

The Role of Human Resource Management in Employee Retirement Preparedness in Selected Private Schools in Nairobi County

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Abstract

At the end of an employee's active working life, a formal disengagement from employment (retirement) is inevitable. On the one hand, retirement is one of the most financially significant decisions a person makes during their lifetime, as it typically marks the end of employment earnings and the commencement of the drawdown of retirement reserves accumulated over an employee's career. On the other hand, retirement has valuable nonfinancial benefits such as relief from the strain of working and the opportunity to spend more time with family or participate in leisure activities. Retirement preparedness is essential for one to enjoy this period—it results from retirement planning, which should start when an employee enters employment. The well-being of retirees, therefore, mirrors to a large extent the employee's level of retirement preparedness during their time of employment. This study sought to understand the role of human resource management in employee retirement preparedness in selected private schools in Nairobi County. Its purpose is to enrich human resource management as a practice for handling and preparing employees for retirement. The study adopted a descriptive research design. The study indicated that career development strategies, job characteristics model, retirement policies and employee separation process were significant predictor variables of employee retirement preparedness in the selected private schools in Nairobi County.

Keywords: Career Development, Employee, Human Resource Management, Retirement, Retirement Preparedness, Job Characteristics Model, Employee Separation Process



Introduction

Retirement occurs when an individual leaves their career job (Coile 2015, 831). In the standard tripartite life pattern of education-work-rest, retirement is the boundary between “work” and “rest.” It is commonly perceived as a period of “normal” disengagement from work, which is both a significant life “event” and a major life “transition” (Davies and Jenkins 2013, 323). Retirement can be voluntary or involuntary, sudden or gradual, temporary or permanent. It is one of the most financially significant decisions a person makes during their lifetime, as it typically marks the end of employment earnings and the commencement of the drawdown of retirement reserves accumulated over an employee’s career. Retirement also has valuable nonfinancial benefits such as relief from the strain of working while in deteriorating physical well-being and the opportunity to spend more time with a spouse or grandchildren or to participate in leisure activities (Coile 2015).

Retirement preparedness is usually a result of retirement planning, which should start as soon as an employee gets into employment (Gathiira, Muathe and Kalika 82–95, 2020). The well-being of retirees mirrors, to a large extent, the employee’s level of retirement preparedness during their time of employment (Petkoska and Earl 2009, 245 - 251). Human Resource Management, therefore, needs to stress the importance of retirement planning to foster relationships that are symbiotic between organisations and their employees by the former realising business objectives as well as promoting human resource practices that positively influence employee separation process decisions, one of which is through retirement (Wang and Shultz 2010).

Globally, there is concern that people are not planning adequately for retirement, and an ageing population in many developed countries further exacerbates the problem. Whereas developing countries currently have less of a challenge in terms of ageing populations, it is estimated that by 2050, more than 80% of the worldwide population over the age of 60 years will reside in developing countries (United Nations 2015). Population and workforce ageing are global trends that come with significant challenges and opportunities in most countries around the world (Chand and Tung, 2014; Phillips and Siu, 2012). Considering the global scope of such trends, the coming years will be characterised by increasingly older and more age-diverse workforces (Hertel & Zacher, 2018), both in developed countries (Albright, 2012;



Skirbekk, Loichinger, & Barakat, 2012) and in developing countries (James, Mckechnie and Swanberg 2011).

An employee's contribution and whether they have adequate savings to retire at a certain age is complicated by uncertainty about longevity, out-of-pocket medical expenses, and investment earnings (Coile 2015). A case in point is a study carried out in Europe to determine whether workers worried their retirement income would be inadequate. The study reported low levels of worry in countries with highly developed pension systems, such as Scandinavia and the Netherlands. In contrast, high levels of worry were reported in Eastern European countries where pension systems are less developed (Hershey, Henkens and Van Dalen, 2010). It has also been observed that "In Africa, the percentage of the population over the age of 60 years is expected to nearly double between 2017 and 2050" (United Nations 2017, 5). Therefore, the same challenges experienced in countries with less developed pension systems are highly likely to affect African countries. Hence, the retirement confidence index is much higher in countries with highly developed pension systems, meaning employees are more prepared for retirement than those without developed pension systems. Additionally, with the increase in the ageing population, levels of old-age poverty are likely to escalate unless measures are taken to enhance income to take care of the elderly.

