

Lifelong Learning for Effective Management of Blood Pressure among Retirees through the Provision of Traditional Libraries in Adult Literacy Centres in Enugu State, Nigeria

By ¹Yusuf Linus and ²Chindo Jonah

Corresponding author : Yusuf L E-mail: YusufLinus0@gmail.com

¹and ²Department of Adult Education and Extra-Mural Studies
University of Nigeria, Nsukka
07085055174. ²Email: jonahchindu@gmail.com

Received: 7/6/2023 | Accepted: 30/6/2023 |

Published: X/5/2023

Abstract: *The study investigates the lifelong learning for effective management of blood pressure among retirees through the provision of traditional libraries in adult literacy centres in Enugu State, Nigeria. The study adopted descriptive survey design. The population of the study was 120 facilitators and 200 retirees in Enugu State, while the sample size of 60 facilitators and 60 Retirees in Enugu State, Nigeria was used as respondents. The instrument used for the data collection was a researcher made questionnaire which was made up to 10 items. The 10 items dealt on the extent to which health literacy education programme effectively manage blood pressure among the retirees and challenges facing lifelong learning towards effective management of blood pressure among the retirees in Enugu State. The instrument was validated by three experts two from the department of Adult Education and Extra-Mural Studies, and one from measurement and evaluation unit-Science Education Department all in University of Nigeria, Nsukka. The reliability of the instrument was analyzed using t-test method. Pearson moment correlation co-efficient, reliability co-efficient of 0.84 was obtained. This indicates that the instrument was reliable for the study. Mean and standard deviation was used to analyze data in order to answer the research questions and t-test statistic was used to test the null hypotheses that guided the study. The findings revealed that helping retirees in choosing healthy living styles, providing training on how to prevent ailments such as high blood pressure among others will help for effective management of blood pressure among the retirees. The findings also revealed certain challenges faced by the lifelong learning towards the effective management of blood pressure among the retirees which include poor government support in the social welfare of retirees, poor learning environment and inadequate facilitators for retirement adult literacy education programme among others. Based on the findings, the study recommended among others that government, donor agencies and individuals among others should assist in social welfare of the retirees, and adequate training should be given to retirees for the management of blood pressure.*

Keywords: Retirees, Adult Literacy and Lifelong Learning

Publish by IJAH 2023.

INTRODUCTION

Retirement is one of the main life transitions that symbolize entering into a new period in life. As one retires from work, one part from a significant activity may affect many of the life domains. Globally, people are aging rapidly and this has made employee retirement an important element in socio-economic and human resource discourse. Consequently, there is a vast and diverse body of literature on retirement, both within academic cycles and in the popular media. In other words,

Marshal (2013) reported that the number of people aged 65 years and above are increasing, although at different rates in different parts of the world. To support the report above, Waite & Hughes (2014) stated that the number of older adults has risen more than threefold since 1950, from approximately 130 million to 619 million in 2010, with the elderly share of the population increasing from 4 percent to 7 percent during that period.

In most developing countries and Nigeria in particular, government restricts working age of public civil servants to prevent an ageing labour force by allowing entrants of young and able bodied labour force to increase efficiency and productivity. This has become so necessary because as a worker becomes older his level of productivity declines. That is why in Nigeria, the Federal Government in the Retirement Age Harmonization Act of 2012 fixed statutory working age in the public service at 65 years or thirty-five (35) years of unbroken active working service before retirement (FGN, 2008).

Retirement is a major and fundamental change in human career that affects numerous areas of retiree's life. The transition from a life of work to one of retirement has both practical and emotional implications. For example coping with lower income, having numerous leisure hours, having to leave a familiar, well known world, and the response to it are individual and unique (Jiska & Irit, 2011). Retirement is the total withdrawal of a worker's services from an organization after putting in some specified number of years or having attained the specified retirement age. Furthermore, retirement is a final stage of life when one leaves an occupation which one had been involved in for a considerable length of one's working life. Retirement is an inevitable stage of ageing where the individual gradually disengages from the main stream of active work. Retirement from work is the first life step that convincingly defines a person as old because it implies withdrawal from normal activities in business, industry or rendering of services (Aigbekaen, 2008). The implication of retirement is that the worker's productivity would have declined considerably due to old age or to the routine nature of the job over the years.

