

A Study on Needs for the Elderly Education of the Baby Boom Generation

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베이비붐 세대의 노년기교육에 대한 욕구

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Abstract The purpose of this study is to examine the Baby Boom Generation's participation intention for and needs on the elderly education. The survey research was conducted with the 261 participants who were born in 1955 through 1974 years. The results of this study are as follows : First, 67.4% of the respondents have not experienced life-long education because the respondents have no time to learn. Second, the positive agreement of the participation intention is 64.3% because the elderly people want to cope with the social changes themselves. Third, the respondents want to have the need for the elderly education by taking a class about health education with the method of practical training in a welfare organization. In conclusion, as showed the survey research, the elderly have highly participation intention about elderly education, so this study indicates that the high quality programs of elderly education should develop and provide.

Key Words : Baby Boom Generation, the elderly education, educational needs, educational gerontology, education program

요약 본 연구는 베이비붐 세대의 노년기교육에 대한 참여의향 및 욕구를 파악함으로써 이를 바탕으로 향후 베이비붐 세대에게 효과적이고 바람직한 노년기교육 프로그램을 구축하기 위해 필요한 기초자료를 제시하는 데 그 목적이 있다. 이를 위하여 1955년생부터 1974년생까지의 베이비붐 세대 261명을 조사 하였다. 연구결과 : 첫째 응답자의 67.4%가 평생교육의 경험이 없었으며 그중 가장 큰 이유는 시간이 없어서 이다. 둘째, 향후 노년기교육의 참여 의향을 묻는 질문에는 참가하겠다는 응답이 64.3%로 높았으며, 가장 큰 이유는 사회적 변화에 대응에 관한 지식 필요해서 이다. 셋째, 베이비붐 세대의 노년기교육 욕구를 살펴보면 사회복지기관을 통해 실습하며 건강 및 건강관련 교육을 받기를 원했다. 높은 교육. 문화적.경제적 수준을 가진 베이비붐 세대의 욕구에 부응하는 건강에 관한 차별화된 프로그램 개발과 제공에 힘써야 할 것이다.

주제어 : 베이비붐 세대, 노년기교육, 교육 욕구, 노인교육, 교육 프로그램

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1. Introduction

Thanks to the improvement of medical technology and living standards and the consequent extension of life expectancy, our society is rapidly aging. The aging is the common phenomenon around the world. However, the biggest problem for our society is that we are experiencing the rapid aging of the population without having sufficient time to prepare for it.

According to the population projections based on the result of 2010 Population and Housing Census of the National Statistics Office, Korea has already become an aging society as the elderly population accounted for 7 percent of the total population in 2000[1].

In particular, the retirement of the first generation baby boomers that were born after 1955 has begun to be in full swing from 2010 and also these baby boomers have become an elderly person in earnest. As a result, our society's population aging is expected to accelerate even faster. However, the amount of appropriate policies to cope with the aging of baby boomers in Korea is very insufficient. The study to identify the accurate characteristics of Korean baby boomers is still at the nascent stage and those studies on the system and policy for the later years of baby boomers still have a long way to go. Moreover, these baby boomers will have to spend much prolonged senescence life than the previous generations; nonetheless, they do not have any precedent as to healthy longevity or active and autonomous senescence life. Therefore, they have an even greater concern and anxiety for their upcoming senescence life[2].

The baby boom generation that will be a new owner of this aged society and also super-aged society is expected to have a much higher educational and cultural level than the current elderly generation[3]. Thus, it is required to prepare to provide elderly education desired and also required by them through identifying the Educational requirements of baby boomers that are potential elderly people but currently

at their adulthood and also will become elderly people in an aged society of the future before the advent of an aged society in which the elderly population will be rapidly increasing. In other words, it is imperative to begin a preparation work for providing a variety of high-quality programs to satisfy their educational requirements when the baby boomers whose educational level, living standards and cultural level will be much improved as compared with the current elderly population become elderly people[3].

