



# AN ANALYTICAL STUDY ON KNOWLEDGE ACQUISITION AND LIFE SATISFACTION AMONG SENIOR CITIZEN TEACHERS

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## ABSTRACT

The study examines the relationship between knowledge acquisition and life satisfaction among senior citizen teachers aged 60 and above bridging a significant knowledge gap about the impact of lifelong learning on senior citizen teachers' well-being. Using a correlational research design, 50 retired teachers from Bhadravathi taluk, Karnataka, India were selected through random sampling. Two validated self-developed instruments were used. Knowledge Acquisition Scale and Life Satisfaction Scale. Results revealed significant gender differences in knowledge acquisition with males scoring higher than females with no significant gender differences emerged in life satisfaction levels. A statistically significant positive correlation was found between knowledge acquisition and life satisfaction resulting that increased learning engagement corresponds with enhanced well-being. The results suggest that retirement can be a time of continued growth rather than decline. Encouraging lifelong learning opportunities and mentorship roles for senior citizen teachers can help preserve professional identity, foster purpose and enhance overall life satisfaction.

**Keywords:** Senior Citizen Teachers, Knowledge Acquisition, Life Satisfaction

## 1. INTRODUCTION

Senior citizens quality of life and ongoing contributions to society are receiving more attention because of the world's demographics undergoing an unprecedented shift towards an ageing population. Senior citizen teachers who have dedicated their lives to sharing knowledge and sometimes continue to pursue education well into their retirement years make up a particularly interesting subset of this expanding population. This distinct position at the intersection of education with professional identity and ageing raises significant concerns regarding the impact of ongoing knowledge acquisition on their general well-being and life satisfaction.

A persistent feeling of purpose of social relationships and psychological well-being which also impact physical health and all interact in intricate ways to determine life happiness in later years. The move to retirement can provide opportunities as well as problems to retiring teachers whose professional identities have been strongly linked to teaching and learning. Regardless to popular beliefs that retirement is a time of disengagement of many people continue to pursue intellectual growth and stimulation. Formal and informal the ongoing quest for knowledge may be a vital strategy for preserving social relevance with cognitive function and personal fulfilment. Perspectives that acknowledge the possibility of continuous growth and development throughout life have replaced deficit-focused models in research on ageing populations. According to Findsen and Formosa (2011) the lifelong learning is an essential part of healthy ageing and goes beyond just being an educational concept. The ongoing involvement may have especially significant effects on senior citizen teachers' sense of identity and purpose to their careers have focused on learning environments.

Although mounting evidence that intellectual involvement can greatly protect against age-related cognitive declines the relationship between senior citizen teachers' life satisfaction and knowledge acquisition is still shockingly understudied. According to a study by Withnall (2010) the older persons who continued their learning activities scored higher on subjective well-being than their less involved peers. These results reflect that

continuing education have two purposes for senior citizens teachers as it preserves cognitive capacities while also improving quality of life through meaningful participation.

By analysing the relationships between several types of knowledge acquisition from formal educational programs to informal learning pursuits and life satisfaction measures among senior citizen teachers hence, the study seeks to close important to knowledge gaps. The study aims to provide an in-depth knowledge of how lifelong learning influences the ageing experience for this unique population by using a mixed methods approach those records both qualitative insights into the lived experiences of senior citizen teachers and quantitative assessments of well-being.

The study has possible implications that go beyond scholarly curiosity. Finding ways to successful ageing has important implications for educational institutions and public policy as Erber and Szuchman (2015) highlight. This research may help establish specific programs and policies that support meaningful engagement and ongoing progress for ageing teachers by shedding light on the specific means by using which knowledge acquisition improves life satisfaction among senior citizen teachers.

Considering the complex relationship between professional identity and ongoing education with subjective well-being among senior citizen teachers may help rethink retirement as a dynamic time of change and ongoing contribution rather than as a destination. Understanding senior citizens teaching experiences may help societies better support all senior citizens in achieving meaningful and fulfilled later years as our populations age and conventional ideas of the life course change.

