

## Applying Human Capital Theory to Examine the Role of Entrepreneurship Skills Development in Enhancing Secondary School Teachers' Post-Retirement Adjustment in Nigeria

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### Abstract

Retirement in Nigeria indicates substantial economic, social and psychological challenges such as: financial insecurity, delayed pensions, social isolation and loss of professional identity for secondary school teachers, as a result of insufficient preparation. This study aims to examine how entrepreneurship skills development could enhance teachers' post-retirement adjustment, using Human Capital Theory as a context. Portraying on conceptual and empirical literature, this study identifies crucial challenges, including poor financial planning, health issues and inadequate institutional support. The study highlights entrepreneurship skills, such as: financial literacy, planning, problem solving, adaptability, perseverance, creativity, risk taking and self-belief as essential for income generation, social engagement and psychological well-being. The Study concludes that investing in these skills during active service can improve retirees' productivity and quality of life in general. The study recommends integrating entrepreneurship education into teacher training, strengthening pre-retirement programmes, providing financial and institutional support to ensure sustainable post-retirement adjustment.

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## **Background to the Study**

Retirement represents a critical life phase that is marked by economic, social and psychological changes in contemporary Nigeria and in the transition from active service. Retirement is often accompanied by anxiety, financial insecurity and inadequate preparation instead of retirement to be a period of rest and fulfilment. As vital segment of the national education workforce, secondary school teachers, due to delayed pension payments, limited alternative livelihood options and loss of professional identity, frequently experience pronounced post-retirement adjustment challenges. The teaching profession rarely guarantees post-retirement financial security, despite its nobility and this underscores the need to empower teachers for life beyond formal employment through innovative strategies.

As a means of enhancing effective post-retirement adjustment, Human Capital Theory is regarded as one such strategy for the integration of entrepreneurship skills development. Through the lens of Human Capital Theory, this study critically examines the role of entrepreneurship skills development in enhancing post-retirement adjustment of secondary school teachers in Nigeria. The extent to which entrepreneurship skills development serves as a proactive and sustainable response to retirement challenges in a context where institutional support systems remains unreliable, is herein explored. The ongoing national concerns about the need to promote lifetime learning, teacher welfare and retirement insecurity serve as justifications for this study. Current training and pre-retirement programmes for secondary school teachers often lack structured entrepreneurship components, notwithstanding the fact that teachers contribute significantly to national development. Having addressed this gap, through entrepreneurship skills development, anchored on Human Capital Theory, this study contributes to policy and academic discourse on strengthening teacher preparation for post-service life.

## **Concept of Post-Retirement Adjustment**

Post-retirement adjustment refers to changes in financial, social, physical and psychological domains through the process by which retirees adapt to life after leaving formal workforce. However, for secondary school teachers in Nigeria, this transition is often challenging due to delayed pension payments, inadequate retirement planning and limited opportunities for continued economic engagement (Oyediran, 2022). That is to say, many teachers retire with inadequate ability to sustain livelihoods due to insufficient prior exposure to entrepreneurship skills that could support income generation. Using retirement benefits, some secondary school teachers attempt small-scale businesses but due to inadequate skills and preparation, those businesses frequently result in failure. Financial stability, good health, social integration and engagement in meaningful activities are generally associated with successful post-retirement adjustment. Recent studies affirm that retirees who engage in proactive planning and possess adequate financial, social and psychological resources tend to experience higher life satisfaction and improved mental well-being, with planning fulfilment strongly linked to greater satisfaction and reduced stress in retirement (Adegbesan & Adetayo, 2019). Self-efficacy, social support and purposeful engagement, which are components of psychosocial conditions could assist retirees to maintain identity, motivation and resilience by enhancing

emotional adjustment. In addition, active participation in physical and leisure activities has been shown to improve psychological well-being and life satisfaction during retirement, as such activities provide structure, social interaction and a sense of purpose (Barbosa, Ghirotto, Saiani & Palese 2023).

