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Perceptions of Psycho-social Factors that Affect Retirement Decision-making

Darlene Zickefoose
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PERCEPTIONS OF PSYCHO-SOCIAL FACTORS THAT AFFECT
RETIREMENT DECISION-MAKING

by

DARLENE ZICKEFOOSE

A dissertation submitted in partial fulfillment of the
requirements for the degree of

DOCTOR OF EDUCATION
in
EDUCATIONAL LEADERSHIP

Portland State University
1991

TO THE OFFICE OF GRADUATE STUDIES:

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AN ABSTRACT OF THE DISSERTATION OF Darlene Zickefoose
for the Doctor of Education in Educational Leadership
presented May 16, 1991.

Title: Perceptions of Psycho-social Factors that Affect
Retirement Decision-making.

APPROVED BY THE MEMBERS OF THE DISSERTATION COMMITTEE:

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The purpose of the study was to examine retirement decision making of certificated employees (N = 284, respondents N = 241) of the Beaverton School District in a near retirement age category. The Beaverton School District is a large suburban school district near Portland, Oregon. It currently serves over 25,000 students and employs approximately 2,600 certificated and classified employees.

The study answered the following questions:

1. Can psycho-social factors be identified that will enable the Beaverton School District to help potential retirees make an informed decision to retire?
2. What personal factors affect a person's decision to retire?
3. Does it matter, in the ranking of variables, if a person is either vested or not vested in his or her retirement fund?
4. What demographic factors (gender, age grouping, education, position and marital status) affect a person's decision to retire?

Discriminate analysis enabled this researcher to conclude that finance and job satisfaction were significant factors in predicting retirement decision making. Other factors listed (health, activity time, support system, degree of control, personal identity as it relates to the job, and availability of medical benefits) were significant but did not add appreciably to predictive capability.

Personal factors effecting a person's decision to retire were obtained through self reports and were grouped into two categories:

1. Directly stated informational requests, and
2. Implied informational needs.

Responses were grouped according to their common themes and each fit well within the parameters of the previously identified psycho-social variables. Directly stated informational requests related to concerns about finances and the availability of medical benefits. Implied needs were primarily related to the need for relief from job stress, pressure, and burnout. Concerns were also expressed regarding a perceived lack of administrative competence and/or support and a lack of personal control relative to the job.

Respondents were asked if they would be vested at the point of retirement. This question was asked to assess if being either vested or not vested would make a difference to one's decision to retire. Though the findings were significant, the sample size for individuals who would not be vested was too small (1%) to constitute a valid sample.

Gender, the first demographic variable examined, was found to be significant. Males reported less job satisfaction than their female counterparts. Job satisfaction was the most significant psycho-social variable affecting retirement decision making. Other demographic

variables (age, marital status, education, and position) were not found to be significant predictors of retirement decision making.

This study was clearly exploratory. Therefore, recommendations for further research include replicating this study in other school districts. Additional variables might be identified that impact one's decision to retire. There was clear indication for the need for further study in the area of job satisfaction. In addition, a longitudinal study would enable a researcher to determine the congruence between pre-retirement perceptions and post-retirement "reality."

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CHAPTER I

INTRODUCTION

There are many fears associated with retirement (Bernard, 1982; Palmore, 1984). This fear of retirement stems from a perception that if one retires, he or she will lose his or her money, mind, or health and that death will soon follow. According to the literature, most pre-retirement planning focuses on the material aspects of one's transition from full-time employment into retirement. Less attention has been given to the psycho-social factors that are of increasing importance in the our current social structure.

A review of the literature supports the findings that most of the research on retirement has occurred with individuals already retired and includes both white and blue collar workers in our nation's labor pool. In contrast, there has been very little research actually based on the educational work force. Although research on retirement as it relates to educators is beginning, there is little information currently available on pre-retirement decision making. Further, there is limited empirical information available which shows the inter-relationship of social-psychological variables.

The relative lack of information on the retirement and pre-retirement issues of educators and the significant number of educators employed throughout this nation emphasizes the importance of further exploration into this area. In the state of Oregon there are more than 122,000 active Public Employees Retirement System (PERS) members and more than 20,000 inactive members contributing to the state retirement program (Oregon Public Employees, 1990). Of that number, 30,000 are estimated to be in a near retirement age range of 50 years or more. The total number includes more than 50,000 school employees. Approximately 25% of that number (12,500) are in the near retirement age range of 50 years or more (A. Baldisseri, personal communication, June 12, 1990).

This study examines employees from one public school district, within the state of Oregon, with a significant number (16%) of employees approaching optional or mandatory retirement age. Concern about the variables affecting a person's decision to retire and one's transition between work and retirement prompts an examination of these issues. The findings of this study should clarify how best to address perceived social-psychological factors impacting retirement before individuals retire.

This study examines and reports on the relative importance of different variables as they relate to retirement decision making. The major focus is on potential

retirees' perceptions of financial security, health, activities, support system, personal identity, degree of control, job satisfaction, and availability of medical benefits as they relate to decision making relative to retirement.

There is growing support in the literature for the use of a person's perceptions as a valid measurement technique. Such issues as health, economic well-being, psychological well-being, life satisfaction, and social support systems have been researched utilizing participant perceptions (Andrews & Withey, 1976; Glamser, 1976; Linn & Linn, 1980; Mossey & Shapiro, 1982; Palmore & Kivett, 1977; Soumerai & Avorn, 1983; Spreitzer, Snyder, & Larson, 1974; Thoits, 1982; Wan, 1985; Ward, Sherman, & LaGory, 1984). Although there is an increasing awareness of the validity of perceptions as they relate to retirement planning and/or adjustment to retirement, no study has been identified which has reported specifically on numerous perceptions as they affect a person's pre-retirement decision.

PURPOSE

The purpose of this study is to examine retirement decision making of the 284 certificated employees (241 respondents) of the Beaverton school district who are in a near retirement age category. The Beaverton school district is a large suburban school district near Portland, Oregon.

It currently serves over 25,000 students and has about 2,600 certificated and classified employees.

STATEMENT OF THE PROBLEM

There may be variables, both within the control of the potential retiree and beyond the direct control of the potential retiree which, if identified, and shared with a potential retiree, can provide the foundation for an informed decision about retirement. The variables range from the eight psycho-social variables listed in the introduction that are most frequently cited in the literature, to very specific ones identified by the individual. Other variables may include life circumstances such as gender, age groupings, marital status, education, years of contribution to the retirement fund (PERS), position, and gender.

This study will seek to answer the questions, one of which is primary and three more which support the initial question:

1. Can psycho-social factors be identified that will enable the Beaverton school district to help potential retirees make an informed decision relative to retirement choices?
2. What personal factors affect a person's decision to retire?

3. Does it matter, in the ranking of variables, if a person is either vested or not vested in his or her retirement fund?

4. What demographic factors (age groupings, marital status, education, position, and gender) affect a person's decision to retire?

HYPOTHESIS

The major hypothesis of this study is that certain psycho-social variables may be identified which are found to significantly influence a person's retirement decision making. These variables are perceptions the individuals hold regarding their satisfaction with adequacy and importance of these identified factors. These identified factors are finances, health, activity time, support system, degree of control, personal identity, job satisfaction, and medical benefits.

SIGNIFICANCE OF THE PROBLEM

Stepping into the unknown world of retirement is a frightening experience for some individuals and a greatly anticipated event for others. It is believed that with information about retirement and the variables that impact retirement decision making, an individual will make a more informed choice when he or she is faced with this inevitable decision. With no research to serve as baseline data for

policies governing pre-retirement counseling, a district can only guess at the factors which may be of importance to an individual or which may provide for the best possible transition from work to retirement.

For the employee, informed decision making is critical. The more information available to the employee, the less the mystery or mystique associated with retirement. An individual may approach retirement with fear but will do so from an informed base, or an individual may anticipate retirement with confidence based on well grounded information. Whatever the approach, a key ingredient is having information about those factors which affect one as they approach retirement.

RATIONALE

Outcomes from this research can become the basis for changes in practices or policy relating to retirement, especially pre-retirement counseling in the district. Though this study does not examine these issues, its findings may have implications for district/employee negotiations, fiscal decisions, and school climate.

DELIMITATIONS

Individuals included in this study were limited to those who were:

1. employed by Beaverton School District #48,
2. holding jobs that required special state certification (certificated vs. classified employee),
3. 50 years of age or more by January 1, 1990, and
4. currently in full-time or part-time employment in May-June 1990, thus not on leave from the district or extended absence from their work.

LIMITATIONS

The data reported in this study were obtained by self reports from employees in the Beaverton school district. It must be pointed out that there was a general restlessness pervasive in the district and among the employees because of the following:

1. A new superintendent was serving his first year in the position, having assumed responsibilities left by a very strong veteran superintendent who had vacated the position after 19 years.
2. Central office key administrative positions were being added, redefined, or eliminated regularly throughout the 1989-1990 school year.
3. Four of six intermediate schools and one of three high schools were undergoing top leadership changes with a new principal. At the same time, new vice principals were added to the administrative teams.

4. The district was also dealing with fiscal concerns as the result of two defeated tax bond elections and impending changes in the form of reconfiguration from a K-6, 7-9, 10-12 model to a K-5, 6-8, 9-12 model.

The questionnaire was field tested in two of Beaverton's neighboring districts. Following this field testing, changes were made to ensure the anonymity of each respondent. Even though steps were taken to ensure confidentiality, some feedback indicated concern that responses, if unfavorable to the district or its leadership, might be traced back to the respondents. Though there was never any intention or attempt to trace responses to a specific respondent, there may have been a reluctance on the part of some respondents to indicate true feelings or concerns.

An attempt was made to obtain responses from all individuals included in this study. Of the 291 employees first identified as potential respondents, 284 were actually available for inclusion in this study. Though the response rate was well over 80%, this still represents a relatively limited sample because it focuses on one district.

By using self report, there were two concerns related to validity--first, would the questionnaire actually elicit the kind of information needed to address the question behind the researcher's exploration, and secondly, would the information gained be measured with any accuracy? Validity

would best be assured in the research by integrating the information gathered from the quantitative questions in the questionnaire with the responses to qualitative open-ended questions.

Another concern in this research project was the externally perceived validity of the data. Clearly, the information would be for use within the Beaverton school district. Under the assumption that the study was correctly structured, the results should be generalizable to other districts. The questionnaire was designed to elicit responses from any certificated person in a school setting. The findings should thus be generalizable to other potential retirees in other districts within the state of Oregon even though this study had a limitation of utilizing only a single district sample population.

The use of both quantitative and qualitative research was a positive aspect of this design. The synergism of the two provided a more complete picture of the research goals than either one independently. Hemstadter (1970) said the function of research is to see that problems are solved on the basis of evidence rather than opinion, prejudice, or dogma. Clearly, there is reason to value both scientific evidence as well as personal experience, opinion, and feeling. During this study, every attempt was made to quantify information from the sample, yet there was an attempt to understand, as Patton (1980) would say, the

"social phenomena." The social phenomena of retirement can perhaps best be described by the narrative methods associated with naturalistic inquiry. Therefore, it seemed valid to draw upon the strengths of both types of research--quantitative and qualitative.

Since it was impossible to predict the outcome of the study, all results were treated as exploratory. This researcher identified profiles which may indicate an individual with potential problems prior to or during retirement. Drawing on available information, this researcher attempted to use predictive trends to identify which potential retirees were in greatest need of pre-retirement counseling.

DEFINITION OF TERMS

RETIREMENT:

Retirement is a condition in which an individual is . . . employed less than full time . . . and in which his income is derived at least in part from a retirement pension earned through prior years of service as a job holder. (Atchley, 1976, p. 1)

CERTIFICATED EMPLOYEE: These are individuals whose positions require special state certification (Masciocchi, 1990).

FINANCE: Consideration of expected income sources (Social Security, private pensions, and government pensions), current economic variables (wage rate, assets, and non-wage income), income from working spouse/mate, home

ownership and elimination of expenses related to one's employment following retirement.

HEALTH: Consideration of illness, disease, diet, exercise, body weight, sleep patterns, tobacco use, alcohol consumption, and changes in health in the six months prior to answering the questionnaire.

ACTIVITY: Consideration of exercise, reading, hobbies and crafts, home maintenance, visiting, travel, volunteer work and/or part time work, developing skills, continuing education, and participation in social clubs and/or church.

SUPPORT SYSTEM: Consideration of quantity and quality of interaction, availability of family and/or friends, opportunities to partake of social activities/gatherings, availability of a confidante and/or a pet(s). One's support system can be measured by the depth or level to which a person's basic social needs are met through interaction with others.

DEGREE OF CONTROL: Consideration of mandatory versus voluntary retirement, early, on time, or late/delayed retirement, phased versus non-phased retirement, ability to disengage from work, ability to substitute other activities for work, a positive (opportunities and advantages) or negative (limitations, dangers, and fears) attitude toward retirement, self management and leadership roles.

PERSONAL IDENTITY: Consideration of the value of the relationship of self to job or job status.

JOB SATISFACTION: Consideration of the amount of satisfaction derived from the job, freedom from stress and/or pressure and burnout.

MEDICAL BENEFITS: Consideration of having one's medical needs met on an uninterrupted basis.

"AT RISK": For purpose of this study, "at risk" will be used to indicate those who will approach retirement with greater difficulty than the majority of others.

HOME SCHOOL: Place of primary assignment, including site of evaluation, for a staff member.

SUMMARY

Educators and those who manage educators are constantly focusing and refocusing on the reason for their existence--the service and the teaching of children. The needs of students must determine to a large extent how one's time, energy, and resources are spent. The needs of the individual naturally take "second place." Within that "second place" there is also a hierarchy of needs which are likely considered or reviewed on an annual basis or in some cases every three years when contracts are negotiated. Often the needs of the potential retiree may fall very low on the hierarchy of needs as determined by the entire group. This does not, however, mean that needs do not exist which would affect a potential retiree's upcoming life transition.