Considering the demographic and financial changes, policymakers are worried about retirees' well-being in the future and whether the existing retirement plans, primarily organisational or government based, adequately meet their retired employee's needs (Bajtelsmit, Rappaport and Foster 2013). The retirement preparedness report of 2019 done by the Association of Kenya Insurers shows that over 70% of Kenyans are not prepared for retirement. The low preparedness for retirement is pegged on factors such as not having enough income to save, high cost of living, lack of investment ideas or options, lack of saving discipline and lack of financial advice. The study also reveals that residents in the rural areas are slightly better prepared than those in urban areas. According to the report, many Kenyans depend on their savings to support them during their retirement. The National Social Security Fund (NSSF) stands out as the primary source of income in retirement that many individuals will rely on. Studies around retirement preparedness in Kenya have been done in the education sector. Research by Gathiira, Muathe & Kalika (2020) among secondary school teachers employed by the Teachers Service Commission in Kirinyaga and Murang'a counties



found that “human resource practices influence retirement preparedness positively” (Gathiira, Muathe and Kalika, 2020, 155). Since this study was done in public schools and was specific to teaching staff, the present study examined whether the findings applied to private school employees. Secondly, the Association of Kenya Insurers (2019) shows that residents in rural areas are slightly better prepared than urban residents. Gathiira et al. (2020) study was conducted in Kirinyaga and Murang’a counties, considered part of the rural areas in Kenya; therefore, the researcher focused on a different county, Nairobi County, an urban area and the capital city of Kenya. The current research focused on the role of human resource management in employee retirement preparedness in selected private schools in Nairobi County.

Methodology

A descriptive research design was used in this study for a comprehensive and clear explanation of the variables and their association. The target population for this study was 800 Kenyan citizens and employees from selected private schools in Nairobi County. The study targeted those employees who are on permanent employment. A stratified random sampling method was used to get the sample size from each institution. The respondents were from a population comprising teaching and non-teaching staff.

The Taro Yamane formula was used to calculate the sample size.

$$n = N / \{1 + N * (e)^2\}$$

Where, n=the sample size,

N=the accessible population size,

e=the acceptable sampling error.

90% confidence level and $p=0.1$ are assumed.

On applying the formula, the sample for the study was: $n = 800 / (1 + 800(0.10)^2) = 88.89$ respondents. The researcher used a sample size of 89 respondents for this study.

The private schools under study have existed for more than 40 years and therefore are well-established. These schools have also shown growth and stability through their increase in the number of students and their excellent academic and non-academic performance in the years they have existed.



Data was collected using questionnaires. The Likert scale was used on the questionnaire as the data sought was quantitative data. A pilot test was conducted to test the tool's understandability and the outcome of what the questionnaire was intended to achieve. The validity and reliability of the questionnaire were checked by comparing the consistency of the results by the researcher across time, different observers, and the different parts of the research itself. The Cronbach Alpha coefficient was used to measure the internal consistency of the questionnaire.

Descriptive statistics such as the mean and standard deviation were used in the study. A correlation analysis was carried out to determine whether there was a correlation between the variables. A correlation coefficient was sought to know the strength of the relationship between the independent and dependent variables. In addition, a multiple regression analysis was also done to determine the relationship between dependent and independent variables. The multiple regression equation used was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where

Y = Employee Retirement Preparedness (Dependent Variable)

X₁ – X₄ – Independent Variables

X₁ – Career Development Strategies

X₂ – Job characteristics model

X₃ - Retirement Policies and Practices

X₄ - Employee Separation Process

β₀ – Constant of the model

β₁ - β₄ - Coefficients of the independent variables

ε – Stochastic Error Term

Literature Review

Theoretical Review

Ageing theories are numerous, and they can be divided into different categories, namely, the sociological theories of ageing, the psychological theories of ageing and the biological theories of ageing (Lange and Grossman 2015). The researcher dwelt on the sociological



theories of ageing and other behavioural theories. These theories are the role theory, the continuity theory, and the disengagement theory.

