

# A Study on Evaluation of Baby Boomer's Life Redesign Educational Program

Hyun-Jung Kang

Multifil education and Welfare center, Hanseo University

## 베이비부머의 생애재설계교육 프로그램 평가에 관한 연구

강현정

한서대학교 다문화교육복지연구소

**Abstract** This study aims to verify the effects of the life redesign educational program based on the baby boomer (11 members of experimental group, 12 members of control group). The program was conducted for two hours two times in a week in the area of Chungnam (Total 8weeks 16sessions). First, in the result of the Wilcoxon's pairs signed-ranks test between the pre-post tests for the analysis on the program effectiveness of the experimental group of baby boomer, the baby boomer of experimental group showed an improved perception of preparing the volunteer work in the perception of preparing their old age, and there was no pre-post significant differences in the control group. In case of the experimental group, perception of the post-retirement preparation, such as a physical preparation, emotional preparation, financial preparation, volunteer work preparation and leisure activities preparation increased in average. Second, the satisfaction for the program's educational process, educational contents, educational data, educational method, instructor and the educational environment were shown to be more than 3.5 points out of 5 points in full.

**Key Words** : Life redesign educational program, Baby boomer program, Wilcoxon's pairs signed-ranks test

**요 약** 본 연구는 베이비부머(실험집단 11명, 통제집단 12명)을 대상으로 하여, 생애설계 교육 프로그램의 효과성을 검증하는데 목적이 있다. 충남 A지역에서 주2회 각 2시간씩 총 36시간의 프로그램이 시행되었다. 그 결과 첫째, 실험집단 베이비부머의 프로그램 효과성 분석을 위해 사전-사후검사간의 Wilcoxon의 조합기호 순위검증법을 실시한 결과 실험집단 베이비부머는 노후준비의식에서 자원봉사준비 의식이 향상된 것으로 나타났고, 통제 집단은 사전-사후 유의미한 차이가 나타나지 않았다. 둘째, 프로그램의 만족도는 교육과정, 교육내용, 교육자료, 교육방법, 강사, 교육환경에 대한 만족도는 모두 5점 만점에 3.5점 이상으로 나타났다.

**주제어** : 생애재설계교육, 베이비부머 프로그램, 윌콕슨 조합기호 순위검증법

\* This work was supported by the National Foundation of Korea Grant funded by the Korean Government(NRF-2011-358-B00025)  
Received 20 June 2014, Revised 23 July 2014  
Accepted 20 August 2014  
Corresponding Author: Hyun-Jung Kang(The Hanseo University)  
Email: hj-cs@hanmail.net

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ISSN: 1738-1916

## 1. Introduction

There are some worries about the insufficient post-retirement preparation of the baby boomer in Korea as it's about time for them to retire. Korean baby boomer has to prepare for their old age but at the same time spend monies for their children's education and housing. That is, the independence of their children gets delayed due to long term education period, difficult employment and a trend of late marriage that Korean baby boomer lacks the time to prepare for their own later life. This suggests a high potential that the later life of Korean baby boomer shall not be stable [1].

Therefore, this indicates that the post-retirement years of baby boomers are likely to be a stormy period. According to the test [2], only 16.4% of respondents answered that they started the post-retirement preparation in their 50s while only 4.6% of the respondents answered that they did it in their 40s, showing how serious this issue is [3].

However, it is difficult for the baby boomer who are the preliminary elderly group to participate in a program for post-retirement preparation in their community because, meantime, most of post-retirement preparation programs have mainly dealt the job related programs such as a program for the employees to retire shortly, a financial instrument related program and a specialized project [4]. Thus, the baby boomer who shall be a huge elderly group shortly needs an education to redesign the life in various life education institutions in the communities by preparing for their later life and through the substantial measures. Accordingly, this study has a purpose to develop a life redesign educational program for the baby boomer and evaluate the effectiveness and satisfaction of such program.

## 2. Program Configuration

### 2.1 Objects of the Program and Recruitment Process

The objects of this study are the baby boomer born between 1955 and 1963 staying in area A of Chungnam.

Since this program was operated as an associated program of a regional life study center and a life education institute of a university, the recruitment of objects was conducted by the regional life study center while the program was operated by the life education institute of university. The individual candidates recruited by the regional life study center have participated in the program as the main objects and an expert in a field of the subject was selected as the teacher in the program.

