Understanding the role of personality, culture, and motives : Conceptualising an evidence-based framework for an effective intergenerational program

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Understanding the Role of Personality, Culture, And Motive: Conceptualising A Framework for An Effective Intergenerational Program

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Statement of Authorship

The current thesis reflects the work of the author. Credits to the authors of existing research which have been cited throughout the thesis. The current thesis has not been submitted in the fulfilment of other programs and all ethical approval was received prior to data collection from the Human Research Ethics Committee at the Australian Catholic University.

Mohd Hamizan Bin Ahmad

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Research Context

The current research program contributes to the development of the GrandSchools Intergenerational Learning and Living initiative instigated by key researchers from the Queensland University of Technology, Australian Catholic University, Deakin University, and Fulton Trotter Architect. The project received funding from the federal funding through the National Health and Medical Research Council (NHMRC) Ideas Grant. The project is also supported by industry partners such as the Wesley Mission Australia, Lutheran Services, Redeemer Lutheran College, Western Sydney University, Minx Architecture, Learning Environments Australasia Queensland, and Australian Association for Flexible and Inclusive Education (AAFIE).

The GrandSchools Intergenerational Learning and Living initiative aims to develop an alternate social model of an intergenerational learning and living campus. The campus has been conceptualised to have a senior living facility and a secondary school co-located to enable consistent intergenerational contact and an efficient use of resources as an alternate social model. The current research program contributes to the aspect of establishing an effective intergenerational program for youth and older adults to improve intergenerational attitudes while considering the option to incorporate a social enterprise model to aid the sustainability of the program. The research program was also supported through a multidisciplinary approach whereby the supervisory team have a diverse background in health (i.e., psychology, physiotherapy, occupational therapy and the broader research group in the GrandSchools project consists of architects, teachers, economist, and aged care professionals which adds to the diversity of the approaches used in the research program.

Abstract

Literature has examined multiple approaches in executing intergenerational programs, yet empirical evidence to support these approaches remains scarce, and risks of exacerbating ageist attitudes are prevalent. Given the context of a widespread siloing effect observed around youth and older adults in modern society, it is imperative to develop an evidence-based approach in intergenerational programs to effectively manage the growing and evolving social issues, such as youth unemployment and ageism. The overarching aim of the research program was to establish a conceptual framework for effective intergenerational programs by identifying the external and internal characteristics of effective intergenerational programs that may facilitate positive attitude changes involving the youth and older adult. A secondary aim was to identify methods to improve the sustainability of intergenerational programs through structural and income-generating avenues such as avenues for an intergenerational social enterprise. The current research program addressed these aims through a systematic review, a cross-sectional survey study, and two qualitative studies. The systematic review provided an overview of the published intergenerational work specific to youth and older adults and its effect on intergenerational attitudes. The cross-sectional study provided preliminary insight into the role of personality, culture, and motives on older adults' attitudes towards youth. The first qualitative study explored the attitudes towards the other generation as well as the perceptions of youth and older adults on the role of individual differences in intergenerational program engagement. The second qualitative study investigated the challenges and enablers associated with the structure and sustainability of the program. The results of the studies demonstrated that the use of a theoretical framework improved the likelihood of attitudinal change in intergenerational programs. Furthermore, individual differences were shown to have varying roles in intergenerational program

engagement and generational differences as highlighted in the cross-sectional and qualitative studies. Sustainability can be improved through the implementation of a suitable program design, social enterprise activities, and a review process to reassess changes associated with participant profiles. A conceptual framework was developed from the findings of this body of work, which can guide the development of future intergenerational programs. By examining the role of personality, cultural values, and motives on intergenerational attitudinal change, these factors may further our understanding of the use of Allport's contact theory in intergenerational programs where individual differences in intergenerational programming which may improve the approach and effectiveness of the program can be accounted for.

Chapter 1: Background Context

1.1 Overview of Research Topic

The global ageing population has been predicted to increase and will continue to increase until 2050 (Powell & Cook, 2009). In Australia, in 2017, over 3.8 million people were aged above 65 years (Australian Institute of Health and Welfare, 2018) with the average growth rate increasing by .25 percent from the period of 2006-2011 (2.94%) to 2011-2016 (3.19%) (Australian Bureau of Statistics, 2020). The effects of the ageing population can be observed in its premature stage as demands for care and housing are presently increasing (Powell & Cook, 2009). The demands for sustaining the older generations may be perceived as a burden for younger generations which may reinforce negative attitudes towards ageing (Berger, 2017; North & Fiske, 2012). This negative perception may also be exacerbated as a siloing effect can be observed in society between age groups where the youth are segregated from the older population (Berger, 2017; North & Fiske, 2012).

Intergenerational programs have been adopted as a strategy to reduce negative attitudes towards ageism where these programs may facilitate interactions involving the younger generations and older adults (Blackwood & Sweet, 2017). Intergenerational programs can be defined as structured programs designed to facilitate interactions between two or more generations (Martins et al., 2019; Warburton, 2014) outside of their daily interactions. Engagement in intergenerational programs may aid in bolstering youth familiarity with older adults and reduce any anxiety about interacting with them in the future (Teater, 2018).

Intergenerational programs have several benefits to youth and older adults. These programs may serve to expose youth to early work experience which may identify potential

career pathways for youth. Erikson's psychosocial development theory (as elaborated in Chapter 2.1) identified that individuals between the ages of 12 to 18 years are undergoing a process to establish their identity and role within society (Burton et al., 2015) which can be elaborated to include finding a suitable career and identifying their skill sets (strengths and weaknesses). Mentoring programs have been widely established to increase confidence in the workplace and provide growth in early career (Allen et al., 2004). Intergenerational programs may enable interactions and mentorship from older adults who have valuable professional experience that can be passed on to the youth (Cordier et al., 2016). Additionally, mentorships may aid in facilitating youth's identity establishment in relation to their skills and career options, whereas older adults may aid in clarifying areas of uncertainty through their experience and knowledge. An improvement in intergenerational familiarity may bolster youth's willingness to work in the aged care sector (Xiao et al., 2013). Furthermore, psychosocial benefits may arise where aspects of social connectedness and generativity, a sense of fulfilment in contributing to the improvement of the community (Burton et al., 2015), may be induced through intergenerational programs (Martins et al., 2019).

1.2 Theory Overview and Intergroup Contact

Intergenerational programs reflect on Allport's Contact Theory whereby Allport et al. (1954) proposed that contact between social groups may facilitate positive attitudes when performed in the ideal environment. Though the theory originally explored racial prejudice, it has since been adapted to reduce tensions in other group settings, such as age (Martins et al., 2019), religion, and sexuality (Pettigrew & Tropp, 2006). In the context of ageism, consistent contact between youth and older adults may promote positive attitudes through increased

empathy (Dovidio et al., 2010; Stephan & Finlay, 1999; Vanman, 2016) and alleviate intergroup anxiety when interacting with the other generational group (Teater, 2018). As intergenerational programs enable the interaction between two or more generations, the program aligns with the contact hypothesis to enact attitudinal change as proposed by Allport et al. (1954).

Allport's intergroup contact theory identified that an ideal environment is needed to facilitate attitudinal change which includes perceived equality in status, mutual goals, mutual engagement from both parties to achieve the goals, and support from institutions and governance (the theory is further expanded in Chapter 2.3; Allport et al., 1954). However, the current literature remains inconclusive as to what approach may be best taken to optimise the impacts of intergenerational programs (Giraudeau & Bailly, 2019) as motives may impact on the level of engagement and perception of equality of the engagement (Chapman & Morley, 2014). Mutual engagement and perception of equality further denote two criteria of Allport's intergroup contact theory, which rationalises the need to examine the relationship between motives, level of engagement, and equality in participation in intergenerational programs.

Motives are a useful factor to explore when considering the level of participation in intergenerational programs. Motives, or reasons for participating, are noted to be one of the conditions set by Allport's intergroup contact theory and could, therefore, implicate changes in attitude between groups. Motives may arise from either protective, social, or altruistic reasoning, which has been shown to correlate with an individual's engagement, retention in social programs, and enjoyment (Chapman & Morley, 2014). Additionally, motives do not occur in isolation and may be influenced by an individual's personality. Personality as a concept has been widely used to explain variability in motives, particularly in relation to

career interest and social engagement (Carlo et al., 2005; Newton et al., 2018). Personality aids in exploring individual differences as it accounts for an individual's consistent pattern of thinking, emotion, and behaviour (John & Srivastava, 1999). Accounting for motives and personality may enhance the depth of understanding on maximising the positive effects of intergenerational programs which were not accounted for in Allport's contact theory.

Furthermore, cultural values may also influence attitudes towards ageing. Individuals from a collectivistic background may be more likely to have sustained intergenerational contact with senior members of the community than a person from an individualistic culture (North & Fiske, 2015). A study investigating early student nurses in China and Australia found that those in China were more likely to have a positive attitude towards working with older adults compared to student nurses in Australia (Xiao et al., 2013), indicating cultural differences in ageist attitudes. Pre-existing intergenerational attitudes influenced by an individual's cultural background may implicate the establishment of the perceived equality between generational groups within intergenerational programs, which is necessary to establish the ideal contact environment. Moreover, Australia has a unique composition of culture as although it is predominantly individualised, there has been a recent mass immigration of individuals from collectivistic cultures from countries such as India and China (Australian Bureau of Statistics, 2021) which may influence the intensity of cultural diffusion (social remittance) within regions. Therefore, the baseline of the effects of cultural values on ageism in Australia remains hypothetical and requires further exploration.

Several authors highlighted the need for continuity of contact being an important factor to maximise the impact of intergenerational programs (Sultana & Hebblethwaite, 2019; Yaghoobzadeh et al., 2020). Lack of funding and governance support may limit the feasibility

of running intergenerational programs continuously (Pettigrew et al., 2011). Social enterprises are commonly used to overcome reliance of external funding to support social initiatives as they incorporate business structures to generate income to be self-sustaining (Barraket et al., 2017; Kickul & Lyons, 2016). Moreover, this approach may also support foster equality, mutual engagement and working towards a mutual goal between youth and older adults by having a sense of ownership and accountability of being a part of the intergenerational program, central to Allport's intergroup contact theory. However, few have explored the use of a social enterprise framework in intergenerational programs to improve on its sustainability which may maximise the long-term impact of these programs.

Though there is a need to formulate a strategy to improve the gap between youth and older adults, little has been done to identify the viable and evidence-based structure of an intergenerational program involving youth and older adults. The proposed research program explores the viability and benefits of intergenerational programs, which contributes to the GrandSchool's initiative of creating a co-located, co-learning, and co-engagement environment for the youth and older adults. This research program sought to establish a conceptual framework for effective intergenerational programs by identifying the external and internal characteristics of effective intergenerational programs that may facilitate positive attitude changes involving the youth and older adult. More specifically, the primary focus is on the exploring the role of individual differences such as personality, culture, and motives on improving attitudes of youth and older adults in intergenerational programs. While a secondary focus of this research program examines contextual factors to improve the sustainability and governance of intergenerational programs which includes the consideration of a social enterprise framework. The specific aim and research questions are elaborated in Chapter 2.7.2.

1.3 Structure of Thesis

This thesis comprises eight chapters. Chapters 1 and 2 elaborate on the background context and literature review related to youth and older adult intergenerational programs. Chapter 3 presents the methodology and relevant considerations in the doctoral research program. Chapter 4 presents the findings of a systematic review exploring attitude changes in youth-older adult intergenerational programs while summarising program characteristics. Chapter 5 explores the role of individual differences on attitudes towards youth through a cross-sectional study design. Chapter 6 reports on the perception of youth and older adults on the role of individual differences, and intergenerational attitudes through interviews and focus groups. Chapter 7 uses the same methodology as Chapter 6 but focuses on elaborating the perceived structural and sustainability factors which includes the consideration of social enterprise activities in enhancing intergenerational programs. Chapter 8 summarises key findings and is the General Discussion chapter in the thesis.

Chapter 2: Literature Review

2.1 Overview of Chapter

The current chapter explores the literature background of intergenerational programs, Allport's contact theory as the primary social theory to facilitate intergroup contact, benefits and limitations of intergenerational programs, individual differences as factors influencing the development of Allport's ideal conditions, sustainability of intergenerational programs through a social enterprise framework, and the overarching aim of the research program. The literature aids in establishing the primary considerations of the research program which includes a brief overview of personality, culture, and motives linking it with Allport's contact theory.

2.2 Intergenerational Programs

Intergenerational programs are a form of community social program to facilitate contact between generations. Intergenerational programs are often conducted in multiple sessions and would bring benefit to individuals involved through skill building and social inclusion (Smart, 2017). The conceptualisation of intergenerational programs within the literature is mainly rooted in social and developmental psychology theories. Erikson's psychosocial development theory highlights the importance of key developmental milestones which can be fostered through intergenerational contact, such as identity formation in youth and generativity for older adults. Meanwhile, Allport's intergroup contact theory underlines the importance of establishing ideal contact conditions reduce the prejudice between generations (Warburton, 2014). Together, these theories support the implementation of

intergenerational programs to improve wellbeing across the generations, reduce ageism, and promote social cohesion in the community.

Erikson's theory suggests that individuals go through developmental milestones where a successful outcome may mean living an amalgamated, full, and meaningful life (Burton et al., 2015; Maree, 2020). The eight stages (refer to Table 2.1 for details of each developmental stage) covers early developments from infancy (Stage 1 – 0 to 18 months [Trust vs. Mistrust]) to late adulthood (Stage 8 – 60 years old and above). The theory may also be perceived as a lifelong development of personality whereby an individual may form their standing within each developmental issue (i.e., the outcome of stage one would either lead to the individual being trusting or mistrusting). However, Erikson had identified the complexity of the adolescent stage as being a significant milestone where an individual would be consolidating their idea of self while identifying their role in the community during this age (Erikson, 1958; Maree, 2020). Similarly, older adults (which can be considered from the age of 50 in different cultures) would go through a period of reflection on their meaningful life (ego integrity vs. despair), resulting in feelings of regrets or fulfilment.

