RETIREMENT PLANNING AND LIFESTYLE PRACTICES AS CORRELATES OF PSYCHOLOGICAL WELL-BEING AMONG RETIRED PUBLIC SECONDARY SCHOOL TEACHERS IN IBADAN SOUTH-WEST LOCAL GOVERNMENT AREA, OYO STATE, NIGERIA

Adenike Rukayat ADELEKE-MONSUR
Department of Guidance & Counselling, Lead City University, Ibadan
rukayat111988@gmail.com
08039329150
&
Olabisi Titilayo Precious **KILLIAN PhD**
Department of Guidance & Counselling, Lead City University, Ibadan
Killian.olabisi@lcu.edu.ng,
https://orcid.org/0009-0006-64085252
+2349096475109

Abstract

Psychological well-being is an important aspect of adjustment to retirement. This study examined the joint contribution of retirement planning and lifestyle practices to psychological well-being among retired public secondary school teachers in Ibadan South-West Local Government Area, Oyo State, Nigeria. A descriptive survey research design was adopted. The study involved 200 retired teachers selected through purposive and simple random sampling techniques. Data were collected using the Retirement Planning Scale, Lifestyle Practices Scale, and Psychological Well-Being Scale, with reported reliability coefficients of .88, .91, and .88, respectively. Descriptive statistics and multiple regression were used for data analysis at the .05 significance level. The reported regression results indicated a statistically significant joint relationship between retirement planning, lifestyle practices, and psychological well-being, $R = .624$, $R^2 = .390$, adjusted $R^2 = .384$, $F(2, 197) = 62.91$, $p < .001$. The model accounted for 39.0% of the variance in psychological well-being. The findings highlight the relevance of retirement preparation and meaningful lifestyle practices to retirees' adjustment. The study recommends that relevant education authorities and government agencies organise pre-retirement education covering financial preparedness, health planning, and adjustment to post-employment life. Retired teachers should also be encouraged to maintain healthy routines, meaningful activities, and social connections. Counselling services should support prospective and current retirees in developing realistic retirement goals and adapting positively to changing roles, responsibilities, and daily routines. These measures may strengthen retirement preparation and promote psychological well-being among retired teachers.

Keywords: Psychological well-being, retirement planning, lifestyle practices, retired teachers, counselling

1.0 Introduction

Retirement is a major life transition that can involve changes in income, daily routines, social roles, and personal identity. How individuals adjust to this transition may depend on the resources and preparations available to them before and after leaving paid employment. The World Health Organization (2015) describes healthy ageing in terms of maintaining functional ability and enabling older people to participate in society. Continuity theory also proposes that older adults often adapt by maintaining familiar activities, relationships, and internal patterns where possible (Atchley, 1989). These perspectives suggest that retirement adjustment should be considered in relation to both practical preparation and meaningful daily living.

Retirement planning can include financial preparation as well as psychological, health-related, and social planning. A systematic review by Kerry (2018) notes that retirement planning is a multidimensional construct and that its relationship with later well-being depends on how planning is defined and assessed. Longitudinal research by Yeung and Zhou (2017) found that pre-retirement planning can contribute to post-retirement well-being through the resources available to retirees. Chan et al. (2021) likewise reported that retirement preparation was associated with later psychological and physical well-being, with attitudes toward retirement playing an explanatory role. These findings support examining retirement planning as one potential correlate of psychological adjustment, rather than treating planning as a guarantee of successful retirement.

Lifestyle practices are also relevant because retirement changes how people organise their time and maintain social connections. Activities that provide structure, purpose, physical movement, and contact with other people may help retirees sustain a sense of continuity and engagement. Research on retirement lifestyle planning has highlighted the importance of meaningful activities and social connections during the transition to retirement (Hutchinson & Ausman, 2024). The

relevance of these practices may vary across individuals according to health, income, family responsibilities, and access to community resources.

