

Designing a model for re-employment of employees during retirement (Study case: Ministry of Education)

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Abstract

The purpose of this research is to design a model for the re-employment of employees during retirement in the Ministry of Education. The research method is a qualitative type of theorizing data-based, and the participants are decision-making and policy-making managers in the field of re-employment of retirees as well as some teachers who have taken re-employment during retirement. The sampling method is purposeful and snowball-type with the number of 12 people as sample, which include working retirees and experts in the field of education, and the research reached theoretical saturation with the targeted people. Data analysis is through open, central and selective coding, and Max Kyuda version 22 software is utilized. The findings of the research consists of 8 dimensions including individual, social, organizational, environmental, economic, political, individual performance, education system performance; and 23 components in the form of causal conditions, central conditions, strategies, consequences, interveners and contexts. The results of the research showed that conditions such as individual, social and organizational factors cause the re-employment of retired education workers. The mentioned factors make strategies such as livelihood-oriented strategy and entrepreneurial strategy to be defined as re-employment strategies. These strategies definitely have consequences, which include improving individual performance and improving the performance of the education system. The background of these strategies, i.e. political and economic factors, must be provided. Meanwhile, interveners such as environmental factors should not be ignored.

Keywords:

re-employment,
improving the
performance of the
education system,
retirement,
entrepreneurial
strategy

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Extended Abstract

Introduction

Today, due to the increase in life expectancy, people still have many years ahead after retirement, and even in a considerable period of time, they have the physical strength and mental desire to work and accept job responsibilities.

Research has shown that the world's population was almost constant until the 18th century, and most of the people had a low average life expectancy due to wars and various diseases; but during the following years, it can be seen that more than three decades have been added to the average life of people. The predictions of the United Nations (2017) indicate that by 2050, the population over 60 years old will be more than 4 times compared to the year 2000 (Dehghani et. al. 2019). Considering the country's demographic changes and the effects and consequences of transitioning the age structure of the population, it is expected that the number of retirees in our society will continue to increase in the future decades (Statistical and Socioeconomic Analysis Office, 2019). On the other hand, regarding the financial resources of the education organization, it is stated that the share of the education budget from the public resources of the government in 1401 is 9.6%; while the share of the education budget from the government's public resources in 1400 was 12.7 percent (Fars News Agency, 2022). Therefore, serious attention and scientific planning to meet the needs of society's education workers can have significant effects on society's health from various aspects. But the more important issue after knowing about the increase in the number of retirees is the issue of their employment, which has two aspects and is somewhat contradictory. On one hand, we should pay attention to the fact that a retired person, after a relatively long and continuous period of work and effort, needs to enjoy welfare and rest and benefit from the welfare and support facilities of the society.

Theoretical framework

Regarding the theory of Maslow's hierarchy of needs, Maslow has stated 5 basic needs in humans, including physiological needs, safety, belongingness, affection, respect (dignity), and self-actualization (Naili, 2014). Regarding the re-employment of retirees, according to Maslow's theory, it is stated that in order to meet high-level needs, retirees are first forced to meet their physiological needs, so they turn to re-employment to meet their physiological needs by earning income. According to manifest need theory, needs that are more acquired than inherited are activated by external body stimuli. For example, if a person finds a need for social relations, he communicates with others only if he considers the social situation appropriate, and only then does his need become apparent. According to this theory, needs include the needs of solicitation, affection, autocracy-autonomy, power, aggression, stimulation, tolerance, pretentiousness, convenience-seeking, nurturing, order, unburden, and recognition (Zohori, 2015). According to existence-dependence-growth theory, human needs include existence needs, dependence needs, and growth needs (Naili, 2014). However, he does not agree that every need appears after satisfying the lower order need (Zohori, 2015). According to this theory, the re-employment of retirees is due to the fact that all the needs of retirees can be created at the same time and combined to motivate them. According to disengagement theory, the decline in social interaction during retirement is because, against the will of most retirees, society leaves them. In fact, the society and the retired person mutually limit many of their bilateral relations with each other. According to this theory, the inevitability of death forces a person to leave an important part of their social roles. Also, in activity theory, activity increases health during retirement and a person who remains active will adapt to the situation in a better way. In fact, successful retirement requires new roles to be discovered, or new means to maintain old roles (Afra et al. 2020).

Methodology

The method used in this research is qualitative. The strategy used is data-oriented theorizing with Strauss and Corbin's approach. The participants of this research are decision-making managers and policy makers in a sense in the field of re-employment of retirees and some teachers who have taken re-employment during retirement. They were selected to identify, extract, and explore "concepts" and "categories". The sampling method is non-random or purposeful and snowball. The number of participants is 12.

Research findings

The findings of the research include all the causal conditions, the central category, strategies, consequences, contexts and interveners of the research. Individual factors in causal conditions are subsistence and material needs, emotional and communication needs, and psychological needs. Organizational factors include the educational structure of the education system and the economic structure of the education system. The educational structure of the education system is in such a way that according to the fundamental transformation document and the vision document of the education system, it should benefit from the expertise and experience of human capital. The central category is the main category that appeared in the data multiple times with other categories. The central category of this research is called re-employment, which contains the components of skill diversity, task identity, and the importance of task and independence. The meaning of skill diversity is that a job that requires the use of a large number of personal skills and talents, challenges all the abilities and skills of a person; and people will most likely find such jobs meaningful. The strategy considered in this research is based on livelihood strategy and entrepreneurship strategy. It is stated in the livelihood-oriented strategy that this strategy is written with this name due to the fact that it only solves the livelihood problems of retirees. The consequences of re-employment of education workers during retirement lead to improved performance and sustainable development. Regarding the improvement of individual performance, it is stated that after retirees return to work, according to research data, one of the consequences is the improvement of individual performance. The background conditions in this research are economic and political factors; economic factors means financial resources and equipment that must be provided for the re-employment of retired education workers. As stated in the previous chapters, the Ministry of Education and the inadequacy of its budget with the received expenses should be reviewed. Economic factors include financial resources and equipment, which are explained separately below.

Discussion

As the findings of the research showed, the re-employment model of retired employees includes 8 dimensions including individual, social, organizational, environmental, economic, political, individual performance, education system performance; and 23 components in the form of causal conditions, central, strategies, consequences, interveners and contexts. The causal conditions of re-employment of education workers during retirement in this research include individual, social and organizational factors. The central category, which is the re-employment of retired education staff, includes skill diversity, task identity, and the importance of task and independence. Research findings in the category of strategies include livelihood-oriented strategies and entrepreneurship. The results of the research have led to improved performance and sustainable development. Intervening conditions, which are factors such as environmental factors, have affected livelihood-oriented strategies and entrepreneurship. Environmental factors include beneficiaries and demographic characteristics of retirees. Background conditions also include economic and political factors.

In the end, it is concluded that conditions such as individual, social and organizational factors cause the re-employment of retired education workers. The mentioned factors make strategies such as livelihood-oriented strategy and entrepreneurial strategy to be defined as re-employment strategies. These strategies definitely have consequences, which include improving individual performance and improving the performance of the education system. The background of these strategies, i.e. political and economic factors, must be facilitated. In the meantime, interveners such as environmental factors should not be ignored.