

## A Study of Life-style of Retired Teachers in Satara City

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### Abstract

*Aging is a part of life and its degeneration nature exposes the individual several physical social and psychological problems. Therefore the present study was under taken to study the psychosocial status of institutionalized senior citizen. A sample of 60 respondents (30 males and 30 females) from ten institutes was selected randomly. Regarding psychosocial economic status of the respondent, results indicated that maximum percentage of the respondent was in the moderate to severe level of depression had natural attitude towards institution, moderate social, good health status and poor in economic status. Further results revealed that maximum percentage of the respondents were feeling insecure in their own house, neglected by family members and wanted to meet their basic needs. Result indicated that overall institutional facilities had positive significant correlation with attitude with leisure time activities and health status. Overall psychosocial-economic status of the respondents had positive significant correlation with attitude, leisure time schedule, social and health status of the senior citizen.*

**Keyword :** Life Style, Retired Teachers.

### Introduction

**T**he way of living in a certain manner means life-style or the way a person lives is life-style.

Everybody has life-style. Life-style indicates the personality. Life-style indicates the personality. Life-style tells how much person take care of himself. Now a day people are well aware of life-style. Everybody expects healthy life-style but due to blindness schedule, job tensions people can't pay attention to their healthy life-style. When people are in service they have to go through specific life-style.

But once a person retires from his job or business due to freeness he needs not to be punctual. Then can we say they don't have life-style? No. They have a different type of life-style.

Especially the noble professional "TEACHERS" lives framed and social life-style in the service period. He is supposed to be a role model in the society and in the school. He takes effort for the all round development of the students. The teacher remains busy whole day. If we observe we find that, the teacher bears a specific personality. In their whole life they have to complete family, school as well as social duties but when the teachers retire

from the job what they are doing? How they keep themselves busy whole day? What is their routine now? Weather the retired teachers are aware about their health, social life and family life? Are they happily enjoying their retired life? According to Maslow's Self-actualization Theory, weather the retired teachers are trying to reach the fifth stage of self-actualization? According to Erickson's theory of Psycho-social development, in later adulthood there is a stage of either ego integrity or despair. Then what type of life do the retired teachers of Satara are living? Are they still interested in teaching? Do they teach? And what is their daily routine?

1. The Started Newly and Retired Primary School Teacher's Opinions Related to Occupational Values and Analyzing the Chance of These Values more by Halil Eksi

Aim of this research is to present what the occupational values are and changes in these values according to the opinions of the teachers who retired in the last five years and who have started the job in the last five years. This study was designed to determine the levels of factors concerning quality in research methods and phenomenology model was used. Study group of the research is comprised of primary school teachers who have retired in the last five years and have started their job in the last five

years, via criterion sampling method. Data has been collected with structured interview technique. Findings have been analyzed with descriptive analysis technique. Results of the research show that there are differences in the opinion of the primary school teachers, who have retired in the last five years and who have started the job in the last five years, about the occupational values and changes in these values. Especially, as regards occupational satisfaction and teaching profession is well regarded, primary school teachers who have retired in the last five years have mentioned more positive opinions than primary school teachers who have started their job in the last five years. Another result is those retired primary school teachers who have started their job in the last five years think that value given to teaching profession reduced and with the increase of the educational level of the community, the value given to the teaching profession will increase.

The Started Newly and Retired Primary School Teachers Opinions Related to Occupational Values and Analyzing the Chance of These Values The reference research is related to the retired as well as in service teachers. The same research is related to only retired teachers.

**Functional definition**

- 1) Life-style – In this research retired teachers individual, spiritual, family and social life-style is a life style of retired teachers.
- 2) Retired Teachers – Any teacher retired from his service and whose age is above 60.

**Objectives**

- 1) To study the individual life-style of the retired teachers in Satara.
- 2) To study the family life-style of the retired teachers in Satara.
- 3) To study the spiritual life-style of the retired teachers in Satara.
- 4) To study the social life-style of the retired teachers in Satara.

**Sample** – 50 retired teachers of Satara city.

All retired teachers of Satara City is the population for this research.

The researcher has used a mixed questionnaire of 30 questions to collect the data.

The researcher has used Survey Method for this research

**I) Analysis of retired teachers response to the questionnaire**

To study the individual life-style of retired teachers in Satara.

- 1) 42% retired teachers wake up before 5am. 58% retired teachers wake up around 6 am.
- 2) 90% retired teachers drink tea. 5% teachers drink coffee and 5% teachers drink milk.
- 3) 78% retired teachers take around 1 hour sleep in the afternoon. 22% retired teachers do not sleep in the afternoon.
- 4) 94% retired teachers watch T.V., read newspaper, solve puzzles, chitchatting, and reads religious books in their leisure time. 6% retired teachers remains busy in the social work like management of the school which one teacher has established after retirement. One retired teacher is working as chairman, member, secretary, advisor on various social institutes. One retired teacher helps people to open bank accounts and filling various forms etc. in their leisure time
- 5) 35% retired teachers need not to take any medicine regularly. 30% retired teachers take diabetic medicine regularly. 35% retired teachers have to take blood pressure medicines regularly.
- 6) 35% retired teachers do not have any dietary regimen. 30% retired teachers have a diabetic dietary regimen. 35% retired teachers have a blood pressure dietary regimen.
- 7) 100% retired teachers take breakfast. 100% retired teachers take their lunch between 1 to 2 pm and dinner between 9 to 10 pm.
- 8) 90% retired teachers do exercise like walking, yogasana regularly. 10% retired teachers sometimes do exercise.
- 9) 100% retired teachers sleep around 11pm.
- 10) Retired teachers do following activities for their happy life.