## 2. REVIEW OF LITERATURE

Research on senior citizen teachers across various contexts reveals several key factors that influence their knowledge acquisition wellbeing and life satisfaction. Lee and Kim in 2025 confirmed that teacher educators thrive when they experience emotional fulfillment purpose strong support and professional recognition whereas lack of acknowledgment harms their mental wellbeing. Mangkilala and Oco in the same year showed that teachers who engage in ongoing learning and career growth enjoy higher satisfaction as administrative encouragement and personal ambition combine to maintain performance and happiness. Anjum and Dange in 2024 highlighted that senior teachers benefit from integrated approaches that include educational theories combined with digital tools and active reflective teaching practices which improve classroom engagement and learning outcomes. Chia and colleagues in 2024 identified three different post-retirement patterns showing how education and religious participation can improve wellbeing while high income combined with low social support and neuroticism often reduces satisfaction among retirees. Luo and team in the same year reported mental health concerns among retired teachers with issues like obsessive behaviour interpersonal tension and suspicion being most common and noted that gender occupation income physical health family bonds and satisfaction levels played significant roles in their mental wellbeing. Their study recommended hobbies regular physical activity supportive family ties community engagement and psychological support to improve retired teachers' mental health. N-yelbi in 2024 found that retirement brings personal freedom and opportunities for meaningful engagement and emotional balance using self-determination and role theories to support planned educational programs that can enrich retirement life. Garcia and Johnson also in 2024 discovered that volunteer work significantly enhances retired teachers' life satisfaction since it offers social bonding skill usage and a sense of purpose with their study drawing from both interviews and surveys for a deeper understanding. Patel and Ramirez in 2023 showed that Nordic countries had the highest satisfaction levels among retired educators across fifteen OECD countries proving that strong retirement policies and healthcare access matter greatly. In the area of digital readiness Carlo and Buscicchio in 2022 found that older adults' digital abilities depend on education income gender and previous job experiences with those more exposed to technology during their working years performing better. Mokgolodi in the same year emphasized the value of retired teachers as mentors suggesting structured platforms where their leadership and self-awareness can guide younger educators. Salman Nezhad and colleagues found that when elderly care is led by the elderly themselves both their quality of life and satisfaction scores improve as shown in their intervention in a Tehran nursing home. Gayola and Janer in 2021 studied digital collaboration among senior teachers and found that despite challenges they developed coping strategies to manage online tasks like email communication and research. Zhang and team also in 2021 identified that seniors' learning habits support social interaction health management and emotional regulation especially when learning is driven by intrinsic motivation. Dhillon in 2017 noted that well-designed online spaces can help senior learners develop new skills and expand their thinking while Morrison and McCutcheon in 2019 confirmed that digital tools when user-friendly can support self-paced learning and foster social networks among older adults. Burmeister and Deller in 2016 presented a framework explaining how knowledge transfer among retiring employees depends on their skills attitudes relationships and organizational setting. Chen in 2018 stressed the importance of professional growth for senior teachers through targeted training in conceptual clarity practical skills and subject mastery. Madhuwanthi in 2016 showed how senior teachers in Sri Lanka were recognized for their leadership instructional

knowledge and role in preserving school culture. Studies on adaptability and resilience found that retired teachers who embraced change especially digital advancements sustained their professional identity. Wetzel and colleagues in 2015 found that life satisfaction after retirement improves briefly then stabilizes depending on education level and personal resources with higher educated retirees showing long-term gains. Clark and others in the same year showed that senior learners maintained similar learning capacity as younger peers although they started with slower responses. Lubkina and co-authors in 2013 created a practical guide showing how well-planned educational activities can enhance the quality of life for seniors when aligned with personal goals and community involvement.

Research reveals that life satisfaction among senior citizen teachers is deeply shaped by their ability to keep learning stay connected and feel valued. This connection is complex and influenced by culture health motivation cognition and social ties. The most effective support strategies blend lifelong learning with mentoring roles giving these educators a sense of continuity and purpose in their later years.

### 3. STATEMENT OF THE PROBLEM

An analytical study on knowledge acquisition and life satisfaction among senior citizen teachers

### 4. OPERATIONAL DEFINITIONS

**Knowledge Acquisition** - Knowledge Acquisition means how a senior citizen teacher learns new things and understands by using the knowledge already known. It shows how well new knowledge is gained, systematised and make meaningful from past teaching and life experiences.