As for the previous studies, a relatively large number of these studies have focused on the welfare and welfare policy of senescence life; however, there have been a small number of the studies on the education of senescence life. Moreover, even those studies on senescence life covered the education of senescence life as a part of elderly welfare or focused on the current elderly population. Most of them covered either of the following topics: the requirements for the education of senescence life for elderly population[4-7], the current status of education of senescence life[8-10], or the study on problems related to the policies of elderly education[11]. And most of the previous studies on the middle-aged population or baby boom generation who have not yet entered to their senescence life have focused on the financial aspect at the start of their retirement in their workplace[12].

However, the most desperate thing for the baby boomers that are about to enter their senescence life is not a solution to their financial issue. Rather, they need a measure for their overall living in their senescence life, which is required for them to maintain high quality of life during their long senescence life. Thus, most of all, it is necessary to have education to allow the baby boomers to fill and manage their prolonged senescence life more creatively and efficiently by themselves[13]. Thus, this study aims to present preliminary data for establishing effective and appropriate educational program of senescence life for the baby boom generation by identifying their intention for

participation and requirements as to the education of senescence life.

The purpose of this study is to present preliminary data for establishing effective and appropriate educational program of senescence life for the baby boom generation by identifying their intention for participation and requirements as to the education of senescence life. The detailed objectives of this study are as follows.

First, this study aims to investigate how positively the baby boom generation experienced the lifelong learning and also whether there was any difference between their experiences on the lifelong learning depending on the socio-demographic features.

Second, this study aims to investigate how willingly the baby boom generation participated in the education of senescence life and whether there was any difference between their experiences on the education of senescence life depending on the socio-demographic features.

Third, this study aims to investigate the requirements of the baby boom generation for the education of senescence life and whether there was any difference between their requirements on the education of senescence life depending on the socio-demographic features.

2. Materials and Method

2.1 Procedures

The data collection of this study took place for 4 weeks from June 15 to July 14, 2011. As for the questionnaire, the researcher directly described it to the survey subjects in writing and allowed only those who agreed to participate in this survey to proceed to the structured questionnaire. In this study, the questionnaire has been distributed to a total of 300 baby boomers and a total of 277 copies have been collected. Of those, a total of 261 copies were utilized

as the data of final analysis after excluding the 16 incomplete responses.

2.2 Material

The configuration of questionnaire used in this study is as follows.

First, it is composed of the 6 questions about the baby boomers' participation experience of lifelong learning program, reason for participation, reason for non-participation, participation intention for the education of senescence life, reason for participation, etc.

Second, there were a total of 6 questions on the requirements of baby boom generation on the education of senescence life that included requirement on education hours of senescence life, requirement on education duration period of the education of senescence life, requirement on teaching method of the education of senescence life, requirement on education contents of the education of senescence life, requirement on participation cost of the education of senescence life and requirement on practicing institute of the education of senescence life.

2.3 Socio-demographic Characteristics

As for an overview of socio-demographic features of the survey subjects in this study, male accounted for 38.7 percent with 101 men, whereas female accounted for 61.3 percent with 160 women. Thus, it was found that the female subjects were about twice as many as the male subjects. The average age was 43.6 years old. Those aged between 37 and 39 years old accounted for 25.7 percent with 67 people, whereas those aged between 40 and 44 years old accounted for 34.9 percent with 91 people and those aged between 45 and 49 years old accounted for 23.0 percent with 60 people. Lastly, those aged 50 years old or over accounted for 16.5 percent with 43 people. As for the level of education, those having a high school diploma accounted for the