Psychological well-being is broader than the absence of distress. Ryff (1989) describes it through dimensions that include self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. These dimensions are relevant to retirement because leaving employment may change the roles and routines through which individuals previously expressed competence, identity, and social belonging. Maintaining a sense of purpose and agency may therefore be important to adjustment after retirement.

Although international research has examined retirement preparation and later-life well-being, the experiences of retired teachers are shaped by their occupational histories and local social and economic conditions. Teachers may need to adjust to changes in regular income, professional identity, daily structure, and workplace relationships. Examining retirement planning and lifestyle practices together can help clarify how these factors are associated with psychological well-being in a specific Nigerian setting.

In Nigeria, the transition to retirement may take place alongside concerns about the adequacy and timing of retirement benefits, household responsibilities, health needs, and the availability of social support. These conditions make it useful to investigate the experiences of retired teachers within the local context in which they live. The present study focuses on retired public secondary school teachers in Ibadan South-West Local Government Area of Oyo State.

The study is guided by the view that retirement adjustment is multidimensional. Retirement planning may help individuals prepare for changes in resources and responsibilities, while lifestyle practices may provide opportunities for continued activity, social participation, and personal

meaning. Neither factor should be assumed to operate independently of other circumstances, but examining them jointly can provide evidence relevant to counselling and retirement education.

The study addresses a local evidence need by examining the joint contribution of retirement planning and lifestyle practices to psychological well-being among retired public secondary school teachers in Ibadan South-West Local Government Area. Its findings are intended to inform counselling practice and the design of pre-retirement and post-retirement support programmes.

Statement of the Problem

Retirement involves adjustments in income, daily routines, social roles, and personal identity. For retired teachers, these changes may affect psychological well-being, particularly where preparation and support are limited. Retirement planning and lifestyle practices are relevant areas for counselling and educational intervention, but their joint statistical contribution to psychological well-being among retired public secondary school teachers in Ibadan South-West Local Government Area requires local evidence. This study therefore examined their joint contribution to psychological well-being in the study area.

Aim and Objectives

This study examined the joint contribution of retirement planning and lifestyle practices to psychological well-being among retired public secondary school teachers in Ibadan South-West Local Government Area, Oyo State. The specific objectives were to:

1. 1. Describe the level of psychological well-being reported by retired public secondary school teachers in the study area.
2. 2. Determine the joint contribution of retirement planning and lifestyle practices to psychological well-being among retired public secondary school teachers in the study area.

Research Questions

The study was guided by the following research questions:

1. What level of psychological well-being is reported by retired public secondary school teachers in the study area?

Research Hypothesis

There is no significant joint contribution of retirement planning and lifestyle practices to psychological well-being among retired public secondary school teachers in Ibadan South-West Local Government Area.

2.0 Methodology

The study adopted a descriptive survey design to examine the joint contribution of retirement planning and lifestyle practices to psychological well-being. The target population comprised retired public secondary school teachers in Ibadan South-West Local Government Area, Oyo State. A sample of 200 respondents was selected using purposive and simple random sampling techniques. Data were collected through self-administered questionnaires using the Retirement Planning Scale, Lifestyle Practices Scale, and Psychological Well-Being Scale. The reported reliability coefficients were .88, .91, and .88, respectively. Descriptive statistics were used to summarise responses, while multiple regression was used to test the joint contribution of the independent variables at the .05 significance level.

3.0 Results

Descriptive statistics were used to summarise the item responses for psychological well-being. Multiple regression was used to examine the joint contribution of retirement planning and lifestyle practices to psychological well-being.

Research Question 1: What level of psychological well-being is reported by retired public secondary school teachers in the study area?

