

OLDER ADULTS' EXPECTATION FOR EDUCATION
OR ASSISTANCE THAT FACILITATE THEIR
TECHNOLOGY ADOPTION

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01Background

Technology usage among the elderly

18.2% *78.2%	No digital device *Use smartphones
36.3%	No Internet service used

Methods Research Design

- Mixed Research
- Sample Quotas (n=30)
- Young-old (age 65 - 74)
- Qualitative Subgroup: 12 participants from the 30 selected for in-depth interviews

03Data preparation

a. Reliability analysis of the ten questions of ADL

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.891	.918	10

The Cronbach's α value was 0.891 (≥ 0.7). This indicated good internal consistency.

Activities of daily living (ADL) refer to self-assessed basic self-care tasks necessary for independent living, such as bathing, dressing, eating, and mobility.

c. Recode into Different Variables

Is it disabled? 100 points = no disability
>1 Yes 2 No 99 or below = disabled

04Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.639 ^a	.408	.340	1.01592

a. Predictors: (Constant), Education, Total expectation education/assistance, Disability

Model Summry

R = 0.639, $**R^2 = 0.408$
→ 40.8% of the variance in the number of technology products used, indicating a moderate-to-strong linear relationship between predictors and outcome.

02Hypothesis

After controlling for education and disability, elderly expecting more education or assistance (IV) adopt significantly more tech products(DV).

Definition

Education or assistance: Guidance, or support services aimed at helping individuals effectively adopt and use technology.

Technology products: Devices such as smartphones or computers that support daily tasks and digital interaction.

Control reasons

Educational level may reflect information processing ability and acceptance of new knowledge.

Physical conditions may affect the need for and acceptance of technological assistance.

b. Facet sum Compute Variable

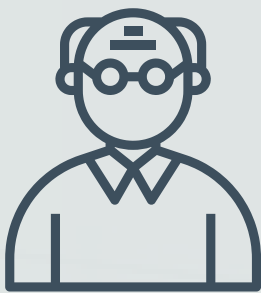
1.Total score of educational assistance expectations

Q: Which of the following aspects of education or assistance do you think will be most helpful for you to learn new technologies?)

2.Number of technology products used

(Q: Do you use any form of assistive technology to help you with daily activities?)

3.Total score for difficulties in activities of daily living (Q:ADL)



「我覺得粵語教學影片也不錯，聽得懂，可以隨時溫習。」
→ With proper support, the willingness to adopt technology will increase significantly.

(Mr. HO | 72 years old | Post-secondary education)



「熱線援助是我的救星，讓我可以立即得到幫助。」
→ The availability of technical support increases willingness and motivation to use.

(Mrs. CHAN | 65 years old | Primary school)

Support varies by background

Higher education → self-learning
Primary education → phone support / direct guidance

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04

Regression Analysis

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F
1	Regression	18.532	3	6.177	5.985
	Residual	26.834	26	1.032	
	Total	45.367	29		
					Sig.
					.003 ^b

a. Dependent Variable: Total technology products adopted

b. Predictors: (Constant), Education, Total expectation education/assistance, Disability

Many of the elderly interviewed clearly stated that

- whether someone teaches
- how they are taught
- the way they are taught

will determine whether they are willing to use technology

> Prove that the **education or assistance method is the most influential factor**

ANOVA

F= 5.985, **p = 0.003 (p<0.05)

→ Statistically significant, suggesting that at least one predictor meaningfully explains variation in technology adoption.

「中英夾雜的課程，讓我更加迷惘，而且更加沒信心使用科技。」

→ **Language** unfamiliarity in teaching reduces clarity and undermines learning confidence.

(Mrs. WU | 65 years old | Primary school)

Coefficients ^a							
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound Upper Bound
1	(Constant)	.285	.873		.327	.747	-1.509 2.079
	Total expectation education/assistance	.567	.201	.428	2.827	.009	.155 .979
	Disability	-.486	.501	-.147	-.970	.341	-1.515 .544
	Education	.625	.223	.425	2.802	.009	.167 1.084

a. Dependent Variable: Total technology products adopted

Coefficients

Education/Assistance Expectation:

B = 0.567, **p = 0.009 → Significant positive predictor

Expectation of education or assistance: 1 point ↑

Technological products they use: 0.567 species ↑

Education Level:

B = 0.625, p = 0.009 → Significant positive predictor

- Elderly people with higher education levels also use more types of technology products

Disability Status:

B = -0.486, p = 0.341 → not significant

Not statistically significant

「雖然我的腿走不到太遠，如果能夠在家學習，我亦會嘗試。」

→ **Home-based learning** reduces mobility barriers and supports tech use.

(Mr. NG | 69 years old | Primary school)

05

Conclusion

The more support, the higher the technology usage → Hypothesis is established ✓

SUGGESTION

Government

- Funding for on-site science and technology education
- Released Cantonese teaching videos
- Launch of Elderly Technology Hotline

NGOs

- Designing course content for the elderly
- Recruiting elderly volunteers to accompany students in their studies

Tech Companies

- Develop elderly-friendly interface and voice navigation products
- Provide technology product trials and equipment rental plans