

INFLUENCE OF PSYCHO SOCIAL FACTORS ON TEACHERS PERCEPTIONS OF AGEING IN PUBLIC SENIOR SECONDARY SCHOOLS IN KANO STATE NIGERIA.

BY

Dr Basiru Abdulhamid

Yusuf Maitama Sule Federal University of Education, Kano.

Faculty of Education

basiruachamo95@gmail.com +2348032897460.

Abstract

This study examined impact of psychosocial factors on perception of ageing among senior secondary school teachers in public secondary schools in Kano State, Nigeria. The study was guided by three objectives, three research questions and three formulated hypotheses. The study employed descriptive survey design with the total population of 9,660 public secondary school teachers. A sample of 333 participants was used in the study. The instrument used for data collection in this study was an adapted Psycho-Social Factors on Perception of Ageing among Teachers (QIPFPA), the instrument has sub-section with total of 97 items across the sub-sections. The instrument was designed on four-point likert scale, was found reliable some of the sub-section reliable at 71, 78 respectively. The statistical tool used to analyze the data was t-test and ANOVA. The findings of the study revealed negative and non-significant difference between male and female perception of ageing on anxiety t-cal. -1.744, $p = .082$, Positive and non-significant difference between male and female perception of ageing on emotional adjustment t-cal. .424, $p = .671$, Positive and non-significant difference between male and female perception of ageing on self-esteem t-cal. .1.881, $p = .061$. Based on the findings of the study it was concluded that difference does not exist between male and female senior secondary school teachers' perceptions of ageing. The findings indicated that significant difference exists between male and female teachers' anxiety on their perception of ageing. It was recommended that there is need for the government to put machinery in motion by improving policies that will enable satisfactory retirement among teachers in the civil service of the state, state government should establish or improve modalities that would ensure that teachers retirees are adequately prepared to embrace retirement, and there is the need for teachers retirees to be enlisted in special programmed that would educate them in the modalities of retirement and also empower them with the necessary skills that will smoothly ease retirement transition.

Keywords: Psycho, social, Factors Perception, Ageing

Introduction

Psycho social refers to the dynamic relationship between the psychological dimension of a person and the social dimension of a person, the psychological dimension includes the internal, emotional, thought processes, feeling and reaction while the social dimension includes relationship, family, community network and cultural practices (Kropt & Dewenver, 2012). However, psychosocial factors in the context of this research are seen as psychological and social factors that has impact on perception of ageing. However, such factors as anxiety, stereotype, societal roles, anxiety, socio economic status, self-esteem, and emotional adjustment. Equally ageing and the process of ageing are components of human life that begun from the moment a person is born. A person grows older with each passing day, the older the person gets, the closer he or she gets to the stage of life when everything in the person's make up and functions begins to deteriorate. Ageing is a crucial stage of life since it symbolizes our eventual departure from the planet. From this perspective, ageing is considered as a continuous process that begins with conceptions and end with death. It encompasses the entirety, of one's life, not just the end stage. Kart and Kinney (2005) demonstrated that understanding the events of some one's life can be difficult without knowledge and awareness of their life span. Olajide and Anyantunji (2016), asserted that hearing that they are ageing or growing old causes fear and discomfort in most people's life. This is due to the fact that it tends to indicate an increase in age, deterioration in the operation of the body's organs, and a loss of flexibility, as well as a decrease in hearing, vision, muscular strength, skin and blood vessel flexibility, the emergence of wrinkles on the skin, and so on.

Osunde and Obiunu (2005), said that all of the negative signs that reflect a reduction in the function of the body organs as a result of ageing make many adults feel uneasy about being connected with ageing. Many people are affected mentally and socially by this sentiment, which manifests itself in fear and anxiety about ageing and death, as well as emotional distress. Perception in a related study conducted by Franziska (2019) on prevalence of anxiety symptoms and their association with loss experience in a large cohort sample where the population was based on the German Cognition and Dementia in general practice patients, a sample of 897 patients aged 82 and older was used. The short form of the Geriatric Anxiety Inventory (GAI-SF) was used for collecting relevant data. Descriptive and regression techniques were used for analyzing the data. It was found that no relationship exists between social networks, gender, age, frailty or physical illness and anxiety in regression analysis and it concludes that symptoms are frequent mental health problem in latest life.

