

ASSESSMENT OF INTERGENERATIONAL RELATIONSHIPS THROUGH
RECREATIONAL ACTIVITIES

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ABSTRACT

ASSESSMENT OF INTERGENERATIONAL RELATIONSHIPS THROUGH RECREATIONAL ACTIVITIES

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The purpose of this study was to identify the motivations and barriers of Cal Poly Recreation, Parks, and Tourism Administration (RPTA) students when participating in intergenerational recreation activities. With the population of senior citizens in America growing, this study assessed young Americans ideas and beliefs about interacting with seniors through recreation. A self-administered questionnaire was distributed to approximately 80 RPTA students. The findings indicated that the subjects are interested in participating with seniors through recreational activities but are limited by time, resources, and the location of such activities. Additionally, it was discovered that if subjects were to partake in such activities they would want to play games, do arts/crafts, and converse with members of the senior community. It is recommended that a program be implemented between schools and senior centers that provides intergenerational recreational opportunities through an elective course that's offered at Cal Poly. These activities will potentially enhance social, mental, emotional, and physical behavior of multi-generations.

Keywords: intergenerational, recreation, intergenerational gaps, senior citizens

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Chapter 1

INTRODUCTION AND REVIEW OF LITERATURE

Background of Study

The fundamental basics of the human life cycle are to be born, grow older, and then die. During this process, humans create important bonds and have meaningful experiences with individuals and loved ones throughout the duration of their lives. As time progresses, every experience encountered provides a different, more mature outlook on life. Different trends, beliefs, and values develop as time progresses from generation to generation. However, each generation has something valuable to offer the next. This is why intergenerational relationships are so essential. Zeldin, Larson, Camino, and O’Conner (2005) reported that “... research indicates that strong relationships between youth and adults serve protective and developmental functions. They can help prevent youth from engaging in problem behaviors, while concurrently, they can help promote knowledge, competency, and initiative among youth” (pp. 1-2). The values and beliefs passed on between generations shape what the world will look like in the future. Belief systems are based on what individuals were taught in the past.

Recreation can be used to connect senior citizens and youth. “Having fun together helps groups of people of any age break down age-based stereotypes and establish rapport” (Ames & Youatt, 1994, p. 3). Understanding adults at a young age help youth later on in life to acknowledge their own aging. On the other hand, interaction with youth can keep seniors from feeling secluded. Furthermore, these interactions keep history alive through the stories seniors have to tell (Spence & Radunovich, 2007). It is

important to determine what prevents the younger generations from interacting more with seniors and what would motivate them to participate further. The purpose of this study was to identify the motivations and barriers for Cal Poly Recreation, Parks, and Tourism Administration (RPTA) students when participating in intergenerational recreation activities.

Review of Literature

The following review of literature was conducted at the California Polytechnic State University through the Robert E. Kennedy Library. The three main databases used were PsycINFO, Expanded Academic ASAP, and Academic Search Elite. The review of literature was divided into two parts based on the purpose of this study: intergenerational gaps and student recreation.

Intergenerational gaps. Intergenerational gaps are differences between each generation and what separates individuals from one another. This section will point out some of those differences and delve into society's opinions about the gap between the young and old.

With the baby boomer generation growing older, the number of senior citizens in America is expected to skyrocket. "There are about 35 million Americans age 65 and over – a number that is projected to more than double by 2030..." (Schiff, 2006, p. 1).

Luce (2000) pointed out that:

Thanks to the miracles of medical science, we are experiencing an extension of the average human life span and seeing far greater numbers of healthy, educated old people in our society...But today, in technological countries such as ours,

respect has faded into bare tolerance, as we demand that older people act, look, and talk young. (p. 1)

Even though there are greater expectations of older individuals, various generations have a hard time understanding and relating to one another when they grow up during different time periods (Spence & Radunovich, 2007). To address this issue, there are four main generation classifications present in society and each one has unique characteristics.

