

Satisfaction of older adults with Chile's "meeting centres" social education programme

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Recibido: 27/07/2019 / Revisado: 15/10/2019 / Aceptado: 13/02/2020

Abstract. In Chile, "meeting centres" (*Casas de encuentro*) are attended by older adults during the daytime in order for them to participate in activities to encourage active ageing. They also offer programmes involving social education activities. This article examines older adults' satisfaction with the training/education that they receive. The study has a descriptive and non-experimental design. The Valparaíso meeting centre was the context for the study, with 205 older adults participating. Data were obtained using an *ad hoc* questionnaire with a Likert-type scale. The main findings are as follows: high level of satisfaction among older adults, related not to their sociodemographic characteristics such as gender, educational level or previous occupation, but to their prior expectations. The general conclusion is that these programmes are a source of satisfaction among older adults, beyond the particular competencies that each programme might be intended to foster. They should be one of the key factors guiding social policy to encourage active ageing, which is emerging as an increasingly pressing need.

Keywords: older adults; social welfare; social education programmes; centres for older adults; quality of life.

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Cómo citar: Araya Cuello, M. *et ali* (2020) Satisfacción de los adultos mayores con el programa socioeducativo de las Casas de encuentro de Chile. *Cuadernos de Trabajo Social*, 33(1), 285-296.

Introduction

The phenomenon of social aging is a present fact worldwide, the result of several factors, among which we find the development of biomedical sciences and technological innovations, since there is an improvement in people's health, reduction in mortality, increase in life expectancy and with socio-cultural changes there is a reduction in the birth rate and fertility (Arenas Massa & Finschi Peñaloza, 2012).

The projections compared between years 2005 to 2050 demonstrate this phenomenon. Thus, in the Spanish case, the number of people from 65 to 79 years is expected to increase in a 39,22% in the first half of the 21st century. In turn, in the stretch of 80 years and more, this growing is expected to be a 75,21% (Ayuso & Holzmann, 2014). A similar situation occurs in the case of Latin America, where the demographic characteristics of aging indicate that in the middle of this century Latin America and

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the Caribbean will have 112 inhabitants of 60 years or older for every 100 of 15 years or less, and in North America this proportion will be of 148 to 100 (Damianovic, 2008).

The impact of this situation is evident in the different stages of life in society, at the economic, socio-political, cultural, educational and welfare levels, as well as in the media, so it becomes an opportunity for the transformation of social policies to improve the quality of life for elderly people.

In the case of Chile, the concern for the elderly begins in the 1990s, however, its importance has varied according to the different governments. It should be mentioned that in 2017 Chile ratified the Inter-American Convention on the Protection of Human Rights for Older People (Organization of American States, 2015), which has meant the recognition of the right of the Elderly to a full independent and autonomous life, with health, safety and integration. In short, a dignified life and respect for human rights like any person, without discrimination based on age.

1. Justification

In the social scenario described, the Elderly emerges as a heterogenous collective, which presents various needs of a social, educational, physical and psychic nature. Elderly people outside the working world must continue with their lives, and they do so in various ways, with education being a central axis (Choy & Hori, 2016).

The changes made in family structure, problems with empty nest syndrome, widowhood, the need to share with others, to occupy free and leisure time, to learn new things, these needs make elderly people attend various institutions designed to meet them. These includes social centers, clubs, participation centers in Spain or the elderly centers in Chile. In summary, places to meet and receive through socio-educational activities, knowledge related to various topics.

Knowing what elderly people think, what they feel, why they go to these centers has become a query, especially for the Chilean context. In this sense, the Chilean elderly centers already have a trajectory as places where elderly people attend during the day, in order to carry out activities in favor of active aging. Nevertheless, there are no studies on the sat-

isfaction of its users with the formative programs developed in them.

1.1. The Elderly centers

In the 90s Chile was already one of the oldest countries in Latin America and there was no effort made from the State to improve the quality of life of the Elderly. Therefore, the National Committee for the Elderly was created, and already by 1996 work was being done on a legislative proposal that gave rise to the creation of the National Service for the Elderly (SENAMA) in 2003, with an active aging perspective, which had been integrated in Chile since 1996 (Carreó Cea; Navarro Sánchez; & Sánchez Aguado, 2017).

