Formulating the Response Strategy of Demand Hierarchy and Silver Hair Courses of the Elderly

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Abstract. The purpose of this study is to explore the population attributes, the level of needs, and the impact of seniority courses on their transformational learning. This study adopts a questionnaire survey method. The survey targets 396 valid samples of participants participating in lifelong learning in Taiwan. Data processing and analysis were performed using statistical methods such as sex statistics, t-test, single-factor variance analysis, and regression model. The study found that: 1. the middle-aged and elderly people with different population attributes showed significant gender, age and region in the analysis of the differences in seniority courses; 2. the middle-aged people with different population attributes analyzed the differences in demand levels. The level of significance is generally good; 3. the level of demand of middle-aged people and the predictive power of the ageing curriculum demand, it is found that the level of demand has a significant positive impact on the advanced learning curriculum; 4. According to the research results, formulate appropriate transformation learning response strategies. Finally, based on the results of this study, a number of relevant recommendations are made for middle-aged learners and follow-up research institutions for reference.

Introduction

Knowles (1980) [1] locates the gap between the actual ability of the individual and the expected ability. Both Knowles and Monette mention that the real demand is the normative requirement, that is, the educational needs of Knowles, and then according to Tempelaar, Gijselaers, Loeff & Nijhuis (2007) [2] stated that people's learning opportunities differ because of individual differences, but usually the internal needs are higher than the external motivations, which may be related to the more diverse levels of demand of middle-aged learners. Generally speaking, the physical and mental growth of middle-aged age has reached maturity. They need to pursue and strengthen their quality of life, and they must expand their participation in safety education (WHO, 2002) [3]. McClusky (1971) [4] also pointed out that middle-aged people should improve. The personal life of the old age is really necessary to continue to participate in educational activities. Therefore, it is important to explore the level of demand for senior and middle-aged learners and the ageing curriculum.

Research Purposes

After 2000, academics and the medical community were interested in the exploration of successful aging. Bouwer (2010) [5] believes that successful aging is attractive, and the success of old age may be different from the definition of success in other stages of life. Hsu (2007) [6] believes that successful aging should be determined by the cultural and social context of the individual, and should be based on the subjective feelings of the middle and senior age. Moreover, Bowling & Iliffe (2006) [7] also indicated that there have been many studies on successful aging, which have been regarded as indicators of achievement and components of successful aging. Therefore, this study is intended to develop and improve the post-learning design of middle-aged people, and hope for a more robust seniors can meet their needs.

The main purposes of this study include:
(1) Analysis of the differences between senior citizens of different population attributes for the ageing curriculum;
(2) Exploring the difference in the level of demand among middle-aged people with different population attributes;
(3) Exploring the level of demand of middle-aged and the predictive power of seniority curriculum requirements;
(4) According to the research results, the corresponding measures for the appropriate conversion learning of the elderly are drawn up.

**Research Method**

**Research Architecture**

![Figure 1. This study architecture.](image)

**Research Hypothesis**

According to the research structure, the research hypotheses established in this study are as follows:

Hypothesis 1: Population attributes have a significant relationship with middle-aged seniors
Hypothesis 2: Population attributes have a significant relationship to the middle-aged needs level
Hypothesis 3: The level of demand for middle-aged and the predictive power of seniority curriculum needs
Hypothesis 4: Formulating the appropriate response learning strategy for middle-aged and older people

**Research Variable**

The self-variation part is “population attribute”: (1) Gender: The gender of the subject is divided into two categories: “male” and “female”. (2) Age: The current age category of the subject. It is divided into six categories: "45-49 years old", "50-54 years old", "55-59 years old", "60-64 years old", "65-69 years old" and "70 years old or older". (3) Education: Refers to the academic qualifications in Taiwan.
The study is divided into five categories: "National Small", "Medium", "High School", "Specialty" and "University". (4) Area: refers to the division of administrative areas in Taiwan. The study is divided into four categories: "Taichung Mountain Line Area", "Taichung Sea Line Area", "Taichung Tum District" and "Taichung City District".

