

A Study on the Operation of Well-aging Education and the Need for and Utilization of Meaningful Activities among the Elderly*

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ABSTRACT

This study conducted the quantitative analysis and FGI to determine priorities through the survey of 12 education staff at welfare centers in Seoul and Daejeon from December 2023 to February 2024 on the need for and utilization of meaningful activity programs for the older adults and to suggest effective operation plans for well-aging education programs.

The research results are as follows: First, in the ranking of the need for and utilization of meaningful activity programs for the older adults, the highest priority was given to programs related to activities performed alone, followed by social activities, activities with friends or acquaintances, and activities with family. In particular, the need to develop programs for the physical and mental effects of health care activities was emphasized. Second, the appropriate timing for well-aging education was identified as middle age, and an education form that combines lectures and experiences is preferred. Third, in order to effectively operate well-aging education programs, the quality and accessibility of the education program must be improved. To this end, the network and cooperation system between institutions must be strengthened. Budget constraints in the instructor recruitment process and difficulties in recruiting instructors for new programs had a significant impact on the quality and diversity of education programs. As a result, the development of participant-centered operational strategies, and diverse and new activity opportunities are important for the successful operation of education and well-aging education programs for meaningful activities of the older adults, which are expected to contribute to efficient approaches to improving the quality of life of the older adults.

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1. Introduction

In 2023, the older adults population aged 65 or older accounts for 18.4% of Korea's population, and it is expected to continue to increase in the future, reaching 20.6% in 2025, making Korea a super-aging society, which is an unprecedented rate in the world.

According to a survey by Statistics Korea in 2022, the proportion of working seniors aged 65 or older who consider themselves to be in good health was 37.5%, which was 15.6% higher than the non-employed seniors (21.9%), while the proportion of working seniors aged 65 or older who felt stress in their daily lives was 34.4%, which was 2.0% lower than that of non-employed seniors (36.4%) (2022 Statistics on the older adults, Statistics Korea).

The decline or loss of the social status and role of the older adults after retirement led to shrinkage of social activities in the area of living environment (Kim et al., 2014), and the decrease in social activities was found to be a cause of aging anxiety (Kang, 2015). Now, health refers to a meaningful life that includes happiness, well-being, and welfare, and the emphasis on quality rather than quantity is gradually leading people toward pursuing healthier and more meaningful lives.

Lifelong education for the older adults meets the human needs of the older adults, such as health, stability, and self-realization, and fosters talents with sound character and critical citizenship to improve the capabilities necessary to prepare for and adapt to an aging and future society, thereby improving the quality of life of the older adults and contributing to national and social development. In order to provide effective lifelong education for the older adults, instructors must understand: the basic principles of teaching methods, the mental, psychological, cognitive, and physical characteristics of the older adults, the goals of lifelong education for the older adults and the core competencies that the older adults must have. To this end, legal and institutional measures must be prepared to improve the expertise of lifelong education instructors for the older adults, and support must be expanded (Oh, 2021). According to the results of Oh's (2021) research on lifelong education for the older adults, a systematic plan for operating well-aging education should be proposed.

Well-aging is a program required to reach a true old age in a super-aging society (Jeong, 2022).

The importance of meaningful activities of the older adults for well-aging is increasingly emphasized. Meaningful activities play a key role in helping the older adults actively participate in society, increase satisfaction with life, and maintain physical and mental health. Therefore, promoting well-aging of the older adults population not only contributes to reduction of social burden as well as individual quality of life.

To date, research on the meaningful activities of the older adults has satisfied the inner and cultural needs of individuals and enabled their proper social functioning. In other words, meaningful activity is not simply participation in activities, but meaningful personal life as well as social participation through interaction, even if it is a routine activity (Goldberg, 2002).

Individuals can contribute to happiness in old age by participating in meaningful activities to increase life satisfaction and positive emotions. It was found that participating in activities in old age, which can form the identity of the older adults and have a positive impact on quality of life, also affects physical health and depression (Kim et al., 2017).

Recent studies emphasize that the older adults can lead socially active and meaningful lives

through senior job projects and well-aging-related education activities (Yeom et al., 2023). In particular, the studies show that the quality of life and emotional stability of older adults people suffering from disabilities, dementia, and depression can be improved through participation in meaningful activities. The researchers, who found that these activities had a positive impact on the older adults, emphasize the importance of meaningful activities in welfare for the aged and care strategies (Oh et al., 2021).

A well-aging education operation plan for meaningful activity programs of the older adults must be developed to meet these needs. The purpose of well-aging education is to help the older adults make the most of their abilities and lead active lives. To this end, it is essential to develop and conduct various programs that meet the characteristics and needs of the older adults. Well-aging experts recognize that meaningful activities of the older adults have a positive impact on their physical and mental health. These activities help the older adults stay socially connected, feel satisfied with life, and maintain self-esteem (Hwang et al., 2023).

Education programs for meaningful activities of the older adults at welfare centers play an important role in realizing well-aging. These programs will improve the quality of life through well-aging, where seniors actively participate socially.

Thus, based on the results of a quantitative survey and two FGI(Focus Group Interviews) targeting those in charge of education programs at welfare centers, we are to suggest ways to revitalize well-aging education operations and provide basic data for developing meaningful education programs for the older adults for well-aging. This is expected to make an important contribution to deriving ways to revitalize well-aging education operations, increasing awareness of meaningful education for the older adults, and finding efficient approaches to improved quality of life of the older adults.

