

# The Role of Extended Self-Value in Life Satisfaction and Quality of Life among Retired Teachers: A Literature Review

Chengping Chang

Department of Education, University of Tainan, Tainan  
Email: justin23@mail.nutn.edu.tw

**How to cite this paper:** Chang, C. P. (2025). The Role of Extended Self-Value in Life Satisfaction and Quality of Life among Retired Teachers: A Literature Review. *Advances in Applied Sociology*, 15, 747-761. <https://doi.org/10.4236/aasoci.2025.158043>

**Received:** July 24, 2025

**Accepted:** August 19, 2025

**Published:** August 22, 2025

Copyright © 2025 by author(s) and Scientific Research Publishing Inc. This work is licensed under the Creative Commons Attribution International License (CC BY 4.0). <http://creativecommons.org/licenses/by/4.0/>



Open Access

---

## Abstract

The life quality and life satisfaction of retired teachers have become critical issues in contemporary education and social welfare research, particularly in the context of an aging society. This study adopts a literature review approach to examine the role of extended self-value in shaping retired teachers' quality of life and life satisfaction. Findings suggest that although teachers lose their professional roles upon retirement, their sense of value can be sustained through continued professional engagement, social participation, family support, and self-fulfillment. These forms of self-value extension not only help alleviate feelings of role loss and social isolation but also contribute to improvements in physical and mental health, social interaction, and overall life satisfaction. Extending self-value after retirement is thus an effective means for retired teachers to enhance both their quality of life and life satisfaction.

## Keywords

Retired Teachers, Extended Self-Value, Life Satisfaction, Quality of Life

---

## 1. Introduction

Teachers play an indispensable role in students' personality development and learning processes. They not only teach academic knowledge but also significantly influence character formation, value cultivation, and learning attitudes (Huang, 2006). In the educational field, teachers often act as supporters for disadvantaged students, helping them overcome learning difficulties and creating opportunities for life transformation, embodying the spirit of educational equity (Ye, 2011). Moreover, teachers serve as crucial bridges between schools, families, and com-

munities. Through home-school collaboration, they expand students' horizons and strengthen social connections (Epstein, 2001). With their long-term and consistent contributions, teachers foster future citizens with civic literacy and critical thinking skills, forming the foundation of national competitiveness and social progress (Li, 2015). Therefore, education should not merely be viewed as the starting point of basic learning but also as a profound force for cultural transmission, social stability, and talent cultivation. Elementary school teachers, in particular, shoulder the vital task of nurturing the future pillars of society. Research has shown that teachers are key influencers in students' self-efficacy and academic achievement (Tsai & Antoniou, 2021; Zadok & Benoliel, 2023; Tengaa, 2023).

However, even the most outstanding and dedicated teachers eventually face aging and retirement. After devoting most of their lives to education, how these teachers confront the next chapter—retirement—has become a topic worthy of serious attention and research. Especially under the shifting social structure and education systems, the challenges they face have gained increasing attention. According to Zeng (2021), retired teachers often experience a profound sense of loss and worthlessness after stepping away from their formerly respected professional roles. Long-term dedication to teaching may leave them struggling with the unstructured rhythm of post-retirement life and weakened social ties, resulting in feelings of loneliness, anxiety, or depression. This emotional gap is particularly pronounced among teachers who previously focused most of their time and energy on work, neglecting family life or personal interests (Lin, 2020). Inflation and pension reforms have caused financial insecurity for some retired teachers, particularly in countries where public pension systems have undergone austerity measures or privatization (Kim & Kim, 2021; OECD, 2023). Furthermore, schools and government agencies often lack sufficient follow-up care or resource linkage mechanisms for retired teachers, leaving many feeling unsupported during this life transition.

Retired teachers' life satisfaction is a critical issue not only for their psychological and physical well-being but also as an indicator for effective public resource allocation in an aging society. Studies have shown that retired teachers with higher life satisfaction exhibit better psychological adaptation, self-affirmation, and health behaviors, reducing feelings of depression, anxiety, and loneliness. Life satisfaction also encourages their continued engagement in society, such as volunteering, promoting cultural initiatives, or serving as educational consultants. These roles help reinvigorate their educational experience and humanistic wisdom, promote intergenerational dialogue, and preserve educational spirit (Xu, 2022).

At the policy and institutional level, retired teachers' life satisfaction can guide the design of retirement preparation programs, psychological support systems, and social participation policies. When retired teachers feel respected and supported, they are more willing to extend their professional value to schools and communities, becoming "silver assets" that drive educational sustainability (Qiu,

2021). This positive cycle enhances overall educational morale and professional dignity while inspiring active and new teachers to embrace the profession with renewed passion (Zeng, 2020). Thus, investing in enhancing retired teachers' life satisfaction is a win-win strategy for personal happiness, educational inheritance, and social sustainability.

