

Population Ageing, Lifelong Learning and Socio-Economic Development: Implication on Nigeria

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Abstract

This study examines the impact lifelong learning can aid demographic phenomenon which is an inevitable global occurrence happening from country to country and from continent to continent to have on socio-economic development of the country Nigeria. It started in the nineteenth century in the developed countries with decline in death rate and increase in birth rate. The study adopted descriptive study of the survey type. Two research questions and four hypotheses were raised for the study. All participants who have profited from lifelong learning or in-service professional development activities in Lagos State made up the study's targeted group and 611 individuals were subsequently chosen from Lagos State's six main zones using the snowball technique. Experts Tests and Measurement Unit and the Department of Adult Education evaluated the study instrument to guarantee its validity. This was done to make sure that all of the component variables of the research questions and study hypotheses were sufficiently covered by the questionnaire items. Then, a pilot test of the 22-item instrument was conducted in Oyo state. Using Cronbach Alpha's measure, the instrument's reliability coefficient was determined, and the result was a reliability index of 0.91. Simple frequency count, simple percentage, mean, and standard deviation were used to produce answers to the research questions while t-test and Analysis of Variance (ANOVA) were used to evaluate the hypotheses at the 0.05 level of significance. This study has established that population ageing and lifelong learning is impactful to socio-economic development in Nigeria. Therefore, it is recommended among other things that government policies should be very effective at addressing the economic implications of population ageing.

Keywords: *Demographic transition, lifelong learning, socio-economic development and aged.*

Introduction

United Nations (2017) described population ageing as an inevitable consequence of the declines in fertility and increases in longevity that characterize the demographic transition and is usually associated with social and economic development. The World Bank (2011) explained that population ageing is a global phenomenon ravaging the world by continent. Europe is the first continent to experience the change in population as a result of low fertility, increased life expectancy and may be international migration like the mass exodus of youths being experienced in Nigeria. World population by age according to statistics (2022) stated that Japan top the list with 28.2% of its population being people 65 years and above., Italy 22.8%, Finland 21.9%, Portugal 21.8%, Greece 21.8%, Germany 21.4%, Bulgaria 21.3 and France 20.3%. Europe is projected to remain at the top of the chart by year 2050 with 34% of its population being 60 years plus. The United Nations (*ibid*) affirmed that Africa generally is at the early stage of the change. The demographic trend at country level started with Tunisia, Mauritius, Gabon and Cape Verde (16 out of 53 African countries) who had their aged citizens population blotted between 1990 and 2010. The percentages in Africa ranges according to UN report from 4.2% to 8.3%, It is projected to double by the target year for sustainable development (year, 2050) though the World Bank (2011) reported that evidence emerging from recent gender equality studies points to a persistently elevated female mortality in low-income countries. This is largely attributable to high rates of maternal mortality, especially in Sub-Saharan Africa. This got worsened by little or no access to healthcare in a lot of countries in Sub Saharan Africa, and to low budget allocation in the health sector. Population ageing is an inevitable, immensely unchangeable result of the demographic transitions that all countries experience. Reduction in fertility results in low proportion of children in a population, and older, healthier adults take progressively higher proportion of the population. Nonetheless, Nigeria's current economic crisis resulting in mass migration of youth from the country and factor of women outliving men exposes the nation to higher percentage than projected for her on demographic transition. United Nations (2007) observed that the demographic transition has three stages. The first stage has to do with redistribution of the age distribution as the percentage of children increases due to increased survival at younger ages. Reductions of fertility at the second stage necessitate the commencement of reduction in the percentage of children coupled with the rise in the percentages of adults of working age. The third stage is often attained

after long periods of fertility and mortality reduces, the percentages of both children and adults of working age reduce and only the percentages of older persons increase. The robustness of the working-age population at the second stage of the change is not permanent.