Chapter II summarizes the findings in the literature relative to retirement.

CHAPTER II

REVIEW OF THE LITERATURE

The question of retirement is not an insignificant issue for society as a whole. It is a matter of consideration at the federal, state, and local level. Viewing one specific district as a microcosm, a number of concerns surfaced regarding retirement. Traditionally, retirement decisions and concerns have focused almost exclusively on financial considerations. This limited focus overlooked other equally important considerations for the potential retiree. According to Streib and Schneider (1971) a retiree must consider the following:

1. Health issues
2. Economics issues
3. Social psychological issues:
 - a. self image, age identity, and usefulness
 - b. satisfaction with life
 - c. adjustment to retirement

Examination of these three major categories in the following sources revealed complexities that defy simple explanation.

HEALTH ISSUES

The relationship of a retiree's health to pending retirement requires a knowledge of both physical and mental phenomena and their relationship to retirement. Minkler (1981), in discussing the question of health and retirement, comes to the conclusion that the findings are inconclusive. Foner and Schwab (1981) find that among individuals ages 58-63 opting for early retirement, the primary reason is because of poor health. Palmore (1971) reports that there seems to be two types of reasons for retirement: "Inability to work . . . , [due to] illness, . . . , and less need of earnings . . ." (p. 282). Of these two types, inability to work appears to be the most important reason for retirement. Burkhauser and Quinn (1985) also cite deterioration of health as the catalyst to retire early.

There is little evidence that health improves after retirement (Streib & Schneider, 1971) and findings in some research indicate that poor health is a deterrent to life satisfaction of retirees when compared to life satisfaction of older workers (Thompson, Streib, & Kosa, 1960). Page (1975) states that while it is possible for one to believe that illness is synonymous with aging, the belief is incorrect. George (1980) states that only 21% of people over 65 report health as one of their main problems. According to Geist (1968) mortality rates validate findings that higher mortality after retirement is due to prior poor

health which exacerbated the need to retire. It is not, according to Geist, retirement that causes the mortality.

Minkler (1981), in his study on health and retirement, examines both physical health and mental health. He states:

The hypothesis that retirement constitutes for many a major stressor, and hence may lead to increased illness susceptibility, is based on the assumption that this life transition [retirement] involves relatively large scale-changes in the interface between the individual and his or her environment.
(p. 119)

Pollak (1948) hypothesized that the most important psychological adjustment created by retirement is a person's emotional acceptance of retirement. This statement introduced the variable of one's mental health, with depression being a common diagnosis. Palmore (1984) states, "There is certainly no clear evidence . . . that retirement tends to make people depressed or dissatisfied with life" (p. 115). Blau (1973), however, cites studies in which workers developed illnesses as they approached retirement, but after retirement the illnesses disappeared. Minkler (1981) states that there is no convincing evidence to tie any age pattern of depression to any causal pattern. Jarvik (1976) states that 10-65% of the elderly (depending upon the definition of depression) are suffering from depression, but made no statement about retirement being a causal factor. Minkler (1981) speculates that depression in retirement may parallel documented depression in women who are diagnosed as having "empty nest" syndrome and who are retiring from

motherhood. Palmore (1984) states that no clear evidence can be found to support the notion that retirement tends to make people depressed or dissatisfied with life.

Another concern associated with mental health is the tendency toward suicide. In the U.S., persons 65 years and older comprise 11% of the population, yet account for 17-25% of all suicides (Resnik, 1968; Wekstein, 1979). While Resnik and Wekstein report high suicide rates among older persons, Sainsbury (1963) states:

The rise in male [suicide] rates around the time of their retirement [and] the much less conspicuous increase [in suicide rates] at this time in women, the character and mode of whose working life did not, until recent decades, entail the same abrupt change . . . indicate that lack of occupation is a factor predisposing to suicide, and especially to suicide in the elderly male. (p. 166)

Resnik (1968), however, states that the highest suicide rate in women occurs between the ages of 45-54, the period of time in a woman's life cycle when she is experiencing the "empty nest" syndrome. Osgood (1984) cites research confirming a direct relationship between downward social mobility, occasioned by job loss or "occupational skidding," and suicide. She states further that in our society "occupational skidding" may occur at an age specifically associated with retirement. It is not clear how one's mental health influences retirement or vice versa. A need for further research on this topic may be indicated. Palmore (1984) says there is no clear evidence that

retirement causes mental illness. He states further that mental health is sometimes improved by retirement.

While health issues are crucial in retirement planning, other considerations are also important.

ECONOMIC ISSUES

According to Sussman (1972), "Retirement is a demotion in the work system. For most individuals it means a sharp reduction in income" (p. 29). With reduced income, individuals have to plan carefully for the resultant changes. The obvious changes in the financial resources available to individuals in retirement naturally accounts for the fact that a major portion of research on retirement focuses on this topic and also accounts for the major focus of pre-retirement counseling in this area. Schulz (1980), George (1980), and Minkler (1981) write concerning the need for availability of an adequate retirement income. Fox (1976) points out that it has been estimated that the average worker in the U.S. loses 40-45% of his or her pre-retirement income after retirement. Financial planning for the potential retiree is vital to success in retirement. Lamb (1977), unlike many financial planning experts, asserts that the commonly held figure of 75% of pre-retirement income required to sustain a person in retirement is inadequate to maintain the same pre-retirement standard of living. Lamb's claim that 100% of the pre-retirement income

is needed for adequate support, in contrast to the belief of a majority of the experts, suggests a need for further study of the financial picture.

PSYCHOLOGICAL ISSUES

Numerous researchers and psychologists have addressed issues of sense of self worth and human productivity. Maslow (1964, 1968, 1970, 1972) spoke of this in his hierarchy of needs theory. Wrenn (1974) indicates that the importance of one's occupation to one's self concept (and to others' concept of one) is indicated by the fact that in response to the question "who are you?" many people reply by stating their occupation. If they do not, the next question is likely to be "what do you do?" Sheehy's (1976) Passages and Levinson, Darrow, Klein, Levinson, and McKee's (1986) Seasons of a Man's Life address the life changes adults face--retirement being one with far reaching effects (the full impact yet unexplored).

The doctor, psychologist, poet team of Bloomfield, Colgrove, and McWilliams (1976) in their well publicized pocket guide to loss, How to Survive the Loss of a Love, listed retirement as one of the losses. In the progression of their book they indicated that any loss must be grieved by: (a) dealing with denial and isolation, (b) dealing with anger, (c) bargaining, (d) working through depression, and finally, (e) acceptance of the loss (Kubler-Ross, 1969).

Retirement, like the loss resulting from death, brings a great need for psychological healing. Preston (1952) pointed out that to a varying degree, all workers are motivated by four things. The first is the drive to meet basic needs for warmth and shelter. The second is their habituation to work. Third is their need for status with their associates and lastly, the satisfaction they achieve from the work.

George (1980), O'Meara (1977), and Atchley (1976) all discuss the status of the working individual, job satisfaction and its direct tie to retirement. Their research suggests that the greater the motivation of the individual to meet self satisfaction needs and the needs of status from colleagues, the more difficult the adjustment to retirement.

Maslow's (1964, 1968, 1970, 1972) hierarchy of needs in relation to motivation provides some insights. According to Maslow (1968) a person is driven by a desire for strength, adequacy, achievement, and mastery. In addition, the individual is motivated to gain the esteem of others. There is the desire for reputation, prestige, status, fame, recognition, attention, importance, and appreciation. In our culture, it appears that most individuals are motivated at the higher levels on Maslow's hierarchy (Herzberg, 1968). The components of the esteem or self-realization step of the hierarchy are those that tie most closely with literature on

retirement. For example, Maslow said that mastery of the esteem level needs is contingent upon one being able to separate who one is from what one does. Yet the literature documents a high correlation between what an individual does for an occupation and problems in retirement due to loss of status and/or a lack of personal identity that was defined during work by one's career, job or position (Atchely, 1976; Foner & Schwab, 1981; George, 1980). It appears that for many individuals in higher status jobs, who one is directly links to what one does (Freidman & Havighurst, 1954; Sheppard, 1976; Simpson, Back, & McKinney, 1966). The conclusion is that personal identity is derived from one's achievements.

Preston (1952) and MacLean (1980) support the notion of one's feeling of importance on the job as crucial in one's adjustment in retirement. They both report that if one feels indispensable on the job or is convinced of one's importance as being tied to the job, he or she has built an excellent foundation for almost insurmountable obstacles to having a happy retirement. Atchley's (1976) study shows that while it is commonly held that women can accept retirement easier than men because they can fall back into the role of the homemaker, women who are still working at retirement age are inordinately job oriented and have a much more difficult time of adjusting. Though Atchley does not define "inordinately job oriented," it seems to imply a tie

between what one does and who one is--the needs motivation as described by Maslow (1970). Another explanation of the "inordinately job oriented" woman is suggested by Depner and Ingersoll (1982) when they report that women who have developed their closest friendships at work have great difficulty retiring.

Herzberg (1968) differs with Maslow (1970) when he says that once a need is met it is no longer a motivator. He also differs with Maslow when stating that a person is not only driven or motivated toward something, for example, seeking a higher status, but is also driven away from something in order to avoid pain or discomfort. He titles the latter category "hygiene factors" rather than motivators. Examples of the hygiene factors are well documented in the retirement literature. For instance, Preston (1952) cited worry, fatigue, and boredom as reasons for taking voluntary early retirement. Preston also stated that retirement seems to offer freedom and interest; a reason for movement toward retirement. In other cases, he wrote, voluntary retirement was flight from a disagreeable situation. Foner and Schwab (1981) point out that choosing early retirement can be an escape from work where poor health, the nature of the job, pressure from co-workers, or some combination of those exists. They also include in pressures to retire, young workers wanting to replace older workers, the need to upgrade one's self educationally, and

specific personnel policies. Schmitt, Coyle, Rauschenberger, and White (1979) include in pain-avoidance factors such specifics as the ability to get along with one's boss and the inability to keep pace with the work (Walker & Price, 1976). Pain avoidance seems to be clearly supported. The entire presentation of motivation, status identity, and pain avoidance seems to come together under one heading: the individual's ability to control his/her own destiny.

In examining degree of control in retirement, there is disagreement. Schmitt et al. (1979) state that while motivational-psychological variables have statistical significance, they are not striking. Schmitt et al. further state that neither locus of control nor self-esteem seem to have any relationship to one's early retirement. O'Brien (1980), however, states just the opposite. He states that locus of control is significantly related to life satisfaction in retirement. Minkler (1981) calls it degree of control and says it is significant when comparing compulsory with phased retirement.

Walker and Price (1976) point out that one's positive perception of retirement is associated with early retirement. They find that there is a general perception that retirement decreases one's life satisfaction. Atchley (1975) finds that negative attitudes toward retirement are affected more by the compulsory nature of the event than by

its actual occurrence, associating it with the removal of choice. Hobson (1978) cites evidence that mandatory retirement engenders a sense of rejection and a feeling of depression among retirees.

Foner and Schwab (1981) give a slightly different perspective for both the voluntary retiree and the involuntary retiree. They state that in the final analysis, both respond to the retirement positively; the voluntary retirees find that they have the freedom to do what they had formerly been unable to do, and the involuntary retiree finds a new freedom from a stressful job and is provided with a new sense of control. It seems implicit that a degree of control exists when one makes the choice to retire early.

A finding, raised but not explained, is cited in the work of Havighurst (1969). Attitudes toward retirement seemed to be dependent upon occupational role. If work is the means for acquiring one's material needs and if finances are reasonably sound, a person responds more favorably than does the individual whose work is a means of achievement, recognition, social contact, and professional growth. This may indicate that persons who view work primarily as a means of meeting financial needs enter retirement more successfully than individuals who use work primarily as a means of meeting their social-psychological needs.

Atchley (1976) says that people's attitudes about retirement are related to what they have been taught about retirement. It might be conjectured that attitude is partly contingent upon the degree of control persons perceive themselves as having as a result of certain information.

Knowledge of information about retirement affects one's attitude about retirement (McVeigh, 1980). McVeigh promotes "counselling" for retirement, saying that it can reduce one's ambivalence. Perry (1980) makes an even stronger statement. Perry asserts that without pre-retirement "counselling" and planning, retirement becomes the end of one's active life. Warren, Winer, and Dailey (1981) project retirement as providing more potential options to individuals in their lifetime career. This is particularly true with the early retiree (McVeigh, 1980). Preston (1952) suggests that happiness in retirement is dependent upon being "retirement minded" which includes planning. Perry says that, despite planning, potential retirees still overestimate the pleasures of travel, underestimate the problems of finances, and underestimate the pleasure of friendship. This then leads quite naturally to the adjustment to retirement. What are the problems that a potential retiree is apt to face? A number of writers describe the problems of retirement; others deny any or acknowledge relatively few problems.

An article in the Los Angeles Times states that the trauma of retirement was mostly a myth (Retirement, 1977). Eisendorfer and Wilkie (1977) report similar findings regarding the majority of retirees. Geist (1968) reports that anxiety over retirement normally subsided after retirement occurs. He does, however, indicate a rise in anxiety as the person got closer to the date of his or her retirement. Anticipating retirement is, therefore, more traumatic than is the actual retirement. O'Brien (1981) ties one's leisure activities to retirement satisfaction and adjustment, but states further that income and health are determinants also. A different point of view is espoused by Atchley (1976) and George (1980). They state that the more an individual values work, the more retirement becomes distasteful. Foner and Schwab (1981) point out that adjustment is a major issue for retirees. They experience conflict with the "work ethic" when compared to emphasis on leisure. In addition, retirees face a new way of life providing an excess of freedom of choice. There may also be a lack of social rewards, income, prestige, and power.