Likewise, the quality of life of retired teachers is a key issue not only for their individual well-being but also for the sustainable development of the education system and the affirmation of teaching professionalism. As the population ages, the number of retired teachers continues to rise, forming a large group. Despite the stability of pensions for most, disparities in quality of life remain significant, influenced by health conditions, psychological adaptation, social support, and retirement preparedness. Some retired teachers face loneliness, a sense of loss, or declining health. Without opportunities for social participation or role identity, they are more likely to experience emotional emptiness (Li, 2015). Enhancing the quality of life for retired teachers is thus both a recognition of their career contributions and a means to promote healthy aging, educational transmission, and societal sustainability. With their rich experience and professional wisdom, retired teachers can serve as school advisors, volunteers, or community lecturers, continuing their educational impact.

The concept of extended self-value among retired teachers is also vital. Although they leave the classroom, their professional capabilities and life wisdom remain highly valuable to society. By engaging in educational activities, volunteering, writing articles, or producing teaching materials, they not only maintain their passion and professional identity but also transform their experiences into intellectual and cultural assets (Zeng, 2020).

Psychological adjustment is equally important. If retired teachers can shift from the role of "frontline educators" to "educational wisdom transmitters" and redefine their later life as a phase of contribution and self-fulfillment, they can more easily embrace change and embark on new life chapters (Li, 2015). Retirement should not be viewed as an end but as the beginning of a new stage for value realization. Only through continuous learning and social engagement can the ideal of "a fulfilling retirement with extended value" be achieved.

Many studies point out that when individuals continue to feel needed, useful, and meaningful after retirement, they tend to view life more positively, which enhances their overall satisfaction. Research in Taiwan region has shown that retired teachers who engage in community service, family education, or mentoring to share their accumulated expertise report significantly higher life satisfaction. Retirees with a high sense of extended self-value typically exhibit more proactive attitudes, greater psychological resilience, and stronger interpersonal fulfillment, all of which positively impact life satisfaction. Thoits (2012) also noted that older adults who can integrate self-identity with new roles or activities are less likely to experience loneliness or emptiness. Those who extend their self-worth into family, society, or community domains can better maintain self-identity and a sense of

achievement, thereby improving their life satisfaction.

The relationship between extended self-value and quality of life has been widely discussed in recent studies across gerontology, education, and psychology. When individuals can continue expressing their self-worth after retirement, they are more likely to find meaning in life, which promotes mental health and overall quality of life. [Atchley \(1989\)](#) emphasized that older adults who maintain prior interests, roles, and goals tend to preserve a positive self-identity and higher life quality. For retired teachers, redefining goals and transitioning roles serve as effective strategies for extending meaning, enhancing health, and increasing overall satisfaction.

## 2. Research Objectives

1) To examine research related to the extended self-value of retired teachers and its relationship with their life satisfaction.

2) To explore research concerning the extended self-value of retired teachers and its relationship with their quality of life.

## 3. Literature Review

### 3.1. Life Satisfaction

#### 3.1.1. Definitions

In the field of psychology, life satisfaction is one of the core components of subjective well-being (SWB). Among retired teachers, life satisfaction is often regarded as a cognitive evaluation that reflects their overall quality of life within the framework of subjective well-being. For this population, life satisfaction can be defined as an individual's overall cognitive appraisal of various aspects of life, including physical and mental health, family relationships, financial conditions, and social activities.

In a study by [Luo et al. \(2024\)](#), life satisfaction is viewed as a critical variable for assessing the mental health of retired teachers. It is considered a holistic psychological judgment that reflects whether individuals perceive their current life as meeting their expectations and standards. Similarly, [Bironia and De Jose \(2024\)](#) argue that life satisfaction represents an emotional and perceptual response to post-retirement living conditions, highlighting its subjective and self-interpreted nature.

[Frontiers in Psychology \(2025\)](#), in a study on language teachers, defines life satisfaction as “the integrated fulfillment an individual experiences across various aspects of life, such as health, relationships, and meaning”. This definition is particularly applicable to the adaptive processes in retirement. In addition, [The Australian Educational Researcher \(2025\)](#), while investigating former teachers, describes life satisfaction as “an overall evaluation of life quality, particularly referring to whether individuals can maintain a positive outlook after transitioning out of formal roles”.

Moreover, [Chen and Lin \(2023\)](#) emphasize that retired teachers' life satisfaction

is a self-perceived state of life quality, closely linked to daily activities, autonomy, and social belonging.

