

## **Instructional Strategies Required For Effective Teaching Of Elderly Care Education Courses In Nigeria**

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**Abstract:-** This study determined instructional strategies required for effective teaching of Elderly Care Education Courses in Nigeria. The study adopted survey research design. The study was conducted in South-Eastern Nigeria. The population was made up of 3348 respondents namely: 63 Home Economics lecturers, 193 Home Economics students and 3,092 nurses the entire population of Home Economics lecturers and Home Economics students were used. While a sample of 200 nurses were randomly selected. Questionnaire was used for data collection. Cronbach alpha reliability coefficient index was used to determine the internal consistency of the instrument and it yielded an overall coefficient of  $\alpha = .92$ . The research questions were analyzed using mean, while ANOVA was used to analyze the hypotheses then, Duncan's New Multiple Range Test (DNMRT) was used for pair wise comparison of means of items that were significantly different to determine the differences in the means. The findings include 21 instructional strategies for teaching elderly care education courses which include observation of the elderly for some weeks, team teaching involving different specialist involved in elderly care among others. Based on the findings, recommendations were made.

**KEYWORDS:-** *Elderly, Care, Education, Instruction, Strategies, Nigeria*

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### **I. INTRODUCTION**

Available reports indicate that the ageing population (elderly people) is increasing in all contries of the world. 80percent of them are resident in developing countries including Nigeria United Nations(UN) (2006). This is supported by National Population Commission [NPC], (2009), report on 2006 National Census indicates that there is an increase in the percentage of the number of those 60 years and above in Nigeria. As persons advance in age they face various forms of challenges that require elderly care.

Elderly care is the fulfillment of the special needs and requirements that are unique to the elderly( old people). 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

This elderly are normally cared for by their family members in Nigeria. In recent times in Nigeria, there is a noticeable decline in the level of care provided by family members for the elderly. This decline in the care given to elderly family members are caused by the decline in the economy, gradual disintegration of the extended family system, unemployment, increasing female employment to complement family income and rural-urban migration (Hoff,2007). Okoye (2002) added that Nigeria Youths lack adequate knowledge of issues that concern the aging and this have also led to negative perception of the elderly. Because there is the increase elderly population and changes in family values in Nigeria, Ejinkeonye (2014) developed Elderly Care Education Courses (ECEC) which could be integrated into some courses like Home Economics in Nigerian education system to educate people on proper care of the elderly. This can be achieved through teaching.

Teaching is a process of giving instruction to impart knowledge, facts, skills, attitudes, interests and aptitude by a knowledgeable and more experienced person to a less knowledgeable and inexperienced individuals (Mkpa, 1987). Teaching is also defined as the science and art of assisting a person to learn (Ogwo, 2005). They further pointed that it is a process which is planned and adopts a methodical application of techniques based on the result of experimental analysis of behavior; it involves the use of both scientific and humanistic derivatives to facilitate learning. Teaching can also be called instruction.

Osinem (2008) pointed out that instruction is the planned interaction or encounter between the teacher, the learner and learning environment through which learning occurs. Teaching is effective only when there is change in behavior of the learner. Olaitan and Agusiobo (1981) equally added that the teacher should manipulate the teaching/learning environment in various ways so as to achieve the desired objective. For effective teaching and learning, certain delivery system (instructional strategies) need to be employed.

Instructional strategy as pointed out by Ogwo and Oranu (2006) is the method, procedures which is adopted to promote learning. They added that in adopting any instructional strategy, it must meet the requirement of the learning situation where it is applied. This implies that instructional strategy should be

suitable for the content in order to achieve the instructional objectives. Instructional strategies can be classified into teaching method and teaching technique.