Construct a poem, story, Namasmarana, Reading of religious literature, listening music Drawing, Chitchatting with friends. Participating in family and neighbour’s happy movement.

Watch T.V. Go for picnic near by Satara.  
Walking Play musical instruments Positive thinking,  
Attends various cultural and religious programs.

## II) To study the family life-style of the retired teachers in Satara.

- 1) 100% retired teachers have to perform various family responsibilities like helping in the house work, marketing, billing, take care of grandchildren. 75% retired teachers have to fulfil financial needs as per necessary. 25% retired teachers do not have any financial responsibilities.
- 2) 70% retired teachers spent their some time of the day with their grandchildren. 30% retired teacher's grandchildren are outstation so when they come together that time they spent maximum time with their grandchildren.

## III) To study the social life-style of the retired teachers in Satara.

- 1) 80% retired teachers are members of various social institutes as under.

Members of all religious festival mandals, Sanmati Mandal, Swanand Parivar organisation, Residential society member, Mahila Mandal, Sanskar Bharati, Shahu Maharaj Smarak Samitee, N.D.Patil Patasanstha, Retired teachers association, Pensioner's Association, Shahu Pratisthan, Rayat Shikshan Santha, Diabetic research centre, Karmaveer Bhaurao Patil varchar Munch Sarvajaneek vachnalaya, Senior citizen friends group. Rashtra Sevika Sang.

- 1) 20% retired teachers are not members of any social institute.
- 2) 88% retired teachers take active participation in various social activities. 12% retired teachers do not participate in any social activity.
- 3) 73% retired teachers have a good rapport with their friends and relatives. 27% retired teachers have an occasional rapport with their friends and relatives.
- 4) 74% retired teachers social participation has increased after retirement. 26% retired teacher's social participation has not increased.
- 5) 98% retired teachers attends various lecturers, cultural activities organized in city as per their

liking. 2% retired teachers can't attend such program due to health problem.

- 6) 50% retired teachers are engaged in teaching or social awareness program regularly or as per necessity. 50% retired teachers do not participate in such activities.

## To study the spiritual life-style of retired teachers

- 1) 10% retired teachers spent more than 3 hours in prayer, worship, and religious book reading. 25% retired teachers spent 2 hours in prayer, worship, and religious book reading. 24% retired teachers spent 1 hour in prayer, worship, and religious book reading. 21% retired teachers spent less than 1 hour in prayer, worship, and religious book reading. 10% retired teachers do not spend their time in prayer, worship, and for reading religious book.
- 2) 60% retired teachers regularly go to the temples for prayer. 40% retired teachers do not go regularly to temple for prayer.
- 3) 72% retired teachers attend religious program. 28% do not attend religious program. Overall life-style of the retired teachers. 96% retired teachers live the life-style as mentioned above. 4% retired teachers pay attention to their farms also. 2% retired teachers are busy in medical service and medical book writing.

## Conclusions according to objective-

All retired teachers are living sound individual life-style. Yet all retired teacher are connected with the society and active in the society. In brief they are living happy social life. All retired teachers are bound to their family and performing duties as per the necessity of their family. All retired teachers have a spiritual life and they live it as per their beliefs.

## General Conclusion

All retired teachers live disciplinary life – style. Their lie-style is healthy and positive. They are well aware about their physical and mental health. Some of them are either diabetic patient or suffering from blood pressure. All retired teachers try to spend their life happily as their liking. Most of them exercise regularly. All of them have to perform family duties. All retired teachers spent their some

time along with their grandchildren. Most of the retired teacher are members of various social organization, mandal, institutes. Most of the retired teachers are active in various social work as a chairman, vice chairman, secretary, member. All retired teachers have a good rapport with their relatives and friends. According to the opinion of some retired teachers their social participation has increased after retirement. Almost all attend various lectures, cultural activities arrange in the city. Yet half of the social awareness program. Some of them spend much time in religious activities; most of them spend limited for religious activities when few of them do not spent in religious activities. Apart from above life style some retired teachers look after their farm and one retired teacher is writing on medical science. In brief, according to Erikson's 8<sup>th</sup> stage of psycho- social development individual lives either ego integrity or despair. As per research findings all retired teachers are living in the stage of ego integrity. According to the Maslow's self-actualization theory they are travelling towards self-actualization.

### Recommendation

The school should invite retired teachers as subject experts. The school should invite retired teachers on the various occasions of various cultural activities' day's celebrations as a chief guest or just to attend such program. The residential people should take benefit of retired teacher's knowledge and experience. The retired teacher should write collectively content books on their specialised subject. The retired teachers and in service teacher should come together and discuss on the various teaching subject as well as various programs arranged in the school.

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