SKILLS PERCEIVED NEEDED AND CONFIDENCE LEVEL AMONG THE ELDERLY IN THE KLANG VALLEY,MALAYSIA

Ngu Kee Shing[1], Norlidah Alias[2], Saedah Siraj[3], Husaina Banu Kenayathula[4], Dorothy DeWitt[5], Zaharah Hussin[6]

[1]keeshing192123@siswa.um.edu.my, [2]drnorlidah@um.edu.my, [3]saedah@um.edu.my, [4]husaina@um.edu.my, [5]dorothy@um.edu.my, [6]zaharah@um.edu.my

Faculty of Education
University of Malaya
50603 Kuala Lumpur, Malaysia

Abstract: This study aims to identify the skills that exist in the elderly and also the level of confidence that exists among the elderly to share their expertise with students in schools. Data collection was conducted through a survey questionnaire to 618 senior citizens around Petaling Jaya and Kuala Lumpur . The findings showed that the elderly were willing to share their skills and time with pupils at schools. The skill elderly are confident in training students. They also have the confidence to accept the comments from the students and join academic visit. However, the elderly seem to be less confident to speak in front of an audience of students.While seniors have skills in the academic subjects, in handyman skills, music, art and crafts, they are less proficient in computer. Result showed that they want to learn new skills,mainly in using the computer. There is a need for a module to meet the needs of the elderly and as well as for the elderly to contribute to the intergenerational program
Keywords:Skills,Confidence level,elderly, intergenerational programs.

INTRODUCTION

In Malaysia, the percentage of senior citizens above the age of 65 and over has increased dramatically in recent years. The percentage of elderly in total population in Malaysia has increased from 3.2% (1970) to 5.0% in 2010 and is expected to reach 11.4% by 2040. This phenomenon will continue to increase with increasing life expectancy in this country. The life expectancy of Malaysia in 2000 was 70.0 years for men and 74.7 years for females. However, this figure had increased to 71.7 years for men and 76.6 years for females in 2010 (Malaysian Quality Of Life, 2011).

Intergenerational program can increase cooperation, interaction or partnership between different generations. This form of program involves the sharing of skills, knowledge and experience between two,or more generations. Erderly who are still healthy, experienced and knowledgeable can still actively contribute to society through their   participation in the intergenerational program.. Therefore intergenerational program which aims to address the generation gap may promote positive interaction between different generations (Chorn Dunham & Casadonte , 2009; Powers, Gray, & Garver, 2013).

LITERATURE REVIEW
The Studies of the Intergenerational Program

There are many studies of intergenerational program. The researches carried out by many foreign researchers on intergenerational program has focus on four shown various findings. The first focus involves the interest, needs and risk of the intergenerational program for the elderly and young children (Ames, 2006; Beynon et al, 2013; Bostrom.2011; Escolar Chua & Guzman, 2014; Holmes, 2009; Goff, 2004; Goodman, 2013; Jarrott & Bruno, 2007; MacCallum, 2010; Mannion, 2012; Marx et al, 2005; Middlemiss & Meyer, 2004; Peacock,Flythe & Jones,2006; Perry & Weather, 2011; Whiteland, 2013; Zucchero, 2011).

The second focus on perceptions and attitudes of the childrens towards the elderly and the elderly's negative perception of young people (Casadonte Dunham & Casadonte, 2009; Dorfman et al., 2004; Hernandez & Gonzalez 20008; Holmes, 2009; Gilbert & Ricketts, 2008, Knapp and Stubblefield, 2000; Lynott & Merola, 2007; Middlemiss & Meyer, 2004; Schwalbach & Kiernan, 2002; Shedletsky, 2012; Stubblefield, 2000; ; Zucchero, 2011).

The third focus is on the reciprocal mutual learning between elderly and young people (Bostrom, 2011; Breytspraak, Arnold & Hogan, 2008; Chung, 2009; Knight, Skouteris , Townsend & Hooley, 2014, Mannion, 2012; MacCallum et al, 2010; Savishinsky, 2011; Weaver, 2014).

The fourth focus is on the profile of the managers of the   intergenerational program (Kakuma & Kusanao, 2009; Sanchez, Diaz, & Pinazo Saez, 2014).

