

Survey on Stress Response and Learning Needs of Middle-aged and Elderly People

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Abstract: The purpose of this study is to explore the impact of demographic characteristics, stress response, and learning needs on psychological health of middle-aged and elderly people. This study uses a questionnaire survey. The survey object is students participating in Taiwan adult education. Data processing and analysis are performed by statistical methods such as sex statistics, t-test, single factor variation analysis, and Pearson. The study found that: 1. Middle-aged and elderly people generally feel satisfied with stress response and learning needs; 2. On middle-aged and elderly people's learning needs, women, highly educated people, 45-49 years old, 55-59 years old, and 60 years old have more direct learning needs. Finally, based on the results of this study, several relevant suggestions are put forward for middle-aged and advanced learners and follow-up researchers for reference.

1. Introduction

According to statistics from the government's "Human Resources Survey" in the past 20 years, changes in the labor force participation rate for middle-aged and seniors (45-64 years old) are mainly due to the lower age of the 55-64 age group, while those who are over 65 years of age have little change in labor participation. It is relatively unimportant (Accounting Office of the Executive Yuan, 2016) [1]. It can be seen that during the discussion of various situations of stress and the integration of learning needs, we can make satisfactory answers and adapt to life dilemmas.

2. Research Purpose

- Analysis of the difference in response to stress among middle-aged and elderly people with different background attributes;
- To explore the relationship between the stress response of middle-aged and elderly people and the learning needs of senior students;
- According to the results of the study, formulate measures for appropriate learning of middle-aged and elderly people.

3. Literature Discussion

3.1 Related Literature of Middle-aged

In the "Statistical Classification of Household Registration Census", the Ministry of the Interior also designated 45-65 years as middle-aged persons, and 55-65 years as elderly. Moreover, the Labor Committee has pointed out that middle-aged workers are 45-54 years old, and 55-65 years old are senior workers. Therefore, middle-aged workers refer to 45-64 years old workers. According to Taiwan's Employment Service Law, middle-aged and older people are defined as workers over 45 years of age. According to the labor committee's determination, this study defines middle-aged and elderly people as those who are mainly 45 to 65 years old.

3.2 Related Literature on Stress Response

Esther R. Greenglass & Lisa M. Fiksenbaum (2009) [2] and others believe that stress response should be a response to one thing, but an attitude towards life. According to the findings of Aspinwall & Taylor (1997) [3], this study defines the responding ability as the inner state of an individual who is prepared for the future after the process of socialization and internalization of an individual and before stress or events occur.

3.3 Related Literature on Learning Needs

Dewey (1993) [4] pointed out that learning needs are a process of careful thinking. David Boud, Rosemary Keogh & David Walker (1985) [5] believe that individuals need to learn by exploring their experiences and taking intellectual and emotional activities. According to the definition of Neville Hatton & David Smith (1995) [6], this study believes that learning needs are a metacognitive process.

4. Research Method

4.1 Research Framework

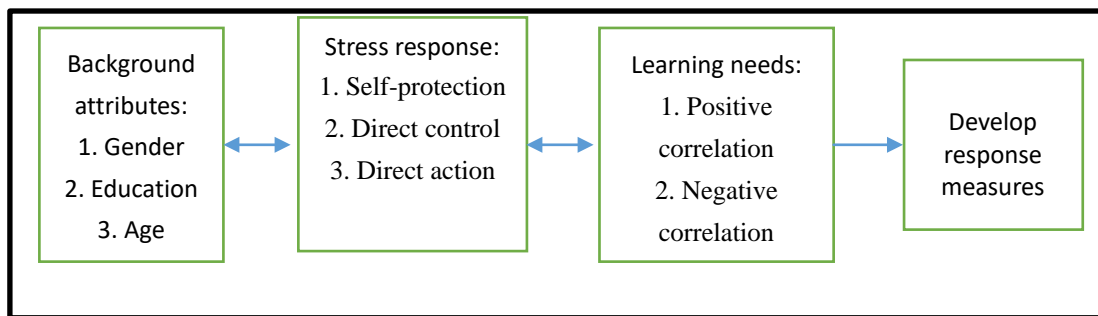


Figure 1 The research framework.

4.2 Research Object

In this study, a senior university in the middle (Wei Huijuan, 2015) [7] was used as the research site. 282 males and 188 females were selected. The selection conditions are as follows: (1) the number of genders is not limited; (2) seniors and seniors aged 45 to 65; (3) individuals who can communicate and write in Mandarin or Taiwan; Those surveyed (Yizhi Huang, 2000) [8]; (6) Educational qualification is limited to elementary school or above.

5. Research Result

5.1 Analysis of the Differences in Response to Stress among Middle-aged and Elderly People with Different Demographic Characteristics

5.1.1 Gender

Through the statistical values of the questionnaire in this study, it was found that gender has a significant effect on the stress of middle and old age. In terms of gender, the number of males is 282, with an average of 3.4041; the number of females is 188, with an average of 3.6170. In the independent sample t test, $p < 0.05$ was taken as the significant level. It was found that the p-test of the independent sample of "self-protection" was $p = 0.424$; the p-test of the independent sample of "direct control" was $p = 0.068$; the p-test of the independent sample of "direct action" was $p = 0.000$; the t test has $p = 0.001$, and both aspects of direct action and stress response have reached a significant level. It can be inferred that women have more expectations than men in some aspects of stress response.