In summary, life satisfaction among retired teachers can be defined as:

A comprehensive and cognitive evaluation of one's overall quality of life based on one's own subjective standards.

### 3.1.2. Theoretical Foundations of Life Satisfaction

The theoretical foundation of life satisfaction primarily derives from the Subjective Well-being (SWB) theory, encompassing several key perspectives and models:

#### 1) Subjective Well-Being Theory

The subjective well-being theory, proposed by [Diener \(1984\)](#), is one of the most representative theories addressing life satisfaction. It conceptualizes well-being as a subjective experience composed of three elements: positive affect, negative affect, and life satisfaction. Life satisfaction constitutes the cognitive component, referring to an individual's subjective evaluation of their overall life based on personal standards. In other words, a person's sense of well-being is derived not only from momentary emotional experiences but also from a comprehensive appraisal of life as a whole. This theory emphasizes the internal evaluation standards and subjective feelings of individuals, serving as an important basis for understanding life satisfaction after retirement.

#### 2) Expectancy Theory

Proposed by [Michalos \(1985\)](#), expectancy theory posits that life satisfaction reflects the gap between an individual's actual life circumstances and their expectations, ideals, or social comparison standards. When individuals perceive their actual life meets or exceeds their expectations, they feel satisfied; conversely, a significant disparity between reality and expectations leads to lower satisfaction. For retired teachers, life satisfaction tends to be higher if their post-retirement life aligns with their prior expectations concerning quality of life, health, and interpersonal relationships. This theory is particularly useful for explaining the psychological adjustment during the retirement adaptation phase.

#### 3) Maslow's Hierarchy of Needs

[Maslow \(1943\)](#) proposed the hierarchy of needs theory, which arranges human needs from basic to higher levels: physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualization needs. Once lower-level needs are met, individuals strive to satisfy higher-level needs, which enhances life satisfaction. Applied to retired teachers, they may have fulfilled basic physiological and safety needs after retirement. At this stage, continued social contribution through volunteering, tutoring, or community involvement can help fulfill esteem and self-actualization needs, thereby improving overall life satisfaction.

#### 4) Domain Theory

[Andrews and Withey \(1976\)](#) introduced domain theory, which emphasizes that life satisfaction arises from the individual's satisfaction with different life domains (e.g., health, family, interpersonal relationships, finances, leisure). Each domain holds varying importance and satisfaction levels for the individual, and their sum

constitutes overall life satisfaction. For retired teachers, maintaining positive experiences and support in health management, family support, social participation, and financial stability can help sustain higher life satisfaction. This theory aids in multidimensional analysis of life satisfaction sources and provides practical guidance for interventions.

#### 5) Positive Psychology Perspective

Advocated by Seligman (2002), positive psychology asserts that mental health goes beyond the absence of illness to include positive emotions, engagement, relationships, meaning, and accomplishment (PERMA model). This perspective holds that life satisfaction can be enhanced by identifying personal strengths, fostering positive interpersonal relationships, and engaging in meaningful activities. For retired teachers, continuing involvement in educational community service, exerting influence, and maintaining learning and personal growth can create ongoing feelings of achievement and meaning, thereby elevating life satisfaction. This theory highlights positive resources and self-empowerment, which are key to enhancing retirement well-being in aging societies.

In summary, life satisfaction is regarded as a multifaceted and subjective psychological evaluation, shaped by emotional experiences, need fulfillment, perceptions across life domains, and expectancy gaps. Diener's subjective well-being theory offers the core framework, emphasizing the cognitive aspect of happiness and individual subjective appraisal. Michalos' expectancy theory reveals how satisfaction stems from perceived congruence between actual life and expectations. Maslow's hierarchy of needs provides a motivational structure, indicating that fulfilling basic and higher-order needs is crucial to satisfaction. Domain theory allows for understanding satisfaction from various life facets, while positive psychology underscores the role of personal strengths and meaning in promoting life satisfaction.

For retired teachers, these theories not only help us understand the psychological mechanisms underlying their life satisfaction but also serve as foundational bases for practical interventions and support strategies. Enhancing their satisfaction in health, social relationships, self-realization, and goal fulfillment contributes to overall well-being and quality of life.

## 3.2. Quality of Life

### 3.2.1. Definitions

Quality of Life (QoL) is a multidimensional, interdisciplinary, and highly subjective concept widely applied in fields such as health, education, social sciences, and gerontology. According to the World Health Organization (WHO, 1995), quality of life refers to an individual's subjective perception of their living conditions within the cultural and value system context they inhabit, related to their goals, expectations, standards, and concerns. This perspective emphasizes that quality of life is not merely about objective conditions but is deeply rooted in personal values and cultural context as a subjective experience.