### **Concept of Secondary School Teachers**

Secondary school teachers are trained educational experts responsible for teaching primary school students, typically aged 11–17 years and preparing them for either tertiary education or entry into the productive population. Sciences, languages, social studies, arts and vocational are some subject-specific instructions across disciplines delivered by these teachers, which play a significant role in students' intellectual, social and civic development. These teachers usually possess at least a bachelor's degree and relevant teaching certification, with continuous professional development essential to maintain effectiveness in pedagogy and assessment (Organisation for Economic Co-operation and Development [OECD], 2021). Yet, secondary school teachers often face challenges including large class sizes, diverse learner needs, curriculum changes and administrative pressures, which can affect job satisfaction, performance and well-being, sometimes resulting in burnout and early retirement (Ingersoll, 2019). That is to say, persistent occupational bulks among teachers may hasten fatigue and deteriorate their long-term commitment and readiness for a constant retirement change as indicated by the absence of institutional support and workload management.

### **Factors Affecting Secondary School Teachers' Post Retirement Adjustment**

The ability of secondary school teachers to adjust positively after retirement is significantly influence by multiple professional and personal challenges during their teaching career as observed by the researcher. These critical factors in successful post-retirement adjustment are all challenges that perhaps tend to affect teachers' mental well-being, physical health, social relationships and financial security.

#### **1. Work-Related Stress and Burnout**

As a result of substantial workloads, classroom management difficulties, pressure to meet curriculum demands and accountability for student outcomes, secondary school teachers appear to frequently experience high levels of stress. Chronic occupational stress and burnout among teachers are associated with significant physiological and psychological health problems, such as: somatic illnesses, altered stress responses and emotional exhaustion, which can persist over time and negatively affect well-being even beyond active service (Madigan, Glandorf & Kavanagh, 2023).

#### **2. Inadequate Financial Preparation**

Insufficient salaries and irregular pension payments faced by many secondary school teachers in Nigeria contribute to financial insecurity. Poor financial planning, low retirement benefits and delays in pension disbursement impair their ability to maintain a stable lifestyle post-retirement, leading to stress and reduced quality of life (Ogbuehi & Okeke, 2020).

### **3. Health Challenges**

Secondary school teachers' physical health over time is being negatively impacted by the challenging nature of teaching, with common issues among teachers, such as: lingering fatigue, vocal strain and musculoskeletal. Health problems accumulated during service are worsen in retirement, affecting retirees' mobility, independence and psychological adjustment (Adebayo & Akinlade, 2019).

### **4. Loss of Professional Identity**

Upon retirement, most teachers derive a significant part of their identity and self-worth from their work and the loss of this role can lead to prolonged feelings of redundancy, purposelessness and the need for identity reconstruction (Fadeeva, Simmons, Thomas, Baker & Ling, 2025). That is to say, teachers may struggle more with their emotional transition if they are unable to develop alternative roles and interests outside work.

### **5. Social Isolation**

Teachers losing daily social interactions with colleagues and students may mean departure from the workplace. Recent longitudinal evidence indicates that reduced social contact and weak social networks in later life are consistently associated with increased loneliness and poorer psychological well-being, highlighting social isolation as a key determinant of mental health outcomes in retirement (Kenny, Doherty, Doherty, O'Sullivan & Leavey, 2025).

### **6. Lack of Retirement Planning and Support**

Teachers might be left ill-equipped to handle changes due to inadequate pre-retirement, counselling and insufficient programmes that prepare them for retirement life. Limited access to financial planning, healthcare guidance and psychological support services significantly worsens retirees' preparedness and intensifies adjustment difficulties in retirement (Adetunji & Gumedede, 2025).

Therefore, the key challenges that secondary school teachers face, which collectively might impact their post-retirement adjustment, are constituted by the interaction of work-related stress, financial insecurity, health issues, loss of professional identity, social isolation and inadequate retirement planning. To improve retirees' quality of life and psychological well-being, these challenges are to be addressed through all-inclusive support programmes, financial education and health promotion during active service.