largest proportion with 50.2 percent (131 people), followed by those having an university degree or higher with 45.2 percent (118 people), those having a middle school diploma or less with 4.6 percent (12 people). As for the distribution of religion, Christianity accounted for the largest proportion with 36.3 percent (95 people), followed by no religion with 33.7 percent (88 people), Buddhism, Catholicism and others. As for the occupation, sales and service accounted for 26.1 percent with 68 people, whereas production technical post accounted for 23.4 percent with 61 people and housewives accounted for 21.1 percent with 55 people. Also, office workers accounted for 13.0 percent with 34 people, agriculture and self-employed accounted for 12.6 percent with 33 people and soldiers accounted for 3.8 percent with 10 people. As for the distribution of monthly income, the level between KRW 2,010,000 and 3,000,000 accounted for the largest proportion with 26.8 percent (70 people), followed by KRW 1,000,000 or under accounting for 20.7 percent (54 people), more than KRW 1,010,000 and less than KRW 2,000,000 with 15.7 percent (41 people), more than KRW 4,010,000 and less than KRW 5,000,000 with 14.6 percent (38 people), more than KRW 3,010,000 and less than KRW 4,000,000 with 12.6 percent (33 people) and KRW 5,000,000 with 9.6 percent (25 people). The average monthly income was found to be KRW 3,390,000. As for the subjective opinion as to living condition, those feeling “normal” accounted for the largest proportion with 76.6 percent (200 people), followed by “difficult” with 12.7 percent (33 people) and “affluent” with 10.7 percent (33 people). As for spouse, those having a spouse were 239 people with 91.6 percent and those not having a spouse were 28 people with 10.7 percent. Thus, it was found that the number of people having a spouse was significantly greater than the number of people not having a spouse. As for the number of children, two children accounted for the largest proportion with 63.2 percent (165 people), followed by more than 3 children with 19.9 percent (52 people), 1

child with 11.9 percent (31 people) and no children with 5.0 percent (13 people). As for the type of living with family, living with unmarried children accounted for the largest proportion with 72.0 percent (188 people), followed by living with parents accounting for 9.2 percent (24 people), living alone with 6.9 percent (18 people) and living with married children with 3.1 percent (8 people). Lastly, as for the subjective opinion on their health status, “healthy” accounted for the largest proportion with 59.0 percent (154 people), followed by “normal” with 36.4 percent (95 people) and “not healthy” with 4.6 percent (12 people). Thus, most of the survey subjects felt that they were healthy.

2.4 Analysis

The frequency and percentage were calculated by using SPSS21.0.

3. Results

3.1 Baby boomers’ experience of participation in lifelong learning

As for the baby boomers’ experience of participation in lifelong learning, 32.6 percent (85 people) had an experience and 67.4 percent (176 people) did not have an experience as shown in <Table 1>. The number of people having “no experience” was found to be twice as many as the number of people having an experience.

As for the reason why they participated in lifelong learning, self-development accounted for 34.1 percent (29 people), whereas learning useful knowledge and skills for daily life accounted for 20.0 percent (17 people), gaining pleasure and reward of learning accounted for 12.9 percent (11 people), need for knowledge on social changes and response accounted for 9.4 percent (8 people), volunteering for the society with knowledge accounted for 8.2 percent (7 people), making good use of spare time accounted for 4.7 percent (4 people), need to acquire licenses or diploma

accounted for 4.7 percent (4 people) and each of the other reasons such as obligation to participate at workplace accounted, succeeding in reemployment and making friends accounted for 1.2 percent (1people) respectively. The most prominent reason for participating in lifelong learning was found to be self-development.

On the other hand, as for the response of not having an experience of participating in lifelong learning, “no time for it” accounted for 35.2 percent (62 people), “no need for it” accounted for 18.8 percent (33 people), “unsuitable time schedule of education” accounted for 13.1(23 people), “not aware of what

programs are available” accounted for 8.5 percent (15 people), “no aware of participating routes” accounted for 6.8 percent (12 people), “no appropriate program is available” and “no educational institute nearby” accounted for 5.1 percent (9 people) respectively, “not financially affluent” accounted for 2.8 percent (5 people) and “not very fond of learning” and “not aware of the location of educational institutes” accounted for 1.7 percent (3 people) respectively. Lastly, “not healthy” and “insufficient competency” accounted for 0.6 percent (1 people) respectively. Thus, the most prominent reason for not participating in lifelong learning was that they had no enough time for it.

