CHAPTER III

METHODOLOGY
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Day by day, the generation gap between the elderly and the youth is increasing. Modern education has resulted in individualization, mobility, occupational stress and competition. Owing to all these factors, the elderly feel more and more uncomfortable, disengaged, bored and lonely.

The present study is undertaken to study the perception of today's youth towards the elderly and an attempt has been made to bring a positive change in the studied perception.

3.1 OBJECTIVES:

The objectives of the study are:

3.1.1 To study the changes in the perception of youth towards the elderly with reference to the following aspects:
   1. Psycho-Emotional Aspect
   2. Social Aspect
   3. Activities of Daily Living
   4. Interpersonal Relationships

3.1.2 To develop and field test a module for the enhancement of Interaction between Youth and Elderly.

3.2 OPERATIONAL DEFINITIONS

3.2.1 Youth – The term youth refers to individuals between the age group of 16-26 years, who are either college students or have recently completed their education.

3.2.2 Elderly- The term Elderly refers to non-institutionalized senior citizens who are 50 years and above in age.
3.3 RESEARCH DESIGN
For the purpose of the study, an informal experimental ‘Before- and-after’ design was used. In the study, a single test group (youth) was selected and their perception towards elderly (dependent variable) was analysed. The module (treatment) was then introduced and the perception was assessed.

3.4 THE SAMPLE
3.4.1 SELECTION OF SAMPLE:
Youth (35 F and 15 M) who were between 16 years and 26 years and were either studying in college or had completed their education were selected for the purpose of the study.

3.4.2 SAMPLE AT A GLANCE:

3.5 TOOLS FOR DATA COLLECTION
The tools used for data collection were as follows:
A. QUESTIONNAIRE

The questionnaire was divided into two sections-

Section A: This section consisted of 54 statements to study the perception of the youth towards elderly with reference to the following aspects:

1. Psycho-Emotional Aspect
2. Social Aspect
3. Activities of Daily Living
4. Interpersonal Relationships

Section B: This section consisted of three open-ended questions. The objective of the statements was to study the perception of youth towards Intergenerational Interaction. The statements also helped to find out their views on role of youth and parents in promoting Intergenerational Interaction.

B. MODULE FOR THE ENHANCEMENT OF INTERACTION BETWEEN YOUTH AND ELDERLY.

The module features were as follows:

- Number of Sessions : 6
- Duration of each session : 2 hours and 30 minutes
- Target Group : Youth and Elderly
- Nature of Interaction : a) One to one interaction between youth and the elderly.
  b) The interaction was also between groups of youth volunteers and groups of elderly in group settings such as Old Age Homes and Day Care Centres.
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<th>SESSION</th>
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<tbody>
<tr>
<td>I.</td>
<td>Introduction</td>
<td>• To introduce the Elderly and the Youth to the concept of Intergenerational Interaction.</td>
<td>10 Mins.</td>
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</table>
|         | • Role Play (By Youth Volunteers)                | • To present the problem of "Generation Gap" from the perspective of the youth.  
• To give an opportunity to the youth to provide solutions to lessen the gap between the two generations.  
• To provide entertainment for the elderly.                                                              | 20 Mins. |
|         | • General Conversation                           | • To provide an opportunity to the youth and elderly to get acquainted with each other  
• To facilitate understanding  
• To provide an opportunity to the elderly to share their views and experiences with the youth  
• To provide companionship to the elderly  
• To give an opportunity to the youth to have one-to-one interaction with elderly, specially for those who do not have elder members at home. | 45 Mins. |
|         | • Reading out aloud                              | • To give an opportunity to elderly to listen to visual information from books, magazines or newspapers in audio form.  
• To sensitize the youth towards the need of the elderly                                                                                           | 30 Mins. |
|         | • Care / Help Activities                         | • To make an attempt to make life easier and more comfortable for the elderly.  
• To create a bond between elderly and youth.  
• To sensitize the youth towards needs of the elderly                                                            | 45 Mins. |
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| II.     | General Conversation     | • To provide an opportunity to the youth and elderly to get acquainted with each other.  
• To facilitate understanding  
• To provide an opportunity to the elderly to share their views and experiences with the youth.  
• To provide companionship to the elderly.  
• To give an opportunity to the youth to have one-to-one interaction with elderly, specially for those who do not have elderly at home. | 45 Mins. |
|         | Reading out / Care / Help Activities | • To given an opportunity to elderly to listen to visual information from books, magazines or newspapers in audio form.  
• To sensitize the youth towards the need of the elderly to make an attempt to make life easier and more comfortable for the elderly.  
• To create a bond between elderly and youth.  
• To sensitize the youth towards needs of the elderly. | 30 Mins. |
|         | Yoga / Meditation        | • To make the elderly aware of need of physical fitness  
• To give them an idea about exercises they can do to be physically fit.  
• To give a sense of satisfaction to the youth. | 30 Mins. |
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<thead>
<tr>
<th>Methodology</th>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Antakshari</td>
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<td>To promote understanding and co-operation between youth and elderly.</td>
<td>30 Mins.</td>
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<td></td>
<td></td>
<td>To provide entertainment for the elderly</td>
<td></td>
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<tr>
<td>Fun Session</td>
<td></td>
<td>To give elderly an opportunity to perform in front of an audience and bring forth their talents.</td>
<td>15 Mins.</td>
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<td></td>
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<td>To boost their morale (in the form of applause and appreciation).</td>
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<tr>
<td></td>
<td></td>
<td>To provide them with a mode of entertainment and recreation.</td>
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### METHODOLOGY

