

Managing Pre-Retirement Anxiety Among Teachers in the Yilo-Krobo Municipality in the Eastern Region of Ghana

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The purpose of the study was to investigate pre-retirement anxiety among teachers in the Eastern region in Ghana. The descriptive survey design was adopted for the study. The total population for the study was made up of all the teachers due for retirement in the 2017 academic year in the Yilo-Krobo Municipality in the Eastern Region of Ghana. The estimated population for the study was 200 retirees. Simple random sampling was used in sampling 70 teachers enlisted for retirement in the Yilo-Krobo Municipality. A questionnaire was used in gathering data. Data was analysed using descriptive and inferential statistics. It emerged from the study that the sources of pre-retirement anxiety are inadequate fund, managing mental health, managing a new and lower social status, inadequate planning for retirement, and difficulty in time management. The study revealed that the challenges faced by respondents are related to inadequate financial preparation, retirement contributing to faster ageing, retirement leading to early death, retirement contributing to loneliness, and contributing to friends upon retirement. The study showed that there are no retirement counselling services available in the Yilo-Krobo Municipality. The study further revealed that there was a negative correlation between social support and pre-retirement anxiety. The study therefore recommends that the Yilo-Krobo Municipal educational directorate and the Municipal Social Security Insurance Office should collaboratively work with the various counsellors in the Municipality to fully assist teachers for adequately plan financially, make arrangement for accommodations, the educational directorate, and the Social Security and National Insurance Trust (SSNIT) should make retirement processes less bureaucratic and costly. Counsellors should educate teachers on ageing and life after retirement to improve their level of adjustment.

Keywords: pre-retirement anxiety, counselling service, challenges, social support, religiosity, teachers

Introduction

Background

Retirement is a global phenomenon that affects the living standard of the worker who manages to achieve the status of a retiree. Individuals go through many transitions during their lifetime, but the transition from work to non-work is one of the most demanding. This is traceable to inadequate preparation of workers for this phase of life (Atchley & Barusch, 2004). According to Agiobu-Kemmer (2003), retirement can be likened to an artefact of the modern world of work and civilisation contrary to the traditional societies where employees

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often worked for as long as they were able to perform irrespective of their profession. Thus, modernisation has made most countries to introduce fixed retirement age of pension arrangements for retirees who meet the stipulated requirement for same.

The act of retirement has evolved from a requirement for older workers to a complex process involving difficult decisions, periods of readjustment, and even further career development (Wang & Shultz, 2009). For example, the initiation of the retirement process is based on many “push” and “pull” factors (Barnes-Farrell, 2003; Shultz, Morton, & Weckerle, 1998; Arogundade, 2016) including poor health (Disney, Emmerson, & Wakefield, 2006), sufficient financial resources (Gruber & Wise, 1998), negative attitudes towards work (Beehr, Glazer, Nielson, & Farmer, 2000), and increasing family commitments (Wolcott, 1998; Arun & Chandrashekhar, 2013). The meaning of retirement also differs across groups. For some people, retirement may mean the exit from a “career” job into bridge employment or a reduction in hours rather than complete exit from the paid workforce (Feldman, 1994; Asamoah, 2012). However, not all workers have this element of choice. Some people will perceive retirement as un-affordable while others may be forced into retirement by poor health or redundancy (Dwyer & Mitchell, 1999; Ayi-Bonte, 2013). Finally, for those who are not working for pay, retirement may be signalled by the receipt of superannuation or the retirement of a spouse or partner.

Preparing for and anticipating retirement is a phase of preretirement (Atchley, 1976). Anticipation and/or preparation for retirement have been associated with attitudes toward retirement (Beaman, 2008). Studies suggest that those who are better prepared for their own retirement have more; positive attitudes than those who are not (Helman & Paladino, 2004; Bracken-Scally, 2015). Individual characteristics, such as gender, race, education, marital status, financial dependents, household income, health status, and employer contribution to retirement plan have been identified to explain retirement attitude in previous studies (Taylor & Doverspike, 2003; Catherine & Nweze, 2014).

Psychologists have noted the reaction of workers to retirement in the world, and have noted that while some of these reactions may be positive, some others are negative (Ogbebor, 2011). Whether these reactions are positive or negative depend on certain prevailing factors which are related to the pre-retirement scenario. These scenarios include style of life of the pre-retirees, the role in the family care, size of income before and after retirement, whether retirement is sudden or long-expected, and so on. Morgan, King, Weisz, and Schopler (2002) reported that pre-retirement worries have declined to about 15% in developed countries, like Europe and America. This may be as a result of how the Western world has handled the psychological, physiological, and economic challenges that accompany retirement.

Anxiety is a feeling of fear, worry, and uneasiness, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing (Temitope, 2015). Cohen-Mansfield and Regev (2011) defined it as a pervasive and unpleasant feeling of tension, apprehension, and feeling of impending disaster. Temitope (2015) further stated that anxiety can be appropriate, but when it is too much and continues for too long, the individual may suffer from anxiety behavior. Anxiety is different from fear. Fear is a response to a clear and present danger. Thus, anxiety is often a response to an undefined or unknown threat which may stem from internal conflicts, feeling of insecurity, or forbidden impulses.

