A Psychological Appraisal of Pre-Retirement Anxiety Among Some Selected Workers in Lagos Metropolis

Odunayo Tunde Arogundade[a],*

[a]Ph.D., Department of Behavioural Studies, Redeemer's University, Ede, Osun State, Nigeria.
*Corresponding author.

Abstract

This study presents the findings on workers reaction to retirement in Lagos metropolis. A total number of eight hundred (800) participants (M=400, F= 400) were randomly selected from both private and public sector organisations in Lagos metropolis. The data were collected using a pre-retirement anxiety scale (PAS) developed, standardized and validated by the researcher along side with emotional intelligence and self-efficacy scales. Simple percentages, independent t test and linear regression analyses were used for analysed the data. Some of the findings include: a) Workers classified as possessing low emotional intelligence and self efficacy reported higher pre-retirement anxiety compared to their counterparts who possessed high emotional intelligence and self efficacy. b) There were inverse relationships between emotional intelligence and pre-retirement anxiety on the one hand and self-efficacy and pre-retirement anxiety on the other hand. c) Workers' levels of emotional intelligence and self-efficacy were important predictors of pre-retirement anxiety as they both accounted for 32% variance in pre-retirement anxiety. The implications of the findings in terms of minimizing pre-retirement anxiety were discussed and recommendations were made accordingly.

Key words: Retirement; Pre-retirement anxiety; Emotional intelligence; Self-efficacy

INTRODUCTION

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).

Some social analysts describe retirement as the final phase of the occupational life cycle; a period of withdrawal from routine and regimented work life, that provides opportunity for leisure and other leisure related (Petkoska & Earl, 2009; Reitzes & Mutran, 2004; Thorson, 1995; Atchley, 1976). 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 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.

In Nigeria, the retirement phenomenon has become a topical issue among academics, researchers and practitioners. Firstly, much attention is given to retirement because quite a large number of workers are living beyond the constitutionally stipulated retirement age which is usually between fifty-five (55) and seventy (70) years (Akinade, 2006; Oluwatula, 2005; Sote, 1999). Secondly, transition from work to retirement, workers seldom encounter various difficulties and problems that might make them feel anxious and stressful when approaching retirement; these emotions experienced by some employees during the pre-retirement transition period tend to have varied effects on their performance on the job and level of productivities (Alpaslan, 2006; Cameron, 2005; Richardson, 1993). Thirdly, a critical review of the poor general wellbeing of some of retirees in Nigeria contributes to the tendencies of some workers to exercise

fear and worries about retirement even in the course of performing their duties at work, to the extent of affecting their efficiency and effectiveness, a condition referred to as pre-retirement anxiety.

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).

Furthermore, the growing sophistication of the society and the economy recession have made most workers show more concern about attaining satisfaction in retirement. This satisfaction in retirement is characterized by but not limited to financial security, good health, satisfying interpersonal relationship, participation in leisure activities, and some form of involvement in work, whether in a voluntary or paid capacity (Ubangha & Akinyemi, 2005; Kim & Feldman, 2000; Richardson & Kilty, 1991).

There is therefore a need for employers to psychologically prepare every aspiring retiree for the new phase of life (Olurankinse & Adetula, 2010). The psychological preparedness of workers for satisfaction in retirement includes but not limited to organizing regular pre-retirement educational programme with the aim of imparting as well as enhancing some psychological Knowledge, Skills and Abilities (KSA) in the workers such as emotional intelligence, self-efficacy, assertiveness, critical thinking and a host of other skills that can promote successful transition to retirement.

In view of the emotionality associated with life at work and during retirement, this research is interested in examining the contributory roles of some psychological variables such as emotional intelligence and self-efficacy on pre-retirement anxiety.

To achieve the objective of this study, the following hypotheses were formulated:

a) Workers classified as possessing low level of emotional intelligence will report significantly higher pre-retirement anxiety compared to their counterparts who possessed high level of emotional intelligence.

b) Workers classified as possessing low level of self-efficacy will report significantly higher pre-retirement anxiety compared to their counterparts classified as possessing high level of self-efficacy.

c) There will be significant positive relationship between emotional intelligence, self-efficacy and pre-retirement anxiety.

d) Emotional intelligence and self-efficacy will significantly predict pre-retirement anxiety.

1. METHODOLOGY

This study adopted a cross-sectional research design with the aim of describing workers' psychological reactions to retirement as well as assessing some of the predisposing factors of pre-retirement anxiety.

The participants in this study were randomly selected eight hundred (800) workers (400 males and 400 females) who are full-time employees in either public or private organisations in Lagos metropolis (The names of organizations are withheld for confidentiality reasons).

