

## **INSTRUCTIONAL OBJECTIVE REQUIRED FOR EFFECTIVE ELDERLY CARE EDUCATION PROGRAMM IN NIGERIA**

**EJINKEONYE, UJU BRIDGET & MBAH, PATRICIA ETUNA**

Department of Home Economics/Hospitality Management and Tourism,  
Michael Okpala University of Agriculture, Umudike, Abia State, Nigeria

### **ABSTRACT**

Elderly population is increasing in the world. Nigerian youth lack knowledge and issues concerning the elderly. There is need to introduce elderly care education in some courses like Home Economics in Nigeria school systems. The study adopted the Research and Development design. The population was 3,348 respondents. Questionnaire was used for data collection which was validated. The draft Elderly Care Education Instructional Objectives developed was validated. One research question and one hypothesis guided the study. The research question was analyzed using mean, while ANOVA was used to test the hypothesis. The findings include 24 instructional objectives for elderly care education.

**KEYWORDS:** Care, Education, Elderly, Instructional, Nigeria

### **INTRODUCTION**

Most developed countries like Britain and the United States of America have adopted the chronological age of 65years as a definition of elderly or old persons while in developing countries of Africa like Nigeria, the elderly are often people who are 60years of age and above (Personal correspondence, 2001). This age also corresponds with retirement age for many workers in Nigeria. Available reports indicate that the ageing population is increasing in all countries of the world (United Nation, 2006). There is also an increase in the percentage of the number of those 60 years and above in Nigeria (National Population Commission [NPC], 2009).

Elderly are facing various forms of challenges some of which are physical, emotional, social and financial. The elderly could experience fatigue, dizziness, digestive and urinary function slow down leading to poor appetite, and constipation, skin becomes wrinkled, dryer, thin and more fragile, muscles also deteriorate, and eye problems may occur (The Focus of The Family Physician Council (FFRC), 2002). They exhibit limited regenerative abilities, and are more prone to diseases, syndromes, and sickness. These characteristic challenges demand that the elderly should be provided support through various forms of care. Elderly care emphasizes the social and personal requirements of elders who need some assistance with daily activities and healthcare, but who desire to age with dignity.

Elderly people in developing countries like Nigeria rely heavily on their family for personal care and material support (Nwokolo, 2011) and this necessitates care for them by other family members. Many individuals and families in Nigeria lack adequate knowledge of issues that concern aging and the elderly (Okoye, 2002). With the increasing elderly population and changing family values there is need to create Elderly Care Education which will be integrated into some courses like Home Economics in Nigerian education system. Home Economics is concerned with the welfare of individual and family. Home Economics is a course that strives to solve the most pressing problems that challenges families(Anyakoha,2002).Presently, the study of elderly care is not in any Home Economics Program in Nigeria. The

emphasis is on child and women care while the elderly with their challenges and care appears to be neglected in Home Economics program where it should also feature most prominently. Home Economists should acquire the skills that will involve proper understanding of the characteristic and features of the elderly that should inform their care, understanding of the care they require, ability to provide such care and instructing others on these skills especially in Nigeria. This can be done by selecting the appropriate instructional objective for teaching it.

Instructional objectives are statements of intents which specify the kinds of changes in behavior which have to occur in the learner having gone through an educational program (Ughamadu, 2006). Program Instructional objective is a statement of the expected or desired learning outcome from a particular learning activity; it is stated in terms of the anticipated achievement and at different levels such as understanding (knowledge) skills (practical performance) and affects (appreciations) (Olaitan 2003).

Specific objective are specified statement of expectations of the learner at the end of each learning sequence. It can also be called specific instructional objective. In selecting specific instructional objectives, Offormah (2002) pointed out the considerations for selecting curriculum objective as the learners, the contemporary society and the subject specialists. Properly stated, Elderly Care Education objective will help learners in achieving the goals of the program. This will then equip students with the needed knowledge skills and attitude needed for effective care of the elderly in the family for effective family living.

