

## Retirement Planning Awareness and Planning Options among University Staff in Rivers State, Nigeria

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**Abstract:** This study investigated retirement planning awareness and planning options among university staff in Rivers State. Two objectives, two research questions and two hypotheses guided the study. The study adopted the descriptive design. The population of the study was 9,551 staff in the three public universities in Rivers State. The sample was 1,173, comprising 490 teaching staff, 344 senior and 339 junior non-teaching staff of the three public universities in the state. Stratified random sampling technique was used to draw the sample. The instrument used to generate data was a self-structured 18-item questionnaire titled 'Retirement Planning Awareness and Planning Options among Staff of Public Universities Questionnaire'. Cronbach's alpha was used to establish the reliability co-efficient of the instrument at 0.81. The research questions were answered using mean, while the hypotheses were tested at 0.05 significant level using analysis of variance (ANOVA). The study revealed among others that university staffs were highly involved in their retirement planning activities. Senior non-teaching staffs were more involved in their retirement planning than teaching and junior non-teaching staff. The study also showed that retirement planning options university staffs invested their funds to a high level were; pension funds investment, assurance insurance policy, provident funds, have a commercial farm, investment in share capital of a firm, fixed deposits and membership of a co-operative society. This study recommended that university authorities should regularly engage in awareness creation programmes to sensitize university staff on the importance of starting retirement planning early enough to ensure that they enjoy a comfortable life after retirement. The study also recommended that policy university authorities should ensure that teaching staff and all cadres of non-teaching staff are well-informed and carried along in all retirement planning matters that may benefit employees.

**Keywords:** Retirement Planning, Awareness, Planning Options, University Staff, Rivers State.

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## INTRODUCTION

University education is the pinnacle of tertiary education. It is the level of education where research and scholarship dictate what knowledge is. Universities are tasked to produce human capital through knowledge generation and knowledge

dissemination as well as the provision of community services. In the process of accomplishing these tasks, universities are expected to produce individuals with relevant abilities, knowledge and skills required for performing various professional responsibilities in diverse developmental areas.

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Surely, the extent universities can accomplish this tasks is contingent on the quality of staff they have. University organizations have teaching and non-teaching staff whose different works contribute to the attainment of the overall goals of university education.

Work is an essential aspect of adult life. It serves different purposes for different people. For many people, work means earning a living, whereas for others, it is all about preserving self-respect, a source of pleasure and means of achieving self-fulfilment. This implies that work means different things to different people, whatever that is the object of work cannot preclude the inevitability of retirement. Retirement in this context is a transition phase in a worker's career path during which the individual withdraws from civil service or active occupational responsibilities to live a leisurely life while leaning on accumulated savings and income streaming from investments made during active service. Retirement can also be defined as the termination of one's working activities at the place of primary assignment due to age limitation, failing health and other reasons (Akpan, 2017).

Retirement may be voluntary; if the concerned individual employee unilaterally decides to discontinue his/her service for personal reasons. The personal reasons may be related to health issues, pursuit of greater goal, frustrating work experiences and other external factors that may render such employee unfit to continue with his/her services to the organization. The reason may also be related to the employees' family matters, marital obligations or disagreements with pension administration policies and terms. Retirement may also be compulsory, if an organization decides to disengage their employee for different reasons which may include retrenchment, shake-up to flush-out unscrupulous employees, etc. Furthermore, an employee may also be retired mandatorily, if such employee has reached the maximum number of years, or has attained specified age after which continuation of service on the part of such employee is considered non-beneficial to the organization, hence the need to disengage such employee in line with employment terms. Government and some organizations usually spelt-out terms and conditions of employment to their employee during employment so that both parties will have clear understanding.

In Nigeria, mandatory retirement is a requirement under civil service rules and condition of services as stipulated in federal and states government civil service rules. That of federal government stipulates that employees shall be due for retirement after 35 years of service or

alternatively, at the age of 60 years for all government employees. This rule however, exempted few officials occupying sensitive positions such as judicial officers and high ranking university employees (professors), who by virtue of their position are allowed to remain in office for extra 5 and 10 years respectively (Akpan, 2017).