The research instruments consisting of Bio-data form, Pre-retirement Anxiety Scale (PAS), Emotional Intelligence Inventory (EII) and Self-Efficacy Scale (SES) were used for data collection.

The Bio-data form was used to elicit some personal information perceived to be relevant to this study from the participants. These include: age, gender, types of organisation, and highest qualification.

The Pre-retirement Anxiety Scale (PAS) was developed and standardized by the researcher to assess workers' level of anxiety before retirement. The scale is made up of 30 items with 5-point Likert response format ranging from strongly agree (5) to strongly disagree (1). The test items include: I have pleasant thoughts about retirement; I get into a state of tension when I think about retirement; I lack self confidence that I will cope with demand of old age and retirement. The Pre-retirement Anxiety Scale (PAS) has Cronbach Alpha internal consistency reliability coefficient of 0.77*, Guttmann Split-half reliability coefficient of 0.73*, and Spearman Brown reliability coefficient 0.74*.

The Emotional intelligence Inventory (EII) developed by the HayGroups (2002) consisting of seventy-two (72) items that measures eighteen (18) emotional competencies which are classified into four major dimensions of emotional intelligence namely: self-awareness (SA), self-management (SM), social awareness (SoA), and relationship management (RM). The test items include: Recognize the situations that arouse strong emotions in yourself; Have many positive expectations; Are reluctant to change or make changes. Boyatzis, Goleman & Rhee (2002) reported Cronbach Alpha reliability coefficient of 0.65 while this researcher reported a concurrent validity coefficient of 0.27 by correlating EII with Self-Efficacy Scale (SES).

The Self-Efficacy Scale (SES) is a thirty (30) items scale developed by Sherer, Maddox, Mercandante, Prentice-Dunn and Rogers (1982) to measure individuals' belief in one's own capability to accomplish a task. The test items include; when I make plans, I am certain I can

make them work; one of my problems is that I cannot get down to work when I should;iIf I can't do a job the first time, I keep trying until I can. Sherer, Maddox, Mercandante, Prentice-Dunn and Rogers (1982) reported Cronbach Alpha reliability coefficient of 0.86 and a concurrent validity coefficient of 0.23 by correlating SES with Mathematic Anxiety Scale.

2. RESULTS

Responses to the battery of psychological test were entered accordingly into the Statistical Package for the Social Sciences (SPSS) version 20 on a personal computer. Data were coded and analyzed using independent *t* test, Spearman Correlation and Linear Regression Analysis. The results are presented below.

Table 1
Demographic and Occupational Characteristics of the Participants

Variable	Frequency	% of total
21-30	237	29.6
31-40	219	27.4
41-50	179	22.4
51 & above	165	20.6
Male	400	50
Female	400	50
Private	400	50
Public	400	50
B.Sc	466	58.25
M.Sc	224	28.00
Ph.D.	08	1.00
Others	102	12.75

Table 1 shows that a total of 800 respondents participated in the study. The respondents were equally distributed across variables of gender (*M*=50%, *F*=50%) and type of organisations (Public=50%: Private=50%). However, the respondent distributions differ across the variables of age, educational status, duration of service and issues about retirement. Respondents' age range were 21-30 years (29.6%), 31-40 years (27.4%), 41-50 years (22.4%) and 51 years and above (20.6%). Most of the respondents had B.Sc. (58.25%), while 29% had M.Sc. and 12.75% had unspecified educational qualification.

3. TESTING OF HYPOTHESES

To ascertain whether participants classified as possessing low level of emotional intelligence will report a significantly higher pre-retirement anxiety than their counterpart classified as possessing high level of emotional intelligence; means, standard deviation and t test analysis were computed on the participants' scores on pre-retirement scale. The results are presented in Table 2.

Table 2
Differences in Pre-Retirement Anxiety According to Levels of Emotional Intelligence

Variable	Level	N	$\overline{x}$	SD	t	Sig.
Emotional intelligence	Low	400	69.55	14.02	15.00	<0.05*
	High	400	54.23	16.03		

Table 2 shows that participants classified as possessing low level of emotional intelligence had a mean score of 69.55 which was higher than their counterparts classified as possessing high level of emotional intelligence with a mean score of 54.23 on Pre-retirement Anxiety Scale. The result further indicated that difference in the mean scores between the two groups was significant with $t = 15.00$, $P<0.05$. By this result, the first hypothesis which stated that workers with a low level of emotional intelligence will report higher pre-retirement anxiety compared to their counterparts who possessed a high level of emotional intelligence was supported.