The individual personality traits of the retiree were variables in determining retirement adjustment. A study reported by George (1980) cites that of five personality types:

those who had mature, rocking chair, or armored styles exhibited successful retirement adjustment, whereas the angry men and the self-haters exhibited less positive adjustment. (p. 66)

The "mature" personality types accept their aging as natural. They look at their life as rewarding and are able to transition into retirement with a minimum of problems. The "rocking chair" types are generally passive individuals who are pleased to change their pace, shed responsibilities and enjoy their passive needs. The armored types are people who have highly sophisticated defense systems. Constant activity is their defense against the fear of growing old. Angry men become bitter when retired. They fail to meet their goals in earlier life and blame others for their disappointments. Self haters are also disappointed men but turn their anger inwardly. They become more depressed over time (Reichard, Livson, & Peterson, 1962).

Adjustment in retirement is also magnified by limited opportunities for advanced preparation. There is seldom opportunity to "phase out"--gradually retire (Foner & Schwab, 1981). Both Foner and Schwab and Perry (1980) state that the problems in retirement are perhaps increased because of a lack of models. Social learning theory promotes modeling as an important factor in learning original behaviors or in knowing how to act in new situations. While most roles in our society are clearly defined, the role of the retiree has yet to be determined and stated, thus leading to role confusion.

Adjustment is sometimes prolonged due to this lack of role definition. MacLean (1980) states that an individual

has the ability to adjust to certain aspects of life (work, death, and illness) without enjoying the experience. He ponders another factor: Does one adjust to retirement without enjoyment? When considering retirement, the concepts of enjoyment and non-enjoyment must be examined separately. Tronchin-James (1962) states: "To regulate retirement by rigid norms is to go against the simple facts of good sense" (p. 14). He made his statement based on an examination of the specific characteristics of each individual. If retirement norms must be examined in light of the individual, it seems that the same would apply to one's adjustment to and enjoyment of retirement.

Adjustment to retirement is shown to vary with the individual's dependence upon the job to meet his/her needs, and on the individual's type of personality (Geist, 1968; George, 1980; MacLean, 1980; Reichard et al., 1962). Adjustment is also dependent upon finances (George, 1980; Schulz, 1980). Other issues in the social psychological retirement arena occur as a result of the retiree's gender and marital status. Two areas are most frequently cited in the literature. One is the adequacy of one's resources when a divorce occurs or a spouse dies. The other is the level of one's employment prior to retirement and the potential available to persons to pool resources following retirement.

Depner and Ingersoll (1982) state:

Women are far more likely to enter retirement as widows. Whereas men may benefit from having a

spouse who facilitates the retirement transition by helping to establish new routines and plan activities, women may suffer concomitantly from two major losses - the loss of a work role and the loss of a spouse. (p. 63)

Lamb (1977) points out that women, especially widows of retired men, have a difficult time in retirement. To support this assertion, he cites a statistic that 85% of all retired men die before their wives and that after their death there are not adequate finances to maintain an acceptable standard of living for the remaining spouse. The widowed males do not experience the same difficulties because they have more retirement income than their female counterparts.

A different aspect of gender as a variable in retirement is discussed by Schmitt et al. (1979) who indicate that married women tend to have lower level jobs than men and that they retire earlier resulting in lowered fiscal resources at retirement. In contrast, divorced and widowed women tend to retire much later than married and single women (Streib & Schneider, 1971). Atchley (1976) indicates that married women tend to retire earliest, so marital status may also be a factor in retirement. Atchley says that people tend to overestimate a man's commitment to work and underestimate a woman's. It appears that women can step out of a job at any time and reassume the homemaker role. According to Rice-Bonham and Johnson (1982) professional women develop a strong commitment to work while

non-professional women tend to view work as a means to an end; income that allows for gratification of needs and desires. These two groups each view retirement very differently. Professional women tend to have a negative view of retirement because of a loss of intrinsic job gratification. For the non-professional group of women, the concern focuses on their financial situation after retirement.

Another consideration for the retiree is the presence or absence of an adequate support system. The literature in this area is neither strong nor consistent. Thoits (1982) defines social support as "the degree to which a person's basic social needs are gratified through interaction with others" (p. 147). Ward, Sherman and LaGory (1984) propose the idea that it is the subjective quality of social relationships and not the objective quantity that matters when looking at a person's overall support system. Longino and Lipman (1981) report that success in retirement is related to a support network that includes the spouse, family, and neighbors. Additional individuals may include those encountered in church circles or social organizations. MacLean (1980) relates one's support system to the inclusion or exclusion of leisure activities, indicating that there is a strong tie to retirement enjoyment when worthwhile activities are an outcome of one's energy, whether playing or working.

In Glamser's (1976) research findings, two of the four variables that correlated highly with a positive retirement experience are friends and level of social activity. Specifically, the number of close friends is found to correlate highly with a positive attitude toward retirement. Throughout the literature these variables seem to be reported as both individual variables and as interrelated and interwoven. Palmore and Kivett (1977) state that "significant predictors of life satisfaction were [among other things] social activity hours" (p. 316). This appears to be a particularly relevant study to this researcher because the sample size was fairly large and the age of the sample group approximates this researcher's sample group in age. Another significant factor is that the research findings are the result of a four year longitudinal study. Another study, cited by Simpson, Back, and McKinney (1966), on life style patterns as they affect aging, looks at the variables of morale, social participation, and health. They find that these variables are significant factors in aging to the degree that they were of importance in a person's earlier life.

In the work of Ward, Sherman, and LaGory (1984), which examines subjective social networks and subjective well-being, they find that "social ties in an objective sense appears to be less important than whether they perceive they have enough (ties)" (p. 26). Lowenthal and

Robinson (1976) indicate that "low network" involvement does not lead to low morale, but is impacted by locus of control and a person's predisposition to gregariousness.

The work of Dean and Lin (1977) emphasizes the contributions of a support system to a person's well-being, either directly or indirectly, when looking at the lessening of stressful life events. In studies cited by Palmore, Fillenbaum, and George (1984), when the variable "activity" was described, the researchers state that retirement reduces the amount of employment activity and seems to increase, among other things, time with friends, nonemployment work and church attendance. Activity in this particular study deals with both the variable of a person's support system and the activity available to one in retirement.

The work of Soumerai and Avorn (1983) on the impact of part-time work on the well-being of retirees, finds that individuals positively affected by part-time work also report that they have meaningful control of their environment and that they are engaged in useful, valued activity.

SUMMARY

Retirement marks a time of transition or change. A number of factors play an important role in one's well-being during the tenure of a person's career. Finances either exist as a way to sustain one's existence or, if sufficiency

exists, affords one the means to obtain possessions or pleasure. The ability then to maintain a financial level which will allow an individual to sustain one's life style after full-time employment is ended becomes an issue.

Another consideration is health. It can be a force for keeping one from retiring or may prompt one to seek early retirement.

A third consideration is activity. There are many facets to this factor which seem to affect an individual's anticipation of retirement in either a positive or negative way.

Yet another factor for consideration is the quantity or quality of interaction with others--a support system which is available to an individual entering retirement.

Limited research exists on a fifth factor--degree of control. One's ability to determine the timing and conditions affecting retirement seems to have a definite role in retirement decision making.

Yet another factor exists in an area called "personal identity": the degree to which one draws his or her sense of identity from his or her job and the relationship of one's self to one's job or job status.

A seventh factor is job satisfaction. Much has been written about this area. For educators, however, it is expected that job satisfaction must be derived from "serving

one's students" (Hoy & Miskel, 1982, p. 337), but there are definitely other considerations of importance.

Another factor is the availability of medical benefits.

Based upon the literature that exists on retirement and retirement decision making, the following are assumptions behind this research:

1. The transition from the working world to retirement is a traumatic experience.
2. Factors which affect the transition from work to retirement can be identified.
3. One's perceptions are as valid as factual information. Both psychologists and counselors attest to their belief that "perception" is an individual's reality; therefore, self report, while questioned by some, is a measure of one's perception of reality.
4. It is possible to obtain objective (perceptual) information from self-reports.
5. With adequate information about one's self and one's resources (identifiable factors), one can make a more informed decision regarding his or her retirement.
6. A decision regarding retirement which is based on sound information lessens the trauma associated with the transition from the working world to retirement.

Chapter III presents the research design and methods used in this study.

CHAPTER III

RESEARCH DESIGN AND METHODS

INTRODUCTION

The purpose of this study is to examine psycho-social factors influencing the decision to retire. In addition, personal factors influencing the decision to retire, one's status in a retirement program and how being vested influences one's decision about retirement, and the influence of demographic variables were investigated.

A descriptive/exploratory approach was used in this research study. According to Patton (1980) this is an appropriate design to use when information is obtained by use of questionnaires. Further, the questionnaire used in this study was designed to elicit both quantitative and qualitative information from respondents. It is well supported in the literature that more complete information can be obtained by the blending of both quantitative and qualitative factors. Best and Kahn (1986) state that the merits of using multiple methods in research provide better data because information gained from each counteract the bias of the other.

Eight psycho-social variables were identified as correlating highly with retirement anticipation and

retirement adjustment. These factors were: finance, health, activity time, support system, personal identity, degree of control, job satisfaction, and availability of medical benefits.

In this study these eight variables were examined to determine whether any one of them was statistically significant in relation to a person's retirement decision making. The dependent variable in this study--retirement decision making--was measured by a single question on a questionnaire. Respondents were asked "Have you made the decision to retire at a specific point in time?" In addition to this primary question, an attempt was made to identify personal factors that affect an individual's decision to retire. These findings were reported in qualitative form. A third consideration was to determine if a ranking of the psycho-social variables was influenced because a person was either vested or not vested in a retirement fund. Finally, an investigation was made which answered the question, "What demographic variables affect a person's decision to retire?"

HYPOTHESIS

Both the primary question and related secondary research questions are stated in the null hypothesis form, except for the qualitative question (number 2) which is stated in standard form.

1. There is no relationship between identified variables (finance, health, activity, support system, degree of control, personal identity, job satisfaction, and availability of medical benefits) and an individual's decision to retire.

Secondary research questions:

2. In the questionnaire, opportunity was given for respondents, if they so chose, to expand or explain their answer. This information was tabulated to answer the questions "What personal factors affect one's decision to retire?"

3. There is no relationship between identified variables (finance, health, activity, support system, degree of control, personal identity, job satisfaction, and availability of medical benefits) and a person being vested in a retirement program.

4. There is no relationship between demographic factors of age groupings, marital status, education, position, and gender, and a person's decision to retire.

RESPONDENTS

Respondents for this study are all employees of Beaverton School District #48. The district is a suburban district located southwest of Portland, Oregon. It serves over 25,000 students and employs over 2,600 classified and certificated staff members. The district covers an area of

approximately 57 square miles and currently has 3 high schools, each fed by 2 intermediate schools. There is a total of 29 elementary schools in the district.

The respondents for this study met the previously established criteria for inclusion in this study. They had to be individuals who were:

1. employed by Beaverton School District #48,
2. holding jobs that required special state certification,
3. 50 years of age or more by January 1, 1990, and
4. currently in full-time or part-time employment in May-June, 1990, thus not on leave from the district nor on extended absence from their work.

INSTRUMENT

Questionnaire Development

Data was collected utilizing a questionnaire developed by this researcher. A preliminary questionnaire was developed congruent with the retirement literature findings. This draft was administered to 12 teachers from two of Beaverton's neighboring school districts. The sample subjects were limited to individuals 50 years of age or more, to part-time and full-time employees and to approximately equal numbers of males and females.

Respondents were asked to record the amount of time required to complete the questionnaire, to complete the

questionnaire as written, to comment on readability and understandability of the questions found in the questionnaire and to indicate areas of importance that may have been omitted in the questionnaire that were perceived as the areas germane to the individual respondent, relative to his or her potential retirement.

During field testing, respondents were able to complete the questionnaire in approximately one-half hour. As a result of this field testing, some slight revisions were made in the final questionnaire.

Questionnaire

The final questionnaire used in this study includes both quantitative questions and qualitative questions. The two types of questions are interspersed throughout the eight page questionnaire.

Quantitative questions provide ordinal or interval data obtained as a result of forced choices regarding characteristics of life (demographics) and personal choices relative to planning for retirement. In addition, forced choices were recorded on a Likert-type scale relative to one's current perception of, place of importance of, and satisfaction with each of eight variables most frequently cited in the literature related to retirement. Psycho-social characteristics of life were grouped according to the following criteria:

1. Age Grouping: 50-55, 56-59, 60-62, 63-65, 66+.

2. Marital Status--married, divorced/separated, single/never married, living with someone, and widowed.
3. Gender--male or female.
4. Highest educational degree--bachelor's degree, master's degree, and PhD or EdD.
5. Position--teacher or administrator
6. Years of contribution to PERS (retirement fund)--vested or not vested, and/or another retirement fund--yes or no.

In addition to the demographic responses found in the questionnaire, answers were sought to questions relative to one's decision to retire--age of retirement, satisfaction and conviction regarding the timing of retirement and, finally, one's preparation for retirement.

A Likert-type scale was used to measure responses to questions about an individual's perceptions of adequacy or inadequacy of each of eight psycho-social variables, the importance of those variables, and finally, a respondent's degree of satisfaction with said variables. In addition to the three questions on the eight psycho-social variables, respondents were asked to rank order all eight variables relative to their adequacy/inadequacy, importance, and degree of satisfaction. To provide further information, a series of qualitative questions were asked on the questionnaire.

Qualitative questions were open-ended relating to the steps an individual had taken to prepare for retirement, personal comments regarding each of the eight previously identified variables, and the major factors influencing a respondents decision to retire. Only comments directly related to the research questions were tabulated.

The completed and revised instrument was seven and a half pages long. Every attempt was made to simplify questions without loss to the integrity of the research. The questionnaire was designed and formatted for ease of completion. Instructions were written in capital letters to give emphasis to the directions and key words were in bold type. In addition, definitions were placed in shaded boxes for added emphasis and a Likert-type scale was placed at the bottom of each page.