The geographical scope of this study is South Eastern Nigeria. South Eastern Nigeria which comprised five States namely, Abia, Anambra, Ebonyi, Enugu and Imo states. The five states are of the same tribe (Igbo) and have similar culture with regards to care and management of elderly family members.

## **PURPOSE OF THE STUDY**

The major purpose of this study was to develop Instructional objectives required for effective Elderly Care Education program in Nigeria.

### **Hypothesis**

The null hypothesis was tested at 0.05 level of significance.

**H<sub>0</sub>:** There is no significant difference in the mean responses of Home Economics lecturers, Home Economics students and nurses on what should constitute the Instructional objectives required for effective Elderly Care Education program in Nigeria.

## **METHODOLOGY**

The study adopted the Research and Development (R & D) design. R & D design uses research findings to develop or design new products, programs and procedures, followed by the application of research methods to field-test, evaluate and refine the products, programmes and procedures until they meet specified criteria of effectiveness, quality or similar standard (Gall, Gall and Borg, 2007).

The study was conducted in South Eastern Nigeria which comprised five States namely, Abia, Anambra, Ebonyi, Enugu and Imo states.

The population was made up of 3348 respondents, which include Home Economics lecturers, second and final

year Home Economics students from the six College of education in the zone that offers Home Economics and nurses working in the federal medical centers (FMC) and federal teaching hospitals in the zone.

Multi-stage sampling technique was used to select the respondents for the study. In stage one four states out of the five states were purposively selected for the study. This is because one of the states (Ebonyi State), do not offer Home Economics in their college of Education. Stage two, second year and final year Home Economics students were purposively selected because they have been exposed to curriculum both in Education and the Home Economics Department so they are knowledgeable and can respond to the questionnaire items. The entire population of Home Economics students was used because their population can be managed, so there was no sampling. For the nurses, simple random sampling technique was used to select 50 nurses from each of the Federal Medical Centers and teaching hospitals in the four states already selected making up a sample size of 200 nurses.

Two different sets of instruments were used for data collection for Phases I and II of the study as follows: For Phase I of the study, Elderly Person's Challenges Focus Group Discussion Guide [EPCFGD] was used. The finding from EPCFGD was then used to justify the need for the study and to develop the draft questionnaire for phase II of the study. For phase II Elderly Care Education Instructional Objectives Questionnaire [ECEIOQ]. They were developed based on the objectives of the study, findings from Phase I and extensive review of literature. This was used to determine the specific Elderly Care Education Instructional Objectives. The ECEIOQ was divided into two major parts, part I and II. Part I sought information on the personal data of the respondents. Part II was to obtain information on Instructional objectives required for effective Elderly Care Education program in South Eastern Nigeria.

The items of the questionnaire were structured on a four point rating scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, strongly Disagree (SD) = 1

In order to determine the reliability of the instrument [ECEIOQ] the questionnaire was distributed to 25 respondents in Asaba, Delta State. Asaba is not under the area of the study, but it has similar characteristics with the area under study. The respondents include five Home Economics lecturers, 10 Home Economics students, from Federal College of Education (Technical) Asaba, and 10 nurses from Federal Medical Centre Asaba in Delta State. Cronbach's Alpha Reliability method was used to determine the internal consistency of the instrument. It was calculated for each section of the questionnaire and all the sections put together. The analyzed data yielded a coefficient of  $\alpha = 0.89$ . A coefficient of .89 is therefore, considered high enough and accepted and this means that the instrument is reliable and consistent in measuring what it was designed to measure.

ECEIOQ was administered by hand to the respondents with the help of four trained research assistants. On the spot explanation of the questionnaire items was made to ensure that the respondents understand the questions, respond adequately and enhance the return rate. 456 copies of ECEIOQ were distributed, 423 were retrieved, 10 copies were wrongly filled, and therefore 413 copies were used for data analysis.

In this study, the research question was analyzed using means and standard deviation. Hypothesis was tested using analysis of variance (ANOVA) at 0.05 level of significance, because the sample means that were compared are three groups. Duncan's New Multiple Range Test (DNMRT) was further used for pair wise comparison of means of items that were significantly different to identify the relationship in the mean difference of each of the three sampled means (means of Home Economics lecturer, Home Economics students and nurses).

