CHAPTER TWO

REVIEW OF RELATED LITERATURE
IMPORTANCE OF RELATED LITERATURE

"The orientation of related literature is helpful in making a straightforward statement of need for investigation and of avoiding two extremes of apologetic attitudes and exaggerated claims."

For any worthwhile study in any field of knowledge, the researcher needs an adequate familiarity with the library and its many resources, only then will an effective research for specialised knowledge be possible. In the field of education or in other fields as well, it is essential to acquire up-to-date information about what has been done in a particular area.

Man is the only animal who does not have to begin as a 'new' in every generation but can always take the advantage of the knowledge, which has accumulated through the centuries. This fact is of particular importance in research, which operates as a continuous function of ever-closer approximation to the truth. Mouley states that, “the investigator can be sure and the considerable work has already been done on problems which are already related to his proposed investigator.”

The review of related literature is an exacting task calling for a deep insight and clear prospective of the over-all fields. It promises a greater understanding of the problems and ensures the avoidance of unnecessary duplication. At the same time it also provides comparative data, the basis of which is to evaluate and interpret the significance of one’s findings. Study of the related literature implies locating, reading and evaluating the reports of the research as well as the reports of casual observation and opinion that are related to the individual’s planned research project. The recorded material in form of the monograph, brochures and books containing description, explanation, and criticism of the subject under investigation is also important. C.V. Good aptly remarks that the orientation provided by the
survey of related literature is helpful in making a straightforward statement of the need for investigation, avoiding two extremes of an apologetic attitude and exaggerated claims.

The importance of related literature cannot be denied in any research work because it implies reading and analysing the research already done. The related literature works as a guidepost not only with regard to the quantum of work done in the field but also enables us to perceive the gap and the lacuna in the concerned field of research. The main purpose of related literature is not compilation but an analytical review of the various sources. It enables the researcher to define the limits of the field. The knowledge of related literature brings the researcher up-to-date on the work which others have done and thus define objectives clearly and concisely. By reviewing the same, the researcher can avoid unfruitful and useless problem areas. He can select those areas where positive findings are likely to result and his endeavours would add to the knowledge in a meaningful way.

Emphasising on the importance of the survey of related literature, Good and others have pointed out: “Survey of related literature keeps us to show whether evidence already available solves problem adequately without further investigation and thus may solve duplication. It may contribute to the general scholarship of the investigator by providing ideas, theories, and explanations valuable in formulating the problem and may also suggest the method of research appropriate.”

The review of related literature gives the researcher an understanding of the research methodology, which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments, which proved to be useful and promising to the previous studies. It also provides an insight into the statistical methods through which validity of results is to be established. If the new research is not based on a thorough review of the
literature, it becomes an isolated study. However, if it is based on the review of previous literature, we can hope for a cohesive and integrated approach. The importance of keeping pace with the latest information is emphasised in the following lines:

The competent physician must keep constantly abreast of the latest discoveries in the field of medicine; the successful lawyer must be able to readily locate information pertinent to the case at hand. Obviously, for the careful students of education, the research becomes familiar with the location and use of the source of education information. (Good, Barr and States 1941)

In the light of the above-mentioned significance of the review of the related literature, the researcher undertook an extensive survey of literature connected with the problem. Some of the important studies collected through review of journals, books and articles from various libraries, subject experts, and agencies working for the elderly population as well as appropriate websites, related with the present problem are being reproduced here, treating foreign and Indian studies under separate headings.

2.1 STUDIES IN ABROAD

Kogan, N. (1961) conducted a study on “Attitudes toward Old People: The Development of a Scale and an Examination of Correlates.” A significant correlation was obtained between scores on Kogan’s Attitudes toward Old People Scale and a measure of social desirability with eighty-nine undergraduates, and it was considered that this relationship called into question various interpretations of scale correlates. With the variance contributed by social desirability partially out, the scale was capable of
predicting preference for associating with the aged in an actual behavioural situation.

Nimkoff, M.F. (1962) conducted a study on "Relationship between Grandparents and their Grandchildren." The objectives of the study were to find out the percentage of grandparents substituting for the parents and assuming both the care and the discipline of the child, and to find out the behavioural attitude of grandchildren towards their grandparents. The major findings were: About 98.13% of aged male and 62.50% of aged females substitute for the parents of their grandchildren, assuming both the care and discipline of the child, and the grandchildren do not remain under the control of their grandparents and do not provide them with the love and respect they so deserve.

McTavish (1971) in his review of attitudes towards older people found that older people are regarded as "generally ill, tired, mentally slower, forgetful, less able to learn new things, grouchy, withdrawn, feeling sorry for themselves, less likely to participate in activities, isolated, unproductive and defensive."

Treybig (1974) in his research demonstrated that children as young as three use ageist language, preschool children hold negative attitudes about old people (Burke, 1981) and ageist attitudes are more difficult to change when children are older (Bennett, 1976).

Thorson James A., Whatley, Lynda, and Karen, Hancock (1974) conducted a study entitled "Attitudes toward the Aged as a Function of Age and Education." Groups of students and practitioners in service delivery to the aged completed Kogan's Attitudes toward Old People scale as part of a continuing study, and results were compared by age and education of subjects. It was determined that within this sample the younger and better-
educated persons had significantly more positive attitudes toward the aged than did those completing this scale who had fewer years of education and were themselves older. Possible reasons stated for these differences in attitude were that the older persons in the sample had given more thought to the negative aspects of aging, and those with less education might have a different image of old age than the better-educated group.

Seefeldt, C., Jantz, R., Galper, A., and Serock, K. (1977) conducted a study on “Children's Attitudes toward the Elderly: Educational Implications.” The CATE (Children's Attitudes toward the Elderly) was administered to one hundred and eighty-children, twenty at each level from age three to age eleven. Results suggested that children at all age levels had limited knowledge of and contact with older people. Few children gave positive responses about growing old themselves; most did not perceive being old as positive. Attitudes of children toward the elderly suggested a mixture of positive feelings of affect and either stereotypic or negative attitudes about the physical aspects of age. It was determined that children’s concepts of age increased in accuracy as they increased in age.

Glass, J. Conrad and Trent, Curtis (1978) in the paper “4-Hers Learn...We Shall All Be Old!” revealed that adolescent 4-Hers who have a more positive sense of meaning and purpose in their own lives hold more positive attitudes towards their elderly. In addition, the social situation encountered by non-white minority groups in American society has an impact on member’s concept of self and purpose in life, which might influence attitudes.

Troll, P. (1979) in his survey on “Socialization of Women to Direct care of Family Members” found that women are socialised to focus more emotional energy on family ties and indeed devote more time and energy to direct care of family members than men do.
Stier, Diane L., and Kline, Donald W. (1980) conducted a study on "Situational Determinants of Attitudes toward the Elderly, an Experimental Analysis." This investigation was undertaken to examine the effects of systematic variation of described situational factors on a multidimensional evaluation of the elderly by young adults. Young male and female subjects received a positive, neutral, or negative description in conjunction with the photo of a young or old male. As hypothesised, the ratings of both young and old "persons" were a function of associated situational description. It was also found that the views of the young varied considerably across the different attitude dimensions considered.

Glass, J. Conrad and Trent, Curtis (1980) conducted a study on "Changing Ninth-Grader's Attitudes toward Older Persons, Possibility, and Persistence through Education." The study examined ninth-grade student's attitudes toward older persons prior to, immediately following, and four to six weeks after participating in a two-week unit on aging. The analysis revealed small but significant positive changes in attitudes in the experimental group and no change in the control group immediately following the unit on aging. The changed attitudes of respondents did persist over a four-to six-month period.

Davis, R. H., and Westbrook, G. J. (1981) conducted a study on "Intergenerational Dialogues: A Tested Educational Program for Children." He developed an educational program for ten and eleven-year-old students. A strong experiential component was provided through structured intergenerational dialogues, facilitated by visiting older volunteers. The program was fielded tested using both a treatment and control population. Survey methodology was used to determine pre-experience and post-experience stages of attitude awareness and understanding of the elderly. Although the study population did not demonstrate the level of negative
attitude, post-experience testing indicated a positive shift. More significant was the demonstrated increase in level of awareness of aging issues and of older persons because of the educational experience. Finally, the treatment population increased significantly the percentage of old people they interacted with outside the classroom. This increased familiarity and awareness of the elderly was expected to continue to produce attitudes based more on fact than on fancy.

Baggett, S. (1981) conducted a study on “Attitudinal Consequences of Older Adult Volunteers in the Public School Setting.” Results of the Children's Attitudes toward the Elderly Test (CATE) with an older adult volunteer project in a public school setting indicated that interaction alone between elders and children might not change attitudes. Inherent age biases in attitude tests and implications for planning a volunteer program in an effort to change attitudes were shown to be important predictors of the outcome of such a program.

Olejnik, Anthony B., and LaRue, Asenath A. (1981) conducted a study on “Changes in Adolescent’s Perceptions of the Aged: The Effects of Intergenerational Contact.” Changes in adolescent’s perceptions of people over sixty years old occurred following two months of daily intergenerational contact in a naturalistic setting (i.e., the school lunch period). Sixth, seventh, and eighth-grader’s perceptions of the aged became less negative and less stereotyped. Boys had more negative stereotyped perceptions of the aged than girls did, and the girls indicated greater willingness to interact with the elderly. Girls changed their perceptions of the aged more than boys, and younger adolescents changed their perceptions more than older adolescents did. Most of the changes in perceptions occurred in response to two types of items: those focusing on physical characteristics and those dealing with aspects of insecurity.
Carstensen, L., Mason, S. E., and Caldwell, E. C. (1981) conducted a study on "Children's Attitudes toward the Elderly: An Intergenerational Technique for Change." This investigation examined changes in children's perceptions of the elderly following an intervention in the frequency of contact that school-aged children had with old people. Elderly persons served as tutors in a reading tutorial program for a period of two months. Pre and post-intervention measures of attitudes and reading skills were taken from the children; measures of morale were obtained among the elderly sample. The elderly, the children, school principals, and teachers also provided evaluations of the program. An analysis of variance revealed a significant interaction effect of group by test, suggesting that even a relatively brief intervention can modify children's perceptions of the aged. Although there were no significant changes in the responses of the elderly subjects as measured by objective questionnaires, the majority of the tutors reported that they were happier and felt more involved in the community while working in the program.

