

การพัฒนาศักยภาพบุคลากรการจัดการเรียนรู้ สำหรับผู้สูงอายุที่มีภาวะพหุพิสัย

The Development of Personnel Capacity in Learning Management for the Active Aging Elderly

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บทคัดย่อ

การศึกษาเรื่อง "การพัฒนาศักยภาพบุคลากรการจัดการเรียนรู้สำหรับผู้สูงอายุที่มีภาวะพหุพิสัย" มีวัตถุประสงค์เพื่อ 1) พัฒนาหลักสูตรอบรมผู้จัดการเรียนรู้สำหรับผู้สูงอายุที่มีภาวะพหุพิสัย 2) พัฒนาศักยภาพของผู้จัดการเรียนรู้สำหรับผู้สูงอายุที่มีภาวะพหุพิสัย และ 3) ประเมินประสิทธิผลของหลักสูตรฝึกอบรมผู้จัดการเรียนรู้สำหรับผู้สูงอายุที่มีภาวะพหุพิสัย และประเมินความพึงพอใจต่อหลักสูตร กลุ่มตัวอย่างเป็นผู้สูงอายุ อายุ 60 ปีขึ้นไป จำนวน 50 คน ที่เป็นผู้จัดการสอนและผู้นำกิจกรรมในโรงเรียนผู้สูงอายุ ในจังหวัดนครปฐม ราชบุรี สุพรรณบุรี และกาญจนบุรี โดยมีการสุ่มแบบแบ่งกลุ่ม และการจับฉลากเพื่อเลือกอำเภอ จากนั้นใช้วิธีการสุ่มแบบเจาะจงในการเลือกตำบล เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย หลักสูตรการฝึกอบรมเป็นวิทยากร, แบบประเมินความสามารถด้านการเป็นวิทยากร และ แบบประเมินความพึงพอใจผู้เข้ารับการอบรม (Rating Scale) การวิเคราะห์ข้อมูลโดย สถิติแบบพรรณนาและการทดสอบค่าที

ผลการวิจัยพบว่าหลักสูตรอบรมผู้จัดการเรียนรู้สำหรับผู้สูงอายุที่มีภาวะพหุพิสัยมีประสิทธิภาพสูง และดำเนินการพัฒนาศักยภาพบุคลากรในการจัดการเรียนรู้ได้ครบทั้ง 4 จังหวัด และผลประเมินความพึงพอใจในการดำเนินการ โครงการ พัฒนาศักยภาพบุคลากรการจัดการเรียนรู้สำหรับผู้สูงอายุที่มีภาวะพหุพิสัยอยู่ในระดับมากที่สุด

คำสำคัญ: พหุพิสัย, ผู้สูงอายุ, ศักยภาพการจัดการเรียนรู้, หลักสูตรการฝึกอบรม, ความพึงพอใจ

Abstract

This research aimed to 1) develop a training curriculum for learning management instructors with the active aging elderly, 2) enhance the personnel capacity for the active aging elderly, and 3) evaluate the effectiveness of the training curriculum for the learning management trainer, and assess the satisfaction of the training curriculum for the active aging elderly. The sample was 50 elderly aged 60 years and over who were teaching management trainer and activity leaders in the school for the elderly; in the provinces of Nakhon Pathom, Ratchaburi, Suphan Buri and Kanchanaburi, the sample group was divided by cluster sampling, and the district was chosen by the simple random and sub-district was chosen by purposive sampling. Research

tools included the training curriculum, a personnel capacity test (Rating scale), a satisfaction questionnaire. Data were analyzed using descriptive statistics and t-test.

The result is the training curriculum for learning management instructors with the active aging elderly got high performance. The development of personnel capacity in learning management was carried out in all 4 provinces, and the satisfaction is the highest level.

Keywords: active aging, elderly, learning management capacity, training curriculum, satisfaction

Introduction

Over the past few years, many countries around the world have transitioned into aging societies due to the increasing number of elderly people each year. According to United Nations data, the proportion of the elderly population was expected to rise from 8.6% in 1980 to 11.1% in 2010, approximately 420 million people, and further increase to 18.6% by 2040, or about 460 million people.¹ This means that the number of elderly individuals is growing by 800,000 people per month. The number of people aged 80 and over was expected to reach 392 million from 2012 onwards. The United Nations defines a country as an aging society if 10% or more of its population is aged 60 and above. By this definition, Thailand has already become an aging society, with the number of elderly people increasing from 1.2 million in 1960 to approximately 8.5 million in 2010.²

Countries in the ASEAN region are also transitioning into aging societies. Thailand has the highest proportion of elderly people at 16.8%, followed by Singapore at 9.0%, and Vietnam at 7.0%. It is expected that ASEAN countries will fully become aging societies within the next 10 to 20 years.³ Since 2005, Thailand has been preparing for an aging society by focusing on promoting lifelong learning activities for the elderly. This has led to the widespread establishment of Elderly Schools in communities by local administrative organizations, healthcare providers, and educational institutions in the central-western region. These schools often provide

short-term learning experiences based on curricula from the Ministry of Public Health and the Office of the Non-Formal and Informal Education, Ministry of Education, to promote lifelong learning and alleviate health and social problems among the elderly.