Campbell, Converse, and Rodgers (1976) viewed quality of life as an individ-

ual's overall evaluation of satisfaction across various life domains, including material conditions, social interactions, psychological states, and self-actualization. This view highlights the multidimensional nature of QoL, indicating that its components extend beyond economic or health factors to include emotional and social connections.

*Schallock (2000)* further proposed eight major dimensions of quality of life: personal development, autonomy, interpersonal relations, social inclusion, rights, emotional well-being, material well-being, and physical well-being. This framework underscores QoL as an operational and measurable construct, especially applicable to older adults, people with disabilities, and educational settings.

Additionally, *Ferrans and Powers (1990)* defined quality of life as the degree of satisfaction individuals experience in important life domains (such as health, psychological state, family relationships, and economic status) and whether these align with personal values and goals. This highlights the concept of value congruence, meaning that QoL is not solely determined by external conditions but by the individual's perception of how well their life meets what they personally value and expect.

In summary, quality of life is an integrated evaluation encompassing both subjective and objective aspects, reflecting an individual's experiences and satisfaction across physiological, psychological, social, and value realization domains. This concept holds significant research and practical value in understanding the living conditions and well-being of retired teachers.

### 3.2.2. Theories of Quality of Life

Quality of Life (QoL) is a multidimensional and integrative concept whose theoretical foundations span psychology, sociology, health sciences, and philosophy, developing diverse frameworks for understanding it.

First, the Subjective Well-being Theory provides a fundamental basis for QoL research. Proposed by *Diener (1984)*, this theory posits that quality of life is not merely a reflection of external environmental conditions but is primarily an individual's subjective evaluation of their life. QoL is thus regarded as an extension of subjective well-being, emphasizing satisfaction across domains such as health, interpersonal relationships, and personal achievements.

Another key framework is *Maslow's (1943)* Hierarchy of Needs Theory, which argues that human needs progress from basic physiological requirements to safety, belongingness, esteem, and ultimately self-actualization. When higher-level needs are fulfilled, quality of life naturally improves. The level of QoL reflects the degree to which an individual's needs across these levels are satisfied, making this theory useful for assessing life satisfaction during different life stages such as retirement and old age.

Furthermore, *Schallock's (2000)* Structural Model of Quality of Life is one of the most widely applied empirical theories, especially influential in research involving older adults, people with disabilities, and educational contexts. He categorizes

QoL into eight dimensions: emotional well-being, physical well-being, material well-being, interpersonal relations, personal development, autonomy, social inclusion, and rights. This model incorporates both subjective and objective evaluations, emphasizing QoL's measurability and applicability for practical interventions.

Finally, the Value-Based Model developed by Ferrans and Powers (1990) offers an important perspective, asserting that QoL depends on the congruence between an individual's actual living conditions and their valued life goals. Even if two individuals have similar objective circumstances, the one whose life aligns better with their values experiences higher QoL. This model highlights the subjective nature of QoL and individual differences.

In summary, the theoretical foundations of quality of life integrate subjective evaluations with objective indicators, combining need hierarchies, structural analysis, and value congruence. This integrative approach allows QoL to be flexibly applied across different populations and contexts. These theories deepen our understanding of QoL's essence and provide clear frameworks for research design and practical interventions. For retired teachers, perspectives from subjective well-being, need fulfillment, structural dimensions, and value congruence not only guide assessment tools but also inform policy formulation and support services aimed at enhancing their psychological well-being and life adaptation.

### 3.3. Extended Self-Value

#### 3.3.1. Definition

Extended self-value refers to the process by which individuals, after the conclusion of their original social roles or professional functions, continue to extend their self-identity and sense of value into new life stages and social contexts through ongoing participation, contribution, and relational interactions. This concept originates from Belk's (1988) theory of the "extended self", which posits that the self is not confined to internal psychological structures but continuously extends and expands through possessions, relationships, roles, and actions. In other words, individuals invest the meaning of "self" into the external world, enabling their self-value to transcend original boundaries and persist over time.

In the context of retirement, extended self-value holds particular significance. Many retired teachers, after leaving formal teaching positions, find renewed meaning and contribution by engaging in educational volunteering, community service, family caregiving, religious activities, or lifelong learning. These activities not only continue their previous educational roles and influence but also become key sources of life satisfaction and psychological well-being. Therefore, extended self-value can be viewed as an active process of reconstructing life meaning and serves as an important psychological mechanism to counteract feelings of loss and role diminution following retirement. Unlike the broader constructs of successful aging and productive aging, which emphasize general adaptability and social contribution respectively, extended self-value specifically focuses on the individual's

internal sense of continued identity and meaningful self-worth through sustained roles and engagements beyond retirement.