### **Concept of Entrepreneurship Skills Development**

Entrepreneurship skills development involves acquiring, enhancing and applying knowledge, skills and particular attributes through a systematic process necessary to respond innovatively to changing economic environments by identifying business opportunities, creating and managing enterprises. Entrepreneurship education and training programmes enhance learners' entrepreneurial skills by developing cognitive, technical and problem-solving abilities needed to identify opportunities, generate innovative ideas and effectively manage business ventures (Maphalala & Mmakola, 2025). The process by which secondary school

teachers acquire and enhance essential skills such as entrepreneurship financial literacy, entrepreneurship planning, entrepreneurship problem-solving, entrepreneurship adaptability, entrepreneurship perseverance, entrepreneurship creativity, entrepreneurship risk-taking, entrepreneurship self-belief and entrepreneurship communication that enable them to successfully initiate and manage business ventures can be referred to as entrepreneurship skills development. Entrepreneurship skills might serve as valuable resources for post-retirement adjustment of secondary school teachers by offering avenues for self-employment, supplemental income and continued engagement in meaningful activities even after leaving formal service.

### **Entrepreneurship Financial Literacy Skill**

The ability to understand and manage personal and business finances effectively is referred to as entrepreneurship financial literacy skill. The components of this skill include budgeting, saving, investment, debt management and financial decision-making. Lack of knowledge in financial management has made many retired teachers to face financial constraints. Financial literacy and entrepreneurship training significantly improve entrepreneurs' ability to manage cash flow, make informed investment decisions and ensure business sustainability and growth through effective financial planning and control (Oghenekome, Odonkor, Njideka & Agu, 2024). Lack of financial education, poor saving and investment habits, overreliance on monthly salaries and limited understanding of pension systems leave teachers financially unprepared to sustain themselves after leaving active service, which could be understood as the problem with financial literacy in secondary school teachers' post-retirement adjustment.

### **Entrepreneurship Planning Skill**

Essentially, entrepreneurship planning skill is needed for starting and sustaining successful enterprises. Identifying business opportunities, setting clear goals, analysing market trends and developing strategic action plans are all involved in effective entrepreneurship planning. Teachers are better equipped to handle financial operations, resource allocation, marketing strategies and human resource management when they develop skills in entrepreneurship planning. Lack of planning, weak managerial capacity and poor financial decision-making as major contributors to business failure, emphasize that inadequate preparation significantly increases the likelihood of enterprise collapse (Farias, Valls Martínez & Martín-Cervantes, 2021). Many teachers appear to lack the ability to set realistic post-retirement goals, manage resources effectively and make long-term strategic decisions, resulting in poor financial preparedness, unproductive use of time and difficult transitioning into sustainable income-generating activities for effective post retirement adjustment. All these constitute a problem with entrepreneurship planning and teachers' post retirement adjustment.

### **Entrepreneurship Problem-Solving Skill**

Market fluctuations, competition and financial constraints are challenges which entrepreneurs frequently encounter. Entrepreneurship problem-solving skill enables individuals to assess situations, develop effective solutions and adapt to changing business environments (Olamire, Chukwuma & Ikuelogbon, 2024). To make informed decisions and

sustain business growth, retired teachers have to develop strong problem-solving skill that stands to navigate entrepreneurial challenges. This skill could be achievable by teachers through engaging in critical thinking exercises, adopting structured approaches, collaborating with experts and utilizing technology. Many teachers appear struggling to adapt to the unexpected difficulties of retirement, such as: financial setbacks, health issues and loss of identity due to limited experience in independently analysing complex post-retirement situations, evaluating alternatives and making effective decisions outside the structured school environment. These constitute problem with entrepreneurship problem-solving skill and teachers' post retirement adjustment. Anxiety, depression and poor health outcomes among retired teachers as they prepare for post-retirement adjustment are as a result of this lack of problem-solving skill.