Glass and Trent's (1982) in their Typology of Approaches to change attitudes reported three primary ways of attitude change, which are, through discussion with others about the attitudinal object, direct experiences with attitudinal objects, and the acquisition of more knowledge about the attitudinal object.

Mark, Nishi-Strattner and Jane, E. Myers (1983) examined the relationship between children's attitudes toward older people and older people's perception of children's attitudes toward them using the Attitude Perception Questionnaire. Results were analysed for fifty-two fifth and sixth-grade children and fifty-two older adults, and comparisons were made based on age, sex, and amount of intergenerational contact. Older adult's
perceptions of children's attitudes toward them were more negative than the children's actual attitudes.

Rich, P. E., Myrick, R. D., and Campbell, C. (1983) conducted a study on “Changing Children’s Perceptions of the Elderly.” This study used a pre-post-test control group experimental design to investigate the effects of a guidance unit about older persons upon elementary school children in two schools. Significant results were reported. The experimental unit also proved effective for both boys and girls. The research concluded that the perceptions of children about the aging process and the elderly could be positively changed.

Caspi, A. (1984) conducted a study on “Contact Hypothesis and Inter-Age Attitudes: A Field Study of Cross-Age Contact.” To assess the effects of cross-age contact on attitude, children attending an age-integrated preschool were compared to children attending a traditional preschool. The results revealed that children in daily contact with elderly persons hold very positive attitudes toward them, whereas children without such contact hold vague or indifferent attitudes. Moreover, the contact children could differentiate between adult age groups with greater accuracy than could the no-contact children.

Sanders, Gregory F., Montgomery, James E., Pittman, Joe F., and Balkwell, Carolyn (1984) in the paper entitled “Youth’s Attitudes toward the Elderly” examined the attitudes of thirty-five male and one hundred and twenty-two female college students toward six target groups of elderly individuals: males and females aged 65-74, 75-99 and 100 or older. A twenty-item semantic differential scale was used. Findings supported the conclusion that the elderly are perceived as a heterogeneous group with age being an important discriminator, and with gender being less potent but, nevertheless, important. Older target groups were perceived less favourably
than younger target groups, but actual values of attitude scores indicated that the least favourable means were in a neutral affect range rather than the extreme negative range of possible scores. Finally, the effects of several characteristics of respondents on attitudes toward the elderly were examined. Only modest differences were found, suggesting that perceived differences between target groups were widely shared.

Marks, Ronald, Newman, Sally, and Onawola Roland (1985) conducted a study of latency-aged children (eight to ten year old), and revealed that although youngsters have negative perceptions of the aging process, they have “generally positive attitudes toward elders, and would go to elders with their classroom problems.” This research utilised a fifty-three item questionnaire, which consisted of open-ended and closed-ended questions, and a semantic differential scale. Researchers from Roosevelt University in Chicago expressed concern that the methodology of an attitude study may bias results, and therefore recommended non-directive methods that would yield qualitative data. Their study involved a sample of fourth and fifth grade students who were asked to write essays on what the phrase “an old person” meant to them. These researchers developed an “exhaustive listing of the cognitive categories represented,” however, despite the variety of categories derived from examination of the essays, and the main frequency distribution range was over the same few topics. This implied that subjects had a limited knowledge of the elderly. Data revealed that one-third of the children in this study conceptualised old people in terms of physical problems or appearance. In addition, it was reported that the “Behavioural Descriptions” category was very positive, which is “consistent with the Hickey et al. (1968) study, which found that children were three times more likely to see the elderly behaviours as positive than as negative” (Dobrosky and Bishop, 1986, p. 437).
Doka, K. J. (1986) conducted a study on "Adolescent Attitudes and Beliefs toward Aging in the Elderly." The reported results were of an oral history project that used adolescents to interview elderly informants. The adolescents had considerable misinformation about aging and anxiety about the later stages of the life cycle. They also had negative stereotypes toward the elderly. The adolescents who participated in the project expressed enthusiasm for the project and admiration for the elderly they interviewed. However, participation in the project did not have significant impact upon beliefs and attitudes toward aging or the elderly.

Fillmer, H. Thompson and Meadows, Rita (1986) conducted a study on "The Portrayal of Older Characters in Five Sets of Basal Reader," with children of similar age. The results revealed that fourth, fifth and sixth graders not only stereotyped the elderly, they also reported that they preferred to associate with younger people, rather than older people.

Isaacs, L. W., and Bearison, D. J. (1986) conducted a study on "The Development of Children's Prejudice against the Aged." Children's prejudice against the aged was studied in terms of their responses to an attitude scale and measures of their social interaction with aged compared to non-aged confederates. Participants were one hundred and forty-four middle-class children of four, six, and eight years of age. Findings from the attitude scale indicated significant levels of ageist prejudice among six and eight-year-olds but not in four-year-olds. Eight-year-olds had significantly higher prejudice scores than six-year-olds. There were six measures of participant interaction with aged compared to non-aged confederates: proximal distance, productivity, eye-contact initiation, number of words spoken, number of conversation initiations, and number of verbal appeals. On all of these measures except productivity, participants in each age group showed significant levels of ageist prejudice. Ancillary findings indicated
that, in general, participants were more prejudiced against women than against men. Attitude scores correlated significantly with some of the behavioural measures but not with all of them.

Murphy-Russel et al. (1986) investigated the influence of three different instructional procedures (discussion, direct contact with the attitude object, and educational filmstrip) on undergraduate student’s attitudes toward the elderly. The research findings were twofold. First, pre-test attitude scores were slightly positive as measured by the OF (Attitudes Toward Old People Scale, Kogan, 1961), and therefore, not consistent with previous research that “documented the negative attitudes of the United State’s population toward elderly people” (Murphy-Russel et al., 1986). Second, each of the three instructional methods used was effective in creating positive attitude change, and the most effective approach appeared to be the one, which provided direct contact with the elderly.

Murphy-Russell, S., Die, A. H., and Walker, J. L. (1986) conducted a study on “Changing Attitudes toward the Elderly: The Impact of Three Methods of Attitude Change.” This investigation presented undergraduate students with three different instructional procedures. The goal was to change attitudes toward aging in a positive direction. Three techniques were considered individually, and the three combined together was assessed in order to explore the utility of classroom instruction. Three experimental groups participated in a workshop series consisting of three single workshop sessions, which were presented, in a different order to each group. The total workshop series was successful in changing attitudes toward the elderly.

Kocarnik, R. A., and Ponzetti, J. J. (1986) conducted a study on “The Influence of Intergenerational Contact on Child Care Participant’s Attitudes toward Elderly.” The purpose of this study was to investigate whether intergenerational contact and familiarity with the elderly in a child care
setting influences children's attitudes toward older people. The findings suggested that familiarity is more important than contact in terms of its influence on children's attitudes toward photographs of elderly women.

**Dobrosky, Barbara J., and Bishop, James M. (1986)** conducted a study on “Adult Education and Lifelong Learning.” A sample of fourth and fifth grade students (N=317) from two suburban schools with differing socioeconomic characteristics was asked to write essays on what the phrase “an old person” meant to them. Content analysis of the essays revealed categories and response frequencies generally consistent with prior research. However, emphasis in the present study was placed on the implications of using non-directive methods and on a critique of the variety of biasing and non-comparable methods commonly used in the field. It was argued that more qualitative research making a minimum of prior assumptions was needed to ensure that attitudes toward the elderly are measured in terms of children’s own cognitive constructions rather than those of researchers.

**Seefeldt and Keawkungwal (1986)** analysed the attitudes of children (age's seven to twelve) in Thailand toward the elderly. When Thai children were asked to recount what they knew of elders, their comments focused on physical and behavioural characteristics such as they “have no teeth, walk slow and no longer do hard work.” The authors concluded that Thai children view young people more positively than old people do, and that living area (rural or urban) was not significantly related to attitudes toward the elderly.

**Steitz, Jean A., and Verner, Betty S. (1987)** made a comparative study of adolescent’s knowledge of aging with the amount and quality of contact they have with an older adult and compared adolescent’s knowledge of aging in 1978 with their knowledge in 1985. The results indicated that adolescents were misinformed or uninformed about aging and older adults. Profiles of the responses on individual items from Palmore’s “Facts on Aging” revealed
qualitative differences associated with gender, degree of contact, and changes over time in the nature of the adolescent’s knowledge of aging.

**Corbin, Kagan, and Metalcorbin (1987)** carried out a study that attempted to evaluate a seven-day program, which involved sixth-graders and senior citizens in discussion, dance, and song. They reported the most outstanding and unexpected finding that “the children’s global affective perceptions of the older visitors grew less positive as the program progressed.” Subjects noticed more negative rather than positive physical and psychological characteristics of the elderly participants as exposure increased.

**Sanders, Gregory F., and Pittman, Joe F. (1987)** conducted a study on “Attitudes of Youth toward Known and General Target Elderly.” Half of a sample of two hundred and seventy-five high school and college students rated “generalized” elderly targets, described only by gender and age, and half rated known elderly. Known elderly were rated more positively than generalized elderly were. Within the generalized group, younger targets were rated more favourably than older targets and females more positively than males. This pattern was not replicated in the known target group. The results suggested that given the opportunity, youths use information other than gender and age to evaluate the elderly, but in the absence of additional information, stereotypes of elderly emerge in attitudes of youths toward the elderly.