Table 2.1

The Psychosocial Theory – Summarised (Burton et al., 2015; Slater, 2003)

Stage	Age Range (Years)	Crisis	Virtue	Consequence
1	0 – 1.5	Trust vs. Mistrust	Hope	Mistrust
2	1.5 – 3	Autonomy vs. Shame	Will	Inadequacy
3	3 – 5	Initiative vs. Guilt	Purpose	Self-Critical
4	5 – 12	Industry vs. Inferiority	Competency	Inferiority
5	12 – 18	Identity vs. Role Confusion	Fidelity	Role Confusion
6	18 – 40	Intimacy vs. Isolation	Love	Loneliness
7	40 – 65	Generativity vs. Stagnation	Care	Disconnected
8	65+	Ego Integrity vs. Despair	Wisdom	Hopelessness

Though Erikson had outlined the progression in a linear timeline, most developmental researchers have contended (Clayton, 1975; Sneed et al., 2006; Whitbourne et al., 2009) that the timeline is more appropriate to be used as a guideline (range of which the conflict will take place) given individual variations in progression through life stages (either progresses on par, early, or late in their milestones). Maree (2020) also identified gaps in Erikson's theory in identifying cultural variances and following recent societal modernisation. For example, Maree (2020) identified how the perception of ageing in African contexts celebrates the individual's life experiences, status and responsibility in the community. This contrasts to the Western-centric perspective on ageing that is often associated with frailty and deteriorating health (Xiao et al., 2013). Similarly, modern perceptions of ageing are increasingly reflected on the individual's spirituality, meaning-making, and legacy reflections, which are also

reflected in the increased opportunities for growth and career options in recent years. Nevertheless, Maree (2020) emphasised on aspects of meaning-making, identity, and social participation particularly in the later stages of adulthood which reaffirms the relevance of Erikson's theory, with the acknowledgement that development is not linear and there is a need to be sensitive to individual differences.

While there is a focus on developing ego integrity in late life in Ericson's stages, promoting generativity in older adults has been shown to link to social and health benefits (Warburton, 2014; Wilson et al., 2013). Generativity follows the idea of leaving a mark or contribution to the world, which may be in the means of passing down knowledge to younger generations (Burton et al., 2015). Wilson et al. (2013) reported that older male adults tend to be affected by an occupational void (change in the routine of daily productiveness and directed behaviour through work) following retirement, which they were unable to fill through recreational activities such as fishing. As the interviewees in this study were individuals with decades of career and work experience (Wilson et al., 2013), it may be argued that the perceived value of their experience and wisdom exacerbated the perception of needing to contribute to the community following retirement. Intergenerational programs may aid facilitate this as providing an opportunity for older adults to share their life experiences and wisdom.

Furthermore, intergenerational programs specific to young adults and older adults were constructed to promote a sense of generativity in older adults and help young adults to explore their identity, which may result in a "grand generativity" effect, as explored by Erikson (Warburton, 2014). The effect of grand generativity was conceptualised as an interaction promoting reciprocal benefits between generations (i.e., older adults sharing

knowledge and skills with younger adults while gaining a sense of social connectedness which would further contribute to their respective developmental milestones). Though Erikson's theory provides an overarching idea of the benefits of intergenerational programs, Allport's intergroup contact theory guides the formulation of an optimal condition (environment) to facilitate positive interactions and experiences between generations, which will be explored later in this chapter.

2.3 Intergroup Contact Theory

Allport et al. (1954) proposed intergroup contact theory to understand the prejudice between social groups and develop strategies to reduce tension between groups. Though the theory was used to examine intergroup tension from a racial or ethnic lens (Allport et al., 1954), it has since been expanded to include group associations through age (Martins et al., 2019), sexual orientation, and religion (Pettigrew & Tropp, 2006). Allport's intergroup contact theory purports that basic contact between two groups does not assure positive changes in attitudes to one another.

2.3.1 Contact Duration and Quality

While intergenerational contact is often proposed as a mechanism for change in attitudes between generations, mere exposure between generational groups may not be enough to improve intergenerational attitudes (Bousfield & Hutchison, 2010). Therefore, it is important to explore the role of contact duration and quality to gain an in-depth

understanding of Allport's intergroup contact theory's application in intergenerational programs.

Opportunity to have quality interactions and develop relationships should be emphasised to improve intergenerational attitudes. Drury et al. (2016) explored the role of contact duration and quality of engagement in improving the college students' attitudes towards older adults by conducting a series of studies. The studies compared the reported naturalistic (in the community) contact of college students with older adults in the community and found that extended contact was associated with positive attitudes toward older adults. Nevertheless, Drury et al. (2016) further found that contact alone was not a robust predictor to reduce ageism.

Over the course of three studies, Drury et al.'s (2016) findings consistently reported that the role of perceived relationship quality with the older generation having a stronger influence on intergenerational attitudes compared to the reported intergenerational contact had by the college students. This finding complements a review of past intergenerational contact work on attitudes whereby Christian et al. (2014) also identified contact quality may determine the effects of contact duration on attitudes towards older adults. Both studies further highlight the mediating role of intergroup anxiety between ageist attitudes and maintaining extended contact with older adults which identifies the need to consider beyond increasing contact between generations, but to also consider the quality of interactions made in the contact environment (Drury et al., 2016; Christian et al., 2014).

In social psychology, intergroup anxiety and stereotypes may inhibit meaningful interactions that may overturn opportunities to gain insight on the other generational groups' experiences and foster meaningful relationships as well as empathy (Stephan, 2014).

Intergroup anxiety is defined as an experience of anxiety of interacting with members of a different social group (Stephan, 2014). In the context of this doctoral research program, the two generational groups of interest are youth and older adults. Stereotypes are defined as preconceived ideas or beliefs regarding a particular social group in the community. Both factors may influence the quality of interaction needed to promote social cohesion amongst youth and older adults (Teater, 2018; Yaghoobzeh et al., 2020)

Teater (2018) explored the perception of youth in contact environment with older adults which aimed to understand the process related to attitudinal change in intergenerational contexts. The study utilised Allport's contact theory to facilitate the intergenerational art and afternoon tea activities with youth and older adults. The authors noted the pre-conceived stereotypes of older adults by youth in the early processes of contact which reflected on the "us vs. them" mentality. The participants further reflected on avoidance and discomfort of interacting with older people which mirrors the experiences of intergroup anxiety. Past studies have found exposure to expectations of interacting with older adults to be useful in mitigating their sense of intergroup anxiety and to challenge stereotypes prior to initiating the contact between generations (Cohen-Mansfield & Muff, 2021; Zhang et al., 2018). Teater (2018) further reported that as the program progressed, the youth became more comfortable with interacting with older adults and had begun to challenge their pre-existing beliefs through meaningful conversations and the relationship they developed in the process. Though, it is important to note that the study adhered to the four ideal contact conditions proposed by Allport et al. (1954) to facilitate the interactions between youth and older adults, which reflects the importance of providing an opportunity to have quality engagement rather than simple contact to improve intergenerational attitudes.

Intergenerational contact duration and quality both indicate an important role to facilitate attitudinal change. Though intergenerational contact duration is associated with positive attitudes, contact quality should be considered to maximise the effectiveness of intergenerational programs (Christian et al., 2014; Drury et al., 2016; Teater, 2018). Considerations of extended contact and quality of contact are necessary to allow for relationship to develop, challenging stereotypes, and mitigating intergroup anxiety in intergenerational programs. Allport's contact theory outlines four environmental conditions that can facilitate contact quality in an intergroup environment.

2.3.2 The Four Conditions of Allport's Contact Theory

Four environmental conditions have been proposed as needed to facilitate a positive outcome in the intergroup contact, including establishing *perceived equality* between two groups, *mutual goals*, *mutual engagements*, and *support from authority and legislation* (Allport et al., 1954). This section explores the four conditions of Allport's intergroup contact theory and the role of motives, culture, and personality in the four conditions within the context of intergenerational programs.

Perceived Equality. The definition of perceived equality between groups is ambiguous and is context dependent. The first definition provided was that perceived equality refers to establishing equality based on participants' characteristics such as education and socioeconomic background or stimulating a perceived equal status within the contact environment (Amir, 1969; Pettigrew, 1998). One example to establish perceived equality would be matching participants of different generations, in the context of this research program, to have similar academic backgrounds. A standard method to this approach of

perceived equality is through incorporating contact interventions between students of different races from the same school (Berger et al., 2016). Berger et al. (2016) examined the effectiveness of direct contact interventions in Grade 3 and 4 school children in Israel and compared it with a control group. Schools had similar socioeconomic backgrounds to reduce potential disparity in background equality in the sample further. However, as education and income are linearly associated with age (Australian Bureau of Statistics, 2019), this approach in conceptualising equality within intergenerational contact may not be appropriate. This approach in perceived equality may limit the use in intergroup conflicts that may arise from age (ageism), whereby disparity in the academic and socioeconomic background between the age groups is prominent.

The second definition of perceived equality pertains to establishing key characteristics of each group, facilitating the expectations of one another. Drury et al. (2017) elaborated that this aspect of perceived equality may focus on designing a program that equally favours both groups' strengths and backgrounds. For example, in an intergenerational context of mentorship, aligning older adults and youth with the same interest area may facilitate mutual goal attainment motives and engagement. Given that the first definition may align more towards circumstances of non-age-related intergroup differences (i.e., race, religion, and sexuality), an emphasis on the latter definition may be helpful in the present research exploring generational interactions of youth and the older adults.

Mutual Goals. The mutual goal criterion is conceptualised as having a goal-oriented structure that encourages reciprocal engagement between individuals (Pettigrew, 1998). Establishment of mutual goals could be concerning the nature of the activity in the program (i.e., woodwork project involving youth and older adults using recycled materials to promote

skill-building; Wilson et al., 2013) or an overarching aim of the program which individuals may share (i.e., to understand and build relationships; Jarrot & Smith, 2011). To meet this component of Allport's intergroup contact theory, intergenerational programs should look into establishing a program goal in collaboration with the participants.

Mutual Engagement. Mutual goals would likely result in mutual engagement between members of the two groups, which is the third condition of Allport's intergroup contact theory (Pettigrew, 1998). Mutual engagement criterion refers to efforts made by participants from both groups in executing the program's goals (Pettigrew, 1998; Jarrot & Smith, 2011). This component is also important to consider as the interaction within the contact environment may promote understanding or negatively amplify preconceived stereotypes about the external group (Seefeldt, 1987). An example would be concerning the minimal reporting of positive outcomes in the engagement of older adults with dementia or Alzheimer's with children (Camp et al., 1997). In this instance, it can be theorised that the level of engagement between the two groups has significant disparity given their cognitive function is impacted by the disorder. Though older adults with cognitive conditions may benefit from intergenerational programs, the approach needed to promote equal engagement opportunities may differ based on the participants' physical attributes (Camp et al., 1997).

Governance Support. The final component of Allport's intergroup contact theory refers to the role of authorities and organisations that enable the engagement between social groups and facilitate the normalisation of group differences (Pettigrew, 1998). Originally, governance referred to the government's effort to facilitate exposure and understanding of external groups (i.e., anti-racism campaigns) within society (Allport et al., 1954). Within intergenerational programs, this component may be better conceptualised as an organisation's

role (schools, social organisations, and aged care organisations) to sustain and provide avenues for the intergroup interaction to take place. Pettigrew et al. (2011) noted that prejudice between racial groups decreased consistently with each contact. Xiao et al. (2013) further supported that observation of attitudinal change is more likely to be significant over long-term contact.

2.4 Benefits and Limitations of Intergenerational Programs

Intergenerational programs have gained attention to promote social connectedness and psychosocial wellbeing. A systematic review by Martins et al. (2019) investigated the characteristics, modality, and effectiveness of the broad intergenerational programs (interactions involving younger generations [children and youth] and older adults). The review found that, in general, intergenerational programs have been found to benefit self-esteem, social connectedness, reduce ageism, and improve social skills in both groups (Martins et al., 2019). Correspondingly, Wilson et al. (2013) examined the benefit of intergenerational contact amongst youth at risk of social inclusion (which may include having intellectual disability, disengagement from school, and engaging in risky behaviour) and older men in a social initiative of using recycled materials to create adapted wheelchairs through mentorship. The results found that the mentors that participated in the program increased their sense of generativity, self-worth, and had improved understanding between the generations (Wilson et al., 2013). However, the effects on the youth that participated in the program were not considered, limiting the examination of reciprocal benefits potentially arising from the interaction.

Hewson et al. (2015) also found benefit of intergenerational understanding in their study of social work students collaborating with older adults through digital storytelling. The study found improved understanding between the generations and knowledge of social work students in working with the geriatric population (Hewson et al., 2015). For the students, a common theme found was the improved awareness and shift of perspectives towards the older generation where the students valued learning from their experience and wisdom. A perspective highlighted by an older adult participant was that the program enabled bridging the rift between generations (Hewson et al., 2015). The mutual benefits of intergenerational contact may reflect the grand generativity notion (Warburton, 2014) identified by Erikson earlier. Furthermore, the intergenerational program was useful in aiding skill development such as communication, multimedia, and critical thinking skills of youth through the development of their narrative through their interaction and activity based on the literature. However, students highlighted concerns about their basic competency in the use of technology for the program which may be a potential obstacle to replicate the program in different populations. The study also reflects the need to flexibly adapt intergenerational programs to the skillsets of both groups to maximise benefits that may arise from the interaction.

Most published articles on intergenerational programs employ children and older adults as participants and are most likely to examine the experience by one group (typically older adults). The one-sided examination of participants' experience makes it difficult to ascertain the specific benefits that may arise from the youth that would aid them in their employment prospects (Martin et al., 2019). Although not explicitly assessed, the *Men's Sheds* intergenerational program by Wilson et al. (2013) may have aided in the development of crafting and communication skills and youth's self-exploration denoted in Erikson's model

given the structure and activities implemented in the program. Martin et al. (2019) also highlighted that there is no consistency in the outcome measures used in intergenerational program studies which posed an issue to assess the overall effectiveness of intergenerational programs in the literature. The limitations of past research highlight the need to examine the benefits of intergenerational programs arising from both participant groups and formulate a systematic approach in developing intergenerational programs that may facilitate grand generativity, which would aid in bridging prejudice between the generations.

2.4.1 Intergenerational Program Models

Models of intergenerational programs may vary as the activities can focus on education, art, culture, technology, and health (Martins et al., 2019) which may translate to having different materials needs, flexibility, and suitability. These variations in models of intergenerational programs would also reflect differences in their approach, duration (days to years), and use of resources (Canedo-García et al., 2017; Martins et al., 2019; Peters et al., 2021). Furthermore, intergenerational programs may require different participant skillsets, though variations in approaches may produce similar positive outcomes. Three intergenerational programs will be discussed further to outline different models of intergenerational programs; the Digital Storytelling (Hewson et al., 2015), Men's Sheds (Wilson et al., 2013), and Be the Change programs (Santini et al., 2020).

For example, the Digital Storytelling program (Hewson et al., 2015) required participants to have different skills compared to the Men's Sheds program (Wilson et al., 2013), but both reported positive outcomes. The Digital Storytelling program invited social work students who collaborated with older adults to explore their experiences and perception

of “home” to develop a digital biography which included older adults’ photos, stories, and cultural music (Hewson et al., 2015). The program ran for five days. The program focused on the role of the students in collaborating with older adults to develop a digital narration of the older adult’s life story (Hewson et al., 2015). Each participant group were assigned a particular role whereby the students needed to have basic competency in technology to develop a digital story while the older adults collated pictures and shared their life story. The Men’s Sheds program (Wilson et al., 2013) involved at risk of social exclusion youth participants and retired older men to mentor the youth with meaningful skill development for their career. The program focused on using recycled materials to create a modified wheelchair. The program was conducted in the school’s woodwork workshop which ran for 10-weeks in the school term.

