive	Supportive	Fairly supportive	Not supportive
1(8%)	9 (69%)	3 (23%)	-	12 (92%)	-	1(8%)	-
How frequently do your children help with house chores when you are busy?				How frequently do you go on holidays together?			
Very frequently	frequently	Hardly	Never	Very frequently	frequently	Hardly	Never
9 (69%)	4(31%)	-	-		3 (23%)	8 (62%)	2 (15%)
Do you think you would have made a better mother but for your job?							
Yes				No			
-				13 (100%)			

Fifty-four percent (54%) of the single academics with children take their children to school themselves, 31% share the responsibility with some others while 15% have some others do it for them. 77% and 8% (constituting 85% of all respondents) claim their children hardly and never complain about neglect.

Figure 26

Who takes or used to take your children to school?

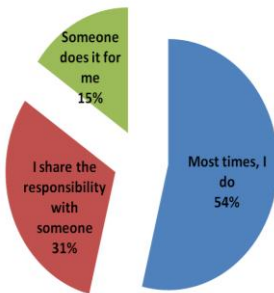
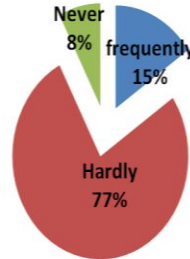


Figure 27

How often do your children complain about your being too busy to have time for them?



Eight percent (8%) and 69% (constituting 77% of the respondents) claim they very frequently and frequently spend quality time with their children while 92% and 8% respectively (100%) claim they have supportive and fairly supportive children.

Figure 28

How frequently do you spend quality time with your family?

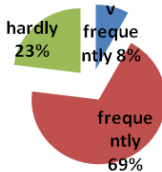


Figure 29

How will you rate your children?



Sixty-nine percent (69%) and 31% (constituting 100% positive responses) declare that their children very frequently and frequently help with house chores. However, 62% and 15% (adding up to 77% of overall respondents) hardly and never go on holidays with their children.

Figure 30

How frequently do your children help with house chores when you are busy?

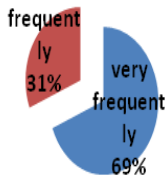
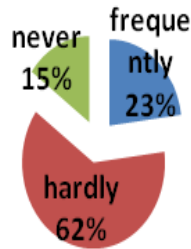


Figure 31

How frequently do you go on holidays together?



All single-parent respondents (100%) did not agree that they would have been better mothers but for their jobs.

Figure 32

Do you think you would have made a better mother but for your job?



Table 6 - Recreation and healthy living (I)

	Most of the time	Often	Seldom	Never
I visit my old friends.	2	21	76	1
I make new friends.	-	35	53	12
I attend social occasions (not cocktails or dinner parties arranged with academic conferences and workshops)	3	31	64	2
I choose my friends outside the academic circle.	3	30	67	-
I visit my parents.	4	57	39	-
I visit my parents-in-law.	7	53	40	-
I attend my children's school social events such as inter-house sports etc.	12	36	51	1
I attend my children's Parent-Teachers' Association (PTA) meetings	14	23	58	5
I engage in some physical fitness exercises.	3	22	57	18
I watch my diet strictly.	9	24	49	21
I sleep at least for six hours every night.	18	22	54	6
I take my mind off my research and other academic engagements and relax.	7	11	24	58
I schedule all I have to do a day and go strictly by the list.	9	14	60	17

On the respondents' engagement in social activities, 76% do not visit old friends while 53% and 12% respectively seldom and never make new friends.