Validity of the Instrument

The instrument used in this research was prepared for this study by this researcher in consultation with school district personnel and an appropriate university committee. It was field tested. It has been used only on the audience selected in this study, therefore it has been neither standardized nor normed. The fact that this instrument was prepared for this one-time use may be perceived as a limitation.

Face Validity

Based on feedback obtained from the 12 respondents during field testing, the questionnaire used in this study has "face validity." Questionnaire items appeared to relate closely to the concerns and issues of retirement decision making and paralleled the concerns and issues of field tested respondents--all of whom were, themselves, in a near retirement age.

PROCEDURES

District Approval

The administration of this research instrument was completed after the following steps were taken: necessary arrangements included obtaining approval for the research from various key personnel in the Beaverton school district. The Superintendent of Personnel, Deputy Superintendent for the District, and all Assistant Superintendents of Personnel/Human Resources gave approval for the research. The Director of Program Planning and Evaluation also reviewed the Research Proposal prior to district approval. In addition, the Directors of Elementary and Secondary Education approved and supported this research project. Final approval was obtained from a representative of the Superintendent of the Beaverton school district.

Administration of the Instrument

Names of all eligible certificated employees were identified by home school. Directors of the Elementary Education, Secondary Education, and Special Education departments were contacted and asked to support this research project. They each did so by sharing with all school principals (or, in the case of special education, all coordinators) their endorsement of the research, with a request for support at the building or work site level. They told principals that they or their secretaries would be contacted by this researcher and that any questions relating to the research should be directed back to the researcher.

The instruments (see Appendix A), along with a letter of support for the research from the District's Deputy Superintendent and Assistant Superintendent (see Appendix B), were delivered to each school either personally by the researcher or via interschool mail. Each school principal and his or her secretary received a set of instructions regarding the distribution and collection of questionnaires (see Appendix C). They also received a list of potential participants assigned to their building who were designated to complete the questionnaire.

When questionnaires and instructions were hand delivered to schools, the researcher met with the principal and secretary and verbally reviewed instructions for distribution and collection of questionnaires. When

materials were sent by interschool mail, telephone contact was made to support these efforts.

To insure the anonymity of each respondent, no name or identifiable tracking system was used. Completed questionnaires were sealed by each respondent in an envelope with this researcher's name and address and were returned to the researcher via interschool mail. There was no possible way to identify any respondent unless he or she chose to identify him (or her) self.

DATA ANALYSIS

Upon receipt, each questionnaire was assigned a number. The responses were classified according to information that was to be analyzed quantitatively or qualitatively. The quantitative data were processed using the SYSTAT (Wilkinson, 1989), The System for Statistics for the PC, a statistical program for microcomputers. Each item was coded and scored.

Research and Data Analysis

This study examined the inter-relationship of psycho-social variables as they relate to retirement decision making among potential retirees in a large suburban school district. The survey analysis follows:

Descriptive Analysis. Using the SYSTAT (Wilkinson, 1989) program, basic statistics were computed on all quantitative questions including the eight psycho-social

variables. A mean and standard deviation for each of these questions including the variables was produced. Variables were then rank ordered by means according to the respondent's perception of current adequacy/inadequacy, the importance of the variable, and finally by their perception of the degree of satisfaction derived from the variable. Bar graphs were also run for all of the quantitative questions. This provided information on percentages and frequency distribution for each question. Bar graphs were also run on SYSTAT.

Research Question #1. Can factors be identified that will allow a large suburban school district to help potential retirees make an informed decision relative to retirement?

This question examined each of eight psycho-social variables (finance, health, activity time, support system, personal identity, degree of control, job satisfaction and availability of medical benefits) commonly cited in the retirement literature and the relationship of these factors to a person's decision to retire.

Analysis. Quantitative data was entered into SYSTAT (Wilkinson, 1989) utilizing the responses from questionnaire questions 12-35 (finance 12-14, health 15-17, activity time 18-20, support system 21-23, degree of control 24-26, personal identity 27-29, job satisfaction 30-32, and medical benefits 33-35). It was determined by use of a Pearson

Correlation Matrix that a single measure, satisfaction, was representative of all measures (adequacy/inadequacy of a variable, importance of the variable, and one's perception of satisfaction with the variable) within the eight psycho-social variables found to have significance in this study. Discriminate analysis, using one's decision to retire as the criterion variable and the eight psycho-social variables (finance, health, activity time, support system, degree of control, personal identity, job satisfaction, and availability of medical benefits) as discriminating variables were run on SYSTAT to obtain univariate F tests and finally crosstabs, joint frequency distributions, were calculated. Results indicated the level of success one could expect when using specific variables as predictors of one's retirement decision. Findings will be reported in Chapter IV.

Research Question #2. What personal factors affect a person's decision to retire?

This question focused on the concerns of potential retirees as identified by responses to open-ended questions.

Analysis. The qualitative responses were grouped in two categories. The first category contained those responses which were deemed to be direct requests for information and assistance. The second category contained responses in the area of implied requests for information or assistance. Summary statements were written for each of the

12 qualitative questions. Descriptive statistics were obtained regarding the number of responses and the types of responses and high predictors were recorded. Findings will be reported in Chapter IV.

Research Question #3. Does it matter, in the ranking of variables, if a person is vested in a retirement fund?

This question focuses on the importance of being vested in a retirement fund to one's decision to retire.

Analysis. Quantitative data was used to answer question #3. Mean scores obtained in SYSTAT (Wilkinson, 1989) provided the rank ordering of variables listed in questions #34, 35, and 36 of the questionnaire. Those ranks were compared to the rank ordering of those same variables for respondents who were either vested or not vested in a retirement plan at the date of projected retirement. SYSTAT was again used to run ANOVAs on the eight psycho-social variables (finance, health, activity time, support system, degree of control, personal identity, job satisfaction, and medical benefits) for the two groups of respondents so that the means of the vested and non-vested groups could be compared variable by variable. Findings will be reported in Chapter IV.

Research Question #4. What demographic factors affect a person's decision to retire?

Demographic factors in this study include: age, marital status, education level, position, and gender.

Analysis. Quantitative data was used to answer research question #4. An analysis was made of identified demographic variables as they related to one's decision to retire. Chi-squares were run on each of five variables--age, marital status, sex, educational level, and position (either teacher or administrator). They were examined to determine how each related to the identification of those variables (finance, health, activity time, support system, degree of control, personal identity, job satisfaction, and availability of medical benefits) which might impact a person's retirement decision making. SYSTAT (Wilkinson, 1989) was used to run the chi-square on each of the demographic variables. Findings are reported in Chapter IV.

CHAPTER IV

PRESENTATION OF THE DATA

INTRODUCTION

The purpose of this chapter is to present the findings of the study and an analysis of the data as described in Chapter III. The study was undertaken to answer the question, "Can factors be identified that will allow a large suburban school district to help potential retirees make an informed decision relative to retirement?" As a means of addressing this question, eight psycho-social variables commonly cited in retirement literature were examined to determine if any one was statistically significant. The factors examined in this study were: finance, health, activity time, support system, personal identity, degree of control, job satisfaction, and availability of medical benefits. This study also attempted to identify personal factors that impact a person's decision to retire. Further, the study looked at how being either vested or not vested in a retirement system impacted a person's perception of the importance of the eight psycho-social variables examined in this study. Finally, demographics were examined to determine if any of the five factors studied (age, marital status, education, position, or gender) affected a person's

retirement decision. After the report of the descriptive statistics, the presentation of the findings is organized according to the sequence of the research questions.

DESCRIPTION OF THE SAMPLE

All subjects in this study were employees in a large suburban school district (Beaverton). The sample size was 284, of which 241 responded, resulting in a response rate of 86%. In the following tables, a total less than 241 indicates pertinent information was not supplied by the respondents. Respondents were certificated, 50 years of age or more, and were either full-time or part-time employees. Anonymity of each respondent was assured by the study/questionnaire design. It was thus not possible to follow-up on any of the incomplete questionnaires to gather more data. The anticipated and realized response rate, being satisfactorily high, minimized the potential adverse effect of the few unanswered questions.

From items on the questionnaire, respondents provided demographic information (age, marital status, education, position, and gender) which was tabulated in SYSTAT (Wilkinson, 1989). The respondents in this study were 50 years of age or more by January 1, 1990. The mean age for the group was 54 years (53.79). The ages of respondents ranged from 50 years to 68 years. Table I summarizes the demographic attribute of age.

TABLE I
RESPONDENTS' AGES

AGE	NUMBER	PERCENT
50	41	17.45
51	39	16.60
52	33	14.04
53	24	10.21
54	10	8.09
55	17	7.23
56	17	7.23
57	15	6.38
58	5	2.13
59	5	2.13
60	4	1.70
61	2	.85
62	5	2.13
63	2	.85
64	2	.85
65	1	.43
66	0	.00
67	2	.85
68	<u>2</u>	<u>.85</u>
TOTALS	235	97.92

Seventy-seven percent of the subjects in this study were married. Three categories of respondents, representing 4.15% each, said they were either single or never married, living with someone, or widowed. Nearly 10% of the respondents were either divorced or separated. Table II reports the marital status of the sample.

The gender of the group was not equally divided. Females comprised the majority of respondents. Table III presents the gender of the sample.

TABLE II
MARITAL STATUS OF SAMPLE

STATUS	NUMBER	PERCENT
MARRIED	186	77.18
DIVORCED/SEPARATED	25	10.37
SINGLE/NEVER MARRIED	10	4.15
LIVING W/SOMEONE	10	4.15
WIDOWED	<u>10</u>	<u>4.15</u>
TOTALS	241	100

TABLE III
GENDER OF THE SAMPLE

GENDER	NUMBER	PERCENT
MALES	86	35.68
FEMALES	<u>155</u>	<u>64.32</u>
TOTALS	241	100

The educational level of the respondents was divided into three areas: bachelor's, master's, and doctorate. Because respondents were required to hold state certificates to hold their jobs (as specified by delimitations in Chapter I), no attempt was made to check for associate degrees or training levels which did not result in a bachelor's degree. Thirty-three percent of the respondents held bachelor's degrees, 60% had a master's degree and 6% had doctorates. Findings are reported in Table IV.

TABLE IV
EDUCATIONAL LEVEL OF THE SAMPLE POPULATION

LEVEL	NUMBER	PERCENT
BACHELOR'S DEGREE	80	33.47
MASTER'S DEGREE	144	60.25
PHD OR EDD	<u>15</u>	<u>6.23</u>
TOTALS	239	99.17

The sample population was polled to determine if a respondent was a teacher or an administrator. Counselors, media specialists, etc. were designated as teachers, as their position did not hold administrative rank. Ninety-five percent of the respondents were teachers and 5% were administrators. Findings are shown in Table V.

TABLE V
POSITION OF THE SAMPLE

POSITION	NUMBER	PERCENT
TEACHER	222	94.87
ADMINISTRATOR	<u>12</u>	<u>5.13</u>
TOTALS	234	100

DESCRIPTIVE STATISTICS

The mean and standard deviations (sd) were determined for each quantitative variable studied. In addition to the

demographic information already reported, data obtained from respondent's are summarized in this section.

On a series of Likert-type scales, respondents were asked to circle a number from 1 to 10, with 10 being strong agreement and 1 being strong disagreement. Questions relative to one's retirement and their respective means and standard deviations are listed below:

1. When considering the age at which I plan to retire, I am very definite about my decision (mean = 6.49, sd = 3.03). Based on the findings, respondents showed very slight agreement relative to having determined the age at which retirement would occur.

2. It was easy to decide at what age I would retire (mean = 5.78, sd = 3.25). Based on the findings, respondents showed very slight disagreement with a statement about the ease of determining the age at which retirement would occur.

3. I am very satisfied with the decision about the age at which I will retire (mean = 6.71, sd = 2.89). Based on the finding, respondents showed very slight agreement with the level of satisfaction with the decision about the age at which retirement would occur.

In addition, each respondent was asked to rate the eight psycho-social variables relative to the adequacy/inadequacy of the variable, the importance of the variable, and one's perception of satisfaction with the identified

variable. They responded to each item on a Likert-type scale with a 1 to 10 response range as previously described. The rank for measures of one's adequacy/inadequacy with the variables relative to one's decision to retire ranged from a high of 8.56 for activity time to a low of 6.03 for personal identity. The rank for measures of the importance one places on the variable relative to one's decision to retire varied from a high of 7.37 for finance to a low of 5.26 for personal identity. The rank for one's satisfaction with the variable as it relates to retirement decision making ranged from a high of 8.06 for personal identity to a low of 6.39 for finance. The mean for each variable is reported in Table VI. The means of each of these factors were then used to rank the eight psycho-social variables. They were ranked according to the respondent's report of their position on each of the variables. This rank order is reported in Table VI. The rankings developed from these mean scores were also compared to the rank of the respondent's perception of the importance of the variable (see Table VII). In the ranking of both the importance of the variable and the respondent's position on the variable, finance was ranked most important and personal identity was ranked least important.