The nature of the Digital Storytelling program differed from the Men’s Sheds program given that the activities were less physical and could be conducted in any facilities with access to a design or presentation software. In contrast, the Men’s Sheds program focused on developing technical skills which required the use of machineries and access to raw materials (Wilson et al., 2013). The mentors (older adults) would also need to have competencies in craftmanship and be able to meet the physical demands of the program to be successfully implemented. The requirement for such activity can limit the flexibility and suitability of it being applied in areas where access to facilities and materials are limited.

Intergenerational programs can be adapted to focus more on employability aspects while overcoming aspects of social segregation between generations. The Be the Change program (Santini et al., 2020) was designed specifically to connect youth and retired entrepreneurs to overcome employment and social exclusion. The Be the Change program

(Santini et al., 2020) employed an international participant pool (Germany, Slovenia, and Italy) which included youth of varying education background (disengaged youth and with high school or higher education background) and retired entrepreneurs to build insight and entrepreneurial skills in youth through a mentoring approach. The program was conducted over 20-sessions for four months in 2018.

The study found an improvement in skills in both populations, where the youth were able to acquire entrepreneurial wisdom from the older adults, and older adults gained mentoring and active listening skills (Santini et al., 2020). Given that the program facilitated the interaction involving the two generations and could enable the formation of trust, the program was also found to have a positive effect on intergenerational attitudes (Santini et al., 2020). However, key suggestions by the mentors from the program was in the aspect of continuity (sustaining the program in a longer term) and permanent support network for youth (Santini et al., 2020) which may enhance the experience of participants in the intergenerational program.

Intergenerational programs may aid in youth's social and professional development for future work demands within the geriatric sector. Australia, like many countries, is expecting an increase in the ageing population by approximately 139% in three decades (The Department of Health - Australia, 2008). The growth in the ageing population is linear to the overall population growth which suggests the potential in opportunities to work within the ageing sector will similarly increase. However, attitudes of youth working with the ageing population may hinder the uptake of such roles. As an example, a 2013 study investigated the attitudes of first year Australian and Chinese nursing students in their intent to provide care for older adults (Xiao et al., 2013). Approximately 45% of the Australian nursing students

had the intention to provide care for older adults compared to 72% for the Chinese nursing students. The authors suggested this difference was predicted by prejudice and negative beliefs towards the elder population. The results also highlighted that prior experience with older adults and being under 20 years old predicted positive work attitudes towards the elderly.

2.5 Individual Differences and Allport's Intergroup Contact Theory

Allport's intergroup contact theory identified the four ideal conditions to facilitate positive attitude change in intergenerational programs. However, the theory did not account for individual differences such as personality, motives, and cultural values that are inherent in participants as factors which may implicate the establishment of these ideal conditions. This section explores the theorised intricacy of individual factors and environmental factors in Allport's contact theory.

2.5.1 Motives, Engagement, and Attitudinal Changes

Formulating mutual goals which would encourage mutual engagements are vital conditions in facilitating attitudinal changes between generations (North & Fiske, 2015; Wilson et al., 2013). However, there are aspects of individual differences that may mediate the effectiveness of an intergenerational program, such as an individual's motive in partaking in the program. Motives can be defined as the reasoning for a behaviour to achieve a goal, whereas motivation is the willingness to pursue the behaviour (Burton et al., 2015). Motives

may be driven by basic survival needs, social predicament, and altruism in the evolutionary, social, and humanistic perspectives of psychology (Burton et al., 2015).

Motives in partaking in a social program have been shown to predict the level of engagement, dropout rates, and level of benefit arising from participation (Chapman & Morley, 2014). Commonly assessed in social volunteer engagements, motives can be examined through six domains (Clary & Snyder, 1999); Values, Understanding, Career, Social, Protective, and Self-Esteem. Factor models proposed in the literature group these motives based on egoistic, social, and altruistic intentions (Chapman & Morley, 2014). The literature further supported the notion that self-benefitting motives such as career and self-esteem are more likely to be seen in youth, and altruistic motives become more prominent in age (Chapman & Morley, 2014).

Motive by *Value* reflects an individual's beliefs of helping others. In contrast, *understanding* reflects an individual's drive to improve their understanding of others or the organisation they are a part of (Chapman & Morley, 2014) which may refer to a more intrinsic notion of engagement. Individuals engaged because of *career* motives may partake in a social initiative to gain and develop professional skills. *Social* motive examines the need to conform to society's expectations or expectations of significant individuals in a person's life (Chapman & Morley, 2014). Engagements driven by *self-esteem* are conceptualised as a perceived benefit in feeling good about themselves from being engaged in a social initiative. Lastly, *protective* motives reflect the individual's drive to avoid unpleasant personal circumstances or emotions such as remorse or isolation (Chapman & Morley, 2014).

Participants' motive for engaging in intergenerational programs may impact the level of engagement in the program. Shantz et al. (2013) examined the role of motives and level of

engagement of volunteers in a religious organisation in the United Kingdom and showed that pro-social motives were associated with proactive engagements in program activities. This notion was further supported by Chapman and Morley's (2014) findings where, specifically, *values* and *understanding* motive were ranked most important in college students' motivation to engage in social programs. It can be theorised that the disparity in the literature surrounding the effectiveness of intergenerational programs may be associated with the individual's motives for participation.

Understanding individual motives should inform the goals and activities being undertaken to promote engagement. Misalignment of activities and participation motives may result in higher dropout rates and lower engagements which may further impact the benefit arising from the social initiative (Chapman & Morley, 2014). An example would be in Stergios and Carruthers (2002) paper, where the motives of participation of older adults in intergenerational programs were examined. The study identified that older adults were motivated to pass down knowledge to younger generations. Therefore, a collaborative activity promoting skill-building may aid in achieving this goal. Simultaneously, grand generativity may be induced given that Chapman and Morley (2014) identified that career development was ranked by youth as third highest in importance in engaging in social programs. Similarly, youth may benefit from the experience of learning professional skills from older adults (Santini et al., 2020). Identifying motives by the target population may then identify a more effective selection of activities that may facilitate this goal, such as mentoring in horticulture, fitness, or business.

2.5.2 Motives and Personality

Personality has been widely investigated as a predictor of motives (Carlo et al., 2005a; Finkelstein & Brannick, 2007) as it encapsulates an individual's characteristics based on their consistent pattern of thought, emotion, and behaviour (John & Srivastava, 1981). A common approach to conceptualising personality is the Five-Factor Model (FFM) of personality which describes individuals as being open to experience, conscientious (organised), agreeable, extraverted, and neurotic (Burton et al., 2015).

The link between personality factors and pro-social behaviour is unclear. Carlo et al. (2005) examined the role of personality in predicting pro-social motives in a college student sample in the United States. The study found that pro-social values partially mediated agreeableness and extraversion in engaging in volunteer work for college students. People with high levels of agreeableness were described as altruistic, good-natured, and trustful (Carlo et al., 2005; John & Srivastava, 1999). Extraverted individuals are sociable, adventurous, and enthusiastic (Carlo et al., 2015; John & Srivastava, 1999). Though the findings highlighted the predictive roles of agreeableness and extraversion on pro-social motives, inconsistencies were found in the literature regarding other personality traits such as neuroticism, openness to new experience, and conscientiousness. Elshaug and Metzer (2001) examined the predictive role of the five personality factors on pro-social motives and found no support in neuroticism, openness, and conscientiousness factors being good predictors of pro-social behaviour. However, Liao-Troth (2005) instead found that openness and conscientiousness personality traits were correlated with helping others (values) and avoidance of personal circumstances or remorse (protective) motives respectively.

Nonetheless, Carlo et al. (2005) further contended that the inconsistency found in the literature regarding personality and motives was primarily derived from the incompatibility of social motives with personality factors. An example would be with examining neuroticism and pro-social behaviour. Neuroticism refers to an individual's sensitivity in experiencing negative emotions (John & Srivastava, 1999) and may be associated with needing reassurance from others (Osiński, 2009). Examining aspects of altruistic motives such as *understanding* or *values* may be unlikely given that individuals with such characteristics may indulge in social behaviour for protective reasons, not altruism.

Furthermore, personality has been associated with activity interest and engagement in social initiatives (Newton et al., 2018). As an example, Newton et al. (2018) examined the relationship between personality (extraversion and conscientiousness) and activity engagements of older adults. Results showed that older adults with high extraversion (rather than conscientiousness) were more likely to engage in social activities and in volunteer work. Though highly conscientious older adults were not observed to engage in any activities examined in the study, they were observed to report positive emotions while engaging in exercise activities (Newton et al., 2018). However, neither extraversion nor conscientiousness were found to be significant predictors of time spent on activities despite the reported enjoyment observed through changes in positive emotions. A qualitative approach may be needed to explore the relationship between personality with activity interest and engagement in more depth given that the Newton et al.'s (2018) study is limited in only having quantitative data to observe the key differences.

The extraversion findings by Newton et al. (2018) were in line with Carlo et al.'s (2005) study in relation to personality and motives. Extraversion was linked with socialising

behaviour, whereas conscientiousness, a personality trait described as being organised, disciplined, and efficient, has been observed to be correlated with interest and engagement in cognitive and educational activities such as puzzle playing, educational seminars, and writing (Stephan et al., 2014). It can be argued that individuals high in conscientiousness may be more engaged in intergenerational program activities that have good structure, which would enable skill-building and mentoring, whereas individuals high on extraversion (but not necessarily high on conscientiousness) may benefit more from less structured activities that would enable flexibility of interaction with youth. An investigation of personality in the context of intergenerational program may not only provide insight to tailoring the programs to fit the need of the participants, but to also adjust approaches to include people who are less inclined to participate in social programs (Caspi et al., 2006; Hofer et al., 2023; Lodi-Smith & Roberts, 2012).

2.5.3 Culture and Perceptions of Ageing

Culture is associated with perceptions of ageing and ageism. Individuals associated with collectivism are more likely to resent the older generation given the sense of interconnectedness and dispersion of responsibility within their values (North & Fiske, 2015). However, the disparity in negative attitudes held by individuals with collectivistic culture was led by perceptions of older adults being unapproachable and demanding, rather than having negative perceptions of their incompetency (North & Fiske, 2015). Given that risks of intergenerational programs exacerbating negative preconceptions of the external group have been a constant debate in earlier works (Martins et al., 2019), it is crucial to understand cultural variance to take a practical approach in designing an intergenerational program.

Understanding cultural background enables the examination of what is needed to approach the development of perceived equality within the intergenerational program environment, given that an individual's pre-existing age prejudice may impact the ability to establish the first condition outlined in the Allport's contact theory.

Hofstede's Cultural Dimensions have been widely applied in exploring ageism between cultures (North & Fiske, 2015). The model examines cultural disparity through Power Distance, Uncertainty Avoidance, Individualism, Masculinity, and Long-Term Orientation (Yoo et al., 2011). Though the model initially assessed the cultural values held collectively (by country or major social groups; North & Fiske, 2015), recent studies have identified cultural variability at an individual level (Yoo et al., 2011) due to recent migration patterns and acculturation being more prevalent. Power Distance refers to an individual's acceptance of unequal power distribution in society, whereas Uncertainty Avoidance examines an individual's perception of threat (anxiety) towards unknown situations. Individualism examines an individual's level of societal ties where an individualistic person may not feel pressured to consider the impacts of their decision towards people in their immediate circle (family, friends, local community). Masculinity examines an individual's perception of the importance of men's role in society, and Long-Term Orientation refers to the person's alignment when considering plans either for immediate or extended gains (Yoo et al., 2011).

Cultural factors may impact ageist attitudes through its influence of social structure, values, and expectations around ageing. North and Fiske (2015) conducted a meta-analysis on current attitudes towards older adults globally with consideration of cultural factors. Results indicated that individuality was linked with positive attitudes towards older adults in the

general population across different countries (North & Fiske, 2015). The authors argued that Eastern collectivistic culture is traditionally observed as having less prejudice towards older generations due to the societal interdependence value where respect towards the older population is embedded in the familial structure. However, the enforcement of generational hierarchy may exacerbate prejudice towards older generations (North & Fiske, 2015). Though Eastern collectivistic countries have high regard for older adults, they also hold high level of prejudice compared to Western individualistic countries (North & Fiske, 2015). The experience of enforced behaviour may result in internalised resentment towards older generations, which may explain studies that identified that though external prejudice was not observed in a collectivistic culture, an examination on internal prejudice was significant in youth in collectivistic youth (Xiao et al., 2013).

Furthermore, North and Fiske (2015) identified that the prejudice pertained by youth in collectivistic culture was different from those of individualistic culture. Prejudice observed in individualistic culture showed a perception of incompetency in older adults to self-care and obtaining skills (North & Fiske, 2015). Youth in collectivistic cultures may exhibit resentment towards older adults from the social expectations required for youth to respect and care for their elders (North & Fiske, 2015). Though the meta-analysis provided an overview of Hofstede's cultural domains at a broader level (characteristics by country), it can be observed as a theoretical anchor of the effects of cultural orientation within a micro-level (at an individual level).

Social remittance occurs due to migration which may pose an additional layer of complexity in understanding how cultural values impact ageism within a particular country. Social remittance is a social occurrence where individuals bring aspects of their home culture

to their host country, which may influence social ideas, beliefs, and identity of the local community (Levitt, 1998). Arguably, the impact of social remittance is more prominent in modern society given the increase in migration prospects. For example, Australia has seen a rise in migration from the United Kingdom, India, and China (Australian Bureau of Statistics, 2021), highlighting the potential changes in preconceptions of ageing arising from social remittance. The prospect of migration and intermixing of cultures may pose a challenge in establishing an environment that would induce a sense of perceived equality between age groups. Given that collectivistic youth are more likely to have prejudice from interacting with older adults, and individualistic youth preconceptions of the incompetency of older adults (North & Fiske, 2015); the environment, activity, and goals of an intergenerational program would need to be tailored accordingly to avoid enforcing ageist attitudes between generations.

2.6 Sustainability of Intergenerational Programs

Sustainability is an important aspect in bringing observable impacts in social programs (Pettigrew et al., 2011). Sustainability in this context refers to the ability to continuously provide avenues of intergenerational contact from a pragmatic perspective, including funding securement, administrative support, and feasibility of program structure to support procurement of income. This aspect also reflects on the governance support condition of Allport's intergroup contact theory (Allport et al., 1954). As intergenerational programs may induce cost to an institution or organisation that may rely on budget allocations and funding (Glass et al., 2004), a feasible structure must be examined to ensure continuity of the

program to have a visible impact in the community. An approach taken by social initiatives to promote sustainability is through the development of a social enterprise.