### **Entrepreneurship Adaptable Skill**

Technological advancements, market shifts and changing consumers' preferences have made the business environment repetitively evolving. Entrepreneurship adaptable skill is the ability to adjust to changes and embrace new strategies for business sustainability (Bordia, Read & Bordia, 2020). Adaptable skill enables retired teachers to adopt new technologies, remain competitive in the entrepreneurial space and integrate modern business practices. Largely, due to teachers' long-term dependence on structured routines and predictable school system, leaving them unprepared for the flexibility and resilience required in post-retirement life, many teachers seem to find it difficult to adjust to lifestyle changes, shifting roles, financial uncertainties and new social environments that come with retirement. Consequently, their overall well-being and post retirement adjustment become challenging. This is the problem with entrepreneurship adaptability skill in teachers' post retirement adjustment

### **Entrepreneurship Perseverance Skill**

The ability to remain committed to a goal despite setbacks and obstacles can be best described as entrepreneurship perseverance skill. Entrepreneurial resilience and persistence are strengthened through adaptive learning, psychological coping strategies and support systems enabling entrepreneurs to steer uncertainty, recover from setbacks and sustain venture development despite repeated failures (Isichei, Olabosinde & Shaibu, 2024). In essence, teachers transitioning into entrepreneurship must learn from mistakes, remain dedicated to their business ventures and be willing to overcome challenges. Many teachers, after facing retirement-related setbacks such as delayed pensions, failed ventures and declining health, often appear to lack the sustained motivation and resilience needed to persist through challenges, rebuild financial stability and pursue new opportunities. These are the problems with entrepreneurship perseverance in teachers' post retirement adjustment and could lead to a decline in overall adjustment and well-being.

### **Entrepreneurship Creativity Skill**

The ability to generate innovative ideas and solutions that add value to an activity is known as entrepreneurship creativity skill. According to Adeigbe and Adebuseye (2019), entrepreneurs must think outside the box to develop unique products and services that meet

customers' needs. Through creativity, retired teachers could be able to differentiate their businesses from competitors and identify untapped market opportunities. Entrepreneurship training programmes could enhance retired teachers' ability to develop sustainable business models by fostering a culture of creativity. Many teachers, as their professional roles often emphasize routine over innovation, limiting their ability to adapt creatively to new life challenges and opportunities outside the classroom seem to struggle to think innovatively and explore alternative ways to generate income, remain productive and find fulfilment after retirement. This becomes a problem with entrepreneurship creativity in teachers' post retirement adjustment.

### **Entrepreneurship Risk Taking Skill**

Entrepreneurship involves calculated risk-taking, where entrepreneurs deliberately evaluate uncertainty, weigh potential outcomes and make strategic decisions that balance risk and reward to achieve business growth and sustainability (Srinivas & Venugopal, 2023). That is to say, due to the security of their previous employment, retired teachers may be risk-averse. However, retired teachers could be helped to assess risks, make informed choices and embrace calculated risks that may lead to business growth through entrepreneurship training programmes. Many teachers could be hesitant to explore new ventures, invest in business opportunities, step outside their comfort zones and remain generally risk-averse due to years of working in a secured and structured environment, thereby limiting their ability to pursue bold, income-generating activities and adapt confidently to post-retirement uncertainties. All these constitute a problem with entrepreneurship risk taking in teachers' post retirement adjustment.

### **Entrepreneurship Self-Belief Skill**

Entrepreneurial self-belief significantly predicts individuals' willingness to initiate ventures, persist through challenges and recognize business opportunities, as higher confidence in one's entrepreneurial abilities enhances proactive behaviour and venture success (Cui, Sun & Xiao, 2023). Retired teachers are more likely to venture into business and sustain their enterprises as a result of high self-belief. In other words, retirees' ability to embrace entrepreneurship as a viable post retirement option could be enhanced through training programmes that build confidence and self-motivation. Many teachers seem to experience a loss of confidence in their ability to succeed outside the structured school environment, leading to feelings of inadequacy, fear of failure and reluctance to pursue new roles and entrepreneurial opportunities, ultimately hindering their ability to take initiative and adjust positively in retirement. This could be termed a problem with entrepreneurship self-belief in teachers' post retirement adjustment.

