CHAPTER IV

RESULTS AND DISCUSSION
RESULTS AND DISCUSSION

The main value of any research lies in its results. As mentioned earlier, the present study attempts to study the change in perception of youth towards the elderly with the help of a module and a questionnaire. For the purpose of clarity, the analysed data will be discussed under the following sections.

SECTION A : Changes in perceptions of youth towards Elderly

SECTION B : Changes in perceptions with respect to:
1. Psycho-emotional Aspects
2. Social Aspects
3. Activities of daily living
4. Interpersonal Relationships

SECTION C : Qualitative feedback from participants

SECTION A : CHANGES IN PERCEPTIONS OF YOUTH TOWARDS ELDERLY

It is important to know what the youth perceived about elderly. For this purpose, a pretest questionnaire had been given to them. The questionnaire consisted of 54 statements dealing with interaction with the aged under four categories namely:
1. Psycho-emotional Aspects
2. Social Aspects
3. Activities of daily life
4. Interpersonal Relationships

In each aspect there were statements that reflected their opinions. The volunteers of the study were asked to respond to a 3-point agreement scale (agree, can't say or disagree). By computing the answers for
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Each response category, the changes in the perception scores of youth towards elderly were analysed. In the same manner, by computing the percentage of responses for each response category (before and after participation in the module of interaction), the changes in perceptions were analysed.

Table 4.1.1 Comparison of scores of youth between pretest and posttest values

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Pretest</th>
<th>Posttest</th>
<th>z-test (at 5% level of significance)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Standard</td>
<td>Mean</td>
</tr>
<tr>
<td>Total</td>
<td>111.58</td>
<td>11.37</td>
<td>131.28</td>
</tr>
</tbody>
</table>

One of the objectives of the study was to field test the module. Thus, it was necessary to test whether there was any significant difference between the pretest and posttest scores of the youth who participated in the study.

It can be interpreted from table 4.1.1 that the mean scores have increased from 111.58 to 131.28 after the implementation of the module. 111.58 was the mean score that the youth had attained before the module had been introduced which proves that the youth did not have a completely negative attitude towards the elderly. However, if compared with the Posttest mean score, it is evident that there is a definite increase in the scores of the youth.

The calculated z-value is not in congruence with the table value, affirming that there was a significant difference between the pretest and posttest scores.
The following graph shows the overall changes in the perception of youth towards elderly "Before and After" the intervention program (module).

![Graph showing changes in perception of youth towards elderly](image)

**Figure 4.1.1 Overall changes in the perception of youth towards elderly "Before and After" the intervention program (module).**

From fig. 4.1.1, it is quite apparent that after the intervention program, there has been an increase in the positive responses (41.96 % to 65.33 %) and a decrease in the negative responses (35.15 % to 23.22 %). Even the percentage of respondents who did not give a definite response decreased (22.89 % to 11.45 %).

The data reveals that the intervention program helped in minimizing the negative stereotypes leading to a more positive attitude. Most of the respondents who were initially uncertain regarding their attitude became more confident in taking a definite stand.

One reason behind the change in attitude of the respondents may be that based on their own minimal interaction with elderly in their family, their attitude had become biased. However, after working with a large number of unknown elderly people, they became free of their biased stereotypical attitude and moved towards a more generic acceptance.
The same reason can be accounted for those respondents who had never had direct contact with elderly and had formed their own perception about them.

SECTION B : CHANGES IN PERCEPTION WITH RESPECT TO VARIOUS ASPECTS :

A) PSYCHO-EMOTIONAL ASPECTS :
The psycho-emotional aspect comprised of 13 statements. The positive statements were included to find out whether respondents felt that even in old age, there is a need for companionship and emotional support and that even the elderly, like adolescents, require privacy and recreation.

Other statements dealt with issues like isolation in old age and increased need of attention and help. through the statements, the researcher tried to find out their view on the perception of elderly that young people have much to complain about their behaviour. The statements also dealt with issues like all elderly undergo depression, nearness to death causes a change in the mindset of the elderly, and negative feelings like fear and anxiety intensify with age. It was also stated that elderly have mood swings, they worry needlessly about family matters and that it is possible for them to stay happy in old age homes also. Table 4.2.1 shows the change in perception scores of the youth in reference with Psycho- emotional aspect.