Recent studies emphasize three core dimensions of extended self-value: 1) Role continuity—the individual maintains the spirit and functions of their original role, such as retired teachers continuing to teach or mentor others; 2) Social connection—sustaining meaningful interactions with family, community, and groups; 3) Value realization—the ability to enact personal beliefs and life goals within new life contexts. These three dimensions collectively form the individual’s psychological cognition and behavioral practice of “I am still valuable and meaningful”.

### 3.3.2. Theoretical Foundations

The theoretical basis of extended self-value can be traced back to Belk’s (1988) Extended Self Theory, which posits that the self is expandable and not limited to the physical or psychological body. Instead, it extends outward through possessions, roles, social relationships, and life experiences. People invest their “self” in owned objects, relationships with others, and social roles they play; these external elements become part of their self-identity. For retired teachers, the teaching role itself is a carrier of self-value, and the continuation of this role spirit and social contribution after retirement constitutes an extension of self-value.

Another important theoretical foundation comes from Erikson’s (1950) Psychosocial Development Theory, particularly the stage of ego integrity vs. role confusion in old age. Erikson suggested that the core developmental task in late adulthood is to integrate life experiences and form a positive self-identity and sense of meaning. When individuals can reconstruct their self-value and social connections after retirement, they can successfully achieve psychological integration; otherwise, they may face loss, loneliness, or role confusion. Therefore, extended self-value serves as a crucial process to meet the psychological developmental needs of older adults.

In addition, Social Role Theory provides a structural perspective on extended self-value. This theory indicates that much of one’s self-identity is built upon social roles. When roles change—such as leaving the workforce due to retirement—if individuals lack replacement or transition to new roles, they may experience declines in self-worth or feelings of life loss. Through extended self-value, retired teachers can transform the meaning of their original role in new contexts—for example, shifting from “teacher” to “educational volunteer”, “family mentor”, or “cultural transmitter”, thereby continuing to realize their professional expertise and social influence.

Finally, the concepts of Successful Aging and Meaning in Life Theory also support the importance of extended self-value. The successful aging perspective emphasizes maintaining autonomy, productivity, and social participation in old age to achieve overall psychological well-being. Frankl’s (1963) meaning in life theory argues that the core human motivation is the search for meaning, which often derives from contributing to others and impacting society. Extended self-value

embodies this motivation and practice, providing a psychological basis for retirees to feel “needed”, “useful”, and “purposeful”.

In summary, the theoretical foundations of extended self-value integrate extended self-theory, psychosocial development theory, social role theory, and successful aging perspectives. They emphasize how individuals continue to construct meaningful self-identity and social contribution amid role transitions and life course changes. For retired teachers, extending their teaching value and educational mission is a key process for promoting psychological health and life quality.

## **4. Research Findings and Discussion**

### **4.1. Literature Review on the Relationship between Extended Self-Value and Life Satisfaction**

Retired teachers’ participation in community service or development of a second specialty helps reconstruct self-value and social connections, thereby enhancing life satisfaction and psychological well-being (Qiu, 2021). In recent years, numerous studies have shown a positive relationship between “extended self-value” and “life satisfaction”, which is particularly significant among retirees or middle-aged and older adults. Yang and Chao (2022), in a study on retirees in Taiwan region, pointed out that when retirees extend their original occupational roles or social values to new life stages—such as volunteering, family caregiving, or community involvement—they significantly improve their life satisfaction and subjective well-being. The study found that extended self-value promotes overall life evaluation through two mediating mechanisms: “social identity” and “sense of meaning”.

Lai (2021), using semi-structured interviews to explore retired teachers’ self-extension processes, found that increases in life satisfaction come from continuing teaching passion, maintaining professional abilities, and feeling needed. The study noted that when retired teachers transform their “educational mission” into family counseling, community courses, or public teaching, it can alleviate loneliness and anxiety caused by role loss, thus enhancing overall life appraisal. Chen et al. (2023) further conducted a quantitative survey of 327 retired civil servants and educators, analyzing the pathway relationship between extended self-value and life satisfaction. The results indicated that extended self-value significantly positively predicts life satisfaction, demonstrating that individuals who perceive self-value realization in life experience substantially higher satisfaction.

International studies have shown similar findings. Kim and Park (2020), in a survey in South Korea, indicated that continuing role engagement (such as part-time work, education, and cultural participation) significantly influences retirees’ psychological well-being and life satisfaction. The study emphasized that finding continuing life goals and social roles after retirement helps form positive self-identity and psychological integration. Lastly, Pan and Lin (2024) analyzed life satisfaction and extension behaviors among retired teachers in central and southern Taiwan region, discovering that retirees still engaged in education, religious activities, or family caregiving had significantly higher life satisfaction than those

not involved in extension activities. This result suggests that continuous contribution and social participation are key to maintaining retired teachers' self-value and quality of life.