Therefore, pre-retirement anxiety by its nature, involves fears and worries about the future of the individual as a result of the cessation of active working life. It involves fear that usually results from impending retirement. According to Davies (2003), change is inevitable but most people tend to resist change, because it is

not always convenient. Some of the major sources/causes of pre-retirement anxiety, according to Ode (2004), are inadequate fund, challenges in managing mental health, challenge of managing a new and lower social status, inadequate planning for retirement, difficulty in time management, total dependence on present salary, problem of securing residential accommodation, ignorance of what to do with pension money, attitude of friends and family, and the challenges of sudden retirement.

However, the importance of retirement is made more glaring by the fact that the retired person is made to face some challenges because of his/her new status (as a retired person). How the individual goes about in managing those challenges will determine the quality of life he/she will have afterwards.

Statement of the Problem

Consequent to some of the challenges associated with retirement, almost every worker has a personal concern about retirement (Johnson, 2005); some workers are concerned about whether the combination of their retirement benefits and savings will be adequate to sustain them (Adewuyi, 2008). Such concerns are usually worrisome especially during the period of global economic meltdown (Ubangha & Akinyemi, 2005). Other workers worry about when or if they should retire (Atchley & Barusch, 2004). Some other workers have difficulties in deciding whether the benefits of retirement surpass the loss of income, status, and regimented work life. They sometimes associate retirement with declining health status, happiness, and activities as well as enhancing premature death (Taylor & Doverspike, 2003).

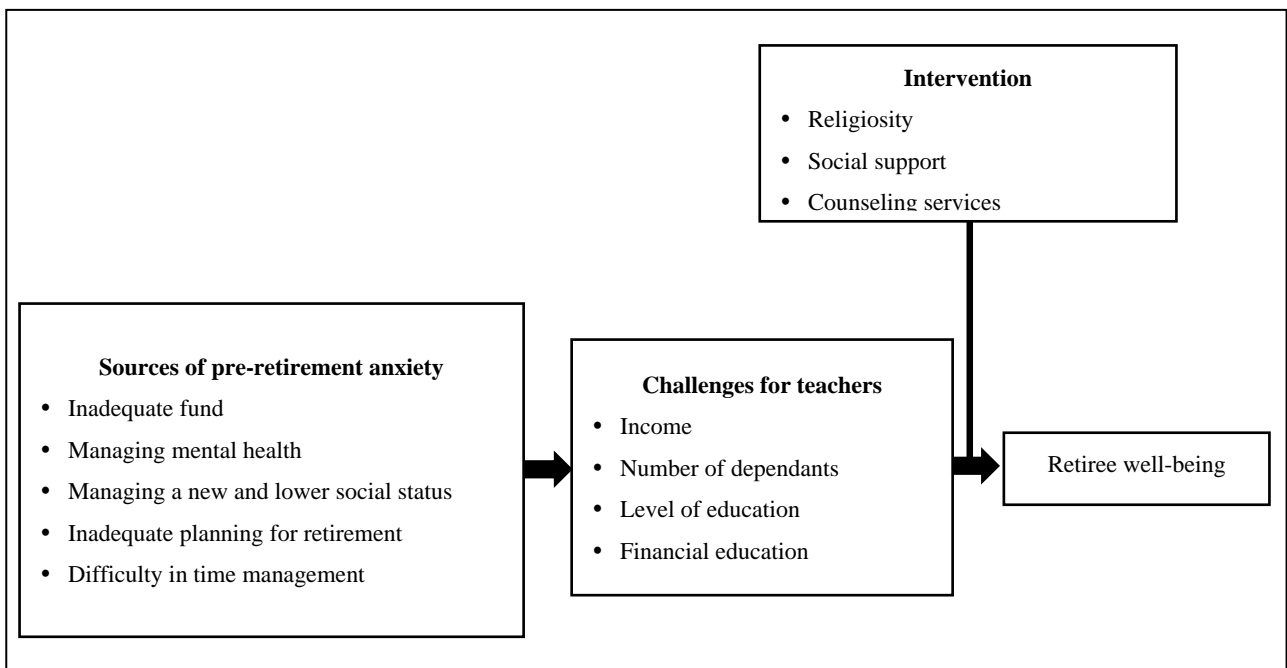


Figure 1. Conceptual framework.

A teacher’s inability to successfully manage stress can lead to low job satisfaction rates, burnout, poor interpersonal relationships, reduced feelings of self-efficacy, reduced immune function, and emotional distress and high levels of anxiety (Cohen, Miller, & Rabin, 2001; Travers & Cooper, 1993). Sullivan (1953) identified these conditions as sources of anxiety. They also serve to detract from the academic and social experience of the students (Darr & Johns, 2008; Roeser, Skinner, Beers, & Jennings, 2012). Research-based and

cost-effective interventions, such as counselling services, religion, and social support, could serve to help teachers reduce their anxiety through the improvement of their anxiety management skills. Documented observations and initial interviewing of teachers due for retirement revealed that, most of them are anxious and uncertain. Review of literature suggests that, there appears to be very little local literature in Ghana and the Yilo-Krobo Municipality. This study attempts to fill the gap (see Figure 1).