Table 4.2.1 Changes in perception scores of the youth in reference to Psycho- emotional aspect :

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Pretest</th>
<th>Posttest</th>
<th>z-test (at 5% level of significance)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Standard</td>
<td>Mean</td>
</tr>
<tr>
<td>Total</td>
<td>95.46</td>
<td>10.35</td>
<td>115.39</td>
</tr>
</tbody>
</table>
It is evident from table 4.1.2 that there has been an increase in the mean value from 95.46 to 115.39. The calculated z-value is not in congruence with the table value, affirming that there was a significant difference between the pretest and posttest scores.

The following graph shows the changes in the attitudes of the youth in reference to Psycho-emotional aspect.

![Bar chart showing changes in attitudes](image)

Figure 4.2.1 Changes in the attitudes of the youth in reference to Psycho-emotional aspect

From fig. 4.2.1 it is quite apparent that after the intervention program, there has been an increase in the positive responses (34.5 % to 56.5 %) and a decrease in the negative responses (26.5 % to 14.5 %). Even the percentage of respondents who did not give a definite response decreased (39 % to 29 %).
B) SOCIAL ASPECTS

The social aspect consisted of 16 statements. The positive statements included issues like contributions of elderly to the society, knowledge and productivity of elderly and role of education on flexibility in old age. The statements presented the elderly as an integral part of the society. The statements also raised questions like whether elderly will feel happy staying with their own family members.

The negative statements focused on the social patterns of the elderly i.e. whether they prefer to live alone by themselves and prefer selective company or whether or not they indulge in house-hold chores. The statements also raised questions like should elderly change with changing times, do elderly give unwanted advice and interfere unnecessarily in family matters, expect a lot from their family members and caregivers and always rely on their help. The statements also tried to find out whether youth feel that today's technically advanced world, higher academic expectations and present professional burden is responsible for the increasing distance between the generations. Table 4.1.3 shows the change in perception scores of the youth in reference to Social aspect.

4.2.2 Changes in perception scores of the youth in reference to Social aspect

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Pretest</th>
<th>Posttest</th>
<th>z- test (at 5% level of significane)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Standard</td>
<td>Mean</td>
</tr>
<tr>
<td>Total</td>
<td>107.44</td>
<td>13.02</td>
<td>122.69</td>
</tr>
</tbody>
</table>

It is evident from table 4.2.2 that there has been an increase in the mean value from 107.44 to 122.69. The calculated z- value is not in
congruence with the table value, affirming that there was a significant difference between the pretest and posttest scores.

The following graph shows the changes in the attitudes of the youth in reference Social aspect.

![Graph showing changes in attitudes](image)

Figure 4.2.3 Changes in the attitudes of the youth in reference to social aspect

From fig. 4.2.3 it is quite apparent that after the intervention program, there has been an increase in the positive responses (47 % to 68.9 %) and a decrease in the negative responses (32.1 % to 21.9 %). Even the percentage of respondents who did not give a definite response decreased (20.9 % to 9.2 %).

C) ACTIVITIES OF DAILY LIVING

The questionnaire consisted of 15 statements pertaining to activities of daily life of the elderly. This aspect included statements, which referred to the elderly as being restricted to a particular dietary pattern, as being more prone to diseases and accidents and requiring more time to learn new things. The financial status - the dependency of elderly on their family and caregivers for financial help, the issue of
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giving job opportunities to elderly after retirement and the expenditure of elderly were also discussed.

Table 4.2.3 shows the change in perception scores of the youth in reference to Activities of Daily Living.

Table 4.2.3 Changes in perception scores of the youth in reference to Activities of Daily Living

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Pretest</th>
<th>Posttest</th>
<th>z-test (at 5% level of significance)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Standard</td>
<td>Mean</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>9.98</td>
<td>114.6</td>
</tr>
</tbody>
</table>

It is evident from table 4.2.3 that there has been an increase in the mean value from 95 to 114.6. The calculated z-value is not in congruence with the table value, affirming that there was a significant difference between the pretest and posttest scores.

The following graph shows the changes in the attitudes of the youth in reference Activities of Daily Life.

Figure 4.2.3 Changes in the attitudes of the youth in reference to Activities of Daily Life
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From fig. 4.2.3 it is quite apparent that after the intervention program, there has been an increase in the positive responses (31.6 % to 57.2 %) and a decrease in the negative responses (41.6 % to 28 %). Even the percentage of respondents who did not give a definite response decreased (26.8 % to 14.8 %).