In support of this definition, Terry (2011) explained retirement as a stage in life where one stops or withdraws from working because one has reached a particular age; either by chronological age or by virtue of years spent in service. Retirement is therefore a stage in life everyone in active service hopes to meet and it comes with several expectations and challenges. Hence, Maxwell (2015) asserted that the moment retirement comes close on the door of an employee, it comes with challenges which if not properly handled could make life after retirement unbearable for retirees. Retirement for instance, is associated with attendant stress for the average retiree especially in a country like Nigeria. Reinforcing this state of retirees, Elvis (2011) noted that retirement is a stressful experience to many because of its associated challenges in the matter of life affairs generally. Retirement is usually a period of major changes in the lives of public servants. While many retire with smiles on their faces, some see retirement as a closer call to the waiting hands of death. Hence to reduce the psychological stress and high blood pressure that follows retirement, many countries have introduced post-retirement. In Nigeria today, retirement with pension is considered a right of the worker and this right is embedded in the constitution. However, Nigeria

being a low income and developing country, most-employees neither have any meaningful retirement benefits nor earn enough during their working lives to cater for their retirement period.

Retirement is obviously a stage that is worth planning for preparing for retirement entails planning for the inevitable the period in one's life when he or she withdraws from active services. The decision to retire is determined by both micro and macro conditions (Okechukwu & Ugwu, 2011). Many Nigerians are anxious about their retirement prospects because of post-retirement challenges retirees face. Post retirement challenges are some of the difficulties experienced by employees after retirement from active service.

A close observation of many retirees in Enugu State and the challenges they are passing through, draw the attention of all and sundry. The problems seem to range from sudden loss of life, loss of the usual monthly pension, anxiety about a residential home, lack of post retirement occupation, declining self-esteem, decreased strength, deteriorated health condition, physical disabilities and aging (Nwajagu, 2007).

In Enugu State, the delay in payment of pensions and gratuities has brought untold hardship and death to many retirees, thereby making retirement something that is dreaded by workers. Premium Times (2018) reported that retirees in Enugu State and other states in the South-East geopolitical zone have protested on the streets from time to time to demand better treatment of retirees from the state government. Despite the protests, the yearnings of the retirees are still not given the ultimate planning and management of post-retirement challenges. Obviously, many workers suddenly get into retirement without any personal plans or pre-retirement counseling. Owing to the fact that employers of labour have not done much to enlighten their employees on the need for unplanned, Retirees in Enugu State today, are more like a beggars especially those who retire without planning. Thus, these aforementioned post-retirement challenges ravaging retirees in Enugu State justify the need for retirement adult literacy education programmes in a bid to empower retirees in the state.

Adult Literacy education is a process by which an adult expands his knowledge of reading and writing in order to develop his thinking and learning for the purpose of understanding oneself and the world. This process is fundamental to achieving competence in every educational subject (Rickford & Rickford, 2000).

There are many factors related to defining the scope of literacy. One of the factors is that there are much literacy, not just one literacy, example visual literacy, print literacy, social, scientific, political, workplace and even computer literacy. Similarly, there is literacy in Igbo, Hausa, and Yoruba among others. According to UNESCO (2005), adult literacy education is the ability of learning the skills of reading, writing and arithmetic, thereby contributing to the liberation of man and his full development. A person can be said to be literate who

acquired skills of reading, writing and can perform some simple numeracy with simple statement. Thus, the context of mass education, literacy implies the acquisition of reading, writing and numeracy skills first in the mother tongue and secondly in the official language of the society. Literacy can also be seen as a quality or state of being literate through the activities of literacy education.

In reality an illiterate is an individual just like any other person in the community. The label "illiterate" is often associated with poverty and the lack of education; it refers to those whom the written word or symbol in any language conveys no meaning. Such a person cannot read and write any language and has great deficiency in numeracy skill. According to Aderinoye (2004), UNESCO described an illiterate as "one who cannot with understanding both read and write short simple statement in everyday life" UNESCO, the agency responsible for setting standard of assessment and tracking progress in literacy puts the current world adult illiterate population at 776 million people (Ahmed, 2010). Illiteracy is a great scourge and challenge to nation states and to human existence; consequently, eradication of illiteracy is placed at the epicenter of international discourse where literacy programmes like health education among others could be used for illiteracy eradication.