Similarly, there seems to be a lack of research about the intergenerational program in Malaysia . The main focus of the   local studies involving facilities that can be enjoyed by the elderly (Ahmad

Syahrin, 2001; Lim, 2005; Sanmargaraja, 2012). The second focus is on the study of social and emotional support to the elderly (Ma'rof, Zahid, Abdul, & Wan Ahmad, 2009). The third focus is on the welfare and quality of life of seniors (Eshah & Rostam, 2012; Maria Justine, 2010; Sidiah Ak John Siop, 2008). The fourth focus is on elderly health (Cheng & Suzana Shahar, 2012; Lee, 2008; Subramaniam, 2009) and the last focus is on knowledge and perception towards the elderly (Husna & Roaiyah & Tanti, 2009).

So far, there is very little local and abroad focusing on the skills and confidence level of the elderly necessary for the implementationof the   intergenerations program. Thus, this study aims to determine the types of skills and confidence levels when elders involved in intergenerational program later.

PURPOSE

This paper aims to look at and identify the types of skills and confidence levels seniors to contribute to intergenerational program. This study aims to answer the following research questions.

1: Are the elders are willing to share their expertise and time with the pupils in the school?

2: What are the skills that existed in the elders that can contribute to the intergenerational program?

3: What are the level of confidence that existed in the elders that can contribute to the intergenerational program?

 4.What are the new skills that elders want to learn?

METHODOLOGY
Study Site and Selection

To address the   question of this inquiry, the survey design was employed. The study was conducted in a large metropolitan city in   Malaysia. A total of 618 elderly, 318 females and 300 males, who were 60 years old and above, retired, without any cognitive impairmentor terminal illness, without any physical disability, and who had the ability to understand English and Malay, were invited to participate in the study. Data collection was done from Jun 2013 to May 2014.

INSTRUMENTATION

The instrument has been used for this study was developed by Husaina Banu Kenayathula, Norlidah Alias and Saedah Siraj (2014). The questionnaire was tested for validity and reliability by researchers on 80 elderly volunteers in the same area . This questionnaire has the Cronbach alpha .697. The questionnaire consists of 30 items covering two dimensions: the level of confidence and the skill. The purpose of the questionnaire was to obtain data on the level of confidence in the elderly and different types of skills in the elderly.

FINDINGS
Wiliingness of the elders to share skills and time with childrens.

The willingness of the elders in sharing their skills and time with the school childrens was surveyed and analysed(see Table 4.1). The findings showed that 68.44% of 423 senior citizens are willing to share their expertise and time with the pupils in the school. 31.56% senior citizens do not agree and are not willing to share their skills and time with pupils at the school

Table 4.1
Wiliingness of the elders to share skills and time with childerns

Wiliingness of the elders to share skills and time with childerns	Frequency	Percentage(%)
Agree	423	68.44
Not Agree	195	31.56
Total	618	100

Skilled perceived needed by elders to contribute to the intergenerational Program

The skills of the elderly were surveyed and analysed as in Table 4.2. Table 4.2 indicates that the elderly master academic skills subjects which is 32.7% (202 people). It is followed by the handylman skills with 20.2% (125 people), indoor sports activities skill with 16.2% (100 people), music skills with 11.7% (72 persons), craft skills with 11.4% (71 people),   arts skills with 10.0% (62 people), computer skills with 9.7% (60 people), and ends with outdoor sports activities skills by 8.6% (53 people) as in table 4.2.

Table 4.2
Skilled perceived needed by elders to contribute to the intergenerational Program

Types of Skills	Frequency	Percentage(%)
Academic(subject)	202	32.7
Handyman Skills	125	20.2
Indoor Games	100	16.2
Music	72	11.7
Craf	71	11.4
Arts	62	10.0
Computers	60	9.7
Outdoor Games	53	8.6
Total	618	100

The Confidence level of the elders

(I) Confidence level of elders to speak in front of students

Table 4.3

Confidence level of elders to speak

Confidence Level	Frequency	%
Strongly disagree	73	12.2
Disagree	171	28.5
Neutral	80	12.9
Agree	153	25.5
Strongly agree	141	23.5
Total	618	100

The findings(Table 4.3) show that only 294 people at 49% only agreed to speak in front of students. 51% of 305 elderly people are not confident to speak in front of a crowd.