### **Entrepreneurship Communication Skill**

A vital entrepreneurial skill that facilitates business negotiations, customer relations and teamwork is the entrepreneurship communication skill. Effective communication skill significantly enhances entrepreneurs' ability to promote their products, build customer trust and sustain long-term business relationships, which in turn improves customer retention and

overall business performance (Prabhu, Jain & Singh, 2023). Simply put, engaging with stakeholders, market their businesses effectively and develop professional networks that enhance business success could be highly possible for retired teachers with strong communication skill. Since many teachers, after leaving the formal school system, appear to struggle to effectively network, market their skills, seek support and engage in collaborative ventures, this could be seen as a problem with entrepreneurship communication skill in teachers' post retirement adjustment. Therefore, limiting their ability to access new opportunities, build social capital and maintain meaningful interactions that are essential for successful post-retirement adjustment.

### **Overview of Human Capital Theory**

The theoretical foundation of this study is provided by the Human Capital Theory, formulated by Gary S. Becker in 1964. The theory posits that individuals can improve their productivity, earning capacity and socio-economic outcomes through deliberate investment in education, training, experience and skill acquisition (Becker, 1964). According to Becker, just as businesses invest in physical capital to boost output, individuals who invest in their own knowledge and skills, termed as human capital reap long-term benefits in the form of higher income, improved employability and greater adaptability in changing economic conditions. Education and training are forms of investment that increase skills acquisition, individual's future productivity and knowledge development, leading to improved economic and social outcomes, thereby, the returns on human capital investments are often realized later in life and are sustainable over time as postulated by the principle of Human Capital Theory. The strategic development of skills that allow individuals to remain relevant in diverse contexts, including retirement is highly encouraged by the theory.

The Human Capital Theory provides a conceptual framework for underpinning how entrepreneurship skills development can facilitate a more sustainable and smoother post retirement adjustment for secondary school teachers. Hence, the relevance of the theory to this study. Investing in knowledge, skills and competencies enhances an individual's economic productivity and social adaptability as hypothesized by this theory. As a way of staying financially independent and socially active after formal service, this theory highlights the importance of acquiring new skills beyond the classroom, especially entrepreneurship skills for teachers approaching retirement.

In line with the postulation of the Human Capital Theory, this study asserts that by investing in new skills, specifically financial literacy, business planning, creativity, risk-taking, adaptability, communication and problem-solving, teachers might create small businesses and consultancy services for viable post retirement opportunities. Therefore, it would be established that entrepreneurship skills development would reduce retired teachers' financial reliance on pensions, members of their families and communities, mitigates the psychological and social challenges associated with retirement and ultimately enhances their post retirement quality of life through the lens of Human Capital Theory.

### **Review of Empirical Studies on Retirement Challenges of Teachers**

Retirement poses significant economic, psychological and social challenges for teachers as consistently indicated by empirical studies. Adebayo and Akinwale (2020), in a survey of retired civil servants in Nigeria, found that retired teachers experience severe economic insecurity due to irregular pension payments, weak savings culture and limited government support, resulting in reduced quality of life. Similarly, Adeoye (2019) reported that systemic failures in pension administration, with delayed gratuities, force many retired teachers to depend on family support and engage in low-paying jobs.

Ajibola and Ayodele (2020) examined retirement planning among secondary school teachers in Nigeria and revealed widespread inadequate planning, poor awareness of retirement schemes and limited access to pre-retirement training. The major barriers to smooth post-retirement transition are hereby identified as emotional anxiety, fear of redundancy and financial concerns. Delays in pension/gratuity payments, inadequate healthcare access and weak social support systems significantly worsen post-retirement adjustment and well-being among retired teachers in Nigeria (Akinyemi & Ojo, 2023). Psychosocial factors seem to play a critical role in retirement adjustment beyond financial concerns, whereby self-efficacy, sustained social engagement and participation in meaningful events could enhance emotional adjustment among retirees.