Health education is a popular term with a wide usage and its place in the lives of retirees which its importance cannot be over emphasized. Gold and Miner (2012), stated that health education is a combination of planned learning experiences based on sound theories that provide individuals, groups, and communities the opportunity to acquire information and the skills needed to make quality health decisions. The World Health Organization (WHO, 2015), defined health education as consciously constructed opportunities for learning involving some form of communication designed to improve health literacy, and developing life skills which are conducive to individual and community health.

Health literacy education programme for retirees is usually aimed at promoting the health of retired pensions by encouraging and enabling them to make changes that will promote a healthier lifestyle (Rumor, Berns, Heidemann, Mattes, & Wosny, 2010). In this light, health literacy education is aimed at reducing literacy education vulnerabilities, risks of high blood pressure and risks facing ageing retirees among others. To make health literacy education, programme more impactful on retirees, health and ageing promotion strategies are used. These programmes could also help them in terms of lifelong learning where they learn so many things that could improve their life styles till death does them part.

Lifelong learning has been described as a process that includes people learning in different contexts. These environments do not only include schools but also homes, workplaces, and even locations where people pursue leisure activities. However, while the learning process can be applied to learners of all ages, there is a focus on adults who are returning to organized learning. There are

programs based on its framework that address the different needs of learners, such as United Nations' Sustainable Development Goal and the UNESCO's Institute for Lifelong Learning, which caters to the needs of the disadvantaged and marginalized learners (Qinhua, 2016).

Lifelong learning focuses on holistic education and it has two dimensions, namely, lifelong and broad options for learning. These indicate learning that integrates traditional education proposals and modern learning opportunities. It also entails an emphasis on encouraging people to learn how to learn and to select content, process, and methodologies that pursues self-design and self-perfection (Yilmaz, 2008). Some authors highlight that lifelong learning is founded on a different conceptualization of knowledge and its acquisition. It is explained not only as the possession of discrete pieces of information or factual knowledge but also as a generalized scheme of making sense of new events, including the use of tactics in order to effectively deal with them. Lifelong learning is distinguished from the concept of continuing education in the sense that it has a broader scope. Unlike the latter, which is oriented towards adult education developed for the needs of schools and industries, this type of learning is concerned with the development of human potential, recognizing each individual's capacity for it.

Lifelong learning is defined as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective (Fischer, 2000). It is often considered learning that occurs after the formal education years of childhood (where learning is instructor-driven—pedagogical) and into adulthood (where the learning is individually-driven—*andragogical*). It is sought out naturally through life experiences as the learner seeks to gain knowledge for professional or personal reasons. These natural experiences can come about on purpose or throughout life's unpredictable course. Knowledge results from the combination of grasping experience and transforming it. The concept of lifelong learning has become of vital importance with the emergence of new technologies that change how we receive and gather information, collaborate with others, and communicate.

Lifelong learning is a form of self-initiated education that is focused on personal development. While there is no standardized definition of lifelong learning, it has generally been taken to refer to the learning that occurs outside of a formal educational institute, such as a school, university or corporate training (Peter, 2006). Lifelong learning does not necessarily have to restrict itself to informal learning, however. It is best described as being voluntary with the purpose of achieving personal fulfillment. The means to achieve this could result in informal or formal education whether pursuing personal interests and passions or chasing professional ambitions, lifelong learning can help us to achieve personal