2. Research Methods

2.1 Research procedures and measurement tools

The purpose of this study is to revitalize education programs for the meaningful activities of the older adults using welfare centers and to find ways to operate well-aging education. We analyzed priorities for the development of education programs for meaningful activities of the older adults and surveyed expert opinions on methods, opinions, and points of improvement when operating well-aging education. The study was conducted from December 26, 2023 to February 14, 2024.

The survey was conducted using quantitative analysis and FGI(Focus Group Interview) methods.

The quantitative analysis was conducted to evaluate the utilization and need for education for meaningful activities of the older adults, and the opinions of various participants on specific topics were collected and diverse perspectives were explored through group discussions. FGI was conducted in an appropriate manner to obtain in-depth insight into analysis of methods, opinions, and points of improvement when operating well-aging education.

Those subject to the FGI were limited to education staff with more than 5 years of relevant education experience at local welfare centers. 20 people were first selected as research subjects

to perform the FGI as 20 people were studied in the previous studies conducted as a Delphi study, Kang et al. (2013) and Lee et al. (2013). To prevent panelists from dropping out, consent to participate in the study was obtained over the phone, questionnaires were distributed to each individual via e-mail, and continuous participation was encouraged through text messages and e-mails. 15 people participated in the first round, and 12 final analysis subjects participated in all three rounds.

Step 1 survey of the research process analyzed the older adults’s utilization of meaningful activity programs through quantitative analysis. During step 2 Delphi survey, experts’ opinions on methods, opinions, and points of improvement were surveyed when operating well-aging education in the first session, while the opinions of the panel were collected and shared to explore and supplement various perspectives in the second session.

In step 3, the collected data was analyzed through qualitative and quantitative methods. Based on the opinions of the panelists, a final consensus of experts was drawn for each item, and the improvement points of innovative well-aging education were analyzed. Based on the results, we presented priorities by analyzing the direction of effective well-aging education development and the degree of need and utilization of meaningful activity programs for the older adults.

Based on the above research method, the research procedures for a specific and practical educational proposal are as follows:

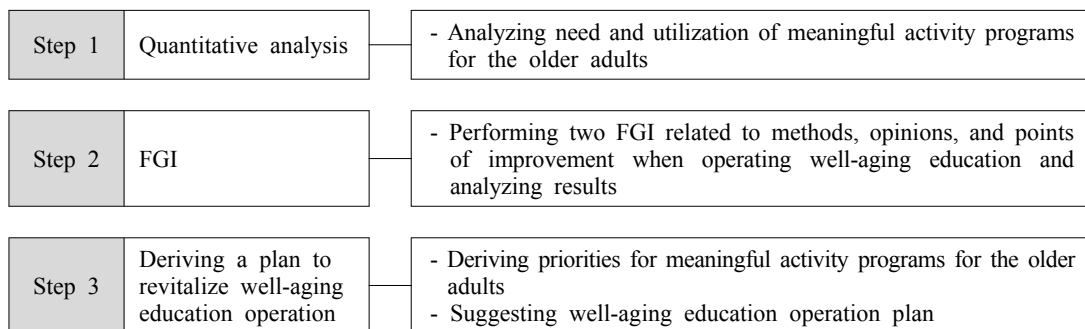


Fig. 1. Research promotion system

In order to analyze the general information of the survey subjects, such as gender, age, highest level of education, major field, current institution, and period of employment, as well as the meaningful activities of the older adults, the tool developed by Hwang et al. (2022) was modified, supplemented and used as a measurement tool. The need for and utilization of education operations for meaningful activity programs for the older adults for well-aging were composed of 12 questions about doing things (activities) alone, 13 questions about activities with family, 10 questions about activities with friends or acquaintances, and 14 questions about social activities, with each on a 5-point scale. A higher score means higher need and utilization. There are 4 questions about the institution that should actually be used for each, and 8 questions about the operation of well-aging education, such as education period, teaching and learning components, desired education method, education

institution, appropriate number of students when operating the education, appropriate time, desire to operate at the affiliated institution, and willingness to participate in the education, and frequency analysis was conducted.

We conducted two surveys using the FGI(Focus Group Interview) method regarding methods when operating well-aging education, opinions, and improvements, and the time required for each session was approximately 30 minutes.

2.2 Research method

The research method was used in the study after being approved through review by the Konyang University Institutional Review Board (IRB) in relation to verification of research tools and protection of subjects (approval number: KYU 2023-11-026-003).

An explanatory statement explaining voluntary participation, anonymity, confidentiality, and research data will not be used for purposes other than research was sent to research subjects via email. Written consent was obtained from those who agreed to participate, and a quantitative survey and two FGI were conducted.

Table 1. Quantitative analysis and Focus Group Interview (FGI) Participants Methodology

Round	Date	Progress	Participants	Number of people
Quantitative analysis	2023.12.26. - 1.5	Online	The degree of need and utilization of meaningful activity programs for the older adults, related to the operation of well-aging education	12
1st FGI	2024.1.11. - 1.17	Online	Awareness for well-aging education, difficulties in operation, selection of education topic, operation strategy, participation promotion method, support request	12
2nd FGI	2024.1.30. - 2.14	Online	Supplementary investigation of final sub-factors by reflecting expert panel opinions	12

3. Results

3.1 General characteristics of the research subjects

There were a total of 12 research subjects, of whom 66.7% were female, 50% were between 30 and 39 years old. In the case of the highest level of education, 91.7% had a bachelor's degree, 91.7% majored in social welfare, and the institutions in which they are currently working were senior welfare centers and disabled welfare centers (50.0%, respectively), and the average tenure was 8.72 ± 4.43 years (Table 2).