Furthermore, in order to ascertain if participants' level of self-efficacy will influence their report of pre-retirement anxiety; mean, standard deviation scores and t test analysis are computed on PAS scores according to participants' self-efficacy. The results are presented in Table 3:

Table 3
Differences in Pre-Retirement Anxiety Scores According to Levels of Self-Efficacy

Variable	Levels	N	$\overline{x}$	SD	T	Sig.
self-efficacy	Low	400	74.47	11.68	16.14	<0.05*
	High	400	59.27	14.78		

Table 3 shows that participants classified as possessing low level of self- efficacy had a mean score of 74.47 which was higher than their counterparts classified as possessing a high level of self-efficacy with a mean score of 59.27 on the pre-retirement anxiety scale. The *t*-test analysis confirmed that the difference between the mean scores was significant ($t = 16.14$, $P<0.05$). By this result, the second hypothesis which stated that workers classified as possessing low level of self- efficacy will report higher pre-retirement anxiety compared to their counterparts classified as possessing high level of self- efficacy was supported.

In addition, to ascertain the kind of relationships between emotional intelligence, self-efficacy and pre-retirement anxiety, a Pearson Product Moment correlation was computed and the result is shown in Table 4.

Table 4
Relationships Between Emotional Intelligence, Self-Efficacy and PAS Scores

Variables	Emotional intelligence	Self-efficacy	Pre-retirement anxiety
Emotional intelligence	-		
Self-efficacy	0.27**	-	
Pre-retirement anxiety	-0.22**	-0.55**	-

Note. ** means has passed significant level at 0.05

Table 4 indicates that all the variables were significantly correlated with each other at $p<0.05$. The emotional intelligence and self-efficacy were inversely correlated with pre-retirement anxiety. This means that the higher the individuals' emotional intelligence and level of self-efficacy, the lower his or her report of pre-retirement anxiety.

Finally, in order to ascertain if emotional intelligence and self-efficacy will significantly predict pre-retirement anxiety, a linear regression analysis was computed in Table 5.

Table 5
Influence of Emotional Intelligence and Self-Efficacy on Pre- Retirement Anxiety

Variable	B	t	R	R²	F	P
Emotional intelligence	0.17	5.22	0.57	0.32	64.04	0.05
Self-efficacy	0.50	15.35				

Table 5 shows that emotional intelligence and self-efficacy significantly predicted thirty-two percent (32%) variance in pre-retirement anxiety for the participants. However, emotional intelligence contributed 17% while self-efficacy contributed 50% to the variance in pre-retirement anxiety. By this result, the fourth hypothesis which stated that emotional intelligence and self-efficacy will significantly predict pre-retirement anxiety was supported.

DISCUSSION

The study revealed that workers having low emotional intelligence reported significantly higher pre-retirement anxiety compared to their counterparts having high emotional intelligence, and this confirms the hypothesis. This finding is in agreement with the theories of emotional intelligence (Mayer, Caruso, & Salovey, 1999; Goleman, 1995). Emotional intelligence theorists held that individuals who have sufficient interpersonal and intrapersonal competencies could properly manage their emotions (self-awareness, self-regulation, and motivation) and other employee emotions (i.e., empathy and social skills) to cope with environmental challenges (Mayer et al., 1999; Goleman, 1995).

The findings also indicated that the major predictor of anxiety among pre-retirees is a low sense of self-efficacy about being able to handle retirement. This low sense of self-efficacy includes, less accurate information about self, aging and retirement, less positive attitudes about retirement, and less social support from others. This finding was consistent with the Social Cognitive Theory. According to Bandura (2001), self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment. This is because unless people believe that their actions can produce the outcomes they desire, they have little incentive to act or to persevere in

the face of difficulties. Furthermore, Fretz et al. (1989) agreed that higher self-efficacy belief is related to lower pre-retirement anxiety.

Finally, it was found that emotional intelligence and self-efficacy jointly accounted for 32% percent of the variance attributable to pre-retirement anxiety. It was reported that emotional intelligence contributed 17% while self-efficacy contributed 50% to this variance in susceptibility to pre-retirement anxiety. Salovey et al. (1995) reported that one's ability to perceive, understand, and appraise one's emotions accurately served as a significant predictor of flexibility in responding to changes in social environments and adeptness at building supportive social networks which include life before and during retirement.

Thus, emotional intelligence and self-efficacy are crucial factors to success in life and work place. Boyatzis et al. (1995) supported that emotional intelligence predicts behavioural patterns in life and work, as well as the consequences of these patterns in the form of life and work outcomes. Also having self-efficacy, or confidence, about whether one can successfully negotiate retirement, has been found to be a tangential factor that determines the behavioural outcomes.