Figure 33

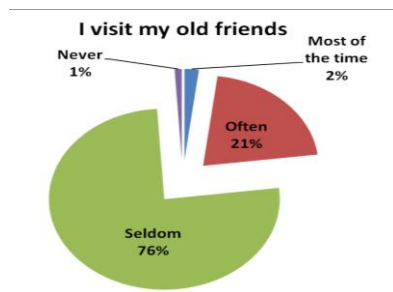
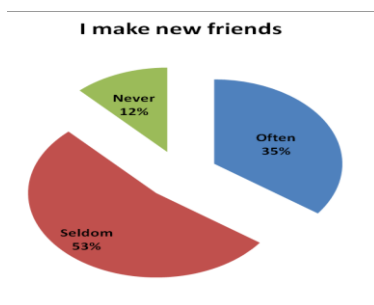


Figure 34



Sixty-four percent (64%) and 2%, constituting 66% of the overall respondents, seldom and never attend social occasions apart from cocktails and dinner parties arranged with academic conferences and workshops while 67% do not make friends outside the academic circle.

Figure 35

I attend social occasions (not cocktails or dinner parties arranged with academic conferences and workshops)

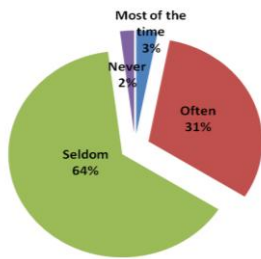
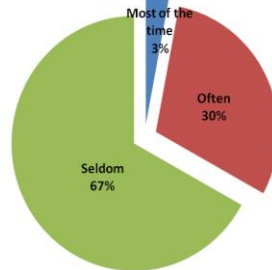


Figure 36

I choose my friends outside the academic circle



However, 4% and 57% (61%) most of the time and often visit their parents while 7% and 53% (60%) most of the time and often visit their parents-in-law.

Figure 37

I visit my parents

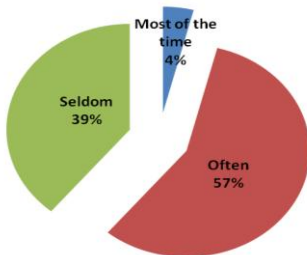
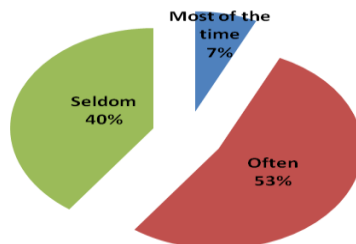


Figure 38

I visit my parents-in-law



On attendance of programmes at children's schools, 51% and 1% (52%) seldom and never do while 12% and 36% (48%) most of the time and often

do. 58% and 5% (63%) seldom and never attend the Parents/Teachers' meeting while 14% and 23% (37%) most of the time and often do.

Figure 39

I attend my children's school social events such as inter-house sports etc.

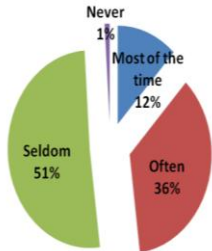
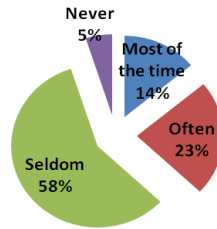


Figure 40

I attend my children's Parent-Teacher's Association (PTA) meetings



Fifty-seven percent (57%) and 18%, constituting 75%, seldom and never engage in physical fitness exercises while only 3% and 22% (25%) do most of the time and often. 49% and 21%, constituting 70%, seldom and never watch their diet strictly and 54% and 6% (60%) seldom and never sleep for at least six hours every night.

Figure 41

I engage in some physical fitness exercises

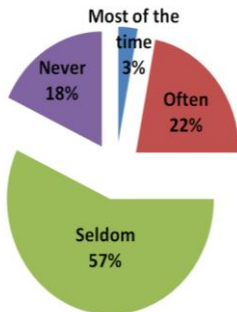


Figure 42

I watch my diet strictly

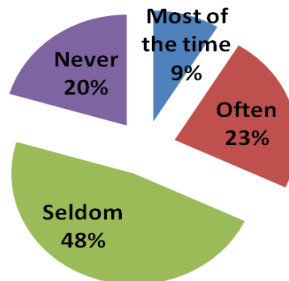
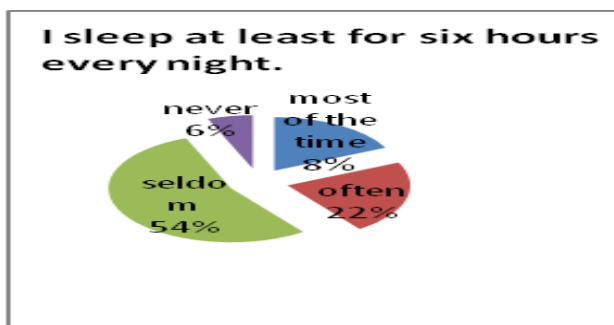