Employment in civil service and appointment in public office in Nigeria is usually followed by orientation and induction programmes geared towards familiarizing the new employees with their new roles and associated work routines. During such assimilation processes, emphasis is usually given to work related orientation and performance discussions as little or nothing is usually said about employee retirement, let alone the need for them to plan ahead of it. Even during in-service trainings, attention is rarely given to issues bothering on workers' retirement planning, with the result that many of them had to remain unaware about matters related to retirement planning. This situation has not only increased ignorance on the part of university staff vis-à-vis retirement planning, but may have also contributed to their apparent (staff) indifference to issues of retirement planning, with the result that many of them are barely involved in taking decisions concerning their respective retirement planning.

Planning in this context is the process of deciding in advance, what will be done, and how to do it to achieve desirable aims. This involves setting targets and outlining actions to be taken, establishing policies and sequencing procedures that will guide programmes implementation for the attainment of given objectives (Ukaigwe & Igbozuruike, 2019). Everything about life requires planning. Life itself requires planning, so also retirement. Retirement planning in Nigeria is fraught with many challenges at both macro and micro levels. At macro level, retirement planning centres on financial planning and pension funds administration (PFA). However, observations over the years have shown that government never had adequate plans for public service retirees. In attempt to address these multiple challenges, the government had in different occasions enacted different legislations aimed at resolving the challenges bedevilling the pension industry in Nigeria. Though most of those laws and schemes achieve different degrees of results, however their deficiencies were so glaring that the Federal Government of Nigeria had to enact another law – Pension Reform Act of 2004. Although the Reformed Pension Act of 2004 was repealed by the New Pension Act of 2014, it however retained some of the provisions of the former. For instance, the new Act retained the powers of National Pension

Commission (PENCOM) as the regulatory body governing pension funds management and administration in Nigeria.

The quality of pre-retirement financial plan is affected by certain personal factor such as individuals' salary and family size, whereas extraneous variables such as economic changes, salary increases or decreases, competency of pension funds guardians and administrators may affect retirement financial plans. Iyortsuun and Akpusugh (2013) remarked that salaries and aggregate earnings of workers determine to a great extent, the value to be set aside for savings. It is necessary that staff should apportion certain percentage of their salary for fixed deposit savings to augment the normal mandatory contributory pension funds. In addition, university staff can also invest their financial resources in different businesses such as estate and property ownership. Financial planning is not only about how to invest in different profitable policies or joining co-operative societies for mutual benefits, because attention ought to be given to projecting income streams from various investments, forecasting the future expenditures on children school fees, housing expenditures, sources of income for servicing different contractual agreements such as life and health insurance schemes premiums.

Amini-Philips and Kinanee (2019) maintained that university employee have to plan their retirement while in active service, as post-retirement planning is not only belated and but dangerous, because it puts such employees in disadvantaged position where planning is considered much more difficult. Starting retirement planning early can help university staff to ask the right questions about retirement, pension funds management, policies, investment options, firm's products (pension schemes) that suits their individual income levels. Starting retirement planning early may also help university staff to plan how to live within their means, which is essential aspect of retirement planning. This is because preparing for retirement in advance may help individual staff to discuss important issues with their Pension Funds Administrators (PFA), including issues like health insurance schemes, becoming a house owner at a designated period in the future, the number of children one want and capable providing for, and the decision to retire early or latter.

Nor-Zaihan (2017) remarked that awareness of retirement planning imperatives is a major determinant of employees' perception, attitude and involvement in retirement planning. The scholar defined awareness as the ability to become conscious of something; i.e. the quality of

understanding something enough to respond to it. The scholar maintained that creating retirement awareness and educating employees on issues that matters to retirement planning (such as savings and investment) is an important way of improving employees' attitude towards retirement planning and sustainably pave way for their active involvement in planning processes. Nima *et al.* (2013) remarked that staff that knows the importance of retirement planning, having developed positive mind-set (attitude) about it, are thus likely to start preparing for retirement early, by ensuring that their youthful period is effectively invested in wealth creation activities, and by making sure that their years of active employment are rational utilized and well spent on activities that increases their earnings, savings and investments. Although considerable progress have been achieved in addressing pension problems in terms of policies and funds administration in Nigeria, yet observations indicate that a sizable number of university retirees are still either not aware of the realities of what unprepared retirement life could be, or not ready to involve themselves in the planning process.