TABLE VI
RESPONDENTS' REPORTED RANK OF THEIR ACTUAL POSITION RELATIVE
TO EACH OF THE PSYCHO-SOCIAL VARIABLES

ADEQUACY/INADEQUACY OF VARIABLE			IMPORTANCE OF VARIABLE			SATISFACTION WITH VARIABLE		
VARIABLE	MEAN	RANK	VARIABLE	MEAN	RANK	VARIABLE	MEAN	RANK
ACT	8.56	1	FIN	7.37	1	PERS ID	8.06	1
HLTH	8.20	2	MED BEN	7.28	2	HLTH	8.04	2
CNTRL	8.09	3	ACT	7.09	3	ACT	7.88	3
SUPRT	7.87	4	CNTRL	6.90	4	SUP	7.75	4
JOB SAT	7.24	5	JOB SAT	6.64	5	CNTRL	7.58	5
MED BEN	6.72	6	HLTH	6.03	6	JOB SAT	7.34	6
FIN	6.23	7	SUP	5.88	7	MED BEN	6.50	7
PERS ID	6.03	8	PERS ID	5.26	8	FIN	6.39	8

10 = MOST ADEQUATE/IMPORTANT/SATISFACTION
1 = LEAST ADEQUATE/IMPORTANT/SATISFACTION

KEY TO THE VARIABLES IN THIS TABLE:

ACT = ACTIVITY TIME
CNTRL = DEGREE OF CONTROL
FIN = FINANCE
HLTH = HEALTH
JOB SAT = JOB SATISFACTION
MED BEN = AVAILABILITY OF MEDICAL BENEFITS
PERS ID = PERSONAL IDENTITY AS IT RELATES TO THE JOB
SUP = SUPPORT SYSTEM

TABLE VII
RANK OF RESPONDENTS' PERCEPTION OF THE IMPORTANCE OF
THE PSYCHO-SOCIAL VARIABLES

ADEQUACY/INADEQUACY OF VARIABLE			IMPORTANCE OF VARIABLE			SATISFACTION WITH VARIABLE		
VARIABLE	MEAN	RANK	VARIABLE	MEAN	RANK	VARIABLE	MEAN	RANK
HLTH	3.16	1	FIN	2.51	1	HLTH	3.34	1
CNTRL	3.80	2	HLTH	3.40	2	CNTRL	3.84	2
FIN	3.94	3	CNTRL	4.14	3	FIN	3.98	3
ACT	4.00	4	ACT	4.22	4	ACT	4.08	4
SUP	4.80	5	MED BEN	4.39	5	SUP	4.51	5
MED BEN	5.18	6	JOB SAT	5.16	6	MED BEN	5.21	6
JOB SAT	5.36	7	SUP	5.68	7	JOB SAT	5.34	7
PERS ID	5.66	8	PERS ID	6.34	8	PERS ID	5.46	8

1 = MOST ADEQUATE/IMPORTANT/SATISFACTION
8 = LEAST ADEQUATE/IMPORTANT/SATISFACTION

KEY TO THE VARIABLES IN THIS TABLE:

ACT = ACTIVITY TIME
CNTRL = DEGREE OF CONTROL
FIN = FINANCE
HLTH = HEALTH
JOB SAT = JOB SATISFACTION
MED BEN = AVAILABILITY OF MEDICAL BENEFITS
PERS ID = PERSONAL IDENTITY AS IT RELATES TO THE JOB
SUP = SUPPORT SYSTEM

When asked if a person had made a definite decision to retire when they reached a specific age, 55% of the respondents said "yes" and 45% said "no." Of the respondents who answered this question in the affirmative, 50% said they planned to retire at age 58, 13% said they would retire at age 55, 9% planned to work until age 65, and the balance reported varying ages at which they planned to retire (see Table VIII). When asked "At what age do you plan to retire?", the earliest age was 52, the maximum age was 75, with a mean retirement age of 59.7.

TABLE VIII
DEFINITE DECISION MADE TO RETIRE

DECISION	NUMBER	PERCENT
YES	103	54.79
NO	<u>85</u>	<u>45.21</u>
TOTALS	188	100

For those who had made no definite plans to retire, the average number of years they predicted they might work after being eligible for retirement was 4.5 (see Table IX). Seven percent predicted they would work for one additional year, 10% for 2 years, 10% for 3 years, 9% for 4 years and 10% for 5 years. Fifty-four percent of the respondents indicated they would probably work for an additional 5.5 to 20 years after being eligible to retire.

TABLE IX
PREDICTED YEARS OF WORK BEFORE RETIREMENT

YEARS	NUMBER	PERCENT
1	7	9.8
1.5	3	4.2
2	10	14.0
2.5	2	2.8
3	10	14.0
4	9	12.6
5	10	14.0
5.5	1	1.4
6	4	5.6
7	5	7.0
8	5	7.0
9	1	1.4
10	2	2.8
15	1	1.4
20	<u>1</u>	<u>1.4</u>
TOTALS	71	99.4

NOTE: Predictions as reported by respondents who had made no definite decision to retire.

When asked the number of years a person would have vested in PERS the average was 25.75 years. The lowest time in PERS was 1 year with the projected maximum number of years at 52. Ninety-nine percent of the respondents will be vested in PERS when they retire. Slightly more than one fourth of the respondents also stated that they were vested in a retirement program other than PERS.

When asked "What steps have you taken to reach this decision [to retire]?", the answer ranged from "none" (10%) to the one respondent who had already resigned. For

individuals who had taken steps in preparation to reach their retirement decision, answers were varied. Some of them reported having invested in TSAs, IRAs, CDs, investments through financial planning, savings, pension, and insurance. Others indicated that they had talked to their spouse or friends, inventoried their assets, attended seminars, and/or read materials from various sources. In addition, 21% had made contact with PERS through either a meeting, counseling session, or records review. Other responses covered a wide range of steps leading to retirement--"letter of resignation," "gotten older," "purchased a VW camper," "gained part-time work," "think of alternatives--new career," "sweated blood," and "years of stress."

When asked to "List and rank other factors not specifically addressed in this questionnaire that have influenced your decision to retire" and "What majors factors have influenced your decision to retire?" there were 100 responses which constituted 41% of the sample group. Forty-six percent of these cited two or more other factors contributing to their retirement. Nearly all of the responses could be grouped into the eight psycho-social variables examined in this study: finance, health, activity time, support system, degree of control, personal identity as it relates to the job, job satisfaction, and medical benefits.

The Primary Research Question and Findings

The first research question asked was, "Can factors be identified that will allow a large suburban school district to help potential retirees make an informed decision relative to retirement?" The question examined each of eight psycho-social variables (finance, health, activity, support system, personal identity, degree of control, job satisfaction, and availability of medical benefits) commonly cited in the retirement literature and their relationship to one's decision making about retirement. To answer this question, a multivariate technique, discriminate analysis, was used to determine if any of the eight psycho-social variables were statistically significant at predicting one's decision to retire.

Using the SYSTAT (Wilkinson, 1989) program, univariate F tests were run on the eight psycho-social retirement decision questions to see if they showed statistical significance at the $p < .05$ level. The variable "job satisfaction" showed the highest significance level of $p \leq .001$, followed by "financial satisfaction," with a significance level of $p \leq .013$ (see Table X). These two variables were rerun by themselves to assess any possible change in their significance. The rerun would answer the question, "If these variables are run by themselves, will the probability level, which is already significant, become even better?" Though there was change, both "job

satisfaction" and "financial satisfaction" were still statistically significant as previously reported.

TABLE X
DISCRIMINATE ANALYSIS--UNIVARIATE
F TEST RESULTS

VARIABLE	F-RATIO	PROBABILITY	MEAN YES-- RETIRE	MEAN NO-- RETIRE
FINANCE	6.250	0.013	6.914	5.939
HEALTH	2.249	0.135	NA	NA
ACTIVITY	0.179	0.672	NA	NA
SUPPORT				
SYSTEM	0.330	0.566	NA	NA
CONTROL	0.015	0.901	NA	NA
PERSONAL				
IDENTITY	0.232	0.603	NA	NA
JOB SAT.	11.062	0.001	6.833	7.978
MEDICAL				
BENEFITS	0.202	0.654	NA	NA

10 = MOST SATISFACTION
1 = LEAST SATISFACTION

NOTE: Where p was not $< .05$, difference in retirement mean scores may be due to chance and were not reported.
Criterion variable = retirement decision and discriminating variable = satisfaction with eight psycho-social variables.

Findings indicated significance levels of $p \leq .001$ and $p \leq .004$, respectively. To complete the discriminate analysis, financial satisfaction and job satisfaction were used as discriminating variables and one's decision to retire was used as the criterion variable.

The resultant crosstabs indicated that the finding were significant (see Figure 1). Based on responses from

227 respondents, the variables of finance and job satisfaction were used as predictors of one's decision to retire. It was predicted that 112 respondents would have made a decision relative to retirement and that 115 would not yet have made the decision about retirement. Crosstab subtable scores indicated that by using the two variables, financial satisfaction and job satisfaction, it was possible to accurately predict retirement intent 64% (64.32%) of the time. These two factors failed to accurately predict the retirement decision approximately 36% of the time.

Figure 1. Crosstabs.

An analysis of variance (ANOVA) procedure used to analyze the data showed that the sample means were significantly different at the $p < .05$ level. Findings indicated that the probability was that this difference was due to chance less than 5% of the time. When respondents were asked about their decision to retire, using their perceptions of satisfaction with their financial condition, those who were satisfied financially (mean = 6.914) were more apt to have made the decision to retire than were those who were less satisfied (mean = 5.939) with their financial condition (Table XI).

TABLE XI
ANOVAS: FINANCIAL SATISFACTION

VARIABLE	F-RATIO	PROBABILITY	MEAN RETIRE--YES	MEAN RETIRE--NO
FINANCE	8.769	.003	6.914	5.939
JOB SAT.	11.515	.001	6.833	7.978

1 = LEAST SATISFIED WITH FINANCE OR JOB
10 = MOST SATISFIED WITH FINANCE OR JOB

NOTE: The lower the mean, the less satisfied the respondent was with the variable relative to retirement decision making.

When respondents were asked about their decision to retire using their perceptions of satisfaction with their jobs, those less satisfied (mean = 6.833) with their jobs

were more apt to have made the decision to retire than were those who were more satisfied with their work (mean = 7.978). The same statistical procedure showed a $p \leq .001$ that the relationship between job satisfaction and one's decision to retire was due to chance. As a result of these findings, the first null hypothesis was partially rejected, since only two (finance and job satisfaction) of the eight variables, were statistically significant.

Research Question #2. Qualitative information was intended to answer the research question "What personal factors affect a person's decision to retire?" As a means of answering this question, respondents' comments were grouped into two categories:

1. Direct requests for information or assistance, and
2. Requests for information or assistance implied from responses to the eight psycho-social variables.

All respondents' comments were examined to determine their specific informational needs. These direct requests for assistance came primarily from their comments about finance and the availability of medical benefits. The following paragraph summarizes their need for this information or assistance.

Direct Requests

Respondents expressed a need for information on early retirement options, counseling at an earlier age, meetings which address retirement information and courses on

retirement. In addition, there was a need for very specific information about eligibility for medical benefits, and about options for phased retirement including job share opportunities, with particular emphasis on varying rules and regulations for specific age groups between 58 and 65. As an example, Medicare and Social Security benefits would be different for a person at 58 years than for one who is age 62 or 65 (see Appendix D). In order to make a wise decision for early retirement, these issues would need to be clarified to determine if supplemental income would be required.

Respondents comments were further grouped to determine their implied needs for assistance or information. Each response was assigned to one of the eight psycho-social variable categories (finance, health, activity time, support system, degree of control, personal identity as it relates to the job, job satisfaction, and availability of medical benefits) under study in this research. Responses frequently fit into two or more categories. Findings will be summarized variable by variable and areas of interrelatedness will be noted.

When the percentages reported for each of the eight psycho-social variables do not total 100%, comments were not grouped because they were too general to be categorizable.

Implied Requests

Finance, N = 132. The first variable of the study addressed finance. Respondents expressed a wide range of financial preparation or lack of preparation for retirement. Some stated that they were not adequately prepared or that their preparation was dependent upon a spouse, while others stated that they were "Okay" or that finances were not a concern. Constraints to comfort with one's financial situation were reportedly due to the following: teens still at home, kids in college, the care of a handicapped child or parent, the poor health of a spouse, costs of maintaining adequate insurance into retirement, mortgages, and inflation. These constraints were cited by 30% of the respondents. Those who expressed the most comfort (29% of the respondents) stated that their financial investments had been well made and were sound or that as the recipient of an inheritance, a great deal of security was provided. Several respondents noted that they would be moderately to well prepared because their needs were either not great or diminishing. There was throughout the responses a question about the future. Responses like, ". . . lots of unknowns," "can't predict . . .," "many uncertainties," and "somewhat uncertain . . ." appear to reflect the feelings of a number of respondents. The balance of the comments centered on questions or unknowns about their retirement. This variable received the most comments.

Health Concerns, N = 87. In the area of a person's health, 87 respondents chose to add information. Of the 87, 18% of their comments focused on some type of mental or emotional stress. These responses related to a respondent's work, thus may overlap into job satisfaction as well. Responses included some of the following examples: "I am losing my temper more," "You left out mental stress," "I have the effects of stress, drink too much, overweight, stress" and "I'm beginning to feel signs of stress." Seventeen percent of the respondents reported some type of health problem. Complaints ranged from back problems--leaving the person "less than satisfied," "less energy," "illnesses," "eight operations in last 10 years, two this year" and "I live with constant pain." These two major areas combined comprised 34% of the responses. Only one respondent expressed having both physical and emotional concerns.

The remaining 66% of the respondents acknowledged the importance of health needs in areas such as exercise, diet, medical check-ups, moderation with alcohol and abstinence from tobacco. Respondents' comments on the healthy side ranged from "I'm feeling okay . . .," "the doctor considers me to have the health of a youth," "my health is good now," "my health is excellent" and finally to comments about longevity (the implication being: "I'll live a long time too and I'm fine").