**Life Satisfaction** - Life Satisfaction is the way a senior citizen teacher judges the quality of life. It depends on how life is going at present and how it matches with personal hopes, needs and expectations. It is a thoughtful process of deciding how overall satisfied life is.

**Senior Citizen Teacher** - A Senior Citizen Teacher is a retired teacher who is 60 years of age or above.

### 5. OBJECTIVES

1. To study the differences in knowledge acquisition among male and female senior citizen teachers
2. To study the difference in life satisfaction among male and female senior citizen teachers
3. To study the relationship between knowledge acquisition and life satisfaction among senior citizen teachers.

### 6. HYPOTHESIS

1. There is no significant difference in knowledge acquisition among male and female senior citizen teachers.
2. There is no significant difference in life satisfaction among male and female senior citizen teachers
3. There is no significant relationship between the knowledge acquisition and life satisfaction among senior citizen teachers.

### 7. METHODOLOGY

#### 7.1 Sample:

The sample is mainly focusing on male and female senior citizen teachers and in between Primary Education Senior Citizen Teachers, Secondary Education Senior Citizen Teachers, Higher Education Senior Citizen Teachers and Undergraduate Education Senior Citizen Teachers. To collect the data of individual information of senior citizen teachers, a Door – to – Door survey has been carried out. For the survey a sample of 50 senior citizen teachers (25 males and 25 females) were selected by random sampling in Bhadravathi taluk of Shimogga district, Karnataka state in India

#### 7.2 Design:

Correlational design was used to see the relationship between knowledge acquisition and life satisfaction and t-test was also computed to find out the significance of differences on all the independent variables and depended variable.

#### 7.3 Tools:

Self-developed questionnaire tool was used. The tool used were *Knowledge Acquisition Scale* and *Life Satisfaction Scale*. The scale is based on Likert's technique of summated ratings.

- **Knowledge Acquisition Scale:** The five dimensions of the Knowledge Acquisition Scale - Self-Reflection, Learning Strategies and Approaches, Digital Literacy and Technology Use, Ongoing Professional Development and Self-Efficacy and Motivation which exhibit strong positive inter-correlations. In total 35 items, the reliability of the senior citizen teachers' knowledge acquisition was assessed using Cronbach Alpha and the result was 0.901. The Cronbach Alpha coefficient has a range of 0 to 1. The Cronbach Alpha Coefficient approaches 1.0 which indicates that the scale's items are internally consistent which increase their reliability.
- **Life Satisfaction Scale:** The three dimensions of the Life Satisfaction Scale - Lifestyle, Self-Perception and Life Security which show meaningful positive inter-correlations. It suggests that the components are closely aligned and collectively exhibit strong internal consistency. In total 53 items the reliability of the Life Satisfaction Scale among senior citizen teachers was evaluated using Cronbach's Alpha which obtained a coefficient of 0.921. A value nearer to 1.0 signifies a higher level of internal consistency among the scale's items as Cronbach's Alpha continues from 0 to 1. The results prove the scale is highly reliable and consistent.

## 8. HYPOTHESIS TESTING

**Objective 1:** To study the differences in knowledge acquisition among male and female senior citizen teachers

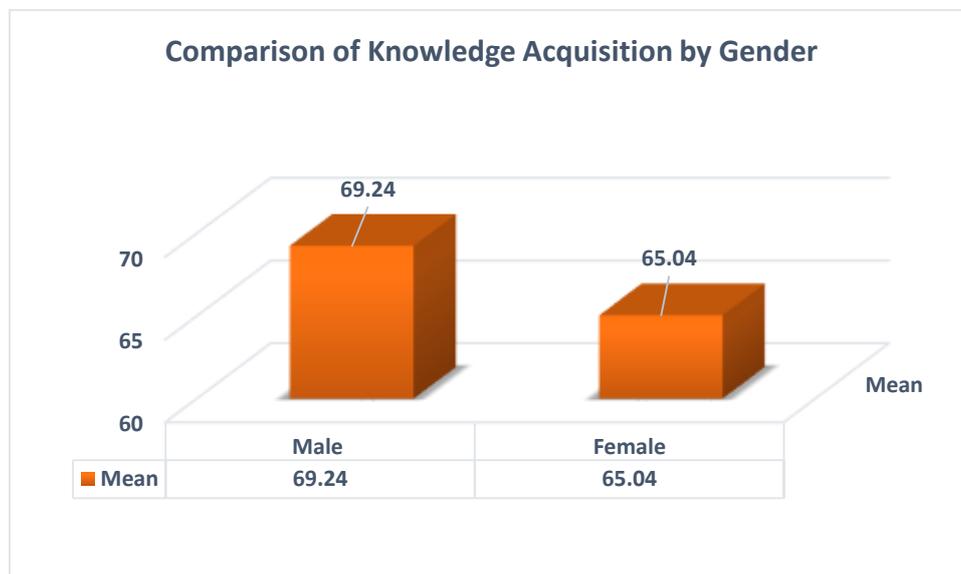
**Hypothesis 1:** There is no significant difference in knowledge acquisition among male and female senior citizen teachers.