**Jennifer, Davis-Berman and James, D. Robinson (1989)** conducted a study on “Knowledge on Aging and Preferences to Work with the Elderly: The Impact of a Course on Aging.” Eighty-seven undergraduate students were surveyed using an instrument, which assessed knowledge on aging and students’ desire to work with various age groups following graduation. Twelve students were currently enrolled in an introductory course on aging, while the remaining students served as a comparison group. The inventory
was administered on the first day of class, and once again, at the end of the semester, fifteen weeks later. Generally, the undergraduates demonstrated less accurate knowledge on aging than did graduate students surveyed using the same instrument a decade ago (Geiger, 1978). The undergraduates, however, did increase their knowledge levels because of exposure to the course on aging. Most interestingly, students enrolled in this course reported a significantly lessened preference to work with the elderly at posttest.

Seefeldt, Carol (1989) reported on the impact on attitudes of younger and older participants in intergenerational programs. The elderly surveyed in several programs reported increased feelings of well-being and life-satisfaction because of their involvement with children. The results from children, however, were mixed with both positive and negative attitudinal outcomes attributed to their intergenerational experiences. The author suggested that measuring attitude change might be more conclusive if the research considered the longitudinal growth and development associated with attitude learning and change.

Proller, N. L. (1989) in his paper entitled “The Effects of an Adoptive Grandparent Program on Youth and Elderly Participants,” described a quasi-experimental study conducted as part of an evaluation program of the Dade County Public School’s Adoptive Grandparent Program. The study involved the participation of selected fifth and sixth grade students and residents of a nursing home. It was designed to determine the extent to which involvement in the program influenced pupil’s sense of self-esteem, and their attitudes toward the elderly, as well as the elderly level of depression, self-esteem, and attitudes toward aging.

Seefeldt, Carol and Ahn, Unhai Rhee (1990) conducted a study on “Children’s Attitudes toward the Elderly,” in Korea and the United States where children’s attitudes toward the elderly in the cultures of Seoul, Korea,
those of children of Korean heritage in the United States, and Anglo children in the United States were assessed. Two subtests, the Word Association and Semantic Differential of Children’s Attitudes toward the Elderly (The CATE) were used to assess attitudes toward the elderly. The results suggested that children’s attitude toward the elderly was complex and multidimensional. Children of Korean heritage in the United States rated the old more positively on the total score of the SD. These children, as did the Anglo children, rated the old as healthier and as cleaner than did children in Seoul. Children of Korean heritage and those in Seoul viewed elders more frequently as right, good, and friendly.

Chapman, N. J., and Neal, M. B. (1990) conducted a study on “The Effects of Intergenerational Experiences on Adolescents and Older Adults.” He evaluated an intergenerational program bringing together older people and adolescents to examine assumptions underlying intergenerational programming and determine if either generation changed its attitudes toward the other. Program components allowed older people and adolescents to act as either intergenerational helpers or recipients of help. The amount of intergenerational contact prior to participating in the program was examined. Only one group’s attitude changed following participation in the program: adolescents who helped older people showed more enjoyment in being with older people, decreased social distance, and a more positive perception of older people’s attitudes toward the young.

Laurent (1990) commented on attitudes to old people in Great Britain, that they are regarded as “stupid, decrepit, feeble, or unusually eccentric, wise or sweet natured, and in any event to be patronized.” She then referred to a report from the King’s Fund that claimed that “…such attitudes (as above) pervade the health service and mean that services are based on deep seated stereotypes of what old people are like, rather than what they need or want.”
The article went on to note that often, the elderly are "fobbed off" by health professionals because age alone is responsible for their ills, and that caring for the elderly is low-status work.

**Couper, D. P., Sheehan, N. W., and Thomas, E. L. (1991)** conducted a study on "Attitude toward Old People: The Impact of an Intergenerational Program." The impact of a one-day, five-hour intergeneration workshop in changing elementary and high school student's attitudes toward older persons was assessed. Results indicated that participation in the program significantly improved young people's personalized attitudes toward old people and their acceptance of old people.

**Dellmann-Jenkins, M., Lambert, D., and Fruit, D. (1991)** conducted a study on "Fostering Preschooler's Prosocial Behaviours toward the Elderly: The Effect of an Intergenerational Program." The findings of this study provided valuable information to gerontology professionals interested in fostering caring connections between the young and the old. Contact with elderly in a variety of roles and settings as well as exposure to media presenting non-stereotypic information about older adults and the aging process were found to enhance young children's prosocial behaviours toward the elderly. Pre-test and post-test analyses indicated that three and four year olds who participated in a nine-month intergenerational program were more willing to share, help, and cooperate with elderly persons than those without the experience.

**Joseph, J. (1991)** surveyed the problems and personality of the aged. Findings indicated that home living old have more physical and mental problems and less of interpersonal, religious, and occupational problems than the young do. Institutionalized elderly have more number of physical, mental, economic, interpersonal, religious, and occupational problems than
Aday, R. H., Sims, C. R., and Evans, E. (1991) conducted a study on “Youth’s Attitudes towards the Elderly: The Impact of Intergenerational Partners.” An intimate relationship emerged that was pleasant for young and old alike. The authors examined changes in children’s perceptions of the elderly following participation in a nine-month intergenerational project on aging. The project matched twenty-four fourth-grade students with twenty-four elderly subjects from a large senior citizens centre. The project involved a number of shared activities throughout the school year. For comparative purposes, these students were matched by grade with a control group (N = 25). Using the Children’s Perceptions of Aging and Elderly Inventory, the experimental group was judged to have significantly more positive attitudes toward the elderly than the control group (t = 2.79; p < .01). Results from a one year follow-up produced similar differences between the experimental and control groups (t=2.12; p<.02). Qualitative statements by the experimental group also revealed a very positive attitude toward their own aging as well as toward the utility of the project.

Aday, R. H., McDuffie, W., and Sims, C. R. (1993) conducted a study on “The Impact of an Intergenerational Program on Black Adolescent’s Attitudes toward the Elderly.” This study examined the changes in black adolescent’s perceptions of the elderly following participation in an eight-week intergenerational project. The project matched nineteen teenagers with nineteen elderly subjects from a large senior citizens centre. Using an experimental design, students were matched by age with a control group (N=20). A twenty-item semantic differential scale and the Children's Perceptions of Aging and the Elderly (CPAE) inventory were used to measure attitude change. Post-test results from a matched pair t-test found
significant attitude change in the experimental group: semantic differential, CPAE. Qualitative comments from the youth and elderly participants further indicated positive qualities of the partner’s program.

Chamberlain, V. M., Fetterman, E., and Maher, M. (1994) conducted a study on “Innovation in Elder and Child Care: An Intergenerational Experience.” An observation instrument, interview schedule, and picture test for children were validated and found to be reliable for measuring the attitudes of elders and children toward shared intergenerational activities and experiences as well as the feelings of each age group about the other. It was recommended that specific regulations and accreditation standards be established by the states for combined elder-child care facilities because none exist now, and this concept has the potential to be economically profitable as well as to provide opportunities to enhance the quality of life of both elders and children.

Silverstein, Merril, Parrott, Tonya M., and Bengtson, Vern L. (1995), in the article “Factors That Predispose Middle-Aged Sons and Daughters to Provide Social Support to Older Parents”, examined gender differences in the factors that predispose middle-aged children to provide instrumental social support to their elderly parents. They addressed the research questions using data from six hundred and ninety parent-child dyads participating in three waves of the Longitudinal Study of Generations. Structural equation models with lagged covariates were used to predict change in the volume of social support provided to parents, with tests of equivalence between sons and daughters. The findings indicated that intergenerational affection is the factor that most motivates daughters to provide support, while filial obligation, legitimation of inheritance, and frequency of contact most motivate sons.
Aday, R. H., Sims, C. R., McDuffie, W., and Evans, E. (1996) conducted a study on “Changing Children’s Attitudes toward the Elderly: The Longitudinal Effects of an Intergenerational Partners Program.” The results revealed that experimental group had significantly more positive attitudes toward the elderly than control group. Youth had positive perceptions of the elderly immediately following participation in the structured IG program, and these views were maintained over a five-year period.

Kahana, Eva, Kinney, Jennifer M., Ercher, Kyle, Kahana, Boaz, Tinsley, Vanessa V., King, Catherine, Stuckey, Jon C., and Ishler, Karen J. (1996). This research compared attitudes of one hundred and forty-three nursing home employees toward three hypothetical target groups of older adults: well elderly persons, physically ill elderly persons, and elderly persons with Alzheimer’s disease. Staff provided successively less positive evaluations of physically ill elderly persons and elderly persons with Alzheimer’s disease compared to well elderly persons. Age, education, and contact with grandparents differentially predicted positive evaluations toward well and physically ill older adults. Self-efficacy was a significant predictor of positive evaluations across all target groups. Findings suggested that interventions designed to increase staff member’s feelings of self-efficacy may lead to more positive evaluations of elderly clients and, ultimately, improve quality of care.

Silverstein, Merril and Parrott, Tonya M. (1997) conducted a study entitled “Does Early Involvement with Grandparents Moderate Generational Tensions?” This study examined age differences in attitudes toward public support for the elderly, and whether contacts with grandparents during childhood moderate these differences. Data collected in 1990 from a nationally representative sample were used to address these issues. Two dimensions, one signifying support for entitlement of the elderly to benefits
and a second dimension signifying support for the contributory schemes that fund old-age benefits characterized attitudes toward the fairness of public policy. Multiple regression analyses revealed that young adults (eighteen to twenty-four) are the age group least supportive of elderly entitlement benefits and most concerned that the elderly are not paying their fair share of the cost of their benefits. However, greater childhood contact with grandparents reduced the generally greater opposition of young adults to current contributory policy, thereby moderating age-group tensions around this issue.

Newman, S., Faux, R., and Larimer, B. (1997) conducted a study on “Children’s Views on Aging: Their Attitudes and Values.” Children’s perceptions and attitudes about aging and older adults was investigated using a version of Children’s Views on Aging (CVoA), a four-part validated instrument designed to assess school-age children's views on older adults and aging. The instrument was adapted to enable children to make value judgments about their responses to questions on the CVoA. The study reported that children’s perceptions and attitudes about aging are not as negative as adults conclude. Children are positively affected by interactions with older adults; they describe physical signs of aging without judgment, and respond negatively to some of the unpleasant conditions associated with aging.