Activity Time, N = 118. Respondents were asked to comment on a third variable, activity time. Forty-nine percent of the total survey respondents chose to make comments relative to this variable. The majority of the comments received were very general (non-categorizable). Other respondents' comments were positive about the prospects of retirement. Comments reflected a variety of thoughts, including: "I will have no problem filling my time," "I plan to ski more, enjoy the outdoors more, not just weekends," "we plan to become involved in hospice . . .," "time to catch up on projects--hobbies, travels, etc. . . ." Comments tended to be very general and focused around the idea of freedom to explore hobbies, travel, pursuits of sports, especially in the out-of-doors, remodeling, gardening, volunteer work and more time for family. Eight percent of the respondents stated that they were definitely going to seek full or part time employment, some prompted by financial need, others as a way to finance hobbies and activities or to simply strengthen retirement funds. Ten percent of the respondent's comments reflected concern, i.e. "not enough outside activity at present," "I'm not sure that my activities will suffice . . ." and "my husband's health is my primary concern--activities--fear he'll be unable to enjoy mutual activities." This may show an awareness of a potential problem. Other respondents who

have plans to fill their time with hobbies, volunteer work, etc. generally listed only one activity.

Support System, N = 68. The fourth variable for comment was support system. Only 28% of the respondents chose to comment on this variable as it relates to retirement. Of those who responded, 23% expressed a lack of concern about the importance of this variable. Based on the literature cited in Chapter II, it appears that the 23% of the respondents who expressed a lack of concern or indifference to the need for a support system may lack information about the importance of this variable to their success in adjusting and living out their retirement. A representative sample of the comments from this 23% range from "not an important factor to me," "I have not taken time to develop . . .," "too many friends with health problems," "no support system" and "I may spend a year or two in nature by myself." Those respondents who comment positively on a support system state that it (support) comes from a spouse, friends, church groups, children, pets, and clubs.

The 23% who have not developed or recognized the importance of a support system increases to 29% when the respondents are added whose support system is completely tied to their jobs.

Degree of Control, N = 51. The fifth variable to receive comments was degree of control. Twenty-one percent of the respondents chose to add information in this area.

Seventy-two of those responding expressed a lack of control. Their responses were further divided into the type of control they chose to address. Finance and health were areas where respondents expressed a lack of control. Specifically, 19% expressed a lack of control financially. Eleven percent expressed concern over their lack of control over either their own health or a parent or child's health--an individual for whom the respondent had responsibility. An additional 41% made comments reflective of the fact that control was dictated by others: a job, children, parent, and spouse. Sample comments include: "can't control others in family," "I don't know my options, I would hope to have control," "I would like more control" and "am very anxious to feel I will be in control of my time."

Seventeen percent of the respondents stated that they had control. Sample comments were: "I feel I have and will have control," "do not have to retire," "I can often choose how to spend my time," and "have good control over my life."

Personal Identity as it Relates to the Job, N = 61.

The variable, personal identity as it relates to my job, received comments from 25% of the total respondents. Comments were categorized to attempt to get some type of summary statement. About 32% of the respondents indicated that they had a positive personal identity and their comments tied it to their job. For example, "being a teacher is very important," "I feel that I am successful at

my job," "identity is with job now," "I am proud, happy and content--in my work" and "teaching is most important." Twenty-four percent of the respondents attributed their positive identity to sources other than their jobs. Examples of comments are: "one should be in tune with oneself before entering the classroom as a teacher," "my personal identity comes from deeper within . . ." and "my identity is not based on my job, but on who I am." Eleven percent of the respondents to this question seemed concerned about personal identity. Examples of comments include the following: "a retiree's status decreases when first retired" and "I lost my identity when I was jacked around due to a loss in curriculum choices." The comment "may God help you if your job is a major part of your personal identity" appears to reflect the opinion of a person who has a strong identity from a source other than job but does not clearly fit any categorization.

Job Satisfaction, N = 79. The seventh variable reviewed by respondents was job satisfaction. Thirty-two percent of the total respondents chose to make comments about their satisfaction. In general, their comments were divided into three areas. The first area dealt with concerns. The second summarized positive feelings and the third was on comments that fit a category where respondents had made a positive statement, yet qualified the statement with their concerns. Thirty percent of the 79 respondents'

comments reflected concerns covering the following areas: dissatisfaction with their lack of input into decisions on curriculum, need for a change, too much change, stress on the job, burnout, conflict with administration, demand for perfection, student management, class size and a feeling that the district had grown so much that they no longer received personalized treatment.

Fifteen percent of the respondents on job satisfaction had positive to very positive statements to make about their job. One respondent wrote "This factor (job satisfaction) makes it difficult to face retirement, especially if you are enjoying your day to day work." On the scale of 1 = low job satisfaction to 10 = high job satisfaction, the respondent marked a 10 indicating very high satisfaction. Another respondent wrote "Very content, excited and satisfied in my job." A total of 24% of the responses fit into the following, third category: they had a positive comment yet qualified it with a concern. Examples of comments in this category are "I'm very satisfied . . . but would like a change level [sic]," "I love teaching, but I am sad to see how impersonal teachers are treated now" and another representative comment was: "I love teaching, but as I am in an academic area--it seems to take up all of my life sometimes, and I do feel stress and sometimes I am sure--burn out."

Availability of Medical Benefits, N = 120. The final variable to receive comments was on the availability of medical benefits. Half of the survey respondents made comments in this area. Of the 120 responses to this comment section 69% were categorizable. Forty-two percent indicated a need for more information. Thirty-one percent expressed concern. An example of a comment in this area of concern was: "I only hope I can afford coverage . . ."

Another comment, "I am concerned about being able to afford medical benefits" typifies the response of several respondents. A total of 6% of the respondents said they were satisfied or that they had excellent benefits.

Research Question #3. This question asked if it mattered to the ranking of the variables (finance, health, etc.) if a person is vested or not vested in a retirement fund at the time of projected retirement. As a result of these findings, it is not possible to support or reject null hypothesis number 2.

A Pearson chi-square revealed no significant difference between the vested and non-vested group relative to retirement decision making; $X^2 = 0.376$, $p = .540$ (NS).

Although the findings were valid, the question was immaterial because all but three of the 229 respondents reported that he or she would be vested at the time of retirement.

Research Question #4. The question asked "What demographic factors affect a person's decision to retire?" Using SYSTAT (Wilkinson, 1989), a chi-square analysis was run for each of the five demographic variables: age, marital status, education level, position, and gender.

Age

Respondents were divided into five age groupings. Divisions occurred as follows: ages 50-55 (N = 172), 56-59 (N = 36), 60-62 (N = 16), 63-65 (N = 5), and 66+ (N = 4). Using the Pearson chi-square, findings were not significant; $X^2 = 2.788$, $p = .594$ (NS). It was therefore accepted that there was no relationship between a respondent's age grouping and the decision to retire at a specific time.

Marital Status

Respondents self-selected the following status groupings: married (N = 181), divorced/separated (N = 23), single/never married (N = 9), living with someone (N = 10), and widowed (N = 10). These groups were compared to an individuals retirement decision making. The Pearson chi-square analysis showed no statistical significance; $X^2 = 3.276$, $p = .513$ (NS). Therefore it was accepted that there was no relationship between marital status and the decision to retire at a specific time.

Education Level

Respondents were divided by educational levels into those whose highest degree is a bachelor's degree ($N = 139$), those with a master's degree ($N = 80$), and finally, those with a PhD or EdD ($N = 12$). The probability score of .162 on a Pearson chi-square was not significant; $X_2 = 3.646$, $p = .162$ (NS). Therefore, the educational level of the respondent was not related to one's decision to retire at a specific time.

Position

The position of the individual, either a teacher or an administrator was also examined to determine if a difference in position would affect one's decision to retire. Of 227 respondents, 11 were currently holding administrative positions and 216 were teachers; $X_2 = 0.105$; $p = .746$ (NS). The small sample size of 11 administrators raises questions about the usefulness of this categorization.

Gender

Respondents identified themselves by gender. Sixty-four percent of the male respondents ($N = 84$) had made a definite decision to retire while only 44% of the females ($N = 149$) had made the same decision. The results of the Pearson chi-square showed statistical significance at the .05 level; $X_2 = 8.147$, $p = < .05$. Therefore, it was

accepted that gender was related to one's decision to retire at a specific time.

In an attempt to further understand the issue of gender as it relates to retirement decision making, ANOVAS were run using two variables: (a) one's perception of satisfaction with his or her finance and (b) one's perception of satisfaction with job.

The analysis of variance was used to analyze the existence of a possible relationship between one's satisfaction with finance and gender. In a range of 1 being low and 10 being high, the mean score for males was 6.140 and for females was 6.562 resulting in an F-Ratio of 1.284 and a $p = .258$ (NS). Therefore, it was accepted that no relationship existed between these two variables.

There was, however, statistical significance at the $p < .05$ level when comparing job satisfaction and gender. This ANOVA (F-Ratio = 6.829) showed that males, with a mean of 6.829, were less satisfied with their jobs than females, with a mean of 7.623 (Table XII). That, together with previous findings, indicates that a relationship exists between job satisfaction and a respondent having made a decision to retire (see Figure 2).

TABLE XII
ANOVAS: JOB SATISFACTION AND GENDER

VARIABLE	F-RATIO	PROBABILITY	MEAN MALES	MEAN FEMALES
FINANCE	1.284	0.258	6.140	6.526
JOB SAT.	4.975	0.027	6.829	7.623

NOTE: A low mean score indicates less satisfaction with a particular variable relative to retirement decision making. Males were less satisfied than were females in both finance and job satisfaction.

Figure 2. Gender as it relates to job satisfaction.

To further understand the role of these variables, another discriminate analysis was run using one's decision to retire as the criterion variable and finance, job satisfaction, and gender as the discriminating variables. The findings, while not adding to the information already

obtained in this study, indicated that all three factors were significant at the $p < .05$ level. Crosstabs indicated that it is possible to accurately predict one's decision relative to retirement 65% (64.75%) of the time when using finance, job satisfaction, and gender as discriminating or predicting variables. Thirty-five percent of the time, variables other than finance, job satisfaction, or gender accounted for the decision relative to retirement.

Use of the variables of finance, job satisfaction, and gender to predict one's decision to retire resulted in slightly better predictor results of 65% than the use of only finance and job satisfaction (64%). The actual difference of .44, did not add to the findings in this study. The use of the two factors (finance and job satisfaction) as a predictor of one's decision to retire, seems to be a better choice than the use of all three variables. If the goal is to get as much information as possible to a number of personnel that are about to retire, it appears better to error on the side of giving too many people information rather than too few.

The introduction of gender into the discriminate analysis, showed that males were more apt than were females to have made the decision to retire. It can be predicted, therefore, that females will continue to work longer than males unless job satisfaction for males can be improved. Based upon the responses to research question #4, this

researcher rejects the null hypothesis relative to gender because it was found to be statistically significant and accepts the null hypothesis relative to age, marital status, education, and position because they were not statistically significant to one's decision about retirement.

Chapter V summarizes the findings of this study. It includes a summary, conclusions, limitations, and finally, recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

INTRODUCTION

The decision to retire is not simplistic. It is a decision which marks the beginning of a life transition for the individual and is affected by many factors. According to the literature, both one's anticipation of and adjustment to retirement can be very disruptive to one's life (George, 1980; Minkler, 1981). Retirement can, in fact, be a very traumatic experience for many.

According to the retirement literature, there are a number of factors that influence one's anticipation of and adjustment to retirement. For purposes of this study, eight factors or psycho-social variables (finance, health, activity time, support system, control, personal identity, job satisfaction, and availability of medical benefits) were examined in an attempt to answer the question, "Can factors be identified that will enable the Beaverton school district to help potential retirees make an informed decision relative to retirement choices?" While the purpose of the study was to answer the above question, other secondary questions were examined. These secondary research questions were:

1. What personal factors affect a person's decision to retire?
2. Does it matter, in the ranking of variables, if a person is either vested or not vested in his or her retirement fund?
3. What demographic factors (age groupings, education level, position, marital status, and gender) affect a person's decision to retire?

PROCEDURES AND FINDINGS

This study was limited to individuals 50 years of age or more who were full-time or part-time certificated employees in the Beaverton school district and were working during the months of May and June, 1990. The sample subjects (N = 241) were all employees of Beaverton School District #48, a large suburban district southwest of Portland, Oregon. The district has nearly 25,000 students and employs over 2,600 staff members.

Demographics

The sample included individuals ranging in age from 50 to 68 years. Seventy-seven percent of the sample population were married, 10% were divorced or separated and the remaining respondents were equally divided between those who were single or never married, living with someone, or widowed. In this study, females outnumbered males at a ratio of two to one. Those sampled were well educated, with

60% of the respondents holding a master's degree. Thirty-three percent had a bachelor's degree and 6% had earned a doctorate. Ninety-five percent of those sampled were teachers, with the balance administrators.

After field testing the questionnaire in two neighboring districts a single questionnaire was developed. The final questionnaire was designed to obtain both quantitative and qualitative information.

After obtaining district permission, questionnaires were distributed to school principals or their secretaries and were then given to all individuals to be involved in the study. The individuals' responses were sealed in an envelope with no traceable markings. They were then either returned to the secretary or sent directly to this researcher.

Research Question #1--Variables Influencing One's Decision to Retire. In examining the eight psycho-social variable of finance, health, activity time, support system, degree of control, personal identity, job satisfaction, and availability of medical benefits; the following procedures were implemented: Using SYSTAT (Wilkinson, 1989), means and standard deviations were calculated, a Pearson correlation was then utilized to test for significance of the correlation between each of the psycho-social variables and three factors: perception of adequacy/inadequacy of the

variable, importance of the variable, and one's satisfaction with their position relative to the variable.

Results of the analyses showed that:

1. When ranking the importance of these eight psycho-social variables by their means, health was number one, followed by degree of control, finance, activity time, support system, availability of medical benefits, job satisfaction, and personal identity.
2. The discriminate analysis procedure produced a univariate F test which showed that two psycho-social variables, finance and job satisfaction, were statistically significant at the $p < .05$ level.
3. The crosstab results supported the prediction that these two variables (finance and job satisfaction) were significant predictors of one's decision to retire 65% of the time.
4. An ANOVA revealed that respondents who reported high satisfaction with finances were more apt to have made the decision to retire than respondents who reported low satisfaction with finances.
5. An ANOVA revealed that respondents who reported low job satisfaction were more apt to have made the decision to retire than respondents who reported high job satisfaction.