The socio-economic problems caused by population ageing for industrialized, developed countries include reduced labour supply and reduced productivity, consumption and savings which are evident. Contrarily, population ageing in developing countries is widely opposite, and it is associated with opportunities to enhance future growth and development, as well as challenges. Gradually, the number of older people is progressively multiplying in African countries, consequently, populations in the continent is reported by International Planned Parenthood Federation (IPPF, 2012) to be dominated by working-age people in future. Labour forces across the globe are shrinking, conversely in Africa it is expanding and not contracting. Bloom, Canning and Flink (2011) projected that by 2050, working-age people will cover 65 per cent of the population. The authors argued that population ageing will not hinder the pace of economic growth depend. The UN (2019) corroborated point succinctly that:

“To maximize the benefits and manage the risks associated with population ageing, governments should support continuing and lifelong education and health care for all; encourage savings behaviour and healthy lifestyles throughout the life course; promote employment among women, older persons and others traditionally excluded from the labour force, including through a gradual increase in the official retirement age; and support family friendly policies to facilitate work-life balance and increased gender equality in both public and private life”.

It means that the nation will reap the benefit of the change if policy is planned ahead of the transition to ease any anticipated exacerbation. The understanding of the demographic transition is that, favourable projection is possible. Normally, there should be policy adjustment before the changes for easy acclimatization to the relatively permanent transition. Assuming that population ageing is not avoidable, the strategies adopted to cope with the problems associated with the change determine the effect on the citizens.

Wahab (n.d) revealed that population aging has features that causes changes in the living arrangement resulting in increasing number of older persons alone. This contrast Apena (2019a)'s description of friendly environment for healthy ageing. It is particularly fast increasing among

women, resulting in “feminization” of population aging due to known mortality rates across women. He believed that in view of lower income and higher number of older persons living below low poverty line, population aging is associated with poverty.

Osaghea (2019) described lifelong learning as the continuous building of skills and knowledge throughout the life of an individual. There is need to prepare workers for lifelong learning in order to keep abreast of the imminent global demographic transition. Apena (2019b) affirmed that lifelong learning is capable of helping adults to acquire skills so as to and catch up with the needs for socio-economic development which is essential for both individual and national development.

Many efforts had been put in place to improve socio-economic development globally and within Nigeria. Nigeria has had various socio-economic reforms agenda shown in policies and development plans. According to Eheazu (2019) these include Visions 2010, 2020 and modified UNESCO Sustainable Development Goals (SGDs) aimed at being achieved by 2030 (UNESCO, 2017). Visions 2010, 2020 and the 2030 UNESCO agenda were launched in November, 1996, May, 2010 and November, 2015 respectively. Obviously, Nigeria’s socio-economic plans have always been far from being achieved. An example is the 2020 agenda which came to existence on 18th May, 2010 when it was obvious that the dreams associated with its former, Vision 2010, would not be achieved within the few months left for it. Similarly, SDG was launched on the 1st of January 2017 when it was also clear that no miracle could bring the 2020 agenda to reality. Socio-economy development trend at the global level according to Stukalo and Simakhova (2021) have focused on transnationalization; regionalization; institutionalization; greening; digitalization, informatization, intellectualization; innovation; technologization; inclusiveness. World Bank’s Global Economic Prospects’ latest report (2023) observed that global growth is reducing drastically with the present high inflation, higher interest rates, reduced investment, and disruptions caused by Russia’s invasion of Ukraine.

All the projections and plans could have been achieved with adequate investment in lifelong learning, its importance in socio-economic development in the 21st century cannot be overemphasized. Wikipedia the free encyclopedia (n.d) opined that the knowledge and skills workers acquire through lifelong learning and training help them to be more productive. Availability of good quality education has the potential of improving the knowledge and skills of the citizen of a nation beyond what can be gained from face-to-face or informal systems.

Professions particularly value the essentials of training and retraining practitioners. Knowledge accumulates so fast so that one must continue to upgrade oneself to be effective thus, formal schooling plays only a foundation role. A lot of licensed professions compel their members to participate in short refresher courses, workshops and conferences to maintain a license. Lifelong learning develop social and institutional capital, it has a solid influence on the investment climate and growth; it fosters social trust, building participatory societies, strengthening the rule of law and assisting good governance. All these are necessary for the ageing population who are the future workforce and for national socio-economic development.

Objectives of the Study

The following are objectives of the study;

- 1) To examine the impacts of population ageing and lifelong learning on socio-economic development in Nigeria.
- 2) To assess the possible solutions to the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning.

Hypotheses

H₀₁: There is no significant gender difference in respondents' perception of the impacts of population ageing and lifelong learning on socio-economic development in Nigeria.