"In general, a group of people progressing through time together is considered a generation. Each generational group shares similar values, motivations, and historical life experiences" (Sudheimer, 2009, p. 1). Nevertheless, each group is very diverse as well; the four diverse generations seen in society are traditionalists, boomers, xers, and millennials (Clare, 2009). The oldest generation, traditionalists, are reluctant to change and put others before themselves. They don't live life on the edge and tend to play it safe. Boomers are hard workers, always searching for a new challenge to tackle, and they are continually open to learning new things. Xers are more concerned with themselves than others and tend to be more independent. Millennials enjoy a social environment, are able to multi-task, and rely on technology on a day-to-day basis. They like to be recognized for their achievements and triumphs. Millennials have a hard time relating to traditionalists because they can't seem to keep up with today's fast paced technological environment. Traditionalists think millennials lack loyalty (Clare). These different attributes create potential barriers between generations. However, each generation can relate to how the media affects their view on age. Millennials especially are affected by the media because they are so technologically driven. Much of their leisure time is spent engaged with technological products.

The media contributes to the negative connotation of society's opinions about aging. The majority of ads are about maintaining youth and how growing older is a bad thing (Spence & Radunovich, 2007). "Not only do the media provide information regarding the importance and value of appearance ideals, but the media may also lead individuals to internalize appearance ideals and to feel pressure to meet such ideals" (Park, DiRaddo, & Calogero, 2009, p. 3). This automatically creates a separation between older and younger individuals. Younger individuals tend to think older people cannot relate, but they forget that they were once their age and can relate to some degree.

Researchers are beginning to realize the importance of finding a connection between these gaps and focusing on uniting these generational groups. "For many years, intergenerational interaction resided in events such as the Fourth of July festival or Breakfast with Santa. Yet, activities placing young and old side-by-side often occurred more by happenstance than specific design. Those days, however, are fading" (Smith, 2010, p. 1). Discovering the recreational activities that interest multiple generations can be utilized to connect individuals in a community.

Senior and youth recreation/leisure. Recreation and leisure must be defined in order to discuss how seniors and youth utilize their leisure time. Most individuals have their own personal definition of leisure and recreation and what it means to them. However, the general definitions offered in textbooks relate to time and activity as qualifications for leisure/recreation and freedom is a component of the experience (Parr & Lashua, 2004).

Recreation and leisure involves activities individuals want to do for fun or relaxation during their spare time. Stenseng (2008) describes one aspect of leisure activity as a harmonious passion. Stenseng states:

Harmonious passion stems from a self-determined internalization of the activity and leads to an autonomous and free engagement in the activity. Individuals are in control of the need to do the activity, and they feel free to choose how and when to engage based on a rational level of thought. (p. 466)

Basically, individuals choose where, when, and how to participate in recreation activities, and the benefits from the experience. Leisure is something everyone engages in throughout their lives whenever there is an opportunity to enjoy it.

Active recreation is an example of a form of leisure. “A lifestyle interest survey...shows that active recreation is the leading leisure interest of older adults (55+ years old)...” (“Active recreation,” 2007, p. 1). Active recreation through physical activity helps a number of mental, physical, and social issues that contribute to how well someone ages (Broughton & Beggs, 2007). As people age it’s important to keep participating in activities that promote a healthy lifestyle. When older individuals begin to age, their health and physical abilities may diminish. These individuals must decide if they will use this as an excuse to relax and be lazy, or use it as motivation to engage in healthy lifestyles. Social aspects come into play as well, because interacting with youth stimulates seniors. Spence and Radunovich (2007) implied that it “invigorates and energizes older adults and helps reduce the likelihood of depression in the elderly” (p. 2). Many adults have a connection with how their life used to be when they were young. Mathieu (2008) stated:

For older adults to have more life satisfaction they have to be able to continue doing what they used to do when they were younger. This could mean that maintaining active participation on sports should not be hindered. Many adults become less active as they age so returning to activities they enjoyed earlier in life may help promote positive aging. (p. 3)

Many American seniors play card games, golf, knit, etc, but they also enjoy participating in recreation that relates with younger individuals.