Methodology

Research Design

The descriptive survey design was adopted for the study. According to Jackson (2009), descriptive survey design is used for preliminary and exploratory studies to allow the researcher to gather the information, summarize, present, and interpret data. Using this design, the researcher attempted to investigate into the impact of anxiety in preparation for retirement. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). Descriptive survey was considered appropriate for the study because it allowed the use of questionnaire for the study to seek information from a broad section of teachers.

Study Area

The Yilo-Krobo Municipality is located in the Eastern region of Ghana. The municipality shares common boundaries with Lower and Upper Manya Krobo Districts to the North and East, respectively. To the South, the municipality shares boundary with Dangme West and Akwapim North Districts. In addition, the municipality shares boundaries with New Juaben and East Akim in the South-West. The municipality also shares its Western boundary with Fanteakwa District. It lies approximately between latitude 60.00'N and 00.30'N and between longitude 00.30'W and 10.00'W. The municipality covers an estimated area of about 805 square kilometres, constituting 4.2% of the total area of the Eastern Region. The Municipal Capital, Somanya is approximately 45 km from Koforidua and 50 km from Accra, the nation's capital.

Population of the Study

The population includes all elements that meet certain criteria for inclusion in a study (Burns & Grove, 2003). Polit and Hungler (2004) referred to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. The total population for the study was made up of all the teachers due for retirement in the 2017 academic year in the Yilo Krobo Municipality in the Eastern Region of Ghana. The estimated population for the study was 200 retirees.

Sample and Sampling Procedure

Simple random sampling was used in sampling 70 teachers enlisted for retirement in the Yilo Krobo Municipality. A list of teachers due for retirement was accessed from the district educational directorate to enable the sampling of the various individuals for the study. The communication contacts of the teachers due for retirement was used through text messaging to convey a meeting with them for easy accessibility and sampling. Simple random sampling was then used to sample the teachers for the study.

The draw and hat method was employed, i.e., 140 pieces of papers with 70 "Yes" and 70 "No" inscriptions were folded and placed in a box, the teachers due for retirement were given equal opportunity to pick a "Yes" to be a part of the study, all teachers who picked "Yes" formed a part of the study while all who picked no were

dropped for the study. Behind the use of random sampling lies the assumption that, if there are a sufficiently large number of teachers selected and if their selection has genuinely been “at random, then the resulting sample is likely to provide a representative cross-section of the whole” (Denscombe, 2007). In all, 70 participants were sampled to participate in the study.

Instrumentation

Three instruments were used for this study and the questionnaire comprised four sections, namely, A, B, C, D, E, and F. Section A included demographic data; Section B assessed pre-retiree’s social support using Multi-Dimensional Scale of Perceived Social Support (MSPSS); Section C assessed the pre-retiree’s religious commitment using Religious Commitment Inventory (RCI-10); while Section D assessed the level of anxiety of retiring workers using Retirement Anxiety Scale (RAS); Section E focused on the challenges faced by pre-retiree’s; and Section F deals with the various counselling services available in managing anxiety levels of pre-retiree’s.

Multidimensional Scale of Perceived Social Support (MSPSS). MSPSS is a 12-items scale that was developed by G. D. Zimet, Dahlem, S. G. Zimet, and Farley (1988), using adult samples. It has been used to measure perceived social support across cultures (Canty-Mitchell & Zimet, 2000; Chou, 2000). The 12-items of MSPSS provide assessment of three sources of support: family support, friends support, and significant others support. Responses are to made on a 7-point response scale: “Very strongly disagree,” “Strongly disagree (SD),” “Mildly disagree,” “Neutral agree,” “Mildly agree,” “Strongly agree (SA),” and “Very strongly agree.” Items 3, 4, 8, and 11 measure family supports; Items 6, 7, 9, and 12 measure friends support, while Items 1, 2, 5, and 10 measure significant other support.

Higher scores reflect higher perceived support, the Cronbach alpha co-efficient was computed for various sub themes, i.e., family support, friends support, and significant others support to establish the alpha level.

Religious Commitment Inventory (RCI-10). RCI-10 was developed by Worthington et al. (2003). It assesses one’s level of religious adherence in daily life and the extent to which an individual interprets life events based on his/her religious views. The 10 items of the inventory are arranged on a 5-point Likert scale: “1 = “Not at all true of me,” “2 = Somewhat true of me,” “3 = Moderately true of me,” “4 = Mostly true of me,” and “5 = Totally true of me.” It has two subscales, namely, intrapersonal religious commitment (six items) and interpersonal religious commitment (four items). In the present study, the total scores will be used as the religiosity score of participants as recommended by the developers. The Cronbach alpha co-efficient will be computed using a similar Ghana population.