<Table 1> Experience of participation in lifelong learning

		N	%
participation in lifelong learning	to have an experience	85	32.6
	not to have an experience	176	67.4
	total	261	100.0
reason of participation (n=85)	for self-development	29	34.1
	for knowledge and skills	17	20.0
	for pleasure of learning	11	12.9
	for knowledge on social changes	8	9.4
	for volunteering	7	8.2
	for good use of spare time	4	4.7
	for licenses or diploma	4	4.7
	obligation at workplace	2	2.4
	for health improvement	1	1.2
	for reemployment	1	1.2
	for making friends	1	1.2
total	85	100.0	
reason of nonparticipation (n=176)	no time for it	62	35.2
	no need for it	33	18.8
	unsuitable time schedule	23	13.1
	not aware of available programs	15	8.5
	no aware of participating routes	12	6.8
	no appropriate program is available	9	5.1
	no educational institute nearby	9	5.1
	not financially affluent	5	2.8
	not very fond of learning	3	1.7
	not aware of the location of institutes	3	1.7
	not healthy	1	.6
	insufficient competency	1	.6
	total	176	100.0

3.2 Baby boomers' participation in the education of senescence life

As for the question on the participation intention of baby boom generation for the education of senescence life, 64.3 percent (168 people) responded that they would participate, whereas 28.0 percent (73 people) responded that they did not now. 7.7 percent (20 people) responded that they would not participate. Thus, the number of people who would be willing to participate was far greater than those not willing to participate.

As for the response for the biggest reason why they wanted to participate in the education of senescence life, need for knowledge on social changes and response accounted for 21.6 percent (52 people), leveraging extra time accounted for 21.2 percent (51 people), learning useful knowledge and skills for daily life accounted for 18.3 percent (44 people), self-development accounted for 11.2 percent (27 people), serving the society with knowledge accounted for 7.5 percent (18 people), having a healthy life accounted for 4.1 percent (10 people), starting a business accounted for 3.3 percent (8 people) and making friends accounted for 2.1 percent (5 people) and gaining pleasure and reward of learning accounted for 1.2 percent (3 people). As a result, the most prominent reasons to participate in the education of senescence life were need for knowledge on social changes and response and leveraging extra time.

As for the most prominent reason why they would not want to participate in the education of senescence life, 40 percent of the respondents (8 people out of 20 people) responded that they did not feel the need for it and 25.0 percent (5 people) responded that they would not have enough time for it. "It would be a financial burden" and "not aware of available programs" accounted for 10.0 percent respectively with 2 people, whereas "no suitable time schedule of education" and "not very fond on learning" accounted for 5.0 percent respectively with 1 people. Thus, the most prominent

reasons why they would not want to participate in the education of senescence life were that they did not feel the need for it.

3.3 Baby boomers' requirements on the education of senescence life

As for the response for the question on how many hours would be appropriate per day for the education of senescence life, as shown in <Table 2>, 1 to 2 hours accounted for 57.1 percent (149 people), whereas 2 to 3 hours accounted for 26.4 percent (69 people), less than 1 hour accounted for 11.5 percent (30 people) and 3 to 4 hours accounted for 5.0 percent (13 people). Thus, 1 to 2 hours accounted for the largest proportion with 57.1 percent.

<Table 2> Classhours per a day

Hours	N	%
less than 1hour	30	11.5
1~2 hours	149	57.1
2~3 hours	69	26.4
3~4 hours	13	5.0
total	261	100.0

As for the response to the question on how many hours would be appropriate for the entire education from entering the education of senescence life to graduation therefrom, as shown in <Table 3>, less than 1 year accounted for 36.4 percent (95 people), less than 2 years accounted for 26.8 percent (70 people), less than 6 months accounted for 19.5 percent (51 people), continuing education without graduation accounted for 12.3 percent (32 people), less than 3 years accounted for 2.7 percent (7 people) and less than 5 years accounted for 2.3 percent (6 people). Less than 1 year and less than 2 years accounted for the largest proportion.

<Table 3> Period of elderly education

period	N	%
less than 6 months	51	19.5
6 months~1year	95	36.4
1~2 years	70	26.8
2~3 years	7	2.7
more than 5 years	6	2.3
continuously without graduation	32	12.3
total	261	100.0

As for the most appropriate teaching method for senescence life, as shown in <Table 4>, education through field trip and practice accounted for 36.8 percent (96 people), education through lectures accounted for 33.3 percent (87 people), peer learning accounted for 13.8 percent (36 people), cyber education using Internet accounted for 4.2 percent (11 people), education using educational software (computer) accounted for 4.2 percent (11 people), education through mass media such as television, radio and newspaper accounted for 3.1 percent (8 people), case presentations of relevant people accounted for 2.7 percent (7 people) and education through discussion and Q&A accounted for 1.9 percent (5 people). As a result, the respondents were found to prefer education through field trip or practice and education through lecturers and lectures.