5.1.2 Education

This study finds that there is still a difference in the degree of response to middle-aged and senior-age stress. In terms of academic qualifications, the number of elementary school students is 110, the number of middle school students is 203, the number of high school students is 126, and the number of college students is 31. In the analysis of single factor variation, $p < 0.05$ was taken as the significant level. It was found that $p = 0.000$ for "self-protection" ANOVA, $p = 0.000$ for "direct control" ANOVA, and $p = 0.000$ for "direct action" ANOVA, all of which reached significant levels. After further inspection by Scheffe, it was found that: people with elementary school, high school (vocational) and college education attach more importance to "self-protection" than those with junior high school, and those with college education attach more importance to those with elementary school, middle school, and high school (vocational) "Self-protection"; people with elementary and junior college education attach more importance to "direct control" than those with junior high school, and those with elementary school, junior high school and junior college education value "direct control" more than those with high school (vocational); Primary and high school (vocational) people attach more importance to "direct action", and those with junior college education attach more importance to "direct control" than those of elementary school, middle school and high school (vocational).

5.1.3 Age

This study found that there is still a difference in the degree of response to middle-aged and older people. In terms of age, the number of people aged 45 to 49 is 141, the number of people aged 50 to 54 is 186, and the number of people aged 55 to 59 is 127. The number of people over the age of 60 is 16. In the analysis of single factor variation, $p < 0.05$ was taken as the significant level. It was found that $p = 0.000$ for "self-protection" ANOVA, $p = 0.000$ for "direct control" ANOVA, and $p = 0.000$ for "direct action" ANOVA, all of which reached significant levels. After further inspection by Scheffe, it was found that: 55-59-year-olds pay more attention to "self-protection" than 45-49-year-olds, 50-54-years-old and 60-years-olds. 54-year-olds and 55-59-year-olds pay more attention to "direct control"; 45-49-year-olds, 55-59-years-old and 60-year-olds pay more attention to "direct action" than 50-54 years old.

Table 1 Analysis of the Different Stress Responses of Middle-aged and Older Persons with Different Population characteristics.

Panel A: Gender									
Differences in response to middle-aged and elderly stress	Male	Female	Difference						
	Number of people	Average value	Number of people	Average value					
Self-protection	282	3.1933	188	3.2668					
Direct control	282	3.8257	188	3.9430					
Direct action	282	3.0667	188	3.5809	Female>Male ***				
Stress response	282	4.4468	188	4.4747	Female>Male **				
Panel C: Education									
Differences in response to middle-aged and elderly stress	(1) Elementary school	(2) Middle school student	(3) High school (vocational)	(4) College	Difference				
	Number of people	Average value	Number of people	Average value	Number of people	Average value	Number of people	Average value	
Self-protection	110	3.2136	203	3.4745	126	2.6204	31	4.0538	1、2、4>3*** 4>1、2***

Direct control	110	4.1558	203	3.8255	126	3.5873	31	4.3364	1、 4>2*** 1、2、 4>3***
Direct action	110	3.0273	203	3.4030	126	3.0286	31	4.2774	2>1、 3*** 4>1、 2、 3***
Panel C: Age									
Differences in response to middle-aged and elderly stress	(1) 45-49 years	(2) 50-54 years	(3) 55-59 years	(4) Over 60 years old	Difference				
	Number of people	Average value	Number of people	Average value	Number of people	Average value	Number of people	Average value	
Self-protection	141	3.0426	186	2.9498	127	3.5404	16	3.0000	3>1、 2、 4***
Direct control	141	3.8835	186	3.7458	127	3.9404	16	4.7143	4>1、 2、 3***
Direct action	141	3.4567	186	2.7645	127	3.7449	16	3.8000	1、3、 4>2***

5.2 Analysis of the Relationship between the Stress Response of Senior Citizens and Their Learning Needs

In this study, Pearson-related statistical methods were used to analyze the results of the correlation analysis between the middle-aged and older people's stress response and the middle-aged and older's learning needs.

Table 2 Correlation between various levels of senior citizens' seniority learning.

	Coping with middle-aged and older people	Middle-aged and older learning needs
Coping with middle-aged and older people	1	0.317***
Middle-aged and older learning needs	0.317***	1

Note: *p < 0.05 **p < 0.01 ***p < 0.001

The stress response to middle-aged and elderly people has a positive correlation with the level of learning needs (0.317), and the correlation between them has reached a significant level, indicating that the stress response to middle-aged and elderly people has a significant level of learning needs. Consistent positive relationship.

6. Conclusion

Based on the results of the study, formulate response measures for appropriate learning of middle-aged and elderly people.

The study found that: 1. Middle-aged and elderly people generally feel good about stress response and learning needs; 2. On middle-aged and elderly people's learning needs, women, highly educated people, 45-49 years old, 55-59 years old, and 60 years old More direct learning needs. It is suggested that the relevant institutions of adult education can maintain the interest development of

the old students, but in the learning part of men, highly educated people, and 50-54 years old, project assistance can be established, and psychological counseling and curriculum focus marketing can be improved to improve more Elderly people participate in the learning process of later life (Dewey, 1993) [9], and then improve the economic effect of manpower utilization.

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