H₀₂: There is no significant gender difference in respondents' perception of the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning.

H₀₅: There is no significant employment status difference in respondents' perception of the impacts of population ageing and lifelong learning on socio-economic development in Nigeria.

H₀₄: There is no significant employment status difference in respondents' perception of the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning.

Methodology

This study used a descriptive quantitative survey research approach. Because the main basis of the research is the opinions of the respondents within the study population, it is a descriptive survey investigation. Research that examines phenomena in their natural environments and provides an accurate account of the happenings is known as a descriptive study of the survey type. The researcher employed a questionnaire to gather accurate data regarding the effects of population ageing and potential solutions for overcoming these obstacles on Nigeria's socioeconomic development through lifelong learning. A self-administered questionnaire was used in the study to gather primary data from participants who had benefited from lifelong learning or in-service professional development programmes. The questionnaire asked questions about the effects of population ageing on Nigeria's socioeconomic development and potential solutions involving lifelong learning.

A multistage sampling approach was employed in the participant selection process. The targeted group was initially identified using the convenience/accidental sampling technique, and 611 individuals were subsequently chosen from Lagos State's six main zones using the snowball technique. The researcher-designed questionnaire titled "Population Ageing and Socio-Economic Development (PASD)" served as the study's instrument. A, B, and C were its three portions. The responders' personal information was contained in Section A. Statements about the impacts of lifelong learning and population ageing on socioeconomic development were included in Section B, while statements about potential solutions to the problems caused by population ageing on socioeconomic development in Nigeria through lifelong learning were included in Section C. A four-point Likert scale with the options of Highly Impactful (HI), Impactful (I), Less Impactful (LI), and Never Impactful (NI) was used to score the claims in section B while Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) was used to score the claims in section C. For positively phrased items, the scores were 4, 3, 2, 1, for HI/SA, I/A, LI/D, and NI/SD, respectively; for negatively worded items, the scores were the opposite.

Experts from the National Open University's Tests and Measurement Unit and the Department of Adult Education evaluated the study instrument to guarantee its validity. This was done to make sure that all of the component variables of the research questions and study hypotheses were sufficiently covered by the questionnaire items. Then, a pilot test of the 22-item instrument was conducted in Oyo state. Using Cronbach Alpha's measure, the instrument's reliability coefficient

was determined, and the result was a reliability index of 0.91. As a result, the tool was widely accepted as legitimate and trustworthy.

The study used a self-administered questionnaire to gather primary data. To assist with the administration and collecting of the instrument, the researcher hired skilled helpers. The research assistants received sufficient instruction on how to administer and retrieve the questionnaire. Data were gathered through filling out the questionnaire and administering it on the spot. Inferential statistics such as the t-test and Analysis of Variance (ANOVA) were used to test the hypotheses at the 0.05 level of significance, and descriptive statistics such as simple frequency count, simple percentage, mean, and standard deviation were used to produce answers to the research questions in order to make meaningful deductions from the data.

The frequency counts, percentages, and means were used to provide answers to the study questions. Never Impactful/ Strongly Disagree ($\bar{x} \leq 1.0$), Less Impactful/ Disagree ($\bar{x} \leq 2.0$), Impactful/ Agree ($\bar{x} \leq 3.0$), and Highly Impactful/ Strongly Agree ($\bar{x} \leq 4.0$) were the ratings assigned to the mean score values. The t-test and Analysis of Variance (ANOVA) were used to evaluate the hypotheses at the 0.05 level of significance.

Findings of the Study

Table 1 shows the socio-demographic attributes of the respondents. 263 (43.00%) of the respondents were males while 348 (57.00%) were females. 36 (5.90%) were within the age range of 21 - 30 years, 275 (45.00%) were within the age range of 31 – 40 years, 84 (13.70%) were within the age range of 41 – 50 years, 84 (13.70%) were within the age range of 51 - 60 years, 96 (15.70%) were within the age range of 61 - 70 years, while the remaining 36 (5.90%) were above 70 years.