Newman et al. (1997) argued “as more and more people live longer and healthier lives, and the number of older adults increases, it is incumbent upon society to reflect upon the nature and genesis of the attitudes and perceptions of its younger people toward older adults”, as perceptions in the present may shape future perceptions and expectations of older people, and ultimately, of themselves.
Scott, T., Minichiello, V., and Browning, C. (1998) conducted a study entitled “Secondary School Student’s Knowledge of and Attitudes towards Older People: Does an Education Intervention Program Make a Difference?” This study evaluated the impact of an educational intervention program on the attitudes and knowledge of students aged seventeen to eighteen years from six secondary schools in Melbourne, Australia. Using Palmore’s Facts on Aging Quiz to assess knowledge about and attitudes towards ageing in a quasi-experimental pre-test and post-test design, the results revealed that, in general, students hold low knowledge about older people and negative attitudes about ageing. However, the pre-test mean knowledge scores differed significantly between male and female students and across the various schools, and students who had greater contact with grandparents possessed slightly more knowledge. The post-test results revealed that the intervention education program was not successful in raising the student’s level of knowledge. The results also revealed that, in general, the students hold negative attitudes towards older people and that there is little change in their attitudes following the intervention program.

Eetta, Prince Gibson and Schwartz, Shalom H. (1998) conducted a study on “Value Priorities and Gender.” They used theories of gender and research on values to generate hypotheses about the impact on value priorities of gender differences and of interactions of gender with possible socio-demographic moderators of gender experience: age, education, and ethnicity. An Israeli national sample revealed no main effects of gender on the importance attributed to any of the ten different types of values, nor any interactions with age, education, or ethnicity. Structural analyses of value systems revealed that the values had quite similar meanings for men and for women.
Ward, C., Duquin, M. E., and Streetman, H. (1998) conducted a study entitled “Effects of Intergenerational Massage on Future Caregivers: Attitudes toward Aging, The Elderly, And Caring for the Elderly.” The results revealed that the attitude of university students in massage therapy course changed after working with older adult clients. Interviews and journals showed a very positive shift in attitudes toward aging among students involved in intergenerational massage experiences.

Vernon, A. E. (1999) conducted a study entitled “Designing for Change: Attitudes toward the Elderly and Intergenerational Programming.” Common assumptions were examined about the prevalence of negative attitudes toward the elderly. Results of research suggested that negative attitudes about old age might vary according to situational, contextual, and social factors. In general, there was only a weak link between what people generally think about aging, and how they may behave toward elderly individuals. For maximum effectiveness, program planners should focus on changing demonstrably negative perceptions of old age within a specific context.

Haught, P. A., Walls, R. T., Laney, J. D., Leavell, A., and Stuzen, S. (1999) conducted a study entitled “Child and Adolescent Knowledge and Attitudes about Older Adults across Time and States.” The original Palmore’s Facts on Aging Quiz was modified and presented to nine hundred and fifty-four elementary, middle, and high school students (grades 3, 6, 9, 12) in West Virginia and Texas. Three separate experiments were summarized involving the Child Adolescent Facts on Aging Quiz (CAFAQ). Similar student responses on number of correct items and bias were noted in 1983 and 1998. Adolescents showed positive bias, but elementary school children showed negative bias toward older adults. Female adolescents tended to show more positive bias than male adolescents did. With regard to
ethnicity, White adolescents answered more correct items than Hispanic adolescent students did. Hispanic adolescents tended to show more negative bias than White did or Black adolescent students did. No relationship between weekly contact with an older adult and accuracy or bias was observed.

**Barton, H. (1999)** conducted a study entitled “Effects of an Intergenerational Program on the Attitudes of Emotionally Disturbed Youth toward the Elderly.” The program involved thirty-six older individuals from three sites in the community and nine adolescent boys from a residential treatment centre for troubled youth. The program included a classroom curriculum and corresponding visits with older people at the community sites. The student’s attitudes about older people were measured at the onset and at the conclusion of the intergenerational program. The results indicated that the youth’s attitudes toward older people were less positive after the intergenerational experience. However, their evaluations of the program were extremely favourable. The results suggested that overall the youth involved in the program had very positive attitudes about the experience and the older people they interacted with during the intergenerational experience.

**Pinquart et al. (2000)** explained the development of inter-group discrimination because of the visible characteristic and differences the out-group has. Humans tend to categorise objects or individuals into groups, for example old and young; females and males. According to Pinquart et al., “attitudes about these groups are simplified by underestimating the variability within these groups and overestimating the difference between groups.” Pinquart further explains, “Because individuals wish to view themselves positively, they hold positive attitudes about their own group and automatically devalue others.”
Bales, S. S., Eklund, S. J., and Siffin, C. F. (2000) conducted a study entitled “Children’s Perceptions of Elders Before and After a School-Based Intergenerational Program.” The Learning and Growing Together intergenerational (IG) program was developed to bring often-separated groups of young and old together and foster relationships and understanding between the generations. Classes included a second-grade World War II class, a fourth-grade intergenerational chorus, and a fifth-grade careers class. To evaluate the impact of the program, students in the three classes were asked to provide descriptors of “old people” before and after contact with elders in the IG program. Results indicated that in the second and fourth grades, significant increase was found in the number of positive words used to describe old people, as well as a decrease in the number of negative words used. Significant differences were not found in the number of words used to describe old people in the fifth grade, which had considerably less contact with elders compared to the other two classes. In a second study, fourth-grade student journals were analyzed for recurring themes. Analysis revealed four themes consistent with program goals of narrowing the generation gap and fostering positive relationships between young and old. Overall, the findings of the two studies pointed to the benefits of intergenerational programs for youth and elders.

Pinquart, M., Wenzel, S., and Sorensen, S. (2000) conducted a study entitled “Changes in Attitudes among Children and Elderly Adults in Intergenerational Group Work.” Changes in intergenerational attitudes in thirty-two, eight to eleven year old children, and twenty elderly adults were investigated using activity groups. In the experimental group, joint activities (e.g., writing stories, making glove puppets, performing puppet shows) were organized. In the control group, although there was visual contact among them, the children and elderly participants worked alone. The elderly adult’s ratings of the participating children became more positive only in the
experimental group. However, children's ratings of the elderly participants improved regardless of the experimental condition. Seven weeks after the end of the intervention, only the children's changes in attitudes toward the elderly participants remained significant. Improvements in intergenerational attitudes during group activities were associated with increased frequency of intergenerational contact outside the group.

Beland, R. M., and Mills, T. L. (2001) conducted a study entitled "Positive Portrayal of Grandparents in Current Children's Literature." The purpose of this study was to investigate the portrayal of grandparents in children's literature. Sixty-four children's books published since 1985 were randomly selected and content analyzed. In general, there was an overwhelming positive portrayal of grandparents in these books. Positive grandparent characteristics such as independence and happiness were depicted in a majority of the books, the authors examined. Other characteristics such as wisdom and understanding were portrayed in slightly less than a majority of the stories. Although some of the stories depicted grandparents with various disabilities, physical impairment did not detract from the positive depiction of the grandparent.

Schwartz, L. K., and Simmons, J. P. (2001) conducted a study entitled "Contact Quality and Attitudes toward the Elderly." The research investigated the validity of the contact hypothesis within the context of inter-age interactions. Specifically, the study examined the relationship between young adult's contact with older adults and their attitudes toward the elderly in general. College-aged participants were given a single questionnaire that assessed the following: The frequency and quality of their contact with elderly men and women, and their implicit attitudes toward the elderly. The results confirmed that self-reported favourable quality, but not frequency, of
contact was significantly related to more positive attitudes toward the elderly.


Hsu, Hui-Chuan, Chin-Yin Lew-Ting, and Wu, Shwu-Chong (2001) conducted a study entitled “Age, Period, and Cohort Effects on the Attitude toward Supporting Parents in Taiwan.” Using the perspectives of age, period, and cohort (APC) effects, this study explored the changes in attitudes toward supporting parents in Taiwan. Population-representative cross-sectional data taken at 1984, 1990, and 1995 from the Social Change Survey in Taiwan were synthesized. Cohort tables and multi-nominal logistic regression were used to analyze the APC effects. Period and age effects were found in the change in attitudes toward supporting parents. There was a reduction in the differences among cohorts across periods. There was no demonstration of cohort effect in this study. The results indicated that for married children, living with parents was no longer popular in Taiwan society.

American Indian Policy Centre (2002) developed the “Namadji Youth and Elders Project” to examine disconnect between traditional Indian elders and youth, especially those living in contemporary urban society. The findings were as follows: Older Indian people strive to retain traditional values and beliefs; to cope with work, health, and financial problems; and in some cases, to simply adjust to their own dislocation from family. Young people
struggle to become successful, well-adjusted adults; to deal with a fast-paced school and work-oriented culture; and in some cases, to keep their families viable. Both, young and old people, find themselves “caught” so to speak, in mainstream social forces that ascribe very different roles for youth than for elders, both age groups assign great importance to American Indian values, lifestyle and language, yet the two groups rarely merge with mutual intent for retaining their culture.

Hatchett, B. F., Holmes, K., and Ryan, E. (2002) conducted a study entitled “Attitudes of a Predominantly Hispanic College Sample towards Older Adults.” This study of Hispanic students enrolled in Social Work courses sought to determine the relationship between attitudes of students towards older adults based on age and gender; explore the relationship between attitudes about older adults, and the decision to accept a field placement in a geriatric setting, and to explore the relationship between attitudes about older adults and the decision to work with the elderly after graduation. Findings indicated an inverse relationship between advancing age of older adults and favourable attitudes. Planning to accept a field placement in a geriatric setting was also found to be positively associated with planning to work primarily with the elderly after graduation.