The Role Theory

Role theory suggests that some individuals may find retirement stressful due to losing an important social role. Role loss may affect a retiree as some of them may feel a sense of vulnerability, and others may experience feelings of detachment and anxiety that may lead to low levels of fulfilment in life during retirement (Kim & Moen, 2001; Richardson and Kilty, 1991; Quick and Moen, 1998). Role theory refers to the cultural norms regarding psychological and interactional aspects of members of society (Linton & Mead 1934). Georgas (2004, 16) defines the role theory as

The social expectations and the social scripts of family roles—how roles have been shaped by cultural conventions and the collective ideologies of society. One aspect of role theory studies is how roles are learnt during the process of social interaction. That is, how people interact with others, how they see themselves and others as occupants of a particular status, and how they learn guides for action. In other words, there are certain social scripts or expectations associated with certain roles.

According to role theory, retirement is a change in one's key role as a paid worker, and this role is normally fundamental to a person's identity (Kim and Moen 2001). Most people usually derive a sense of worth and accomplishment from the roles someone does (Choi 2001), and these roles help influence their behaviour and self-concept (Hooyman and Kiyak 2000). Culture has determined different roles for different people. Some of these roles still hold even after retirement, so a doctor may still be called once in a while after their retirement and still hold that title. The theory helped the researcher understand that a former role is not attached to a person when they retire. This can make them not want to retire as they feel their significance has been lost.

The Continuity Theory

Maddox (1968) was the first researcher to use the idea of continuity to describe the behaviour of ageing individuals. He observed that people tended to engage in similar activities and to continue familiar lifestyle patterns as they aged. However, the continuity theory of ageing was not introduced until 1989 by Atchley (1989). He described continuity theory as one that “takes a life course perspective in which the ageing process is shaped by history, culture, and social constructs. According to this theory, continuity in aging is seen as a dynamic and



evolutionary developmental process in which individuals grow, adapt, and change; however, these changes are consistent with the person’s underlying ideology and past experiences” (Diggs 2008, 103).

According to this theory, retirement is a linear progression of life events that slowly leads to a logical career stage and a pleasant experience or shift devoid of maladjustment or distress into retirement (Hooyman & Kiyak, 2000; Quick & Moen, 1998). Continuity theory assumes linear movement with continued development and an accumulation of resources during one’s lifetime in preparation for retirement (Gillian 2004). According to Lange and Grossman (2015), this theory fails to consider that some retirees may receive a significant decrease in resources in retirement. It may be true for retirees without access to educational, professional and economic opportunities. This theory also does not account for people working part-time throughout their life; instead, it presumes a natural and gradual progression into retirement. Continuity theory is, therefore, instrumental to this study as it helps the researcher connect career development strategies and retirement preparedness.

The Disengagement Theory

Cumming & Henry (1961) developed the disengagement theory. The disengagement theory “being was one of the first social science theories of aging, and in part, because it was controversially received, it inspired further development of social science research and theories about the elderly, their social relationships, and their roles in society” (Crossman 2020, 1). Crawford (1971) examined the disengagement theory using in-depth interviews focused on couples planning for retirement. She categorised her respondents into three groups based on their perspective towards retirement and identified these as “re-engagement,” “disengagement,” and “realignment.” Crawford described “re-engagement” as a concept that defines the people for whom retirement is perceived as disengaging from work which the individual welcomes since it allows a time for rest and re-engagement with domestic activity. The re-engagement group had a positive view of retirement (i.e., disengaging from work). It offers an opportunity to reconnect with their close relatives, enjoy leisure activities, and leave such roles as workers. She further explained “disengagement” as one that refers to the position where retirement is perceived as a form of unwelcome disengagement from work, characterised by a series of losses. Lastly, the “re-alignment” position depicts a situation where retirement is not viewed as disengagement from society but as a way of freeing



individuals from work pressure, letting them realign their activities towards leisure-based activities.