(II)   Confidence level of elders to join students in an educational day trip

Table 4.4

Confidence level of elders to join students in an educational day trip

Confidence Level	Frequency	%
Strongly disagree	45	7.5
Disagree	158	26.4
Neutral	70	11.3
Agree	218	36.4
Strongly agree	127	21.2
Total	618	100

The findings(Table 4.4) indicate that 345 elderly(57.6%) have the confidence to participate in academic visits with students. Only 254 elderly people (42.4%) are not sure about participating in academic visits with students.

(III)   Confidence Level of elders to coach students

Table 4.5
Confidence Level of elders to coach students

Confidence Level	Frequency	%
Strongly disagree	50	8.4
Disagree	155	25.9
Neutral	76	12.1
Agree	195	32.6
Strongly agree	142	23.7
Total	618	100

The findings(Table 4.5) indicate that 337 elderly (57.3%) have the confidence to coach students. Only 261 elderly people (43.7%) are not sure about coaching students.

(IV) Confidence Levels of elders to accept comments and Feebacks

Table 4.6

Confidence Levels of elders to accept comments and Feebacks

Confidence Level	Frequency	%
Strongly disagree	11	1.8
Disagree	50	8.4
Neutral	58	9.4
Agree	314	52.8
Strongly agree	184	30.9
Total	618	100

The findings(Table 4.6) indicate that the elderly who have the confidence to receive comments and feedback is a total of 498 patients (83.7%). Only 97 elderly people (16.3%) are not sure about receiving comments and feedback from students.

Wiliingness of the elders to learn new skills

Table 4.7

Wiliingness of the elders to learn new skills

Wiliingness of the elders to learn the new skills	Frequency	Percentage(%)
Not Agree	299	48.4
Agree	319	51.6
Total	618	100

The willingness of the elders to learn new skills was surveyed and analyse. 51.6%(319 elders) wishing to learn the new skills(Table 4.7)

New Skilled perceived needed by elders to contribute to the intergenerational Program
Table 4.8
New skills perceived needed by elders to contribute to the intergenerational program .
The findings showed that most of the elderly perceived needed of the ict skills to perform the intergenerational program (see Table 4.7).

Types of Skills	Frequency	Percentage(%)
Computers	188	30.4
Academic(subject)	92	14.9
Craf	70	113
Music	67	10.8
Arts	63	10.2
Handyman Skills	59	9.5
Outdoor Games	32	5.2
Indoor Games	27	4.4
Total	618	100

DISCUSSION

The findings showed that   the elderly have the confidence to coach students with the skills that they have. They also have the confidence to accept comments from the students and to participate in student academic visits. In contrast, the elderly are less confident to speak in front of an audience of students. These findings are consistent with a study by Hutchison & Beynon (2014) that the elderly have the confidence to teach students to sing, but their physical condition has caused them to lack the confidence to sing solo in a crowd.

This study found that senior citizen have skills in academic subjects, sports skills, crafts, music and crafts but they are less proficient in computer field. This finding is consistent with a study by Parisi et al (2009) that the ability of seniors to teach students to use the knowledge and skills available through intergenerational community-based program to meet social and academic needs of students. It also supports the theory of Erikson (1962) on generativity requirements that must be met when the elderly can contribute to society (Sanders, Sullivan, DeBurra & Fedner, 2013).

The study also found that seniors want to learn new skills and computer skills are the skills they most want to learn. These findings are congruent with those of other studies done by various authors (Boulton-Lewis, 2010; Erisen, 2010; Erisen, Sahin, & Kapicioglu, 2008; Escolar Chua & Guzman,2014) that the desire to learn by the seniors are diverse and cover the areas of health, language, hobbies, and learning opportunities in the field of technology . This shows that even in their later life, they still have the urge to learn and want to take advantage of the educational opportunities that can help them to adapt in a rapidly changing world. This finding is contrary to the study by Purdie & Boulton-Lewis (2003) that the elderly do not like to learn technological skills.