Table 2. General characteristics of the research subjects

Contents		N	%
Gender	Male	4	33.3
	Female	8	66.7
Age	≥ 29	2	16.6
	30-39	6	50.0
	40-49	4	33.3
	Average age	34.36(27~43) years old	
Highest level of education	Bachelor	11	91.7
	Master	1	8.3
Major	Social Welfare	11	91.7
	Rehabilitation/Physical therapy	1	8.3
Current institution	Senior welfare center	6	50.0
	Welfare facilities for the disabled	6	50.0
Average tenure		8.72±4.43 years	

3.2 The need for and utilization of meaningful activity programs for the older adults, and the institutions actually using them

In the need for and utilization of meaningful activity programs for the older adults, the degree to which the older adults believe that meaningful activity programs are necessary so that they can spend useful time in social activities was the highest, 4.50 ± 0.80 points. In addition, the meaningful activity programs for the older adults related to work (activities) performed with friends or acquaintances showed the highest level of actual utilization, 3.92 ± 0.90 points.

It was surveyed that the 1st priority of the average score of the degree of need and utilization is programs related to doing things alone (activity), the 2nd priority is programs that allow them to spend useful time through social activities, and the 3rd priority is programs that are done with friends or acquaintances (activity), and the 4th priority is programs related to doing things (activities) with family (Table 3).

It was also surveyed that the 1st priority of institutions that need activity programs or should actually be utilized are senior welfare centers, with 58.3% doing things (activities) with friends or acquaintances, 50% doing things (activities) alone, and 41.6% doing things (activities) with family and social activities, suggesting that social change and meaningful activity programs for the older adults are required at the community level due to the increase in single-person households (Table 4).

Table 3. Degree of need and utilization of meaningful activity programs for the older adults

Item	Unit: Mean ± Standard Deviation			
	1. Degree of need (To what extent they think it is necessary)	2. Degree of utilization (Actual utilization in the field)	Total (average)	Ranking
1. Programs related to doing things (activities) alone	4.42 ± 0.67	3.83 ± 1.11	4.13 ± 0.89	1
2. Programs related to doing things (activities) with family	3.75 ± 0.87	2.67 ± 0.89	3.21 ± 0.88	4
3. Programs related to doing things (activities) with friends or acquaintances	4.25 ± 0.75	3.92 ± 0.90	4.08 ± 0.83	3
4. Programs that allow the older adults to spend useful time through social activities	4.50 ± 0.80	3.75 ± 1.48	4.13 ± 1.14	2

Table 4. Institutions that need activity programs or should actually utilize them

Unit: N(%)								
Ranking	Doing things (activities) alone		Doing things (activities) with family		Doing things (activities) with friends or acquaintances		Social activities	
1	Senior welfare center	6(50.0)	Senior welfare center	5(41.6)	Senior welfare center	7(58.3)	Senior welfare center	5(41.6)
2	Administrative Welfare Centers	2(16.7)	Public health centers and medical institution	2(16.7)	Educational institutions such as schools and lifelong education centers	2(16.7)	Educational institutions such as schools and lifelong education centers	3(25.0)
3	Educational institutions such as schools and lifelong education centers	2(16.7)	Educational institutions such as schools and lifelong education centers	2(16.7)	Local self-reliance centers	1(8.3)	Administrative Welfare Centers	2(16.7)
4	Older adults care facilities	1(8.3)	Older adults care facilities	1(8.3)	Older adults care facilities	1(8.3)	Older adults care facilities	1(8.3)
5	Senior job support institutions	1(8.3)	Senior job support institutions	1(8.3)	Senior job support institutions	1(8.3)	Senior job support institutions	1(8.3)

3.3 Degree of need and utilization of each detailed item of meaningful activity programs for the older adults

3.3.1 Degree of need and utilization of programs related to doing things (activities) alone

In the degree of need and utilization of programs related to doing things (activities) alone, the physical and mental effects of health care activities ranked first with an average score of 4.67 ± 0.65 , which is the sum of the degree of need and utilization, respectively.

As the number of older adults people living alone increases, it will be necessary to develop effective activity programs to improve physical and mental health through health management activities as programs related to doing things (activities) alone (Table 5).

Table 5. Degree of need and utilization of programs related to doing things (activities) alone

Unit: Mean \pm Standard Deviation				
Item	1. Degree of need (To what extent they think it is necessary)	2. Degree of utilization (Actual utilization in the field)	Total (average)	Ranking
Physical and mental effects of health care activities	4.67 \pm 0.65	4.67 \pm 0.65	4.67 \pm 0.65	1
Utilization and educational effects of art education	4.25 \pm 0.62	4.17 \pm 0.83	4.21 \pm 0.73	2

Table 5. Cont.

Item	1. Degree of need (To what extent they think it is necessary)	2. Degree of utilization (Actual utilization in the field)	Total (average)	Ranking
Horticultural crop management methods and effects (growing plants, etc.)	4.08 ± 0.79	4.25 ± 1.06	4.17 ± 0.92	3
Leisure plans and activities (movies, sports, etc.)	4.08 ± 0.51	3.58 ± 1.08	3.83 ± 0.80	4
How to use social media	4.08 ± 1.08	3.33 ± 1.30	3.71 ± 1.19	5
Literacy education activities and educational effects for old age	3.42 ± 0.67	3.33 ± 1.15	3.38 ± 0.91	6
Methods and effects of travel	3.83 ± 0.72	2.83 ± 0.94	3.33 ± 0.83	7
Effects of photo creative activities	3.42 ± 0.90	3.17 ± 0.83	3.29 ± 0.87	8
Psychological effects of pets	3.75 ± 1.06	2.25 ± 1.36	3.00 ± 1.21	9
Educational function of museum and art gallery education	3.08 ± 0.79	2.42 ± 1.16	2.75 ± 0.98	10
Methods and effects of meditation and prayer	3.08 ± 0.79	2.25 ± 0.87	2.67 ± 0.83	11

3.3.2 Degree of need and utilization of family (activity) related programs

The first priority in the degree of programs related to doing things (activities) with family was the method and effectiveness of conversation and communication, 4.29 ± 0.78 points.