## RESULTS

**Table 1: Mean Responses of Home Economics Lecturers, Home Economics Students and Nurses on the Instructional Objectives Required for Effective Elderly Care Education Program in South Eastern Nigeria**

S/N	Instructional Objectives Required for Elderly Care Education	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$	$\bar{X}_G$	SD	Remark
1.	<i>At the end of the training students should be able to:</i> Describe the characteristics of an elderly person	3.69	3.58	3.58	3.59	0.57	Strongly agree
2.	Explain the biological changes in the elderly	3.49	3.43	3.33	3.39	0.68	Agree
3.	Discuss the physiological changes in the elderly	3.53	3.29	3.46	3.39	0.69	Agree
4.	Describe the psychological change in the elderly	3.49	3.39	3.40	3.41	0.64	Agree
5.	Discuss the social needs of the elderly	3.45	3.46	3.31	3.39	0.66	Agree
6.	Discuss the dietary requirements of older adults	3.51	3.50	3.45	3.48	0.64	Agree
7.	Describe component of gerontology nursing	3.12	2.98	3.16	3.08	0.83	Agree
8.	Discuss ways for preventing communicable disease at the elderly stage	3.42	3.42	3.41	3.41	0.68	Agree
9.	Describe sanitary requirement of elderly people's home	3.45	3.24	3.33	3.31	0.64	Agree
10.	Describe meal preparation methods for proper digestion in the elderly	3.45	3.48	3.36	3.42	0.64	Agree
11.	Discuss the guidelines for choosing food for the elderly	3.56	3.48	3.28	3.40	0.62	Agree
12.	Demonstrate ways of preventing food allergy in the elderly	3.25	3.16	3.01	3.10	0.80	Agree
13.	Demonstrate exercise necessary for in the elderly's good health	3.55	3.35	3.31	3.36	0.66	Agree
14.	Discuss clothing needs of the elderly	3.39	3.17	3.10	3.17	0.78	Agree
15.	Discuss factors to consider when choosing elderly peoples' clothes	3.24	3.27	3.09	3.0	0.75	Agree
16.	Explain the housing needs of the elderly	3.11	2.99	3.11	3.06	0.78	Agree
17.	Demonstrate ways of preventing elderly from accidents	3.24	3.18	3.35	3.26	0.75	Agree
18.	Explain first aid treatment of the elderly	3.31	3.17	3.29	3.24	0.77	Agree
19.	Discuss necessary considerations for planning a room for the elderly	3.33	3.03	3.10	3.10	0.71	Agree
20.	Plan a room for the elderly	3.09	3.04	3.00	3.03	0.75	Agree
21.	Provide suitable clothing for the elderly	3.22	3.22	3.14	3.19	0.67	Agree
22.	Provide adequate meal for the elderly	3.38	3.58	3.36	3.46	0.67	Agree
23.	Discuss the sickness associated with aging	3.46	3.28	3.41	3.36	0.72	Agree
24.	Discuss the services that the elderly need assistance to do	3.35	3.25	3.30	3.29	0.69	Agree

Key:  $\bar{X}_1$  = mean of Home Economics Lecturers,  $\bar{X}_2$  = mean of Home Economics students,  $\bar{X}_3$  = mean of Nurses.  $\bar{X}_G$  = Grand mean.

Table 1 show that the mean responses of respondents on what should constitute the Instructional objectives required for effective Elderly Care Education program in South Eastern Nigeria. The data revealed that items 1 with corresponding means of 3.59 was strongly agreed, the respondents as constituting the objectives of Elderly Care Education Courses. But items 2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23 and 24 were all agreed by the respondents as objectives of ECEC. This shows in their mean scores which ranged between 3.10 – 3.48. However, a cluster mans of 3.30 was obtained for research question 1, which shows that majority of the outlined Instructional objectives required for effective Elderly Care Education program in South Eastern Nigeria were agree by the respondents.

The standard deviation of each possible objective is less than 1.00, implying that the responses made by the respondents individually were close to one another and not far from the mean. This therefore, added some validity to the mean values.