In a later study, Hornstein and Wapner (1985) undertook an in-depth qualitative analysis of 24 respondents. They identified four “modes” in which retirement is experienced: a “transition to old age,” where retirement is a time to relax and slow down into a quieter life and prepare for ageing; retirement as a “new beginning,” a welcomed new phase of life when one can live life to the fullest; “continuity” where retirement is not a significant occurrence or critical transition; and “imposed disruption,” where the job is irreplaceable, and retirement is worthless and unsatisfying.

There is always a notion that when one retires, they disengage entirely from work. Disengagement theory highlights three aspects of transition “re-engagement,” “disengagement,” and “realignment.” These three aspects are usually informed by the retirement policies that are in place in an organisation and how the employee separation process is, in terms of whether one can be engaged as a consultant or part-time staff after retirement, among other existing practices. The three aspects of disengagement theory will inform the researcher on how well the respondents are prepared for retirement, whether they look at retirement as re-engagement to work, disengagement from work or realignment to the work they have been doing. This theory helps link retirement policies and the employee separation process with retirement preparedness.

Empirical Review

This section compares findings by other researchers that contribute to the topic under study. The researcher was able to compare the findings in relation to the independent variables, namely, Career Development Strategies, Job characteristics Model, Retirement Policies and Employee Separation Process.

Career development is a process that enables an individual to manage their learning, work, leisure, and transitions to reach a certain preferred future (Career Development Association of Alberta 2012). It is expected that in organisations that provide opportunities for career growth and development, pre-retirees should acquire adequate skills and knowledge that prepare them for post-employment life. According to Potocnik and Sonnentag (2013), an organisation’s role in separation through retirement is essential in providing career growth through training and development via career guidance and information, mentorship, coaching



and other advancement opportunities. A study by Beehr & Bennett (2015) supported this type of career management shift as they posit a shift in the career development equation to a more flexible and dynamic approach that defines different roles for individuals and organisations in career management. Career development is considered “a joint responsibility between the organisation and the individual employee. In this joint action, the planning and management aspects need to be made clear” (Gyansah & Guantai, 2018, p. 41).

Tayfun and Melahat (2018) found out from their research that in today’s career understanding, employees are also looking for independence and continuity, innovativeness and a right to manage their careers. Education, which is key in talent development, plays a part in determining any individual’s retirement preparedness level. The majority of studies have shown that those with higher levels of education were more likely to engage in post-retirement employment (Bjursell, Nystedt, Björklund, & Sternäng, 2017; Patterson, 2014), which also determines the kind and availability of work open to them. Thus, some might start engaging part-time in such engagements pre-retirement, and if the venture is successful, then this shows positivity towards one’s preparedness for retirement.

Job characteristics, “both objectively and subjectively measured, are important predictors of work decisions. This information provides an important benchmark against which to measure future changes in occupations and the relationship between occupations and their characteristics and retirement behaviour” (McFall et al., 2015, p. 2). The Job Characteristics Model “is used primarily within existing organisations, focusing on those employed within them” (Batchelor et al. 2014, 3). The dimensions of job characteristics are task identity, skill variety, autonomy, task significance, and feedback. Three psychological states are prompted by these job dimensions: experienced meaningfulness, experienced responsibility, and knowledge of results (Hackman and Oldham, 1975).

According to Angrisani et al. (2013, 1),

Intuitively, job characteristics, work conditions and ability to adapt to them predict retirement proclivity. For example, high levels of work-related stress may induce individuals to retire earlier. Adequate financial rewards and generous benefits are likely to keep individuals on the job, but they might also lead to anticipated exits from the labour force, should they boost wealth accumulation to finance retirement.