Statement of the Problem

Teachers are worse as their salary is not paid on time, with many unknown deduction depravation of promotion and lack of implementation if promoted and after retirement their entitlement is not usually paid

immediately. Consequently ageing which may not have been planned adequately, in many cases, is accompanied by psychosocial and financial crisis. A teacher who has put in a good number of years in the service is expected to have some level of financial comfort towards the end of the working years, but this may not be the case with many teachers. The society equally looks down on teachers when it comes to financial matters. This financial incapacitation and the way the society underrates teachers have affected many of them negatively. This created low self esteem, reduce self-worth, depression, aggression, lack of dedication to duty, low social network and other challenges. These problems have caused reduced output, especially when teachers are advancing in chronological years. This may be one of the reasons for the poor performance of many students in public secondary schools in the entire country today. Ageing teachers need to use their wealth of experiences to improve learning and academic performances of students but this can only happen if there is job satisfaction and positive perception of ageing as they look forward to retirement, this is what prompt the researcher to carry out research on the impact of psychosocial factors on perception of ageing among teachers in public senior secondary schools in Kano state. However, ageing equally may come with concomitant health problems such as physical and mental decline due to the deterioration of biological make ups of human beings. The above-mentioned life events may affect ageing teachers negatively and make them to age in pain, sadness, and ill-health, broken home, among other challenges.

Objectives of the Study

The main objective of this research is to determine the impact of psycho-social factors on perception of ageing among teachers of public senior secondary schools in Kano state. Specifically, the research was designed to achieve the following objectives:

- i. To find out sex differences in the perception of ageing on self-esteem of teachers in Kano state.
- ii. To investigate if there is positive impact on the perception of ageing on health status of teachers in Kano state.
- iii. To find out Sex differences on ageing anxiety among teachers in Kano state.

Research Questions

The following research questions guided the conduct of the study:

- i. To what extent the perceptions of ageing influence self-esteem of teachers in Kano state based on their sex?
- ii. What is the influence of perception of ageing on health status of teachers in Kano state based on their sex?
- iii. What are the Sex differences in ageing anxiety among teachers in Kano state?

Hypotheses

The following hypotheses guide this research.

- H₀₁ There is no significant difference in the perception of ageing on self-esteem of teachers in Kano state based on their Sex.
- H₀₂ There is no significant difference in the perception of ageing on health status of teachers in Kano State based on their sex.
- H₀₃ There is no significant difference in the perception of ageing on anxiety of teachers based on their sex in Kano state.

Theoretical Framework of the Study

The researcher used the following relevant theories to guide the research

Psycho social Theory of personality by Erick Erickson (1959) ,Activity Theory by Havinghurst. R.J (1961) Continuity Theory by Atchley (1989) .

Psychosocial Theory of Personality by Erick Erickson (1959) the psychosocial theory has the following eight distinct stages.

1. Trust vs mistrust (birth to 18 months)
2. Autonomy vs shame and doubt (18 months to 3 years)
3. Initiative vs guilt (3 to 5 years)
4. Industry vs inferiority (5 to 12 years)
5. Identity vs role confusion (12 to 18 years)
6. Intimacy vs isolation (18 to 40 years)
7. Generativity vs stagnation (40 to 65 years)
8. Integrity vs despair (65 and above)

The theory of Erik Erickson is relevant to this research because it emphasizes that crises occurs at each stage of development. These crises are psycho-social in nature because they involve psychological needs of the individual (i.e. psycho) conflicting with the needs of the society (i.e.social). All the stages are relevant because the foundation for proper ageing is laid at childhood, but the last two stages are highlighted because stage seven specifically, covers the age of the sample of this research work. While the last stage (8) centre on the life of the adult who adjusted or did not adjust well in stage seven and the effects on the process of ageing. When a child receives the right socialization, associates and perceives elders positively, he internalizes the right virtues and societal values that will equally inform how he perceives his or her own ageing process. Teachers as nation builders should adjust well at every stage of life as outlined by Erickson to avoid facing crisis that will hinder their psychological and social growth. Also to work hard to achieve success and plan for their old age in order to avoid isolation, loneliness, depression and life shame, pain and despair as they get old.