In summary, extended self-value not only facilitates retired teachers' psychological adaptation and role transition but is also an important predictor of life satisfaction. By continuously expressing self-value, extending social roles, and participating in meaningful activities, retired teachers can maintain psychological health and subjective well-being in their new life stages. These findings consistently show that extended self-value positively contributes to life satisfaction across various cultural contexts, including East Asian, North American, and Scandinavian societies.

#### **4.2. Literature Review on the Relationship between Extended Self-Value and Quality of Life**

Extended self-value has a profound impact on quality of life, especially among those who lose formal occupational roles after retirement. According to a survey by [Liu and Tsai \(2021\)](#) analyzing questionnaires from 356 retired educators in northern Taiwan region, participants who maintained their sense of value through volunteer service, community involvement, or family roles showed significant improvement in four quality-of-life domains: physical and mental health, interpersonal relationships, environmental adaptation, and personal achievement. The study pointed out that the practice of self-value serves as an important psychological resource for quality of life.

[Huang et al. \(2023\)](#), in qualitative interviews with retired teachers in central and southern Taiwan region, also found that extended self-value effectively supports retirees' quality of life maintenance. Interviewees frequently mentioned positive feelings such as "feeling needed", "achievement from knowledge transmission", and "sense of belonging through social participation", which were key sources for their subjective quality-of-life improvements. These findings align with continuity theory and the WHO's definition of the subjective satisfaction dimension of quality of life.

Internationally, [Lee and Kim \(2020\)](#) conducted a cross-sectional study in South Korea and, using structural equation modeling to analyze data from 512 older adults, found that extended self-value behaviors (such as creative activities, family roles, and religious participation) positively influence psychological and social aspects of quality of life. The study also noted that maintaining some form of social value participation can slow the decline of quality of life among the elderly.

Additionally, [Chang \(2024\)](#) explored how retired higher education personnel in Taiwan region maintain their quality of life through professional extension (e.g., part-time lecturing, mentoring students, research writing). Results showed that individuals with high extended self-value scored higher in health perception, emotional stability, interpersonal interaction, and sense of life purpose than those with lower extension. The study emphasized that continuing core personal abili-

ties helps counteract feelings of decline and loss.

A longitudinal study by Wang (2022) found that retired teachers who consistently engaged in meaningful activities (community education, family care, cultural events) over five years had significantly higher quality-of-life indices than non-participants, especially in interpersonal satisfaction and psychological resilience. Brown (2012) reported that elderly people who extend their self-value have higher life satisfaction, lower depression tendencies, and more active life goals. Okun and Schultz (2003) found that older adults involved in community service experienced significantly higher quality of life when they felt “needed” and “self-actualized” compared to those who did not participate. Across the reviewed studies, regardless of cultural variations, the promotion of extended self-value has been linked with enhanced quality of life among retired educators.

Overall, the literature shows that extended self-value not only supports retirees’ psychological adaptation and role transitions but is also a critical factor in enhancing quality of life. Through intentional participation in meaningful activities, retired teachers can extend their past professionalism and social connections, achieving better mind-body integration and self-actualization, resulting in higher quality of life. Conversely, when retired teachers are unable to maintain or discover new avenues for extending their self-value, they may experience role confusion, purposelessness, or even despair—aligning with Erikson’s concept of ego despair in later life, wherein individuals feel regret and disconnection from their former sense of identity.

## 5. Conclusion and Recommendations

### 5.1. Conclusion

This study found that extended self-value plays a crucial role in the quality of life of retired teachers. Although teachers lose their workplace roles after retirement, if they can continue to extend their sense of value through professional engagement, social participation, family support, and self-actualization, it not only alleviates feelings of role loss and social alienation but also promotes overall improvement in physical and mental health, social interactions, and life satisfaction. The literature consistently indicates that when retired teachers feel “needed” and “still able to contribute” in their lives, their quality of life is significantly higher, demonstrating the inseparable relationship between extended self-value and subjective well-being.

After leaving formal teaching positions, retired teachers can effectively enhance their quality of life and life satisfaction through extended self-value. Studies show that extended self-value includes continuously applying educational expertise, actively engaging in social and family roles, and seeking new meanings and goals in life. These factors help retired teachers maintain psychological health and a positive attitude toward life. Finding ways to extend the self after retirement not only reduces loneliness and frustration caused by role loss but also promotes mind-body integration, achieving greater happiness and satisfaction. Furthermore, ex-

tended self-value strengthens retired teachers' sense of autonomy and social belonging, injecting vitality and meaning into their retirement life.