Young people enjoy playing and watching sports, dancing, socializing, and enjoying the outdoors. Each one of these activities can resonate with seniors. “Given the considerable amount of discretionary time typically available to young Americans, most appear able to balance their organized activity participation effectively with school-related tasks, family time, informal socializing with peers, and relaxing” (Mahoney, Harris, & Eccles, 2006, p. 18). Young Americans balance their time to incorporate recreation into their lives because it helps balance their lifestyle in general. Recreation is a tool used by individuals to create an escape from their hectic schedules. Hickerson, Benjamin, & Beggs (2007) made the observation that “students who do not have leisure skills, cannot manage leisure time, or are not aware that leisure can be psychologically rewarding” (p. 1). So, practicing leisure activities wisely during an individual’s youth is important because the habits formed will carry on throughout one’s life (Gordon & Caltabiano, 1996).

Seniors and youth can receive many benefits from interacting with each other through recreation. Smith (2010) summarized these benefits for adults:

Adults, particularly seniors, benefit from enhanced socialization, a greater sense of engagement in their communities, and better emotional, mental and physical health than their non-participating contemporaries. Often placed in mentoring roles, adults maintain their mature status and are tapped for their wisdom and experience, a reality that delivers an enhanced sense of purpose and dignity. (p. 1)

Smith also summarized the benefits for children:

Children, meanwhile, gain an emerging sense of empathy, including a more positive attitude toward aging. Studies have also shown that children participating in intergenerational activities display a higher level of maturity and manners than their peers, improved academic performance, and greater self-control and patience. (p. 1)

Combining different aspects of leisure activities from each generation could create an opportunity to produce a new kind of intergenerational recreation.

Summary. With the senior population in America growing, it's important to consider what role they will play in the social network. They will begin to search for and participate in different recreational activities. Baby boomers and older individuals want to stay connected with their youth and can obtain that perspective through intergenerational interactions. Recreation is an outlet that can be utilized to obtain that goal. The main generations have difficulty relating to the each other. However, there are many recreational activities that can be considered a "common language" for multi-generations. It's a matter of recognizing which of these activities can be used to bring

these generations together because these interactions have the capacity to offer a multitude of benefits. These benefits include enhanced developmental, cognitive, and social skills. Each experience can enrich the lives of individuals of all ages.

Purpose of the Study

The purpose of this study was to identify the motivations and barriers for Cal Poly Recreation, Parks, and Tourism Administration (RPTA) students when participating in intergenerational recreation activities.

Research Questions

This study attempted to answer the following research questions:

1. Are Cal Poly RPTA students interested in interacting with seniors for leisure without a reward other than an intrinsic one?
2. What barriers prevent Cal Poly RPTA students from engaging in recreational activities with seniors?
3. What recreational activities would encourage students to spend time with seniors on a regular basis?
4. What factors would motivate students to interact more with the senior community?

Delimitations

This study was delimited to the following parameters:

1. Information on intergenerational recreation activities was gathered from Cal Poly Recreation, Parks, and Tourism Administration students.

2. Barriers, activities, and intrinsic motivation were analyzed.
3. The data were collected during the spring of 2011.
4. Information for this study was gathered using self-administered questionnaires.

Limitations

This study was limited by the following factors:

1. The instrument used in this study was not tested for validity or reliability.
2. Convenience sampling limited the generalizability of the results.
3. The results could have been affected by social desirability bias.

Assumptions

This study was based on the following assumptions:

1. It was assumed that subjects would respond honestly and to the best of their knowledge.
2. It was assumed that all subjects participating in the study were Recreation, Parks, and Tourism Administration students currently attending the California Polytechnic State University.
3. It was assumed that all subjects had some form of interaction with senior citizens within their lifetime.

Definition of Terms

The following terms are defined as used in this study:

Intergenerational. An interaction between different generations.

Intergenerational gaps. Differences between each generation and what separates individuals from one another.

Motivation. The desire to do something.

Barrier. Something physical or emotional that prevents one from going any farther.

Recreation. An activity individuals enjoy engaging in to relieve stress.

Active recreation. An activity involving some sort of physical activity that contributes towards physical fitness.

Senior citizen. A person over the age of 65 close to retirement.

Aging. The process of getting older.