This suggests that in modern society where nuclear families are becoming more common, acquiring communication skills to improve proper conversation and communication between family members is a very important element in daily life as an activity program to improve relationships between family members (Table 6).

Table 6. Degree of need and utilization of family (activity) related programs

Unit: Mean ± Standard Deviation

Item	1. Degree of need (To what extent they think it is necessary)	2. Degree of utilization (Actual utilization in the field)	Total (average)	Ranking
Methods and effects of conversation and communication	4.58 ± 0.51	4.00 ± 1.04	4.29 ± 0.78	1
Methods and effects of being together in the same place	4.58 ± 0.51	3.83 ± 1.19	4.21 ± 0.85	2
Methods and effects of gardening	3.92 ± 0.67	3.83 ± 0.94	3.88 ± 0.81	3
Functions and effects of food, clothing, and shelter activities in daily life	3.58 ± 1.08	3.67 ± 0.98	3.63 ± 1.03	4
Methods and effects of walking and hiking	3.58 ± 0.90	3.33 ± 1.23	3.46 ± 1.07	5
Methods and effects of taking care of sick family member	4.08 ± 0.90	2.75 ± 1.22	3.42 ± 1.06	6
Methods and effects of taking care of grandchildren	3.75 ± 0.75	2.83 ± 1.40	3.29 ± 1.08	7

Table 6. Cont.

Item	1. Degree of need (To what extent they think it is necessary)	2. Degree of utilization (Actual utilization in the field)	Total (average)	Ranking
Methods and effects of volunteer work	3.50 ± 0.80	3.00 ± 1.41	3.25 ± 1.11	8
Methods and effects of picnics	3.33 ± 0.98	3.08 ± 1.00	3.21 ± 0.99	9
Methods and effects of travel	3.42 ± 0.67	2.92 ± 0.90	3.17 ± 0.79	10
Methods and effects of religious activities	3.33 ± 0.89	2.92 ± 1.51	3.13 ± 1.20	11
Methods and effects of birthday and anniversary events	3.08 ± 1.00	2.67 ± 1.07	2.88 ± 1.04	12
Methods and effects of visiting relatives	2.83 ± 0.83	2.50 ± 1.00	2.67 ± 0.92	13

3.3.3 Degree of need and utilization of programs related to friends or acquaintances (activities)

The first priority in the degree of need and utilization of programs related to friends and acquaintances (activities) was the methods and effects of conversation and communication, 4.46 ± 0.67 points. This emphasizes that efficient communication is essential not only in relationships between individuals, but also in various situations between friends or acquaintances. Therefore, this not only emphasizes the need to invest more attention and resources into the development and utilization of communication skills, but also suggests the need to further highlight the importance of these skills in educational and social environments (Table 7).

Table 7. Degree of need and utilization of programs related to friends or acquaintances (activities)

Unit: Mean ± Standard Deviation

Item	1. Degree of need (To what extent they think it is necessary)	2. Degree of utilization (Actual utilization in the field)	Total (average)	Ranking
Methods and effects of conversation and communication	4.42 ± 0.67	4.50 ± 0.67	4.46 ± 0.67	1
Methods and effects of sports such as gateball and mountain climbing	3.83 ± 0.72	3.92 ± 0.90	3.88 ± 0.81	2
Methods and effects of billiards, table tennis, baduk, and janggi	3.67 ± 0.65	3.83 ± 0.83	3.75 ± 0.74	3
Methods and effects of travel	3.50 ± 0.80	3.00 ± 1.13	3.25 ± 0.97	4
Methods and effects of volunteer work	3.33 ± 1.23	3.17 ± 1.34	3.25 ± 1.29	5
Methods and effects of learning foreign languages	3.17 ± 1.19	2.83 ± 0.83	3.00 ± 1.01	6
Methods and effects of humanities club activities	3.25 ± 1.29	2.50 ± 1.09	2.88 ± 1.19	7
Methods and effects of religious activities	3.17 ± 0.94	2.33 ± 1.15	2.75 ± 1.05	8
Effects and application methods of couples' gatherings	3.08 ± 1.08	1.83 ± 1.11	2.46 ± 1.10	9
Methods and effects of investment activities	2.58 ± 1.24	1.83 ± 0.83	2.21 ± 1.04	10

3.3.4 Degree of need and utilization of social participation (activity) related programs

The first priority in the degree of need and utilization of social participation (activity) related programs was the methods and effects of hobby activities, 4.38 ± 0.64 points. This means that hobbies play an important role in an individual's life, and hobbies provide emotional stability and serve as an important factor in improving the quality of life. Therefore, the need for support and activation of hobby activities is emphasized at the social and policy level (Table 8).