Table 3.1. Item Responses on Psychological Well-Being among Retired Teachers

No.	Item	Strongly agree	Agree	Disagree	Strongly disagree	Mean	SD
1	I feel satisfied with my current life.	97 (52.2%)	64 (34.4%)	18 (9.7%)	7 (3.8%)	1.6505	.80634
2	I rarely feel lonely or depressed.	70 (37.6%)	76 (40.9%)	34 (18.3%)	6 (3.2%)	1.8710	.82168
3	I am optimistic about the future.	68 (36.6%)	78 (41.9%)	28 (15.1%)	12 (6.5%)	1.9140	.87803
4	I have a strong sense of purpose in life.	86 (46.2%)	75 (40.3%)	22 (11.8%)	3 (1.6%)	1.6882	.74222
5	I feel emotionally stable and content.	64 (34.4%)	93 (50.0%)	25 (13.4%)	4 (2.2%)	1.8333	.73460
6	I like most parts of my personality after retirement.	71 (38.2%)	84 (45.2%)	25 (13.4%)	6 (3.2%)	1.8172	.78425
7	When I look at the story of my life, I am pleased with my retirement experience.	72 (38.7%)	83 (44.6%)	23 (12.4%)	8 (4.3%)	1.8226	.80922
8	Some retirees wander aimlessly through life. I am experiencing the same thing.	67 (36.0%)	49 (26.3%)	38 (20.4%)	32 (17.2%)	2.1882	1.10628
9	The demands of everyday life often get me down as a retired teacher.	55 (29.6%)	64 (34.4%)	51 (27.4%)	16 (8.6%)	2.1505	.94664
10	In many ways I feel disappointed about my achievements in life.	57 (30.6%)	53 (28.5%)	38 (20.4%)	38 (20.4%)	2.3065	1.11387
11	Maintaining close relationships has been difficult and frustrating for me.	54 (29.0%)	60 (32.3%)	44 (23.7%)	28 (15.1%)	2.2473	1.03617

12	I live life one day at a time and don't really think about the future.	53 (28.5%)	65 (34.9%)	42 (22.6%)	26 (14.0%)	2.2204	1.01332
13	In general, I feel I am in charge of the situation in which I live.	71 (38.2%)	75 (40.3%)	30 (16.1%)	10 (5.4%)	1.8871	.86565
14	I am good at managing the responsibilities of my daily life.	69 (37.1%)	80 (43.0%)	24 (12.9%)	13 (7.0%)	1.8978	.87937
15	As a retiree, I sometimes feel as if I've done all there is to do in life, there's no hope for more.	65 (34.9%)	59 (31.7%)	29 (15.6%)	33 (17.7%)	2.1613	1.09337
16	For me, life has been a continuous process of learning, changing, and growing both personally and professionally.	76 (40.9%)	76 (40.9%)	25 (13.4%)	9 (4.8%)	1.8226	.84196
17	I think it is important to have new experiences that challenge how I think about myself and retirement experiences.	87 (46.8%)	61 (32.8%)	29 (15.6%)	9 (4.8%)	1.7849	.88041
18	People would describe me as a giving person, willing to share my time and resources with others.	67 (36.0%)	83 (44.6%)	25 (13.4%)	11 (5.9%)	1.8925	.85059
19	I gave up trying to make big improvements or changes in my life a long time ago since I retired.	78 (41.9%)	51 (27.4%)	31 (16.7%)	26 (14.0%)	2.0269	1.07267

20	As a retiree, I need all the support I can get from my children to live happily.	68 (36.6%)	73 (39.2%)	32 (17.2%)	13 (7.0%)	1.9462	.90483
21	I have not experienced many warm and trusting relationships with others since I retired.	72 (38.7%)	40 (21.5%)	43 (23.1%)	31 (16.7%)	2.1774	1.12261
22	I have confidence in my own opinions, even if they are different from the way most other people think my retirement life is peaceful.	61 (32.8%)	85 (45.7%)	22 (11.8%)	18 (9.7%)	1.9839	.91519
23	I judge myself by what I think is important, not by the values of what others think is important socially.	81 (43.5%)	65 (34.9%)	21 (11.3%)	19 (10.2%)	1.8817	.97370
24	I engage in activities that gives my life a meaning.	92 (49.5%)	57 (30.6%)	24 (12.9%)	13 (7.0%)	1.7742	.92566
25	I often sought professional help for my mental health.	73 (39.2%)	63 (33.9%)	23 (12.4%)	27 (14.5%)	2.0215	1.04988
		Mean Responses				1.96	.990

Source: Researcher`s field work 2025

The item means reported in Table 3.1 produce an overall average of 1.96. The response pattern shows agreement with several positively worded statements, including satisfaction with current life, having a sense of purpose, and engaging in meaningful activities. The table reports 186 valid responses for each item.