CONCLUSION

The main objective of this study was to determine the types of skills and confidence levels that exist in the elderly so that they can contribute meaningfully to the intergenerational program. The findings generated in this study provides some implications for educators. Firstly, educational programmes for intergenerational fail because of improper planning, which led to the failure of the implementation of the programme. Although there are a lot of literatures that emphasize the importance of involving seniors in intergenerational education programme planning, previous research results indicate it is still an important issue that must be addressed (Escolar Chua & Guzman, 2014). Intergenerational education programmes should be designed for seniors to help them become more productive. Intergenerational education programmes should take into account the needs of senior citizens not only in terms of their satisfaction, but must take into account the seniors' requirement for personal growth and serving the community (Villar & Celdran, 2012).

Secondly, the strategy to encourage the elderly and young people in intergenerational education programmes should also be arranged so that both generations benefit from each other and also encourage mutual learning (Breytspraak,Arnold & Hogan,2008; Chung,2009;   Mannion,2012; Savishinsky,2011; Weaver,2014). This study reviewed the population around Klang Valley,future studies

should include rural population with experimental methods for reviewing the effectiveness of intergenerational education programme on the quality of life of the elders.

REFERENCES

Ahmad Syahrin. (2001). *Reka bentuk Persekitaran Pusat Penjagaan Warga Tua Kajian Kes : Rumah Sri Kenangan Cheras*. Universiti Teknofogi MARA Shah Alam.

Ames, N., & Diepstra, S. a. (2006). Using Intergenerational Oral History Service-Learning Projects to Teach Human Behavior Concepts: A Qualitative Analysis. *Educational Gerontology*, *32*(9), 721–735. doi:10.1080/03601270600835447

Boström, A.-K. (2011). Lifelong Learning in Intergenerational Settings: The Development of the Swedish Granddad Program From Project to National Association. *Journal of Intergenerational Relationships*, *9*(3), 293–306. doi:10.1080/15350770.2011.593439

Boulton-Lewis, G. (2010). Education and learning for the elderly: Why, how and what. Educational Gerontology, 36(3),213–228.

Breytspraak, L. M., Arnold, L., & Hogan, K. (2008). Dimensions of an Intergenerational Relationship Between Medical Students and Mentors-on-Aging. *Journal of Intergenerational Relationships*, *6*(2), 131–153. doi:10.1080/15350770801955040

Chan, C. C., & Ho, W. (2006). Intensive Community Mentoring Scheme in Hong Kong. *Journal of Intergenerational Relationships*, *4*(2), 101–106.

Cheng Shi Hui & Suzana Shahar. (2012). Sejarah Jatuh dan Hubungannya dengan Status Pemakanan di Kalangan Pesakit Warga Tua. *Sains Malaysiana*, *41*(3), 379–385.

Chorn Dunham, C., & Casadonte, D. (2009). Children's Attitudes and Classroom Interaction in an Intergenerational Education Program. *Educational Gerontology*, *35*(5), 453–464. doi:10.1080/03601270802605473

Chung, J. C. C. (2009). An intergenerational reminiscence programme for older adults with early dementia and youth volunteers: values and challenges. *Scandinavian Journal of Caring Sciences*, *23*(2), 259–64. doi:10.1111/j.1471-6712.2008.00615.x

Dorfman, L. T., Murty, S. a., Ingram, J. G., Evans, R. J., & Power, J. R. (2004). Intergenerational Service-Learning in Five Cohorts of Students: Is Attitude Change Robust? *Educational Gerontology*, *30*(1), 39–55. doi:10.1080/03601270490248446

Erisen, Y. (2010). Education of the elderly in Turkey: Their educational needs, expectations of educational programmes,and recommendations to the related sectors. Educational Research and Reviews, 5(12), 734–801.

Erisen, Y., Sahin, M., & Kapicioglu, M. (2008, October). The need analysis for further education of the retired and elderly. Paper presented at the 11th International Conference on Further Education in the Balkan Countries, Konya,Turkey.