fulfillment and satisfaction. It recognizes that humans have a natural drive to explore, learn and grow and encourages us to improve our own quality of life and sense of self-worth by paying attention to the ideas and goals that inspire us. Here are some of the types of lifelong learning initiatives that you can engage in: Developing a new skill (eg. sewing, cooking, programming, public speaking, etc), Self-taught study (eg. learning a new language, researching a topic of interest, subscribing to a podcast, etc), Learning a new sport or activity (eg. Joining martial arts, learning to ski, learning to exercise, etc), Learning to use a new technology (smart devices, new software applications, etc), Acquiring new knowledge (taking a self-interest course via online education or classroom-based course). Incorporating lifelong learning in your life can offer many long-term benefits, including: Renewed self-motivation, recognition of personal interests and goals, improvement in other personal and professional skills and improved self-confidence among others, becoming more knowledgeable or skilled in something that can increase our self-confidence in both our personal and professional lives. Traditional colleges and universities are beginning to recognize the value of lifelong learning outside of the credit and degree attainment model. Some learning is accomplished in segments or interest categories and can still be valuable to the individual and community. The economic impact of educational institutions at all levels will remain significant as individuals continue formal studies and pursue interest-based subjects. Institutions produce educated citizens who buy goods and services in the community and the education facilities and personnel generate economic activity during the operations and institutional activities. Similar to health facilities, educational institutions are among the top employers in many cities and towns of the world. Whether brick-and-mortar or distance education institutions, there is a great economic impact worldwide from learning, including lifelong learning, for all age groups. The lifelong learners, including persons with academic or professional credentials, tend to find higher-paying occupations, leaving monetary, cultural, and entrepreneurial impressions on communities, according to educator Cassandra B. Whyte.

Statement of the Problem

Retired civil servant in Enugu State is affected by many post-retirement challenges. These challenges are high blood pressure, sudden loss of life, loss of the usual monthly salary, anxiety about a residential home, lack of occupation, dwindling status, decreased strength and deteriorated condition, physical disabilities and aging. The delay in payment of pensions and gratuities by governments has brought untold hardship and death to many retirees, thereby making retirement something that is dreaded to workers in Enugu State. This problem is

further made worse by lack of retirement adult literacy education programmes, planning and management of post-retirement conditions.

Thus, many employees enter into retirement unplanned. Retirees in Enugu State today are more like mendicants especially those who retire without planning. Although some NGO's in the State have made efforts to tackle some of the challenges faced by retirees in Enugu State, but their efforts, to the knowledge of the researcher are not good enough as retirees in the state are still facing a lot of challenges.

Purpose of the Study

The general purpose of the study was to investigate lifelong learning for effective management of blood pressure among retirees through the provision of traditional libraries in adult literacy centres in Enugu State, Nigeria. Specially, the study sought to:

1. Investigate the extent to which health literacy education programme can effectively manage the blood pressure among retirees in Enugu State.
2. Examine the challenges facing the lifelong learning towards effective management of blood pressure among the retirees in Enugu State.

Research Questions

The following research questions guided the study.

1. To what extent has health literacy education programme have effectively managed the blood pressure among retirees in Enugu State.
2. What are the challenges facing lifelong learning towards the effective management of blood pressure among the retirees in Enugu State?

Hypotheses

The following two null hypotheses guided the study and were tested at 0.05 level of significance;

HO₁: There is no significant difference of the mean ratings of male and female retirees on the extent health literacy education programme for effective management of blood pressure among the retirees in Enugu State.

HO₂: There is no significant difference of the mean ratings of male and female retirees on the challenges facing lifelong learning towards the effective management of blood pressure among the retirees in Enugu State.

METHOD

The Study adopted the descriptive survey design, and was carried in Enugu State, Nigeria. The population of the study was 120 facilitators and 200 retirees in Enugu

State, while the sample size of 60 facilitators and 60 retirees in Enugu State, Nigeria was used as respondents. The instrument was constructed on 4-point rating scale of Strongly Agree (4-points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1 point). The instrument used for the data collection was a researcher made questionnaire which was made up to 10 items. The 10 items dealt on the extent to which health literacy education programme effectively manage blood pressure among the retirees and challenges facing lifelong learning towards effective management of blood pressure among the retirees in Enugu State. The instrument was validated by three experts two from the department of Adult Education and Extra-Mural Studies, and one from

measurement and evaluation Unit-Science Education Department all in University of Nigeria, Nsukka. The reliability of the instrument was analyzed using t-test method. Some copies (40 copies) of the instrument were administered to 20 adult facilitators and 20 retirees respectively in Kogi State as a trial testing and all were filled and returned. Using Pearson moment correlation coefficient, reliability co-efficient of 0.84 was obtained. This indicates that the instrument was reliable for the study. Mean and standard deviation was used to analyze data in order to answer the research questions and t-test statistic was used to test the null hypotheses that guided the study.