A social enterprise is commonly defined as a business model (corresponding to the word 'enterprise') aiming to bring benefit to social issues, improving communities, or the environment (corresponding to the word 'social'). The structure of a social enterprise may vary depending on context of the socioeconomic status of the community and may often be misinterpreted as a not-for-profit model within the literature (Barraket et al., 2017). However, the main distinguishing feature of a social enterprise from a not-for-profit model is in relation to the financial support structure. A guide from the Victorian State Government outlined that a social enterprise should obtain its financial resources through the administration of services or trade and would allocate at least 50% of their income to support social or environmental causes (Business Victoria, 2019). A similar definition was outlined by Bullen et al. (1997; as cited in Barraket et al., 2017) with an addition that the profits are distributed to shareholders in the enterprise. The next section explores the history of social enterprises as a construct, the key characteristics of a youth social enterprise, and the benefits of a youth training pathway model.

2.6.1 Historical Development of Social Enterprise

The current section elaborates on the brief background context of the social enterprise model which highlights the use of a business model in community initiatives for them to be self-sustaining and relies less on donations and funding approaches for better financial stability. The key components that conceptualise social enterprise exist through day-to-day altruistic intentions which can be seen in the historical traditions of religious donations or

through sharing resources in the community (Barraket et al., 2017). The transition from a not-for-profit to an enterprise model may have been led through the inconsistency in funding security through economic pressures (Barraket et al., 2017; Kickul & Lyons, 2016). Not-for-profit organisations rely solely on government funding or public donations to support their programs and organisation (Barraket et al., 2017; Kickul & Lyons, 2016). Insecure funding issues prompted the key characteristic of a social enterprise of a continuous and self-sustaining model which may rely less on the notion of receiving but would be engaged in an economic reciprocal relationship with the community (to give services or produce, and to receive commission) while improving or overcoming a social issue (Barraket et al., 2017; Kickul & Lyons, 2016).

One of the prominent social enterprise models was successfully conceptualised in the United States in 1902 by Edgar Helms (Doeringer, 2010). Helms, who was also a Methodist minister, sourced donations from the privileged and hired those who were from a disadvantaged background to mend and sell goods to sustain the community and training programs he developed (Doeringer, 2010). The social enterprise model was able to train individuals from a low socioeconomic status to obtain skills that would improve their livelihood. The shift from a full reliance contribution out of good will to a self-supporting working model became more apparent during period of economic downfalls where donations became scarce (i.e., 1970s and 1980s oil crisis affecting inflation and employment rates; Cook et al., 2003). A similar trend was found in Europe in the early 1970s due to mass long-term unemployment rates which exceeded 40% (Doeringer, 2010). The economic pressure also forced the reduction of support given by governments during this period which incited social enterprise initiatives by charity organisations to help manage the social crisis.

In Australia, the term social enterprise was first used in the late 1970s to integrate and empower workers and popularised in 1999 by the Social Enterprises' Network (Barraket et al., 2017). The engagement of a social enterprise model in Australia occurred slowly due to a preconception that welfare and social issues should be managed by the government (Cook et al., 2003). Therefore, the concept of social enterprise remained ambiguous within the broader population which hindered the growth in research distinguishing not-for-profit and social enterprise in Australia.

2.6.2 Intergenerational Programs as a Youth Social Enterprise

Upon exploring the social enterprise model, it can be observed how social enterprises may promote sustainability in intergenerational programs to foster consistent social impact to the community. Therefore, a *Youth Social Enterprise* is defined as a social enterprise which focuses on the youth's social and professional development while aiming to bring benefit to the community (Youth Uprising, n.d.). To date, there has been minimal attempts to establish a youth-focused social enterprise where the focus is to promote the employability prospects as well as improving community bond between generations. Intergenerational program models such as the Be the Change program (Santini et al., 2020) may provide avenues in promoting youth employability while potentially providing an income avenue through developing a business venture opportunity. Similarly, the Men's Sheds program (Wilson et al, 2013) may integrate an enterprise structure to their initiative through the sale of items from recycled materials which may help sustain and expand the program.

Within the context of intergenerational programs, sustainability may support one aspect to improve the effectiveness of intergenerational programs. As intergenerational

programs aim to connect two generations together, it is important to also consider the establishment of the ideal contact environment to facilitate the relationship of the participants.

Though intergenerational programs are a type of social program and Allport highlighted the importance of mutual goals and engagement, research specifically on motives and intergenerational programs participation is scarce. Prior cited literature focused broadly on community or social programs (Chapman & Morley, 2014; Shantz et al., 2013; Stergios & Carruthers, 2002), lacking specificity on intergenerational programs. Taking a person-centred approach in designing activities in intergenerational programs may maximise the benefits gained by participants. Personality has been linked to motives and interests, which may provide further considerations on factors that may maximise intergenerational programs' benefit for youth and older adults.

2.7 Conclusion

Literature surrounding the implementation of intergenerational programs for secondary school students and older adults are scarce. Though it has been identified that youth and older adults may benefit most from grand generativity following Erikson's theory, more research needs to be done to provide a structured approach in designing an effective intergenerational program. The literary examination of benefits and models of intergenerational programs further highlights the need for a sustained initiative. Historically, to overcome this issue, not-for-profit organisations have incorporated a social enterprise framework to their programs. However, the literature has yet to fully identify potential

activities in intergenerational programs involving youth and older adults that may introduce income to the organisation.

From a program perspective, an examination of Allport's intergroup contact theory further highlights the complexity of mechanisms at work that enable attitude changes in intergenerational programs. Further investigation is warranted to understand factors that may maximise the effectiveness of intergenerational programs in promoting social wellbeing, generativity, skill building, and positive attitudes between the generations. Culture may influence an individual's preconception of ageing (North & Fiske, 2015; Xiao et al., 2013) which in turn may complicate the establishment of equality within the contact environment. Similarly, personality has been associated with volunteer motives (Chapman & Morley, 2014) which may impact the approach needed to design activities that would appeal to individuals partaking in intergenerational programs. This aspect may correspond to the mutual goals and engagement criteria in the Contact Theory.

2.7.1 Orientation of Project Phases and Overarching Aim

The current section elaborates on the methodological and research design considerations that informed the studies conducted in the mixed-methods thesis. As part of the research program, four empirical studies were conducted to establish the foundations of an evidence-based and effective intergenerational model of learning and living which were executed in three phases.

Phase 1: This phase refers to the execution of Study 1 which was a systematic review to provide a literary examination of the characteristics of effective intergenerational programs that promote positive attitudes of the youth and older adults. Phase 1 was executed to explore

the current literature on youth and older adults' intergenerational programs and to identify evidence-based characteristics of published studies to enable a positive attitude change from intergenerational programs. The systematic review may provide insights to inform the conceptualised framework.

Phase 2: A quantitative (Study 2) and two qualitative studies (Studies 3 & 4) of intergenerational programs involving youth and older adults were conducted to examine the sample characteristics, perceptions, challenges and enablers, program factors and their relationship with intergenerational attitudes.

Phase 3: The last phase of this research program synthesised findings from studies in Phases 1 and 2 to create a conceptualised framework that aimed to improve the quality of intergenerational programs and facilitate attitudinal changes.

2.7.2 Overarching Aims

The overarching aim of the research program was to establish a conceptual framework for effective intergenerational programs by identifying the external and internal characteristics of effective intergenerational programs that may facilitate positive attitude changes involving the youth and older adult. External characteristics was defined as program structure and environment, whereas internal characteristics were individual differences factors (personality, culture, and motives of engagement). A secondary aim was to examine areas where sustainability of programs could be improved through structural and income-generating avenues by incorporating elements of a social enterprise framework.

Specific study aims are outlined below.

Study 1: To systematically review the existing scientific literature on characteristics of intergenerational programs aimed at facilitating attitudinal changes of youth and older adults (see Chapter 4).

Study 2: To explore how contact with youth influences older adults attitudes towards youth to delve into the contact hypothesis. The study also aimed examine the role of personality, culture, motives, and engagement in intergenerational programs and the relationship with older adults' attitudes towards youth (see Chapter 5).

Study 3: To explore the current perceptions of youth and older adults towards the other generation and the influence of factors such as an individual's personality, culture, and motivation to engage has on willingness to participate in intergenerational programs (see Chapter 6).

Study 4: To examine the structural and governance factors which includes the consideration of a social enterprise framework that can improve intergenerational programs through a thematic analysis of the perspectives of youth and older adults (see Chapter 7).

Chapter 3: General Methods

3.1 Overview of Chapter

The current chapter outlines the general methods of the series of studies undertaken in this research program which includes the overarching sample characteristics, preparatory processes, considerations of materials, and a general procedure involved in executing each individual study. The final and succinct version of each study's methodology will be presented in the individual study chapters.

3.2 Mixed Research Methodology

The current research program applied an explanatory sequential mixed-methods design. An explanatory sequential mixed-methods design refers to when the qualitative studies were conducted sequential to the quantitative studies to enable further understanding of the mechanisms behind the observed statistical relationships (Alele & Malau-Aduli, 2023). The mixed-methods allow the use of triangulation to synthesise the findings in the research program (Alele & Malau-Aduli, 2023; Heale & Forbes, 2013). The triangulation also mitigates the limitations of solely investigating the phenomenon from a quantitative or qualitative perspective (Alele & Malau-Aduli, 2023; Heale & Forbes, 2013; Thurmond, 2001). To assist in the development of a conceptual model of intergenerational programs, the quantitative approach in this research program may aid in identifying factors of personality, culture, and motives in predicting intergenerational attitude. Expanding on this, the qualitative research studies gathered the participants' perspectives on what can contribute to an effective intergenerational program through exploring their understanding of how

individual differences may support engagement in intergenerational programs and to improve on the sustainability of the programs for ongoing impacts in the community.

3.3 Study Sample

The current research program focused on two primary participant groups (youth and older adults) recruited to Studies 2 to 4. Specific participant demographic information for Study 2 is reported in Chapter 5.4. Studies 3 and 4 utilised the same sample pool and the details of participants for these studies are reported in Chapter 6.4.1 to minimise repetition. Sample inclusion and criteria are elaborated below.

3.3.1 Youth Participants

The current research project examined the perception of youth in a high school setting which restricts the age range specific to high school students. The program recruited youth participants aged between 12 to 19 years old in the qualitative studies to allow for age deviation for high school students across different states in Australia (Australian Government - Department of Foreign Affairs and Trade, 2017). Youth participants were recruited using convenience sampling through local secondary colleges and snowball sampling through social media advertisements targeting parents with youth children in this population.

Eligibility:

- The individual is studying in a secondary school setting.
- The individual is aged between 12 to 19 years old.

There were no specific exclusion criteria for youth participants.

3.3.2 Older Adult Participants

Older adult participants were defined as individuals aged 50 years or older to account for cultural variability in Australia (Australian Institute of Health and Welfare, 2019). There is a gap in life expectancy in the Australian Aboriginal and Torres Strait Islander community as compared to the broader Australian population (Australian Bureau of Statistics, 2023). In the latest report by the Australian Bureau of Statistics, the Australian indigenous population's life expectancy for males is approximately 10 years shorter compared to the general Australian population (Australian Bureau of Statistics, 2023). The Australian indigenous community also regards older adults aged 50 years and above as the elders in the community (Australian Institute of Health and Welfare, 2019) which informs the age criteria in this research project to account for the cultural diversity in Australia. This lower age criteria informs a more inclusive approach to recruitment for the Australian indigenous population.

Several eligibility and exclusion criteria were included for older adult participants for consistency across all studies.

Eligibility:

- The individual is aged 50 years or older.
- Resides in the community or senior living accommodation.

Exclusion Criteria:

- The individual has a health condition that may impact on their ability to consent or engage in intergenerational programs (i.e., Alzheimer's).

- Resides in supported living arrangements (aged care facilities).

3.4 Study Setting

Study 1 is a systematic review that explores current published articles that meets the inclusion and exclusion criteria of Population 1, Population 2, Intervention/Condition, and Outcome (PPICO; see Chapter 4.3). The PPICO framework was used to maintain consistency in study and sample characteristics when exploring the literature, which is suggested for systematic reviews (Checklist for Systematic Reviews and Research Syntheses: Critical Appraisal Tools for Use in JBI Systematic Reviews, 2020) and is required for the protocol registration through the International Prospective Register of Systematic Reviews (PROSPERO). The systematic review did not apply any lower limit to when the articles were published up to the search date in September 2021. Extended details of the methodology applied in the systematic review is outlined in Chapter 4.3.

Studies 2 to 4 recruited participants across the community and faith-based school settings and was open to youth and older adult participants. Recruitment within the community setting was aimed at recruiting youth and older adult participants through open electronic invitations to facilitate snowball sampling and posters to organisations such as the Inala Community House, University of Third Age, and St John's Anglican College. Due to limitations of engagement with partnering schools in the GrandSchools' initiative, recruitment of youth was limited at St John's Anglican College. The limitations of this recruitment process were highlighted in the respective studies (Chapters 6 and 7) and the General Discussion Chapter (Chapter 8).

3.4.1 Inala Community House

The Inala Community House is a not-for-profit community centre which aims to enrich the community through community support and healthy ageing programs (Inala Community House, n.d.). The organisation is also linked to the St John's Anglican College (St John's Anglican College, n.d.) in a neighbouring suburb through a community program to help students with their academic progress. The Inala Community House provided an avenue to connect with the community-dwelling older adults and to promote the research studies for recruitment of participants.

3.4.2 University of Third Age

The University of Third Age is a global initiative to support the learning and development of older adults through their offering of classes and short courses (University of Third Age - Brisbane, n.d.). The organisation provided avenues to connect with older adults in the community who may be interested in participating in the current research program through the dissemination of e-flyers and an open invitation to complete the online survey and expression of interest to be a part of the interview or focus group studies (Studies 3 and 4).

3.4.3 St John's Anglican College

St John's Anglican College is a faith-based school that caters education for Prep to Year 12 students (St John's Anglican College, n.d.). The school is partnered with the GrandSchool's project to develop an intergenerational learning and living campus to

repurpose and redevelop the school grounds to include a retirement living facility where students and older adults can interact and learn together. The school provided the primary avenue for the recruitment of youth and older adults.

3.5 Study Materials and Procedure Consideration

3.5.1 Study 1: Conceptualising the Systematic Review

Prior to conducting the systematic review, a preliminary exploration of existing systematic reviews was examined to inform the protocol development of the systematic review.

Exploration of Existing Systematic Reviews. A preliminary search of existing systematic reviews was executed to identify gaps in the literature. The search used basic keywords on research databases such as “intergenerational”, “systematic review”, and “attitudes” where five systematic reviews were then extracted and analysed. A table was used to explore topics, the number of extracted papers, and the databases used in the systematic review (see Table 3.1). The exploration of the current systematic reviews in the literature aided the refinement of the systematic review development to identify the key databases, search strategies, and scope of the systematic review to inform the conceptual framework for an effective intergenerational program.