Salari, S.M. (2002) conducted a study entitled “Intergenerational Partnerships in Adult Day Centres: Importance of Age-Appropriate Environments and Behaviours.” This research identified the potential for Infantilisation of clients in centres that offer an occasional program of combined adult and child day care. The study used a comparative ethnographic approach, which analyzed observation and interview data collected from two adult day centres that offered intergenerational activities. Special attention was paid to the environment, behaviours, and client’s interaction patterns. Results indicated that the adult day centre
cultures varied widely in age appropriateness, opportunities for autonomy, privacy regulation, choice, and adult interaction, especially as children were introduced into the setting. Infantilisation occurred in the intergenerational program when the adults and children were treated as status equals, and the activities and environments were only child oriented. Older persons perceived a need for an “escape option” if contact with children was over stimulating or age inappropriate. Positive intergenerational experiences involved adults in a mentoring role, voluntary participation, and client-initiated contact with children. This study explored the influence of intergenerational programming in adult day centres, and bridged the gap between theory and practice with implications for other aging services.

Olson, C. J. (2002) conducted a study entitled “A Curriculum Module Enhances Student’s Gerontological Practice-Related Knowledge and Attitudes.” This empirical study explored the potential for a limited curriculum module to enhance MSW and BSW student’s Gerontological practice-related knowledge, attitudes, and interest. Findings suggested that a brief, concentrated educational intervention is a promising avenue for increasing knowledge about assessment and intervention with older adults, and for enhancing positive attitudes toward them, especially among undergraduate students.

Schwalbach, E., and Kiernan, S. (2002) conducted a study entitled “Effects of an Intergenerational Friendly Visit Program on the Attitudes of Fourth Graders toward Elders”, and described the effects of an intergenerational friendly visit program on the attitudes toward the elders of fourth grade class. Students visited with their elder “special friends” a nursing home every week for five months. In-class lessons regarding student’s knowledge and attitudes toward elders prepared students for the visits. The results of this qualitative study indicated that students gained a
raised level of awareness regarding elders and the aging process. Their attitudes revealed a realistic view of both the positive and negative aspects of aging. Their attitudes toward their "special friends" were consistently positive and their empathy increased during the course of the study.

Wishard, Debra Lee (2003) conducted a study entitled "An Analysis of Children's Attitudes toward Older Adults." This study examined children's attitudes toward older adults and three predictors of attitudes—knowledge of older adults, views of aging, and empathy. Gender and ethnic differences on all variables were examined. Saliency of predictor variables as related to attitudes toward older adults was also examined. In addition, potential influences of children's attitudes toward older adults (children's perceptions of parental and peer attitudes toward older adults and children's perceptions of television portrayal of older adults) were examined. The study sample consisted of one hundred and eighty-five Non-Hispanic White and Hispanic children aged ten to eleven years, attending public and private schools. Children were found to have fairly positive attitudes toward older adults, views of aging midway between positive and negative, moderate knowledge about older people, and moderate empathy. All predictor variables correlated positively and significantly with attitudes. Children who had participated previously in a project with older people had more positive attitudes toward older people than those who had not participated. Gender differences did not exist on measures of any variables. Non-Hispanic children scored higher on the measure of knowledge than did Hispanic children. Hispanic children who reported prior participation in a project with older adults scored higher on the measure of attitudes toward older adults than Non-Hispanic White children did. Children's knowledge about older adults was the most salient predictor of attitudes toward older adults. Only children's perceptions of peer's attitudes toward older people correlated significantly with children's attitudes toward older people. In the qualitative analysis of the views of
aging measure, children were found to perceive the aging process as having both negative and positive conditions associated with it, yet they evaluated the process as either good or neutral. The same was true when asked about own aging. Females and males did not differ markedly with regard to evaluations of the aging process. Hispanic children evaluated their own aging more negatively than Non-Hispanic White children age.

Kyu-Taik, Sung and Han, Sung Kim (2003) conducted a study entitled “Elder Respect among Young Adults: Exploration of Behavioural Forms in Korea.” This study explored specific ways in which young adults treat the elderly with respect. Based on data from a questionnaire survey of college students in South Korea, the study identified a comprehensive set of behavioural forms of elder respect that ranged from care respect to public respect. A typology of 14 forms of elder respect emerged.

Wishard (2003) and Langer (1999) revealed that if a child is given the opportunity to interact with “high functioning, active, happy older people”, it will generate more positive attitudes towards the elderly. They also stated, “The culture of any society determines the way in which its groups live and behave toward one another.”

According to The National Retired Teachers Association and the National Academy for Teaching and Learning About Ageing (NRTA & NATLA), (2003), the benefits of ageing education are varied and of benefit to young people and society as a whole. Ageing education can promote balanced attitudes about ageing and healthy lifestyle decisions. It can also help prepare and guide young people toward wise career choices, successful business leadership, and positive interactions in the workplace. Finally, ageing education can prepare young people to deal with ageing issues within their own families (Laney et al., 1999).
Cummings, Sherry M, Williams, Mona M., and Ellis, Rodney A. (2004) investigated the “Impact of an Intergenerational Program on 4th grader’s Attitudes toward Elders and School Behaviours.” Eighty-one 4th grade children enrolled in an inner-city school participated in the study. Forty-one children, with matched senior partners, engaged in activities based on the 4th grade core curriculum within an outdoor classroom environment while the remaining forty children participated in usual core curriculum activities. At the conclusion of the program, those children who participated in the program had significantly more positive attitudes towards the elderly and significantly better school behavioural grades than did non-participating students.

Mason, S. E., and Sanders, G. R. (2004) conducted a study entitled “Social Work Student Attitudes on Working with Older Clients.” Twenty-two Masters level social work students who had worked with older clients in fieldwork were asked about their experiences. This was a qualitative research study using open-ended questions and face-to-face interviews. The group was divided almost in half, based on having made the choice to work with this population (12=yes; 10=no). All but one student reported increased feelings of compassion and a newly gained appreciation for diversity among their clients. Students who had chosen their placements were largely motivated from their life experiences prior to social work school; only one cited a course in gerontology. Among the students who had not selected to work with older clients, most reported being satisfied with their learning experiences.

Wishard (2004), Bandura, and Huston (1967) explained that the child’s social environment has an effect on his/her social cognition. Thus, “if the environment is hostile toward older people, the child may develop negative
social cognitions of older people which may then result in negative attitudes."

Meshel, D., and McGlynn, R. P. (2004) conducted a study entitled "Intergenerational Contact, Attitudes, And Stereotypes of Adolescents, and Older People." The research reported in this paper operationalised the constructs of attitudes and stereotypes by employing ideographic measures based on the attitude model of Fishbein and Ajzen (1975) and adopted the principles of contact hypothesis in organizing a cross-age program. Sixty-three middle school adolescents (eleven to thirteen years of age) were randomly assigned to cross-age contact, didactic instruction, or control conditions for a six-week program. Overall, adolescents and older persons held generally positive attitudes and stereotypes of each other. Relative to the control group, the contact group adolescent’s attitudes toward older people became more positive. There was no change in the didactic group. Following contact, the older people showed more positives attitudes toward younger people and scored higher on a measure of life satisfaction.

Morielo, G. R., Smey, J. W., Pescatello, L. S., and Murphy, M. A. (2005) conducted a study entitled "Influence of an Educational Intervention on Pre-Allied Health Student’s Attitudes toward Older Adults." The purpose of this study was to determine the influence of an educational intervention on the knowledge and attitudes of pre-allied health students toward older adults. The subjects were forty-one pre-allied health students who were assigned to an intervention (n=19) or comparison group (n=22). The intervention group participated in a six-hour multi-modal workshop consisting of didactic lectures, group activities, and simulation activities. Palmore’s FACTS on Aging Quiz and Kogan’s Old People Scale was used to measure knowledge and attitude towards older adults one week and ten weeks following the workshop. The intervention significantly improved the knowledge in the
short term (p=0.031). No significant difference was noted between the two groups on the attitudinal surveys.

Matthijs, Kalmijn (2005) conducted a study on “Educational Inequality and Family Relationships: Influences on Contact and Proximity.” He examined how educational differences across and within family relationships affect the content of the relationship, thereby focusing on proximity and contact between parents and adult children and between siblings. Hypotheses were developed about why education should matter, using theoretical arguments about preferences and constraints. The hypotheses were tested using a large new survey on family relationships in the Netherlands Kinship Panel Study. Family relationships were pooled into one dataset, which was analyzed using multilevel regression. The results revealed sharp but non-linear educational effects on proximity and distance, although most of the educational effect on contact was indirect, via distance.

Okoye, Uzoma Odera and Obikeze, Dan S. (2005) conducted a study on “Stereotypes and Perceptions of the Elderly by the Youth in Nigeria: Implications for Social Policy.” This study investigated stereotypes and perceptions of the elderly by youths, their effects on intergenerational relations, and the implications for traditional social support systems and social policy in Nigeria. Data was collected through a questionnaire administered to eight youths aged fifteen to thirty and selected through a stratified random sampling process from both rural and urban areas of Anambra State of Nigeria. Four focus group discussion sessions were conducted. Results revealed that Nigerian youths do not see the elderly as making too many demands on their children. The respondents, however, possess a number of aging stereotypes. They believe that the elderly behave like children and are sickly conservative, suspicious, and secretive. Having
stereotypes is related to the level of education but not to the gender, age, or place of residence.

Leeson, G. W. (2005) in the paper entitled “Changing patterns of Contact with and Attitudes to the Family in Denmark,” considered the patterns of contact older people in Denmark have with children and siblings, and Danish attitudes to the family as a supportive institution. The paper presented results of the Danish Longitudinal (Panel) Future Study. Three different cohorts aged 40-44, 50-54 and 60-64 years were interviewed at Phase I in 1987. These were re-interviewed in Phase II in 1997 aged 50-54, 60-64, and 70-74 years, respectively, along with a new cohort of 40-44 year olds. Results revealed that all cohorts moved towards more contact with children and siblings, and a more positive view on the family as a supportive institution, indicating that there seem to have been a general move in the population as a whole and not just in specific cohorts or age groups, in other words, a period effect.