Retirement Anxiety Scale (RAS). This is a 23-item scale developed and validated in Nigeria by Oluseyi and Olufemi (2015). The scale was used to measure the anxiety level of retiring secondary school teachers in Osun State of Nigeria who have not less than 10 years in service. A Cronbach’s alpha of 0.86 was obtained by Oluseyi and Olufemi (2015). RAS has direct and reverse scored items based on the positive and negative wording of items. The following are the positively worded Items 1, 2, 3, 4, 6, 7, 8, 10, 11, 17, and 21 while Items 5, 9, 12, 13, 14, 15, 16, 18, 19, 20, 22, and 23 are negatively worded. The scale originally has a 3-point Likert scale ranging from “Disagree (D),” “Undecided,” to “Agree (A)” but in the present study, it was modified to 5-point Likert scale ranging from “SD,” “D,” “Undecided,” “A,” and “SA” in other to give more option to the respondents. The Cronbach alpha co-efficient was computed using a similar Ghana population.

Section E dealt with questions relating to the various challenges faced by teachers due for retirement while the section F focused on counselling services that can assist teachers due for retirement to manage their anxiety levels. This was a Likert scale questionnaire with options presented in 4-point scale ranging from: “4 = SA,” “3 = A,” “2 = D,” and “1 = SD,” respectively. The researcher chose questionnaire because all the participants were literate, and therefore, could read and respond to the items.

Validity of the Instrument

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by use of tests. The validity of instrument is the extent to which it does measure what it is supposed to measure. According to O. M. Mugenda and A. G. Mugenda (1999), Validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study.

The researchers validated the research instruments in terms of content and face validity. The content related technique was used to measure the degree to which the question items reflect the specific areas covered. The validation of the questionnaire was done through the following ways: the researcher requested research experts, professionals of education, and administration to review the items on the instrument to determine whether the set of items accurately represent the variables under study. They were asked to read, judge, make recommendations, and give feed back to the researcher.

Face validity concerns the extent to which the researcher judges that the instrument is appropriate. The researcher consulted research experts to verify whether the instruments are valid. After the construction of the questionnaires, the researchers reviewed the items with the help of experts in psycho-metrics, lecturers, and scrutiny of peers. The suggestions given were incorporated to validate the instruments.

Reliability of the Instrument

The term reliability points to the level of internal consistency or stability over time of a research instrument. Therefore, for a research instrument to be reliable, it must be capable of yielding consistent results when used more than once to collect data from two samples that have been drawn randomly from the same population (O. M. Mugenda & A. G. Mugenda, 1999).

The instruments were pilot tested in the Winneba town in the Effutu Municipality. This town was selected because it has similar characteristics with the actual study sample. Thirty participants were given questionnaire to react to. The data that was generated from this pilot test was entered into the Statistical Package for Social Sciences (SPSS version 23) to compute the reliability co-efficient. The computation of the Cronbach alpha reliability co-efficient was done according to the various sections of the instrument that was specifically directed towards the selected variables for the study. The Sources of Pre-Retirement Anxiety yielded a Cronbach alpha of 0.823, MSPSS yielded a Cronbach alpha of 0.880, RCI-10 yielded a Cronbach alpha of 0.840, RAS also yielded a Cronbach alpha of 0.781, the Challenges Faced by Teachers in planning towards Retirement scale yielded a Cronbach alpha of 0.720, while the Counselling Services for Retiring Teachers also yielded a Cronbach alpha of 0.781, respectively.

Data Collection Procedure

Permission was sought from the district educational directorate and the various head teachers of the school selected for the study. The researchers agreed with the participants upon the first day of meetings and scheduled a time for the administration of the instrument. The researchers used 45 minutes for the distribution and

answering of the questionnaire for each group. The various sub-headings of the questionnaire were discussed with the respondents. Respondents were assured to fully participate. In all, 200 questionnaires were collected from the head teachers and teachers.

Data Analysis Procedure

The data obtained from the two research questions were analysed and summarized using descriptive statistics, i.e., frequency tables and percentages. The two stated hypothesis were tested using the Pearson's Product Moment Correlation. SPSS version 23 was used in analysing the data gathered.

Ethical Considerations

In order, not to violate the principle of informed consent in the social research, letters of introduction were sent to the school authorities to seek permission before the conduct. In these letters, the purpose of the study was clearly stated to both the respondents and the schools' authorities. To assured confidentiality, the respondents were assured that their identities would be concealed. In achieving this purpose, teachers were given numbers which they wrote on their questionnaire sheets instead of their names which made it difficult for people to identify the respondents. Individual respondents were assured of voluntary withdrawal from the study.

Data Presentation and Discussions

Section A: Research Questions

Research Question 1: What are the sources of pre-retirement anxiety among teachers in the Yilo-Krobo Municipality in their quest to adjust towards retirement?

Table 1

Sources of Pre-retirement Anxiety

Items	A		D		Total	
	F	%	F	%	F	%
Inadequate fund is a source of pre-retirement anxiety.	58	83.0	12	17.0	70	100.0
Managing mental health is a source of pre-retirement anxiety.	45	64.2	25	35.7	70	100.0
Managing a new and lower social status is a source of pre-retirement anxiety.	62	88.6	8	11.4	70	100.0
Inadequate planning for retirement is a source of pre-retirement anxiety.	56	80.0	14	20.0	70	100.0
Difficulty in time management is a source of pre-retirement anxiety.	37	53.0	33	47.1	70	100.0

Source: Field data, 2017.