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| III.    | General Conversation              | - To provide an opportunity to the youth and elderly to get acquainted with each other.  
- To facilitate understanding  
- To provide an opportunity to the elderly to share their views and experiences with the youth.  
- To provide companionship to the elderly.  
- To give an opportunity to the youth to have one-to-one interaction with elderly, specially for those who do not have elderly at home. | 45 Mins. |
|         | Reading out / Care / Help Activities | - To given an opportunity to elderly to listen to visual information from books, magazines or newspapers in audio form.  
- To sensitize the youth towards the need of the elderly to make an attempt to make life easier and more comfortable for the elderly.  
- To create a bond between elderly and youth.  
- To sensitize the youth towards needs of the elderly. | 30 Mins. |
|         | Just-a-minute                      | - To give both youth and elderly an opportunity to express their opinions and views on various topics.  
- To help elderly to develop self-confidence. | 45 Mins. |
|         | Bhajan / Religious Song Session   | - To give them a mode of relaxation.  
- To provide some opportunity for spiritual reflection.  
- To promote collective togetherness. | 30 Mins. |
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| IV.     | • General Conversation         | • To facilitate deeper understanding  
• To provide companionship to the Elderly.  
• To give an opportunity to the youth to have one-to-one interaction with Elderly, specially for those who do not have elderly at home. | 45 Mins. |
|         | • Reading out / Care / Help Activities | • To given an opportunity to elderly to listen to visual information from books, magazines or newspapers in audio form.  
• To sensitize the youth towards the need of the elderly  
• To make an attempt to make life easier and more comfortable for the elderly.  
• To create a bond between Elderly and youth.  
• To sensitize the youth towards needs of the Elderly. | 30 Mins. |
|         | • 10 Important things          | • To make Elderly reflect on their lives and decide the 10 most important things and/or people in their life.  
• To provide Elderly and Youth an opportunity to share their feelings and experience.  
• To establish an emotional and sensitive bond between Elderly and Youth | 45 Mins. |
|         | • Circle Story                 | • To provide an opportunity to think creatively.  
• To provide a form of recreation. |          |
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| V.      | General Conversation  | • To provide an opportunity to the youth and elderly to get acquainted with each other.  
• To facilitate understanding  
• To provide an opportunity to the elderly to share their views and experiences with the youth.  
• To provide companionship to the elderly.  
• To give an opportunity to the youth to have one-to-one interaction with elderly, specially for those who do not have elderly at home. | 45 Mins. |
|         | Reading out / Care / Help Activities | • To given an opportunity to elderly to listen to visual information from books, magazines or newspapers in audio form.  
• To sensitize the youth towards the need of the elderly to make an attempt to make life easier and more comfortable for the elderly.  
• To create a bond between elderly and youth.  
• To sensitize the youth towards needs of the elderly. | 30 Mins. |
|         | Group Cooking / Collage Making | • To enhance co-operation and team spirit.  
• To use their talents creatively.  
• To provide an opportunity to learn something new from others.  
• To develop self-confidence and self esteem in elderly. | 60 Mins. |
<p>|         | Role Play (Instructions) | • To give them an idea on how to perform and to know their requirements. | 15 Mins. |</p>
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| VI.     | • General Conversation            | • To provide an opportunity to the youth and elderly to get acquainted with each other.  
• To facilitate understanding  
• To provide an opportunity to the elderly to share their views and experiences with the youth.  
• To provide companionship to the elderly.  
• To give an opportunity to the youth to have one-to-one interaction with elderly, specially for those who do not have elderly at home. | 45 Mins. |
|         | • Reading out / Care / Help Activities | • To given an opportunity to elderly to listen to visual information from books, magazines or newspapers in audio form.  
• To sensitize the youth towards the need of the elderly to make an attempt to make life easier and more comfortable for the elderly.  
• To create a bond between elderly and youth.  
• To sensitize the youth towards needs of the elderly. | 30 Mins. |
|         | • Role Play (Practice and Discussion) | • To give an opportunity to elderly to perform a drama.  
• To understand their perspective of intergenerational interaction. | 15 Mins. |
|         | • Role Play (By Elderly)          | • To develop confidence in them.  
• To provide a mode of entertainment to them. | 60 Mins. |
Besides the 15 hours included in the module, the Youth volunteers were also instructed to spend approximately 15 hours with Elderly members at home or in the society. The main activities that the Youth were involved in were as follows:

1. Talking to the Elderly
2. Taking the Elderly to the Park
3. Taking the Elderly for a Medical Check-up
4. Going out for a picnic or a movie
5. Helping the Elderly clean out their cupboards
6. Teaching them to use computers and other modern equipment
7. Singing Bhajans with the Elderly

3.6 DATA COLLECTION

For the purpose of introducing the study to the youth, two orientation programs were organized on "Promotion of Interaction Between College Students and Senior Citizens". Teachers and students from colleges all over Mumbai were invited. The invitations had been delivered personally by the researcher.

The program included enlightening talks by Faculty Members of the Department of Human Development, authorities of Y.W.C.A and a PowerPoint presentation by Dignity Foundation. After the talks, the students were divided into small groups on the basis of their colleges. Each group was headed by a group leader, which was chosen by the group members themselves. The different groups had discussions within themselves regarding what may be the group and individual activities that can be done by them. They were also briefed by the researcher regarding what all had to be done in the study. Each group was given a limited time. After the discussions were over, the group
leader presented the group ideas and plans in front of all the other groups.

The response to the orientation programs was quite encouraging. Approximately 150 students attended the orientation programs. However, most of them could not become a part of the study owing to academic pressures. Some of the students volunteered for the study. Through them, contacts were extended through snowball technique.

The researcher then approached Aga Khan Institution, Jogeshwari for more volunteers for the study and also for the co-operation of their Elderly members to become a part of the study. To field test the module, Y.W.C.A., Andheri (Day Care Centre for Aged Women) was also approached. Volunteers were also given the choice of working in institutions of their preference. However, the module was administered in these two institutions.

The Youth volunteers were initially given a pretest questionnaire to analyze their perception towards the Elderly. Then they administered the module in six sessions in the above-mentioned organisations. As per the module, the Youth conducted the activities with the Elderly. Both the Youth and the Elderly enjoyed the activities a lot. The Youth were also instructed to spend approximately 15 hours personally with Elderly members at home or in the society. After the completion of these 30 hours (15 hours module and 15 hours personally), the Youth volunteers were given the posttest questionnaire to study the changes in their perceptions towards the Elderly.
3.7 ANALYSIS OF DATA

The analysis of the data included coding, tabulation and calculation of scores in terms of the objectives of the study. The SD and Means were calculated and the module was tested using 'z' test. Percentages were computed and the data was analysed both quantitatively and qualitatively.