Teaching method is the procedure, orderliness, in planning and execution of teaching with the appropriate integration of instructional materials to achieve the objective at the classroom level and beyond the classroom level (Mkpa, 2009). Obi (2005) reported that teaching method involves guiding students to learn by means of discovering, probing, examining and analyzing activities. A teaching methods is applicable to various subject matters, characteristics of more than one teacher and relevant to learning (Gange, 1985). Teaching method must always be in line with the objectives. However, the effectiveness of the teaching method depends on the ability of the teacher. For effective teaching methods the following criteria should be considered:

- ❖ It should be suitable to the particular objective of the lesson
- ❖ Can be adapted to student's needs, problem, interests and maturity,
- ❖ Gives an opportunity for students to share in goal setting, learning experience and evaluation.
- ❖ Implements a democratic philosophy
- ❖ furnishes an opportunity for the teacher to observe students' progress;
- ❖ Implements the criteria for effective learning
- ❖ Provides for individual differences among students in learning, capacities and in background.
- ❖ Gives students opportunity to inquire, to analyze, to explore, to be active, to create and initiate.
- ❖ Can be used with confidence
- ❖ leads to a high degree of student's involvement,
- ❖ helps students to experience success, pleasure and ego involvement,
- ❖ is relevant to the lives of the students and gives sense of reality and

Provides for co-operative effect. (Wakjissa,,Fule, Datol, Padang, Amagon,Ntuhum, Langkuk,and Ahupa,2001).

They are different teaching methods a teacher can use in lesson delivery. Teaching methods according to Ogwo and Oranu (2006); Osinem, (2008); Onwuka (1981) and Wakjissa et al (2001) include: demonstration, lecture, project, discussion, discovery, field trip, role play among others. Onwuka (1981) went further to state the Dalton, Socratic, remedial, games and dramatic simulations are some of teaching methods a teacher can adopt in teaching and learning process. Wakjissa et al (2001) added that laboratory, independent study and grouping methods are other methods of teaching and learning.

Instructional/teaching technique is the entire body of procedures and methods of science and art or craft or skills in these procedures and methods used in achieving the goals of instruction at the school and out of school to bring about change in behavior in the desired direction (Mkpa, 1987). Teaching techniques are strategies employed by the teacher to enhance his or her teaching. These are skills used by the teachers in using the teaching method for making it more effective. This involves proper preparation of lesson and following the right procedures. Teaching technique according to Obi (2005), Osinam (2008), Ogwo and Oranu (2006) include questioning, planned repetition, reinforcement and explanation. All these teaching techniques and methods may be employed in the teaching of Elderly Care Education to augment the teacher's effort and make learning permanent.

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.

## **II. PURPOSE OF THE STUDY**

The major purpose of this study was to determine the Instructional strategies (methods and techniques) required for effective Elderly Care Education Courses in Nigeria.

## **III. HYPOTHESIS**

The null hypothesis was tested at 0.05 level of significance.

Ho: There is no significant difference in the mean responses of Home Economics lecturers, Home Economics students and nurses on what should constitute the Instructional strategies (methods and techniques) required for effective Elderly Care Education program in Nigeria.

## **IV. METHODOLOGY**

The study adopted survey research design. 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.

The instrument for data collection was Elderly Care Education Instructional Strategies Questionnaire [ECEISQ]. It was developed based on the objectives of the study and extensive review of literature. The ECEISQ 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 Strategies 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 [ECEISQ] 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  $\alpha = 0.92$ . A coefficient of .92 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.

ECEISQ 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).

**Table 1: Mean Responses of Home Economics Lecturers, Home Economics Students and Nurses on the Instructional Strategies that could be used in Teaching Elderly Care Education in Nigeria.**

S/N	Instructional strategies	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$	$\bar{X}_G$	SD	Remark
<b>Teaching Methods</b>							
1.	Use of discussion method to teach elderly care	3.54	3.4	3.5	3.4	0.6	Strongly Agree
2.	Use of lecture method to teach hygienic care to the elderly	2.70	2.3	2.7	2.5	0.9	Agree
3.	Use of a combination of lecture and demonstration	3.41	3.0	3.4	3.2	0.8	Agree
4.	Observation of the elderly for some weeks	3.17	3.1	3.1	3.1	0.7	Agree
5.	Students to carry out projects on care of the elderly	3.26	3.2	3.2	3.2	0.7	Agree
6.	Field trip to elderly care homes	3.28	3.0	3.3	3.2	0.8	Agree
7.	Team teaching involving different specialists involved in elderly care	3.38	3.0	3.3	3.2	0.7	Agree
8.	Role play in different aspects of elderly care	3.26	3.1	3.2	3.2	0.7	Agree
9.	Student to undertake discussion on elderly care related topics.	3.30	3.1	3.2	3.2	0.6	Agree
10	Practice arranging an ideal room for an	3.42	3.0	3.1	3.1	0.7	Agree