Table 3.1

Literature Matrix for Existing Systematic Reviews

References	Article Keywords	# Extracted Paper	Review Variables/Focus	Population	Database / Keywords	Inclusion/Exclusion Criteria
Canedo-Garcia, A., Garcia-Sanchez, J. N., & Pacheco-Sanz, D. I. (2017). A systematic review of the effectiveness of intergenerational programs. Frontiers in Psychology, 8, 1882.	Intergenerational program, intervention, research, evaluation, evidence-based practices	50	Identify predictive variables that inform the effectiveness of empirically based interventions within an intergenerational work setting; Compare face-to-face versus combined modalities. Main Focus: Effect size observed in published intervention studies.	Older Adults	Web of Science, PsycInfo, ERIC, and Google Scholar Keywords: Intergenerational, program, effectiveness, research, and evaluation	Inclusion: 1. Empirical results cited 2. Experimental; Quasi-experimental studies 3. Theoretical construct was well established in the article 4. Medium to large sample size
Giraudeau, C., & Bailly, N. (2019). Intergenerational programs: What can school-age children and older people expect from them? A systematic review. European journal of ageing, 1-14.	Intergenerational programs · children · older adults · systematic review · benefits	11	Characterise and define Intergenerational Programs (IGPs) studied; identify mutual benefits of Intergenerational Programs for both populations.	School-aged children, older Adults - 60+	PsychInfo, MedLine, PubMed, and CINAHL Keywords: ["intergenerational" OR "intergenerational programs"] AND ["children" OR “school-age”] AND [“elderly” OR “aging” OR “older adults”]	Inclusion: 1. Contemporary studies - recent articles within 10 years of age 2. Studies with various designs 3. Sample characteristics - children (5-12 years old) and older adults (60+) Exclusion: 1. Non-English articles 2. Studies that focus on IGPs

References	Article Keywords	# Extracted Paper	Review Variables/Focus	Population	Database / Keywords	Inclusion/Exclusion Criteria
						description (not providing empirical data) 3. Focused on the middle-people (staff, family) 4. Older adults with dementia
Peters, R., Ee, N., Ward, S. A., Kenning, G., Radford, K., Goldwater, M., ... & Rockwood, K. (2021). Intergenerational Programmes bringing together community dwelling non-familial older adults and children: A Systematic Review. Archives of Gerontology and Geriatrics, 104356.	Intergenerational interaction; intergenerational engagement; children; aged; healthy aging	16	Summarise evidence for intergenerational interventions with community dwelling non-familial older adults and children, to identify gaps and make recommendations for next steps.	Older adults and children.	Medline, Embase, and PsychInfo Keywords: A targeted search with search terms including 'community', 'learning', 'child', 'preschool', 'kindergarten', 'nursery school', 'older adult', 'aged', 'elderly' and 'intergen*' was supplemented with broader searches tailored to each database and using MeSH or equivalent terms.	Inclusion: 1. Reported on results from research studies evaluating non-familial intergenerational interaction (pilot, cross sectional or longitudinal studies, quantitative or qualitative) 2. Community dwelling older adults (defined as those aged 65 and over or self-identifying as older adults) without a diagnosis of dementia, and children, 3. Structured activities where engagement was designed for both older and younger participants i.e., not where older adults were primarily in a supervisory or teaching role, and 4. Report of experimental or learning outcomes for the older and younger participants.

References	Article Keywords	# Extracted Paper	Review Variables/Focus	Population	Database / Keywords	Inclusion/Exclusion Criteria
Martins, T., Midão, L., Martínez Veiga, S., Dequech, L., Busse, G., Bertram, M., ... & Costa, E. (2019). Intergenerational programs review: Study design and characteristics of intervention, outcomes, and effectiveness. Journal of Intergenerational Relationships, 17(1), 93-109.	Elderly; intergenerational; systematic review; young people	16	Review definition of intergenerational programs, program design and characteristics, objectives, and outcome of the intervention.	Older adults (50 years or more); Young people (30 years or less)	Education Resources Information Centre (ERIC), PubMed, and PsycINFO databases Keywords: "intergenerational programs," "intergenerational activities," or "intergenerational interaction"	Inclusion: 1. Published in English; 2. publication between 2008 and 2016; 3. Intergenerational intervention involving older adults (50 or more years) and younger people (30 or less years); 4. Presented an experimental design or a case study design; 5. Included data about study design and characteristics of intervention, outcomes, and effectiveness. Exclusion: Duplicate publications and irrelevant studies.
Burnes, D., Sheppard, C., Henderson Jr, C. R., Wassel, M., Cope, R., Barber, C., & Pillemer, K. (2019). Interventions to reduce ageism against older adults: A systematic review and meta-analysis. American Journal of Public Health, 109(8), e1-e9.	N/A	63	"To assess the relative effects of 3 intervention types designed to reduce ageism among youths and adults - education, intergenerational contact, combined education, and intergenerational contact"	Children, Youth, and Adults engaged in education	PubMed, PsycInfo, AgeLine, CINAHL, Globel Index Medicus, ENSCP, Embase, DARE (Database of Abstracts of Reviews of Effects), Campbell Collaboration, Cochrane, PROSPERO, OpenGrey, GreyLit, and Epistemonikos Keywords:	Inclusion Criteria: 1. Evaluated an intervention designed to reduce ageism 2. Examined at least one ageism outcomes towards older adults 3. Used a design with comparison group (quasi- or true experimental design) 4. Published after 1970 - where the concept of ageism was initially developed

References	Article Keywords	# Extracted Paper	Review Variables/Focus	Population	Database / Keywords	Inclusion/Exclusion Criteria
					ageism, age discrimination, age prejudice, age stereotype, social exclusion; elder or older adults	

Note. ERIC stands for the Education Resources Information Center database. CINAHL refers to the Cumulative Index to Nursing and Allied Health Literature database. PROSPERO refers to the International prospective register of systematic reviews database.

Research Question Development. Systematic reviews synthesise the body of research based on a guiding research question which can be used to identify strengths, limitations, and future directions of a growing area of study (Pollock & Berge, 2018). The current systematic review was developed to support the overarching aim of the project where it was also identified that there had yet to be a systematic review that explored the effect of intergenerational programs on intergenerational attitudes specific to both youth and older adults. This reflects on the need to identify appropriate program structures, activities, and approaches that would fit the skills and cognitive development of youth and older adults, which is referred to as *developmental appropriateness* (NAEYC, 2020).

Defining and Refining the Search Strategy. An initial search strategy was developed by identifying synonyms and topic categorisation based on the Population 1, Population 2, Intervention/Context, Outcome (PPICO) Framework. The search strategy was then executed to identify the sensitivity and specificity of the search terms by assessing the number of articles (total hits) that met the criteria to inform the appropriateness of topic scope and further refine the search strategy. A table was developed to identify the number of hits in databases such as ERIC, CINAHL, and PsycInfo (see Table 3.2). Table 3.2 outlines the number of articles that matched each factor of the PPICO framework. The final search strategy was then applied in the systematic review process to extract relevant articles on the topic.

Table 3.2

A Preliminary Analysis of Number of Articles to Refine the Search Strategy

Date Searched	Database	Initial Hits	Alt Hits	Population 1 (OA)	Population 2 (Y)	Intervention/ Context (IGP)	Outcome (Attitude)
24.08.21	CINAHL	0	4502	2,298,402	870,039	102,004	1,271,466
24.08.21	ERIC	0	7,123	256,746	1,172,790	160,494	519,231
24.08.21	PsycInfo	6,768	12,380	1,346,070	2,173,631	153,762	1,650,870

Note. All values cited are the number of articles identified in each column. OA refers to Older Adults. Y refers to Youth. IGP refers to intergenerational programs. Alt Hits refers to the refined search strategy and the number of articles identified through the search strategy.

Protocol Preparation. Systematic reviews authors are recommended to register their protocol on established databases (Page et al., 2021). As part of the systematic review preparation process, a protocol following the Preferred Reporting Items for Systematic Reviews and Meta Analyses framework was registered on the International Prospective Register of Systematic Review on the 29th of October 2020 (Protocol ID: CRD42021268897). The completed study will be elaborated in Chapter 4 with the details of the final methodology for the systematic review.

3.5.2 Study 2: Quantitative Exploration of Individual Factors

A cross-sectional survey quantitative study was developed to explore the role of individual factors in predicting attitudes in intergenerational programs. More specifically, the survey study was designed to explore the relationships between personality, cultural values, motives, and intergenerational attitudes of older adults on youth in the community. A cross-sectional study design is most suited to identifying the nature of the variables and exploring attitudes (Kesmodel, 2018), which aligns with the scope of the research aims for Study 2. An Analysis of Variance (ANOVA) was used to test the hypotheses. To explore the multi-faceted interactions between variables, a multiple regression model was conducted with personality traits, motives, and cultural values as predictor variables to the older adults' attitudes towards youth. The primary analyses used to test the hypotheses are presented in Chapter 5.

Sample Size. A priori sample size calculation was executed to examine the required sample size to run an Analysis of Variance (ANOVA) to explore the differences in attitudes of older adults towards youth based on their average contact hours with youth per week

(None at all, 1-2 hours, 3-4 hours, 5+ hours per week). Further elaboration on the appropriateness of ANOVA is outlined in the analysis consideration in this section (see Page 44). The a priori G*Power calculation (Faul et al., 2009) using Effect Size = .80 indicated a sample size of 32. The final sample in the study met the criteria outlined in the a priori calculation (N = 124). However, a more important assumption for an ANOVA would be the equal sample size distribution in each group (Field, 2024). The final group sizes in Study 2 indicated an unequal number of individuals in each group (ranging between 17 to 45 across the four groups). Nevertheless, Field (2024) noted that the assumption is mainly to minimise the margin of error derived from homogeneity violations. Using a conservative test such as the Brown-Forsythe or Welch adjustments would be able to overcome the unequal group distribution (A. Field, 2024).

For the multiple regression analysis, a rule of thumb formula (Green, 1991) was applied to assess the required sample size ($n \geq 104 + k$; whereby k is determined by the number of predictors in the model). A total of 5 personality, 6 motives, and 5 cultural variables will be included in the model which results in a minimum sample of 115.

Measures. The following measures have been identified through a literature search as established and validated measures suited to explore personality, cultural values, motives of engagement, and intergenerational attitudes.

Personality. Personality is a well-established variable studied in the field of psychology with diverse traits defined such as the HEXACO Model (Lee & Ashton, 2004), Dark Triads (Paulhus & Williams, 2002), and the Five Factor Model of personality (John & Srivastava, 1999). However, most personality models explore psychopathological traits (Dark

Triads), or organisational traits (HEXACO Model) which may not accurately represent general personality traits in this research program.

The most used personality framework to explore general traits is the Five Factor Model of Personality (John & Srivastava, 1999) which defines an individual in a continuum based on their openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Five Factor Model of personality can be measured through established measures such as the NEO Personality Inventory and the Big Five Inventory which has a range of short and extended versions. The NEO Personality Inventory (Johnson, 2014; Maples et al., 2014) covers 120 descriptive traits which elaborates each personality factor to its facets (each personality factor has six facets). Personality traits can be further characterised at its Facet level (Maples et al., 2014) which extends the key components of the traits to its underlying mechanism (i.e., Neuroticism can be further elaborated through Anxious, Depressed, and Hostile characteristics which are referred to as Neuroticism Facets). However, the investigation of personality trait at a facet level was not needed to address the study aim and the length of the survey should be considered to mitigate participant fatigue.

The Big Five Inventory covers 44-items related to the five personality factors which have shown good mean internal reliability (Cronbach's $\alpha = .83$) across subscales and good convergent validity to the NEO Personality Inventory ($r = .91$; John & Srivastava, 1999). A meta-analysis of 67 global empirical studies further supports the psychometric rigour of the Big Five Inventory through the study's examination of test-retest reliability and convergent validity of the Big Five Inventory when contrasted with the NEO International Personality Item Pool, NEO Personality Inventory, the Trait Descriptive Adjectives, and Ten Item Personality Inventory (Gnambs, 2014). For example, the reported Dependability Coefficient

(DC; reflecting the test-retest reliability) ranged between .82 to .88 across the five subscales in the Big Five Inventory. Moreover, the meta-analysis highlighted minimal differences in content validity between the Big Five Inventory and the NEO Personality Inventory. Therefore, Big Five Inventory as a measure of personality was used in the research study (John & Srivastava, 1999).

Cultural Values. There are limited validated scales to measure individual cultural values. Cultural values as a variable have been primarily examined within a business or organisational setting (Hofstede & Bond, 1984) with identified poor psychometrics to measure the cultural constructs (Yoo et al., 2011). The Hofstede's approach to examine cultural values were also primarily used to identify the cultural values held at a national level, less so focusing on individual values and what cultural values they may hold.

The Cultural Values Scale (CVSCALE) was developed as a measurement tool to examine the five dimensions of cultural values of Uncertainty Avoidance, Individualism, Masculinism, Long-Term Orientation, and Power Distance at an individual level. The CVSCALE was identified as the primary option to assess cultural values with a Cronbach's α value ranging from .79 to .91 across the five factors tested in the American adult population (Yoo et al., 2011).

Motives. After conducting a literature search of current measures measuring motives, it was identified that there were no directly relevant measures to explore people's motivation to participate in intergenerational programs. However, the Volunteer Function Inventory was deemed as most suitable and adaptable as it explores people's motivation to volunteer in community programs which is characterised through social, career, protective, values, understanding, and enhancement motives (Clary et al., 1998; Clary & Snyder, 1999). For

example, the context of how the scale was used in volunteer participation research may aid in understanding whether participants are motivated to participate to enhance their social connection (social motive). By identifying this as a primary motive in intergenerational programs, program developers can focus on establishing a goal to enhance social connection which satisfies the needs of the respective participant group.

To fit the context of people's motivation to engage in intergenerational programs, an adapted Volunteer Function Inventory (Clary et al., 1998) was used in reference to people's motivation to participate in intergenerational programs. The scale explores how important the identified item was for the participants to partake in intergenerational programs. The scale comprises 30-items and was rated using a 7-point Likert Scale (ranging from 1 – Not important at all to 7 – Extremely Important/Accurate). The overarching scale instruction was adapted to "Please indicate how important or accurate each of the 30 possible reasons were for you to participate in an intergenerational program". The scale was reported to have good psychometrics with Cronbach's α value ranging from .80 to .87 when tested using an Australian older adult participants aged 50 years and above (Brayley et al., 2015). Upon testing the internal reliability following the adaptation of the question to fit participation in an intergenerational program, the reliability analysis indicated good internal reliability ($\alpha = .93$). Information regarding the scoring of the scale is outlined in Chapter 5, under Materials.