In Chile, the phenomenon of aging resulted the offering of a series of mechanisms focused on responding to the needs that the elderly population demanded, such as the satisfaction of their leisure and free time, and education from the physical, biological and social point of view. Thus, the aforementioned SENAMA developed a series of establishments to provide care for the Elderly. Among those are the following:

- Sheltered homes
- Long-stay establishments (ELEAM)
- Elderly centers
- Day centers

Focusing on our study context, the elderly centers are spaces for meeting, learning, bonding and recreation of the Elderly with their peers, in coherence with the National Policy for the Elderly (Government of Chile, 1996), with an annual coverage of around 1.000 seniors nationwide. SENAMA currently manages seven meeting houses directly, with five others remaining that have not yet been transferred to it and are managed by the Social Security Institute. Specifically, the Valparaíso Elderly Center began its activities in July 2005 and was inaugurated the 29th of September that same year (Caballero Astudillo; Leiva Varas; & Miranda Mella, 2006).

In response to the institutional scenario focused on the Chilean elderly centers, it can be pointed out that they promote the personal development and social participation of the Elderly through the offer of courses and programmed activities based on thematic axes

such as: physical, educational-cognitive and cultural maintenance.

These have the general objective of promoting the agency of elderly people, along with specific objectives, which are promoting personal and sociocultural growth and development, thereby improving their quality of life, as well as enabling citizen participation and cultural expression (Araya, Herrera & Rubio, 2017).

The elderly centers are aimed to create spaces of interaction and welcome for elderly men and women and people with disabilities. Its facilities are specially enabled for the development of recreational, educational, cultural and associative activities, whose administration is in charge of the Elderly themselves (*idem.*). The evolution of these institutions has been revealed as a social instrument tending to enhance the existing capacities in elderly people, they are instances of interaction, creativity, personal and community growth, according to the needs of the Elderly, allowing them to develop and promote their self-management capabilities.

On the other hand, the elderly centers constitute a secondary social support network for the Elderly. Thus, they promote social company understood as a relationship created to perform daily tasks or only to carry out a specific task, like emotional support, orientation and cognitive guidance, material help and/or services, all based on a context of empathy, where ties of friendship and trust prevail.

Elderly people who come to the elderly centers do so in order to fulfill their needs in different areas, in addition to forming emotional ties that can improve their psychological state. This is complemented by the exercise of different activities in order to accomplish an old age with more activity, for an effective support of the skills that they have developed throughout their lives (Araya *et al.*, 2017).

In these centers, culture is promoted through leisure, artistic, physical and educational activities, whose positive impact is reflected in areas such as health, autonomy, psychological and social. Therefore, the benefits that are pursued for the Elderly who attend these centers are very varied and similar to those of other centers and/or institutions of similar profile (Hinojo Lucena, 2017; Villar Posada; Celdrán, Castro; Serrat Fernández; & Cannella, 2018).

1.2. The socio-educational program

Regarding socio-educational intervention, the socioformative proposal that they develop is very diverse. One example are computer courses that allow a greater intergenerational approach, since digital literacy has become an element of real importance for the Elderly in terms of establishing communication with their children or grandchildren, who they do not frequently see (Lipphaardt, Held; Leen-Thomelle; & Hain, 2018). There are also cooking, Tai Chi, dance and painting courses, that enable the establishment of new relationships and improve the mood of elderly people, thus contributing to prevent situations of loneliness, inactivity and isolation. The performance of physical activity improves the quality of life of the Elderly and should be an obligation, since it influences many psychological aspects (Martínez San Esteban & Calvo Lluch, 2014; Bataglia, *et al.*, 2016).

The Elderly centers are self-managed by the users. Regarding the financing of activities, workshops, courses, and others, they have a mixed origin. On the one hand through public participation, and on the other the cost of the activities is totally or partially covered by the users. SENAMA also implements specific workshops at no cost, which means that the programmatic offer of workshops and activities are implemented according to the logic of what resources are available and what SENAMA deems pertinent to carry out in this institution. The training activities that are implemented in the elderly centers nationwide make up their socioformative program around workshops organized in three areas (Figure 1) similar to those reviewed by Bugallo Carrera (2013).

- Cultural and Social Area, responsible for promoting culture and participation inside the community, emphasizing social interactions.
- Cognitive Area, related to the execution of workshops that favor mental agility, memory, attention levels, language and calculation, as well as motor and visuospatial skills.
- Physical Area, understood as the functional capacity of the Elderly. The execution of these activities has benefits in the physical health of elderly people, as well as psychological.

Social and Cultural	Cognitive	Physical
International cuisine Literature Theatre Gardens Handiwork English French	Memory Computing Oil painting	Freestyle dance International dance Gymnastics Flamenco Tango Yoga Taekwondo Tai-chi

Figure 1. Club distribution according to promotion areas. Source: Own elaboration.