elderly		2	4	2	1		
		<b>Teaching Techniques</b>					
11.	Self-induction to know students' knowledge about elderly care.	3.23	3.3	3.2	3.3	0.69	Agree
12.	Effective use of questioning in teaching elderly care	3.24	3.2	3.2	3.2	0.69	Agree
13.	Use of inquiry in teaching elderly care	3.40	3.3	3.1	3.2	0.73	Agree
14.	Use of planned repetition in lesson delivery on elderly care	3.31	3.2	3.1	3.2	0.73	Agree
15.	Undertaking practical activities showing different components of elderly care	3.30	3.2	3.2	3.2	0.76	Agree
16.	Drama on physical challenges of the elderly in Home Management Residency	3.33	3.2	3.1	3.2	0.79	Agree
17.	Selecting clothing for an elderly family member	3.13	3.3	2.9	3.1	0.72	Agree
18.	Practical classes on different foods/dishes for the elderly	3.49	3.4	3.3	3.3	0.69	Agree
19.	Use of lecture and demonstrate to teach grooming for the elders	3.41	3.1	3.1	3.2	0.78	Agree
20.	Use of reinforcement in teaching elderly care	3.20	3.1	3.0	3.2	0.78	Agree
21.	Use of simulation activities like drama in teaching elderly care.	3.28	3.3	3.3	3.3	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. SA = strongly agree, A = Agree, D = Disagree, SD = strongly disagree, SD = Standard deviation.

Table 1 shows that the grand mean of 3.48 was strongly agreed by the respondents as instructional strategies to be used in teaching Elderly Care Education Courses. While items 2, 3, 4, 5, 6, 7, 8, 9 and 10 obtained grand means of 2.56, 3.22, 3.16, 3.25, 3.21, 3.24, 3.22, 3.21, 3.12 respectively are within the agreed range of 2.50 – 3.49. These items were agreed by the respondents as teaching method to be used in teaching elderly care.

The items 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 and 21 were agreed by the respondents as techniques to be used in elderly care. This was revealed in the mean which were within the range of 3.15 – 3.38 which is the acceptance range. The cluster mean of 3.21 however, indicated that the items were agreed by the respondents as instructional strategies to be adopted in teaching elderly care. The standard deviation of each of these items is less than 1 implying that the individual responses of the respondents were not far from each other and close to the mean. The values of the standard deviation therefore, added some validity to the mean values.

**Hypothesis (H0):** There will be no significant difference in the mean responses of Home Economics lectures, Home Economics students, and nurses on the instructional strategies (methods and techniques) that could be employed for teaching elderly care courses.

The perception of Home Economics lecturers, Home Economics students and nurses as regards the instructional strategies that could be adopted for teaching ECEC. Mean comparison was done using analysis of variance while the Duncan's New Multiple Range Test (DNMRT) was used for the pair wise comparison of means. The result is presented in Table 2.