According to the variable part, there are two items, "Demand hierarchy" and "Silver hair course". In the definition of operational definition and measurement tools: (1) Definition of "Demand hierarchy": Reference to the "Elderly Career Needs Assessment (III) Requirements Checklist in Chapter 5 of the "Elderly Career Learning" (2015) [8] book by Professor Wei, Hui-Chuan 's the main research tool, the information collected by the survey and evaluation form is summarized into five facets for analysis, namely "demand for coping", "representation of demand", "demand for contribution", "demand for impact", "Self" - The requirements of transcendence are five items, and the semi-structured interview guide is used for information. (2) The definition of "Silver hair course" is also based on the reference to the "Checklist for Active Ageing Learning Topics and Contents" in the fifth chapter of Professor Wei, Hui-Chuan's "Elderly Career Learning" (2015). Incorporating five facets to analyze, namely "Home security", "Regular movement", "Learning to read", "Community communication" and "Volunteer service", some subjective check from respondents , 來 predict the generation of its actual ideas.

Research Object

In this study, a senior university in Taiwan (Cohen, 2005) [9] was used as a research site, snowball sampling, supplemented by purposive sample, and a case study was conducted. The middle hierarchy and the middle-aged Silver hair course were used. The most suitable ethnic group (Hori & Cusack, 2006) [10], 111 males and 285 females. The selection conditions are as follows: (1) the case can communicate and write in Mandarin or Cantonese; (2) the age between 45 and 70 years old; (3) the number of genders is not limited; (4) the initiative Motivation for learning; (5) Those who are willing to accept the assessment; (6) The degree of education is limited to the extent of the national minimum.

Research Result

Analysis of the Differences between the Middle-aged and Elderly People with Different Population Attributes for the Silver Hair Course

(1) Gender:

Based on the statistical values of the questionnaire, this study found that gender has a significant impact on the Silver hair course. In the gender section, the number of males is 111, the average is 3.80; the female is 285, and the average is 3.76. In the independent sample t test, p < 0.05 was used as a significant level. It was found that the independent sample t test of "Home security" had a significant level of p = 0.22. It can be inferred that males have significantly more facets on the Silver hair course than men. Our hypothesis 1 is that population attributes have significant differences in the Silver Hair course for middle-aged people, and the results show that gender differences will have a significant impact.

(2) Age

The study found that there are still differences in the degree of the Silver hair course. In the age group, the number of people aged 45-49 is 20, the number of people aged 50-54 is 45, and the number of people aged 55-59 is 83. The number of people aged 60-64 is 109, the number of people aged 65-69 is 82, and the number of people over 70 is 57. In the single factor variance analysis, p<0.05 was used as a significant level. Found that "Learning to read" ANOVA p = 0.024, reaching a significant level. After further verification by Scheffe, it was found that there was no level of squatting. Hypothesis 1 is that population attributes are significantly different for the middle-aged Silver hair course, and our results show that age will significantly affect life expectancy.

(3) Education
This study found no difference in the degree of Silver hair course. In the academic part, the number of small people is 61, the number of people in the country is 103, the number of high school is 130, the number of specialists is 74, the university number is 28 people. In the single-factor variation analysis, p<0.05 was used as a significant level, and it was found that each of the facets did not reach a significant level. Hypothesis 1 is that population attributes are significantly different for the middle-aged Silver hair course, and our results show that education will significantly affect the Silver hair course.

(4) Area

The study found that there are still differences in the degree of the Silver hair course. In the regional part, the number of people in the Taichung Mountain Line Area is 79, the number of people in the Taichung Sea Line Area is 91, and the number in Taichung Tum District is 121. Taichung The number of people in the City District is 105. In the single factor variance analysis, p<0.05 was used as a significant level. Found "Home security" ANOVA p = 0.031, "Regular movement" ANOVA p = 0.006, "Community communication" ANOVA p = 0.020, "Volunteer service" ANOVA p = 0.002, "Home security", "Regular movement" "Community communication" and "Volunteer service" all reached a remarkable level. Further examination by Scheffe found that the people in Taichung Mountain Line Area pay more attention to "Home security" than those in Taichung Tum District; people in Taichung Mountain Line Area pay more attention to "Regular movement" than those in Taichung Sea Line Area and Taichung City District. "Taichung Mountain Line Area people pay more attention to "Community communication" than people in Taichung Tum District; people in Taichung Mountain Line Area pay more attention to "Volunteer service" than people in Taichung Sea Line Area and Taichung Tum District, assuming 1 is the population attribute There are significant differences in the Silver hair course, and our results show that age will significantly affect the Silver hair course. The results of the difference analysis of the older Silver hair course among different population attributes are presented in Table 1.