Table 1: Shows the differences in knowledge acquisition among male and female senior citizen teachers.

Gender	N	Mean	Std deviation	t-value	Df	Level of significance
Male	25	69.24	5.717	2.281	48	0.05
Female	25	65.04	7.213			
Total	50					

Table 1 shows that the obtained t- value 2.281 is greater than the tabled t- value of 2.010 at ( $p = 0.027$  Since  $p < 0.05$ ) 0.05 level of significance for degrees of freedom 48. Therefore, the null hypothesis is rejected. There is a significant difference in knowledge acquisition among male and female senior citizen teachers in the sample. Male teachers ( $M = 69.24$ ) have shown higher mean scores in knowledge acquisition compared to female teachers ( $M = 65.04$ ).

Graph 1: Shows the differences in knowledge acquisition among male and female senior citizen teachers.



Comparison of Knowledge Acquisition by Gender

The graph 1 shows that male senior citizen teachers have a slightly higher mean score (69.24) in knowledge acquisition compared to female senior citizen teachers (65.04). This suggests a gender difference in knowledge acquisition levels.

**Objective 2:** To study the difference in life satisfaction among male and female senior citizen teachers

**Hypothesis 2:** There is no significant difference in life satisfaction among male and female senior citizen teachers

**Table 2:** Shows the differences in life satisfaction among male and female senior citizen teachers.

Gender	N	Mean	Std deviation	t-value	Df	Level of significance
Male	25	144.76	4.49	1.119	48	0.05
Female	25	143.52	3.24			
Total	50					

Table 2 shows that the obtained t- value 1.119 is less than the tabled t- value 2.010 at 0.05 level of significance for degrees of freedom 48. Therefore. The null hypothesis is accepted. Hence, there is a no significant difference in life satisfaction among male and female senior citizen teachers in the population.

**Objective 3:** To study the relationship between knowledge acquisition and life satisfaction among senior citizen teachers.

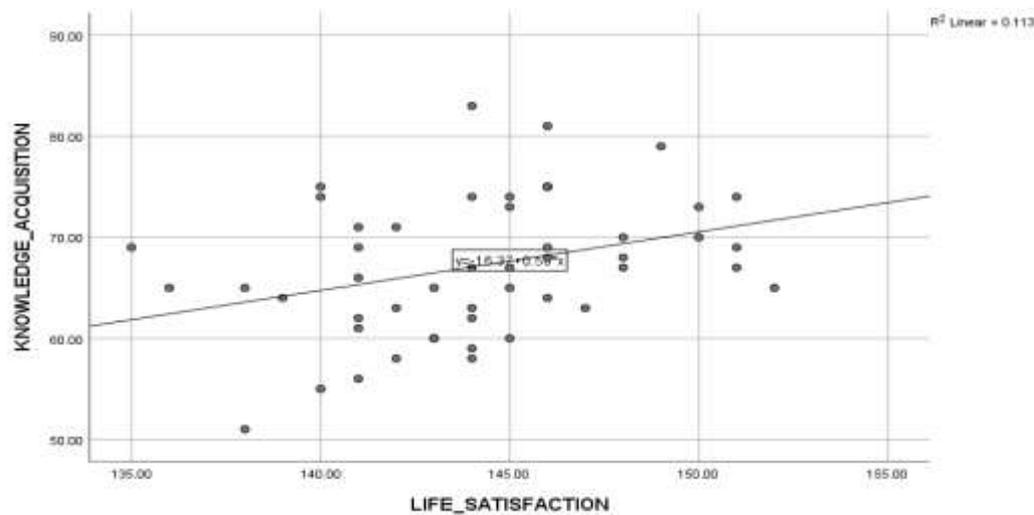
**Hypothesis 3:** There is no significant relationship between the knowledge acquisition and life satisfaction among senior citizen teachers.