From the above developmental life stages by Erickson the following underlying assumptions are clear.

1. That human personality in principle develops according to steps predetermined in the growing person's readiness to be driven towards, to be aware of, and to interact with a widening social radius.
2. That society in principle, tend to be constituted as to meet and invite this succession of potentials for interaction and attempts to safe guard and to encourage the proper rate and proper sequence of their enfolding. This is the maintenance of the human world.
3. Erickson (1959) further buttress that the progression through which the child passes in his personality development indicates;
 - (a) That each critical item of psychosocial strength is systematically related to all others, and that they all depend on the proper development in the proper sequence of each item and.
 - (b) That each item exists in some form before its critical time normally arrives.

Activity Theory by Havighurst (1961)

Activity theory was developed by Robert J. Havighurst(1961). He asserted that satisfaction in old age depended in active, and in another way, it asserts that optimal ageing occurs when individuals activities, pursuits and relationship. It takes the view that ageing is delayed and quality of life enhanced when old people remain socially active. Harvighurst is of the view that, the reduced social involvement that characterized old age results from the withdrawal by society from the ageing person and the decrease in interaction proceeds against the desires of most ageing persons. The older person who ages optimally is the person who stays active and manages to resist the shrinking of his or her social world. He assumed that, the activity of middle age for as long as possible and finds substitutes for those activities he / she is forced to relinquish – substitute for work when he is forced to retire, substitute for friends or loved ones whom he loses by death. The activity theory of ageing proposes that older adults are happier when they stay active and maintain social interactions. These activities, especially when meaningful, help the ageing to replace lost life roles after retirement and, therefore, resist the social pressures that limit an ageing person's world. This research work seeks to encourage teachers to see life as an activity. They should look inwards, discover some talents within them, develop them and use them to improve on their financial status. This will raise their socio-economic standard, give them financial independence as they age, raise their self-esteem, level of confidence and social status.

Continuity Theory by Atchley (1989)

Continuity theory is all about maintaining and preserving a lifestyle during retirement as the same as that during the previous active work life or by easily bridging the retirement life with similar works enjoyed. The theory is based on the premise that older adults who preserve a similar lifestyle in retirement as they previously had, will have a higher level of psychological well-being (Atchley, 1989) ,further contends that retirees adapt effectively to a new life period if they use a primary adaptive strategy, which is maintaining

continuity. This means that the adaptation to a new life period goes well if an individual created relationships, activities, adaptive coping skills or thinking patterns in their life before retirement, and if they continue to use them during the transition (Atchley, 1989). Thus, Feldman and Beehr (2011) observe that for older adults to maintain structure and self-image for gradual transitions into retirement, they have to engage in meaningful activities to bridge employment.

Moreover, a trend has been observed by Gobeski and Beehr (2008) that in bridging the employment, individuals who enjoyed their work or succeed in their careers may tend to choose same-career bridge employment whereas, in response to job strain, other-field bridge employment often occurs. The continuity theory assumed that individuals portray when it comes to retirement. Thus, to maintain good psychological well-being, adults may tend to bridge the gap of retirement by getting themselves involved with employment similar to that they left provided that there was enjoyment and success in the previous work., Continuity theory is relevant to this research because it will guide workers to engage or continue with other business activities for the adjustment of their retirement This could easily be seen in instances like retired Agricultural workers taking up farming during retirement, teachers establishing private schools and so on. On the other hand, where there has been stress and dissatisfaction with previous work, individuals engage themselves in other fields to bridge employment. Whatever the crux of the matter is how individuals develop or find ways to continue with their life so that they could maintain relevance and build upon their psychological well-being. However, in pursuing so, this does not preclude the maintenance of social activities, classes, and leisure activities as beneficial. Take-up new jobs either private establishment or paid job when they retire from their regular job, build their social network and maintain social activities, which will make them, to be socially and economically relevant even as they age. Keeping oneself busy maintaining social contacts developing new interest and finding ways to change productivity and creativity even as one is ageing are considered keys to positive perception of ageing.