There were 4 elements include psychological well-being, physical activity, activities of daily living, and self-assessed health.⁴ The activities provided focus on self-empowerment, health promotion, physical exercise, healthy cooking, and handicrafts for supplementary income. Elderly individuals participate in these activities to improve their well-being and engage in society. These programs are organized by government officials from various sectors and retired officials who provide learning experiences related to health. Research by Chantapremjit, Rukspollmuang, and Prachuabmoh found that the transmission of local wisdom by elderly volunteers is a crucial factor in promoting learning among the elderly.⁵ Additionally, Purakom found that the success of elderly learning processes depends on instructors who can effectively motivate elderly learners.⁶

Despite these efforts, there remains a significant gap of knowledge in specialized training for elderly health education instructors, leading to deficiencies in the learning process. Various studies have emphasized the need for instructors to have skills in attention management, teamwork, communication, leadership, technical expertise, adaptability, innovation, foreign languages, and basic

computer skills. However, most current instructors lack formal training in these skills.

According to the research by Yodpet, Pattanasri and Sakdaporn found that the instructors in an elderly school had many experiences, but they are lack of teaching techniques, and capacity to teach elderly in an effective way.⁷ Thus, the researchers reviewed research documentaries and found that the characteristics and capacity of caregivers for the elderly, as well as the studies about training curriculum for caregivers. Additionally, studies focused on learning patterns. However, they were lack of knowledge in curriculum in learning management for instructors and the development of personnel capacity for elderly school.

Researchers believe that enhancing the capabilities of these instructors through targeted training programs will significantly improve the education system in Elderly Schools. By equipping these key personnel with the necessary knowledge and skills, they will be better able to support and promote lifelong learning among the elderly. This research aims to develop the capacity of instructors in Elderly Schools to enable the elderly to achieve active living and full participation in society.

Objectives

1. To develop a training curriculum for learning management instructors with elderly individuals who are experiencing active aging.
2. To enhance the capacity of personnel who manage learning for elderly individuals experiencing active aging.

3. To evaluate the effectiveness of the training curriculum for the learning management instructors working with the active aging elderly and to assess the satisfaction with the curriculum.