Based on these findings, this researcher was able to reject the null hypothesis relative to the variable of

finance and job satisfaction. Finance and job satisfaction were definitely related to one's decision about retirement. The null hypothesis relative to the variable of health, activity time, support system, degree of control, personal identity, and availability of medical benefits was accepted. These variables were not significantly related as determined by statistical analysis.

Research Question #2--Personal Factors Influencing One's Decision to Retire. Qualitative information was used to answer this research question. Respondents comments were grouped into two categories: (a) direct requests for information and assistance and, (b) implied requests for information and assistance. Analysis of these results showed that:

1. In the area of direct requests for information or assistance, respondents wanted information about retirement options and medical benefits available to retirees. They suggested meetings, courses on retirement, and counseling sessions as ways to become better informed.

2. In the area of implied requests for information or assistance, stress, job pressure, burnout, perceived lack of administrative competence and/or support, and expressed concerns about lack of control in their job situations were commonly expressed.

Research Question #3--Changes in the Ranking of Variables if One was Vested or Not Vested. In answering the

question about the impact of being vested upon one's retirement decision, a chi-square was calculated. Results of this analysis showed that:

1. The results of the chi-square did not indicate significance; $p = .540$ (NS).
2. Due to the fact that all but three respondents reported they would be vested in some type of retirement fund when they entered retirement, the results did not allow this researcher to support or reject the null hypothesis.

Research Question #4--What Effect did Demographics Have on Retirement Decision Making? In examining this question, chi-squares were calculated to determine if a relationship existed between the demographic variables of age, marital status, education level, position, and gender. Results showed that:

1. There was no effect on retirement decision making when examining age groupings, marital status, education level or position. Based on these findings, this researcher accepted the null hypothesis relative to age groupings, marital status, education level, and position.

2. Gender was a statistically significant factor. Differences were noted in the job satisfaction of males and the job satisfaction of females. Males were less satisfied than their female co-workers. Based on this finding, this researcher rejected the null hypothesis that there was no relationship between gender and one's decision to retire.

3. A discriminate analysis confirmed that gender was a significant factor in one's decision about retirement. The addition of gender as a variable, however, did not significantly change earlier findings in this study that indicated that finance and job satisfaction, by themselves, were significant predictors of one's decision to retire. The addition of gender did not improve predictive capability.

CONCLUSIONS

Discussion of the Findings

The unique contribution of this study was its focus on retirement decision making and eight psycho-social variables that potentially impact one's decision about retirement. As stated in Chapter I, this was an exploratory study.

Questions asked in this study were not based on a specific theory, but were derived from a review of the literature. The findings in this study and that of the literature were not in all cases mutually supportive. The areas of finance and job satisfaction tended to support the literature in both quantitative and qualitative dimensions, but the areas of health, activity time, degree of control, support system, personal identity as it relates to the job, and availability of medical benefits were only supportive in the qualitative comments.

Palmore (1971) reported that there were two basic reasons to retire. The first was one's inability to continue working due to illness and the second was less need for earnings. This study did not support his statement relative to health, perhaps because those too ill to work had already eliminated themselves and were thus not included in this study or were so few in number that they did not appreciably influence the findings. The narrative statements made by respondents did, however, provide more information.

For those respondents who indicated that health was a consideration in their decision to retire, descriptions of problems were equally divided between one's physical state and one's mental or emotional state. Stress and burnout were health considerations listed as factors influencing one's retirement decision. However, these two factors also appeared when respondents were given the opportunity to comment relative to job satisfaction. There appears to be interaction between these two factors. Stress and burnout adversely affect one's emotional health and lower one's job satisfaction. Most individuals assigned these factors to the variable--job satisfaction.

MacLean (1980) relates one's support system to the inclusion or exclusion of leisure activities. He indicates that there is an increased enjoyment of retirement when one's worthwhile activities are an outcome of one's energy,

whether working or playing. Based on the quantitative findings in this study, there was no support for the hypothesis that either one's support system, most commonly cited in the literature as the spouse, family, or neighbor but extended to church circles or social organizations, or one's activities affected one's retirement decision. However, quantitative comments suggested that either respondents perceived that they had an adequate support system in place or that they were unaware of the need for this support system. Some of the respondents stated that the "job" provided an adequate support system, though that differs with the need as suggested in the literature.

The quantitative component of this study did not support the literature relative to degree of control as a variable in one's retirement decision. Since the group of respondents were in a near retirement age of 50 years or more, with the mandatory retirement age two years beyond the oldest respondent, it is possible that none of the respondents felt that the retirement decision was outside of his or her area of control. They at least had the option to work if they chose to work. The qualitative comments in this area did express concerns about lack of control. These were often related to the job as currently defined; and were most consistently related to diminished job satisfaction and thus indirectly related to retirement decisions.

The study did not support the literature which talked about one's identity being tied to one's job. Atchley (1976), Foner and Schwab (1981), and George (1980) have documented that when a person retires, problems follow when the individual experiences a loss of status and/or personal identity which was provided by his or her job or career. The literature cited in Chapter II was actually based on a person's adjustment to retirement rather than how one makes the decision to retire. Comments by respondents about personal identity as it relates to the job were very closely tied to the type of comments that were made when respondents were asked to address job satisfaction. Though the two were interrelated in the qualitative comments, quantitative evidence did not support the relationship between personal identity and job satisfaction. There was no difference found when gender was compared to the variable of personal identity, though the literature documents differences. The literature states that males find it more difficult than females to retire unless the female is a professional rather than a non-professional employee (Johnson & Gaetino, 1982). Even though the female respondents in this study were professionals, they did not differ significantly from the males in the area of personal identity. It is possible that many of the respondents are unaware of how much their personal identity is job related. If the literature is

correct, these respondents may experience unanticipated loss of personal identity upon retirement.

The findings in this study did not support the literature regarding the availability of medical benefits as a factor in retirement decision making. This lack of agreement could be explained because respondents tied their responses about the availability of medical benefits to their responses about financial resources.

Narrative comments on this variable (medical benefits) indicated that respondents were aware of the fact that future medical factors could be of major significance. These concerns generally related to concerns regarding finances.

The quantitative and qualitative findings in this study did support the literature in two areas: finance (Lamb, 1977; Preston, 1952) and job satisfaction (Schmitt et al., 1979). The importance of finance to retirement decision making was found to be statistically significant in this study. Throughout retirement literature this is clearly the most important consideration for retirees. It was not, however, the number one consideration for the respondents in this study when the data was analyzed. It may have taken second place to job satisfaction because there was enough of an unknown surrounding the area of finance that respondents reacted to a variable they knew-- that variable being their satisfaction with their jobs.

Financial security may have seemed to be adequate because over 99% of the respondents stated that they would be vested in a retirement program upon retirement. In many instances, even though vested in retirement programs, respondents did express concerns. These were generally related to unknown potential financial needs or concern for known future expenditure requirements (relative care, college tuition and/or expenses, family member support, poor health, inflation, etc.). The majority of the requests for additional information and/or assistance were related to finance.

The findings relating to job satisfaction support the literature in both quantitative and qualitative dimensions. Job satisfaction, contrary to most reports in the literature, was identified as the number one variable affecting one's decision about retirement. The majority of the respondents directly related job satisfaction with retirement decision making. Qualitative responses were clustered around key concerns. Stress, pressure, and burnout were the most commonly identified dissatisfiers. Others were a perceived lack of administrative competence and/or support and lack of control over factors affecting their jobs. This variable was particularly important because male respondents were less satisfied with their jobs than were their female counterparts. This may suggest that males will retire earlier than their female counterparts

unless some means can be determined to increase job satisfaction.

LIMITATIONS

A number of limitations to this study were set forth in Chapter I. In addition, other limiting factors may have had an impact on the findings of this study.

As stated in Chapter I, the district was experiencing a great deal of internal change. This may have affected the reliability of the study. No test or retest was done to see if respondents' answers would be the same at another time or under different circumstances.

The questionnaire was distributed at the end of May and collected the first week in June, 1990. Employee responses may have been impacted by the time of year the data was collected. This assumption is borne out by the following response: "Never ask this question of a teacher-type in June! Of course I am exhausted and burned out now. Ask me again in September and I'll give you a different answer." This response was to a question about job satisfaction.

Timing may have affected certain variables more than others. Financial satisfaction would not be apt to change during the year because salary is distributed in twelve equal payment. Job satisfaction, however, is apt to be higher in the fall when employees have rested or had a

change of pace over the summer. In the spring, pressure to meet goals and complete tasks is at its peak.

Use of a single suburban district provided a sample which may have differed from a similar sample of respondents from another district with different demographics. The Beaverton school district has a state-wide as well as regional reputation of hiring quality teachers. Inasmuch as the personnel are unique to this district, findings may also be unique to the district.

The use of perception, while documented in the literature as a valid measure of one's reality, may raise issues. Perceptions are difficult to quantify, even though answers were recorded numerically. Perceptions are influenced by life experiences, personality, and a myriad of other factors.

Factors in this study were selected from the literature because of their potential relevance to one's decision about retirement. There may be additional factors which should be studied, but they have not as yet been identified.

Additionally, some of the respondents were clearly undecided about their retirement plans. They did, however, respond to many of the questions affirmatively or negatively. This may have slightly skewed the results, though the direction of this skew was not determinable. Research responses were limited to two choices about the

retirement decision: yes or no. There was no option for respondents to indicate that no decision had been reached.

RECOMMENDATIONS

Implications for Potential Retirees

All respondents included in this study were in a near retirement age or had already attained an age qualifying them for retirement. The findings indicated that there is currently a need for additional information on retirement to be made available to those nearing retirement age. The number of concerns about finances and availability of medical benefits indicates that either adequate information is not available or potential retirees are not taking advantage of that which is available.

Respondents appear to need more information on health maintenance, more specifically, their emotional health. Availing themselves of the district or school building wellness programs would be a beginning. Use of community resources would also be important. In addition, it appears that respondents need more information about the role of a support system and use of activity time when anticipating retirement. Issues about one's degree of control, job satisfaction and personal identity seem interrelated. Respondents with concerns in these areas might take advantage of counseling services included in the district's insurance plan.

Implications for the District
and Recommendation for Action

Employees in a near retirement age of 50 years or more (or even as early as 45 years of age) could benefit from district sponsored in-service and or counseling.

Consideration is recommended in the following areas:

1. Males are less satisfied with their jobs and are more apt to have made the decision to retire at an earlier age than their female colleagues. Based on these findings, a district can either choose to identify and address the cause of dissatisfaction in an attempt to retain male employees or provide retirement incentives that will encourage early retirement of the dissatisfied males.

2. Job satisfaction was the most significant predictor of retirement decision making. The assessment made above about males could be applied to the dissatisfied employee regardless of gender.

3. Assuming that the district considers its investment in people (employees) important, it may be critical to address the needs of employees who fall into a near retirement category. Although there can not be differential treatment of employees within the organization that would place the district in violation of fair or equal treatment of employees, findings in this study show men are more apt to leave the organization due to job dissatisfaction than are women.

4. The study found that medical benefits are important to the potential retirees. If the district wanted to encourage early retirement, offering medical benefits as an incentive might prove financially beneficial to both parties. This offer could remove the unknown fiscal impact and concern about medical coverage from the point of retirement until a retiree is eligible for Medicare.

5. The importance of financial planning should be evident to anyone facing retirement. What that entails is, however, unclear to many potential retirees. Questions like: "How does one begin?"; "What options exist?"; "How do needs change in retirement?"; would be initial questions to answer.

6. Health information is needed to answer questions such as "What health benefits are available to me if I retire as soon as I can?, If I retire between 55-58?, 59-62?, 63-65?" It must also be noted that demands on employees, and particularly on teachers, seem to be increasing each year, resulting in more burnout and stress.

7. Workshops providing information for potential retirees about phased retirement and early retirement options would increase a person's degree of control. Information should also include job share opportunities.

8. The findings in this study indicate that a sizeable number of respondents (about 12% of the total) have no support system or if they have one, it is the co-workers

and subject to change at retirement. This information may be important for counseling potential retirees.

In Chapter I it was stated that retirement was not unlike stepping into the unknown. It is a frightening experience for many and greatly anticipated by others. Information reduces unknowns. Though it is clearly the responsibility of the retiree to seek out and obtain information about retirement, providing easy access to resources can reduce stress as the target date draws near. The benefits of offering information may result in an employee who is less distracted or stressed, and thus able to devote more energy to the job.

FUTURE RESEARCH

This study has provided some significant findings relative to retirement decision making. Clearly, this was an exploratory study. It is the recommendation of this researcher that this study be replicated in other districts. If this were to occur, there would be several benefits. Replication of the study with teachers from districts with similar demographics and those whose demographics are very different would also provide a basis for comparison. This study could also serve as a model of an evaluation study for districts wanting to determine if finance and job satisfaction are identified needs.

Additional variables might be identified as significant to one's decision to retire. For example, in the literature the attitude toward work is important to one's adjustment in retirement. The question may well be asked; "Is one's attitude toward work ethic or one's value of work a variable which impacts one's decision to retire?" or, "Does one's level of work, elementary, middle, high school, or central office, affect one's decision to retire?" Again, "Does 'burn-out' constitute a variable that is significant by itself or is it simply an aspect of job satisfaction?" Also, "Is it possible that respondent's ranking of the degree of difficulty of the job would be significant to the decision to retire?"

Another study could provide the opportunity to more clearly differentiate among those who had made the decision to retire, the decision not to retire, or who had not arrived at a decision about retirement.

The quantitative data in this study indicates that job satisfaction is the most important factor relative to retirement decision making. The qualitative comments suggest that this factor is multidimensional. This suggests the need for further research focused upon job satisfaction.