**Table 2: ANOVA Results on Perception of the Respondents on the Instructional Strategies that could be used in Teaching ECEC**

S/N	Instructional strategies	$\bar{X}_1$	$\bar{X}_2$	$\bar{X}_3$	F-ratio	Sig. of f	Remark
<b>Teaching Methods</b>							
1.	Use of discussion method to teach elderly care	3.54	3.44	3.50	0.65	0.55	N.S
2.	Use of lecture method to teach hygienic care to the elderly	2.70 <sub>a</sub>	2.35 <sub>b</sub>	2.73 <sub>a</sub>	8.51	0.00	S
3.	Use of a combination of lecture and demonstration	3.41 <sub>a</sub>	3.03 <sub>b</sub>	3.44 <sub>a</sub>	8.30	0.00	S
4.	Observation of the elderly for some weeks	3.17	3.18	3.14	0.14	0.87	N.S
5.	Students to carry out projects on care of the elderly	3.26	3.25	3.24	0.03	0.97	N.S
6.	Field trip to elderly care homes	3.28 <sub>a</sub>	3.08 <sub>b</sub>	3.31 <sub>a</sub>	4.04	0.02	A
7.	Team teaching involving different specialists involved in elderly care	3.38 <sub>a</sub>	3.07 <sub>b</sub>	3.38 <sub>a</sub>	8.75	0.00	S
8.	Role play in different aspects of elderly care	3.26	3.14	3.29	1.82	0.16	N.S
9.	Student to undertake discussion on elderly care related topics.	3.30	3.17	3.23	0.92	0.40	N.S
10.	Practice arranging an ideal room for the elderly	3.42	3.02	3.14	6.53	0.00	S
<b>Teaching Techniques</b>							
11.	Self-induction to know students' knowledge about elderly care.	3.23	3.36	3.29	0.86	0.42	N.S
12.	Effective use of questioning in teaching elderly care	3.24	3.20	3.24	0.16	0.86	N.S
13.	Use of inquiry in teaching elderly care	3.40 <sub>a</sub>	3.31 <sub>a</sub>	3.11 <sub>b</sub>	4.67	0.01	S
14.	Use of planned repetition in lesson delivery on elderly care	3.31	3.26	3.18	0.96	0.39	N.S
15.	Undertaking practical activities showing different components of elderly care	3.30	3.25	3.28	0.12	0.89	N.S
16.	Drama on physical challenges of the elderly in Home Management Residency	3.33	3.23	3.17	0.98	0.38	N.S
17.	Selecting clothing for an elderly family member	3.13 <sub>b</sub>	3.33 <sub>a</sub>	2.97 <sub>b</sub>	11.78	0.00	S
18.	Practical classes on different foods/dishes for the elderly	3.49	3.40	3.34	1.04	0.36	N.S
19.	Use of lecture and demonstrate to teach grooming for the elders	3.41	3.15	3.18	2.30	0.10	N.S
20.	Use of reinforcement in teaching elderly care	3.20	3.19	3.04	1.71	0.18	N.S
21.	Use of simulation activities like drama in teaching elderly care.	3.28	3.38	3.30	0.82	0.44	N.S

*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. Mean with the same letters of alphabet are not significantly different while mean with different letters of alphabet are significantly different*

The results shows that the perception of the respondents as regards to the instructional strategies that could be adopted for teaching ECEC were significantly different in items 2, 3, 4, 7, 13 and 17. Pair wise comparison of mean using DNMRT shows that the mean differences in the items 2, 3 and 7 follows a given pattern where the mean responses of Home Economics and nurses are equal but are significantly different from the mean responses of Home Economics students.

For item 6, the mean response of Home Economics lecturers and nurses are equal and also equal to the mean responses of Home Economics students, while the means responses of nurses are significantly different with the mean of Home Economics students. For item 13, the mean responses of Home Economics lecturers differ significantly with the mean of nurses. The mean of Home Economics students are equal to the mean of nurses and also equal to the mean response of Home Economics lecturers. For item 17, the mean response of Home Economics lecturers is equal to the mean of nurses but differ significantly to the mean responses of Home Economics students.

The findings of the hypothesis revealed that there was not significant difference in the mean responses of Home Economics lecturers, Home Economics students and nurses on 26 items out of 33 items identified as instructional strategies for teaching ECEC while there was significant difference in the mean responses of five items.