2. Objectives

As a general objective we consider the experience of the Elderly, specifically their satisfaction regarding the activities of the Elderly centers and the training they receive in it.

As specific objectives we point out:

- Analyze the influence or relationship between variables such as gender, age, occupation and level of instruction.
- Know the relationship between the degree of satisfaction of elderly people with the training program and the variables of the teaching-learning process.
- Study the relationship between the satisfaction of the participants with the training program and their expectations towards it.

3. Method

The design of the investigation has a non-experimental transectional character, being its exploratory-descriptive scope, since it intends to examine and describe a topic or problem little studied, analyzing it and describing its main manifestations (Albert Gómez, 2007; Hernández Sampieri, Fernández Collado and Baptista Lucio, 2014).⁷

3.1. Hypothesis

From our research object, several conceptual hypotheses, one descriptive and four relational were raised (Hueso González & Cascant i Sempere, 2012).

- Hypothesis 1:* Elderly people are satisfied with the socioformative program taught by the elderly center.
- Hypothesis 2:* The satisfaction of the elderly people with the socio-educational program of the elderly center is not related to socio-demographic variables such as gender, age, occupation or level of education.
- Hypothesis 3:* The satisfaction of the elderly people with the socio-educational program of the elderly center is positively related to didactic variables of the socioformative process.
- Hypothesis 4:* The satisfaction of the elderly people with the socio-educational program of the elderly center is positively related to their expectations about the socioformative program itself.
- Hypothesis 5:* The satisfaction of the elderly people with the socio-educational program of the elderly center is positively related to the overall perception of the program's quality.

3.2. Sample

In the context of the elderly center in Valparaíso, the population under study is made up by 400 older adults participating in the elderly center, which in our case coincided with the sample framework, the sample unit of the study being constituted by 205 elderly participants, meeting a margin of error of 5% and a 95% confidence level. To select the elderly people in the sample, a convenience sampling was used (Hueso González & Cascant i Sempere, 2012), verifying that they presented certain characteristics such as being cognitively

and sensorially apt to answer and being voluntarily involved, as specified by the informed consent. Thus, the sample had the following characteristics: people over 60 years old, with an age range of 61 to 91, with an average of 72.7 years.

It is a highly feminized group, 88% of our sample are women, while 12% correspond to men (Table 1). This situation is corroborated by the study of Mogollón (2018) in which the female predominance in this type of centers stood out with something more than 80%, data that approximates what we have found.

Table 1: Distribution according to age

	Frequency	Percentage	Valid percentage
60 to 70 years	74	36,1	36,1
71 to 80 years	119	58,0	58,0
81 to 90 years	11	5,4	5,4
91 years and more	1	,5	,5
Total	205	100,0	100,0

Source: Own elaboration

Regarding the level of education of the elderly people, 49% of those who participated in the research have a university level education; 29% have a level of instruction corresponding

to secondary education; 17% reached a technical education level and 5% have a basic education level (Table 2).

Table 2: Distribution according to education level

	Frequency	Percentage	Valid percentage
Elementary	11	5,4	5,4
High	60	29,3	29,3
Technic	34	16,6	16,6
Higher (University)	100	48,8	48,8
Total	205	100,0	100,0

Source: Own elaboration

Finally, in this sociodemographic description of the sample unit, most of the elder-

ly people who have participated in the study (44.9%) have a university education (Table 3).

Table 3: Distribution according to work career

	Frequency	Percentage	Valid percentage
No occupation	32	15,6	15,6
Unqualified work	18	8,8	8,8
Qualified work	25	12,2	12,2
Certified technician	38	18,5	18,5
Professional	92	44,9	44,9
Total	205	100,0	100,0

Source: own elaboration

3.3. Instrument and process

The data has been obtained through an ad hoc elaboration questionnaire (Figure 2), which structures the information in Blocks that respond to four broad categories (Figure 3). The rating scale corresponds to the Likert type: 1.

Strongly Disagree, 2. Disagree, 3. Agree and 4. Strongly Agree. Content validation was carried out through expert judgment and in a pilot application with a group of 12 participants of the elderly center to which they had access. The analysis was carried out with the SPSS 23 software package.