Table 1: *Socio-demographic Attributes of the Respondents*

		Freq.	%
Respondents' Gender	Male	263	43.0
	Female	348	57.0
	Total	611	100.0
Respondents' Age	21-30 Years	36	5.9
	31-40 Years	275	45.0
	41-50 Years	84	13.7
	51-60 Years	84	13.7

	61-70 Years	96	15.7
	Above 70 Years	36	5.9
	Total	611	100.0
Respondents' Employment Status	Employed	324	53.0
	Unemployed	180	29.5
	Retired	48	7.9
	Student	59	9.7
	Total	611	100.0
Respondents' Educational Level	Less Than High School	48	7.9
	High School Graduate	215	35.2
	College/Technical Training	84	13.7
	Bachelor's Degree	180	29.5
	Master's Degree	60	9.8
	Doctorate/Professional Degree	24	3.9
	Total	611	100.0

On respondents' employment status, 324 (53.00%) were employed, 180 (29.50%) were unemployed, 48 (7.90%) were retired, while the remaining 59 (9.70%) were students. Regarding respondents' educational level, 48 (7.90%) had less than high school certificate, 215 (35.20%) were high school graduate, 84 (13.70%) were college/technical trained, 180 (29.50%) had bachelor's degree, 60 (9.80%) had master's degree, while the remaining 24 (3.90%) had doctorate/professional degree.

Answering the Research Question

Results of the research questions were obtained from using descriptive statistical analysis of frequency counts, percentage, mean score and standard deviation. The research hypotheses were tested using inferential statistics of t-test and Analysis of Variance (ANOVA) at 0.05 level of significance.

Research Question One: What are the impacts of population ageing and lifelong learning on socio-economic development in Nigeria?

Table 2: *Descriptive Statistics of the impacts of population ageing and lifelong learning on socio-economic development in Nigeria*

		Freq.	%	Mean	Std. Dev.	Decision
Population ageing has significant impact on the overall socio-economic development of a nation	Never Impactful	48	7.9	3.06	0.96	Impactful
	Less Impactful	120	19.6			
	Impactful	192	31.4			
	Highly Impactful	251	41.1			

	Total	611	100.0			
Ageing population poses challenges to a nation's workforce and economic productivity	Never Impactful	48	7.9	3.16	1.02	Impactful
	Less Impactful	132	21.6			
	Impactful	108	17.7			
	Highly Impactful	323	52.9			
	Total	611	100.0			
An ageing population presents opportunities for economic growth and innovation through the development of products and services tailored to the elderly	Never Impactful	36	5.9	3.12	0.96	Impactful
	Less Impactful	144	23.6			
	Impactful	144	23.6			
	Highly Impactful	287	47.0			
	Total	611	100.0			
Ageing workforce can contribute positively to the knowledge and experience base within various industries	Never Impactful	36	5.9	3.19	0.91	Impactful
	Less Impactful	96	15.7			
	Impactful	192	31.4			
	Highly Impactful	287	47.0			
	Total	611	100.0			
Lifelong learning plays a crucial role in fostering socio-economic development	Never Impactful	36	5.9	3.12	0.94	Impactful
	Less Impactful	132	21.6			
	Impactful	168	27.5			
	Highly Impactful	275	45.0			
	Total	611	100.0			
Lifelong learning helps on the employability and career advancement of individuals within a society	Never Impactful	36	5.9	3.35	0.86	Impactful
	Less Impactful	48	7.9			
	Impactful	192	31.4			
	Highly Impactful	335	54.8			
	Total	611	100.0			
Lifelong learning contributes to reducing economic inequalities by providing equal opportunities for skill development	Never Impactful	36	5.9	3.18	0.90	Impactful
	Less Impactful	96	15.7			
	Impactful	204	33.4			
	Highly Impactful	275	45.0			
	Total	611	100.0			
Businesses and industries benefit from employees who actively pursue continuous learning throughout their careers	Never Impactful	24	3.9	3.29	0.85	Impactful
	Less Impactful	84	13.7			
	Impactful	192	31.4			
	Highly Impactful	311	50.9			
	Total	611	100.0			
Promoting lifelong learning opportunities for the elderly	Never Impactful	36	5.9	3.29	0.87	Impactful
	Less Impactful	60	9.8			
	Impactful	203	33.2			

contributes to overall socio-economic development	Highly Impactful	312	51.1			
	Total	611	100.0			
Integration of older individuals into the workforce through lifelong learning positively impacts a nation's economic productivity	Never Impactful	48	7.9	3.23	0.96	Impactful
	Less Impactful	84	13.7			
	Impactful	156	25.5			
	Highly Impactful	323	52.9			
	Total	611	100.0			
An ageing population with access to continuous learning opportunities is more likely to adapt to evolving job markets and contribute to innovation	Never Impactful	36	5.9	3.31	0.88	Impactful
	Less Impactful	60	9.8			
	Impactful	191	31.3			
	Highly Impactful	324	53.0			
	Total	611	100.0			
Grand Decision				3.21	0.92	Impactful