Lichtenstein, M. J., Pruski, L. A., Marshall, C. E., Blalock, C. L., Liu, Y., and Plaetke, R. (2005) conducted a study entitled “Do Middle School Students Really Have Fixed Images of Elders?” The purpose of this study was to determine whether combinations of characteristics, abstracted from drawings of elders made by middle school students, grouped together to form cohesive perceptions, or stereotypes, of human aging. Forty-nine characteristics were abstracted from drawings of elders made by one thousand, nine hundred and forty-four students at two middle schools in San Antonio, Texas, at the beginning of the 1998-1999 school years. Correlation and factor analyses were used to determine if there was an underlying structure or grouping to the characteristics. Logistic regression was used to determine the variables associated with the investigators' classification of the images as positive, neutral, or negative. Results revealed that the
standardized alpha coefficient for the forty-nine variables was low (alpha=0.37). The Spearman rho correlations between the variables were also low, with 90.2% of one thousand, one hundred and seventy-six comparisons being less than 0.10. Exploratory factor analyses did not provide a useful grouping of characteristics drawn by the students, including analyses stratified by gender and restricted to the most common thirty-four characteristics. Among the forty-nine characteristics that emerged from the drawings, eleven, four and eleven traits were directly associated with classifying the drawings as positive, neutral, or negative, respectively. These analyses indicated that middle school students had not formed strong images regarding aging: No clear cohesive stereotypes of elders emerged from the images drawn by these children. Absence of stereotypic views implied that middle school students might not have a built-in bias toward older people and age-associated changes. This suggest that young adolescents are at a point where instruction including Gerontological content can be used to effectively teach about aging and health promotion.

Okoye, U. O. (2005) conducted a study entitled “Young Children’s Perception of the Elderly: A Comparison of Data from United States and South-eastern Nigeria.” Young children’s perceptions of the elderly were examined using Child-Adolescent Facts on Aging Quiz in order to assess what relationships exist between perception and contact with the elderly, gender, and age. Comparisons were also made between the findings in this study and a previous one in the United States of America. One hundred and twenty respondents comprising fifty males and seventy females from two primary schools answered the questionnaire. The mean age of the respondents was 10.6 years and about 63% had at least a living grandparent. The results revealed that the mean percentage error was 47%. Item sixth—“most older workers do not work as well as younger workers” had the highest error rate of 83% while item fourth—“old people are not as strong as
younger people" had the lowest error rate of 16%. All the three variables were found not to have any influence on the respondent's perception of the elderly. Some similarities and differences in perception of the elderly were found in the Nigerian and American samples.

Pain (2005) stated that "class, race, faith, gender, sexual orientation, disability, and age produce distinct identities and inequalities in UK society" and that our identities "have multiple aspects which interact and change over time and vary from place to place. These identities are not fixed but dynamic, affected by the relations between different age groups or generations" and so "interaction, isolation, divergence, conflict, cooperation and so on all have material effects on the experiences and quality of life of old and young people in particular settings."

Harwood, Jake, Hewstone, Miles, Paolini, Stefania, and Voci, Alberto. (2005) conducted a study entitled "Grandparent-Grandchild Contact and Attitudes toward Older Adults: Moderator and Mediator Effects." Two studies tested the inter-group contact hypothesis in the context of the grandparent-grandchild relationship. The hypothesis suggested that contact with an out-group member has more influence on attitudes toward the out-group when group memberships are salient. In study one, the predicted link was found but only for grandparents with whom the grandchild had contact that was more frequent. The second study examined only the most frequent grandparent relationship and replicated the effect. This study also investigated the role of various mediators of the link between quality of contact and attitudes, as well as quality of contact and perceived out-group variability. Perspective taking, anxiety, and accommodation mediated the effects of contact on attitudes, whereas individuation and self-disclosure mediated the effects of contact on perceived out-group variability. Moderated mediation analysis indicated that the moderating effect of group
salience occurs between quality of contact and the mediator, not between the mediator and attitudes.

Research on Older People in NI (2005) on adult perceptions of older people suggested, “many of the assumptions and stereotypes which surround the debate on ageing are questionable and need to be challenged.”

Robinson, Tom and Umphrey, Don (2006) conducted a study entitled “First-Person and Third-Person Perceptions of Images of Older People in Advertising: An Inter-Generational Evaluation.” This study examined the relationship between first-person and third-person perceptions and positive and negative images by determining how older people and younger people perceive each other. More specifically, when older and younger individuals look at positive and negative images of older people in advertisements, what is their perception of the effects those images will have on the other generation? The findings revealed that both first-person and third-person effects exist and that their perceptions depend on whether the images in the advertisements are positive or negative. The results also indicated that young people rely on the stereotypes they hold of older people when making their perceptions.

Public Consultation on Ageing (2006) found that people often relate ageing with medical research and equate it with a deterioration in health. Such findings do not sit easily with the finding that young and old have increased contact through childcare and it is unclear whether research has addressed the connectedness of children and older adults where perceptions might range from deference to disrespect. When people were asked where they would seek information about ageing, sources mentioned included internet, doctor or waiting room (Public Consultation, 2006). This provide ideas about how people choose to gather information from both “authoritative” (doctor) and “informal” (internet/waiting room) sources. It
may be prudent to begin to build strategies, which help younger people understand and anticipate ageing. Perhaps this could be extrapolated to children’s preferences and sources such as educational, school-based curricula and popular websites could be used to explore and inform perceptions about older people. Issues might include what they think the role of older people is and if they expect to emulate that role in their own future.

Kwok, Hong-kin (2006) conducted a study of the sandwich generation in Hong Kong entitled “The Son Also Acts as Major Caregiver to Elderly Parents.” He investigated the care support pattern of the middle-aged sandwich generation towards their elderly parents. Unlike most western reports, Hong Kong adult sons revealed an active participation in the actual behaviour of care of their elderly parents, especially in financial and emotional support, not much less than their female sibling counterparts. He further compared the perception of care responsibility from the receiver’s vs. the giver’s perspective. The results showed consistent findings between values towards elderly care and actual care behaviours received from the parent’s side, in which the sons were expected and were acting as the major caregiver, much more so than the daughters. However, inconsistent results were found regarding the major responsibility towards various family members between the two generations. Adult children tend to take their own children (or the third generation) as the top priority of their family responsibilities, while elderly parents come in second and their own spouse comes third. The pattern of elderly support in Hong Kong was argued to be a product of patriarchal norms within a changing gendered societal context.

Sheng, Xuewen and Settles, Barbara H. (2006) conducted a study on “Intergenerational Relationships and Elderly Care in China.” Based on a review of recent research literature, major value-practice conflicts toward elderly care in China were explored, some commonalities and
differentiations of real practices with traditional values were presented, the emerging new values in intergenerational relationships were discussed, and the theoretical underpinnings of interdependency were examined. Some sociologists had predicted a continuing decrease in family interdependence and care giving. In the current globalization of economic development and concurrent trends in demography, family formation, and life course, families interact and support each other over extremely long periods. Intergenerational relationships reflect both values and practice. There have been remarkable differences between values of people in different societies and yet some similarities of practice.

Xie, Xiaolin, Xia, Yan and Liu, Xiaofan (2007) conducted a study entitled “Family Income and Attitudes toward Older People in China: Comparison of Two Age Cohorts.” Three hundred and five traditional college students and one hundred and forty-nine baby boomers (forty to fifty-five years old) in China participated in the study. Results from ANOVA revealed that overall, baby boomers held more positive attitudes toward older people than college students did. There was a significant interaction effect between cohorts and family income; that is, the lower family income group in both samples did not differ significantly from each other, it was in the higher family income group that difference was revealed. Baby Boomers in the higher family income group held more positive attitudes toward older people than students in the same family income group. Gender was not a significant factor in either sample. Family income was a significant predictor of attitude in the Baby Boomer sample, but not in the college student sample.

Keeffe, Madeleine O’ et al. (2007) Research findings on “UK Study of Neglect and Abuse of Older People”, revealed that an overall 2.6 percent of older people living in the community were found to have experienced mistreatment from a relative, friend or professional career. When figures
were broadened to include neighbours and acquaintances, the overall prevalence increased from 2.6% to 4.0%.

Hannon, Patricia Osborne and Gueldner, Sarah Hall (2008) conducted a study entitled “The Impact of Short-Term Quality Intergenerational Contact on Children's Attitudes toward Older Adults.” This research study was designed to investigate the influence of short-term quality intergenerational contact on the attitudes of children toward older adults. Glass and Trent's (1982) Typology of Approaches to change attitudes and Amir's (1969) Contact Hypothesis guided the development of this study. The study revealed that children who participated in the treatment had a more positive attitude toward older adults. Both inclusion in the intergenerational activities and time spent with related older adults were significant in explaining the changes in the children's attitudes toward older adults.

Davidson, Denise, Luo, Zupei, and Fulton, Bradley R. (2008) conducted a study on “Stereotyped Views of Older Adults in Children from the People’s Republic of China and from the United States.” Children from the People’s Republic of China and from the United States were asked to judge younger and older adults. Children’s impression and memory for these adults was examined, along with their ability to use information presented about the adults to judge them. How stable, children thought, traits were about an adult as that adult ages, and how well children recalled information that was consistent or inconsistent with age stereotypes, was also examined. Additionally, the relationship between children's experiences with older adults, and their views of older adults, was assessed. Although ten-year-old American children were more negative about older adults than other children were, six and ten-year-old children in both the People's Republic of China and the United States expressed negative views of older adults. However, these negative views, or age stereotypes, were more readily found when the
task required a comparison between younger and older adults, even when that comparison was for the same person as a younger and older person. Although children were more positive in their views of the adults following the presentation of positive information, children did not necessarily see these characteristics as being stable, especially if they ran counter to stereotype. This was particularly true for the six-year-old children.