A different sample population may supplement the information gathered by this study. This may lead to additional areas for district input to better prepare their staff for retirement.

A further extension of this study would be the examination of district policy, procedures, and programs which impact the concerns raised by this study.

A longitudinal study would provide an opportunity to determine the relationship or congruence between pre-retirement perceptions and post-retirement reality.

FINALE

A Spanish wisdom states "How marvelous it is to do nothing, and rest afterwards." Retirement is not a case of "doing nothing, and resting afterwards." It represents a change which marks a new phase in one's life.

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APPENDIX A

QUESTIONNAIRE

9. I am very satisfied with the decision about the age at which I will retire.

1 2 3 4 5 6 7 8 9 10

comments:

FINANCE IS CONSIDERATION OF: expected income sources (Social Security, private pensions, government pensions), current economic variables (wage rate, assets and non-wage income), income from working spouse/mate, home ownership and elimination of expenses related to one's employment following retirement.

10. I have a strong financial base to draw upon during my retirement.

1 2 3 4 5 6 7 8 9 10

11. Considerations about finances were very important in my decision to retire.

1 2 3 4 5 6 7 8 9 10

12. When considering my retirement plans, I am very satisfied with my projected financial condition.

1 2 3 4 5 6 7 8 9 10

comments:

HEALTH IS CONSIDERATION OF: absence of illness, absence of disease, balanced diet, exercise, proper body weight, adequate sleep, freedom from tobacco use and excessive alcohol consumption and little or no change in health in last 6 months.

13. My health is excellent.

1 2 3 4 5 6 7 8 9 10

Strong Disagreement 1 2 3 4 5 6 7 8 9 10 Strong Agreement

14. Considerations about health were very important in my decision to retire.

1 2 3 4 5 6 7 8 9 10

15. When considering my retirement plans, I am very satisfied with the current state of my health.

1 2 3 4 5 6 7 8 9 10

comments:

ACTIVITY IS CONSIDERATION OF: exercise, reading, hobbies and crafts, home maintenance, visiting, travel, volunteer work and/or part-time work, developing skills, continuing education and participation in social clubs and/or church.

16. My activities will be very beneficial in my retirement.

1 2 3 4 5 6 7 8 9 10

17. Considerations about activity time were very important in my decision to retire.

1 2 3 4 5 6 7 8 9 10

18. When considering my decision to retire, I am very satisfied with the planned use of my activity time.

1 2 3 4 5 6 7 8 9 10

comments:

Strong 1 2 3 4 5 6 7 8 9 10 Strong
Disagreement Agreement

SUPPORT SYSTEM IS CONSIDERATION OF: quantity and quality of interaction, availability of family and/or friends, opportunities to partake of social activities/gatherings, availability of a confidante and/or a pet(s). "The degree to which a person's basic social needs are gratified through interaction with others."

19. I have an excellent support system.

1 2 3 4 5 6 7 8 9 10

20. Considerations about a support system were very important in my decision to retire.

1 2 3 4 5 6 7 8 9 10

21. When considering my decision to retire, I am very satisfied with my support system.

1 2 3 4 5 6 7 8 9 10

comments:

DEGREE OF CONTROL IS CONSIDERATION OF: mandatory versus voluntary retirement, early, on time, or late/delayed retirement, phased versus nonphased retirement, ability to disengage from work, ability to substitute other activities for work, a positive (opportunities and advantages) or negative (limitations, dangers, and fears) attitude toward retirement, self management and leadership roles.

22. I have a very high degree of control of my life.

1 2 3 4 5 6 7 8 9 10

23. Considerations about the degree of control I have of my life were very important in my decision to retire.

1 2 3 4 5 6 7 8 9 1

Strong Disagreement 1 2 3 4 5 6 7 8 9 10 Strong Agreement

24. When considering my decision to retire, I am very satisfied with the degree of control I have of my life.

1 2 3 4 5 6 7 8 9 10

comments:

PERSONAL IDENTITY IS CONSIDERATION OF: the value of the relationship of self to job or job status.

25. My personal identity is very closely tied to my job.

1 2 3 4 5 6 7 8 9 10

26. Considerations about my personal identity as it relates to my job were very important in my decision to retire.

1 2 3 4 5 6 7 8 9 10

27. When considering my decision to retire, I am very satisfied with my personal identity.

1 2 3 4 5 6 7 8 9 10

comments:

JOB SATISFACTION IS CONSIDERATION OF: the amount of satisfaction derived from the job, freedom from stress and/or pressure and burnout.

28. I am very satisfied with my job.

1 2 3 4 5 6 7 8 9 10

Strong Disagreement 1 2 3 4 5 6 7 8 9 10 Strong Agreement

29. Considerations about job satisfaction were very important in my decision to retire.

1 2 3 4 5 6 7 8 9 10

30. When considering my decision to retire, I am very satisfied with my current job.

1 2 3 4 5 6 7 8 9 10

comments:

<p>MEDICAL BENEFITS IS CONSIDERATION OF: having one's medical needs met on an uninterrupted basis.</p>

31. Upon retirement I will have excellent medical benefits.

1 2 3 4 5 6 7 8 9 10

32. Considerations about having medical benefits upon retiring were very important in my decision to retire.

1 2 3 4 5 6 7 8 9 10

33. When considering my decision to retire, I am satisfied with medical benefits available to me.

1 2 3 4 5 6 7 8 9 10

comments:

Strong	1	2	3	4	5	6	7	8	9	10	Strong
Disagreement											Agreement

34. The eight factors listed may be considered to be adequate or inadequate as you consider them relative to retirement. **RANK** them in order: 1 = most adequate to 8 = least adequate for you in your projected retirement.

_____ finance	_____ health
_____ activity time	_____ support system
_____ degree of control	_____ personal identity as it
_____ of my life	_____ relates to my job
_____ medical benefits	_____ job satisfaction

35. When considering the eight retirement factors identified in this questionnaire, **RANK** them as they relate in importance to your retirement decision: 1 = very important to 8 = least important.

_____ finance	_____ health
_____ activity time	_____ support system
_____ degree of control	_____ personal identity as it
_____ of my life	_____ relates to my job
_____ medical benefits	_____ job satisfaction

36. As you consider the eight variables listed and their contribution to your retirement plans, **RANK** them according to the degree of satisfaction derived from each variable: 1 = most satisfied with the factor as it exists for you to 8 = least satisfied with the factor as it exists for you.

_____ finance	_____ health
_____ activity time	_____ support system
_____ degree of control	_____ personal identity as it
_____ of my life	_____ relates to my job
_____ medical benefits	_____ job satisfaction

37. Have you made the decision to retire at a specific point in time?
 _____yes _____no

Check A or B (whichever is applicable)

- _____A. I plan to retire as soon as I'm eligible which is age _____.
- _____B. I plan to remain in my present position for _____ years after I'm eligible to retire.

Strong	1	2	3	4	5	6	7	8	9	10	Strong
Disagreement											Agreement

38. What major factors have influenced your decision regarding retirement?

39. List and **RANK** other factors, not specifically addressed in this questionnaire, that have influenced your decision to retire?

_____	1	2	3	4	5	6	7	8	8	10
_____	1	2	3	4	5	6	7	8	9	10
_____	1	2	3	4	5	6	7	8	9	10

40. Are you currently in a teaching position _____ or an administrative position _____?

41. How many years will you have contributed to PERS when you retire, if you retire according to your current plans? _____ years

42. At the time of retirement will you be vested in a retirement program?

PERS _____yes _____no
 other _____yes _____no

Strong 1 2 3 4 5 6 7 8 9 10 Strong
 Disagreement Agreement

APPENDIX B

LETTER OF SUPPORT

Beaverton Schools

District 48
P.O. Box 200 Beaverton, Oregon 97075-0200
503/591-4422

J. Michael Vermillion
Deputy Superintendent

May 22, 1990

Dear Respondent:

You are being asked to participate in a project which will hopefully be of benefit to yourself and to others as well. Information given in this questionnaire will be totally confidential. A composite of the data will be utilized in the analysis.

The project will help the district gather information regarding retirement and related factors. Darlene Zickefoose, Vice Principal at Mt. View Intermediate School and a Doctoral Candidate at P.S.U., has developed a questionnaire to gather information which will be used by interested parties to help potential retirees. Your completion of the enclosed questionnaire will be appreciated.

Field testing suggests that it will take you 15-25 minutes to complete the questionnaire. Please do this at your earliest convenience with a projected return not later than Friday, June 8th.

If you have questions please call Darlene Zickefoose at 4650 (W) or 644-4571 (H).

Thank you for your assistance in this study.

Sincerely,

Mike Vermillion
Deputy Superintendent

Mary F. Callan
Assistant Superintendent
for Human Resources

MFC:pka
ZICKEFOO

APPENDIX C

INSTRUCTIONS TO THE QUESTIONNAIRE

DIRECTIONS FOR COMPLETION OF QUESTIONNAIRE:

1. Please answer each question.
2. Open ended questions should be answered as fully as necessary to give all the information you deem pertinent.
3. Questions answered on a scale of 1 to 10 each have explanations for the specific question. In each case, circle the answer which you judge to most closely reflect your view.
4. In questions where the answers are ranked, a number 1 is always given to the item judged to be of most significance, with the higher numbers reflecting those items in descending order of priority. Note: 1 = most significance and 8 = least significance.
5. After completing your questionnaire, please seal it in the attached envelope (addressed to Darlene Zickefoose) and return it to the secretary who issued it to you initially.
6. Return the questionnaire as soon as possible, but no later than June 8, 1990.

INFORMATION FOR PRINCIPALS AND/OR SCHOOL SECRETARIES

1. Enclosed is a packet containing _____ set/s of materials which you are being asked to distribute to a select group of certificated staff members in your building.
2. Also enclosed is an 8 1/2" X 11" piece of white paper naming all of the individuals, in your school, who are being asked to complete a questionnaire and who should receive the enclosed materials.
3. The materials which you will distribute to each individual are paper clipped together. Each paper clip holds a letter from Mike Vermillion and Mary Callan, a yellow sheet of paper with the directions for completion of the questionnaire, the questionnaire to be completed, and an envelope (addressed to Darlene Zickefoose) for the completed questionnaire.

DIRECTIONS FOR THE PRINCIPALS AND/OR SCHOOL SECRETARIES

1. Please distribute the enclosed paper clipped materials to the designated individuals in your building. Ask them to complete the enclosed materials and upon completion return the completed questionnaire to you.
2. As you distribute materials please check the recipients name indicating that he or she has received the materials. Please place a second check beside the recipients name when materials are returned. This will allow follow-up by me, if needed.
2. The completed questionnaire is to be placed in the envelope provided, sealed by the respondent and given to you.
3. On June 8th, please place all materials* in an interschool envelope and send them to Darlene Zickefoose at Mt. View Intermediate School.
4. Finally, a million "thank yous" for your assistance. You are appreciated!

* = sealed questionnaires, your recipient check list and any other loose materials.

INFORMATION FOR CENTRAL OFFICE SECRETARY WITH
DISTRIBUTION/COLLECTION RESPONSIBILITIES

1. Enclosed is a packet containing _____ set/s of materials which you are being asked to distribute to a select group of certificated staff members at the Central office or non-school offices.
2. Also enclosed is an 8 1/2" X 11" piece of white paper naming all of the individuals, in your school, who are being asked to complete a questionnaire and who should receive the enclosed materials.
3. The materials which you will distribute to each individual are paper clipped together. Each paper clip holds a letter from Mike Vermillion and Mary Callan, a yellow sheet of paper with the directions for completion of the questionnaire, the questionnaire to be completed, and an envelope (addressed to Darlene Zickefoose) for the completed questionnaire.

DIRECTIONS FOR THE CENTRAL OFFICE SECRETARY WITH
DISTRIBUTION/COLLECTION RESPONSIBILITIES

1. Please distribute the enclosed paper clipped materials to the designated individuals at Central Office and non-school offices. Ask them to complete the enclosed materials and upon completion return the completed questionnaire to you.
2. As you distribute materials please check the recipients name indicating that he or she has received the materials. Please place a second check beside the recipients name when materials are returned. This will allow follow-up by me, if needed.
2. The completed questionnaire is to be placed in the envelope provided, sealed by the respondent and given to you.
3. On June 8th, please place all materials* in an interschool envelope and send them to Darlene Zickefoose at Mt. View Intermediate School.
4. Finally, a million "thank yous" for your assistance. You are appreciated!

* = sealed questionnaires, your recipient check list and any other

APPENDIX D

RETIREMENT OPTIONS--EMPLOYEES OF BEAVERTON
SCHOOL DISTRICT #48

**Retirement Options
Employees of Beaverton School District #48**

Eligible to retire: a) 30 years experience and less than 58 years of age.
b) 10 years experience and 58 years of age or older.

Position: Options:

Teacher	<p>1: Medical - to age 65, maximum of 4 years, - self and family (current plan, alterable, - no dental coverage.</p> <p>2: Stipend - \$475/month to age 65 or up to maximum of 4 years (work 240 hours or 15 days for two years).</p>
Administrator	<p>1: Medical - Full medical and dental benefits until age 65.</p> <p>2: Stipend - \$475/month until age 62 (work 480 hours or 60 days).</p>

Social Security Benefits Accessible

Age 62:	<p>1. Available income reduced by a percentage for each year under 65.</p> <p>2. Medical benefits not available.</p> <p>3. Earnings allowed up to \$7,800/year without benefit reduction. Earnings above \$7,800. result in benefit reduction at the rate of \$1 for each \$2 earned.</p>
Age 65:	<p>1. Full benefits available.</p> <p>2. Medicare available.</p> <p>3. Earnings allowed up to \$9,720/year without benefit reduction. Earnings above \$9,720. result in benefit reduction at the rate of \$1 for each \$3 earned.</p>
Age 70:	<p>1. Earnings unlimited.</p>