Chapter 2

METHODS AND PROCEDURES

The purpose of the study was to identify the motivation and barriers for Cal Poly Recreation, Parks, and Tourism Administration (RPTA) students when participating in intergenerational recreation activities. This chapter is organized according to the following sections: description of subjects, description of instrument, description of procedures, and the method of data analysis.

Description of Subjects

The subjects were students enrolled in the Recreation, Parks, and Tourism Administration major (RPTA) at California Polytechnic State University in San Luis Obispo, California. The population of this study consisted of approximately 300 students within the department. Most of the subjects were between the ages of 18 and 23, predominately Caucasian, and predominately residents of the state of California. The RPTA vision statement for the major contributes to why RPTA students were chosen for this study. The department's vision is to "promote healthy lifestyles, protect memorable places, and facilitate life-enhancing experiences" (Cal Poly RPTA, 2011, para. 1). Subjects were also selected because of their age and their experience within the field of recreation. These subjects were recruited through a convenience sample.

Description of Instrument

The instrument was a 14-item self-administered questionnaire developed by the researcher. The survey questions were established in order to answer the four research questions. Factors that affect time spent with seniors were assessed using a 5-point Likert-type scale. One represented that the factor had no effect on the subject and five represented that it greatly affected the subject. A 5-point Likert-type scale was also used to determine motivation to spend time with senior citizens without an incentive. A checklist was created to discover what types of activities students would be interested in engaging in with seniors. Close-ended questions were utilized to gather information about the subject's demographics as well as how often they engage with seniors. Finally, an open-ended question was used to inquire about the subject's motivation for interacting with seniors. Questionnaire items were formatted according to the research questions with subject demographics as the conclusion. A copy of the questionnaire has been included as Appendix A.

Directions for the questionnaire asked subjects to answer to the best of their ability and reassured them their responses would remain anonymous. A consent letter reconfirmed their anonymity and referenced whom to contact if they had any questions. The questionnaire was pilot tested with 15 RPTA students. Before the final questionnaire was distributed to subjects, the Human Subjects Committee at California Polytechnic State University approved the questionnaire and consent form. A copy of the consent form has been included as Appendix B.

Description of Procedures

The data were collected by the researcher utilizing a self-administered survey in four RPTA classes from April 12-20, 2011. Students enrolled in Introduction to Recreation, Parks, and Tourism (RPTA 101), Leadership and Facilitation (RPTA 205), Legal Aspects of Recreation, Parks, and Tourism (RPTA 342), and Festival and Event Management (RPTA 420) participated in the study. Permission was granted from the instructors teaching each of these classes to collect data from these subjects. If students were enrolled in multiple classes being sampled, they were asked to only complete the survey once.

Before completing the questionnaire the subjects were asked to participate in the study. After approaching the subjects they were given one questionnaire each and directions were briefly provided. The subjects were assured that their participation was voluntary, and their responses would remain anonymous. The subjects were instructed to complete the questionnaire to the best of their abilities and when finished to place it in the manila envelope provided by the researcher. When collecting data the researcher's role was to distribute the consent form and questionnaires, give brief directions, and collect the data without influencing the subjects.

Method of Data Analysis

After collecting the data the results were tabulated and analyzed in Microsoft Excel. The first three research questions were analyzed using measures of central tendency (i.e., mean and standard deviation). The first research question addressed the

issue of whether students would spend leisure time with seniors without incentive other than their personal desire to do so. The second research question analyzed what factors kept RPTA students from engaging in recreational activities with seniors. A 5-point Likert-type scale was utilized in collecting these data. Using the 5-point Likert-type scale for factors that affected their decisions, mean scores of 3.5 or above were determined to be significant.

The third research question relating to activities students would be interested in participating in with seniors and questions regarding demographics was analyzed using frequency and percentage. One open-ended question was used to answer the fourth research question regarding motivations to interact with the senior community. To tabulate the open-ended response, common responses were identified and analyzed using frequency and percentage.

Chapter 3

PRESENTATION OF THE RESULTS

The purpose of this study was to identify the motivations and barriers for Cal Poly Recreation, Parks, and Tourism Administration (RPTA) students when participating in intergenerational recreation activities. Data were collected from RPTA 101, RPTA 205, RPTA 342, and RPTA 420 over a span of three days. Eighty-nine subjects participated in the study.