<Table 4> Methods of elderly education

methods	N	%
mass media	8	3.1
lecture	87	33.3
field trip/practice	96	36.8
discussion	5	1.9
case presentation	7	2.7
computer aided	11	4.2
cyber education	11	4.2
peer learning	36	13.8
total	261	100.0

As for the educational contents that they deemed most necessary for the education of senescence life, as

shown in <Table 5>, health education (health tips, dietary therapy, disease prevention, etc.) accounted for 23.8 percent (62 people), whereas sports (gymnast, croquet, table tennis, chess, singing, dancing, etc.) and elderly welfare education (elderly welfare system, plan for senescence life, financial management for senescence life, residential selection for senescence life, law, etc.) accounted for 18.8 percent (49 people) respectively. Aging understanding education (understanding on aging process and physical, psychological and social features of senescence life, etc.) accounted for 8.0 percent (21 people), art education (drawing, calligraphy and playing instruments) accounted for 5.7 percent (15 people), interpersonal relationship training (conversation, interpersonal technique, leadership, etc.) accounted for 5.4 percent (14 people), voluntary service education (voluntary service method and practice) accounted for 3.8 percent (10 people), family life education (marital relationship and child parent relationships, etc.) and occupational education (certification process, re-employment training, entrepreneurship training, etc.) accounted for 2.7 percent (7 people) respectively and life education (death preparation, autobiography, recall, etc.) and religious education (faith education for each religion, relationship between the life of senescence life and religion, etc.) accounted for 1.9 percent (5 people) respectively. Lastly, general education (history, philosophy, etc.), current affair education (society, politics, culture, etc.), foreign language education (English, Japanese, Chinese, etc.), information education (computer, Internet, mobile phone, etc.) and civic life education (environmental education, civic movement, etc.) accounted for 0.8 percent (2 people) respectively. Thus, the educational contents of senescence life that they deemed most necessary were health education, health related hobby education and elderly welfare education. This result corresponds with findings of Han, Won, Park, and Choi(2009)[14].

<Table 5> Contents of elderly education

contents	N	%
health	62	23.8
aging	21	8.0
general education	2	.8
current affair	2	.8
elderly welfare	49	18.8
interpersonal relationship	14	5.4
foreign language	2	.8
art	15	5.7
religions	5	1.9
sports	49	18.8
financial education	7	2.7
life education	5	1.9
family life	7	2.7
Information education	2	.8
occupational education	7	2.7
civic education	2	.8
volunteering	10	3.8
total	261	100.0

As for the question on how much would be appropriate to participate in the education of senescence life, as shown in <Table 6>, KRW 30,000 to 40,000 per month accounted for 33.7 percent (88 people), whereas KRW 10,000 to 20,000 per month accounted for 23.4 percent (61 people), free accounted for 23.8 percent (62 people), “do not care as long as it is a good program” accounted for 8.4 percent (22 people), less than KRW 10,000 per month accounted for 6.1 percent (16 people) and more than KRW 50,000 per month accounted for 4.6 percent (12 people). As a result, they believed that the most appropriate cost would be KRW 30,000 to

<Table 6> Fee for elderly education

fee	N	%
free	62	23.8
less than 10,000 won	16	6.1
10,000~20,000 won	61	23.4
30,000~40,000 won	88	33.7
more than 50,000	12	4.6
donot care	22	8.4
total	261	100.0

40,000 per month and KRW 10,000 to 20,000 per month. This result shows that while most of present elderly educations are free, most Baby Boom Generations are willing to pay for their elderly education.