Hypotheses

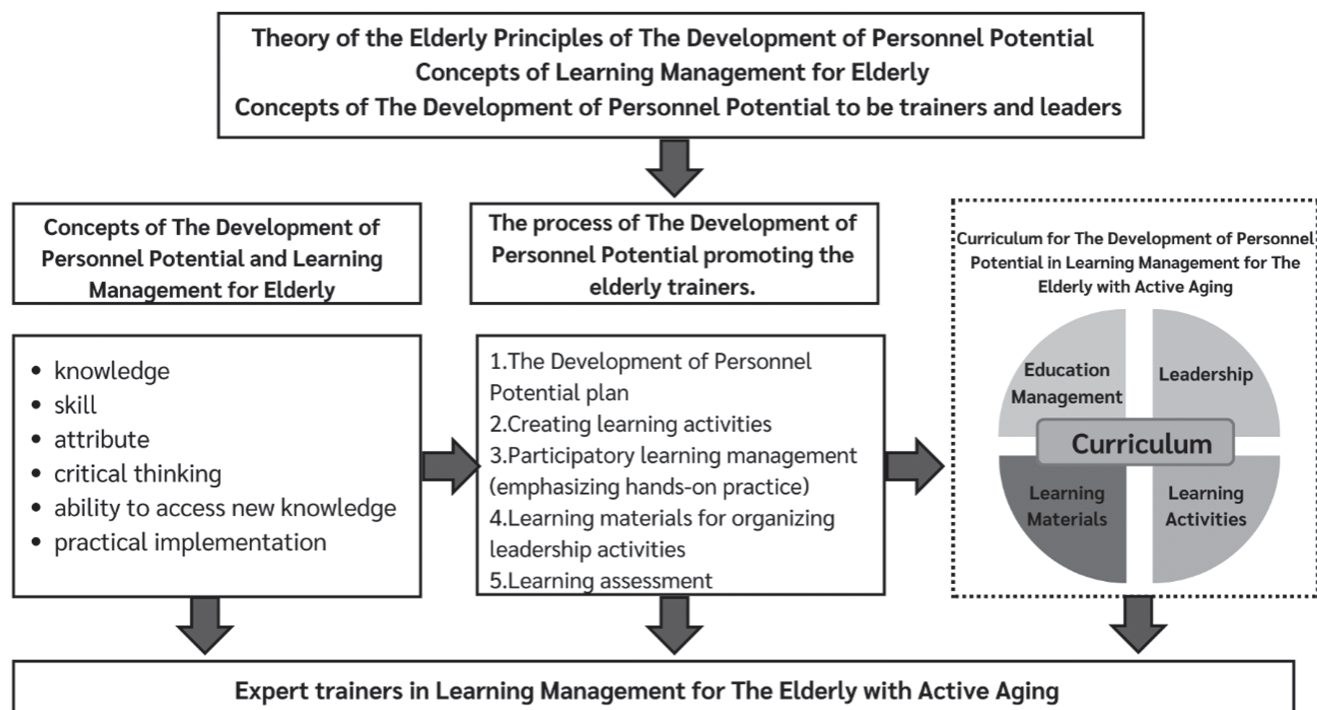
1. The training curriculum for learning management instructors working with elderly individuals experiencing active aging is effective, meeting the 75/75 criteria.
2. The personnel capacity in learning management for the active aging elderly is in high level.
3. The satisfaction of trainees with the learning management curriculum for the active aging elderly is at a high level.

Framework

Theories and Conceptual Framework of the Research Project

This study used theories which related to the elderly, psychology, personnel capacity for learning management with an elderly, related to the concept about the development of personnel capacity to become the instructors in learning; lead to the development of personnel capacity for the active aging elderly. In this study, the researchers used the conceptual framework, theories about an elderly, development of curriculum, development of personnel capacity, and learning management for an elderly to develop the curriculum of personnel capacity in learning management for the active aging elderly. The conceptual framework of the research is outlined as follow:

Conceptual Framework of the Research Project



Benefits

1. A training curriculum specifically designed for learning managers working with elderly individuals who have aging-related conditions.
2. Personnel with enhanced knowledge, skills, and capacity to manage learning effectively for the elderly with aging-related conditions.

Methodology

Research Implementation on Capacity Building for Personnel in Learning Management for the Elderly with Aging-Related Conditions

The research team presents the following methodology for conducting the study:

1. Research Methodology
2. Population and Sample
3. Research Tools and Instrument Quality
4. Data Collection
5. Data Analysis
6. Statistical Methods Used in the Research

Research Methodology

Research on Capacity Building for Personnel in Learning Management for the Elderly with Aging-Related Conditions

The researcher has meticulously planned the research methodology to develop the capacity of personnel by integrating knowledge from education, health, sports, recreation, and related fields. The aim is to create a curriculum tailored for learning management focused on elderly individuals with aging-related conditions. The research process is divided into the following five steps:

1. Planning and Developing the Curriculum
Initial planning and development of the curriculum.
2. Expert Review and Content Validation
Presenting the curriculum to experts for content validation, followed by focus group discussions to study the feasibility of the curriculum. Feedback is gathered for refinement before the curriculum is piloted.
3. Pilot Implementation of the Validated

Curriculum Testing the curriculum that has undergone quality assurance through a pilot implementation.

4. Evaluation of Training Curriculum Effectiveness Assessing the effectiveness of the training curriculum.

5. Assessment of Personnel's Capacity and Competence Evaluating the capacity and learning competence of personnel involved in managing learning for elderly individuals with aging-related conditions.

Population and Sample

A total of 50 elderly, selected by Cluster sampling, individuals aged 60 and above, who are responsible for teaching and leading activities in elderly schools located in the provinces of Nakhon Pathom, Ratchaburi, Suphanburi, and Kanchanaburi.

Protection of Research Participants' Rights

In this study, the researcher has completed the ON-LINE RESEARCH ETHICS TRAINING Course on August 17, 2022, and was approved by the Kasetsart University Research Ethics Committee in November 1, 2022, No. COE65/024, Study code KUIREC-KPS65/036. For protecting the participant's right from the data collection process until the presentation of the research results. Before starting the data collection. The researcher introduced himself, explained the study objectives, procedures, and rights, including the right to withdraw from the study at any time. The protection of confidentiality and anonymity of participants and data was assured throughout the study.