Methodology

Descriptive survey design was used and it is most appropriate that enabled the researcher to describe systematically the characteristic features about the population and it is only interested in describing the variables of interest in relation to the population (Illogu, Nwadinigwe 2012). The justification for using the designed is because the use of quantitative approach which involved the distribution of Likert type questionnaires to respondents. Therefore, the total number of teachers in public senior secondary schools in Kano state was 9,660 as per 2022/2023 session. The research sample consists of public senior secondary school male and female teachers between the ages of 45 – 59 across the 23 educational zones in Kano state. However, multi stage sampling technique was used in selecting some zones out of the 23 educational zone in the state; using the simple random sampling technique of Hat and Draw Method (HDM), five (5) zones

were selected under each of the three(3) Senatorial zones in Kano state. In Kano central senatorial zone; Kano Municipal, Dala, Gwale, Nassarawa and Kumbotso educational zones were selected. Then, in Kano south senatorial zone; Gaya, Rano, Gezawa, Wudil and Takai educational zones were selected while in Kano North Senatorial zone; Bichi, Dawakin Tofa, Danbatta, Gwarzo and Kabo educational zones were selected.

The second stage involved the selection of five schools from each of the five selected educational zones under the three senatorial districts of Kano state using simple random sampling of lucky dip process, where the researcher chose the schools by writing each school on a piece of paper and put in a container and picked the first five school in the selected zone. Thus, the total numbers of schools selected were seventy-five (75).

Thirdly, proportionate sampling process was used to select teachers who are between the ages of 45-59 from each selected school. The total number of selected male ageing teachers was two thousand (2000) while for selected female ageing teachers was two hundred (200) thus, a total of. 2,200 and based on Research advisor (2006) table of determining sample size, a sample of three hundred and thirty three (333) was selected. The justification of using the age 45-59 is because at this stage ageing usually becomes a source of concern to most teachers due to retirement from service either by statutory age of 60 years or having spent 35 years in service. An adapted Impact of Psycho-Social Factors on Perception of Ageing among Teachers Questionnaire (QIPFPA) was used to collect data for the study whose content validity was ascertained and reliability indices of the various section ranges from 0.71 to 0.78. The questionnaire was administered to the respondents by the researcher with help of two research assistant to ease the data collection process in each school, the researcher and the research assistants used on the spot technique method of collecting instrument from the respondents in order to avoid missing and un-return questionnaire in all the same day on visitation to school, until the exercise is over The statistical tool used to analyze the data was t-test statistics and ANOVA.

Results and Discussion

Results

Research Question 1:

To what extent the perceptions of ageing influence self-esteem of teachers in Kano state based on their sex?

H0₁: There is no significant difference in the perception of ageing on self-esteem of teachers based on their sex in Kano state.

This hypothesis was tested by subjecting the perception of ageing on self-esteem of the male and female teachers to a *t*-test analysis as shown in Table 1.

Table 1: Sex Difference in the Perception of Ageing on Self-Esteem among Teachers

Variables	N	Mean	Std. Deviation	<i>t</i> -Cal	<i>p</i> -Value	Decision
Male	227	28.09	3.613	1.881	.061	H_0 Accepted
Female	106	27.28	3.695			

Source: Field Work (2023)

α -value= 0.05

Table 1 shows that male teachers obtained a mean score of 28.09 (SD = 3.613), while female teachers obtained a mean score of 27.28 (SD = 3.695) on perception of ageing and self-esteem. This indicates that male teachers reported a slightly higher perception of ageing as it relates to self-esteem than their female counterparts. However, the difference in the mean scores is relatively small, suggesting that both male and female teachers have similar perceptions regarding the influence of ageing on their self-esteem. The independent samples *t*-test revealed that the observed difference between the mean scores of male and female teachers was not statistically significant, $t(331) = 1.881$, $p = .061$, which is greater than the significance level of 0.05. Therefore, the null hypothesis was accepted. This implies that there is no statistically significant difference in the perception of ageing on self-esteem between male and female teachers in Kano State.

Research Question 2:

What is the influence of perception of ageing on health status of teachers in Kano state based on their sex?