RESULT

Table 1: Mean ratings on the extent to which health literacy education programme effectively managed blood pressure among the retirees in Enugu State

S/N	Items	Male Retirees			Female Retirees		
		\bar{x}	SD	Dec.	\bar{x}	SD	Dec.
1.	Helping retirees in choosing healthy living styles	2.93	0.94	Accept	2.80	0.87	Accept
2.	Providing training on how to prevent ailments such as high blood pressure and diabetes among others.	2.86	1.00	Accept	2.65	0.88	Accept
3.	Training retirees on the dangers of emotional stress	2.56	0.77	Accept	2.69	0.86	Accept
4.	Training on the need for regular health check-up	2.93	0.90	Accept	2.73	0.84	Accept
5.	Providing training on best therapies for the ageing	2.73	0.94	Accept	0.81	0.85	Accept

The table 1 shows that all the male and female retirees agree on the statement of the items as the extent to which health literacy education programme effectively manage blood pressure among retirees in Enugu State.

All the items have mean scores ranging from 2.56 to 2.93. They therefore accept the items on extent to which health literacy education effectively manage blood pressure among retirees in Enugu State.

Table 2: Mean ratings on the challenges facing lifelong learning towards the effective management of blood pressure among the retirees in Enugu State

S/N	Items	Male Retirees			Female Retirees		
		\bar{x}	SD	Dec.	\bar{x}	SD	Dec.
6.	Poor government support in the social welfare of retirees	2.60	0.85	Accept	2.74	0.87	Accept
7.	Inadequate facilitators for retirement adult literacy education programme	2.66	0.75	Accept	2.65	0.83	Accept
8.	Lack of frequent training programmes for retirees	2.66	0.84	Accept	2.72	0.87	Accept
9.	Poor learning environment for retirees	3.06	0.78	Accept	2.79	0.88	Accept
10.	Limitations on the part of retirees due to health and financial challenges.	2.70	0.91	Accept	2.69	0.88	Accept

Table 2 shows that both male and female retirees agree on the statements on the items challenges facing lifelong learning towards the effective management of blood pressure among the retirees in Enugu State. All the items have mean scores ranging from 2.60 to 3.06. They therefore agree that challenges facing lifelong learning towards the effective management of blood pressure among retirees in Enugu State are accepted.

Subjects	N	\bar{x}	SD
Males	60	2.80	0.90
Females	60	2.51	0.81

Table 3 shows that the calculated t-value of 0.61 is less than the critical value of 1.96, therefore the hypothesis is accepted. Hence, there is significant difference in the mean response of health literacy education programme for effective management of blood pressure among retirees and challenges facing lifelong learning towards the effective management of blood pressure among the retirees in Enugu State.

DISCUSSION OF FINDINGS

The findings from this study reveals that helping retirees in choosing healthy living styles, providing training on how to prevent ailments such as high blood pressure among others, providing training on best therapies for the ageing among others will help for the effective management of blood pressure among the retirees. This explains why Gold and Miner (2012), stated that health education is a combination of planned learning experiences based on sound theories that provide individuals, groups, and communities the opportunity to acquire information and the skills needed to make quality health decisions.

Finally, the findings also revealed certain challenges faced by the lifelong learning towards the effective management of blood pressure among the retirees which include: poor government support in the social welfare of retirees, inadequate facilitators for retirement adult literacy education programme, lack of frequent training programmes for retirees, poor learning environment for retirees and limitations on the part of retirees due to health and financial challenges among others. That is why Nwajagu (2007) posited that a close observation of many retirees in Enugu State and the challenges they are passing through; draw the attention of all and sundry. The problems seem to range from sudden loss of life, loss of the usual monthly pension, anxiety about a residential home, lack of post retirement occupation, declining self-esteem, decreased strength,

Table 3: Summary of t-test Analysis of difference between the mean responses of male and female retirees on health literacy education programme for effective management of blood pressure among retirees and challenges facing lifelong learning towards the effective management of blood pressure among the retirees in Enugu State

DF	t-cal	t crit	Dec.
60	60 0.61	1.96	NS

deteriorated health condition, physical disabilities and aging among others.