Table 8. Degree of need and utilization of social participation (activity) related programs

Item	Unit: Mean \pm Standard Deviation			
	1. Degree of need (To what extent they think it is necessary)	2. Degree of utilization (Actual utilization in the field)	Total (average)	Ranking
Methods and effects of hobby activities	4.25 \pm 0.75	4.50 \pm 0.52	4.38 \pm 0.64	1
Methods and effects of income-generating activities	4.00 \pm 0.74	3.58 \pm 1.31	3.79 \pm 1.03	2
Methods and effects of talent sharing activities	3.83 \pm 0.72	3.67 \pm 1.15	3.75 \pm 0.94	3
Methods and effects of elder-to-elder care	3.92 \pm 1.00	3.58 \pm 1.38	3.75 \pm 1.19	4
Methods and effects of public facility service (libraries, childcare facilities)	3.83 \pm 0.83	3.58 \pm 1.24	3.71 \pm 1.04	5
Methods and effects of volunteer work	3.67 \pm 1.07	3.58 \pm 0.90	3.63 \pm 0.99	6
Methods and effects of public work (picking up garbage, etc.)	3.58 \pm 1.31	3.33 \pm 1.37	3.46 \pm 1.34	7
Methods and effects of learning activities	3.50 \pm 0.67	3.33 \pm 0.89	3.42 \pm 0.78	8
How to participate in traffic control	3.42 \pm 1.00	2.83 \pm 1.40	3.13 \pm 1.20	9
Methods and effects of religious activities	3.00 \pm 0.95	2.92 \pm 1.16	2.96 \pm 1.06	10
Methods and effects of volunteer work for the disabled	3.00 \pm 1.13	2.75 \pm 1.36	2.88 \pm 1.25	11
Methods and effects of forest and cultural experience commentary	3.17 \pm 0.94	2.42 \pm 1.16	2.80 \pm 1.05	12
Methods and effects of family and youth counseling activities	2.92 \pm 0.79	2.17 \pm 0.94	2.55 \pm 0.87	13
Methods and effects of participation in political activities	2.25 \pm 0.75	2.08 \pm 1.00	2.17 \pm 0.88	14

3.4 Operation of well-aging education

It was surveyed that middle age (50 to 65 years old) was the most appropriate time for well-aging education (58.3%), and that educational content (41.5%) was an important teaching and learning component, and that the convergence of lectures and experiences (83.3%) was preferred. In addition, it was surveyed that education should be conducted in local institutions such as city hall, district office, and welfare center (75.0%) in order to expand education, and the appropriate number of students was 11.92 ± 4.10 on average, with a small number of students preferred.

66.7% wanted to receive education at their affiliated institution, and when operating the program, 50% expressed a moderate willingness to participate, and 50% said they would participate, indicating that most would participate if education is operated strategically and systematically (Table 9).

Table 9. Operation of well-aging education

Contents		N	%
Education period (multiple responses)	Infancy and childhood (6-12 years old)	2	16.6
	Adolescence (12 to 18 year old)	5	41.7
	Adulthood (18-35 years)	3	25.0
	Middle age (35-50 years old)	3	25.0
	Manhood (50~65 years old)	7	58.3
	Old age (65 years or older)	5	41.7
Important teaching and learning components	Educational content	5	41.5
	Instructor	1	8.3
	Education methods and forms	6	50.0
Desired educational method	On-site lectures	2	16.7
	Lecture+Experience	10	83.3
Institutions for education expansion	National institutions	1	8.3
	Medical institutions and public health centers	2	16.7
	Local institutions such as city hall, district office, welfare center, etc.	9	75.0
Appropriate average number of students		11.92±4.10	
Appropriate average lecture time		2.42±2.42	
Whether to operate at the affiliated institution	Yes	8	66.7
	No	4	33.3
Intention to participate in the program	Yes	6	50.0
	Moderate	6	50.0

3.5 Results of FGI on well-aging education operation (methods, opinions, improvements during operation)

3.5.1 Whether to survey the needs for the operation of education programs

The survey of needs for the operation of education programs in welfare centers was found to be 3.92 ± 1.00 (based on a 5-point scale), and most surveys of needs and satisfaction were conducted on a quarter or annual basis.

It was found that a needs survey was conducted at least once a year to understand the needs and desires of the subjects, a satisfaction survey was conducted at the end of each program, and a demand survey was conducted using Naver Form targeting facility workers, etc. (7 cases).

There were cases in which the need was felt through regular conversations or consultations with the older adults, and a project was organized and carried out, but no separate demand survey was conducted (1 case).

These results suggest that needs surveys play an important role in operating education programs. This shows that understanding the needs and desires of subjects through various methods and reflecting them in program development and operation contributes to increasing satisfaction. It provides education program developers and operators with ways to construct target-centered programs and continuously improve them. Therefore, the importance of needs surveys in operating education programs is emphasized, and approaches from various perspectives and continuous needs surveys are necessary for effective education programs.

3.5.2 Selection of topics for education programs

The selection of topics for education programs at welfare centers was found to be 3.92 ± 1.08 (based on a 5-point scale), and topics for education programs were selected according to regional characteristics or the latest trends of the previous year.

It was found that respondents were taking the following approach when selecting education programs:

Selection of education programs tailored to the latest social trends (3 cases)

Composition of program topics considering regional characteristics (1 case)

Selection of education program topics that can be reflected in the annual project plan, subject to change depending on the situation (1 case)

Self-selection of topics for operational efficiency (1 case)

This suggests that education program planners select programs based on needs surveys, and that this approach is receiving positive evaluations from participants. In particular, the selection process that takes into account the latest social trends, regional characteristics, and flexibility of the annual project plan serves as an important factor in reflecting the needs and expectations of participants.