Table 1 shows the description of the various responses of the respondents in relation to Research Question 1. Table 1 suggests that many of the respondents 58 (83.0%) agreed that inadequate fund was a source of pre-retirement anxiety while a minority of the respondents 12 (17.0%) disagreed to this statement. Concerning managing mental health being a source of pre-retirement anxiety, majority of the respondents 45 (64.2%) agreed with the statement while 25 (35.7%) of the respondents disagreed with the statement. In relation to inadequate planning for retirement been a source of pre-retirement anxiety, many of the respondents 56 (80%) agreed to this assertion while a minority of the respondents 14 (20%) disagreed. Majority of the respondents 37 (53%) agreed that difficulty in time management is a source of pre-retirement anxiety while a minority of the respondents 33 (47.1%) disagreed with this assertion.

From the data presentation and analysis, it could be inferred that, inadequate fund, managing mental health, managing a new and lower social status, inadequate planning for retirement, and difficulty in time

management emerged as sources of pre-retirement anxiety.

These findings are consistent with literature, according to Ode (2004), are inadequate fund, challenges in managing mental health, challenge of managing new and lower social status, inadequate planning for retirement, difficulty in time management, total dependence on present salary, problem of securing residential accommodation, ignorance of what to do with pension, attitudes of friends and family, and the challenges of sudden retirement. Money is one the major determinants of what an individual does in retirement (Ode, 2004). Money is needed for the payment of bills, medical treatments, and execution of other projects which hitherto were taken care of by the office. Non-payment of these, pose great challenges which may result in stress and frustration and consequently high blood pressure for some retirees (Adeoye & Legbara, 1997; Undiyaundeye, 2016). Health according to the World Health Organization (WHO, 1989) is being in a state of complete physical, mental and social wellbeing. It is not merely the essence of disease and infirmity.

Thus, retirees tend to face serious challenges in managing their health especially due to inadequate exercise. Such category of retirees might experience some physiological and emotional problems, such as moodiness, erratic behaviours, and psychosomatic illness, such as stomach ulcers, heart diseases hypertension, and a pressing tendency to commit suicide (Denga, 1996; Von-Bonsdorff, 2009).

Research Question 2: What are the challenges confronting teachers in the Yilo-Krobo Municipality in their quest to adjust towards retirement?

Table 2

Challenges Faced by Teachers in Planning Towards Retirement

Items	A		D		Total	
	F	%	F	%	F	%
Inadequate financial preparation.	70	100.0	-	-	70	100.0
No proper accommodation arrangements.	64	91.4	6	8.6	70	100.0
Limited knowledge on pension contribution.	55	78.6	15	21.4	70	100.0
Retirement process is bureaucratic.	43	61.4	27	38.6	70	100.0
Retirement process is costly (e.g., documentation, travelling, etc.).	29	41.4	41	58.6	70	100.0
Retirement makes you age faster.	51	72.9	19	27.1	70	100.0
Retirement leads to early death.	66	94.3	4	5.7	70	100.0
Retirement makes you lonely.	70	100.0	-	-	70	100.0
You lose friends when you retire.	58	82.9	12	17.1	70	100.0
Retirement is a difficult adjustment.	60	85.7	10	14.3	70	100.0
Retired people have trouble finding things to do.	35	50.0	35	50.0	70	100.0
I do not have plans for what I am going to do as soon as I retire.	42	60.0	28	40.0	70	100.0
My job has always been a source of my identity so I fear to lose it.	67	95.7	3	4.3	70	100.0
I am afraid my dependents will be a burden on me when I retire.	70	100.0	-	-	70	100.0
I am afraid I will be a burden on my family when I retire.	24	34.3	46	65.7	70	100.0

Source: Field data, 2017.

Table 2 depicts the description of challenges faced by teachers in planning towards retirement in the Yilo-Krobo Municipality. Table 2 reveals that all the respondents 70 (100%) financial preparation was a challenge. With regards to no proper accommodation arrangements, many of the respondents 64 (91.4%) agreed to this assertion. Concerning limited knowledge on pension contributions, a majority of the respondents 55 (78.6%) agreed to this assertion. In relation to retirement process been bureaucratic, a majority of the

respondents 43 (61.4%) agreed to this statement. A majority of the respondents 41 (58.6%) disagreed that retirement process is costly (e.g., documentation, travelling, etc.). Many of the respondents 51 (72.9%) agreed to the assertion that retirement makes retirees age faster. With regards to retirement leading to early death, a majority of the respondents 66 (94.3%) agreed with this statement. All the respondents 70 (100%) agreed to the statement that retirement makes retirees lonely. Concerning losing friends because of retirement, a majority of the respondents 58 (82.9%) agreed with that to the statement. Majority of the respondents 60 (85.7%) agreed that retirement is a difficult adjustment. With regard to retired people having trouble finding things to do, there was a split decision, half of the respondents 35 (50%) agreed with the assertion while half of the respondents also disagreed. Majority of the respondents 42 (60%) agreed that retired people do not plans for what they are going to do. Many of the respondents 67 (95.7%) agreed to the assertion that their job has always been a source of their identity and they fear to lose it. All the respondents 70 (100%) agreed that they are afraid their dependents will be a burden on them when they retire. Majority of the respondents 46 (65.7%) agreed they are afraid that they will be a burden on their family when they retire.