Intergenerational Attitudes. A review of current systematic reviews found that there are limited well validated measures to explore intergenerational attitudes for both youth and older adults (Ayalon et al., 2019). Most of the measures exploring intergenerational attitudes focused on one group's attitude to the other. As an example, the most cited attitude scale for youth to older adults is the Kogan's Attitude to Older Adults scale (Ayalon et al., 2019;

Kogan, 1961). However, the same scale cannot be used for older adult participants to measure their attitudes for youth as it was made specific to explore the youth's perception of older adults. Additionally, most attitudes scales used in the older adult population explore older adult's experiences of their own ageing which examines internalised ageism, less so on the older adult's attitudes on youth (Ayalon et al., 2019). Upon reviewing cited attitude scales in a systematic review by Ayalon et al. (2019), the Kogan's Attitude to Older Adults scale (Kogan, 1961) and the Ageing Semantic Differential Scale (Rosencranz & McNevin, 1969) were identified as the most suited to reflect the intergenerational attitudes for youth to older adults, and older adults to youth respectively.

Methodological Consideration. To maximise the generalisability Study 2, an online survey platform (RedCap) was used to assist the dissemination of the cross-battery survey. The survey was pilot tested to establish the language appropriateness and proposed time taken to complete the survey for older adults with pilot participants who met the eligibility criteria. Further ethical considerations on consent process are elaborated in Chapter 3.5.

Analysis Consideration. An analysis of variance was used to explore group differences in attitudes between older adults who have varying averaged hours weekly contact with youth in the community. The approach in analysis was used to explore the impacts of naturalistic contact of youth and older adults on older adults' attitudes towards youth. The analysis approach may provide insight on whether unstructured and structured activities are more beneficial in intergenerational programs. Moreover, analysis of variance is appropriate to explore the differences between three or more groups on a dependent variable (Field, 2024). The study categorised the older adult participants in four groups: 1) None at all,

2) 1-2 hours, 3) 3-4 hours, and 4) 5+ hours a week, with attitudes towards youth as the dependent variable.

3.5.3 Study 3 and 4: Exploring Perceptions Through A Qualitative Lens

Studies 3 and 4 applied a qualitative approach which aimed to expand on the observations made from the quantitative data in Study 2 to enable further exploration of the key variables through the participants' lived experiences (Tenny et al., 2017). Study 3 examined participants' perceptions of their individual characteristics, motivations, and attitudes towards the other generation, whereas Study 4 focused on exploring the challenges and enablers, as well as sustainability considerations that could improve the effectiveness of the intergenerational programs. Both studies used the same methodology and sample participants but examined two different aspects. Study 3 examined intrinsic characteristics (participants and their individual differences), and Study 4 examined extrinsic factors (program structure, approach, and sustainability).

Materials. Two focus group guides (one for youth and older adults respectively) were developed to explore the research questions for the two studies. The questions in the focus group guide were developed through considerations of findings from Studies 1 and 2 (see Chapter 4 and 5). Two separate versions of the focus group guide were tailored to youth and older adults as scope of questions and language may differ between versions (see Appendix E). The focus group guide included an introduction to the session, questions such as "Describe your personality and cultural values" and "What is your *experience of intergenerational programs*?", as well as a debriefing script. The focus group guides were

reviewed by a researcher with significant qualitative research experience and were pilot tested with volunteers within each specified age groups before being administered to the actual participants.

Methodology Consideration. Focus groups allow for a time efficient and low-cost approach to explore experiences of a collective group (Acocella, 2012). This methodology has strength in social sciences as it reflects on the groups as a reference point to explore social phenomenon or experiences, rather than the researchers' perspective. Often, focus groups are not random and to mitigate any challenges in managing the group dynamics, researchers may consider creating a homogenous group (Acocella, 2012). Additionally, to mitigate any unbalanced group dynamics for the focus group study, youth participants were subdivided into three groups: 1) Year 7 to 8 Students, 2) Year 9 to 10, 3) Year 11 to 12 students. Subdivided groups were also catered to account for appropriate language adaptations to facilitate the focus groups as older students may have a broader vocabulary and differing ability to synthesise information compared to the younger students.

The qualitative studies are presented as two chapters to report on the specific research questions for Study 3 and 4 of this research programs and to allow for a more in-depth exploration of the participants perception of 1) internal characteristics related to their individual differences, attitudes, and intergenerational programs (Study 3), and 2) external characteristics related to the intergenerational program structure and approaches (Study 4). Expanded details of Studies 3 and 4 methodologies are provided in Chapter 6.4.

Data Analysis Approach. A paradigm refers to the perception and beliefs reflecting on the philosophical orientation of the observer (McChesney & Aldridge, 2019). An interpretivist paradigm was used to guide the interpretation and analysis process in this

research program (McChesney & Aldridge, 2019). The paradigm was useful as it encapsulates a broad range of school of thoughts which includes social constructionism whereby social constructionism elaborates the interpretation of an individual's experience while acknowledging influences from social norms that inform a collective experience (Slater, 2018). The interpretivist paradigm also aligned with key questions being investigated in the current research program as it aimed to understand the phenomenon (McChesney & Aldridge, 2019) which may aid the development of the conceptual framework. It also acknowledges the different perspectives participants may have on how individual differences, structural, and sustainability factors may influence the experience in an intergenerational program. Allport's contact theory provided a perspective in intergenerational programs which was extended to consider the role of individual differences. However, interpretation of learnings from the focus group data remained open to other perspectives and did not restrict the lens used in the analysis. A reflexive thematic analysis technique in support with the chosen paradigm which was used to analyse the focus group data (Braun & Clarke, 2006, 2023; Clarke & Braun, 2017).

The framework proposed by Braun and Clarke (2006) was used to assist in the preparation of the data analysis, which includes six steps. Firstly, the researcher is required to familiarise themselves with the data, which then proceeds with initial code generation. Thirdly, the codes are then analysed to identify potential themes. Fourthly, the themes are then reviewed to refine them and ensure the reported data reflects accurately on the themes. The fifth step is to name the themes, and lastly, the final analysis can be produced and reported. The thematic analysis approach allows for a non-restricted exploration of the data where patterns of themes are identified and categorised (Braun & Clarke, 2023; Clarke & Braun, 2017). In these studies, transcripts for youth and older adults were analysed separately

and key themes were extracted before being synthesised to curate the finalised themes. Though there is no pre-developed coding was used, the themes may reflect on the questions posed in the semi-structured interview guide.

Focus group recordings were transcribed and reviewed by two members of the research team (including the student researcher) to enable the familiarisation process outlined in Step 1. Codes were generated upon reviewing the transcripts using NVivo reflecting on key ideas presented by each participant. All coding undertaken was cross-checked with an experienced qualitative researcher. Themes were then extracted after reviewing the codes to identify common ideas and patterns highlighted by the participants which were then named to reflect the content of the codes within that theme. For example, codes reflected on youth's ideas to adjust activities based on the older adults' physical fitness, maintaining regular contact with the other generation, having a structured approach to facilitate initial engagement, and allowing for a transition period for youth to adjust to the intergenerational programs were framed into a sub-theme referred to as Program Structure, Regularity, and Accommodating Individual Differences Enhancing Participant Engagement. The sub-theme was organised under structure and sustainability umbrella alongside other sub-themes that reflect on factors that may improve the structure and sustainability of intergenerational programs. The themes were reviewed with an experienced qualitative researcher to refine the themes further. Data for youth and older adults were analysed separately with findings synthesised to generate themes presented in Chapters 6 and 7. 3.6

Ethical Considerations in the Research Program. Due to the inclusion of minors as a target population in this research program, additional ethical consideration and processes were needed. The survey study received ethical approval from the Australian Catholic

University Human Research Ethics Committee (Human Research Ethics Committee [HREC] ID: 2021-250H). An additional research ethics application was made in August 2022 for the older adults' focus groups methodology (HREC ID: 2022-2577E) in Study 3 which was approved in September 2022. The research program then underwent an additional ethics amendment process in December 2022 to adapt the existing research ethics to include the youth participant focus group methodology as requested by the Australian Catholic University HREC (HREC ID:2021-250H) which was approved in February 2023.

3.5.4 Older Adults

All studies required individual consent to be given for information to be used in the research and individuals are required to be above the age of 18 years old to participate (facilitators). The survey methodology for older adults were anonymous and submission of the survey form indicated implied consent. Participants were not able to withdraw their responses after submitting their survey as the research team would be unable to track their original responses.

An online consent form was provided for older adults to express their interest in engaging in a focus group. The submission of the online consent form was required before contact was made to organise their focus group. Participants were notified that they were able to withdraw from the study at any time up to two weeks of participating in the focus group. The timeframe was made to minimise potential disruption in the data analysis process. Older adult participants were also notified of the limitation of confidentiality due to the nature of focus groups. Older adult participants were advised to not repeat any information heard in the

focus group session outside of that setting. Free support contact information such as Lifeline, QLife, and BeyondBlue were provided to participants if they experienced any distress following the research activities.

3.5.5 Youth and Parents

All studies required parents and child to read and understand the participant information letter. Both parents and child were then asked to complete the consent and youth assent form before being able to proceed to the next steps in the study (i.e., being contacted for a focus group session in Study 3). Additional steps such as a review with the research team and reviewing feedback from the pilot participants were conducted to assist with the readability and comprehension aspect of the studies to ensure that the information or questions would match the youth participants' reading comprehension level. Initial piloting of participant information letters and question materials were completed and feedback from children in the age group and their parents. The feedback was then incorporated to the research materials prior to actual data collection.

Similar to the older adult's focus group ethical consideration, youth participants were advised of the limitation of confidentiality due to the nature of focus groups. Youth participants were reminded not to share any information obtained during the focus group, outside of the session. Free support contact information such as KidsHelpline, Lifeline, QLife, and BeyondBlue were provided to participants if they experience any distress following the research activities.

3.6 Subsequent Chapter Outline

The finalised research studies are presented in the subsequent chapters. Chapter 4 reports on the systematic review study, Chapter 5 presents the survey study on older adults' individual differences and attitudes on youth, Chapter 6 reports on the focus group results focusing on personality, culture, motives, and attitudes of youth and older adults' engagement on intergenerational programs, and Chapter 7 outlines the perception of youth and older adults on the structure and sustainability factors in intergenerational programs.

Chapter 4: A Systematic Review and Meta-Analysis of Effective Intergenerational Programming for Youth and Seniors

4.1 Background

A narrative review is limited due to its subjective nature of identifying trends and gaps in the literature (Aromataris & Pearson, 2014). A strength of a systematic review is on its elaborate review of published research which can be used to inform decision making frameworks (Aromataris & Pearson, 2014). The current chapter elaborates on a systematic review to consolidate published research associated with youth and older adult intergenerational programs. The findings will aid to establish foundational factors extracted from published studies to identify factors that may enhance and inhibit intergenerational attitude outcomes following participation in an intergenerational program.

4.2 Abstract

The aim of the current systematic review was to synthesise the findings of the literature specifically on factors of intergenerational programs that contribute to successful and unsuccessful attitude outcomes involving youth and community-dwelling older adults. Additionally, the review aimed to summarise the reported attitudinal outcomes of targeted intergenerational programs involving youth and community-dwelling older adults. A systematic search resulted in 8,428 articles, of which 13 articles met the inclusion criteria. A summary of the characteristics of the interventions was tabulated and 8 articles were included in the meta-analysis and a sub-factor analysis on the use of theory in interventions and effect size was conducted. Overall, intergenerational programs were found to be effective in improving intergenerational attitudes, where they demonstrated a moderate effect on youth (*d*

= 0.71, $p < .001$) and older adults with a large effect size ($d = 1.06$, $p < .001$). It was also found that the use of theory to guide interventions increased the effectiveness of the program two-fold ($d = 0.45$, $p < .05$; $d = 1.05$, $p < .001$) for non-theoretically informed and theoretically informed programs, respectively. Only a few studies examined attitude outcomes for both participant groups, whereas most of the studies explored attitudes from the perspective of youth only. Future research should consider examining outcomes of intergenerational programs for both generational groups to ascertain mutual benefits are gained.

4.3 Introduction

Negative intergenerational attitudes may reduce uptake for people working with older adults and perpetuate social isolation in the community (Xiao et al., 2013). This is of particular importance in the context of the growing demand for employment in the ageing sector due to the increasing ageing population worldwide (Powell & Cook, 2009). There has been growing interest in intergenerational programs that can improve intergenerational attitudes between two generational groups (Canedo-García et al., 2017; Cordier & Wilson, 2014; Martins et al., 2019). Intergenerational programs are defined as an initiative to bring in two or more generations together to facilitate their interaction (Crespo & Preez, 2014). Other benefits of intergenerational programs include promoting social connectedness, skill-sharing, and improving psychosocial wellbeing (Canedo-García et al., 2017; Martins et al., 2019; Wilson et al., 2013). However, most of the literature on intergenerational programs has focused on opposites of the generational age spectrum. For example, primary school-aged children and older adults particularly those in care settings (Martins et al., 2019). Much less attention has been given to intergenerational interactions involving adolescents or secondary school-aged youth, and older adults in post-retirement community-based residential settings.

Generally, intergenerational programs are used to connect people of different generations. However, not all intergenerational programs report improvements in intergenerational attitudes (Jarrott, 2011; Whiteland, 2017). A content analysis study of forty years of intergenerational programs (from 1970s to the 2000's) found approximately 50% of the included studies did not report a positive change in attitudes towards the other group program (Jarrott, 2011). Additionally, approximately 30% of the included studies reported now change in outcomes following the intergenerational program (Jarrott, 2011). Furthermore, more than

55% of the studies only explored outcomes in one of the participating groups. It also appears that much of the evidence pertaining to changes in attitudes is not based on empirical evidence but rather qualitative reports (Peters et al., 2021). Moreover, ineffective intergenerational programming may reinforce negative beliefs toward the other generation (Berger, 2017; North & Fiske, 2012). There is a need to understand what program factors (features of intergenerational programs) contribute to the effectiveness of intergenerational programs in improving intergenerational attitudes.

Features of intergenerational programs vary in the literature (Canedo-García et al., 2017; Martins et al., 2019) potentially depending on the generational groups involved (i.e., children and older adults or college students and older adults) and the activities that can be implemented in a chosen setting. In previous systematic reviews focusing on children and older adults, the results showed that intergenerational programs can vary in relation to activities (reading picture books, creating art, or an educational program), length of program (less than six months to six years), and context (school, community, or summer camps) (Giraudeau & Bailly, 2019). Understanding that these activities may need to cater for the developmental appropriateness with the generations involved, it is imperative to explore these program factors specific to youth and older adult intergenerational programs and whether there are common factors that can be implemented to guide future research and program designs.