Furthermore, Sjoberg (2001) established in his study a significant relationship between emotional intelligence, self-efficacy and life adjustment. These findings agreed with the report of Oluwatula, (2005) who recommended pre-retirement education for employees so as to prepare them psychologically for retirement as well as minimise their experience of pre-retirement anxiety.

CONCLUSION

This study concluded from the findings that pre-retirement anxiety is a negative psychological reaction to retirement and it is majorly influenced by the workers' status of emotional intelligence and self- efficacy skills. Workers with low emotional intelligence and self-efficacy are highly susceptible to pre-retirement anxiety whereas workers with high emotional intelligence and self-efficacy are less likely to be susceptible to pre-retirement anxiety.

RECOMMENDATIONS

In view of the findings of this study, it was recommended that every worker should be encouraged to know his or her pre-retirement status by responding regularly to pre-retirement anxiety scale (PAS) and workers who reported high level of pre-retirement anxiety, should undergo a continuous pre-retirement educational programmes targeted at preparing workers psychologically for retirement. The pre-retirement education programmes

should be as a matter of necessity consist of modules on emotional intelligence and self-efficacy development.

REFERENCES

Adewuyi, T. D. (2008). *Plan for your retirement now.* Lagos. Able and Sons Publishing Company.

Agiobu-Kemmer, I. S. (2004). *Infants development in two cultures*. Lagos: Spring Field Books.

Akinade. (2006). *Towards successful & joyful retirement*. Lagos: Olu-Alan Publishers.

Alpaslan, A. H. (2006). *Preparation for and celebration of retirement.* Social Worker in Private Practice.

Atchley, R. C. (1976). *The sociology of retirement.* Schenkman Publishing Company Inc. Cambridge, Massachusetts.

Atchley, R. C., & Barusch, A. S. (2004). *Social forces and aging. An introduction to social gerontology* (10th ed.). Belmont, C. A: Wadsworth.

Cameron, D. (2005). *From work to retirement: How to create an active, fulfilling life*. Australia: Indian Ocean Books.

Feldman, D. C., & Vogel, R. M. (2009). The aging process and person–environment fit. In S. G. Baugh & S. E. Sullivan (Eds.), *Research in careers* (pp.1-25). Charlotte, NC: Information Age Press.

Fretz, B. R., Kluge, N. A., Ossana, S. M., Jones, S. M., & Merikangas, M. W. (1989). Intervention targets for reducing preretirement anxiety and depression. *Journal of Counseling Psychology, 26,* 301-307.

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.

HayGroups. (2002). *Driving personal and professional development*. Accreditation Training Boston.

Johnson, M. L. (2005). *The Cambridge handbook of age and aging.* University Press.

Kim, S., & Feldman, D. C. (2000). Working in retirement: The antecedents of bridge employment and it consequences for quality of life in retirement. *Academy of Management Journal, 43,* 1195-1210.

Mayer, J. D., Caruso, D., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. *Intelligence, 27,* 267-298.

Olurankinse, F., & Adetula, G. A. (2010). Functional analysis of pension scheme reforms in Nigeria from 1946 to 2006. *Ife Psychologia. An International Journal of Psychology in Africa, 18*(2).

Oluwatula, O. O. (2005). *The development and application of pre-retirement education programme for secondary school teachers in Osun State* (Unpublished doctorate thesis). Department of Psychology, Obafemi Awolowo University, Ile-Ife.

Petkoska, Y., & Earl, Y. K. (2009). Understanding the influence of demographic and psychological variable on retirement. *J. of Psychology and Aging, 24*(1), 245.

Richardson, C. A. (1993). *Coping with stress of retirement in a changing world* (2nd ed.). London: McGraw Hill Company.

Richardson, V., & Kilty, K. N. (1991). Adjustment to retirement: Continuity Vs discontinuity. *International J of Aging and Human Development, 33,* 151-169.

Sote, G. A. (1999). *Coping with retirement*. Lagos. Regy-Five Associates Limited.

Sjoberg, L. (2001). Emotional intelligence: A psychometric analysis. *European Psychologist, 6,* 79-95.

Taylor, M. A., & Doverspike, D. (2003). Retirement planning and preparation. In Adams & T. A. Beehr (Eds.), *Retirement: Reasons, processes and results* (pp.53-82). New York, Spring Publishing Company.

Ubangha, M. B., & Akinyemi, B. A. (2005). The relationship between attitudes to retirement planning and retirement anxiety among teachers. *The Counsellor, 21,* 156-163.