**Hypotheses ( $H_{01}$ ):** There is no significant difference in the mean rating responses of Home Economics lecturers, students and nurses on what should constitute the Instructional objectives required for effective Elderly Care Education program in South Eastern Nigeria.

The perception of Home Economics Lecturers, Students and Nurses as regards to the Instructional objectives required for effective Elderly Care Education program in South Eastern Nigeria was ascertained and compared. Mean comparison was done using analysis of variance (ANOVA) while Duncan's New Multiple Range Test (DNMRT) was used for pair wise comparison of means that were significantly different. The result is presented in Table 2.

**Table 2: ANOVA Results on Differences in the Mean Perceptions of the Respondents on the Instructional Objectives Required for Effective Elderly Care Education Program in South Eastern Nigeria**

S/N	Instructional Objectives Required for Effective Elderly Care Education Program in South Eastern Nigeria	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$	F-Ratio	Sig of F	Remark
1.	Describe the characteristic of an elderly person	3.69	3.58	3.58	0.91	0.40	N.S
2.	Explain the biological changes in the elderly	3.49	3.43	3.33	1.60	0.20	N.S
3.	Discuss the physiological changes in the elderly	3.53 <sub>a</sub>	3.29 <sub>b</sub>	3.46 <sub>ab</sub>	3.73	0.03	S.
4.	Describe the psychological change in the elderly	3.49	3.39	3.40	0.53	0.59	N.S
5.	Discuss the social needs of the elderly	3.45	3.46	3.31	2.40	0.09	N.S
6.	Discuss the dietary requirements of older adults	3.51	3.50	3.45	3.40	0.67	N.S
7.	Describe component of gerontology nursing	3.12	2.98	3.16	2.12	0.12	N.S
8.	Discuss ways for preventing communicable disease at the elderly stage.	3.42	3.42	3.41	0.01	0.99	N.S
9.	Describe sanitary requirement of elderly people's home	3.45	3.24	3.33	2.43	0.09	N.S
10.	Describe meal preparation methods for proper digestion in the elderly	3.45	3.48	3.36	1.78	0.17	N.S
11.	Discuss the guidelines for choosing food for the elderly	3.56 <sub>a</sub>	3.48 <sub>a</sub>	3.28 <sub>b</sub>	6.93	0.00	S.
12.	Demonstrate ways of preventing food allergy in the elderly	3.25	3.16	3.01	2.74	0.07	N.S
13.	Demonstrate exercise necessary for in the elderly for good health.	3.55	3.35	3.31	2.76	0.07	N.S
14.	Discuss clothing needs of the elderly	3.39 <sub>a</sub>	3.17 <sub>b</sub>	3.10 <sub>b</sub>	2.94	0.05	S.
15.	Discuss factors to consider when choosing elderly peoples' clothes	3.24	3.27	3.09	2.56	0.08	N.S
16.	Explain the housing needs of the elderly	3.11	2.99	3.11	1.13	0.32	N.S
17.	Demonstrate ways of preventing elderly from accidents	3.24	3.18	3.35	2.34	0.10	N.S
18.	Explain first aid treatment of the elderly	3.31	3.17	3.29	1.37	0.26	N.S
19.	Discuss necessary considerations for planning a room for the elderly	3.33 <sub>a</sub>	3.03 <sub>b</sub>	3.10 <sub>b</sub>	3.84	0.02	S
20.	Plan a room for the elderly	3.09	3.04	3.00	0.34	0.71	N.S
21.	Provide suitable clothing for the elderly	3.22	3.22	3.14	0.60	0.55	N.S

22.	Provide adequate meal for the elderly	3.38	3.58	3.36	5.61	0.00	Sig.
23.	Discuss the sickness associated with aging	3.46 <sub>b</sub>	3.28 <sub>a</sub>	3.41 <sub>b</sub>	2.26	0.11	N.S
24.	Discuss the services that the elderly need assistance to do	3.35	3.25	3.30	0.46	0.63	N.S