The Singla, Singh, & Mehta (2021) study on how job characteristics affect the intention to retire early found that job characteristics have a significant direct impact on early retirement intentions. The study suggests that organisations should employ efforts to curtail the job demands that lead to emotional exhaustion and extend job resources that would eventually lead to effective organisational commitment. Organisational commitment helps to sustain employees until their actual retirement age. A study by Fisher, Chaffee, & Sonnega (2016) supports the theoretical notion that desirable job factors could motivate workers to continue working and are in line with expectations from the literature on workplace flexibility and blended working (Damman, 2016; Dropkin et al., 2016).

Findings of the Study

A total of 89 questionnaires were administered to the respondents, and 77 were filled out and returned; this translated to a response rate of 86.5%. According to Kothari & Garg (2018), a response rate of 50% or more is adequate for a research study, 62% is good, and 71% is very good. Based on the above assertions, an 86.5% response rate is adequate for this study.

The researcher used correlation (Pearson) to understand the relationship between variables in the study. The relationship between the dependent variable (Employee Retirement Preparedness) and the independent variables (Career Development Strategies, Job Characteristics Model, Retirement Policies and Employee Separation Process) was tested. The table below shows the results.

Table 2: Correlation Matrix

Correlations		Career Development	Job Characteristics Model	Retirement Policies	Employee Separation Process	Employee Retirement Preparedness
Career Development	Pearson Correlation	1	.324**	.559**	.470**	.390**
	Sig. (2-tailed)		.004	.000	.000	.000
	N	77	77	77	77	77
Job Characterist	Pearson Correlation	.324**	1	.539**	.517**	.672**



ics Model	Sig. (2-tailed)	.004		.000	.000	.000
	N	77	77	77	77	77
Retirement Policies	Pearson Correlation	.559**	.539**	1	.642**	.484**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	77	77	77	77	77
Employee Separation Process	Pearson Correlation	.470**	.517**	.642**	1	.578**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	77	77	77	77	77
Employee Retirement Preparedness	Pearson Correlation	.390**	.672**	.484**	.578**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	77	77	77	77	77
**. Correlation is significant at the 0.01 level (2-tailed).						

The correlational matrix findings in Table 2 show a significant and positive relationship between employee retirement preparedness at the selected schools and career development since p (0.000) was less than 0.05 and r (.390**). This indicates a positive correlation between employee retirement preparedness and career development. Further, there is a significant and positive correlation between employee retirement preparedness and job characteristics since p (0.000), which is less than 0.05, while r (.672**) indicates a strong relationship. The results suggest that job characteristics are crucial to employee retirement preparedness. Therefore, there is a need to create meaningful jobs for employees, not just in the present but also for the future, as good job characteristics lead to better preparation of employees for retirement. There is also evident a positive and significant correlation between employee retirement preparedness and retirement policies since p (0.000) is less than 0.05 while r (.484**) indicates a moderate relationship. Lastly, the results show a significant and positive correlation between employee retirement preparedness and the employee separation process since p (0.000) is less than 0.05 while r (.578**) indicates a moderate relationship.

Based on the results of Pearson's Correlation test, the study concluded that there exists a positive correlation between career development strategies and employee retirement preparedness, between job characteristics and employee retirement preparedness, between



retirement policies and employee retirement preparedness and between employee separation process and employee retirement preparedness in selected private schools in Nairobi County. This implies that the independent variables identified influence to a great extent, employee retirement preparedness in the selected private schools in Nairobi county.

Regression analysis helps predict the outcomes and changes in dependent variables based on the relationships between dependent and independent variables (Parveen and Ahtisham 2021). The table below shows the model summary.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.730 ^a	.533	.507	.24512
a. Predictors: (Constant), Career Development Strategies, Job Characteristics Model, Retirement Policies, Employee Separation Process				

The results captured in Table 3 indicate that R Square, which is the coefficient of determination of employee retirement preparedness, is influenced by the following independent variables: career development strategies, job characteristics model, retirement policies, and employee separation process. The findings indicate that R Square was .533, a percentage which translates to 53.3%, showing that independent variables identified in this study affect employee retirement preparedness. Therefore 53.3% of the variables in this study are accounted for, while 46.7% are unaccounted for. It means that other variables contribute to 46.7% affecting employee retirement preparedness that was not captured in this study.