#### **Statement of the Problem**

One of the biggest problem facing retirees of public university is prolonged delays in processing retirement paperwork that authorizes payment of pension and gratuities to deserving retirees. This has no doubt created negative perceptions about pension funds management in Nigeria, given the corruption-laden history of pension management in the country. This has left many retirees very suspicious and unwilling to involve themselves in the planning of their retirements with Pension Funds Administrators (PFA), with the result that some retirees in Nigeria are not only facing distressing life after retirement, but also facing severe poverty and malnutrition due to lack of income and retirement planning. Despite this reality, many university staff are still relying wholly on the compulsory Contributory Pension Funds (CPFs) instead of taking individualized initiative to plan for their retirement, by way of diversifying their savings and investment schemes in addition to divesting their shares and dividends to widen the sources of their future income.

Moreover, anecdotal observations suggest that retirees are still hesitant and indifferent in some instances over retirement planning. What could be the reason for such disinterestedness in preparing for one's future well-being? Could it be that university staffs are not aware of the importance of retirement planning? Or could it be that university staffs are faced with difficult retirement planning challenges? The task of investigating these issues to

answer the questions is necessary for understanding what university employees think about their retirement planning. Such understanding would provide useful information to aid formulation of policies that will improve retirement planning among university staff in Rivers State.

**Research Questions**

The following research questions guided the study;

1. What is the level of staff awareness on retirement planning in universities in Rivers State?
2. What are the retirement planning options of staff in universities in Rivers State?

**Hypotheses**

The following hypotheses were tested in the study at 0.05 alpha level.

- There is no significant difference among the mean assessments of teaching, senior non-teaching and junior non-teaching staff on the level of staff awareness on retirement planning in universities in Rivers State.
- There is no significant difference among the mean assessments of teaching, senior non-teaching and junior non-teaching staff on the retirement planning options of staff in universities in Rivers State.

**METHODOLOGY**

The study design of the study was descriptive. The population of the study was 9,551 staff in the three public universities in Rivers State, in which 2,420 are teaching staff while the remaining 7,131 are non-teaching staff. The three

public universities are University of Port Harcourt (UPH), Rivers State University (UST) and Ignatius Ajuru University of Education (IAUE). A sample size of 1,200 staff was selected for the study, representing 12.6% of the population and this satisfied Yamane (1962) sampling requirement. The sample comprised 500 teaching staff, 350 senior non-teaching staff and 350 junior non-teaching staff of the three universities. Stratified random sampling technique was used to draw the sample. The instrument used to generate data was a self-structured 18-item questionnaire titled 'Retirement Planning Awareness and Planning Options among Staff of Public Universities Questionnaire (RPAOSPUQ)'. The instrument was divided into two sections, namely, Section A and Section B. Items in section A was used to generate data on demographic variables of the respondents. Section B contained items assessing the basic variables that this study is investigating. The four-point modified Likert-type rating scale of Very High Level (4 points), High Level (3 points), Low Level (2 points) and Very Low Level (1 point) were used to scale the responses of the respondents. Items that scored  $x \geq 2.50$  criterion were accepted whereas those below the criterion were rejected. The research questions were answered using mean and standard, while analysis of variance (ANOVA) was used to test the five (5) hypotheses at 0.05 alpha level.

**DATA ANALYSIS AND RESULTS**

Research Question One: What is the level of staff awareness on retirement planning in universities in Rivers State?

**Table-1: Mean assessment of the respondents on the level of staff awareness on retirement planning in universities in Rivers State**