In order to evaluate the program, 20 candidates were assigned to the experimental group and 20 candidates were assigned to the control group out of the objects who applied to participate.

The data for 11 candidates of the experimental group and 12 candidates of the control group were used for the program evaluation: those not suitable(not continue to participate in program, or too many incomplete answers) for the analysis were excluded.

Socio-demographic characteristics of the study subjects were showed in Table 1.

### 2.2 Purpose of the Program

The program has a purpose to enhance the perception of the baby boomer for the post-retirement preparation. In detail, it has a purpose to enhance the perception for their physical preparation, economic preparation, emotional preparation and voluntary service preparation.

### 2.3 Development and Contents of the Program

The life redesign educational program used Non-Linear Integrated Approach of Kowalski [5] in its development. The program development of this model

shows a circular cycle and consists of (1) Advisory Committee Organization, (2) Identification of Limitation Factors, (3) Analysis of Philosophy and Mission of the Organization, (4) Connection between the Purpose of Program and Organization, (5) Requirement Analysis, (6) Conversion to the Purpose of Requirement, (7) Curriculum Design, (8) Identification of Available Resources, (9) Preparation of Budget and Cost, (10) Program Marketing and (11) Program Evaluation[6]. For this, the program was developed through the process to establish an advisory committee with 8 members including the professors who majored the welfare for the elderly and program development etc, and consisted of 16 sessions for total 8 weeks (See Table 2). The method to operate the program was made by analyzing the demand survey, so the demands of the survey, such as the program operation in the night time after work, operation by 2-3 times a week and a lecture by the experts were reflected as the baby boomer requested.

The 1st and 2nd sessions consisted of the lectures on the objective details for the situation and problems of Korean elderly society and the physical and mental characteristics and changes of middle and old ages.

The 3rd and 4th sessions consisted of the health design for a successful post-retirement, the diseases which could be easily taken in old age based on Korean traditional medicine and the methods to prevent the diseases in old age based on the general medicine.

The 5th and 6th sessions consisted of the health design for successful post-retirement containing the management of diseases of old age through the nurse of the elderly specialized hospital and mind control of old age through the psychology counselor.

The 7th to 9th sessions consisted of the asset design for successful post-retirement containing National Pension, Retirement Pension, asset management of real estate and tax saving and private insurance.

The 10th and 11th session consisted of the social participation design for successful post-retirement

containing the elderly education, leisure activities and voluntary service.

The 12th and 13th sessions consisted of the interpersonal relation design for successful post-retirement containing the happy marital relations, parent-children relation in old age.

The 14th session consisted of the residential plan for successful post-retirement based on the cases of Korea and Japan.

The 15th session consisted of the career design for successful post-retirement containing the contents related to re-employment.

The 16th session consisted of the mind control for successful post-retirement containing the time to eliminate the fear for old age through a psychotherapist.

The professionals related to subjects of the lectures including the experts for the elderly welfare, doctors, herb doctors, senior nurse of the elderly specialized hospital, program operator of the healthy home support center, volunteers from voluntary service center and psychology counselor and psychotherapist participated in the program. The program was conducted in stage of introduction, execution and finishing.

### 3. Program Evaluation Method

#### 3.1 Evaluation Design

The evaluation design of the program consisted of two things. The first one was the effectiveness evaluation of the program using the pretest-posttest comparison of the control group in order to figure out the effect of the life redesign educational program on the perception of the baby boomer for the post-retirement preparation. This is the most typical experimental design which distributes the objects of the experiment randomly and assigns them to the experimental group and the control group respectively [7]. The second one was the satisfaction evaluation of

the program which conducted a survey to figure out the satisfaction for the curriculum, educational contents, educational data, educational method, educational media, teachers and the environment.

The program was conducted in the night time through 16 sessions in total and the data of experimental group which was absent in the program for more than 3 times were excluded from the analysis. In case of the control group, the questionnaires which had inaccurate details were also excluded from the evaluation.

effort to regularly engage in leisure activities.’ The survey consists of total 28 questions with up to 5 points given on a Likertis scale. Reliability of the scale for each category is as follows: physical preparation  $\alpha=.737$ , emotional preparation  $\alpha=.650$ , financial preparation  $\alpha=.853$ , preparation for social participation  $\alpha=.856$ .