D) INTERPERSONAL RELATIONSHIPS:
This aspect consisted of 10 statements. The statements having a positive connotation stated that it is the duty of the youth to help the elderly in their second childhood. The statements also discussed the role of teachers, special projects and assignments in colleges, and care-giving task in making the youth more sensitized towards the needs and problems of the elderly.

The negative statements stated that the youth cannot get along with the elderly and try to avoid having conversations with them and for the elderly time spent with the youth is a waste because the youth is unable to understand their problems. They stated that elderly should socialize more with people of their own age. Table 4.2.4 shows the change in perception scores of the youth in reference to Interpersonal Relationships.

4.2.4 change in perception scores of the youth in reference to Interpersonal Relationships:

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Standard</td>
<td>Mean</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>8.81</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>z- test (at 5% level of significance)</th>
</tr>
</thead>
</table>
It is evident from table 4.2.4 that there has been an increase in the mean value from 117 to 136.3. The calculated z-value is not in congruence with the table value, affirming that there was a significant difference between the pretest and posttest scores. Figure 4.1.5 shows the changes in the attitudes of the youth in reference Interpersonal relationships.

![Bar Chart: Changes in attitudes](image)

**Figure 4.2.4 Changes in the attitudes of the youth in reference to Interpersonal Relationships**

From fig. 4.2.4 it is quite apparent that after the intervention program, there has been an increase in the positive responses (59.2 % to 83.4 %) and a decrease in the negative responses (25.2 % to 10.6 %). Even the percentage of respondents who did not give a definite response decreased (15.6 % to 6 %).

From the results shown in Section A and Section B, it is evident that there has been a definite change in the pretest and posttest scores. Figure 4.2.5 shows the discrepancy scores between the mean values of overall responses and the responses in reference to the various aspects.
Fig. 4.2.5 Discrepancy scores between the Pretest and Posttest scores with reference to all the aspects.

**SECTION C: QUALITATIVE FEEDBACK FROM PARTICIPANTS**

The second section of the pretest-posttest questionnaire consisted of three open-ended questions. These three questions will be discussed in this section.

**4.3.A IS THERE A NEED TO PROMOTE INTERACTION BETWEEN THE YOUTH AND THE ELDERLY?**

The total number of respondents was 50. There were some changes in the answers given by the respondents in pretest and posttest. A comparative analysis of their answers is given in figure 4.3.1.
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**RESPONSES**

- **Yes**
  - Youth are already aware
    - 1 (2%)
    - 2 (4%)
  - Interaction will lead to dispute
    - 1 (2%)
  - Each Generation should have their own space
    - 1 (2%)

- **Not Answered**
  - 1 (2%)

- **No**
  - 3 (6%)

**Pretest**

<table>
<thead>
<tr>
<th>Response</th>
<th>Yes</th>
<th>Not Answered</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth are already aware</td>
<td>46 (92%)</td>
<td>1 (2%)</td>
<td>3 (6%)</td>
</tr>
<tr>
<td>Interaction will lead to dispute</td>
<td>47 (94%)</td>
<td>-</td>
<td>3 (6%)</td>
</tr>
<tr>
<td>Each Generation should have their own space</td>
<td>-</td>
<td>-</td>
<td>3 (6%)</td>
</tr>
</tbody>
</table>

**Post**

<table>
<thead>
<tr>
<th>Response</th>
<th>Yes</th>
<th>Not Answered</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth are already aware</td>
<td>46 (92%)</td>
<td>1 (2%)</td>
<td>3 (6%)</td>
</tr>
<tr>
<td>Interaction will lead to dispute</td>
<td>47 (94%)</td>
<td>-</td>
<td>3 (6%)</td>
</tr>
<tr>
<td>Each Generation should have their own space</td>
<td>-</td>
<td>-</td>
<td>3 (6%)</td>
</tr>
</tbody>
</table>

**Reduce Communication Gap**

- 18 (36%)
- 19 (38%)

**To make youth Sensitized**

- 19 (38%)
- 15 (30%)

**To make them feel important**

- 11 (22%)

**To learn and Gain knowledge**

- 18 (36%)
- 19 (38%)

**To facilitate Understanding**

- 8 (16%)
- 15 (30%)

**To stay in touch with our Culture**

- 06 (12%)
Figure 4.3.1 Comparative Analysis of Responses to Statement 1

From figure 4.3.1, it is apparent that there has not been much of an increase in the positive answers. The number of negative responses remained the same. One respondent who had not answered in the pretest became more confident of giving his view.