Survey for the elderly
The following document is anonymous, and its application will work towards my research, hence, I ask for your collaboration. Mark with a cross (X) the answer you consider fits best with your point of view according to the following alternatives: 1. Strongly disagree; 2. Disagree; 3. Agree; 4 Strongly agree

001.GENDER		MASC	FEM	002.AGE:		003.EDUCATION LEVEL						
						ELEMENTARY SCHOOL	HIGH SCHOOL	HIGHER (TECH)	HIGHER (UNIV)			
004.IN WHICH GROUP WOULD YOU PUT YOUR WORK CAREER												
Didn't work formally, worked at home		Unqualified work		Qualified work		Certified-technician		Professional	Other			
005. DO YOU PARTICIPATE ON ANY ACTIVITIES IN CHURCHES, SPORTS CLUBS OR OTHERS?								YES	NO			
NE									EVALUATION			
I	LEARNING PROCESS								1	2	3	4
	I.1.Educational aspects											
006	Shows the <u>course programme</u> , and its importance											
007	Shows understanding of the required information needed for the course											
008	Identifies at the beginning of each <u>course</u> the general and specific objectives that are needed											
010	<u>Explains with clarity</u>											
012	Links concepts or topics with others already learned											
	I.2.Control of interpersonal relationships in the class								1	2	3	4
017	Respects other students' opinions during class											
018	Considers the needs of the students in order to obtain better results											
020	<u>Teacher looks approachable</u>											
021	Teacher shows interest in his/her students											
	I.3.Motivational resources employed								1	2	3	4
009	Stimulates the students to overcome learning difficulties during the course											
011	Shows interest in the class											
013	Can keep the attention of the student											
015	Teacher highlights the importance of the course											
019	Teacher tells you how well you did											
	I.4.Assessing aspects								1	2	3	4
024	Teacher explains the instructions referring to evaluation, attendance and behavior											
026	Teacher assesses according to what's explained in classes											
027	Teacher informs students about class results and its evaluations											
II	FORMATION QUALITY								1	2	3	4
028	Course difficulty level is adequate											
029	There are evaluations every class											
030	I'm aware of the criteria that will be evaluated											
031	The course offers of Casa de <u>Encuentro</u> are enough											
023	<u>Teacher attends classes punctually</u>											
032	Total amount of monitors is enough											
033	Quality of monitors is adequate											
034	The courses schedule is adequate											
035	Measures are taken to solve students' complaints and worries											
036	Classrooms <u>infrastructure</u> is adequate (<u>illumination</u> , chairs and heating)											
III	EXPECTATIONS								1	2	3	4
037	Overall the courses have met my expectations											
038	I would keep assisting Casa de <u>Encuentro</u> with its courses											
IV	SATISFACTION								1	2	3	4
039	I'm generally pleased by the classes I received											
040	I consider the content provided is of my interest											
041	I consider I've learned plenty in Casa de <u>Encuentro</u> with its courses											

Figure 2. Elderly people satisfaction survey. Source: Own elaboration.

The internal consistency coefficient has been calculated with the Cronbach Alpha statis-

tic, giving a value of 0.83 that represents an acceptable value (Oviedo & Campo Arias, 2005).

Category	Subcategory/Descriptor
1. Learning process	I.1. Educational aspects I.1.1 Shows the contents of the course, its importance and how it will be done. I.1.2 Shows understanding of the required information for the course I.1.3 Identifies at the beginning of each course the general and specific objectives that are pursued I.1.4 Explains with clarity I.1.5 Links concepts or topics with other already learned
	I.2. Control of interpersonal relationships in the class I.2.1 Respects other students' opinions during class I.2.2. Considers the needs of the students in order to obtain better results I.2.3 Teacher looks approachable I.2.4 Teacher shows interest in his/her students
	I.3. Motivational resources employed I.3.1 Stimulates the students to overcome learning difficulties during the course I.3.2 Shows interest in the class I.3.3 Can keep the attention of the student I.3.4 Teacher Highlights the importance of the course I.3.5 Teacher tells you how well you did
	I.4. Assessing aspects I.4.1 Teacher explains the instructions referring to evaluation, attendance and behavior I.4.2 Teacher assesses according to what's explained in classes I.4.3. Teacher informs students about class results and its evaluations
2. Formation quality	2.1 Course difficulty level is adequate 2.2 There are evaluations every class 2.3 I'm aware of the criteria that will be evaluated 2.4 The course offers of the Casa de Encuentro are enough 2.5 Teacher attends classes punctually 2.6 Total amount of monitors is enough 2.7. Quality of monitors is adequate 2.8. The courses schedule is adequate 2.9 Measures are taken to solve students' complaints and worries 2.10 Classrooms infrastructure is adequate (illumination, chairs and heating)
3. Expectations.	3.1 Overall the courses have met my expectations 3.2 I would keep assisting Casa de Encuentro with its courses
4. Satisfaction grade.	4.1 I'm generally pleased by the classes I received 4.2 I consider the content provided is of my interest 4.3 I consider I've learned plenty in Casa de Encuentro with its courses

Figure 3. (Sub)/categories item association. Source: Own elaboration.