CONCLUSION

Retirement is one of the main life transitions that symbolize entering into a new period in life. Therefore the importance of lifelong learning for effective management of blood pressure among retirees through the provision of traditional libraries in adult literacy centres in Enugu State, Nigeria cannot be over emphasized. Adult education and health literacy education programme also played a vital role in the aspect in the life of retirees which make them cope in life after retiring from their active services and make them fit in the society before death do them part.

RECOMMENDATION

Based on the findings, the following recommendations were made:

1. The government, NGOs and individual philanthropists should assist the retirees in Enugu State with financial support to improve their standard of living.
2. Retirees should be giving more prior teaching before, during and after retirement
3. Individual retirees should plan well by making some savings before their retirement year among others.

REFERENCES

Aderinoye, R.(2004). Literacy in Nigeria. Ibadan University Press.

Aderinoye, R.A. (2004). Adult and non-formal education and 4th global challenges issues and perspectives. Ibadan, Department of adult education. Cambridge University.

- Ahmed, A. (2010). Facing the truth about Literacy Adult Development. 75, 107-111
- Aigbekaen, O. E. (2008). The counsellor's role in pre-retirement education in Nigeria. *Edo Journal of Counseling*, 3(1) 3-9.
- Elvis, G. U. (2011). *Social Security and Retirement around the World*. Chicago: University of Chicago Press.
- Federal Republic of Nigeria (2008). *Public Service Rules*. Abuja: Federal Government Printers, pp 28-29.
- Fischer, G. (2000). "Lifelong Learning - More than Training" in *Journal of Interactive Learning Research*, Volume 11 issue 3/4 pp 265–294.
- Jiska, C. & Irit, R. (2011). Expectations and impact of retirement preparation programmes. Retrieved on 27th July, 2018 from https://transitionlaterlife.files.wordpress.com/2014/10/expectation_and_impact_of_retirement_preparation_programs.pdf.
- Marshal, G. (2013). Health problems as determinants of retirement: Are self-rated measures endogenous? *Journal of Health Economics*. 18(12), 35-40.
- Maxwell, D. E. (2015). Challenges and Expectations of Retirees in Rivers State, Nigeria: Implications for Career Counselling. *Arabian Journal of Business and Management Review (Nigerian Chapter)* 3,(6) 1-6.
- Okechukwu, E. & Ugwu, S. C. (2011). The law administration and retirement in nigeria: A historical approach. *Kuwait chapter of Arabian Journal of Business and Management Review*. 1(2), 27-41.
- Peter, J. (2006). *Towards a Comprehensive Theory of Human Learning*. Psychology Press
- Rumor PCF, Berns I. Heidemann ITSB, Mattos LHL, Wosny Am (2010). The promotion of health in educational practices of family health. *German Journal of Health Education*, 15(4) 674-680.
- Premium Times (2018). *South-east pensioners to protest unpaid gratuities pensions*. Retrieved from <https://www.premiumtimesng.com/regional/south-east/269787-south-east-pensioners-to-protest-unpaid-gratuitiespension.html>.
- Rickford & Rickford (2000). *Spoken Soul: The story of Black English*. New York: Wiley.
- Qinhua, Z; Dongming, M; Zhiying, N; Hao, X. (2016). *Adult Competencies for Lifelong Learning*. Aalborg: River Publishers. p. 19.
- Terry, G. N. (2011). Reflections on the modern education literature, *Journal of Modern Education*, 29(1), 6-23.
- United Nations Educational Scientific and Culture Orgnaization (2005). Indications on illiteracy. Retrieved May 2006 from <http://www.uis.unesco.co.org>
- Waite, B. & Hughes, F. (2014). An overview of the health and retirement study: *The Journal of Human Resources*. 6(2), 44-56.
- WHO (2015). World report on ageing and health. WHO publications, Geneva. *Wordsworth*.
- Yilmaz, Kaya (2008). "Constructivism: Its Theoretical Underpinnings, Variations, and Implications for Classroom Instruction". *Educational Horizons*. 86 (3): 161–172.