Key: *S* = significant, *N.S* = Not significant, *F* – tabular at 0.05 probability level = 3.00,  $\bar{X}_1$  – Home Economics lecturers,  $\bar{X}_2$  – Home Economics students,  $\bar{X}_3$  – Nurses,  $\bar{X}_G$  = Grand mean, Letters of alphabet indicate significant difference. Means with the same letters of alphabet are not significantly different while means with different letters of alphabet are significantly different

Table 2 shows that the perceptions of the respondents as regards the Instructional objectives required for effective Elderly Care Education program in South Eastern Nigeria were significantly different in some of the items like items 3, 11, 14, 19 and 22. Pair wise comparison of means using DNMRT shows that their mean differences did not follow a given pattern. For item 3, although the respondents all agreed that discussing the physiological changes in the elderly should be part of the Instructional objectives required for effective Elderly Care Education program in South Eastern Nigeria., pair wise comparison of means shows that the means of Home Lecturer (3.53) do not differ with the mean of nurses (3.46) but differ significantly with mean of students (3.29) and the means of Home Economics students do not differ with the mean of nurses. For item 11, the Home Economics lecturers and Home Economics students agreed and have equal means as regards their perception on discuss the guidelines for choosing food for the elderly while their means were significantly different from that of the nurses. For items 14 and 19, the Home Economics lecturers is significantly different from that of Home Economics students, but the mean score of Home Economics do not differ from the means of nurse. For item 22, the mean of Home Economics lecturers do not differ with the mean of nurses, but differ with the mean of Home Economics students.

The findings of the hypotheses showed that there were no significant differences in the mean rating response of Home Economics lecturers, Home Economics students and nurses on all the instructional objectives for Elderly Care Education except on five objectives.

The findings revealed 24 Instructional objectives required for effective Elderly Care Education program in South Eastern Nigeria. The findings of the study revealed that at the end of the training, Home Economics students can describe the characteristics of the elderly, explain the biological, physiological and psychological changes in the elderly. When Home Economics students understand these changes in the elderly which include decline in functions of some parts of the body like physical strength decreases, the five senses decreases in the function and the muscles and nerves tend to reduce their strengths, this will help them understand why some elderly people behave the way they do, thereby look for ways of helping them to cope with such changes.

Lymbery (2005) pointed out that social workers with older people should know the observable changes when one ages and understand the impact that these might have on the individual and others. This is in line with Anyakoha (2010) that noted that Home Economics education teaches people how to improve the family and live happy life in the family.

These objectives identified are therefore, very important in the development of the curriculum. This is in support of Olaitain and Ali (1997) that stressed that identification of specific objectives are critical in any curriculum development process. Ughammadu (2006) added that educational objectives define the direction of educational development. Once these objectives are identified it will guide the selection of the other components of curriculum like the content, instructional strategies, instruction materials and evaluation activities (Offorma, 1994 and Ughammadu, 2006). There was significant

difference in the mean responses of Home Economics lecturers, Home Economics students and nurses on five objectives of elderly care, education. The objectives include : (a) discuss the physiological changes in the elderly (b) discuss the guidelines for choosing food for the elderly (c) discuss clothing needs of the elderly (d) discuss necessary considerations for planning a room for the elderly (e) provide adequate meal for the elderly.

## **IMPLICATIONS OF THE STUDY**

Elderly care is the fulfillment of special needs and requirement that are unique to elders/aged. Elderly care is an important aspect of family living within the Home Economics education program that deals with care of family members, good interpersonal relationship and improvement of welfare of family members. This study has some theoretical significance with wheeler's (1981) theory of curriculum development. This study will add some knowledge to the existing theory on curriculum development.

Practically, the findings of this study will be useful to Home Economics Program, Home Economics teachers and students, elderly caregivers, elderly, government at all level, the entire nation and curriculum studies. The findings of this study therefore, will contribute a lot in Home economics program by providing instructional objective required for effective elderly care education in Nigeria. The findings of the study will introduce reform and innovation into the curriculum of Home Economics. This will be done by revealing important information to the curriculum planners, which are Nigerian Educational Research and Development Council (NERDC) and National Commission for Colleges of Education (NCCE).