4. Results

a) Hypothesis 1: Older adults are satisfied with the socioformative program developed by the Elderly Center

After the approximation to the descriptions of each of the categorical blocks that gather the

opinion of elderly people on different aspects of the socioformative program offered and developed by the elderly center, the hypothesis of the satisfaction of the elderly is verified and accepted, and not only in the specific indicator of satisfaction, but also in each and every one of the partial aspects, with significantly high average values in all the categorical variables (Table 4).

Table 4: Average simple sample comparison*

Blocks/(Sub)categories	Average	Standard deviation	Average difference	t	Sig. (bilateral)
I.1. Educational aspects	3,9590	,15172	2,95902	279,245	,000
I.2. Control of interpersonal relationships	3,9854	,11780	2,98537	362,837	,000
I.3. Motivational resources	3,9600	,12895	2,96000	328,667	,000
I.4. Assessing aspects	2,0293	,24301	1,02927	60,644	,000
II. Formation quality	2,9576	,39829	1,95756	70,372	,000
III. Expectations	3,9366	,29849	2,93659	140,861	,000
IV. Global satisfaction	3,9561	,20538	2,95610	206,081	,000

* Test value =1

Source: own elaboration

b) Hypothesis 2: The satisfaction of the elderly people with the socio-educational program of the elderly center is not related to sociodemographic variables such as gender, age, occupation or level of education

Regarding the possible relationship between the satisfaction of elderly people in the elderly center and the aspects related to their personal profile, we anticipated that there would be no relationship between the degree of satisfaction and personal traits. The hypothesis has been verified in each of them. Gender and volunteering underwent contrast by means of a comparison test of means in independent samples, age through a correlation analysis, as well as the levels of instruction and type of occupation during their active labor stage by ANOVA of a factor. In none of the statistical tests indicated have there been significant values of the reference statistics of each of them, which in this case allows us to accept the hypothesis.

c) Hypothesis 3: The satisfaction of elderly people with the socio-educational program of the elderly center is positively related to didactic variables of the socioformative process

Our hypothesis that the degree of satisfaction of elderly people with the socioformative program would be positively related to aspects or variables of the teaching-learning process such as some didactic aspects, the management of classroom interactions, use of motivational resources and/or aspects, curricular evaluations. The results have not been confirmed through a correlation analysis, not having found a significant relationship between the satisfaction of elderly people and such variables of the teaching-learning process (Table 5). That entails the rejection of the hypothesis.

Table 5: Pearson correlation between Global satisfaction and Learning Process variables

		IV. Global Satisfaction
I.1.Educational Aspects	Pearson correlation	,110
	Sig. (bilateral)	,117
	N	205
I.2.Control of Interpersonal Relationships	Pearson correlation	,092
	Sig. (bilateral)	,192
	N	205
I.3.Motivational Resources	Pearson correlation	,069
	Sig. (bilateral)	,325
	N	205
I.4.Assessing Aspects	Pearson correlation	,026
	Sig. (bilateral)	,713
	N	205

Source: own elaboration

d) Hypothesis 4: The satisfaction of the older adults with the socio-educational program of the elderly center is positively related to its expectations about the socioformative program itself

There is a significant positive relationship between the expectations of elderly people towards the Elderly Center program and self-reported satisfaction, appreciated not

only through a very significant correlation with a Pearson's r value of .727 and $p < .000$ (Table 6), but the linear prediction of satisfaction can be obtained from expectations (Table 7), which shows that the program met the expectations of its participants. They are not only not disappointed at all,, we can also find a linear relationship between their expectations, therefore the hypothesis is accepted.