Table 1. Difference analysis of the middle-aged people with different population attributes for the Silver hair course.

| Panel A: Gender | Silver hair course difference | Male | Female | Difference |
|-----------------|-----------------------------|------|--------|------------|
|                 | Number of people | Average Value | Number of people | Number of people |
| Home security   | 111 | 3.86 | 285 | 3.72 | man>woman * |
| Regular movement| 111 | 3.72 | 285 | 3.72 | |
| Learning to read| 111 | 3.87 | 285 | 3.86 | |
| Community communication| 111 | 3.71 | 285 | 3.74 | |
| Volunteer service| 111 | 3.80 | 285 | 3.76 | |
| Silver hair course| 111 | 3.80 | 285 | 3.76 | |

| Panel B: Education | Silver hair course difference | (1) Elementary school | (2) Secondary school (Vocational college) | (3) High school (Vocational college) | (4) College | (5) University graduation | Difference |
|--------------------|-------------------------------|-----------------------|------------------------------------------|-------------------------------------|-------------|--------------------------|------------|
|                    | N.P. | A.V. | N.P. | A.V. | N.P. | A.V. | N.P. | A.V. | N.P. | A.V. | N.P. | A.V. | N.P. | A.V. | Difference |
| Home security      | 61   | 3.68 | 103  | 3.78 | 130  | 3.81 | 74   | 3.65 | 28   | 3.90 |     |     |     |     | 3.90 |
| Regular movement   | 61   | 3.57 | 103  | 3.78 | 130  | 3.74 | 74   | 3.69 | 28   | 3.81 |     |     |     |     | 3.81 |
| Learning to read   | 61   | 3.69 | 103  | 3.82 | 130  | 3.89 | 74   | 3.94 | 28   | 4.06 |     |     |     |     | 4.06 |
| Community communication| 61  | 3.70 | 103  | 3.79 | 130  | 3.74 | 74   | 3.63 | 28   | 3.82 |     |     |     |     | 3.82 |
| Volunteer service  | 61   | 3.78 | 103  | 3.85 | 130  | 3.75 | 74   | 3.70 | 28   | 3.77 |     |     |     |     | 3.77 |

| Panel C: Age | Silver hair course difference | (1) 45-49 years old | (2) 50-54 years old | (3) 55-59 years old | (4) 60-64 years old or | (5) 65-69 years old | (6) 70 years old or older | Difference |
|--------------|--------------------------------|---------------------|---------------------|----------------------|----------------------|---------------------|----------------------|------------|
|              | N.P. | A.V. | N.P. | A.V. | N.P. | A.V. | N.P. | A.V. | N.P. | A.V. | N.P. | A.V. | N.P. | A.V. | Difference |
| Home security| 61   | 3.68 | 103  | 3.78 | 130  | 3.81 | 74   | 3.65 | 28   | 3.90 |     |     |     |     | 3.90 |
| Regular movement| 61  | 3.57 | 103  | 3.78 | 130  | 3.74 | 74   | 3.69 | 28   | 3.81 |     |     |     |     | 3.81 |
| Learning to read| 61 | 3.69 | 103  | 3.82 | 130  | 3.89 | 74   | 3.94 | 28   | 4.06 |     |     |     |     | 4.06 |
| Community communication| 61  | 3.70 | 103  | 3.79 | 130  | 3.74 | 74   | 3.63 | 28   | 3.82 |     |     |     |     | 3.82 |
| Volunteer service| 61  | 3.78 | 103  | 3.85 | 130  | 3.75 | 74   | 3.70 | 28   | 3.77 |     |     |     |     | 3.77 |
Exploring the Difference Analysis of the Middle-aged Population with Different Population Attributes for the Demand Hierarchy