Subject Demographics

Eighty-nine Recreation, Parks, and Tourism Administration students participated in this study and completed the self-administered questionnaire. Out of the 89 participants, 70 were female (75.3%) and 19 were male (21.3%). As presented in Table 1, 40 subjects who participated were juniors (43%) and 26 were sophomores (28%), which was a majority of the sample.

Table 1
Class Standing According to Frequency and Percentage

<u>Class Standing</u>	<u><i>f</i></u>	<u><i>%</i></u>
Freshman	11	11.8
Sophomore	26	28.0
Junior	40	43.0
Senior	12	12.9

Barriers to Interacting with Senior Citizens

Mean scores and standard deviations were calculated to discover barriers for subjects when considering interacting with the senior community. As shown in Table 2, the subjects available leisure time is the highest rated barrier for the subjects decision to spend time with seniors (4.23). The location of the interaction (3.71), the type of activity (3.48), and the cognitive abilities of the senior citizens (3.21) were also factors with higher mean scores.

Table 2
Factors that Affect the Decision to Spend Time with Senior Citizens

	Mean	SD
My available leisure time	4.23	.867
Location of interaction	3.71	.932
Type of activity	3.48	1.27
Cognitive abilities of seniors I would be spending time with	3.21	1.18
Physical abilities of seniors I would be spending time with	2.83	1.27
Lack of personal financial resources	2.55	1.19
Lack of personal transportation	2.54	1.57
Age of senior citizen	2.40	1.13
Inexperience conversing with senior citizens	2.29	1.12

Time Spent with Senior Citizens

Frequency and percentage were used to calculate how much time the subjects spend with senior citizens on a regular basis. Sixty subjects (67%) rarely spend time with senior citizens and 13 (14%) spend time with seniors once a month (see Table 3).

Table 3
Time Spent with Senior Citizens

<u>Time</u>	<u>f</u>	<u>%</u>
Once a week or more	1	1.0
Once a month	13	14.6
Twice a month	5	5.6
Once a year	9	10.1
Rarely	60	67.4

Level of Interest Without Incentive

When asked if they would participate in recreational activities with senior citizens without an intrinsic reward, 16 % of the subjects (n=15) said they would be a little interested, 36 % (n=32) said they were neutral, and 41 % (n=37) said they were interested, (see Table 4).

Table 4
Level of Interest Without Incentive

<u>Time</u>	<u>f</u>	<u>%</u>
Not at all interested	0	0
A little interested	15	16.9
Neutral	32	36.0
Interested	37	41.5
Extremely interested	5	5.6

If there were some sort of incentive for the subjects to interact with seniors 78% of them said they would, 17% said they were uncertain, and 0% said they would not.

Recreational Activities

The subjects were asked to indicate the recreational activities they would want to participate in with senior citizens. The results are presented in Table 5. The activities with the highest frequency and percentage were games (83%) and arts/crafts (79%). The activities with the lowest frequency and percentage were cultural experiences and field trips at 49.5%. Only three students chose the “Other” option on the questionnaire and expressed that they would enjoy doing yoga, cooking, and classic dance with senior citizens.

Table 5
Recreational Activities of Interest

<u>Activities</u>	<i>f</i>	<i>%</i>
Games	78	83.9
Arts/Crafts	74	79.6
Conversation/Talking	70	75.3
Entertainment (music, plays, concerts, etc)	61	65.6
Outdoor recreation	60	64.5
Volunteer work	55	59.1
Sports	55	59.1
Passive recreation (reading, sitting, walking, etc)	47	50.5
Field Trips	46	49.5
Cultural experiences (art exhibits, museums, etc)	46	49.5
Other	3	3.0

Motivations to Interact with Senior Community

When asked about what would motivate the subjects to interact more with the senior community two themes emerged. Participants stated if they had more time in their lives they would be more likely to spend more of that time with seniors. Also, they wanted more information about available opportunities to spend with senior citizens.