Research question one assessed the impact level of population ageing and lifelong learning on socio-economic development in Nigeria. Items reconnoitered ranged from whether population ageing has significant impact on the overall socio-economic development of a nation to the fact that, an ageing population with access to continuous learning opportunities is more likely to adapt to evolving job markets and contribute to innovation. The aggregate mean rating of respondents' responses to the item statement stood at 3.21 which can be approximated to 3.0 which stands for impactful. This shows that population ageing and lifelong learning is impactful to socio-economic development in Nigeria.

Research Question Two: What are the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning?

Table 3: *Descriptive Statistics of the perceived possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning*

		Freq.	%	Mean	Std. Dev.	Decision
Government policies should be very effective at addressing the economic implications of population ageing	Strongly Disagree	60	9.8	3.20	1.03	Agree
	Disagree	95	15.5			
	Agree	120	19.6			
	Strongly Agree	336	55.0			
	Total	611	100.0			
Addressing the socio-economic impact of population ageing requires a collaborative effort from governments, businesses, and communities	Strongly Disagree	36	5.9	3.24	0.92	Agree
	Disagree	95	15.5			
	Agree	168	27.5			
	Strongly Agree	312	51.1			

	Total	611	100.0			
Individuals should actively engage in lifelong learning to be better equipped to contribute to their community's economic growth	Strongly Disagree	36	5.9	3.18	0.94	Agree
	Disagree	120	19.6			
	Agree	156	25.5			
	Strongly Agree	299	48.9			
	Total	611	100.0			
Lifelong learning initiatives can help address the challenges posed by rapidly evolving job markets and technological advancements	Strongly Disagree	36	5.9	3.18	0.92	Agree
	Disagree	107	17.5			
	Agree	180	29.5			
	Strongly Agree	288	47.1			
	Total	611	100.0			
Nigerian societies should prioritize and value lifelong learning so as to experience sustained socio-economic development	Strongly Disagree	48	7.9	3.28	0.97	Agree
	Disagree	83	13.6			
	Agree	132	21.6			
	Strongly Agree	348	57.0			
	Total	611	100.0			
Nigerian government should invest more in educational programs for the elderly in order to mitigate the negative effects of population ageing on its economy	Strongly Disagree	36	5.9	3.35	0.88	Agree
	Disagree	60	9.8			
	Agree	168	27.5			
	Strongly Agree	347	56.8			
	Total	611	100.0			
Promoting lifelong learning for older individuals can help bridge the generational gap in terms of skills and knowledge in the workforce	Strongly Disagree	36	5.9	3.22	0.91	Agree
	Disagree	95	15.5			
	Agree	180	29.5			
	Strongly Agree	300	49.1			
	Total	611	100.0			
Government should allocate resources to support educational programs specifically designed for the elderly to enhance their skills and employability	Strongly Disagree	24	3.9	3.32	0.90	Agree
	Disagree	107	17.5			
	Agree	132	21.6			
	Strongly Agree	348	57.0			
	Total	611	100.0			
Policies that promote intergenerational learning and collaboration as a means to address the challenges posed by population ageing on socio-economic development should be implemented	Strongly Disagree	24	3.9	3.31	0.88	Agree
	Disagree	96	15.7			
	Agree	156	25.5			
	Strongly Agree	335	54.8			
	Total	611	100.0			
Governments can effectively address the socio-economic challenges arising from population ageing through strategic policies and initiatives	Strongly Disagree	36	5.9	3.25	0.91	Agree
	Disagree	84	13.7			
	Agree	180	29.5			
	Strongly Agree	311	50.9			
	Total	611	100.0			
Digital technologies and online platforms should be put in place to enhance the accessibility and effectiveness of lifelong learning initiatives for socio-economic development	Strongly Disagree	48	7.9	3.22	0.98	Agree
	Disagree	95	15.5			
	Agree	144	23.6			
	Strongly Agree	324	53.0			
	Total	611	100.0			
Grand Decision				3.25	0.93	Agree