As for the question on which facility would be most appropriate for providing the education of senescence life, as shown in <Table 7>, welfare centers(elderly welfare center and social welfare center) accounted for 39.1 percent (102 people), whereas public offices (borough office, community center, etc.) accounted for 19.5 percent (51 people), university based lifelong education centers accounted for 14.6 percent (38 people),local educational culture centers(borough center, cultural center, etc.) accounted for 13.4 percent (35 people), senior colleges operated by Korean Senior Citizens Association accounted for 3.4 percent (9 people),profit-oriented organizations (financial institutions, department stores, large discount retailers, media cultural center, etc.) 3.1 percent (8 people) and senior citizen and civic centers accounted for 1.1 percent (3 people) respectively. As a result, they were found to prefer welfare centers and government offices the most.

<Table 7> Facilities for elderly education

facilities	N	%
welfare centers	102	39.1
KSCA senior colleges	9	3.4
public offices	51	19.5
senior centers	3	1.1
religious senior colleges	12	4.1
lifelong education centers	38	14.6
NGOs	3	1.1
local culture centers	35	13.4
profit organizations	8	3.1
total	261	100.0

4. Discussion

The purpose of this study is to examine the

participation intention and need for the elderly education of the Baby Boom Generation and present basic information for development of an effective and desirable elderly education program for them. For this purpose, survey research was conducted with the participants that consisted of 101 men and 160 women in the total of 261 people of the first and second Baby Boom Generation that were born between 1955 and 1974 in Seosan-si and Taean-gun, Chungcheong nam-do.

First, 67.4 percent of the respondents responded that they have not experienced life-long education with the reasons in the order of 'no time' (35.2 percent), 'no need', 'different schedule', etc. Meanwhile, 32.6 percent of the respondents that have experienced life-long education stated their reasons for participation in the order of 'for self-improvement' (34.1 percent), 'to obtain cultural knowledge', 'because of the fun of learning and fruitfulness', etc.

Second, the response of 'will participate' was the highest with 64.3 percent in the participation intention on elderly education, followed by 'do not know' with 28 percent and 'will not participate' with 7.7 percent. As for the participation reason, it was in the order of 'need knowledge to cope with social change', 'to utilize leisure time', 'to obtain cultural knowledge helpful in daily life', etc. As for the reason for nonparticipation, it was in the order of 'no need' and 'no time'.

Third, it was revealed in the need for elderly education of the Baby Boom Generation that daily education hour of 1 to 2 hours per day was most preferred, and less than a year was most preferred in the total education period. As for the education method, it was found that they preferred field trip, practice and lecture. As for the education content, they most preferred health education, and regarding the education participation cost, about 30,000-40,000 won per month was most preferred. As for the educational institution, the most preferred community welfare center.

Lastly, the following suggestions were made for the

purpose of improving and revitalizing elderly education in preparation of the aging of Baby Boom Generation.

First, Baby Boomers are not actively participating in life-long education currently but since they have high level of participation intention on elderly education, there is a need to develop and provide differentiated program on health that meets the need of Baby Boom Generation that has high level of educational, cultural and financial standards. In addition, it would be necessary to make effort to provide various and high-quality program in order to satisfy the qualitative educational need of Baby Boom Generation by developing various health programs.

Second, it was found the level of participation intention on elderly education was high for Baby Boomers with higher educational background. Accordingly, there is a need to systematically prepare by cultivating expert lecturers and establishing special educational institutions, along with the development of more specialized and high-quality programs.

Third, it was found that they have various needs for elderly education according to their gender, age, educational background, religion, occupation, living standard and health level. Accordingly, there is a need to develop more diverse educational content and method, as well as various forms of programs in order to respond to the need for elderly education of such diverse Baby Boomers. In addition, the establishment of program pool and network of institutions for elderly education is needed.

In addition, the following suggestions were additionally made for subsequent studies based on the limitation of this study.

This study has regional limitation since the sampling was conducted in the limited regions of Seosan and Taean, in addition to the fact that the number of research participants was small. Accordingly, there is a limitation in expanding the result to the need of entire Baby Boomers of our country. It is necessary, accordingly, to conduct an in-depth study in order to

understand the need for elderly education of the Baby Boom Generation through its sampling conducted for the entire country.

Second, this study was conducted by integrating the first and second Baby Boom Generations, and there is a need for more subsequent studies that integrate the first and second Baby Boom Generations.

Third, there is a need to develop standardized scale for understanding the need for elderly education.

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