Summary

Results from this study show that subjects are interested in participating in recreational activities with seniors depending on their available time, the activity, and whether there is an incentive or not. Participants had different views on what activities they would enjoy, including playing games, outdoor recreation, and different sports. The findings indicated that recreational activities such as games and arts/crafts were the highest frequency of interest.

The subjects also indicated that they rarely converse and spend time with seniors. If they do interact with seniors it's about once a month. Subjects were also more likely to participate with seniors if they had an incentive. Subjects stated they would not participate with an incentive. The results indicate that recreational activities between generations are something that can be attained if the right programs are implemented. A detailed summary and discussion of the finding will follow in Chapter 4.

Chapter 4

DISCUSSION AND CONCLUSIONS

This study is designed to discover the potential of intergenerational recreational activities. This concluding chapter will include the following: a summary of the study, a discussion of the findings including limitations, conclusions based on the research questions, recommendations, and future research.

Summary

The purpose of this study was to identify the motivations and barriers for Cal Poly Recreation, Parks, and Tourism Administration (RPTA) students when participating in intergenerational recreation activities. Interaction between senior citizens and youth may be beneficial to both parties involved by enhancing mental, physical, and emotional health. The senior community is full of knowledge and wisdom, whereas youth have an ability to make the most of every day. Recreational activities can be utilized to connect these two groups and to create unique experiences.

Students enrolled in the Recreation, Parks, and Tourism Administration major at the California Polytechnic State University participated in this study. The instrument was a 14-item, self-administered questionnaire.

The results showed that the subjects have an interest in interacting with the senior community but they are looking for information that may point them to those various opportunities. Time restrictions contributed greatly to the subjects ability and motivation to participate. If they had the time, subjects were interested in playing games, doing

arts/crafts, and conversing with seniors. Location and the type of activity played a role in whether or not the subjects would participate in activities with senior citizens.

Discussion

The findings reveal that time, the physical abilities of seniors, and the location of activity greatly affect the subjects decision to participate in recreational activities with the elderly. If individuals within the recreation field create an activity that interests both groups, the idea of elderly spending time with youth wouldn't be such an unpleasant experience. The age of senior citizens is not a major factor in the subjects decision to interact with seniors. Game and arts/crafts are among the activities subjects would enjoy most when interacting with seniors. Students are more likely to participate with seniors if they are better informed of recreational activities to do with them in their area.

Young Americans incorporate recreation into their daily lives to relieve stress. Subjects in the study express a concern of not having enough time to designate towards recreational intergenerational interaction. Recreational activities can be utilized to motivate young individuals to participate with seniors in their spare time.

Several limitations affected the study. The sample size is limited to Recreation, Parks, and Tourism Administration students. These subjects have a potential bias because they may be more likely to engage in intergenerational activities as a result of their chosen major. Convenience sampling limited the study by affecting the generalizability of results. Social desirability bias may have also played a factor in the results due to the subjects feeling pressured to respond in a particular manner that may

please the researcher. Another limitation was the factor of time. The study was under a time constraint which may have hindered the results.

Universities should offer an elective course where students get a chance to interact with the senior community through games, arts/crafts, or a program where they work together towards a common goal. These programs would have the idea in mind that students and seniors would see each other more than once a month, with the goal that they would form close bonds as a result of the program requirements. Seniors and students would have the opportunity to be able to interact with each other with the possibility of learning something from one another, which could contribute to a healthier lifestyle. This also creates a designated time for students to spend time with seniors.

Conclusions

Based on the findings of this study, the following conclusions are drawn:

1. Students are slightly interested or neutral about spending time with senior citizens when there is no motivation other than an extrinsic one.
2. Available leisure time, location of activity, and type of activity were the top three barriers for subjects' desire to interact with senior citizens.
3. Games, arts/crafts, and conversing with senior citizens were the top three activities subjects were interested in participating with seniors.
4. More available time and easy access to available opportunities were the top motivations for subjects to be more likely to participate.