Lin, Chih-Tu (2008) conducted “A Study of Medical and Non-Medical College Student’s Knowledge and Attitudes toward Older People in a University in Southern Taiwan”, with the objective to investigate the degree of college student’s (both medical students and non-medical ones) knowledge about and attitudes toward elderly people, their willingness to work with elder people, and the factors which affect these knowledge and attitudes. The research concluded that the college students had a moderate level of knowledge on the elderly people, with a mean score of 53.30, which was lower than the result of similar researches with medical students in the US in recent years. As to the general attitudes towards elderly people, the subjects in question had a slightly positive attitude (mean score of each question=3.33), which was better then the results of recent researches in the US and in Spain, that demonstrated negative attitudes among college students (both medical and non-medical) towards elderly people. But when it comes to geriatrics attitudes, though the tested medical students had a slightly positive attitude (mean score for each question= 3.39), the score was lower than the results of similar research in UK, US and Singapore, which ranged from a mean score of 3.58 to 3.9. College students in this research also proved to have negative images or erroneous stereotype about elderly people: while the male students stressed on the mental and physical deterioration of elderly people such like “lack of interest of capability in sexual activities, too slow for modern society, less organized and more confused, despairing”, the female students focused more on the character
stereotyping: “angry, crabby, unfair, pessimistic.” There was a positive correlation among college student’s knowledge about elderly people and their general and geriatric attitudes toward elderly people, with a Pearson correlation coefficient of 0.270 and 0.269 respectively, while there was also a positive correlation between their general attitudes and geriatrics attitudes, with a Pearson correlation coefficient of 0.315. Having or not background of medical education had no relation with college student’s knowledge about and attitudes towards elderly people: there was no statistical relevance between medical and non-medical students’ knowledge and attitude (p<0.05). Meanwhile, there was no statistical difference between the knowledge level of senior medical students and junior ones (p=0.448); but in both general and geriatrics attitudes, senior medical students had a statistically more negative attitude than junior ones (p<0.05). The most important factors affecting college student’s willingness of choosing jobs related to working with elderly people were their grades in their attitudes scales and the age group for the medical students. Higher mean scores in the attitudes scales and medical students of twenty to twenty-four years old were associated with higher possibility of choosing a job related to working with elder people. The factors which affected college student’s knowledge level about elderly people were the “Family structure,” “Interaction with grandparents” and “Overall perception about interaction with elderly people” (p<0.05, adjusted R squared=0.050). The students who lived with their grandparent had the lowest scores in the knowledge scale, while students of other family structures scored significantly higher. “Frequent interaction with” and “Daily visit or phone calls to grandparents”, and feeling “Nothing special”, “Not bad” or “Good” about interaction with elderly people were associated with higher scores in the knowledge scale. The factors affecting college students’ general attitude towards elderly people were: “Gender”, “Family structure”, “Interaction with grandparents”
and "Overall perception about interaction with elderly people" (p<0.05, adjusted R squared= 0.166). Female students had lower scores than male ones (p=0.008). The students who lived with their grandparent had the lowest scores in the general attitude scale. Those who had more frequent interaction with their grandparents, had a higher general attitude score (p=0.033~0.010). Those who perceived their interaction with elderly people as positive or neutral, had higher scores in general attitude scale than those who rank their interaction as "Not comfortable", with statistical relevance (p<0.05). The factors affecting geriatrics attitudes towards elderly people were "Groups", "Gender", "Having or not experience taking care of elderly people", "Interaction with grandparents" and "Overall perception about interaction with elderly people"(p<0.05, adjusted R squared=0.153). Senior medical students and those whose grandparents had deceased or who did not have experience taking care of elderly people were associated with lower geriatrics attitudes score (p=0.026, 0.047 and 0.024 respectively), while female students (p=0.007), quite frequent interaction with grandparents (p=0.045), and those who perceived their interaction with elderly people as "Not bad" (p=0.041) or "Good" (p=0.027), had higher geriatrics attitude score. This research demonstrated that despite of their socio-demographic difference, there was no statistical difference among college students concerning to their scores in knowledge and attitude scales. This proved that, as a cohort of similar age groups, they shared similar cognition and feelings about elderly people.

Allan, Linda and Johnson, James (2009) conducted a study on "Undergraduate Attitudes Toward the Elderly: The Role of Knowledge, Contact and Aging Anxiety." Knowledge, anxiety, and attitudes about the elderly were assessed in one hundred and thirteen university students using the Facts on Aging Quiz, the Anxiety about Aging Scale, and the Fraboni Scale on Ageism. No significant differences in knowledge or anxiety based
on age or gender were found in the sample. Female participants in the sample were found to be significantly less ageist than males on average, and this difference was maintained controlling for the levels of the other variables. The study revealed that knowledge and contact with the elderly do affect ageism, but indirectly, mediated through their effect on anxiety.

Cheong, Seng Kwing, Wong, Teck Yee and Koh, Gerald C H (2009) conducted a cross-sectional study on "Attitudes towards the Elderly among Singapore Medical Students" and assessed the attitudes towards the elderly of two hundred and twenty-five first-year and one hundred and thirty-five third-year students using a self-administered questionnaire that incorporated the Kogan's Attitudes toward Old People Scale (KAOP). Elderly people were defined as those aged sixty-five years and above for this study. The results revealed that majority of first-year (98.2%) and third-year (99.2%) medical students had positive attitudes towards elderly people (KAOP score above 102). KAOP scores were not significantly different regardless of seniority (medical student year), gender, race, household income, or having a doctor-parent. Although the mean KAOP score of third-year students was higher than that of first-year students, this was not significantly different (P=0.062).

Hayo, Bernd and Ono, Hiroyuki (2010) conducted a study on "Comparing Public Attitudes toward providing for the Livelihood of the Elderly in Two Aging Societies: Germany and Japan." Using an ordered logit model on representative survey data, they studied attitudes about who should provide for the livelihood of the elderly in two aging societies—Germany and Japan, and found that in both countries, those with higher income are more inclined toward the private option, whereas age has the opposite effect. Part-time work status negatively (positively) affects the inclination toward a government-based pension system in Japan (Germany). Other significant
influences were the pensioner status of the respondents in Japan and specific left-wing party support in the case of Germans.

2.2 STUDIES IN INDIA

Sherif, Muzafar (1935) studied the relationship between attitude and behaviour. On a different level, he looked to explore whether the presence of others would change an individual's behaviour in a social setting. Through his study with light flash he found that even when an individual; had witnessed a certain number of flashes if the group (who were confederates in the experiment) purposely stated a different number that the individual would change there answer to suit the group, a term known as norm formation or group norms. In 2009, Sheriff came up with “Realistic conflict theory.” According to the theory of realistic inter-group conflict, negative attitudes develop because of opposing goals, thus conflict between young and children is striving for autonomy and competition for limited economic resources cause old.

Hussain, Shayad Jafar (1975) conducted a study on two hundred and fifteen elders highlighting their relations with their grandchildren. The study evinced that: 23.72% of the elders had no control over their grandchildren, 43.26% of the elders had little control over their grandchildren, 20.46% of the elders had a moderate control over their grandchildren, and 12.56% of the elders had a strong control over their grandchildren.

Majumdar, R. (1985) found in his survey that after retirement, elders suffered from a feeling of loneliness, perception of void in life, financial problems, loss of status accompanied by a sense of alienation and hopelessness.
Kumar, S. Vijaya (1991) conducted a survey on two hundred randomly selected aged (sixty and above) from the rural sector of Chittor District. The results revealed that there was difference in the health status of the aged living in joint, nuclear and post parental families. Utilization of health services was seen to be related to economic conditions, marital status, and personal care.

Reddy, P. Jayarami (1992) conducted a study on “Inter-Generational Support: A Reality or Myth”, and cited from his studies that the family members and other caregiver’s attitude in Indian context was favourable to the elderly.

Easwaramoorthy, M. (1993) carried out a study to find out factors related to adjustment among rural elderly in the rural areas of Coimbatore district, Tamil Nadu. The results indicated that adjustment was better around the age of sixties and poor after sixties. Education, personal problems, deprivations, and happiness affect adjustment in later life among rural aged.

Mishra, S. (1993) conducted a study on “Social Correlates of Adjustment in Aged” in a randomly selected group of seven hundred and twenty retired persons. Positive correlation (which indicates successful aging) was found between demographic variables and situational factors. The subjects showed positive attitude towards social change. They also showed non-interfering attitude and positive correlation with life satisfaction. Leisure time activities and adjustment were positively correlated. There was no positive correlation between religious and household activities and adjustment. Friends, relatives, members of voluntary organization and other interactions increased life adjustment in older people.

Ramamurti, P.V., and Jamuna, D. (1993) studied the role of sixteen variables considered relevant in determining “Some Predictors of
Satisfaction with Present Life in an Indian Sample.” Two hundred and forty literate semi-urban elderly men in the age group of sixty to eighty belonging to middle-income groups drawn by a multistage random sample were assessed for their satisfaction with present life with the help of a self-rated inventory. Six variables were found significant namely: self acceptance of aging changes, self perception of health, self rating of capability in activities of daily living, belief in after life and Karma philosophy, satisfaction with familial and social interactions and self rated behavioural flexibility.

Chadha, N.K. (1994) studied psychological well-being and depression among institutionalized aged. Results indicated that older persons in non-institutionalized setting were better on psychological well-being with lower level of depression as compared to older persons in institutionalized setting. Family support was found to be an important factor for psychological well-being.

Nathawat, S.S., and Rathore, S. (1996) studied effects of gender, hardiness, and social support on well-being of retired upper middle class elderly (100 men and 100 women). Old men disclosed higher positive effect and hopelessness. Similar trend of superior well-being was observed in high hardy aged in comparison to low-hardy aged and so in aged with high social support than aged with low social support. Two-way interactions of gender-hardiness, hardiness social support, and gender-social support influenced some of the measures of well-being.

Mathew, Susheela (1997) compared life satisfaction of institutionalized and non-institutionalized elderly. A group of hundred elderly each from old age homes and the community were studied using life satisfaction index-A. Results revealed that life satisfaction was higher among the non-institutionalized group compared to the institutionalized group. Life satisfaction had significant positive correlation with education, age at the
time of marriage, number of children alive and number of friends. A negative correlation existed between age and life satisfaction.