The essential features for designing effective future intergenerational programs may become apparent from examining both successful (demonstrating an increase of positive intergenerational attitudes) and unsuccessful (either reinforcing negative attitudes or showed no attitude change) outcomes in past studies. Kim (2019) identified that the prevalence of

unsuccessful replications in educational interventions could benefit researchers in understanding possible moderators or barriers to program implementations. Given the variations in program features existing in the intergenerational program literature (Martins et al., 2019) and inconsistencies in reported outcomes (Jarrott, 2011), these findings warrant further investigation of past literature to explore any commonality between successful and unsuccessful studies. Consequently, learning common factors in successful and unsuccessful outcomes may inform future research and program directions.

Several systematic reviews having examined intergenerational programs' effectiveness on improving intergenerational attitudes (Giraudeau & Bailly, 2019; Martins et al., 2019; Peters et al., 2021). However, the focus of these reviews has largely been on the attitudes of children or college students to older adults. No studies were found that had systematically reviewed the reported attitude outcomes specifically of youth and community-dwelling older adults in intergenerational programs. Therefore, the current systematic review aimed to synthesise the findings of the literature specifically on factors of intergenerational programs that contribute to successful and unsuccessful attitude outcomes involving youth and community-dwelling older adults. Additionally, the review aimed to summarise the reported attitudinal outcomes of targeted intergenerational programs involving youth and community-dwelling older adults.

4.4 Methods

4.4.1 Search Strategy

A systematic search was performed in the following peer-reviewed databases from inception until September 2021 with no limitations for publication year: the Cumulative Index to Nursing and Allied Health Literature (CINAHL), Medline, Education Resources Information Center (ERIC), PsycInfo, Scopus, and Web of Science database. The systematic search utilised key terms for each topic of interest using the Population 1, Population 2, Intervention/ Condition, and Outcome (PPICO) framework as elaborated in Table 4.1. The protocol was registered on the International Prospective Register of Systematic Review (Protocol ID: CRD42021268897).

Table 4.1

Key Terms Search Strategy Used in Systematic Search

	Population	AND	Population	AND	Intervention/Condition	AND	Outcome
Key words	elder* OR aged OR “old age*” OR older OR "senior citizen*" OR retire* OR "nursing home*" OR "assisted living” OR geriatric*		“young people*” OR “young adult*” OR “young person*” OR youngster* OR teen* OR adolescen* OR youth* OR juvenile* OR school* OR vocational OR trainee* OR college*		“inter-generation*” OR intergeneration* OR “Co-locat*” OR colocat* OR collocat* OR “community enterprise*” OR “community program*” OR “social enterprise*” OR “micro-business*” OR cooperative* OR “co-operative*” OR “microbusiness*” OR “multi-generation*” OR multigeneration*		Attitud* OR value* OR feel* OR perception* OR reciproc* OR mutual OR common OR ageism OR ageist OR perspective* OR opinion* OR stereotype*

4.4.2 Inclusion and Exclusion Criteria

To be considered eligible for inclusion in this review several criteria needed to be met. Studies samples needed to include youth (12 to 19 years old) and older adults (aged 50 years and above to accommodate for cultural variance of what constitutes as older adults). Studies needed to focus on investigating the effectiveness of an intergenerational program which may be in relation to an intervention, social enterprise activity, or community program. Studies needed to be published in English and be peer reviewed. Lastly, studies needed to present quantitative reports of attitude change from the intervention. Articles that did not meet the selection criteria and duplicates were removed for irrelevance.

Studies were excluded if older adults in the study were in advanced care such as needing continuous support for dementia or Alzheimer's or had a diagnosis that would limit their engagement in the intervention. Studies were also excluded if conference abstracts or posters, qualitative studies, narrative or other types of reviews.

4.4.3 Data Extraction

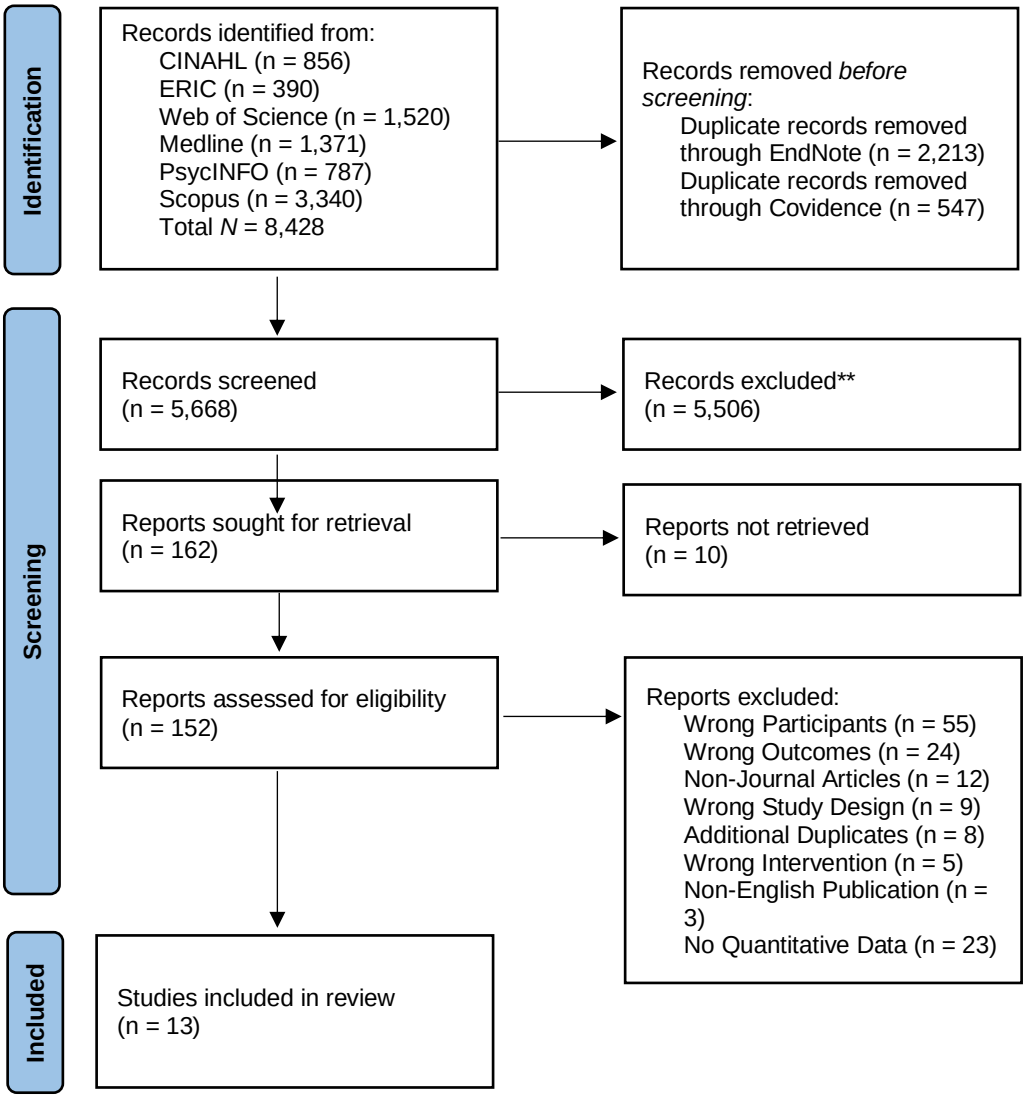
The current study applied the Preferred Reporting Items for Systematic Reviews and Meta Analyses framework (Figure 4.1) to support consistencies in methodological reporting of the systematic review. Two reviewers were involved in the screening and data extraction process to mitigate bias, and a third reviewer assessed any further conflicts. An initial calibration process was conducted to ensure consistency in screening. The reviewers then analysed the interrater reliability analysis of the first 100 articles screened and identified strong agreeability (Cohen's k = .83).

The systemic search yielded 8,428 articles which was reduced to 5,668 articles upon the removal of duplicates. The authors used the selection criteria to screen through the title and abstract of 5,668 articles. The title and abstract screening resulted in 162 eligible studies to undergo full-text screening. Ten articles were unable to be retrieved. The remaining 152 articles were reviewed, and 141 articles did not meet the selection criteria for reasons outlined in Figure 4.1.

A data extraction template was used to extract information such as country of study, intervention setting, participant characteristics, modality, period of intervention, program activity, and reported quantitative data on attitude outcomes. The quantitative study quality appraisal tool from Joanna-Briggs and the Outcome Reporting Bias in Trials (ORBIT) tool were used to analyse the risk of biased reporting and reporting quality (Joanna Briggs Institute, 2020; Outcome Reporting Bias in Trials, 2022).

Figure 4.1

Preferred Reporting Items for Systematic Reviews and Meta Analyses Flowchart Outlining Review Process (adapted from Page et al., 2020)



4.4.4 Meta-Analytical Methods & Subgroup Analyses

Out of 13 studies, only eight articles were eligible to be included in a meta-analysis. Two articles (Couper et al., 1991; Ward et al., 1996) measured positive attitude change through a reduction of means. As this was not consistent compared to how the other articles

measured attitude or attitude change, the data extracted from these two articles were excluded from the meta-analysis. Additionally, three studies (Council for Third Age, 2012; Dooley & Frankel, 1990; Olejnik & LaRue, 1981) were excluded for incomplete data where the total mean and standard deviation were not reported. Due to the lack of consistency in conceptualising changes in attitude outcomes and potential skewing of results, five studies were excluded from the analysis.

A random-effect analysis was used to standardise and compare the effect sizes of attitude change on youth (Field & Gillett, 2010). The reported pre and post means of the experimental groups were used in the meta-analysis due to the significant gaps in consistent reporting of between group comparisons (control and experimental). Missing data were managed by substitution before being included in the data analysis. One article did not report the standard deviation of the mean during baseline and post-intervention. The missing value was substituted by calculating the mean of standard deviation values from the dataset (Higgins et al., 2019) to meet the requirements of the analysis.

Additionally, a sub-factor analysis was conducted to compare the effect sizes of studies that used a theoretical framework and those that did not. Studies were coded as a theory-guided study if the study declared a theoretical orientation of their intergenerational programs in the article.

The meta-analysis used Cohen's *d* to measure the effect size of each study based on the standardised mean differences (Lakens, 2013) from the pre- and post-intervention reported means of attitudes. Cohen (1992) suggested the following guideline to identify the strength of effect: Small = .20, Medium = .50, and Large = .80. Additionally, an outcome of

$d > 1.0$ indicates that the difference in standardised means is larger than one standard deviation.

4.5 Results

The systematic review yielded 13 studies that met the inclusion criteria and reported quantitative data on attitude outcomes of youth and older adults following engagement in an intergenerational program (see Figure 4.1). A summary of the included studies is presented in Table 4.2, describing the study setting, participant characteristics, intervention modality and duration, theoretical approach, and program activity. Eight studies were conducted in the United States, two in the UK, and the remaining three were conducted in Singapore, Hong Kong, and Canada.

4.5.1 Quality Assessment and Risk of Bias

A quality assessment was conducted by using JBI Critical Appraisal Checklist for Analytical Cross-Sectional Studies (Joanna Briggs Institute, 2020). The Benefit Outcome Classification Tool (Outcome Reporting Bias in Trials, 2022) was used to assess the risk of reporting bias in the included studies. Both appraisal tools used a dichotomous scoring of Include or Exclude to identify whether the article had accumulated numerous concerns over the quality and risk of bias based on a series of consideration (i.e., were the criteria for inclusion in the sample clearly defined?). The reported quality assessment and risk of bias results were cross-checked between two reviewers. The ORBIT tool is scored by identifying

the most relevant statement to describe the nature of the study which denotes the level of risk for the study. A table summarising the outcome of the quality appraisal and risk of bias assessment tools can be found in Appendix C.

4.5.2 Intergenerational Programs and Participants Characteristics

In relation to the characteristics of intergenerational programs, four of the intergenerational programs were conducted in school settings (Allen et al., 1986; Carcavilla et al., 2020; Council for Third Age, 2012; Darrow et al., 1994; Olejnik et al., 1981) and the remainder were conducted within various community settings (Dooley et al., 1990; Gaspar et al., 2021; Sun et al., 2019) and senior centres (Chua et al., 2013; Couper et al., 1991). Half of the studies used theoretical approaches to their intergenerational program, such as the Intergenerational Contact Theory (Aday et al., 1993; Allen et al., 1986; Couper et al., 1991; Darrow et al., 1994; Gaspar et al., 2021), Erikson's Psychosocial Development Theory (Gaspar et al., 2021), World Health Organisation's Active Ageing Policy Framework (Council for Third Age, 2012), Theory of Ageism (Dooley et al., 1990), Disengagement Theory (Dooley et al., 1990), Social Contact Theory (Olejnik & Larue, 1981), and the Optimal-Quality Intergenerational Interaction Theory (Sun et al., 2019). Only one study reported the use of an online modality for their intergenerational program (Carcavilla et al., 2020). The duration of the interventions ranged from one day to a year with varying frequencies and session durations.

Table 4.3 outlines the quantitative information relating to intergenerational attitude changes reported in the included studies. The mean age range for older adult participants

were between 71.00 to 83.80 years whilst it was 14.60 to 16.74 years for youth participants. Only three studies included attitude reports of older adults whilst all studies reported attitude outcomes of the youth group. The three studies that included observations of the older adult participants used consistent measures of the youth group (i.e., AGE Inventory and the Semantic Differential Scale). There was no consistency in the use of measurement tool to assess attitudes in intergenerational programs.

Table 4.2

A Summary of Reviewed Studies Reporting on Attitude Outcomes of Intergenerational Programs Involving Youth and Older Adults

Author (Year)	Country in which the study conducted	Study Setting	Participant Characteristics	Modality of Intervention	Duration of Intervention	Theoretical Approach	Program Activity
Aday (1993)	United States	Summer program.	Not stated.	Offline	8 sessions across 2 months; 1.5 hours per session.	Intergroup Contact Theory	Introduction session, informal sharing, adventures in research, reminiscing groups, puppet show preparation, basket-making, painting to music, and production day.
Allen (1986)	United States	School program (Practicum)	Older adults: Senior citizens who were active and healthy individuals. Youth: Gifted students (IQ score of 130 or above on WISC-R).	Offline	9-weeks	Intergroup Contact Theory	Practicum "Aging and the Value of Reminiscence". A seminar was conducted for the first 3 weeks. Activities included reading, films, guest speakers, and discussion. Students developed reminiscence interview questions. Students conducted reminiscence interviews on healthy and active senior citizens in the community.