S/N	Description of Items	Means of University Staff								
		Teaching (n = 490)			Senior Non- Teaching (n = 344)			Junior Non-teaching (n = 339)		
		$\bar{x}$	S.D.	Remark	$\bar{x}$	S.D.	Remark	$\bar{x}$	S.D.	Remark
1	I am aware of the benefits of retirement planning	3.07	0.96	High Level	3.76	0.44	High Level	3.39	0.66	High Level
2	I regularly receive official information from university authority about my retirement plans	2.71	0.91	High Level	3.06	0.85	High Level	2.27	0.59	Low Level
3	I am familiar with the various retirement (pension) plans offered by retirement planning firms	2.64	0.77	High Level	3.17	0.03	High Level	2.86	0.77	High Level
4	University authority regularly organize seminars to encourage me to plan for retirement	2.50	0.92	High Level	2.48	0.89	Low Level	2.18	0.81	Low Level
5	I have sufficient knowledge to make better retirement planning decisions	2.52	0.74	High Level	2.97	0.85	High Level	2.89	0.52	High Level
6	I know how to calculate my retirement investment returns	2.15	0.69	Low Level	2.56	0.63	High Level	2.67	0.72	High Level
7	I am familiar with the processes	2.41	0.67	Low	2.69	0.75	High	2.50	0.70	High

	to follow in resolving my retirement planning challenges			Level			Level			Level
8	I know the importance of involving experts in making some retirement planning decisions	2.73	0.65	High Level	2.75	0.78	High Level	3.27	0.96	High Level
	<b>Aggregate Mean</b>	<b>2.59</b>	<b>0.79</b>		<b>2.93</b>	<b>0.65</b>		<b>2.75</b>	<b>0.72</b>	

In table 1 above, respondents in teaching, senior non-teaching and junior non-teaching categories agreed to a high extent to the statements in items 1, 3, 5 and 8, with mean scores of 3.07, 3.76 and 3.39 in item 1, 3.64, 3.17 and 2.86 in item 3; 2.53, 2.97, and 2.89 in item 5 for the respective categories of the respondents. Conversely, the teaching, senior non-teaching and junior non-teaching agreed to a low extent to the statements in items 6, 4 and 2 respectively. The aggregate mean scores of 2.59, 2.93 and 2.75 for teaching, senior

non-teaching and junior non-teaching staff are obviously higher than the criterion of 2.50, and hence establish that all the categories of university staffs were aware of retirement planning to a high level. Furthermore, the highest aggregate mean score of 2.93 in the mean column of senior non-teaching staff shows that they were more aware of retirement planning than other two staff categories. Research Question Two: What are the retirement planning options of staff in universities in Rivers State?

**Table-2: Mean assessment of the respondents on the retirement planning options of staff in universities in Rivers State**

S/N	Description of Items	Means of University Staff								
		Teaching (n = 490)			Senior Non- Teaching (n = 344)			Junior Non-teaching (n = 339)		
		$\bar{x}$	S.D.	Remark	$\bar{x}$	S.D.	Remark	$\bar{x}$	S.D.	Remark
9	I have life assurance insurance policy	2.60	0.96	High Level	3.38	0.52	High Level	3.21	0.97	High Level
10	I invested part of my savings in gold and silver	2.29	0.99	Low Level	2.80	0.77	High Level	1.73	0.59	Low Level
11	I have real-estate investment	2.54	1.01	High Level	2.40	0.63	Low Level	2.50	0.76	High Level
12	I have a commercial farm	2.54	0.99	High Level	3.07	0.80	High Level	2.40	1.12	Low Level
13	I have pension funds investment	3.25	0.93	High Level	3.25	0.93	High Level	2.67	0.72	High Level
14	I have a provident funds	2.86	0.93	High Level	2.93	0.97	High Level	2.73	0.88	High Level
15	I have investment in share capital of a firm	2.85	0.90	High Level	2.56	0.96	High Level	2.81	0.91	High Level
16	I bought government bonds/treasury bill	2.14	0.83	Low Level	2.75	0.90	High Level	2.33	0.90	Low Level
17	I maintain fixed deposits (savings accounts)	2.07	0.87	Low Level	3.25	0.86	High Level	3.31	0.87	High Level
18	I am a member of co-operative society	3.08	0.90	High Level	3.19	0.98	High Level	2.67	0.72	High Level
	<b>Aggregate Mean</b>	<b>2.62</b>	<b>0.93</b>		<b>3.10</b>	<b>0.83</b>		<b>2.64</b>	<b>0.85</b>	

In table 2 above, respondents in teaching, senior non-teaching and junior non-teaching categories agreed to a high extent to the statements in items 9, 13, 14, 15, and 18, with mean scores of 2.60, 3.38 and 3.21 in item 9, 3.25, 3.25 and 2.67 in item 13; 2.86, 2.93, and 2.73 in item 14 for the respective categories of the respondents. Conversely, the teaching, senior non-teaching and junior non-teaching agreed to a low extent to the statements in items 10,11 and 16 respectively. The aggregate mean scores of 2.62, 3.10 and 2.64 suggest that teaching staff, senior non-teaching and junior

non-teaching staff invested their retirement planning funds in all the items that yielded high level concurrencies, nevertheless, senior non-teaching staffs invested their retirement planning funds more in the above items than other staff cadres.