Escolar Chua, R. L., & de Guzman, A. B. (2014). Do You See What I See? Understanding Filipino Elderly's Needs, Benefits, and Expectations from an Adult Continuing Education Program. *Educational Gerontology*, *40*(1), 1–15. doi:10.1080/03601277.2012.700810

Eshah, A., Mohamed, H., & Rostam, K. (2012). Warga tua Melayu di pinggir wilayah metropolitan , Selangor : Pengalaman dan persepsi tentang diri The Malay elderly at the fringe of metropolitan region , Selangor : Experience and perception of self, *6*(6), 1–14.

Goff, K. (2004). Senior To Senior: Living Lessons. *Educational Gerontology*, *30*(3), 205–217. doi:10.1080/03601270490272133

Goodman, D. (2013). Bringing Seniors and Kindergarten Children Together through Qigong. *Journal of Intergenerational Relationships*, *11*(2), 199–202. doi:10.1080/15350770.2013.782769

Hernandez, C. R., & Gonzalez, M. Z. (2008). Effects of Intergenerational Interaction on Aging. *Educational Gerontology*, *34*(4), 292–305. doi:10.1080/03601270701883908

Holmes, C. (2009). An Intergenerational Program with Benefits. *Early Childhood Education Journal*, *37*(2), 113–119. doi:10.1007/s10643-009-0329-9

Husna & Roaiyah & Tanti. (2009). Dental Students ' Knowledge and Perception of Elderly in Relation to Geriatric Dentistry Training. *Journal Med & Health*, *4*(2), 76–83.

Hutchison, J., & Beynon, C. (2014). " It ' s All about Confidence and How You Perceive Yourself ": Musical Perceptions of Older Adults Involved in an Intergenerational Singing Program. *Literacy Information and Computer Education Journal (LICEJ), Volume 5, Issue 2, June 2014*, *5*(2), 1465–1474.

Jarrott, S. E., & Bruno, K. (2007). Shared Site Intergenerational Programs: A Case Study. *Journal of Applied Gerontology*, *26*(3), 239–257. doi:10.1177/0733464807300225

Kakuma, Y., & Kusano, A. (2009). Support for Intergenerational Programs in Schools: Results from a Survey of Educational Administrators in Japan. *Journal of Intergenerational Relationships*, *7*(1), 84–88. doi:10.1080/15350770802629057

Knapp, J., & Stubblefield, P. (2000). (2000). Changing students' perceptions of aging: the impact of an intergenerational service learning course. *Educational Gerontology*, *26*, 611–621.

Knight, T., Skouteris, H., Townsend, M., & Hooley, M. (2014). The Act of Giving: A Systematic Review of Nonfamilial Intergenerational Interaction. *Journal of Intergenerational Relationships*, *12*(3), 257–278. doi:10.1080/15350770.2014.929913

Lee Siew Yen. (2008). *Consumption Of Health Products By Older Consumers In Peninsular Malaysia*. Universiti Putra Malaysia.

Lim Chee Kiong. (2005). Assessing the coverage adequacy and accessbilitymof selected comunity facilities for Malaysian elderly based on GIS approach. Unpublished Master thesis.University Putra Malaysia,Kuala Lumpur.

Lynott, P. P., & Merola, P. R. (2007). Improving the Attitudes of 4th Graders Toward Older People Through a Multidimensional Intergenerational Program. *Educational Gerontology*, *33*(1), 63–74. doi:10.1080/03601270600864041

MacCallum, J., Palmer, D., Wright, P., Cumming-Potvin, W., Brooker, M., & Tero, C. (2010). Australian Perspectives: Community Building Through Intergenerational Exchange Programs. *Journal of Intergenerational Relationships*, *8*(2), 113–127. doi:10.1080/15350771003741899

Mannion, G. (2012). Intergenerational Education: The Significance of Reciprocity and Place. *Journal of Intergenerational Relationships*, *10*(4), 386–399. doi:10.1080/15350770.2012.726601

Maria Justine@Stephany. (2010). *Effects Of A Multicomponents Exercise Trainning Program On Functional Capacity And Quality Of Life Of Olders*. University Putra Malaysia.