Research Tools and Instrument Quality

The tools used in this research include:

1. A training curriculum for becoming a trainer, which includes the principles, objectives, structure, and details of the training program, guidelines for curriculum implementation, training

materials, and methods for evaluation and assessment.

2. A personnel capacity test form, designed as a rating scale with five levels: Highest, High, Moderate, Low, and Lowest. The consistency index (IOC) ranges from 0.8 to 1.00.

3. A satisfaction questionnaire form, also designed as a rating scale with five levels: Very High Satisfaction, High Satisfaction, Moderate Satisfaction, Low Satisfaction, and Very Low Satisfaction. The consistency index (IOC) ranges from 0.8 to 1.00.

Data Analysis

The quantitative analysis derived from the use of the training curriculum for becoming a trainer, the trainer competency assessment form, and the trainee satisfaction assessment form utilized the following statistics: Basic data analysis was conducted using the mean (\bar{X}) and standard deviation (S.D.). The comparison of trainer competency against the 75% criterion was performed using a t-test (One Sample t-test). The comparison of the retention of trainer competency was conducted using a t-test (Dependent Samples t-test).

Data collection and study method

Data was collected through a documentary study by reviewing academic documents, books, academic journals, electronic media, and other relevant documents related to the situation of the elderly in Thailand. This included studying the concepts and definitions of aging-related conditions, theories on aging, geriatric psychology, concepts for developing personnel capacity as trainers and leaders, and approaches to elderly education management. The information was then analyzed and synthesized to develop a curriculum aimed at enhancing the capacity of personnel for the active aging elderly

Result

The results were 1. The research team has developed the curriculum by applying ADDIE Model and analyze of the Index of Item Objective Congruence (IOC) in 3 aspects, 1) structure and lesson plan for the active aging elderly 2) content sequencing, teaching, and learning unit activities, and 3) content, lesson plan (learning unit) got the IOC values if 0.50-1.00 with validity that can be applied.

2. The personnel capacity of the active aging elderly were followed by learning management, instruction techniques, technology skill, health enhancing and health care, recreation activity management, and Life skill for living in society at the high level.

3. The summary of satisfaction with the training topics showed an overall mean of 4.60, at very high level, with a standard deviation of 0.50. The topic with the highest mean in this category was health promotion, health checkups, and health care for the elderly, with an overall mean of 4.73, also at the very high level. The next highest was organizing recreational activities for the elderly, with an overall mean of 4.67, again at the very high level.

The summary of satisfaction with the instructors showed an overall mean of 4.67, at very high, with a standard deviation of 0.55. The topic with the highest mean in this category was proper preparation and appropriate personality, with an overall mean of 4.73, at the as very high. Following this was interesting presentation with clear and understandable language, with an overall mean of 4.70, also in the very high level.

The summary of satisfaction with the time, location, and event organization showed an overall mean of 4.77, at very high level, with a standard deviation of 0.43. The topics with the highest mean in this category, both at 4.83, were the suitability of the venue for the workshop and the appropriateness

of the sound system, materials, and equipment for the workshop, both at very high level. The next highest was overall satisfaction with the workshop, with an overall mean of 4.73, at the very high.

The summary of satisfaction with the applicability of the training after completion showed an overall mean of 4.43, at the high, with a standard deviation of 0.57. The highest mean in this topic was readiness for continuously develop the knowledge and skills, with an overall mean of 4.63, categorized as very high. The next highest was confidence in administering physical fitness tests for the elderly, with an overall mean of 4.50, at the high level.

Summary and Explanation

The research on developing the capacity of personnel in managing learning for elderly individuals with aging-related conditions was conducted to develop a curriculum and enhance the capacity of personnel. The study aimed to assess the effectiveness of the training curriculum for learning managers working with elderly individuals with aging-related conditions. The research followed four steps: 1. Creating the curriculum and consulting experts for content validity, 2. Conducting focus group discussions to study feasibility before implementation, 3. Piloting the curriculum, and 4. Evaluating the effectiveness and satisfaction with the curriculum's application. The final step involved assessing the capacity of the personnel in managing learning for elderly individuals with aging-related conditions. The research findings are summarized as follows:

The research on developing the capacity of personnel in managing learning for elderly individuals with aging-related conditions aimed to develop a curriculum and enhance personnel capacity, as well as to evaluate the effectiveness of the training curriculum for learning managers working with such

elderly individuals.