It can also be seen that the reasons that the respondents gave also increased. This may be because after working with the Elderly in close proximity, the Youth were able to understand them in a better way. Some stereotypes were removed and some perceptions became stronger. For instance, the statement “to make youth sensitized” decreased from 19 to 15. The reason behind this may be that after working with the Elderly, the Youth felt that they were already sensitized towards them and that there were other more important reasons for the need to promote Intergenerational Interaction.

4.3. B HOW CAN WE AS YOUNG GENERATION ENHANCE INTERACTION WITH THE ELDERLY?

The total number of respondents was 50. There were some changes in the answers given by the respondents in pretest and posttest. A comparative analysis of their answers is given in Table 4.3.1.
Table 4.3.1 comparative analysis of responses of pretest and Posttest

<table>
<thead>
<tr>
<th>Serial no.</th>
<th>Statements</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Spending more time/talking to them</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(64%)</td>
<td>(66%)</td>
</tr>
<tr>
<td>2.</td>
<td>Being there for them</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(16%)</td>
<td>(16%)</td>
</tr>
<tr>
<td>3.</td>
<td>Going out with them</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(10%)</td>
<td>(14%)</td>
</tr>
<tr>
<td>4.</td>
<td>Involving them in family discussions /decisions</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(22%)</td>
<td>(18%)</td>
</tr>
<tr>
<td>5.</td>
<td>Respecting them/making them feel special</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(26%)</td>
<td>(26%)</td>
</tr>
<tr>
<td>6.</td>
<td>Teach and learn new things</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(12%)</td>
<td>(8%)</td>
</tr>
<tr>
<td>7.</td>
<td>Helping in daily activities</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(14%)</td>
<td>(14%)</td>
</tr>
<tr>
<td>8.</td>
<td>By understanding them</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(22%)</td>
</tr>
<tr>
<td>9.</td>
<td>By conducting workshops and seminars</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(22%)</td>
</tr>
</tbody>
</table>

From table 4.3.1, it is evident that there has been an increase in the number of responses. In some statements, however, there has been a decrease in the number of people who agreed with the statement initially. For instance, initially 6 respondents felt that “teaching and learning new things” will help to promote intergenerational interaction. After the administration of the module, the number went down to 4. When asked about this, one of the
respondents said, "after working with the Elderly we realized that they don't really want to learn new concepts such as computers".

It can also be seen that after working with the Elderly, two new ways of enhancing intergenerational interaction came up. The reason for the decrease in the number of respondents in some statements can also be accounted for because of the reason that after working with the Elderly, they realized the other ways of interacting with Elderly.

4.3.C PARENTS PLAY AN IMPORTANT ROLE IN PROMOTING THE INTERACTION BETWEEN COLLEGE STUDENTS AND SENIOR CITIZENS

The total number of respondents was 50. There were some changes in the answers given by the respondents in pretest and posttest. A comparative analysis of their answers is given in figure 4.3.2
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Pretest

RESPONSES

Yes

39 (78%)
41 (82%)

No

3 (6%)
1 (2%)

Not Answered

8 (16%)
8 (16%)

Youth are already aware

- 1 (2%)

Youth does not like to be told what to do

5 (10%)
1 (2%)

Parents have to time

- 1 (2%)

Parents keep children away from Elderly

- 1 (2%)

Inculcate Values

6 (12%)
18 (36%)

Encourage Youth

10 (20%)
11 (22%)

Provide Opportunities to Interact

2 (4%)
5 (10%)

Act as Role Models

21 (42%)
8 (16%)

Act As a Link

12 (24%)
11 (22%)

Sensitive Youth

8 (16%)
6 (12%)
Figure 4.3.2 Comparative Analysis of Responses to Statement 3

From figure 4.3.2, it is apparent that there has been only a slight increase in the positive answers. The number of people who had not responded remained the same. The number of respondents saying 'No' decreased from 3 to 1.

It can also be seen that the reasons that the respondents gave for not agreeing with the statement also increased. This may be because after working with the Elderly in close proximity, some stereotypes were removed and some perceptions became stronger. Initially the Youth felt that the only reason that the role of parents is not important for intergenerational interaction is because the Youth does not like to be told what to do. But gradually they realized that it is also because of many other reasons such as "Youth are already aware of the problem", "parents have no time" and "parents keep the children away from the Elderly".