The data presented suggest that the challenges faced by respondents are related to inadequate financial preparation, no proper accommodation arrangements, limited knowledge on pension contribution, retirement process is bureaucratic, retirement process not being costly (e.g., documentation, travelling, etc.), retirement contributing to faster ageing, retirement leading to early death, retirement contributing to loneliness, contributing to friends upon retirement, difficulty in adjustment, not having plans for what to do immediately after retirement, loosing identity, had no fear of dependents becoming a burden or becoming a burden as a retiree. These findings are consistent with literature, conferring to Elder and Rudolph (2000), the ability of a retiree to maintain his preretirement standard of living depends on his ability to replace pre-retirement income with social security, private retirement benefits and investments. While income from some form of social benefit is usually the main source of retirement income, for most, especially higher income individuals, such benefits do not provide sufficient income to maintain the preretirement standard of living. Many people fail to perceive the need to save more, expecting benefits to “fill the gap” (Elder & Rudolph, 2000). Research that considers current income with respect to the adequacy of retirement saving has produced mixed results. Engen, Gale, and Uccello (2001) argued that some findings indicate that households with higher current earnings are less likely to be saving adequately for retirement while others present evidence that high earning households save a greater share of their incomes. Low income workers are also more likely to be liquidity constrained, encounter relatively higher replacement rates from safety net systems, and therefore, have less apparent need for additional retirement income (Munnell, Sunden, & Taylor, 2001). Households with children have the lowest success rate with regard to adjustment towards retirement (Warshawsky & Ameriks, 2001; Polvinen, Laaksonen, Gould, Lahelma, & Leinonen, 2014). Families with dependent children are found to be more likely to have accumulated little financial and total net worth (Lusardi, Dorn, & Sengmueller, 2001). Commonly, their major asset is the family home, with many having no other financial assets as stores that can be relied on after retirement. Less educated people are most likely not to think about retirement (Lusardi, 2002b); be less prepared for retirement (Warshawsky & Ameriks, 2000); and be less likely to have basic financial knowledge (Lusardi, 2002a). Even when investments have been made, evidence indicates that the level of education is a significant factor in the type of investments made. People without degrees are more likely to invest the major proportion of their retirement savings in cash; better educated people are more likely to use growth assets (Waggle & Englis, 2000).

Research Question 3: What counselling services are available for teachers in the Yilo-Krobo Municipality in managing their pre-retirement anxiety?

Table 3

Counselling Services for Retiring Teachers

Items	A		D		Total	
	F	%	F	%	F	%
There are retirement counselling services available in the Yilo-Krobo Municipality.	-	-	70	100.0	70	100.0
The social security pension is the only retirement benefit I expect.	32	45.7	38	54.3	70	100.0
The government pension and a lump sum are given at the end of my service.	55	78.6	15	21.4	70	100.0
Counsellors in the municipality organises talks or seminars on retirement adjustment.	-	-	70	100.0	70	100.0
I have ample knowledge about retirement counselling services available.	-	-	70	100.0	70	100.0
I am willing to seek professional counselling service on retirement.	68	97.1	2	2.9	70	100.0
Retirement counselling services is the discussion on the conditions of service of the Ghana Education Service.	-	-	70	100.0	70	100.0

Source: Field data, 2017.

Table 3 shows a description of respondents' responses in relation to counselling in the Yilo-Krobo Municipality. Table 3 reveals that all the respondents 70 (100%) disagreed that there are retirement counselling services available in the Yilo-Krobo Municipality. Many on the respondents 38 (54.3%) disagreed to the statement that the social security pension is the only retirement benefit they expect. Concerning to the government pension and a lump sum been given at the end of their service, majority of the respondents 55 (78.6%) agreed to this assertion. All respondents 70 (100%) disagreed that counsellors in the municipality organises talks or seminars on retirement adjustment. Again, all the respondents 70 (100%) disagreed that they have ample knowledge about retirement counselling services available. With regards to being willing to seek professional counselling service on retirement, many of the respondents 68 (97.1%) agreed to this statement. All the respondents 70 (100%) disagreed that retirement counselling services is the discussion on the conditions of service of the Ghana Education Service.