Figure 43



While 58% and 24% (constituting 82% of the subjects) never and seldom take their minds off their researches and other academic engagements to relax, 60% and 17% (constituting 77%) seldom and never schedule all they have to do in a day and go strictly by the list.

Figure 44

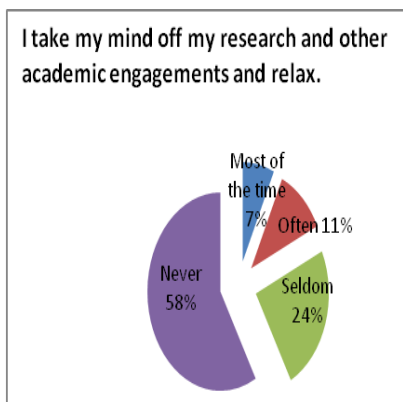


Figure 45

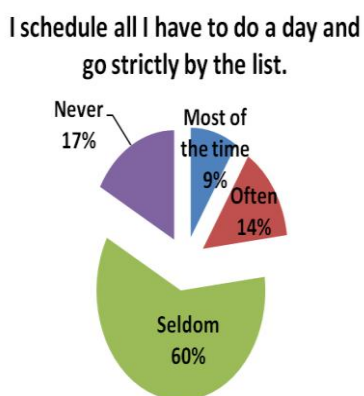


Table 7 – Recreation and Healthy living (II)

Do you have stress related health problems?		Do you think you have neglected your health because of your busy schedule?	
Yes	No	Yes	No
27	73	15	85

Table 7 reveals that despite the demands of their jobs and socio-cultural responsibilities, 73% of the respondents claimed they do not have stress related health problems and do not agree that they have neglected their health because of their busy schedules.

Figure 46

Do you have stress related health problems?

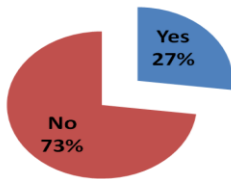
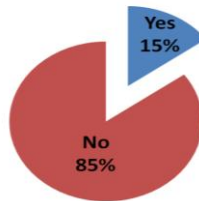


Figure 47

Do you think you have neglected your health because of your busy schedule?



Focus Group Discussion

An FGD was conducted in University of Ibadan, Nigeria. Majority of the participants were glad to participate in the research because they believed the female academic work/family conflict induced stress issue was at a head. Talking about it even seemed to soothe them.

The FGD revealed that many female academics *used to* have hobbies. There were responses such as ‘I used to love reading novels a lot but now... (*laughter*)’, ‘Oh... I was in a good table tennis player up to university... there is no longer time for that now’. ‘I was a good dancer... can’t even remember the last time I was at a party... do I even turn the radio on at home? (*laughter*)’ Some of the single parent female academics revealed that they are often too busy to cook and their children are usually ‘very supportive’ when they have to go out to eat at expensive restaurants. Majority talked about the anxiety of each morning and

their inability to sleep at night. There were statements such as ‘how can you sleep knowing you have so many deadlines to meet?’