**3.2.2 Program Satisfaction Evaluation**

The evaluation tool of satisfaction for the education and training program which had been used in the study of [9] was used in the satisfaction evaluation of the program. This tool was made by modifying and supplementing the response evaluation category of Kim [10] and Lee [11] based on the response evaluation, and to measure the satisfaction of the entire curriculum including the education contents, educational data, educational method, educational media, teachers and educational environment measuring 13 questionnaires using

5 Points Likert Scale from 1 point, ‘not at all’ to 5 points, ‘very much yes’ with degree of confidence, Cronbach’s alpha value of 0.828.

**<Table 1> Socio-demographic Characteristics**

		N	%	
Experimental Group	Gender (n=11)	Male	4	36.4
		Female	7	63.6
	Birth Year (n=11)	1955-1959	2	18.2
		1960-1963	9	81.8
	Marital Status (n=11)	with spouse	9	81.8
		Without spouse	2	18.2
Academic background (n=11)	High School Graduate	5	45.5	
	University Graduate and above	6	54.5	
Control Group	Gender (n=12)	Male	2	16.7
		Female	10	83.3
	Birth Year (n=12)	1955-1959	7	58.3
		1960-1963	5	42.7
	Marital Status (n=12)	with spouse	11	91.7
		Without spouse	1	8.3
Academic background (n=12)	Middle School Graduate	2	16.7	
	High School Graduate	7	58.3	
	University Graduate and above	3	25.0	

**3.2 Evaluation Tool**

**3.2.1 Post-retirement preparation**

In order to evaluate the post-retirement preparation, nine questions on social participation were added to the original developed by [8], such as whether one ‘is preparing for re-employment,’ ‘is preparing for cultural / sports activities,’ ‘is preparing to participate in political or NGO-related activities,’ and ‘is making an

**4. Results**

**4.1 Effectiveness Evaluation of Life Redesign Educational Program for Baby Boomer**

The identity verification which analyzed the difference of the perception for the post-retirement preparation between the experimental group and the control group before verifying the effectiveness of the program conducted Non-Parametric Independent Sample T-Test, and there was no significant difference between the two groups, therefore, the identity between the two groups was demonstrated. Accordingly, the effectiveness analysis of the experimental group and the control group was conducted.

In order to analyze the effectiveness of the program for the baby boomer of the experimental group, Wilcoxon Signed Rank Test between the pretest and posttest. As a result, the perception of voluntary service was significantly enhanced in the experimental group after conducting the program. In addition, there was a positive change in emotional and economic preparation after conducting the program even though it was not statistically significant (Table 3). On the other side, there was no difference in the change of perception for the post-retirement preparation of the baby boomer of the control group (not presented by Table).

#### 4.2 Analysis of Life Redesign Educational Program for Baby Boomer

As a result of measuring the satisfaction for the education contents, educational data, educational method, educational media, teachers and educational environment based on 5 points in full, the satisfaction for the teachers was the highest with 3.82 points and overall satisfactions for other parameters were also high with bigger than 3.5 points in order of the educational method, educational media, educational data, educational environment and education contents respectively. Overall satisfaction with program were a high level(Table 4).

(Table 2) Life Redesign Educational Program Schedule for Baby Boomer

Week	Session	Hour	Contents
1	1	2	-Opening ceremony, -Orientation -Challenge of and Response to Korean Aging Society
	2	2	-Change of Physical and mental Characteristics of Middle and Old Age
2	3	2	-Health Design 1 for Successful Post-Retirement: Diseases to be easily taken in old age
	4	2	-Health Design 2 for Successful Post-Retirement: To avoid the diseases of old age
3	5	2	-Health Design 3 for Successful

			Post-Retirement: To manage the diseases of old age
	6	2	-To identify my mind for successful post-retirement
4	7	2	-Asset Design 1 for successful post-retirement: Asset Design with National Pension and Retirement Pension
	8	2	-Asset Design 2 for successful post-retirement: Asset Management - Real Estate and Tax Saving
5	9	2	-Asset Design 3 for successful post-retirement: Management of Private Insurance
	10	2	-Social Participation Design 1 for Successful Post-Retirement: The elderly education
6	11	2	-Social Participation Design 2 for Successful Post-Retirement: Voluntary Service and Leisure Life
	12	2	-Interpersonal Relation Design 1 for Successful Post-Retirement: Happy Marital Relations
7	13	2	-Interpersonal Relation Design 2 for Successful Post-Retirement: Parent-Children Relations
	14	2	-Residential Plan for Successful Post-Retirement - Based on cases of Korea and Japan
8	15	2	-Career Design for Successful Post-Retirement
	16	2	-Mind control for successful post-retirement