Mathew, Susheela (1997) undertook a study to understand the main causes leading to institutionalization in old age, self perception of the inmates regarding institutional life and their expectations about an ideal old age home. The results indicated that the emotional bond, which places family as a unit is gradually shaking. The institutionalized elderly constitute a heterogeneous group with varied orientations, needs, and resources. Hence, she concluded that it is not wise to draw any generalizations as to whether encourage or discourage institutionalization. Promotion of physical, mental, and social well-being of the elderly residents would be the final goal in starting an ideal old age home.

Dr. Katyal, Sudha (1999) conducted “A Comparative Study of Elders Living with their Children and in Old Age Homes.” A study on sixty elders out of which, forty elders were staying with their children and twenty elders were staying in old-age homes. It revealed that elders staying with their children had a good relation with them, they were happy and contended with life and had a positive attitude towards life. Where else, elders in old age homes had no good relation with their children, were unhappy and discontented with life and held a negative attitude towards life.

Nagi, B.S., and Kaur, Kamaljit (1999) studied different aspects of elderly belonging to Muslim community. An area surrounding Jamia Milliya Islamia, New Delhi was selected for the same. One hundred and four elderly persons of sixty years and above were interviewed with the help of an interview schedule. About 43% respondents were females. About 45% perceived their health as poor or very poor. The respondents in the age group of sixty to sixty-five years were involved more in household decision making as compared to other age category of respondents (sixty-six years
Life satisfaction was more among the respondents of sixty to sixty-five years of age as compared to other age category. There was a significant relationship between decision-making and life satisfaction, which revealed that the respondents having more involvement in the household decision-making enjoyed more life satisfaction.

**Jayashree (2000)** studied living arrangement of one hundred retired male respondents belonging to high-income group. The study revealed that most of the elderly lived with their spouse and unmarried children. Most retirees shared their problems and joys with spouse and they had contacts with non-resident children. They often received financial help from them. They managed finances themselves and were not totally dependent on children.

**Mallya, Indira and Mehta, Bhamini (2000)** studied perception of elderly with regard to health, psychosocial aspects, problems faced, support system, roles and status and self worth of thirty elderly in the age group of sixty to hundred years from fifteen slums of Baroda. There were more young-old than old-old, more widowed than married, more illiterates than literates in the sample. Perception of old age was associated with physical change, health facilities. Contributions made by self and status in the family determined self worth. Majority of the women took part in household chores and childcare. Most preferred the support system of the family.

**Kauser, S.F., and Begum, S.A.F. (2000)** investigated the problems of old age among institutionalized and non-institutionalized old men and women with respect to religion, economic status and sex (N=200). The results revealed that institutionalized old men and women had more problems in the areas of family relationship, personal, emotional, financial, and recreational ones. Comparing gender, men had more problems in family relationship, psychological problems, and financial problems. With respect to religion, Christians had more health problems and emotional problems.
Nathawat (2000) did a study on hardiness and social support and disclosed that hardiness and social support significantly influenced psychological well-being in educated retired men residing in an urban setting. It was also observed that hardy-aged men had significantly better psychological well-being than low-hardy or non-hardy men did. Aged with high social support had significantly better psychological well-being than the aged with low social support.

Bali (2001) noticed that the elderly live in a variety of living arrangements in Indian society. He further noticed that majority of elders still live with their family. Family tradition, a sense of duty and love, knowing that the elderly will be cared for properly, combined expenses, and companionship are some of the reasons for family members to have an elderly live in the same household. The general preference has been to reside with the sons and if they are not available then the choice is to stay with daughters. Further, living arrangements are dynamic as they change over the life course adapting to changing life circumstances. The living arrangements affect life satisfaction and health.

Singh, Dr. C.P. (2004) conducted a study entitled, “Depression: A Major Hazard in Work Participation of Senior Citizens.” This study evinced that the cluster of depressive disorders of all types were found within the range of 13% to 15% of the general elderly population. Most depressive episodes in old age were noticed to be preceded by a negative life event, generally bereavement or physical illness and disability. In old age, depressions occur because of isolation and loss of close persons, health, material resources, and status that characterize this phase of life.

Rani, Rita and Sharma Shubhangna (2004) conducted a study on “Attitude of Teenagers towards their Grandparents.” The study was undertaken with the objective to examine the different attitudes of male and
female teenagers towards their grandparents. This study was conducted in two blocks of Kangra district of Himachal Pradesh. Two hundred teenagers (100 males and 100 females) from four senior secondary schools and staying permanently with their grandparents were randomly selected. The scale used in the study was based on the six dimension / attitudes viz. Protective, Rejective, Demanding, Loving, Positive involvement and Obey rules. The findings indicated that females are comparatively more protective, loving, and involved with their grandparents while males are rejective, demanding, and disobedient to the rules of their grandparents.

Jain, Sushila (2005) in her research paper “Globalization and the Aged” tried to analyze the challenges of globalization and its impact on aged persons. She expressed the view that due to economic and social challenges aged has become marginalized. Children want to move out to the wider world with relatively more attractions for jobs in info-tech, biotech, pharmaceuticals and software engineering, etc., as these are demands of the present day. Therefore, information revolution that brings about basic changes even if they occur over a relatively long period necessitated the need of a successful restructuring of the ageing process.

Srivastava, A.R.N. (2005) in his paper “The Aged: Their Problems, Social Interventions and Future Outlook in the Western U.P.”, presented the findings of his empirical study on four hundred and forty respondents of eleven districts of Uttar Pradesh. They were chosen randomly from the urban population of aged living in non-institutional homes. The study revealed that over 75% aged have independent households and extended family types. In the case of independent households, decision-making process is regulated by the aged themselves but in the cases of dependent households, only the non-financial issues are discussed with them. It is very surprising to know that majority of the aged persons have no serious health
related problems. Majority of the aged persons would like to help members of the family in one or the other way. The attitude of the family members towards the aged was also found positive.

Joshi, A.K. (2005) in his empirical paper “Rural Aged: Living Arrangement, Problems and Care”, tried to portray the living conditions of the rural aged of Varanasi district. He also examined the adequacy of the social security measures. He also found that majority of the aged prefer to live in their own/ancestral homes with their sons. The quality of housing and the facilities are generally poor. They do not get food according to their dietary requirements. The conditions of the single living aged are the worst. The main problems of the aged are related to means of survival and health. Majority of the aged feel that the family members neglect them. Upper caste aged have better status as they live in extended family and also they remain the owner of the entire landed property till their death and obviously this influences the attitude of the family members towards them. The aged persons who have no income are treated miserably. The author is of the view that large-scale institutional support and facilities are required to properly look after the rural aged especially for the poor and the destitute aged.

Bhat, Vighnesh N. (2005) in his paper “Social Construction of Ageing: An Empirical Study of the Perception of the Urban Elderly”, tried to examine and analyze some important issues concerning people’s perception of the ageing process in their day-to-day life and ageing in the immediate societal surroundings in the typical Indian set up. He also used the paradigm based on the sociological conception of ‘social construction of old age’. The study sample consisted of one hundred and fifty middle-class elderly individuals from three wards in Shimoga city (Karnataka), selected based on stratified random sampling method. The results clearly demonstrated that ‘old age’ is not simply a matter of accumulated years and decrease in physical
capabilities. Rather, it results from the popular perception to a considerable extent; it is a set of expectations and beliefs—among both the young and the old—that are socially contrived. The impact of the western values has knocked off some of the erstwhile Indian ethos about the elderly in the Indian family and in the public space. Hence, in India today, old age is a stigmatized social status and role expectations are ideologically constructed.

Devi, K. Rethi (2005) in her paper “Elderly Abuse in the Family,” tried to identify the type of abuse directed towards the elders. She tried to analyze the relationship between sex, occupation, income of the elders and their abuse and tried to identify the chief abuser. Her study was based on fifty elderly respondents of Kannankurich village, Salem district of Tamilnadu. Her study revealed that almost all the aged experience one form of abuse (i.e. neglect, lack of attention, denial of freedom, food and health care, etc.) in the family. The study also revealed that the females are the chief abusers (daughter and daughter-in-law).

Sandhu, Jasmeet and Arora, Tripti (2005) in their paper on “Institutionalized Elderly in Punjab-A Sociological Study of an Old Age Home” presented the institutional arrangements and facilities being provided by an old age home at Amritsar. The study was based on the information received from the forty-five inmates of the old age home. It was found that the inmates despite having been driven out of their families either out of compulsion or out of choice were enjoying their institutional life.

Singh, Umesh Kumar (2005) in his paper on “Voluntary Agencies and Care of Aged,” examined the role of four major voluntary organizations of Varanasi/Kashi playing a positive role in the care of the older persons. They serve the cause of the older persons in their search for solace and salvation at the fag end of life.
Mallick, Anupriyo (2006) in her paper, “Dealing with Loneliness in Elderly,” presented loneliness as a biggest enemy of geriatric population. A chronic distressful mental state whereby an individual feels strayed from or rejected by peers and is starved for emotional intimacy found in relationships and mutual activity. The paper also discusses the various categories of loneliness and strategies to combat loneliness.

2.3 IMPLICATION OF RELATED LITERATURE

After a deep insight and clear prospective of related literature, it can be summarised that the studies in India have been limited in number as compared to the studies in abroad. This factor further motivated and encouraged the researcher to take up an in-depth investigation in this area, in India, up to effective and constructive completion of the research study, to bridge the gap. Furthermore, the researcher did not come across any study directly dealing with the attitude of the youth towards the elders in relation to their value system. These two factors accumulated together added to the strength of motivation to take up this investigation by the researcher.

In other words, the orientation provided by the survey of related literature was significantly helpful in making a straightforward statement for the need of present investigation taken up by the researcher, avoiding two extremes of an apologetic attitude and exaggerated claims.

Overall, the literature review helped to set the current research project within a conceptual and theoretical context, to anticipate common problems in the research context. It further helped to ensure inclusion of all the major relevant constructs in the study.
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