Results

This investigation has confirmed that:

- Married and single-parent Nigerian female academics enjoy being teachers at tertiary levels of education though they have very busy schedules coping with the demands of their jobs and socio-cultural duties as wives and mothers;
- Most Nigerian female academics have very busy but supportive husbands who approve of their jobs as tertiary teachers and hardly complain about their inability to meet up with their duties at home. It is important to note that the support, more of a psychological phenomenon, does not include helping out with house chores. However, single-mother female academics do not enjoy any tangible support and consequently have more to do;
- Both married and single-mother female academics in Nigeria have very supportive children who very frequently help with house chores when the mothers are busy.
- Most spend quality time with their family but most seldom and never go on holidays with them.
- Most do not engage in social activities such as visiting friends and making new friends, especially outside the academic circle.
- Most married Nigerian female academics visit their parents and parents-in-law, despite their busy work schedules but seldom get involved in social activities at their children’s schools.
- Most married and single-parent Nigerian female academics do not engage in physical fitness exercises, watch their diets strictly, sleep at least six hours every night, take their minds off their research and academic activities to relax nor schedule their days and go strictly by the list.
- Most claim to be healthy despite their busy schedules and the feeling of anxiety majority of them claim to have every morning.

Discussion

This investigation has revealed that many female academics are busy and that most feel anxious the mornings of most days because there is so much to do. Feeling a lack of time causes most women to feel tremendous stress in their lives and there is a need to develop strategies to cope with the time demands (Stautberg and Wothing, 1992:14). Scheduling and note making are good strategies for managing time. However, this can only be effective if they are strictly adhered to.

It has also been discovered that despite all odds, most female academics in Nigeria have been managing to juggle work, love and family life. It is worth noting that family support is a major contributor to a successful career pursuit. In their research with women academics in Australia, Arthur et al (2007: 340) identified partner support as a major factor in contemplating international work. The physical and psychological support of the husband as well as the children will definitely make life easier for a career woman.

However, one major finding of this investigation is that most female academics do not attend adequately to their personal recreation. They tend to strive to meet up with their job demands, social-cultural duties towards their husbands and children as well as parents and parents-in-law but fail to socialize with friends, engage in physical fitness exercises, watch their diets strictly, and take their minds off their research and academic activities to relax. They also do not schedule their days and go strictly by the list.

Though the investigation revealed that majority of the female academics claim they are healthy, there is a need to emphasize the importance of recreation to healthy living. Friendship is a critical element in balance. Female academics should therefore learn to keep good old friends and make new ones, especially outside the academic circle.

It has been revealed through research that exercise is a major factor in building stamina and reducing stress. According to Stautberg and Worthing, exercise produces beta-endorphins which are shown to increase our sense of well being, make our body produce less adrenalin and condition our body to stress in a manner that it is able to cope with non-exercise induced stress. It is therefore important for people (especially those that are exposed to lots of stress) to cultivate the habit of exercising so as to control their weights, reduce stress, improve their thinking and increase their energy.

There is also the need to attend to personal diet as the result suggests that majority of female academics do not watch their diet strictly. Adhering to a good diet will definitely improve academics' stamina and the way they look and feel. It is good to have an expert coach them on what is best for them but there are general tips that may help such as: eat high fibre foods like fruits, vegetables, whole grain cereals; reduce salt, smoked and fried foods; cut down on animal fat and be moderate on consumption of alcoholic beverages.

The results also reveal that most female academics do not sleep for at least six hour every night. People who do not sleep well have a tendency not to perform perfectly well during the day and they have a tendency to be drowsy and susceptible to accidents (Stautberg and Worthing, 1992). It is therefore important that no matter how busy the days are, there should be enough time to rest. This can be achieved by taking the mind temporarily off research and relaxing. Also, if the activities for the days are scheduled and strictly adhere to, it will be easy to relax at night so as to rest and be set for the challenges of the next day. In addition, spending quality time at home with family may not be enough. It is important to find time to holiday with family sometimes and with the spouses without the children at other times.

Conclusion

This research has revealed that female academics in Nigeria have lots of challenges juggling work, love, family and recreation. However, it has been revealed that though they are very busy yet they love their jobs, strive to meet up with their socio-cultural responsibilities but fail to attend to their personal recreation needs. There is therefore the need to focus on balancing the acts so as to facilitate healthy living since development and empowerment can only be mobilised by healthy individuals. There is no contending the fact that female academics constitute one of the empowered and empowering groups of any nation, especially a developing nation like Nigeria. There is therefore a need for Nigerian female academics to balance the acts for a healthy existence and tangible productivity.

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