(1) Gender:

Through the statistical values of the questionnaire, we found that Gender has a significant impact on the Demand hierarchy. In the part of Gender, the number of men is 111, the average is 3.92; the number of women is 285, and the average is 4.01. In the independent sample t test, we used p < 0.05 as a significant level. We found that the independent sample t of the "Physiological needs" was p = 0.048; the independent sample of "Self-transcendence" was t = 0.027; the independent sample of the "Demand hierarchy" was t = 0.017, in Physiological needs, Self the three planes such as -transcendence and Demand hierarchy have reached a remarkable level. It can be inferred that women have more expectation in the Demand hierarchy than men. Our hypothesis 2 is that the demographic attribute has some significant differences in the middle-aged Demand hierarchy. The results show that the difference in Gender will have a significant impact.

(2) Age

This study found that there are still differences in the extent of the Demand hierarchy. In the Age part, the number of people aged 45-49 is 20, the number of people aged 50-54 is 45, and the number of people aged 55-59 is 83. The number of people aged ~64 is 109, the number of people aged 65-69 is 82, and the number of people over 70 is 57. In the single factor variance analysis, we used p<0.05 as a significant level. We found that "Physiological needs" ANOVA had p=0.046, and "Self-transcendence" ANOVA had p=0.026, all of which reached a significant level. Further, after Scheffe's verification, it was found that the level was not reached. It is inferred that the middle-aged Demand hierarchy will increase significantly according to Age growth.

(3) Education

The study found that there are still differences in the degree of the Demand hierarchy. In the Education section, the number of small people is 61, the number of people in the country is 103, the number of high school is 130, and the number of specialists is 74. The number is 28 people. In the single factor variance analysis, p<0.05 as a significant level. We found that "Physiological needs" ANOVA had p=0.041, "Contributing demand" ANOVA had p=0.001, and both "Physiological needs" and "Contributing demand" reached a significant level. Further examination by Scheffe found that the high school (vocational) and specialist education people pay more attention to...
"Contributing demand" than the middle school people, so it can be inferred that the descendant of the higher education is more difficult than the middle-aged of the lower education.

(4) Area
This study found that there are still differences in the extent of the Demand hierarchy. In the Area part, the number of people in the Taichung Mountain Line Area is 79, the number of people in the Taichung Sea Line Area is 91, and the number in Taichung Tum District is 121. Taichung City The number of people in the District is 105. In the single factor variance analysis, p<0.05 was used as a significant level. It was found that “Expression” ANOVA p=0.001, “Contributing demand” ANOVA p=0.008, “Express demand” and “Contributing demand” both reached a significant level. Further confirmed by Scheffe, the following are found: People in Taichung Mountain Line Area, Taichung Tum District and Taichung City District pay more attention to "Express demand" than people in Taichung Sea Line Area; people in Taichung Tum District and Taichung City District are more than Taichung Sea Line Area people pay more attention to "Contributing demand". Hypothesis 2 is that Area will significantly affect the Demand hierarchy. The results of the difference analysis of the elderly hierarchy among different population attributes are presented in Table 2.

Table 2. Difference analysis of the middle-aged population with different population attributes for the Demand hierarchy.

| Panel A: Gender | Demand hierarchy difference | Male | Female | Difference |
|-----------------|----------------------------|------|--------|------------|
|                 | Number of people | Average Value | Number of people | Number of people |
| Physiological needs | 111 | 3.88 | 285 | 3.99 | F>M* |
| Express demand | 111 | 3.94 | 285 | 4.02 |
| Contributing demand | 111 | 3.88 | 285 | 3.98 |
| Influence demand | 111 | 3.98 | 285 | 4.03 |
| Self-transcendence | 111 | 3.86 | 285 | 3.99 | F>M* |
| Demand hierarchy | 111 | 3.92 | 285 | 4.01 | F>M* |