**Results to the test of hypotheses**

H<sub>01</sub>: There is no significant difference among the mean assessments of the respondents on the level of staff awareness on retirement planning in universities in Rivers State.

**Table-3.1: Analysis of Variance (ANOVA) on the difference among the mean assessments of teaching, senior non-teaching and junior non-teaching staff on the level of staff awareness on retirement planning in universities in Rivers State.**

	Sum of Squares	Df	Mean Square	F	P-Value
Between Groups	682.972	2	341.486	46.915	.000
Within Groups	8516.267	1170	7.279		
Total	9199.240	1172			

The result in table 3.0 showed that at a total of 1,172 degrees of freedom and 0.05 significance level, the F-value obtained was 46.92. Since the p-value of 0.00 is less than 0.05 significant level, it is therefore established that significant difference exist in the mean assessments of the various categories of university staff on their level of

awareness on retirement planning. Given this result, the above stated null hypothesis is rejected. A Post Hoc Test as presented below was considered necessary to establish the categories where significant difference exists.

**Post Hoc Test**

**Table-3.1: Post Hoc Test on Analysis of Variance (ANOVA) on the difference among the mean assessments of teaching, senior non-teaching and junior non-teaching staff on the level of staff awareness on retirement planning in universities in Rivers State (Tukey HSD)**

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	P-Value
Teaching Staff	Senior Non-teaching Staff	-1.72113*	.18977	.000
	Junior Non-teaching Staff	-.11865	.19059	.808
Senior Non-teaching Staff	Teaching Staff	1.72113*	.18977	.000
	Junior Non-teaching Staff	1.60248*	.20647	.000
Junior Non-teaching Staff	Teaching Staff	.11865	.19059	.808
	Senior Non-teaching Staff	-1.60248*	.20647	.000

\*. The mean difference is significant at the 0.05 level.

In table 3.1 above, the comparison of the means assessments of teaching staff, senior and junior non-teaching staff showed that no significant difference exist between teaching staff and junior non-teaching staff given the p-value 0.808 obtained for the said two categories in the first row of the table. Furthermore, in the second row of the same table, the mean comparison between senior non-teaching staff and their junior counterpart yielded a p-value of 0.000, which is significant at 0.05 level, and establishes that significant difference exist between the means of senior non-teaching staff and

their junior non-teaching staff on the level of staff awareness on retirement planning in universities in Rivers State. This analysis validates that senior non-teaching staff were more aware of retirement planning than junior non-teaching staff, and teaching staff respectively.

H<sub>02</sub>: There is no significant difference among the mean assessments the respondents on the retirement planning options of staff in universities in Rivers State.

**Table-4.0: Analysis of Variance (ANOVA) on the difference among the mean assessments of university teaching, senior non-teaching and junior non-teaching staff on retirement planning options in universities in Rivers State.**

	Sum of Squares	Df	Mean Square	F	P-Value
Between Groups	3089.972	2	1544.986	42.254	.000
Within Groups	42780.321	1170	36.564		
Total	45870.293	1172			

The result in table 4.0 showed that at a total of 1,172 degrees of freedom and 0.05 significance level, the F-value obtained was 42.254. Since the p-value of 0.00 is less than 0.05 significance level, it is therefore established that significant difference exist in the mean assessments of the various categories of university staff on their retirement planning options. Therefore, the above stated null hypothesis is

rejected, and thus implies that at least a mean assessment of responses of one of the staff categories is statistically different from others. A Post Hoc Test as presented below was considered necessary to establish where the significant difference exists.