Research question two was to find out the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning. Items explored ranged

from the opinion that Government policies should be very effective at addressing the economic implications of population ageing to the perception that digital technologies and online platforms should be put in place to enhance the accessibility and effectiveness of lifelong learning initiatives for socio-economic development. The aggregate mean rating of respondents' responses to the item statement stood at 3.25 which can be approximated to 3.00 which stands for agreed. This shows that the respondents agreed to the opinions raised as the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning.

Testing the Hypotheses

H₀₁: There is no significant gender difference in respondents' perception of the impacts of population ageing and lifelong learning on socio-economic development in Nigeria.

Table 4: *Analysis of respondents' perception of the impacts of population ageing and lifelong learning on socio-economic development in Nigeria based on gender*

Respondents' Gender	N	Mean	Std. Dev.	Std. Err. Mean	df	t	p-value	Remark
Male	263	35.2471	4.17505	.25744	1	-0.28	0.29	Not Significant
Female	348	35.3448	4.32359	.23177	609			

Tables 4 shows the Calculated t-value (-0.28) with P-value of 0.29 computed at an alpha level of 0.05. Since the Calculated P-value was greater than the alpha level of 0.05, the null hypothesis was hereby not rejected. This shows that there is no significant gender difference in respondents' perception of the impacts of population ageing and lifelong learning on socio-economic development in Nigeria.

H₀₂: There is no significant gender difference in respondents' perception of the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning.

Table 5: *Analysis of respondents' perception of the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning based on gender*

Respondents' Gender	N	Mean	Std. Dev.	Std. Err. Mean	df	t	p-value	Remark
Male	263	33.9696	4.60822	.28416	1	-9.33	0.00	Significant
Female	348	37.0690	3.60529	.19326	609			

Tables 5 shows that the Calculated t-value is (-9.33) with P-value of 0.00 computed at an alpha level of 0.05. Since the Calculated P-value was less than the alpha level of 0.05, the null hypothesis was hereby rejected. This shows that respondents' perception of the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning varied based on gender.

H₀₃: There is no significant employment status difference in respondents' perception of the impacts of population ageing and lifelong learning on socio-economic development in Nigeria.

Table 6: *Analysis of respondents' perception of the impacts of population ageing and lifelong learning on socio-economic development in Nigeria based on employment status*

Status	N	Mean	Std. Dev.	Std. Error	F	p-value	Remark
Employed	324	35.0741	4.18690	.23261	3.92	0.01	Significant
Unemployed	180	35.0000	4.87153	.36310			
Retired	48	36.0000	2.57649	.37188			
Student	59	36.9153	3.27629	.42654			
Total	611	35.3028	4.25710	.17222			

From table 6, the F-value is 3.92 and the P-value is 0.01 at 0.05 levels of significance. Since the p-value is less than the level of significance set for the study (0.05) the hypothesis is therefore not retained. Thus, respondents' perception of the impacts of population ageing and lifelong learning on socio-economic development in Nigeria differed based on employment status.

To determine the actual sources of significant differences observed in table 6, Scheffe post hoc test was employed and the result is as presented in table 7.

Table 7: *Scheffe's Post Hoc pairwise Comparison of respondents' perception of the impacts of population ageing and lifelong learning on socio-economic development in Nigeria based on employment status*

(I) Respondents' Employment Status	(J) Respondents' Employment Status	Mean Difference (I-J)	Std. Error	Sig.	Decision
Employed	Unemployed	.07407	.39294	.998	Not Significant
	Retired	-.92593	.65372	.571	Not Significant
	Student	-1.84118*	.59830	.024	Significant
Unemployed	Employed	-.07407	.39294	.998	Not Significant
	Retired	-1.00000	.68664	.548	Not Significant
	Student	-1.91525*	.63409	.028	Significant
Retired	Employed	.92593	.65372	.571	Not Significant
	Unemployed	1.00000	.68664	.548	Not Significant
	Student	-.91525	.82160	.743	Not Significant

Student	Employed	1.84118*	.59830	.024	Significant
	Unemployed	1.91525*	.63409	.028	Significant
	Retired	.91525	.82160	.743	Not Significant

H₀₄: There is no significant employment status difference in respondents' perception of the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning.