| Panel B: Education | Demand hierarchy difference | (1) Elementary school | (2) Secondary school (Vocational college) | (3) High school | (4) College graduation | Difference |
|-------------------|----------------------------|----------------------|---------------------------------|----------------|----------------------|------------|
|                   | N.P. | A.V. | N.P. | A.V. | N.P. | A.V. | N.P. | A.V. | N.P. | A.V. |
| Physiological needs | 61 | 3.88 | 103 | 3.88 | 130 | 4.02 | 74 | 4.05 | 28 | 3.89 | 3*, 4>5* |
| Express demand | 61 | 3.91 | 103 | 4.00 | 130 | 4.00 | 74 | 4.08 | 28 | 3.96 |
| Contributing demand | 61 | 3.95 | 103 | 3.82 | 130 | 4.04 | 74 | 4.03 | 28 | 3.83 | 3*, 4>2* |
| Influence demand | 61 | 3.91 | 103 | 3.98 | 130 | 4.04 | 74 | 4.06 | 28 | 4.09 |
| Self-transcendence | 61 | 3.80 | 103 | 3.97 | 130 | 4.02 | 74 | 3.96 | 28 | 3.90 |

| Panel C: Age | Demand hierarchy difference | (1) 45-49 years old | (2) 50-54 years old | (3) 55-59 years old | (4) 60-64 years old or older | (5) 65-69 years old | (6) 70 years old or older | Difference |
|--------------|----------------------------|---------------------|---------------------|--------------------------|-------------------|-------------------|---------------------|------------|
|              | Number of people | Average Value | Number of people | Average Value | Number of people | Average Value | Number of people | Average Value | Number of people | Average Value |
| Physiological needs | 61 | 3.88 | 103 | 3.88 | 130 | 4.02 | 74 | 4.05 | 28 | 3.89 | 3*, 4>5* |
| Express demand | 61 | 3.91 | 103 | 4.00 | 130 | 4.00 | 74 | 4.08 | 28 | 3.96 |
| Contributing demand | 61 | 3.95 | 103 | 3.82 | 130 | 4.04 | 74 | 4.03 | 28 | 3.83 | 3*, 4>2* |
| Influence demand | 61 | 3.91 | 103 | 3.98 | 130 | 4.04 | 74 | 4.06 | 28 | 4.09 |
| Self-transcendence | 61 | 3.80 | 103 | 3.97 | 130 | 4.02 | 74 | 3.96 | 28 | 3.90 |
Exploring the Predictive Power of Demand Hierarchy and Silver Hair Course Requirements for Middle-aged and Elderly People

Using the Demand hierarchy of middle-aged people as the predictive variable, the predictive effect of the predictive criterion for the middle-aged students' learning course, after testing the collinearity, found that the tolerance (1-R²) was 0.995, and greater than 0.4 showed no collinearity problem. In the middle-aged person's Demand hierarchy as the predictive variable, the Silver hair course level is the predictive criterion into the regression equation, and the F-value p<0.001 of the global regression model's significance test reaches a significant level, showing the predicted variable and the effect variable. There is a significant correlation between the items, which can effectively predict the middle-aged Silver hair course level. The test results show that the Demand hierarchy has a significant positive impact on the advanced age course (β=0.051, p<0.05), and the multi-step progressive return mode reaches a significant level. According to the multivariate stepwise regression analysis method, the regression equation is obtained: the middle-aged Demand hierarchy=3.795+0.069*Silver hair course, and the summary of the prediction analysis results are shown in Table 3:

Table 3. Summary table of prediction analysis and learning curriculum for senior citizens.

| Input forecast variable order | R   | R²   | ΔR²   | F     | ΔF   | B    | Beta(β) |
|------------------------------|-----|------|-------|-------|------|------|---------|
| Learning Courses            | 0.069 | 0.005 | 0.002 | 1.874* | 1.874* | 0.051 | 0.069*  |

*p < 0.05  **p < 0.01  ***p < 0.001
Based on the Research Results, Formulate the Response Strategy for the Conversion Learning of Middle-aged and Elderly People