It could be inferred from the data presented that there are no retirement counselling services available in the Yilo-Krobo Municipality. The social security pension is not the only retirement benefit they expect. The government pension and a lump sum are given at the end of the service. Counsellors in the municipality do not organise talks or seminars on retirement adjustment. Respondents due for retirement have no ample knowledge about retirement counselling services available. Respondents are willing to seek professional counselling service on retirement. Retirement counselling services are not the discussion on the conditions of service of the Ghana Education Service. These findings are in contrast with literature. Hunter (1968, as cited in Asuquo, 2002a) in his studies reported that pre-retirement counselling reduces uncertainties about retirement. Hence, according to Ossofsky (2007), retirement preparation can provide information, it can clarify options about lifestyle and housing, it can also alert people of things that need to be done, and it can motivate them to look ahead with some optimism. Some of the importance of pre-retirement counselling as identified by Atchley (2006) included a reduction in post-retirement shock and health problems, negative stereo-type ideas associated with retirement, dissatisfaction with retirement and tendency to miss one previous job routine. He concluded that pre-retirement counselling is very important and useful in preparing people for identity changes and

uncertainties that usually accompany retirement. It will also help in getting to know and decide on the right job or business endeavours to engage if need be.

Section B: Testing of Hypotheses

Hypothesis 1

H₀: There will be a statistically significant correlation between social support and pre-retirement anxiety.

H₁: There will be no statistically significant correlation between social support and pre-retirement anxiety.

Table 4

Pearson's Product-Moment Correlation of Social Support and Pre-Retirement Anxiety

	Social support	Pre-retirement anxiety
Pearson correlation	1	-0.272**
Sig. (2-tailed)		0.000
<i>N</i>	70	70

Note. ** Correlation is significant at the 0.01 level (2-tailed).

A product-moment correlation coefficient was computed to determine whether there is a statistically significant correlation between social support and pre-retirement anxiety of teachers due for retirement in the Yilo-Krobo Municipality. Table 4 depicts a negative correlation between social support and pre-retirement anxiety ($r = -0.272^{**}$, $N = 70$, $Sig. = 0.000$, $p < 0.01$). It can be inferred from the test that the more social support a respondent receives the lower his/her pre-retirement anxiety or the lower this social support, the higher his/her pre-retirement anxiety. Therefore, the null hypothesis that there will be a statistically significant correlation between social support and pre-retirement anxiety is accepted while the alternative "There will be no statistically significant correlation between social support and pre-retirement anxiety is rejected".

This finding is consistent with literature, the study of Casale, Wild, Cluver, and Kuo (2014) confirmed that social support had significant main effects on anxiety. Similarly, the study of Kugbey, Osei-Boadi, and Atefoe (2015) also revealed a significant negative relationship between social support and the level of anxiety and stress. Workers who have more frequent and more diverse types of social contacts are more likely to be satisfied with their retirement timing and their leisure activities than those who have less contact (Reeves & Darville, 1994). As Glozah (2013) also found that a cohesive social network helps to improve psychological well-being.

Lin, Woelfel, and Light (1985) as cited in Olatunde and Onyinye (2014) found that strong social ties, which resulted from association with others of similar characteristics, lifestyles, and attitudes, were successful in ameliorating distress. Kazak (1991) found that near-group "social context" is an important element in recovery from distress. These indicate that pre-retirees who interact often with people with the same lifestyle and attitude will experience higher life satisfaction and low anxiety. Cross-sectional studies have examined the interrelationship between post-retirement work and social support, and its effect on well-being in retirement. In a study of employment in the retirement years, it was found that retirees who continued to work after retirement were more likely than those who did not work to report larger social networks, and therefore, better health (Mor-Barak, 1993).

Hypothesis 2

H₀: There will be a statistically significant correlation between religiosity and pre-retirement anxiety.

H₁: There will be no statistically significant correlation between religiosity and pre-retirement anxiety.

Table 5

Pearson's Product-Moment Correlation of Religiosity and Pre-Retirement Anxiety

	Social support	Pre-retirement anxiety
Pearson correlation	1	-0.203**
Sig. (2-tailed)		0.000
N	70	70

Note. ** Correlation is significant at the 0.01 level (2-tailed).

A Pearson product-moment correlation coefficient was computed to determine whether there is a statistically significant correlation between religiosity and pre-retirement anxiety of teachers due for retirement in the Yilo-Krobo Municipality. Table 5 depicts a negative correlation between religiosity and pre-retirement anxiety ($r = -0.203^{**}$, $N = 70$, $Sig. = 0.000$, $p < 0.01$). It can be inferred from the test that the more religious a respondent is, the lower his/her pre-retirement anxiety or the less religious a person is, the higher his/her pre-retirement anxiety. Therefore, the null hypothesis that will be a statistically significant correlation between religiosity and pre-retirement anxiety is accepted while the alternative "There will be no statistically significant correlation between religiosity and pre-retirement anxiety is rejected". This finding is consistent with literature that states that, according to Van-Solinge and Henkens (2005), religion and faith plays a significant role in the lives of people, especially the elderly. Religiosity could be helpful and relevant in life of pre-retirees; a straight forward way to learn how people evaluate the efficacy of religion is to ask them. In fact, many researchers have done just that and their results clearly suggest that pre-retirees/retirees do find religiosity helpful. In a survey of 163,000 in 14 European countries, Inglehart (1990) found that 84% of those who went to church once a week said they were very satisfied with life, compared with 77% of those who never went.