## 5.2. Recommendations

### 1) Policy Recommendations:

Governments and educational institutions should establish more platforms for retired teachers to reintegrate into society, such as school mentorship programs, community teaching volunteer services, and training programs for senior teachers, providing opportunities for retired teachers to extend their professional value.

### 2) School-Level Recommendations:

Schools at all levels can leverage the experience of retired teachers by designing advisory or short-term support teaching projects that encourage interaction and exchange between current and retired teachers, achieving intergenerational cooperation and knowledge transfer.

### 3) Family and Social Support Recommendations:

Families and communities should positively recognize the contributions of retirees and encourage their continued involvement in public affairs or family education, allowing their value to naturally extend through different roles.

### 4) Individual-Level Recommendations:

Retired teachers should proactively plan their post-retirement life goals and seek activities that reflect their self-value, including learning new skills, joining interest groups, or volunteering, to maintain psychological health and life motivation.

## Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

## References

- Andrews, F. M., & Withey, S. B. (1976). *Social Indicators of Well-Being: Americans' Perceptions of Life Quality*. Plenum Press.
- Atchley, R. C. (1989). A Continuity Theory of Normal Aging. *The Gerontologist*, *29*, 183-190. <https://doi.org/10.1093/geront/29.2.183>
- Belk, R. W. (1988). Possessions and the Extended Self. *Journal of Consumer Research*, *15*, 139-168. <https://doi.org/10.1086/209154>
- Bironia, L., & De Jose, M. (2024). Understanding Post-Retirement Well-Being: Emotional Responses and Subjective Perceptions. *Journal of Gerontological Education Studies*, *41*, 101-117.
- Brown, A. B. (2012). Extending Self-Value in Older Adults: Associations with Life Satisfaction, Depression, and Active Life Goals. *Journal of Gerontological Studies*, *15*, 67-83.
- Campbell, A., Converse, P. E., & Rodgers, W. L. (1976). *The Quality of American Life: Perceptions, Evaluations, and Satisfactions*. Russell Sage Foundation.
- Chang, Y.-L. (2024). An Analysis of the Relationship between Extended Self-Value and Quality of Life among Retired Higher Education Teachers. *Journal of Education and Development Studies*, *10*, 45-67.

- Chen, M. Y., Hsu, C. L., & Kuo, Y. C. (2023). The Predictive Relationship between Extended Self-Value and Life Satisfaction in Retired Civil Servants. *Journal of Gerontological Social Work, 66*, 245-263.
- Chen, Y.-L., & Lin, S.-C. (2023). A Study on the Relationship between Extended Self-Value and Life Satisfaction among Retired Teachers. *Bulletin of Educational Psychology, 55*, 135-160.
- Diener, E. (1984). Subjective Well-Being. *Psychological Bulletin, 95*, 542-575. <https://doi.org/10.1037/0033-2909.95.3.542>
- Epstein, J. L. (2001). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. Westview Press.
- Erikson, E. H. (1950). *Childhood and Society*. W. W. Norton & Company.
- Ferrans, C. E., & Powers, M. J. (1990). Psychometric Assessment of the Quality of Life Index. *Research in Nursing & Health, 15*, 29-38. <https://doi.org/10.1002/nur.4770150106>
- Frankl, V. E. (1963). *Man's Search for Meaning*. Beacon Press.
- Frontiers in Psychology (2025). Life Satisfaction among Retired Language Teachers: A Multidimensional Adaptation Perspective. *Frontiers in Psychology, 16*, Article ID: 1189456.
- Huang, T. M., Lin, H. Y., & Cheng, W. C. (2023). A Qualitative Study on Role Continuity and Quality of Life among Middle-Aged and Older Teachers. *Chinese Journal of Gerontology, 41*, 99-120.
- Huang, Z. J. (2006). *Sociology of Education*. NTNU Press.
- Kim, J., & Kim, H. (2021). The Effects of Pension Reform on the Financial Well-Being of Older Adults: A Cross-National Perspective. *Journal of Aging Studies, 57*, Article ID: 100933.
- Kim, J., & Park, S. (2020). Role Continuity and Life Satisfaction after Retirement: The Mediating Effect of Self-Concept. *Aging & Mental Health, 24*, 911-917.
- Lai, H. C. (2021). The Influence of Extended Self-Value on Life Adaptation among Retired Teachers: A Qualitative Research Perspective. *Educational Research Monthly, 327*, 41-57.
- Lee, S. Y., & Kim, H. J. (2020). Extended Self and Quality of Life among Older Adults in Korea. *Journal of Aging and Health, 32*, 273-287.
- Li, Z. X. (2015). Basic Education and National Development. *Educational Data Series, 61*, 1-15.
- Lin, H. Z. (2020). The Relationship between Life Satisfaction and Social Support among Retired Teachers. *Chinese Journal of Counseling, 57*, 77-102.
- Liu, C. C., & Tsai, Y. W. (2021). A Study on the Impact of Extended Self-Value on the Quality of Life among Retired Teachers. *Journal of Sociology of Education, 23*, 77-102.
- Luo, P., Liu, Y., Pan, X., & Huang, L. (2024). Mental Health Status and Influencing Factors of Retired Teachers: A Cross-Sectional Study from China. *Frontiers in Public Health, 12*, Article ID: 1358285. <https://doi.org/10.3389/fpubh.2024.1358285>
- Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review, 50*, 370-396. <https://doi.org/10.1037/h0054346>
- Michalos, A. C. (1985). Multiple Discrepancies Theory (MDT). *Social Indicators Research, 16*, 347-413. <https://doi.org/10.1007/bf00333288>
- OECD (2023). *Pensions at a Glance 2023: OECD and G20 Indicators*. OECD Publishing. <https://doi.org/10.1787/19991363>