**Post Hoc Test**

**Table-4. 8.2: Post Hoc Test on Analysis of Variance (ANOVA) on the difference among the mean assessments of university teaching, senior non-teaching and junior non-teaching staff on retirement planning options in universities in Rivers State (Tukey HSD)**

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	P-Value
Teaching Staff	Senior Non-teaching Staff	-3.40514*	.42534	.000
	Junior Non-teaching Staff	.35537	.42718	.683
Senior Non-teaching Staff	Teaching Staff	3.40514*	.42534	.000
	Junior Non-teaching Staff	3.76050*	.46276	.000
Junior Non-teaching Staff	Teaching Staff	-.35537	.42718	.683
	Senior Non-teaching Staff	-3.76050*	.46276	.000

\*. The mean difference is significant at the 0.05 level.

In table 4.1 above, the comparison of the means assessments of teaching staff, senior and junior non-teaching staff showed that no significant difference exist between teaching staff and junior non-teaching staff given the p-value of 0.683 obtained for the two categories in the first row. Furthermore, in the second row of the same table, the mean comparison between senior non-teaching staff and their junior counterpart yielded a p-value of 0.00, which is found to be significant at 0.05 levels, and thus establishes that significant difference exists between senior non-teaching staff and their junior counterpart on their retirement planning options. This analysis validates that senior non-teaching staff invested more the examined retirement planning options than junior non-teaching staff, and teaching staff respectively.

**DISCUSSION OF FINDINGS**

**Level of staff awareness on retirement planning in universities**

The study revealed that university staffs were aware of retirement planning to a high level. Senior non-teaching staffs were more aware of retirement planning than junior non-teaching staff and teaching staff. The reason for this finding is related the fact that university teachers were aware of retirement planning benefits, received regular official information from university authorities about their retirement planning and were thus familiar with various firms retirement planning offers. This study also showed that senior non-teaching staffs were more aware of retirement planning than junior non-teaching and teaching staff. These findings are in line with the findings of Nor-Zaihan (2017), who reported that majority (65%) of the university staff (who served as respondents in his study) were aware of retirement planning, adding that employees who were aged 40 years and above were highly aware of retirement planning, whereas new employees in university system, who were also between the age bracket of 21-30 had

lowest level of awareness in matters concerning retirement planning.

This study also revealed that university staffs have knowledge for making better retirement planning decisions, were familiar with the processes leading to resolution of their respective retirement planning challenges and also knew the importance of involving experts in making some retirement planning decisions. These findings are in accord with Talib and Manaf (2017), who reported that knowledge or self-awareness of staff on retirement planning helped them to modify their behaviour to agree with of retirement planning. Sonali (as cited in Laxmi & Maheshwary, 2018) observed that individuals' level of financial awareness has high predictive influence on their financial planning abilities. This agrees with Agunga *et al.* (2017), who reported that pensionable staff knew about the importance of investment on retirement assets, adding that teachers invested in their pension savings, knew how to calculate their due interest, and were also aware that ordinary share yields higher dividends amongst firms' shares.

Conversely, these findings are in contradistinction with Olatomide *et al.* (2015), who respectively observed that a sizable number of Nigerians working in various private and public institutions lack good knowledge of what retirement planning is all about, including how to go about it, and the type of investment choices they ought to make to suit their unique needs and life aspirations. This corroborates the findings of Eremie (2015), who reported that 68% and 63% male and female respondents were not aware of the challenges facing retirees, while 98% and 96% of the respective genders do not have sufficient financial knowledge and muscles to deal with retirement problems. These findings are therefore partly consistent with Nor-Zaihan (2017), whose findings revealed the existence of significant differences between the various age groups and their retirement planning

attitudes. The scholar further discovered that no significant difference existed between age factors and retirement planning dispositions or behaviours of employees.