This reaffirms the importance of a participant-centered approach in the process of planning and operating education programs. Accurately understanding the needs and expectations of participants and actively reflecting them in program planning is a key strategy for the successful operation of education programs.

3.5.3 Difficulties in operating education programs

The difficulty in operating education programs at welfare centers was evaluated as 3.67 ± 0.78 (based on a 5-point scale), suggesting that the problems are of medium or higher difficulty level relatively consistently.

Respondents presented the major problems they face when operating education programs as follows:

Differences in individual participant capabilities that affect attendance rates, non-attendance on the day of education due to events or health issues, difficulty in gathering the needs of all users, lack of budget, difficulty in inviting professional instructors, and concepts that are difficult for the older adults to understand were found to be the main difficulties in operating the education

program (3 cases).

In particular, differences in individual participant capabilities were pointed as an important factor affecting the attendance rate. This means that the education program does not fully consider the individual needs and desires of participants. In addition, the inability to confirm the number of people before education begins increases uncertainty in the planning stage, which acts as a factor that hinders the efficiency and effectiveness of program operation.

The difficulty in gathering the needs of all users is important in that following the opinions of the majority may result in some cases where the opinions deemed necessary by the minority are not reflected (4 cases). This shows that education programs have limitations in equally reflecting the opinions of all participants.

Lack of budget and difficulty in inviting professional instructors are issues directly related to the quality of education and act as significant obstacles in providing excellent educational content and methods (2 cases). Lastly, providing concepts that are difficult for the older adults to understand is a problem resulting from an approach that does not fully consider the characteristics of the education recipients, and the problem was identified as a major factor in reducing educational effectiveness (2 cases).

This study suggests that systematic planning is necessary for various and complex aspects such as budget, invitation of professional instructors, individual capabilities, and attendance in order to develop more effective and comprehensive education programs based on a specific understanding of the various difficulties encountered when operating an education program.

3.5.4 How to promote learners' engagement

When operating an education program at a welfare center, the method of encouraging learning subjects was evaluated as 3.67 ± 0.89 (based on a 5-point scale), reflecting a mid-to-high level of satisfaction on a 5-point scale as various operational strategies and various methods to promote participation of learning subjects are actually being implemented.

Various strategies were being implemented, including an operational strategy that reflects many of the opinions presented to improve user satisfaction, providing various (2 cases) and new activity opportunities (1 case) to expand the range of activity choices, maintaining existing projects and new pilot programs and public offering projects every year, difficulties in planning due to the absence of a special operation strategy (1 case), educational operation strategies focusing on experiential education or practice, and planning to complete mandatory education due to the increase in legally mandatory education (1 case).

These results suggest that there are various operational strategies to encourage participation of learning participants, and that each strategy may have a significant impact on the satisfaction of participants. In particular, strategies that have a positive effect on participant satisfaction play an important role in enriching the learning experience of participants and increasing learning motivation. However, the lack of a specific operational strategy causes difficulties in planning, which may have a negative impact on participant satisfaction.

It emphasizes the importance of operational strategies to encourage the participation of learning

subjects, and it must be reaffirmed that participant-centered operational strategies including providing diverse and new activity opportunities in order to develop practical strategies for education planners and operators to increase participant satisfaction, operating education focusing on experiential education and practice, and planning to complete mandatory education are an important factor in improving participant satisfaction.

3.5.5 Measures to increase participation of education subjects

Measures to increase participation of education subjects when operating an education program at a welfare center were evaluated as 3.67 ± 0.98 (based on a 5-point scale), indicating that various promotional methods are used to make it easier for participants to learn about the program.

Diversifying the promotional methods of education programs (e.g. KakaoTalk friends, text messaging, etc.) was found to be an effective way to convey information about the program to participants (1 case). It was emphasized that it is important to give participants a sense of accomplishment and responsibility through follow-up activities such as exhibitions and presentations even after program participation ends. It can be seen that these activities allow participants to share their learning results, and the sense of accomplishment gained through this contributes to increasing participation motivation and satisfaction (1 case).

The importance of promotional strategies (e.g., SNS, use of media within and outside the institution, use of KakaoTalk, etc.) to encourage participation of general subjects was also confirmed. These strategies help subjects easily access and participate in the program. In particular, the introduction of promotional methods perfect for the digital age plays an important role in increasing the participation rate (1 case). In the case of education for seniors using senior citizen centers, it is important to design education in a way that can motivate them. This suggests that customized education taking into account the characteristics and needs of participants is important (1 case). If there are difficulties in recruiting subjects, it was found to be effective to encourage participation in education by directly calling subjects or related organizations likely to be interested in the topic (1 case).

Based on the above results, in order to increase the participation rate and satisfaction of education programs, it is necessary to use various promotional methods, provide sustainable activities after participation, and apply motivation strategies tailored to the characteristics of the subjects.

3.5.6 Improvements in institutional support for operating education programs

Improvements in institutional support for the operation of education programs at welfare centers were evaluated as 4.00 ± 0.95 (based on a 5-point scale), especially suggesting that there are difficulties in using the budget, a passive attitude in support related to performance expectations of education program operation, limited support in providing space, lack of special support, and difficulties in securing space and project costs.