The study of Sharma (2010) on subjective well-being of retired teachers found that religious activities could reduce anxiety and improve quality of life of the elderly people. This is because religious activities give strength to people both mentally and physically (Myers, 2000). Sharma (2010) noted that religion is cushion and hope that provides people's support in their thick and thin. Research on coping has found that there are various kinds of "religious coping", such as taking God as a partner in making decisions and having firm beliefs, or "existential certainty", which affect happiness independently of church attendance and private devotion (Ellison, 1991; Hicks, 2014). Myers and Diener (1995) found that religious people were more satisfied with their life and coped better with stressful situations than those who are not religious. This may be because religious teachings emphasis on virtues, such as "joyfulness" and "perseverance". Similarly, Sage (2010) found that religious people are more satisfied with their lives because they regularly attend religious services and build social networks in their congregations. Religious people have reported higher happiness and satisfaction in life (Paloma & Pendleton, 1990). Pre-retirees level of anxiety will be less if they engage in religious activities as a result of social network that flows around their members. This is according to the surveys of Inglehart (1990), and Witter, Stock, Okun, and Haring (1985, as cited in Delcambre, 2011) who have found that happiness and life satisfaction rise with strength of religious affiliation and frequent support from the church members.

Conclusions

The following conclusions were drawn based on the findings of the study:

1. It could be concluded from the study that inadequate fund, managing mental health, managing a new and lower social status, inadequate planning for retirement, and difficulty in time management emerged as sources of pre-retirement anxiety. If these findings are abated, it would influence the anxiety level of the respondents and assist them to cope with their new position as retirees.

2. The study revealed that inadequate financial preparation, no proper accommodation arrangements, limited knowledge on pension contribution, bureaucratic process. Retirement not being costly, contributing to faster ageing, leading to early death, contributing to loneliness, contributing to friends upon retirement and difficulty in adjustment. Retirees not having plans for what to do immediately after retirement, losing identity, having fear of dependents becoming a burden and becoming a burden as a retiree, as some of the challenges. If these challenges are resolved, the anxiety associated with retirement will be significantly reduced and the general perception of retirement will be improved.

3. There are no retirement counselling services available in the Yilo-Krobo Municipality. The social security pension is not the only retirement benefit they expect. The government pension and a lump sum are given at the end of the service. Counsellors in the municipality do not organise talks or seminars on retirement adjustment. Respondents due for retirement have no ample knowledge about retirement counselling services available. Respondents are willing to seek professional counselling service on retirement. Retirement counselling services is not the discussion on the conditions of service of the Ghana Education Service. If these counselling deficits are improving to afford retirees the opportunity to fully equip themselves with appropriate and adequate information through retirement counselling, the general anxiety associated with retirement would be reduced and welcomed by teachers due for retirement.

4. The study concluded that the more social support a respondent receives the lower his/her pre-retirement anxiety. If the association between social support and pre-retirement anxiety is given more concern and improved upon, it would assist teachers due for retirement to consider the significant role of social support in managing retirement anxiety.

5. The study showed that the more religious a respondent is, the lower his/her pre-retirement anxiety or the less religious a person is, the higher his/her pre-retirement anxiety. It could be concluded that, if ample attention is given to the role of religion managing pre-retirement anxiety is considered and used as a tool to assist respondents; their anxiety levels would be reduced.

Recommendations of the Study

The following recommendations were drawn based on the conclusions of the study:

1. The Yilo-Krobo Municipal educational directorate, private insurance companies, and the Municipal Social Security Insurance Office should collaborate to come out with comprehensive programmes to educate teachers on the various sources of pre-retirement anxiety, that is inadequate fund, managing mental health, managing a new and lower social status, inadequate planning for retirement, and difficulty in time management emerged. These programmes should be geared towards reducing pre-retirement anxiety and preparing teachers for retirement adjustment.

2. The Yilo-Krobo Municipal educational directorate, private insurance companies, and the Municipal Social Security Insurance Office should collaboratively work with the various counsellors in the municipality to fully assist teachers to adequately plan financially to make arrangement for accommodations. The educational directorate and the Social Security and National Insurance Trust (SSNIT) should make retirement processes

less bureaucratic and costly. Counsellors should educate teachers on ageing and life after retirement to improve their level of adjustment.

3. The study revealed that there are no counselling services in the Yilo-Krobo Municipality, it is therefore recommended that the Yilo-Krobo Municipal educational directorate should employ counsellors specially to cater for the various needs of the many teachers who are due for retirement. Counsellors should also make known to the teachers due for retirement, the various counselling services available on retirement and the significance of the need for counselling.

4. The study revealed that there was a negative correlation between social support and pre-retirement anxiety. Therefore, the would-be counsellors of the Yilo-Krobo Municipality should actively educate teachers on the role of social support in pre-retirement anxiety and the need to develop significant social support through structures available during counselling.

5. The Yilo-Krobo Municipal educational directorate and the would-be counsellors of the municipality should provide teachers the opportunity to receive counselling geared towards enlightening them on the major role of religion in pre-retirement anxiety in planning for retirement.

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