In this study, the “Elderly Career Needs Assessment (III) Needs Checklist” and the “Checklist for Active Ageing Learning Topics and Contents” were used to collect data, and semi-structured interviews were used to guide case data collection. It can be found that the method of catalytic conversion learning compiled by Jack Mezirow (1975) [11] and Baumgartner (2003) [12] can increase the positive thinking of middle-aged people, and in the part that promotes conversion learning, the researchers analyze the results of this study. Formulate appropriate response measures (Table 4) as follows:

| Coping strategies | Meet Baumgartner The theoretical part of transformational learning | Practical response measures |
|-------------------|---------------------------------------------------------------|----------------------------|
| **Population attributes have a significant relationship with the middle and senior Silver hair course** | *The nature of conversion learning*  
*The principle of conversion learning*  
*Key elements of conversion learning* | *Train members of senior age education to participate in the course*  
*Development of relevant staff training for senior education* |
| **Population attributes have a significant relationship to the middle-aged Demand hierarchy** | *The origin of conversion learning*  
*The nature of conversion learning* | *Clarify the deeper needs of middle-aged people in later life*  
*Balance the mental model and application of middle-aged and elderly people* |
| **The predictive power of the Demand hierarchy and the Silver hair course demand of middle-aged people** | *How to convert learning*  
*Effectively promote the method of transformation learning*  
*Based on post-modernist transformation learning* | *Combine the interests and curriculum design of middle-aged and senior students*  
*Use the course teaching, and improve the quality of life*  
*Promote the second spring of middle-aged people to develop their second career* |

**Table 4. Seniors’ decision hierarchy and Silver hair course.**

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**Conclusion**

This study is mainly aimed at the study of the senior hierarchy and the Silver hair course of senior students in the Senior Learning Center. It is hoped that the investigation of the Demand hierarchy and the Silver hair course can help senior learners and help them to face the later life. The induction is summarized in this study, as follows:

This study is for senior learners. The hypothesis 1. Population attributes have a significant relationship with the middle-aged Silver hair course. The significance of the attribute is 1.Gender: In the part of Home security, men are more concerned than women. Learning activities; 2.Age: found that "Learning to read" ANOVA p = 0.024, reaching a significant level. ;3. Education: In the single-factor variation analysis, p < 0.05 was used as a significant level, and it was found that each facet did not reach a significant level. ;4.Area: "Home security" (1>3*), "Regular movement" (1>2, 4**), "Community communication" (1>3*), "Volunteer service" (1>2 3**) are all at a significant level. In hypothesis 2. Population attributes have a significant relationship to the middle-aged Demand hierarchy, and the significant attribute results are 1.Gender: in Physiological needs (female > male *), Self-transcendence (female > male *) and Demand hierarchy (female) > Male *) and other three facets have reached a significant level. 2. Age: "Physiological needs" (1, 3, 4> 2**) ANOVA p = 0.046, "Self-transcendence" (1, 3, 4 > 2**) ANOVA p = 0.026, both significant level. ;3. Education: "Physiological needs" (3, 4>5**) ANOVA p = 0.041, "Contributing demand" (3, 4> 2**) ANOVA p
= 0.001, "Physiological needs" and "Contributing The demand is of a significant level. \( \Delta \) Area: "Express demand" (1, 3, 4 > 2**) ANOVA \( p = 0.001, \) "Contributing demand" (3, 4 > 2**) ANOVA \( p = 0.008, \) "Express demand" and "Contributing demand" is at a significant level. In the hypothesis 3. The predictive power of the Demand hierarchy and the Silver hair course demand of the middle-aged person, the F value of the overall regression model significance test \( p < 0.001 \) reaches a significant level, indicating that the predictive variable is significantly correlated with the criterion variable, according to the plural The regression equation obtained by the stepwise regression analysis method: Middle-aged Demand hierarchy=3.795+0.069*Silver hair course. This shows that the male's Silver hair course interest is slightly higher than that of women, and the female's Demand hierarchy is slightly higher than that of men. In the planning of seniority learning, it is also possible to target such demand and improve more senior age learning. Participation, this is the ageing learning center to have a larger service space, and also the direction of recruiting senior students can seriously think and plan.

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