### **Inferences and Research Gaps**

Research focusing specifically on secondary school teachers in Nigeria remains limited and fragmented despite growing literature on retirement. There is insufficient attention to teachers' unique professional identities, emotional labour and historically low earnings as most studies address civil servants broadly. Existing literatures are heavily skewed toward financial readiness, with minimal exploration of psychosocial dimensions such as emotional readiness for retirement, identity loss and social isolation. Moreover, gender-specific retirement experiences are largely neglected as empirical evaluations of pre-retirement training programmes for teachers are scarce. Methodologically, there are gaps in understanding long-term retirement transitions within Nigeria's socio-cultural and institutional setting as many studies rely on cross-sectional designs and Western contexts. Finally, underscoring the need for context-specific, longitudinal and skills-focused research, there is limited empirical evidence on how entrepreneurship and informal income-generating activities support teachers' post-retirement adjustment.

### **Human Capital Theory and the Role of Entrepreneurship Skills Development in Enhancing Secondary School Teachers Post Retirement Adjustment in Nigeria**

In examining how entrepreneurship skills development augments secondary school teachers' post-retirement adjustment in Nigeria, empirical literature strongly supports Human Capital Theory. Investment in education, training and skills acquisition enhances financial security, psychological well-being and adaptive capacity in later life, particularly retirement, as indicated by most studies. For instance, financial literacy has been discovered to meaningfully enhance retirement planning, resource management and financial resilience, thereby

reducing vulnerability during retirement transitions (Lusardi & Mitchell, 2023). Empowering teachers to make informed decisions that secure long-term stability and ease the challenges associated with retirement adjustment could mean that strengthening financial literacy is essential, as discovered by this study. In the Nigerian context, evidence indicates that insufficient financial readiness and inadequate entrepreneurial skills contribute to economic hardship and psychological distress among retirees, particularly in the face of pension delays and weak institutional support systems (Akinyemi & Ojo, 2023).

Furthermore, entrepreneurship skills development prepares individuals with practical abilities such as cash-flow management, decision-making and business sustainability, which are essential for post-retirement self-employment (Oghenekome et al., 2024). This demonstrates that a pathway for preparing teachers with the skills needed to create, manage and endure viable income-generating undertakings after retirement can be done through the pathway of entrepreneurship skills development. Psychological skills such as planning, problem solving, adaptability, creativity, risk taking, self-belief, communication and perseverance have also been revealed to enhance individuals' capacity to cope with uncertainty and recover from setbacks in entrepreneurial ventures (Isichei, et al., 2024). Specifically, to empower retirees to successfully steer uncertainty and withstand income-generating activities after retirement, entrepreneurship skills development plays a crucial role.

In addition, entrepreneurial self-efficacy promotes opportunity recognition, initiative and persistence, all of which are critical for successful venture creation and post-service engagement (Cui, et al., 2023). Communication skills further strengthen entrepreneurial success by improving customer relations, trust-building and business sustainability (Prabhu, et al., 2023). Therefore, entrepreneurship skills function as human capital resources that empower retirees' financial freedom, psychological steadiness and social involvement as reliably validated by these findings. Entrepreneurship skills development appears essential for enabling teachers to accomplish effective and workable post-retirement adjustment, considering the tenacious pension delays and inadequate welfare support in Nigeria. Thus, investment in entrepreneurship skills development can empower teachers to pursue income-generating and socially productive roles after retirement, thereby facilitating effective and sustainable post-retirement adjustment as anchored on Human Capital Theory.

## **Conclusion**

This study focuses on applying human capital theory to examine the role of entrepreneurship skills development in enhancing secondary school teachers' post-retirement adjustment in Nigeria. Through investment in human capital, the study found that entrepreneurship skills development offers a strategic way for refining teachers' psychological, economic and social well-being at retirement. Essentially, retirees' capacity for income generation, meaningful engagement and life satisfaction in post-service years are collectively fortified by skills such as financial literacy, planning, problem-solving, adaptability, creativity, perseverance, risk-taking, self-belief and communication.