Table 4: Regression Coefficients^a

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.707	.410		1.726	.089
	Career development	.082	.073	.111	1.129	.263
	Job Characteristics	.519	.102	.507	5.113	.000
	Retirement Policies	-.031	.107	-.035	-.294	.770
	Employee	.256	.099	.286	2.584	.012



	Separation					
a. Dependent Variable: Employee Retirement Preparedness						

The analysis is based on the model used in chapter three, with the following equation.

$$Y = .707 + .082x_1 + .519x_2 + -.031x_3 + .256x_4 + \dots$$

Where;

Y = Employee retirement preparedness

X₁ – X₄ – Independent Variables

X₁ – Career Development Strategies

X₂ – Job characteristics model

X₃ - Retirement Policies

X₄ - Employee Separation Process

ε – Stochastic Error Term

The model reveals that when all factors are held constant, employee retirement preparedness at the selected schools is at a constant value of 0.707. When there is an increase in career development initiatives with all other factors being held constant, this will increase employee retirement preparedness by factors of 0.082 units. Further, the findings revealed that career development initiatives ($\beta=0.082$, $p = 0.263$) had a positive but no statistically significant relationship with employee retirement preparedness because the p-value was greater than p (0.05).

Considering job characteristics with all other factors held constant would contribute to an increase in employee retirement preparedness by factors of 0.519 units. Further, the findings revealed that job characteristics ($\beta=0.519$, $p = 0.000$) were found to have a positive and statistically significant relationship with employee retirement preparedness as the p-value was .000, which is less than p (0.05). When all the variables are held constant, an increase in job characteristics by a unit will contribute to an increase in employee retirement preparedness by 0.519 units.

Further, an enhancement in retirement policies by a unit with all other factors being held constant would contribute to a decrease in employee retirement preparedness by factors of 0.031 units. The findings further revealed a negative but no statistically significant relationship between employee retirement preparedness and retirement policies as the p value was 0.770, which is more than p (0.05), shown by ($\beta= 0.031$, while $p = 0.770$). When all the



variables are held constant, an enhancement in retirement policies by a unit will contribute to a decrease of -0.031 units in employee retirement preparedness.

Lastly, an enhancement in the employee separation process with all other factors being held constant would contribute to an increase in employee retirement preparedness by 0.256 units. In conclusion, the findings revealed a positive and statistically significant relationship between employee retirement preparedness and employee separation process as the p value was .012, less than p (0.05) in the results given ($\beta = 0.256$, while $p = 0.012$). When all the variables are held constant, an increase in the employee separation process by a unit will contribute to an enhancement by 0.256 units in employee retirement preparedness.

Table 6: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.929	4	1.232	20.507	.000 ^b
	Residual	4.326	72	.060		
	Total	9.255	76			

a. Dependent Variable: Employee Retirement Preparedness

b. Predictors: (Constant), Career development strategies, Job Characteristics model, Retirement Policies, Employee separation process.

Note: value of significance less than 5%

The ANOVA results in Table 6 indicate that career development strategies, job characteristics model, retirement policies, and employee separation process were significant predictor variables of employee retirement preparedness in the selected private schools in Nairobi County because the findings indicate that F was calculated at 20.507 (d.f 4, 72). At the same time, the p (0.000) is less than 0.05, which leads to a conclusion that the overall regression significantly predicted employee retirement preparedness at the selected schools.

Discussion of Findings

A study by Gathiira, Muathe, & Kalika (2020) found that career development is imperative in preparing employees for retirement to enable them to transition and adjust to retirement without much apprehension and continue their life post-retirement without major disturbances. The study's findings ascertained that increasing career development initiatives, with all other factors held constant, would increase employee retirement preparedness. Further findings were that career development initiatives have a positive but no statistically



significant relationship with employee retirement preparedness in selected private schools in Nairobi County. The researcher, therefore, suggests that employers need to create opportunities for employees to manage their careers, which is necessary for a standard career development progression.