Research Hypothesis: There is no significant joint contribution of retirement planning and lifestyle practices to psychological well-being among retired public secondary school teachers in Ibadan South-West Local Government Area.

Table 3.2. Joint Contribution of Retirement Planning and Lifestyle Practices

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.624	0.390	0.384	9.42594

ANOVA[a]

Model		Sum of Squares	df	Mean Square	f	Sig.
1	Regression	11178.684	2	5589.342	62.909	< .001
	Residual	17503.122	197	88.848		
	Total	28681.806	199			

Source: Researcher`s field work 2025

The multiple regression results reported in Table 3.2 indicate that retirement planning and lifestyle practices jointly predicted psychological well-being, $R = 0.624$, $R^2 = 0.390$, adjusted $R^2 = 0.384$, $F(2, 197) = 62.91$, $p < .001$. The model accounted for 39.0% of the variance in psychological well-being; the adjusted R^2 was 38.4%. The null hypothesis was rejected at the .05 significance level.

4.0 Discussion of Findings

The reported regression results indicate a statistically significant joint relationship between retirement planning, lifestyle practices, and psychological well-being among retired public secondary school teachers in Ibadan South-West Local Government Area. The model accounted for 39.0% of the variance in psychological well-being, with an adjusted estimate of 38.4%. This result suggests that the two independent variables, considered together, are associated with meaningful variation in the well-being scores reported in the study. The result is consistent with literature describing retirement planning as a multidimensional process related to post-retirement

adjustment (Kerry, 2018; Yeung & Zhou, 2017). It also aligns with research reporting an association between retirement preparation and later psychological and physical well-being (Chan et al., 2021).

The result should be interpreted as a joint contribution of the two predictors; the regression table presented in this paper does not provide separate standardised coefficients for comparing their individual contributions. The broader literature also emphasises the value of lifestyle planning, meaningful activity, and social connection during retirement (Hutchinson & Ausman, 2024). Ryff's (1989) account of psychological well-being highlights purpose in life, autonomy, positive relations, and personal growth, while continuity theory explains the value of maintaining meaningful patterns and relationships through later-life transitions (Atchley, 1989). These perspectives provide a useful basis for retirement counselling that addresses both practical preparation and everyday engagement.

5.0 Conclusion

The study examined the joint contribution of retirement planning and lifestyle practices to psychological well-being among retired public secondary school teachers in Ibadan South-West Local Government Area, Oyo State. The reported regression results showed a statistically significant joint relationship between the two predictors and psychological well-being. The findings support the relevance of retirement preparation and meaningful lifestyle practices in counselling and retirement education. Programmes for prospective and current retirees should address financial readiness, health-promoting routines, social participation, and activities that sustain purpose and personal agency.

6.0 Recommendations

Based on the findings, the following recommendations are made:

1. Pre-retirement education: Education authorities and relevant government agencies should provide regular pre-retirement workshops on financial literacy, pension processes, health planning, and adjustment to post-employment life.

2. Healthy lifestyle practices: Retired teachers should be encouraged to maintain suitable physical activity, social contact, recreational interests, and meaningful daily routines.

3. Counselling support: Counselling psychologists should develop retirement preparation programmes that address practical planning, expectations about retirement, emotional adjustment, and the development of post-retirement goals.

4. Community participation: Community organisations and policymakers should support accessible age-friendly activities and opportunities for retirees to participate in cultural, intellectual, and social programmes.

5. Continued support after retirement: Retiree associations, schools, and community services should provide information and referral pathways for financial, health, and psychosocial support.

7.0 References

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