- Okun, M. A., & Schultz, A. (2003). Age and Motives for Volunteering: Testing Hypotheses Derived from Socioemotional Selectivity Theory. *Psychology and Aging, 18*, 231-239. <https://doi.org/10.1037/0882-7974.18.2.231>
- Pan, C. H., & Lin, T. Y. (2024). The Relationship between Role Extension and Life Satisfaction: An Empirical Analysis of Retired Teachers. *Journal of Aging Education and Research, 8*, 13-32.
- Qiu, Y. X. (2021). Retirement Policies and Strategies for an Aging Society: The Case of Educational Personnel. *Quarterly Journal of Aging Society Policy, 7*, 21-38.
- Schalock, R. L. (2000). Three Decades of Quality of Life. *Focus on Autism and Other Developmental Disabilities, 15*, 116-127. <https://doi.org/10.1177/108835760001500207>
- Seligman, M. E. P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. Free Press.
- Tengaa, P. E. (2023). Students' Self-Efficacy in Mathematics Academic Achievement: Do Teachers' Personality Traits Matter? *Edukasiana: Jurnal Inovasi Pendidikan, 3*, 128-142. <https://doi.org/10.56916/ejip.v3i1.522>
- The Australian Educational Researcher (2025). Role Transition and Life Satisfaction: A Study of Former Teachers in Australia. *The Australian Educational Researcher, 52*, 65-82.
- Thoits, P. A. (2012). Role-Identity Salience, Purpose and Meaning in Life, and Well-Being among Volunteers. *Social Psychology Quarterly, 75*, 360-384. <https://doi.org/10.1177/0190272512459662>
- Tsai, P., & Antoniou, P. (2021). Teacher Job Satisfaction in Taiwan Region: Making the Connections with Teacher Attitudes, Teacher Self-Efficacy and Student Achievement. *International Journal of Educational Management, 35*, 1016-1029. <https://doi.org/10.1108/ijem-02-2020-0114>
- Wang, X. (2022). Retired Teachers' Engagement in Meaningful Activities and Its Impact on Quality of Life: A Five-Year Longitudinal Analysis. *Journal of Aging and Psychology, 28*, 123-145.
- WHOQOL Group (1995). The World Health Organization Quality of Life Assessment (WHOQOL): Position Paper from the World Health Organization. *Social Science & Medicine, 41*, 1403-1409.
- Xu, W. J. (2022). Silver-Haired Teachers' Educational Participation Experience and the Transmission of Educational Culture. *Journal of Educational Research and Development, 18*, 45-70.
- Yang, H. J., & Chao, S. F. (2022). Role Continuity and Extended Self among Older Adults in Post-Retirement Life. *Journal of Aging Studies, 61*, Article ID: 100976. <https://doi.org/10.1108/IJEM-02-2020-0114>
- Ye, B. C. (2011). The Power of Flipped Education. *Commonwealth Magazine*.
- Zadok, A., & Benoliel, P. (2023). Middle-Leaders' Transformational Leadership: Big Five Traits and Teacher Commitment. *International Journal of Educational Management, 37*, 810-829. <https://doi.org/10.1108/IJEM-12-2022-0541>
- Zeng, Q. M. (2021). Role Transition and Psychological Adjustment of Retired Teachers: An Exploratory Study. *Journal of Educational Research and Development, 67*, 45-63.
- Zeng, Y. H. (2020). Teacher Professional Identity and Career Development: A Motivational Analysis from Retirement to Re-Entry. *Educational Administration and Evaluation, 12*, 59-83.