Limited budget and difficulty in utilizing it were found to be the main obstacles to the operation of education programs (3 cases). Respondents reported that the quality and scope of the program are limited due to limited budget, which ultimately affects the performance of the program. Also,

in a situation where performance expectations are high when operating an education program within a welfare center, the support from the institution was found to be passive due to the lack of numerical or visible changes (1 case). Space is provided for the program, but in most cases, the person in charge writes a proposal and conducts the program with a subsidy budget in the form of a support project, which means the burden of securing additional resources. In a situation where special support is not provided, space can be secured through rental of space within the institution or an external conference room. However, it was reported that there was no difficulty in securing project expenses such as instructor fees for education operation (1 case).

These results suggest that the institutional support system needs to be improved. First, measures to increase the efficiency of securing and utilizing the budget must be explored. Second, measures to utilize various resources that can expand the quality and scope of education programs should be considered. Third, the institution's support attitude must be actively changed to lay the foundation for achieving practical changes and results in program operation. Lastly, support for securing space and project costs for program operation must be strengthened to ensure smooth operation of education programs.

3.5.7 Networks (cooperation) formed with other institutions for the operation of education programs

The need to form networks (cooperation) with other institutions for the operation of education programs at welfare centers was evaluated as 3.42 ± 1.24 (based on a 5-point scale), which indicates that the need to form a network between institutions is recognized, but an effective cooperation system has not been established in reality.

In some cases, free education is provided in connection with various institutions in the region, but this was found to be a relatively rare phenomenon (1 case). Moreover, most respondents either did not have a network by region or district (3 cases), or if they did, the scope was limited to welfare centers within the same region (1 case). For example, a specific institution such as Daejeon YWCA was mentioned, but this can be seen as an exceptional case of network formation (1 case). These results show that the formation of networks between institutions for the operation of education programs in the region has not been fully established yet.

The implications of this study are as follows: First, in order to improve the quality and accessibility of education programs in the region, there is a need to strengthen inter-governmental networks and cooperation systems. Second, in order to form an effective network, the development of a comprehensive cooperation model that involves various organizations in the community is required. Third, it is important to diversify education programs and provide customized services through cooperation between institutions. In addition, exploring the current status and importance of network formation between institutions in relation to the operation of education programs in the region can provide basic data for establishing a cooperation system between institutions in the future, through which policy and practical implications for improving the accessibility and efficiency of education programs can be derived.

3.5.8 Recruiting instructors

The difficulty of recruiting instructors to operate education programs at welfare centers was evaluated as 3.67 ± 0.98 (based on a 5-point scale), indicating that the current status of the instructor recruitment process, which is an important issue in terms of operating an education program, the limitations of the budget, and the difficulty of recruiting new program instructors are major challenges in the instructor recruitment process.

It has been found that an instructor can be recruited, but the desired instructor cannot be recruited due to budget limitations (4 cases). As one of the main difficulties in the instructor recruitment process, this situation may affect the quality and diversity of an education program. It has been also found that it is relatively easy to recruit regularly participating instructors, but there are difficulties in recruiting instructors for new programs (2 cases), which may act as a factor limiting the introduction and development of new programs. Moreover, there was a case where the 2023 education was conducted on its own without hiring instructors due to a lack of budget. This shows that budget constraints may have a serious impact on the operation and development of education programs (1 case).

These results suggest that budget constraints in the instructor recruitment process and difficulties in recruiting instructors for new programs may have a significant impact on the quality, diversity, and development of education programs. This means that educational institutions must improve their instructor recruitment process, secure and manage budgets, and explore strategies to diversify the instructor pool.

The implications of this study are as follows: First, in order to improve the instructor recruitment process, efficient management and securing of the budget are required. Second, it is important to diversify the instructor pool and develop methods for recruiting new instructors for the successful introduction and operation of new programs. Third, educational institutions are required to recognize the various challenges that may arise during the instructor recruitment process and take a strategic approach to respond to them. In addition, this study provides useful implications for the establishment and implementation of policies for educational institutions in the future by highlighting the difficulties associated with recruiting instructors, which is one of the important aspects of operating education programs.

3.5.9 Requests for institutional support to revitalize education

Requests for institutional support to revitalize education at welfare centers were evaluated as 2.75 ± 1.14 (based on a 5-point scale), indicating that institutional support for instructor support, education curriculum support, instructor fees, and instructor training is not smooth within the current education system in one aspect of the operation of education programs.

This reveals that although professional instructors in each field are essential for education operations, it is difficult to recruit instructors for new education programs at instructor fees that meet welfare center regulations (Mostly 40,000 to 60,000 won depending on the instructor's years of experience) (5 cases). These difficulties suggest the need for institutional support for professional instructor training and instructor fees.

In addition, the importance of sharing and promoting the instructor pool through cooperation with related and higher-level institutions such as city hall and public health centers is emphasized (2 cases).

This is an essential element for the revitalization of education programs and sustainable development, and improvement through institutional support is required.

These results suggest that a comprehensive and systematic approach to instructor support, education curriculum support, instructor fees, and instructor training is required within the education system. Therefore, in order to improve expertise in the field of education and improve the quality of education programs, the researchers propose strengthening institutional support for instructor support, education curriculum support, instructor fees, and instructor training. This will contribute to improving the quality of education, accessibility and effectiveness of education through diversification and expansion of education programs.

3.5.10 Implementing satisfaction after education

Satisfaction after education at the welfare center was evaluated as 4.42 ± 0.90 (based on a 5-point scale), meaning that participants showed high satisfaction with the education program overall.

The results of the satisfaction survey were reflected in changing instructors and opening programs in future programs (4 cases). This suggests that participants expect their opinions to be reflected in actual program improvement.