**Table 3:** Shows the relationship between the knowledge acquisition and life satisfaction among senior citizen teachers.

Correlations			
		KNOWLEDGE ACQUISITION	LIFE SATISFACTION
KNOWLEDGE ACQUISITION	Pearson Correlation	1	.336*
	Sig. (2-tailed)		.017
	N	50	50
LIFE SATISFACTION	Pearson Correlation	.336*	1
	Sig. (2-tailed)	.017	
	N	50	50
*. Correlation is significant at the 0.05 level (2-tailed).			

The above Table 3 reveals that there is a positive correlation between life satisfaction and knowledge acquisition ( $r = 0.336$ ). The Pearson correlation coefficient shows a very small positive relationship between the knowledge acquisition and life satisfaction. The significance value ( $p = 0.017$ ) is statistically significant at the 0.05 level (2-tailed). The null hypothesis is rejected. Hence, there is a relationship between life satisfaction and knowledge acquisition in the sample. As the level of knowledge acquisition increases the level of life satisfaction also tends to increase.

Graph 3: Shows the relationship between the knowledge acquisition and life satisfaction among senior citizen teachers.



### The relationship between the knowledge acquisition and life satisfaction among senior citizen teachers.

The graph 3 scatter plot shows the relationship between senior citizen teachers' Life Satisfaction and Knowledge Acquisition. There is a positive linear relationship correlation between the two variables which means as the level of knowledge acquisition increases the level of life satisfaction also tends to increase.

## RESULTS AND DISCUSSIONS

The study examined how senior citizen teachers' gender, life satisfaction and knowledge acquisition relate to one another. Male and female senior citizen teachers differ statistically significantly in their knowledge acquisition, according to the analysis ( $t=2.010$ ,  $df=48$ ,  $p>0.05$ ). This implies that senior citizen teachers' methods of learning and processing information in their work environment are influenced by their gender. Comparable levels of knowledge acquisition were shown by male and female senior citizen teachers which means that factors other than gender may have an impact on the professional learning and cognitive engagement.

The findings showed that there is no significant difference in Life Satisfaction between male and female senior citizen teachers which implies that gender does not influence the level of life satisfaction in the studied sample.

A significant positive correlation was found between Knowledge Acquisition and Life Satisfaction. It suggests that as the level of knowledge acquisition increases the level of life satisfaction also tends to increase. The relationship is moderate in strength. According to these studies, senior citizen teachers' personal life satisfaction is not always improved by professional development. Rather than being interrelated aspects of experience, a senior citizen teacher's capacity to learn new things and their general level of life satisfaction seem to operate as distinct variables.

The results show that although gender has significant impact on senior citizen teachers' acquisition of knowledge and it does affect their level of life satisfaction. The male senior citizen teachers show noticeably higher levels of satisfaction. Hence, there is a significant statistical correlation between life satisfaction and knowledge acquisition among senior citizen teachers.

## CONCLUSION

The research on senior citizen teachers' life satisfaction and knowledge acquisition provides beneficial knowledge into the realities of ageing teachers. Although there were significant differences in knowledge acquisition between both genders. A positive relationship was found. The two variables are interdependent. These results are consistent with studies showing different post-retirement paths (Chia et al., 2024) and confirms claims that with the right guidance the retirement can be a time for personal development (N-yelbi, 2024). For senior citizen teachers the retirement is a change that requires redefining their identities rather than just marking the end of their professional lives. Policymakers and educational institutions should understand that assisting senior citizen teachers demands a variety of strategies that go beyond knowledge-acquisition initiatives. The methods of assisting those who have dedicated their lives to promoting knowledge in others must also change as our understanding of ageing shifts towards growth perspectives. The result may involve mentorship programs and other initiatives that benefit on their experience while giving them a greater sense of purpose.

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