Table 8: *Analysis of respondents' perception of the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning based on employment status*

Status	N	Mean	Std. Dev.	Std. Error	F	p-value	Remark
Employed	324	35.4815	4.42372	.24576	8.40	0.00	Significant
Unemployed	180	36.6000	3.83690	.28599			
Retired	48	36.7500	5.41275	.78126			
Student	59	33.6610	3.52631	.45909			
Total	611	35.7349	4.34440	.17576			

From table 8, the F-value is 8.40 and the P-value is 0.00 at 0.05 levels of significance. Since the p-value is less than the level of significance set for the study (0.05) the hypothesis is therefore not retained. Thus, respondents' perception of the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning differed based on employment status. To determine the actual sources of significant differences observed in table 8, Scheffe post hoc test was employed and the result is as presented in table 9.

Table 9: *Scheffe's Post Hoc pairwise Comparison of respondents' perception of the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning based on employment status*

(I) Respondents' Employment Status	(J) Respondents' Employment Status	Mean Difference (I-J)	Std. Error	Sig.	Decision
Employed	Unemployed	-1.11852*	.39671	.048	Not Significant
	Retired	-1.26852	.66001	.297	Not Significant
	Student	1.82046*	.60405	.029	Significant
Unemployed	Employed	1.11852*	.39671	.048	Not Significant
	Retired	-.15000	.69324	.997	Not Significant
	Student	2.93898*	.64019	.000	Significant
Retired	Employed	1.26852	.66001	.297	Not Significant
	Unemployed	.15000	.69324	.997	Not Significant
	Student	3.08898*	.82950	.003	Significant

Student	Employed	-1.82046*	.60405	.029	Significant
	Unemployed	-2.93898*	.64019	.000	Significant
	Retired	-3.08898*	.82950	.003	Significant

Discussion of Findings

This study has established that population ageing and lifelong learning is impactful to socio-economic development in Nigeria with respondents agreeing to the opinions raised as the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning. Besides, the perception showed no significant gender difference in the impacts of population ageing and lifelong learning on socio-economic development in Nigeria with varied gender perceptions on the possible way out of the challenges posed by population ageing on socio-economic development in Nigeria using lifelong learning. Moreover, respondents' perceptions varied based on employment status.

These findings are in agreement with the findings of Kotsky and Bloom (2023) who asserted that exiting older group from workforce will definitely affect economic development and that migration, technological innovations, automation of physically rigorous jobs and availability of age-friendly employment opportunities can reduce the effect in a way. The authors explained further that opportunities brought about by population ageing must be strengthened by institutions and policies that encourage or permit elderly engagement, safe workplaces, adequate social safety nets of pension system and healthcare provisions and minimal health, social and economic inequalities

The results support the view of Ani (2020) who opined that mass awareness on active ageing and other related issues are imperative. So also socio-demographic characteristics of the older persons must be considered given the fact that their needs, location and education may be gender biased. Government policies must be matched with strong political will for implementation and at the same time ensure maximum legislation, accountability and gender sensitive policies.

However, these findings are at variance with those of Cylus and Tayara (2021) who observed that population age-structure alone performs an integral function in formulating yearly economic development independent of health or disability condition of the citizens. The authors also noted that many age long relationships between age and work will likely change with time due to change

in the nature of work and consequent variability on the effect of age and health on labour productivity and labour market decisions.

Conclusions and Recommendations

The socio-economic problems caused by population ageing for both developed and developing countries include reduced labour supply and reduced productivity, consumption and savings are evident. The impact of population ageing and lifelong learning on socio-economic development of any nation should not be handled with levity. Nigerian government should rise to the task of addressing the impending danger.

Based on the findings of this study, the following recommendations were made; the Government policies should be very effective at addressing the economic implications of population ageing. individuals should actively engage in lifelong learning to be better equipped to contribute to their community's economic growth and the Government should allocate resources to support educational programs specifically designed for the elderly to enhance their skills and employability.

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