#### **Major Findings**

There are 21 Instructional strategies that could be used for teaching Elderly Care Education Courses were identified. These were grouped under two sub-headings as follows:

##### ***Teaching methods***

1. Use of discussion method to teach elderly care
2. Use of lecture method to teach hygienic care to the elderly
3. Use of a combination of lecture and demonstration
4. Observation of the elderly for some weeks
5. Students to carry out projects on care of the elderly
6. Field trip to elderly care homes
7. Team teaching involving different specialists involved in elderly care
8. Role play in different aspects of elderly care
9. Student to undertake discussion on elderly care related topics.
10. Practice arranging an ideal room for an elderly

##### ***Teaching techniques***

1. Self-induction to know students' knowledge about elderly care.
2. Effective use of questioning in teaching elderly care
3. Use of inquiry in teaching elderly care
4. Use of planned repetition in lesson delivery on elderly care
5. Undertaking practical activities showing different components of elderly care
6. Drama on physical challenges of the elderly in Home Management Residency
7. Selecting clothing for an elderly family member
8. Practical classes on different foods/dishes for the elderly
9. Use of lecture and demonstrate to teach grooming for the elders
10. Use of reinforcement in teaching elderly care
11. Use of simulation activities like drama in teaching elderly care.

## **V. DISCUSSIONS ON FINDINGS**

The findings of the study revealed that all the outlined 21 instructional strategies were accepted by the respondents to be adopted in teaching Elderly Care Education Courses. These were organized under two major sub-heading namely: teaching methods and teaching techniques. Adopting the right teaching method as suggested by Anyakoha (2004) is very important in achieving the objectives of Home Economics Curriculum of which Elderly Care Education Courses is an aspect. The findings of the study showed that the teaching methods accepted by the respondents to be utilized in teaching elderly care education courses are: the use of discussion method, use of lecture method, use of combination of lecture and demonstration, observation, field trip, team teaching, role play and projects. Nwachukwu (2006), supported the use of demonstration method as it gives the best results when it is given at the time the students are ready to learn new material or concept. Ogwo and Oranu (2006), in their own view posited that demonstration method involves showing the students something or how to do it practically. It deals with both verbal and visual communication of a process, a fact and an idea (National Teacher's Institute, (NTI), 2008).

The findings of the study support the use of combination of lecture and demonstration which is in line with Ogwo and Oranu (2006) who suggest that lecture method can be used to deliver effective lessons if combined with other teaching methods and use of the right teaching techniques. The findings of the study supported the use of project method which is line with Audu (2007), who pointed that project method gives students a free hand to look for problems which are of special interest to them, the project allows the students more flexibility and autonomy in deciding his or her own methods of solving the problem at hand.

The findings of the study supported field trip as a method for teaching elderly care education Nwachukwu(2001),noted that field trip as a teaching method majorly focuses on information firsthand about

objects, places, people or processes, to enrich, extend, validate or vitalize information from printed materials and other sources, or to try to uncover entirely new data.

Imogie's (2002) also pointed out that the use of variety of teaching methods is the best approach in teaching.

The teaching techniques identified in the study to be utilized in teaching Elderly Care Education Courses include: self-induction, questioning, use of inquiry planned repetition, practicals, reinforcement and use of simulation activities like drama. Effective use of teaching techniques stimulate students to be creative (Osinem, 2008). Ogwo and Oranu (2008) advised that in using teaching technique, it should be planned in order to augment the teacher's effect and not to distract the learner.

## VI. CONCLUSION

There is the increase elderly population and changes in family values in Nigeria Today family members do not have the skills and knowledge to care for the elderly family members. Ejinkeonye (2014) developed Elderly Care Education Courses (ECEC) which could be integrated into some courses like Home Economics in Nigerian education system to educate people on proper care of the elderly. Hence this study determined the instructional strategies required for effective teaching of the elderly care education courses.

## VII. RECOMMENDATIONS FOR FURTHER ACTIONS

Based on the findings of the study,

1. Curriculum planners (NCCE, NERDC) should utilize the instructional strategies for Elderly Care Education developed by this study to review the current NCE Home Economics Curriculum.
2. 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.
3. Teachers of Home Economics and other family related courses should be using the instructional strategies developed by the study in teaching elderly care.

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