H0₂: There is no significant difference in the perception of ageing on health status of teachers based on their sex in Kano state.

This hypothesis was tested by subjecting the perception of ageing on health status of the male and female teachers to a *t*-test analysis as shown in Table 2.

Table 2: Sex Difference in the Perception of Ageing on Health Status among Teachers

Variables	N	Mean	Std. Deviation	t-Cal	p-Value	Decision
Male	227	28.14	3.622	-3.161	.002	H ₀ Rejected
Female	106	29.57	4.249			

Source: Field Work (2023)

α -value= 0.05

The results presented in Table 2 indicate that female teachers recorded a higher mean score (29.57, SD = 4.249) than male teachers (28.14, SD = 3.622) on perception of ageing and health status. This suggests that female teachers perceived ageing to have a greater influence on their health status than male teachers. The difference in the mean scores indicates a noticeable variation in perceptions between the two groups. The independent samples t-test showed that the difference between the mean scores of male and female teachers was statistically significant, $t(331) = -3.161$, $p = .002$, which is less than the 0.05 level of significance. Consequently, the null hypothesis was rejected. This finding indicates that there is a significant difference in the perception of ageing on health status between male and female teachers in Kano State, with female teachers reporting a higher perceived influence of ageing on their health status.

Research Question 3:

What are the Sex differences in ageing anxiety among teachers in Kano state? —

H₀₃: There is no significant difference in the perception of ageing on anxiety of teachers based on their sex in Kano state.

Table 3: Sex Difference in the Ageing Anxiety among Teachers

Variables	N	Mean	Std. Deviation	t-Cal	p-Value	Decision
Male	227	54.00	8.527	-1.744	.082	H ₀ Accepted
Female	106	55.75	8.602			

Source: Field Work (2023)

α -value= 0.05

As shown in Table 3, female teachers had a slightly higher mean score (55.75, SD = 8.602) than male teachers (54.00, SD = 8.527) on ageing anxiety. This suggests that female teachers experienced marginally higher levels of ageing anxiety than their male counterparts. However, the difference in the mean scores is relatively small, indicating that ageing anxiety is generally similar across both sexes. The independent samples t-test revealed that the difference in ageing anxiety between male and female teachers was not statistically significant, $t(331) = -1.744$, $p = .082$, which

is greater than the 0.05 level of significance. Therefore, the null hypothesis was accepted. This implies that there is no significant difference in ageing anxiety between male and female teachers in Kano State, despite the slightly higher mean score observed among female teachers.

Summary of Findings

The following are the major findings of the study:

1. Male teachers' perception on emotional adjustment is not different from that of the female teachers.
2. Significant difference exists in the perception of ageing on self-esteem between the male and female teachers
3. Male teachers' perception on health status is different from that of the female teachers

Discussion of Findings

Based on the analysis of the data collected, one of the findings of the study was that difference does not exist between male and female teachers' perception of ageing. In essence, this means that the perception of ageing between male and female teachers is not different; how both the male and female teachers' perceived ageing is not different. The current finding is supported by the study of Samuel (2015) on age and gender difference in self-esteem-across-cultural window in western industrialized countries uses a large internet sample (N = 985,937) to provide a large-scale systematic cross-cultural examination of gender and age differences in self-esteem. Multilevel modeling technique was used to account for the nested structure of the data, random coefficient regression model to examine the average gender, age and gender interaction association with self-esteem across all western industrialized countries, it shows that the random parameters of the model were significant, and suggested that the magnitude of the gender and age affects varied significantly among the nations. Also, it shows difference in the estimated age trajectories for males and females for each 487 nations. Similarly, another study in line with this finding is that of Temilola (2022), that investigates retirement challenges among the older retirees in Ikotun-Alimosho community Lagos state employed purposive sampling to recruit participants from the Ikotun Community. A sample size of 10 was adopted among the retired men and women between the ages 60 and above. An in-depth interview was used in collecting data and qualitative content analysis was also used in identifying relevant themes. It was found that health issues associated with retirement from the narratives made by the participants revealed that there is strong link to ageing and that old age and retirement come with several physical changes and disability

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