Table 6: Pearson correlation between global Satisfaction and Expectations variables

		III. Expectations	IV. Global satisfaction
III. Expectations	Pearson correlation	1	,727**
	Sig. (bilateral)		,000
	N	205	205

** . Correlation is significant in level 0,01(bilateral).

Source: own elaboration

Table 7: Lineal regression between Global Satisfaction and Expectations variables

Dependent variable: IV. Global satisfaction					
Predictor variable: III. Expectation-	F	β	R ²	t	p
	228,004	,727	,529	15,100	,000

Source: own elaboration

e) Hypothesis 5: The satisfaction of the older adults with the socio-educational program of the elderly center is positively related to the overall perception of the quality program

There is a significant positive relationship between the overall perception of quality that elderly people express about the elderly center program and their declared satisfaction, ap-

preciated through the very significant correlation, with a Pearson’s r value of .383 and p <.000 (Table 8), as well in the linear prediction of satisfaction that we can make from the quality assessments made by the participants (Table 9), which shows that an evaluation of the program as of quality is projected linearly on satisfaction, and allows us to accept our hypothesis.

Table 8: Pearson correlation between Global Satisfaction and Quality Perception of the program

		II. Quality	IV. Global satisfaction
II. Quality	Pearson correlation	1	,383**
	Sig. (bilateral)		,000
	N	205	205

** . Correlation is significant in level 0,01 (bilateral).

Source: own elaboration

Table 9: Simple lineal regression between Global Satisfaction and Quality Perception of the program

Dependent variable: IV. Global satisfaction					
Predictor variable: II. Quality	F	β	R ²	t	P
	34,814	,383	,147	5,900	,000

Source: own elaboration

5. Discussion and Conclusions

In the first place, we can conclude that satisfaction is high, without nuances and generalized way, which corroborates studies such as Lipphardt *et al.* (2918), in this case with

training programs focused on information and communication technologies, but which also generated important degrees of satisfaction in the Elderly of different nationalities. Like that of Cha (2018) that comes to support the positive socio-educational programs with elderly

people regardless of the specific content they address, or those of Boulton-Lewis, Aird & Buys (2016), Choi & Hori (2016) or Ibrahim; Abolfathi Momtaz; & Hamid (2013), that endorsed the need for programs to promote active aging and a satisfying life for the Elderly. We also found in a study by Dillard *et al.* (2018), in a program with little relationship with ours, as it was a defense training program that research benefits older adults, when comparing different intervention strategies with older adults it was appreciated that they produced a high degree of satisfaction in any of them. This conclusion of our study also connects with the statements made by several researchers such as English and Mayo (2012), Liro-Castro & Morales-Calvo (2012), Morón-Marchena (2014) or Fernández Esteban (2016), in which the learning process during old age is considered a satisfactory factor among elderly people.

Another conclusion to highlight is the absence of a significant relationship between age, gender, level of education or previous occupation during the active life stage and the satisfaction of the Elderly regarding the program developed by the elderly center, which contrasts with similar studies in which women have shown greater satisfaction (Bode:De Ridder; & Bensing, 2006). It also draws attention from the intuitive point of view that, instructional profiles as different as university students and people without qualification (Table 2), do not project any difference in their levels of satisfaction with a socio-educational cutting program such as that of the elderly center under study.

Another conclusion, that we believe points to some reflection on how to design socio-educational interventions for elderly people, is that this generalized satisfaction is not related to their perception of the skills developed or taught during the teaching-learning process, which partially coincides with Rachal (2002) and Burholt, Nash, Naylor and Windle (2010),

given that, on the contrary, in elderly people of the Elderly center in Valparaíso, self-reported satisfaction correlates positively in a highly significant way and can be predicted from the expectations towards the program and from the overall quality construction that they have on the socio-educational program. In this way, this work makes evident that the dispositional aspect of the Elderly, such as their interest and their overall perception of the offer of the elderly center is much more defining of their satisfaction than the didactic qualities of the training program offered. This general conclusion can be interpreted in the same direction, although with differential nuances that those recently found by Sancho, Tomás, Oliver, Galiana and Gutiérrez (2020), since factors not substantially related to the content of certain training programs stand out as predictors of satisfaction, like those of the so-called senior universities.

The true satisfying aspect for them is to arrive and share with the other, to enjoy themselves, to be part of and become a family. In general, these results are in concordance with the statements made by Triadó, Riera, Lusar, Resano and Villar (2005) regarding the motivations of elderly people to carry out socio-educational activities, which transcend the merely educational, given that it is the need to share and enjoy being with the other the most important and motivating aspect. In general terms, this result is similar to what was proposed by Pérez-Albéniz, Pascual, Navarro and Lucas Molina (2015), in the sense that attending an educational program goes beyond knowledge, since it covers other areas such as social and psychological. However, there would be a discrepancy with the results of Abellán and Esparza (2009) or Martínez de Miguel López, Escarbajal de Haro and Salmerón Aroca (2016), in that elderly people demand these courses and attend because of their motivation in a specific area.

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