#### 5. Summary and Proposals

This study has a purpose to evaluate Life Redesign Educational Program of the Baby Boomer which was operated in the night time after work with total 16 sessions for 8 weeks in Regional Life Study Center in the area A of Chungnam and Life Education Institute attached to H University in the neighbor area. For this, the verification of effectiveness and satisfaction of the program have been conducted. As a result, first, Life Redesign Educational Program of the baby boomer significantly enhanced the perception of voluntary service, which shows a significant positive change in a viewpoint that the participation in the voluntary service

in old age has an effect on the life satisfaction and psychological well-being [12].

In addition, it was identified that the perception of post-retirement preparation was generally enhanced through the program seeing that the perception for emotional and economic preparation were enhanced though being no significant, which enhanced the perception of the baby boomer for post-retirement preparation and showed the necessity to expand the program continuously. Further, seeing that the perception for the voluntary service was enhanced, the program reflected various desires and perceptions for post-retirement preparation of the baby boomer by focusing on the aspect of social participation such as the voluntary service while the current studies on the post-retirement preparation or related programs focused on the economic or health aspect.

Second, the satisfaction for the program was appeared to be positive having a point higher than 3.5 while the satisfaction for the teachers was the highest with a point similar to 3.5. This shows the strength of life education institute attached to the university which secures the professional personnel and is a result that the connection between the regional life study center to which the residents could easily approach and the life education institute attached to the university was effective.

The life education related facilities are saturated in each region as the time of life study has come. However, the retirement preparation program or the life design program which have been created with a fear for entering the old age of the baby boomer have been conducted in other institutes such as the life double-cropping center not the current life education facilities. In order to provide more baby boomer and the adults who want to have the post-retirement preparation with an opportunity to prepare for the old age through the life redesign education, the current life study centers or the life education institutes attached to the university need to operate the program actively.

This study has a limit to have a small number of participants in the program because the number of candidates who applied the participation was small and the participation rate of the baby boomer who work in the office got gradually lowered. Thus, a life redesign program which visits the baby boomer is proposed in the next program.

〈Table 3〉 Wilcoxon Signed Rank Test for Post-Retirement Preparation of the Experimental Group

(Experimental Group, n=11)

Classification	Pre-Post Test	N	Average Rank	Sum of Ranks	Z	
Post-Retirement Preparation	Physical	Negative Rank	4 <sup>a</sup>	4.25	17.00	-1.075
		Positive Rank	6 <sup>b</sup>	6.33	38.00	
		Tie	1 <sup>c</sup>			
		Total	11			
	Emotion	Negative Rank	2 <sup>a</sup>	5.75	11.50	-1.329
		Positive Rank	7 <sup>b</sup>	4.79	33.50	
		Tie	2 <sup>c</sup>			
		Total	11			
	Economic	Negative Rank	2 <sup>a</sup>	6.50	13.00	-1.782
		Positive Rank	9 <sup>b</sup>	5.89	53.00	
		Tie	0 <sup>c</sup>			
		Total	11			
Voluntary	Negative Rank	1 <sup>a</sup>	7.50	7.50	-2.044*	
	Positive Rank	9 <sup>b</sup>	5.28	47.50		
	Tie	1 <sup>c</sup>				
	Total	11				

a. Posttest<Pretest ; b Posttest>Pretest; c Posttest=Pretest

\*p<.05

〈Table 4〉 Program Satisfaction

(n=11)

Satisfaction	Average	SD
Curriculum	3.73	.91
Education Contents	3.51	.54
Educational Data	3.68	.68
Educational Method and Media	3.73	.72
Teachers	3.82	.55
Educational Environment	3.55	.61

## ACKNOWLEDGMENTS

This work was supported by the National Research Foundation of Korea Grant funded by the Korean Government(NRF-2011-358-B00025).

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### 강 현 정(Kang, Hyun Jung)



- 1999년 2월 : 한남대학교 지역개발학과(경제학사)
- 2005년 8월 : 한서대학교 노인복지학과(문학석사)
- 2009년 8월 : 한서대학교 노인복지학과(문학박사)
- 2011년 7월 ~ 현재 : 한서대학교 다문화교육복지연구소 연구교수

- 관심분야 : 노인복지정책, 사회복지 조사방법, 평생교육
- E-Mail : hj-cs@hanmail.net