1.1 Curriculum Development: The research team created a curriculum to develop the capacity of personnel in managing learning for elderly individuals with aging-related conditions. To ensure the curriculum's completeness, the team created an Index of Item Objective Congruence (IOC) assessment, which was reviewed by five experts in curriculum and instruction, research, educational measurement, elderly activity organization, and educational supervision. The curriculum was evaluated in three areas:

- Area 1: Curriculum Structure and Learning Plan for Elderly Individuals with Aging-Related Conditions. The evaluation results were perfect for nine items (IOC = 1.00) and good for three items (IOC = 0.8), including the learning plan with eight learning units over 30 hours, the English language and communication skills unit (6 hours), and the recreational activities unit (6 hours).

- Area 2: Sequence, Content, Teaching, and Learning Unit Activities. The evaluation results were perfect for all items (IOC = 1.00).

- Area 3: Content and Lesson Plans (Learning Units). The evaluation results were perfect for seven items (IOC = 1.00) and good for one item (IOC = 0.8), specifically the English language and communication skills unit.

The overall assessment across these three areas showed IOC values ranging from 0.50 to 1.00, indicating sufficient validity for use.

The research team then conducted a focus group to test the feasibility and appropriateness of the curriculum. Thirteen experts, including senior academics, community development personnel, local administrative officers, healthcare leaders, and elderly activity leaders, participated. Based on their feedback, the curriculum was refined to ensure it was complete and suitable for managing learning for elderly individuals with aging-related conditions.

The final curriculum, intended to enhance the capacity of personnel in managing learning for elderly individuals with aging-related conditions over 30 hours, includes the following 10 learning units:

1. Orientation and Introduction to Elderly Learning Management (2 hours)
2. Psychology of Aging: Group Activities and Behavioral Discussion (2 hours)
3. Capacity Building for Personnel and Elderly Activity Leaders (2 hours)
4. Promoting English Language and Communication Skills for Elderly Individuals (4 hours)
5. Promoting Technological Skills for Elderly Individuals (2 hours)
6. Health Promotion, Health Check-Ups, and Healthcare for Elderly Individuals (2 hours)
7. Senior Fitness Test (4 hours)
8. Organizing Recreational Activities for Elderly Individuals (6 hours)
9. Brain Activity Development for Elderly Individuals (2 hours)
10. Developing Happy Social Living Skills (Field Study) (4 hours)

The evaluation of the implementation of the capacity development program for personnel managing learning for elderly individuals with aging-related conditions, and the monitoring of this program, revealed that all ten learning units were successfully carried out in all four provinces. The six learning units conducted in all provinces were: 1. Learning Management for the Elderly 2. Capacity Development for Personnel and Trainers for the Elderly 3. Promoting Technological Skills for the Elderly 4. Health Promotion, Health Check-Ups, and Healthcare for the Elderly 5. Organizing Recreational Activities for the Elderly 6. Developing Happy Social Living Skills (Field Study)

Regarding the development of the capacity of personnel managing learning for elderly individuals with aging-related conditions, the implementation of the learning units was as follows:

Brain Development Activities for the Elderly: Implemented in three provinces.

English Language and Communication Skills

for the Elderly, Senior Fitness Test, and Psychology of Aging: Implemented in only one or two provinces.

Summary of Problems

The summary of issues arising from the implementation of capacity-building programs for educators in managing learning for the elderly with frailty across the four provinces can be summarized as follows:

1. Insufficient budget.
2. Difficulties in traveling to participate in activities.
3. Health issues, such as chronic illnesses.
4. Lack of continuity in organizing activities.
5. Limited space for conducting activities.

Suggestions

Based on the research titled “The Development of Personnel Capacity in Managing Learning for the Active aging Elderly,” the research team offers the following recommendations:

1. Recommendations for Implementation

1.1. When implementing the curriculum in learning management for the active aging elderly, it is essential to thoroughly study and understand the content of each learning module to ensure alignment with the established objectives.

1.2. When applying the curriculum in learning management for the elderly with the active aging elderly in elderly schools or across different provincial groups, activities should be adaptable according to the appropriateness and context of each community.

1.3 The research team should upskill or capacity for the active aging elderly learning management, updated to changing world.

2. Recommendations for Further Research

2.1. Future studies should explore the development of personnel capacity in learning

management for the active aging elderly, expanding to various other subjects such as agriculture, tourism, leisure skills, health massage, cultural and artistic activities, and local wisdom.

2.2. Further research should be conducted to promote the implementation of the curriculum for managing learning for the elderly with aging-related conditions in other formats, tailored to the specific contexts of different regions, localities, or communities.

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