The study's findings are inconsistent with the report of Central Bank of Nigeria [CBN] (2015), which stated that 70.7% of Nigeria's adults, including university employees are not aware of what mobile-money is all about, 36.3% do not know what is pension, 36.6% have no idea of what is current account, while 33.3% and 25.9% have no inkling about what is interest and savings account respectively. Amoah-Mensah (2014) corroborated this grimy picture by asserting that lack of awareness on the part of many workers is the reason why a sizable number of them are not planning for their retirement. The study findings also contradict Mushaphi (2010), who found out that 52% of the employees were not aware of any institution in their locality where government cares for the aged, whereas 37% of respondents in his study indicated that they knew at least one organization that cares for the aged; the rest (6%) said that they knew at least two organizations that cares for the elderly. These research findings highlight the need for university employees to plan in advance for their retirement by seeking for information and right knowledge for effective planning. Olatomide *et al.* (2015) observed that 48.06%, 29.46% and 22.48% of his study respondents had average, poor, and good knowledge of prospects that awaits them at retirement respectively.

Planning for retirement helps employees to identify ways and measures to be put in place in order to minimize the negative effects of retirement, and by so doing enhances their chances of living a comfortable retirement life. Therefore, creating retirement awareness and educating employees on issues that matters to retirement planning (such as savings and investment) is an important way of improving employees' attitude towards retirement planning and sustainably pave way for their active involvement in planning processes.

### **Retirement planning options of staff in universities**

The findings of this study showed the retirement planning options university staffs invested their funds to a high level; they were pension funds investment, provident funds, commercial farming, and investment in share capital of firms, fixed deposits and membership of a co-operative society. These findings are in tandem with Ibeme (2014), who observed that pension helps retirees to adjust and reintegrate into the society after working-life, adding that pension helps to

foster better working relationship between employees and employers because employees are aware of the contributions of their employers to their pension funds. The findings of this study are consistent with Fapohunda (2013), who observed that retirement planning via investment in pension funds helps to boost morale and productivity of employees, given that having financial plan to fall-back on to address economic needs and other social responsibility during retirement motivates employees.

Saeed and Sarwar (2016) reported that university employees took advantage of stock and security markets to invest their retirement savings. The scholar further reported that majority of academic staff preferred investing their finances in real estate, gold and other precious objects and stones. This affirms the observations of Onoyase, (2013), who remarked that that university staff have a variety of investment options in security and exchange markets, where they can stake their savings in profitable portfolio while in active employment, so that before they retire from service, their diverse portfolios would have started generating significant financial gains that can be used to offset health bills, relaxation expenses, and expenses associated with children school fees.

Real estate investment is appealing to many university officials due to its low risk-level and high profitability index (Kelly, 1995). It is therefore of no surprise that the price of land and other high valued properties are always increasing in both value and demands. The scholar suggested that university employees can start by buying land and as their income increases and start developing it since the value of land rarely depreciates. The findings of this study are in consonance with Saeed and Sarwar (2016), who stated that university professors, the academia and other university staff can take advantage of investment options in security markets in planning for their retirement given that the prices of these precious objects (gold, silver, diamond, rubies, etc) are always on the increase.

This study showed that no significant difference exists between teaching and junior non-teaching staffs on the retirement planning options of staff in universities in Rivers State. It was also found that significant difference exists between teaching and senior non-teaching staffs on the retirement planning options. This is in line with Adeniji *et al.* (2017), who observed that maintenance of provident funds is beneficial to retirees because such reserved funds enable them to sustain decent standard of living after active service. Such lump sum paid to retirees at the point of their retirement is a meaningful way of empowering them with



investible funds with which they invest in desirable businesses. Hence, employees can use provident and pension money to invest in entrepreneurial venture (such as fish farming, snail farming, crop production, and real estate business) and portfolio speculation among other high profit yielding investments alternatives.

## CONCLUSION

Retirement planning awareness and planning options among university staff has been investigated and role of university authorities in fostering staff awareness and involvement in retirement planning enunciated. Based on the findings, this study concludes that the level of retirement planning awareness among university staffs in Rivers State is high. The study further concludes that university staff invested their retirement planning funds to a high extent.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made;

1. University authorities should regularly engage in awareness creation programmes to sensitize university staff on the importance of starting retirement planning early enough to ensure that they (employees) enjoy a comfortable life after retirement.
2. University authorities should ensure that teaching staff and all cadres of non-teaching staff are well-informed and carried along in all retirement planning options that may benefit staff.
3. Universities should partner with retirement experts and accredited retirement funds managers in providing financial education to university employees, as this will help employees to start saving and investing into their post-retirement lives.

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