According to Singla et al. (2021), desirable job factors could motivate workers to continue working until retirement. Similarly, job factors that evoke emotional exhaustion from excessive job demands in the form of workload demotivate employees and could lead to early retirement. The findings from this study support the above study findings as there was a positive and statistically significant relationship between the job characteristics model and employee retirement preparedness in selected private schools in Nairobi County.

Feng, Lien, & Zheng (2020) formulated and analysed a general equilibrium overlapping generations model to obtain baseline assessments of two retirement policies for a population with heterogeneous health status and, therefore, heterogeneous ability to work past the standard retirement age. The findings pointed to a potential source of caution for societies considering a flexible retirement scheme. The primary consideration is that allowing flexibility in the retirement age weakens workers' incentives to save, thus dampening the capital accumulation in the economy and vice versa and the employee's preparedness to leave employment. Gathiira, Muathe, & Kalika (2020) contend that retirement policies and practices should be part of organisations' Human Resource Management system to smoothen the employee disengagement process. The findings from this study contradicted the above studies as there was a negative with no statistically significant relationship between retirement policies and employee retirement preparedness in selected private schools in Nairobi County.

A study by Isabelle, Sandra, Valgeir, Boo, & Berg (2018) on the interaction effects of transition type and individual resources on changes in life satisfaction in the retirement transition found that there was no significant difference in the average rate of change between gradual and abrupt retirement when an individual has adequate financial support. However, there was a substantial effect on individuals with poor financial resources. This study found that an enhancement in the employee separation process, with all other factors being held constant, would contribute to an increase in employee retirement preparedness.



The findings also revealed a positive and statistically significant relationship between employee retirement preparedness and the employee separation process.

Conclusion

The study results showed a positive but no statistically significant relationship between career development and employee retirement preparedness in selected private schools in Nairobi County. The results indicate that enhancement in career development may have minimal effect on employee retirement preparedness in selected private schools in Nairobi County.

The second objective of the study sought to establish whether the job characteristics model influences employee retirement preparedness in selected private schools in Nairobi County. The results showed a positive and statistically significant relationship between the job characteristics model and employee retirement preparedness in selected private schools in Nairobi County. The results indicate that when job characteristics are enhanced, there is a positive increase in employee retirement preparedness in selected private schools in Nairobi County.

The third objective of the study sought to determine the effect of retirement policies on employee retirement preparedness in selected private schools in Nairobi County. The results showed a negative with no statistically significant relationship between retirement policies and employee retirement preparedness in selected private schools in Nairobi County. This implies that when retirement policies are enhanced, there may be negative or no change in employee retirement preparedness in selected private schools in Nairobi County.

The last objective of the study sought to examine the influence of the employee separation process on employee retirement preparedness in selected private schools in Nairobi County. The results indicated a positive and statistically significant relationship between the employee separation process and employee retirement preparedness. The results suggest that when the employee separation process is enhanced, there is a positive increase in employee retirement preparedness in selected private schools in Nairobi County.

Based on the results, the researcher concludes that job characteristics and the employee separation process played an essential role in employee retirement preparedness in the selected private schools in Nairobi County. When the two are enhanced, there is a positive increase in employee retirement preparedness. Career development was found to have



minimal effect on employee retirement preparedness, while retirement policies had a negative effect on employee retirement preparedness in selected private schools in Nairobi County.

Recommendations

The researcher recommends focusing on job characteristics and the employee separation process when addressing retirement preparedness in selected private schools in Nairobi County. Job characteristics are important predictors of work decisions as they provide a critical benchmark against measuring future changes in occupations and the relationship between occupations and their characteristics and retirement behaviour. Employee separation needs to be appropriately managed; pre-retirees are usually affected by disengagement processes and psychological withdrawal from the workplace years before the real separation as they mourn the fear of social exclusion in post-retirement life. There should be little or no emphasis on career development and retirement policies in relation to employee retirement preparedness, as they were found to have minimal effect.

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