Recommendations

Based on the conclusions of this study, the following recommendations are made:

1. Offer more opportunities for youth to participate with senior citizens within the community. Possibly with a class offered through the university partnering with a local senior center.
2. Set up a system for the transportation of students or seniors so the limitation of the location of the activity is not an issue.
3. Ask youth in a community what they might be interested in doing with seniors because every place might have a different idea of what might be productive and fun.
4. Work on eliminating negative connotations that may be related to participating in activities with senior citizens.

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APPENDIXES

Appendix A

Questionnaire

Intergenerational Relationships

Please complete the following items to the best of your ability. The goal of this study is to discover what motivations and barriers contribute to students participating in intergenerational recreation activities. This questionnaire is voluntary and your responses will remain anonymous.

- 1) What is your level of interest to spend your leisure time with senior citizens without receiving some sort of reward like school credit in return for your time?

Not at all interested	A little interested	Neutral	Interested	Extremely interested
1	2	3	4	5

- 2) On a scale of 1-5 please rate the level at which these factors affect your decision to spend time with senior citizens. Circle the number that corresponds to the scale.

	Does Not Affect	Little Effect	Neutral	Somewhat Affects	Greatly Affects
	1	2	3	4	5
Age of Senior Citizens	1	2	3	4	5
Inexperience Conversing with Senior Citizens	1	2	3	4	5
Lack of Personal Financial Resources	1	2	3	4	5
My Available Leisure Time	1	2	3	4	5
Lack of Personal Transportation	1	2	3	4	5
Type of Activity	1	2	3	4	5
Location of Interaction	1	2	3	4	5
Physical Abilities of Seniors I would be Spending Time with	1	2	3	4	5
Cognitive Abilities of Seniors I would be Spending Time with	1	2	3	4	5

3) Would you participate in recreational activities with seniors if there were some sort of incentive?

Yes____ No____ Uncertain_____

4) What kind of recreational activities would you be interested in participating in with seniors? (*Check all that apply*)

- Sports
- Games (card, puzzles, board, etc)
- Arts/Crafts Activities
- Conversation/talking
- Entertainment (music, plays, concerts, etc)
- Cultural Experiences (art exhibits, museums, etc.)
- Other (please specify:_____)
- Field Trips
- Volunteer Work
- Outdoor Recreation Activities
- Passive Recreation (reading, walking, sitting, etc.)

5) How often do you participate in recreational activities with senior citizens excluding your family?

- a. Once a week or more
- b. Once a month
- c. Twice a month
- d. Once a year
- e. Rarely

6) What would motivate you to interact more with the senior community?

7) What is your class standing?

- a. Freshman
- b. Sophomore
- c. Junior
- d. Senior

8) What is your gender?

- a. Male
- b. Female

* Thank you for participating! *



Appendix B
Informed Consent Letter

INFORMED CONSENT TO PARTICIPATE IN INTERGENERATIONAL
RELATIONSHIPS THROUGH RECREATION

A research project on intergenerational relationships through recreation is being conducted by Rachel Mattingley as a senior project in Recreation, Parks and Tourism Administration (RPTA) under the direct supervision of Dr. William Hendricks. The purpose of this research is to identify the motivations and barriers for the RPTA students when participating in intergenerational recreation activities.

You are being asked to take part in this study by completing a self-administered questionnaire. Your participation will take approximately 3-5 minutes. Please be aware that you are not required to participate in this research, and you may discontinue your participation at any time without penalty. You may omit any items you prefer not to answer.

There are no risks anticipated with participation in this study.

Your anonymity will be maintained through an anonymous questionnaire. Please ensure anonymity by not writing your name on the questionnaire. Potential benefits associated with the study include an increased knowledge of what will motivate students to participate in recreational activities with the elderly.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please feel free to contact Rachel Mattingley at 760-420-4702 or rmatting@gmail.com. If you have questions or concerns regarding the manner in which the study is conducted, you may contact Dr. Steve Davis, Chair of the Cal Poly Human Subjects Committee, at 756-2754, sdavis@calpoly.edu, or Dr. Susan Opava, Dean of Research and Graduate Programs, at 756-1508, sopava@calpoly.edu.

If you agree to voluntarily participate in this research project as described, please indicate your agreement by completing the attached questionnaire. Please keep one copy of this form for your reference, and thank you for your participation in this research.