Signifying that entrepreneurship skills are not only pertinent for active service productivity but also useful for justifiable post-retirement adjustment, this study contributes to knowledge by applying the principle of Human Capital Theory to the retirement situation of Nigerian teachers. In practice, to combine structured entrepreneurship education into teacher groundwork and in-service professional development initiatives to enhance retirement readiness, this study underscores the need for policymakers, educational institutions and teacher training institute in enhancing secondary school teachers' post-retirement adjustment in Nigeria.

However, this study does not rely on primary empirical data and this may restrict its capacity to overgeneralize findings across different geographical areas of teachers because of its conceptual nature. To empirically examine how entrepreneurship skills development enhances further retirement's results among teachers in varied Nigerian contexts, it is hereby suggested that future researchers, in similar area of study, may adopt either mixed-methods or longitudinal designs. As a vibrant extension of human capital theory, this study underpins entrepreneurship skills development that augments retirement readiness, encourages self-reliance and transforms retirement into an industrious and distinguished chapter of life.

### **Recommendations**

To improve post-retirement adjustment among secondary school teachers in Nigeria, the following recommendations, steered by Human Capital Theory, focus on entrenching entrepreneurship skills development into teacher preparation and retirement planning.

1. Entrepreneurship education should be integrated into teacher training curricula. There should be a review of teacher education curricula to include practical entrepreneurship modules such as financial literacy, planning, problem-solving, creativity, adaptability, risk-taking, self-belief and communication by the National Commission for Colleges of Education (NCCE) and National Universities Commission (NUC). To support delivery, assessment and real-world application in order to reduce teachers' overdependence on pensions after retirement, there should be collaboration with agencies like Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) and the Plateau State Microfinance Finance Development Agency (PLASMIDA).
2. Pre-retirement entrepreneurship programmes should be institutionalized. This can be achieved by ensuring that Federal and State Ministries of Education mandate and ensure structured pre-retirement workshops for teachers beginning at least five years before retirement. Financial planning, business start-up skills, adaptability and mindset reorientation to be delivered in partnership with Non-Governmental Organizations (NGOs), cooperative societies and pension fund administrators should be the scope of these entrepreneurship programmes.
3. Teachers' Entrepreneurship Skills Development Training Centres should be established. To provide subsidized training, business incubation and access to micro-finance, governments should create state-level training centres, preferably within existing teacher development structures. Institutions' partnerships involving Bank of

- Industry (BOI), Central Bank of Nigeria (CBN) and Cooperative Unions would support funding and sustainability.
4. Access to low-interest retirement business loans should be provided. Through microfinance institutions, teachers' retirement business loan scheme should be introduced for teachers nearing retirement, who have basic entrepreneurship training as a prerequisite to ensure effective utilization and repayment.
  5. National Teacher Entrepreneurship Mentorship Initiative should be launched. Mentorship networks linking experienced retired teacher-entrepreneurs with teachers approaching retirement, using digital platforms and periodic networking events to promote peer learning and reduce retirement anxiety should be established by ministries of education at all levels.
  6. Information and Communication Technology (ICT) for continuous entrepreneurship learning should be leveraged upon. Education institutions in partnership with EdTech firms and government ICT agencies should develop e-learning platforms and mobile applications offering entrepreneurship, financial management and digital marketing training tailored to teachers.
  7. Cooperative-based entrepreneurship models should be promoted. Retired teachers should be supported by NGOs, SMEDAN and PLASMIDA in forming cooperatives for joint ventures in areas such as agriculture, publishing and educational consultancy, thereby reducing individual risk and enhancing scalability.
  8. Monitoring and evaluation of post-retirement outcomes should be strengthened. Post-retirement monitoring unit to track retirees' income, health, social engagement and well-being, using periodic surveys to inform evidence-based policy and programme improvement should be established by Teacher Registration Council of Nigeria (TRCN).

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