The findings of the study will be useful to Home Economics students by providing them with the knowledge and skills on elderly care. The knowledge /information about the elderly, their problems and challenges will help the Home Economics students to develop interest in the elderly persons and encourage good interpersonal relationship with elders in their families and communities'. The findings of the study will also be useful to Home Economics teachers. The knowledge acquired on elderly care will help these teachers to transfer the skills and knowledge to the younger generation thereby bridging the gap of elderly care knowledge in youths.

The finding of the study will be useful to the elders because when the younger family members learn the skills and apply them to their elders at home, this will help the elders by improving their wellbeing and so, they will live a more happy and restful life. The information provided by this study will also be beneficial to government at all level, the federal, state and local governments. It will sensitize them on the needs of the elderly which will help them provide more support to elders, and then in making better policies for the elderly and provide programs at different levels of government that will address the needs and challenges of the elderly.

## **RECOMMENDATIONS**

Based on the findings of the study,

- Curriculum planners (NCCE, NERDC) should utilized the objectives for Elderly Care Education developed by this study to review the current NCE Home Economics
- The findings of this study should be communicated to the public through Home Economics professional bodies and associations like Home Economics Teachers Association of Nigeria (HETAN), Home Economics Research Association of Nigeria (HERAN), Home Economics Council of Nigeria (HECON), International Federation of

Home Economics (IFHE), through conferences, workshops and seminars.

## REFERENCES

1. Anyakoha, E. U. (2002). Home Economics for Junior Secondary Schools. Onitsha, Nigeria; African-Fep Publishers Ltd.
2. Anyakoha, E. U. (2010). *Home Economics for junior secondary school*. Onitsha: African Feb. Publishers.
3. Focus of the Family Physicians Resources Council (FFRRC) (2002). *Caring for Aging Loved Ones*. United States: FFRRC.
4. Federal Government of Nigeria (2004). *National policy on education*. Lagos: NERDC Press.
5. Gall, M. D., Gall, J. P. & Borg, W. P. (2007). *Educational research: An introduction 8<sup>th</sup> edition*. United States: Pearson Education, Inc.
6. Imogie, A. I. (2002). *Improving teaching and learning: An introduction to instructional technology*. Benin City: Joesseg Association.
7. Lymbery, M. (2005). *Social work with older people*. London: Sage Publication Ltd.
8. National Population Commission (NPC) (2009). *2006 National and State Population and Housing Census, Priority Tables: Volume 1*. Abuja: NPC.
9. National study of the changing workforce (NSCW) (2008). Retrieved from <http://familiesandwork.org/site/work/workforce/eldercare.html>.
10. Nwokolo, C. KC. (2011). Perceptions of Problems experienced by inmate in old person's Homes in Nigeria. Nigerian Journal of Home Economics Vol.2 No.2. Benin City: Home Economics Council of Nigeria [HECON].
11. Offormah, G. C. (2002). *Curriculum theory and planning*. Onitsha Uniworld Educational Publishers.
12. Olaitan, O. S. & Ali, C. (1997). *The making of curriculum theory, process, product and evaluation*, Onitsha: Cape Publishers.
13. Olaitan, S. O. (2003). *Understanding curriculum*. Nsukka: Ndudim Printing and Publishing Co.
14. Okoye, U. O. (2002). *Perception of aging and knowledge of aging issues among the Nigerian youth. Implications for social policy*. Unpublished Ph.D. Thesis. Department of Sociology/Anthropology. UNN.
15. Personal Correspondence (2001) in definition of older or elderly persons. Accessed in 11/02/2014 from <http://www.who.int/healthinfo/survey/ageingdefolder/en/index.html>.
16. Ughammadu, K. A. (2006). *Curriculum: Concepts, development and implementation*. Revised Edition. Onitsha: Lincel Publishers.
17. United Nations (UN) (2006). Aging is a Society Wide. Retrieved from <http://www.un.org/esa/socdev/ageing>
18. Wheeler, D. K. (1981). *Curriculum process*. London: Hodder and Stoughton.