In addition, participants showed high satisfaction with the satisfaction survey results being used in the next year's project plan, next year's and semi-annual project plans, user analysis report, and institutional research report (2 cases). This indicates that participants value continuous improvement and development of education programs and hope that their opinions will be reflected in this process.

The results of the instructor satisfaction survey serve as a very important factor in establishing an education project plan. In particular, participants evaluate the instructor's role as important in delivering educational content and adjusting the level of difficulty, suggesting that these factors should serve as important considerations in selecting topics for future education project plans, organizing education, and setting the difficulty level of education.

3.5.11 Utilization of satisfaction survey results after education

The utilization of the results of the satisfaction survey after education at the welfare center was evaluated as 4.42 ± 0.90 (based on a 5-point scale), which means that participants are making good use of their overall satisfaction with the education program. Satisfaction with 'changing instructors in future programs and reflecting them in program opening based on the satisfaction survey' was found to be very high as the same score (5 cases). This suggests that participants expect their opinions to be reflected in actual program improvement.

In addition, the results of participants' satisfaction survey were being used in the next year's project plan, next year's and semi-annual project plans, user analysis report, and institutional research report (1 case). This shows that participants value continuous improvement and development of

education programs and hope that their opinions will be reflected in this process.

The results of the instructor satisfaction survey serve as a very important factor in establishing an education project plan. In particular, participants evaluate the instructor's role as important in delivering educational content and adjusting the level of difficulty, and used these factors as important considerations in selecting topics for future education project plans, organizing education, and setting the difficulty level of education (1 case).

This provides important implications for exploring ways to improve the program through the results of the satisfaction survey of education program participants. In the future, it is expected that we will be able to provide more effective and satisfactory education programs by analyzing the results of these satisfaction surveys on a regular basis and actively reflecting them in program improvement and project planning.

4. Summary and Suggestion

In order to suggest priorities for education programs for meaningful activities of the older adults and ways to revitalize well-aging education for those in charge of operating welfare center education programs, this study conducted Focus Group Interview (FGI) as an appropriate method to obtain quantitative technical analysis and in-depth insight.

The following conclusions can be drawn through research results:

First, the first priority of the average score that combines the need for and utilization of meaningful activity programs of the older adults was found to be programs related to doing things (activities) alone, second priority to be programs that allow the older adults to spend useful time through social activities, third priority to be programs related to doing things (activities) with friends or acquaintances, and fourth priority to be programs related to doing things (activities) with family.

Second, the detailed first priority is programs related to doing things (activities) alone. As the number of older adults people living alone increases, it will be necessary to develop an effective activity program to improve physical and mental health through health care activities. In programs related to family (activities) and programs related to friends or acquaintances (activities), methods and effects of conversation and communication are the first priority, emphasizing that efficient communication is essential in various situations between friends or acquaintances as well as in relationships between individuals, suggesting that methods and effects of conversation and communication are very important factors in daily life. In programs related to social participation (activities), methods and effects of hobby activities are discussed. This means that hobbies play an important role in an individual's life, provide emotional stability and act as an important factor in improving the quality of life. Therefore, the need to support and revitalize hobbies is important at a social and policy level.

Third, the most appropriate time for well-aging education was manhood (50 to 65 years old), and the educational content was said to be an important teaching and learning component, and the desired educational method was a combination of lecture and experience. It was surveyed that institutions for expanding education should be local institutions such as city hall, district office,

and welfare center, and the appropriate number of students was 11 on average, and a small number of students was preferred. It was found that most would participate if well-aging education was operated strategically and systematically.

Thus, it is necessary to establish a systematic and strategic plan when implementing well-aging education. In particular, it should be conducted for a small number of people (approximately 10 people) in a form that combines lectures and experiences with systematic and customized educational content for middle-aged people.

Fourth, the importance of surveying essential needs for the effective operation of education programs for the older adults is emphasized, and developing and operating programs that reflect the expectations and needs of participants are important. Moreover, it reveals how important to establish a cooperation system between institutions and improve the institutional support system, along with various strategies necessary to ensure diversity and creativity in program operation. In addition, the need for a strategic approach to resolve difficulties in the process of recruiting instructors is discussed.

Fifth, the importance of needs surveys in planning and operating education programs is emphasized. A needs survey can increase participants' satisfaction by accurately understanding the needs and desires of the subjects and reflecting them in development and operation of programs. Therefore, continuous needs survey, and program selection and improvement process based on this are required.

Sixth, in order to improve the quality and accessibility of education programs, it is necessary to strengthen networks and cooperation systems between institutions. This is possible through the development of a comprehensive cooperation model that involves various institutions in the community, and it is important to diversify education programs and provide customized services.

Seventh, budget constraints in the instructor recruitment process and difficulties in recruiting instructors for new programs have a significant impact on the quality and diversity of education programs. To respond to this problem, it is necessary to develop ways to efficiently manage and secure the budget, diversify the instructor pool, and recruit new instructors.

Based on the results of this study, it is important to develop a participant-centered operation strategy for the successful operation of well-aging education programs. It should be reaffirmed that providing diverse and new activity opportunities and operating experiential education and practice-oriented education are important factors in improving participant satisfaction.

Lastly, the results of FGI suggest that in order to revitalize the operation of well-aging education, a strategy is needed to improve the education program by actively reflecting the opinions and feedback of participants and to allow participants to directly participate in the education process and experience meaningful activities. This is expected to make an important contribution to finding an efficient approach to improving the quality of life of the older adults by increasing awareness of meaningful education for the older adults and increasing the effectiveness and satisfaction of well-aging education programs.

Conflicts of Interest

No author has any other conflict of interest to declare.

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