Marx, M. S., Hubbard, P., Cohen-Mansfield, J., Dakheel-Ali, M., & Thein, K. (2005). Community-Service Activities Versus Traditional Activities in an Intergenerational Visiting Program. *Educational Gerontology*, *31*(4), 263–271. doi:10.1080/03601270590916768

Middlemiss, W., & Meyer, B. J. F. (2004). Introducing an Intergenerational , Internet-Based Tutoring Program. *Journal of Intergenerational Relationships*, *2*(2), 7–25. doi:10.1300/J194v02n02

Malaysian Quality Of Life. (2011). Malaysian Quality Of Life.

Parisi, J. M., Rebok, G. W., Carlson, M. C., Fried, L. P., Seeman, T. E., Tan, E. J., … Piferi, R. L. (2009). Can the Wisdom of Aging be Activated and Make a Difference Societally? *Educational Gerontology*, *35*(10), 867–879. doi:10.1080/03601270902782453

Peacock, J. R., Flythe, M. K., & Jones, K. (2006). A Service-Learning Collaboration: A Graduate Gerontology Program and a Foster Grandparent Program. *Educational Gerontology*, *32*(5), 335–349. doi:10.1080/03601270600564096

Perry, C., & Weather, K. (2011). Feasibility of an Intergenerational Tai Chi Program: A Community-Based Participatory Research Project. *Journal of Intergenerational Relationships*, *9*(1), 69–84. doi:10.1080/15350770.2011.544215

Powers, M., Gray, M., & Garver, K. (2013). Attitudes Toward Older Adults: Results from a Fitness-Based Intergenerational Learning Experience. Journal of Intergenerational Relationships, 11(1), 50–61.

Purdie, N., & Boulton-Lewis, G. (2003). The learning needs of older adults. Educational Gerontology, 29(2),129–149.

Sánchez, M., Díaz, P., Sáez, J., & Pinazo, S. (2014). The Professional Profile of Intergenerational Program Managers: General and Specific Characteristics. *Educational Gerontology*, *40*(6), 427–441. doi:10.1080/03601277.2013.844037

Sanders, M. J., O'Sullivan, B., DeBurra, K., & Fedner, A. (2013). Computer Training for Seniors: An Academic-Community Partnership. *Educational Gerontology*, *39*(3), 179–193. doi:10.1080/03601277.2012.700816

Sanmargaraja, S. A. P. (2012). Penyediaaan Fasiliti Di Rumah Warga Tua:Kajian Kes Di Bandaraya Ipoh Dan Johor Bahru. Univnersiti Tun Hussein Onn Malaysia

Savishinsky, J. S. (2011). Education and Moral Reciprocity: Teaching About Aging on an Intergenerational Voyage. *Journal of Intergenerational Relationships*, *9*(3), 307–313. doi:10.1080/15350770.2011.593441

Schwalbach, E., & Kiernan, S. (2002). Effects of an Intergenerational Friendly Visit Program on the Attitudes of Fourth Graders Toward Elders. Educational Gerontology, 28(3), 175–187. doi:10.1080/036012702753542490

Shedletsky, L. (2012). Undergraduates Mentoring Older Adults: Breaking Stereotypes. Journal of Intergenerational Relationships, 10(4), 400–414. doi:10.1080/15350770.2012.726599

Sidiah Ak John Siop. (2008). Disability And Quality Of Life Of Non-institutionalized Older Malaysians. Universiti Putra Malaysia.

Stubblefield, (2000). Changing Students' Perceptions of Aging: the Impact of an Intergenerational Service Learning Course. Educational Gerontology, 26(7), 611–621. doi:10.1080/03601270050200617

Villar, F., & Celdrán, M. (2012). Generativity in Older Age: A Challenge for Universities of the Third Age (U3A). *Educational Gerontology*, *38*(10), 666–677. doi:10.1080/03601277.2011.595347

Weaver, A. (2014). Bridges: Growing Older, Growing Together. *Journal of Intergenerational Relationships*, *12*(2), 197–201. doi:10.1080/15350770.2014.899827

Whiteland, S. R. (2013). Intergenerational Visual Art Programs at Shared Sites: A Step toward Sustainability. Journal of Intergenerational Relationships, 11(4), 396–409.

Zucchero, R. (2011). A Co-mentoring Project: An Intergenerational Service-Learning Experience. *Educational Gerontology*, *37*(8), 687–702. doi:10.1080/03601271003723487