Author (Year)	Country in which the study conducted	Study Setting	Participant Characteristics	Modality of Intervention	Duration of Intervention	Theoretical Approach	Program Activity
Carcavilla (2020)	UK	International school-based program that uses videoconference as a platform to facilitate intergenerational engagement	Older adults: healthy individuals from Spain living in residential care homes. Youth: 48 individuals from Italy undertaking Spanish classes at the secondary school.	Online	Six weeks intervention; two 30-minute lessons per week.	Not stated.	Workshop to prepare older participants for their role to teach the language. Paired activity with a minimum of meeting 3 different individuals throughout the intervention.
Chua (2013)	Singapore	Senior-activity centres.	Older adults: Sample derived from low socio-economic group and "typically lived alone or with other elderly people in government rental apartments". Youth: High school and polytechnic students receiving credits from their schools for participation in community service.	Offline	30 minutes (6 sessions) over two months.	Not stated.	Video Gaming vs. Non-Video Gaming Activities (watching TV programmes, chatting, card games, or making handicrafts").
Council for Third Age (2012)	Singapore	School.	Older adults: Recruited from community organisations aged 50 years and older. Youth: Recruited from two local institutions.	Offline	Ranges between 1.5 to 2.5 hours a week over 4 to 8 weeks (based on the location of intervention). Additional 30-minutes of informal intergenerational contact each	World Health Organization's Active Ageing Policy Framework	Initial focus groups were conducted to gain insights on interests and concerns of participants. Health management and information communication technology training modules were given to youth. Initial contact was facilitated through ice-breaking activities such

Author (Year)	Country in which the study conducted	Study Setting	Participant Characteristics	Modality of Intervention	Duration of Intervention	Theoretical Approach	Program Activity
					week outside of formal program session.		as games and photo sharing. Each student was paired with one senior participant for the duration of the program.
Couper (1991)	United States	Workshop-based intervention (Educational Program).	Older adults: contacted through two senior centres within same town; were considered relatively healthy and independent though had some hearing and mobility difficulties. Youth: Elementary and high school students (separate groups) from the same school system in a middle- to upper-class town.	Offline	1 day, 5-hour intergeneration workshop	Intergroup Contact Theory	Interpersonal communication, group problem solving, and values-clarifications exercise.
Darrow (1994)	United States	School.	Older adults: Healthy volunteers from local community. Youth: High school students.	Offline	Weekly 1.5-hours sessions over the period of the school year.	Intergroup Contact Theory	Choir, Social Activities (i.e., day-long retreat, "getting acquainted", life story sharing, and "adopted" partners).

Author (Year)	Country in which the study conducted	Study Setting	Participant Characteristics	Modality of Intervention	Duration of Intervention	Theoretical Approach	Program Activity
Dooley (1990)	Canada	Community outreach.	Older adults: Older adults living in the community. Youth: Secondary school students recruited via advertisements and talks.	Offline	2-hours weekly for 24-weeks.	Theory of Ageism, Disengagement theory.	Youth were expected to assist older adults living in the community with house chores (cooking, snow removal, laundry, shopping, or other tasks).
Gaspar (2021)	United States	Community setting (Theatre Production).	Older adults: Six different older adult living communities across two years. Youth: Youth were recruited openly and were from four states in the United States.	Offline	Ranges between one to eight weeks sessions.	Intergroup Contact Theory, Erikson's Developmental Theory	Theatre Production Project. Experience includes auditions, casting, practices, and performances. Residents also volunteer to serve in non-acting roles such as ushers or serving snacks to the participants.
Kassab (1999)	United States	Not stated.	Not stated.	Offline	Four 1.5-hour sessions.	Not stated.	Youth interviewing and interacting with the elderly. Other activities designed to educate youth about the aging process - not mentioned details of activities.
Olejnik (1981)	United States	School.	Older adults: Described as “non-institutionalised older people”. Youth: Recruited from two middle schools in a small “midwestern city”. The sample	Offline	Daily during lunch for two months.	Social Contact Theory	A naturalistic approach was used. No direct intervention was implemented. Older adults were given meals funded by the federal government at the middle school cafeteria. Students

Author (Year)	Country in which the study conducted	Study Setting	Participant Characteristics	Modality of Intervention	Duration of Intervention	Theoretical Approach	Program Activity
			mostly derived of middle-class and Caucasian sample.				gained daily exposure to the presence of older adults.
Sun (2019)	Hong Kong	Varied community settings.	Older adults: Recruited across 10 community elder social service units. Youth: Recruited from three different secondary schools.	Offline	6-weeks	Optimal-Quality Intergenerational Interaction (OQII)	Stage 1 - Foundation Stage aiming to build capacity which includes the recruitment of facilitators. Stage 2 – Stimulation Stage aimed priming participant groups with balanced information about the other group. Stage 3 – Consolidation Stage aimed at enacting the four elements of the OQII model and engagement of both groups.
Ward (1996)	United States	School.	Older adults: Recruited from three different districts in the United States. Youth: Recruited from three different high schools in corresponding districts.	Offline	Not stated.	Not stated.	Not stated.

Note. "Not stated" refers to study not reporting the information in the publication.

Table 4.3

Participant Characteristics and Reported Attitude Outcomes Pre- and Post-Intervention of Youth and Older Adults for Corresponding Studies

Author	*N*	Older Adults (OA)							Youth							Inclusion for meta-analysis
		Attitude Measure	M_{age} (SD)	*n*	M_{Pre} (SD)	M_{Post} (SD)	Sig.	Summary of Attitude Outcomes	Attitude Measure	M_{age} (SD)	*n*	M_{Pre} (SD)	M_{Post} (SD)	Sig. (*p*)	Summary of Attitude Outcomes	
Aday 1993	38	-	71.00 (-)	19	-	-	-	-	Children's Perception of Aging and Elderly	-	19	73.75 (8.05)	80.90 (7.97)	**<.01**	Positive	Y
Allen 1986	38	-	-	-	-	-	-	-	Study specific attitude scale	-	38	4.70 (-)	5.41 (-)	**<.01**	Positive	Y
Carcavilla 2020	45	-	83.80 (7.89)	21	-	-	-	-	CENVE Negative Stereotypes Towards Aging Questionnaire	16.20 (.97)	24	38.96 (6.94)	36.40 (4.49)	**<.01**	Positive (Decreased negative stereotyping)	Y
Chua 2013	38	Bipolar Adjectives Scale	75.42 (8.15)	19	3.93 (.65)	4.3 (.46)	**< .01**	Positive	Bipolar Adjectives Scale	16.74 (.65)	19	3.19 (.48)	3.87 (.76)	**<.05**	Positive	Y
Council for Third Age 2012	66	Study specific attitude scale	-	33	-	-	-	Positive (narratively summarised)	Study specific attitude scale	-	33	-	-	-	Positive (narratively summarised)	N
Couper 1991	68	-	-	39	-	-	-	-	Ageing Semantic Differential Scale	16.40 (-)	29					N

Author	*N*	Older Adults (OA)						Youth						Inclusion for meta-analysis
		Attitude Measure	M_{age} (SD)	*n*	M_{Pre} (SD)	M_{Post} (SD)	Sig.	Summary of Attitude Outcomes	Attitude Measure	M_{age} (SD)	*n*	M_{Pre} (SD)	M_{Post} (SD)	Sig. (*p*)	Summary of Attitude Outcomes	
									(a) Male Students		13	-	54.81 (11.34)	-	Positive (compared to control group).	
									(b) Female Students		16	-	57.46 (9.69)	-	Positive (compared to control group).	
Darrow 1994	51	AGE Inventory	-	24					AGE Inventory	-	27					Y
		(a) Male towards Female		8	4.27 (1.13)	5.38 (.48)	>.05	Positive but not significant	(a) Male towards Female		13	4.55 (.63)	5.05 (.58)	>.05	Positive but not significant	
		(b) Male towards Male			4.23 (.83)	5.19 (.43)	**< .01**	Positive and significant towards male youth	(b) Male towards Male			4.49 (.45)	5.05 (.48)	**< .01**	Positive and significant towards male youth	
		(c) Female towards Female		16	5.15 (.54)	5.30 (.45)	>.05	Positive but not significant	(c) Female towards Female		14	5.05 (.84)	5.27 (.79)	>.05	Positive but not significant	
		(d) Female towards Male			4.95 (.97)	5.14 (.57)	>.05	Positive but not significant	(d) Female towards Male			5.27 (.94)	5.37 (.80)	>.05	Positive but not significant	

Author	*N*	Older Adults (OA)							Youth						Inclusion for meta-analysis
		Attitude Measure	M_{age} (SD)	*n*	M_{Pre} (SD)	M_{Post} (SD)	Sig.	Summary of Attitude Outcomes	Attitude Measure	M_{age} (SD)	*n*	M_{Pre} (SD)	M_{Post} (SD)	Sig. (*p*)	Summary of Attitude Outcomes	
Dooley 1990	21	-	-	-	-	-	-	-	Semantic Differential Scale		21	-	-	-	Positive (Factor-level decreased negative stereotyping)	N
Gaspar 2021	92	-	80.38 (9.69)	44	-	-	-	-	Polizzi (Refined Version) Aging Semantic Differential Scale	-	48	61.06 (20.07)	55.46 (21.77)	= **0.025**	Positive	Y
Kassab 1999	25	-	-	-	-	-	-	-	Kogan's Old Folks Scale	14.60 (1.40)	25	99.10 (-)	99.70 (-)	-	Positive (compared to control group)	Y
Olejnik 1981	486	-	-	40	-	-	-	-	Tuckman-Lorge Old People Questionnaire (Revised)	-	446	-	-	-	Positive (item-level analysis)	N
Sun 2019	147	AGED Inventory (Chinese)	72.54 (7.18)	73	120.88 (22.01)	168.49 (17.73)	< **.001**	Positive	Kogan's Attitude Toward Older People (Chinese)	16.30 (1.47)	74	102.23 (11.81)	116.53 (14.34)	< **.001**	Positive	Y
Ward 1996	29	-	-	-	-	-	-	-	Semantic Differential Scale	-	29	66.70 (-)	59.70 (-)	-	Positive (Decreased negative stereotyping)	N

Author	*N*	Older Adults (OA)						Youth						Inclusion for meta-analysis
		Attitude Measure	M_{age} (SD)	*n*	M_{Pre} (SD)	M_{Post} (SD)	Sig.	Summary of Attitude Outcomes	Attitude Measure	M_{age} (SD)	*n*	M_{Pre} (SD)	M_{Post} (SD)	Sig. (*p*)	Summary of Attitude Outcomes	
Total *N*	1,114		Total n_{OA}	312						Total n_{youth}	802					

Note. "-" represented unreported data. The last column identifies the eligibility of the study to be included in the meta-analysis based on availability of data (Y=Yes, N=No).

4.5.3 Meta-Analysis of Attitude Outcomes in Youth

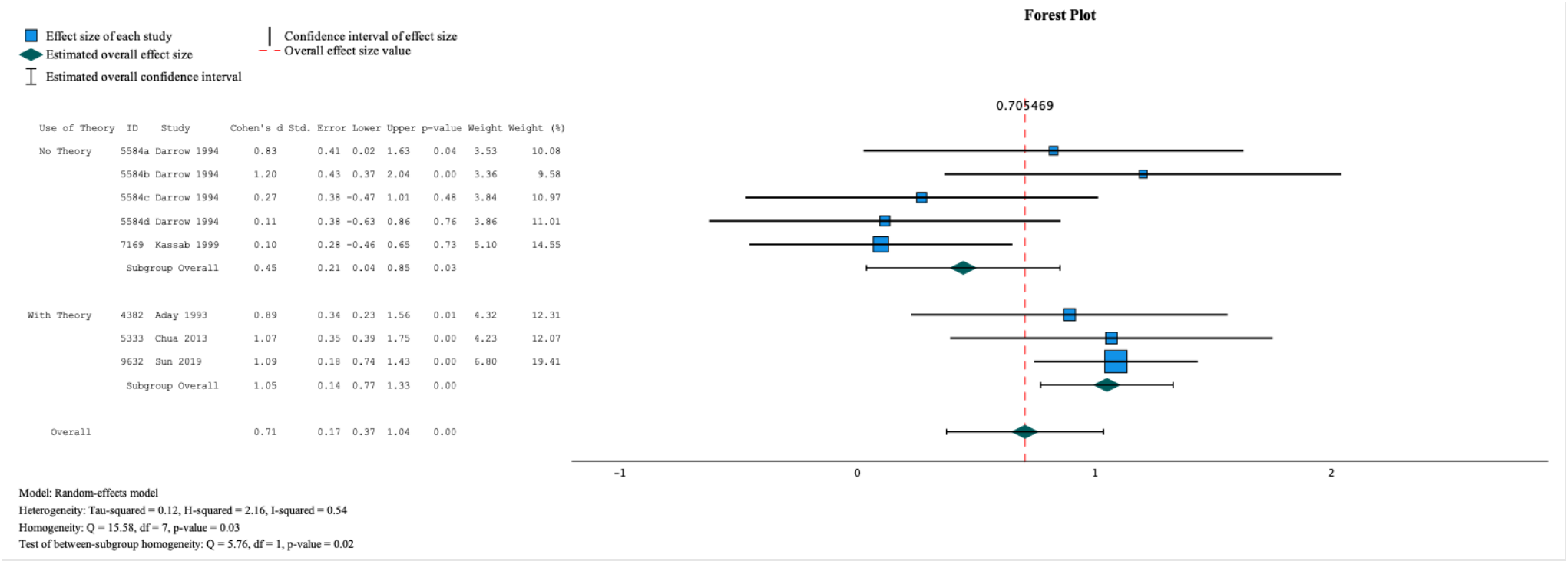
Figure 4.2 shows the sub-group and overall effect size of intergenerational programs on attitude change in youth participants. Overall, intergenerational programs showed a medium effect size to promote attitude change in youth (d = 0.71, p < .001). Intergenerational programs guided by a theoretical framework demonstrated a strong effect size (d = 1.05, p < .001) whereas those that did not only showed a small effect (d = 0.45, p < .05). The I^2 test highlights substantial heterogeneity and homogeneity of the studies included were significant (Q = 15.58, df = 7, p <.05). The homogeneity represents that the results of the included studies are comparable enough to warrant a combination of data to measure the global effect (Kulinskaya et al., 2011).

4.5.4 Meta-Analysis of Attitude Outcomes in Older Adults

Figure 4.3 outlines the overall effect size of intergenerational programs on attitude outcomes. The overall results indicated that intergenerational programs have a strong effect on intergenerational attitudes in older adults (d = 1.06, p < .001). A sub-group analysis indicated that studies with a theoretical framework have a large effect size (d = 1.06, p < .001), whereas the study that did not use any theoretical framework showed only moderate effect size (d = 0.69, p < .05). The I^2 test highlights considerable heterogeneity and homogeneity of the studies included were significant (Q = 45.60, df = 5, p <.001). Additionally, the study by Sun (2019) was shown to have the largest effect size (d =2.38, p < .001).

Figure 4.2

Meta Analysis of Attitude Outcomes of Youth (Experimental) with Subgroup Analysis of Theory Use in Intervention Studies.

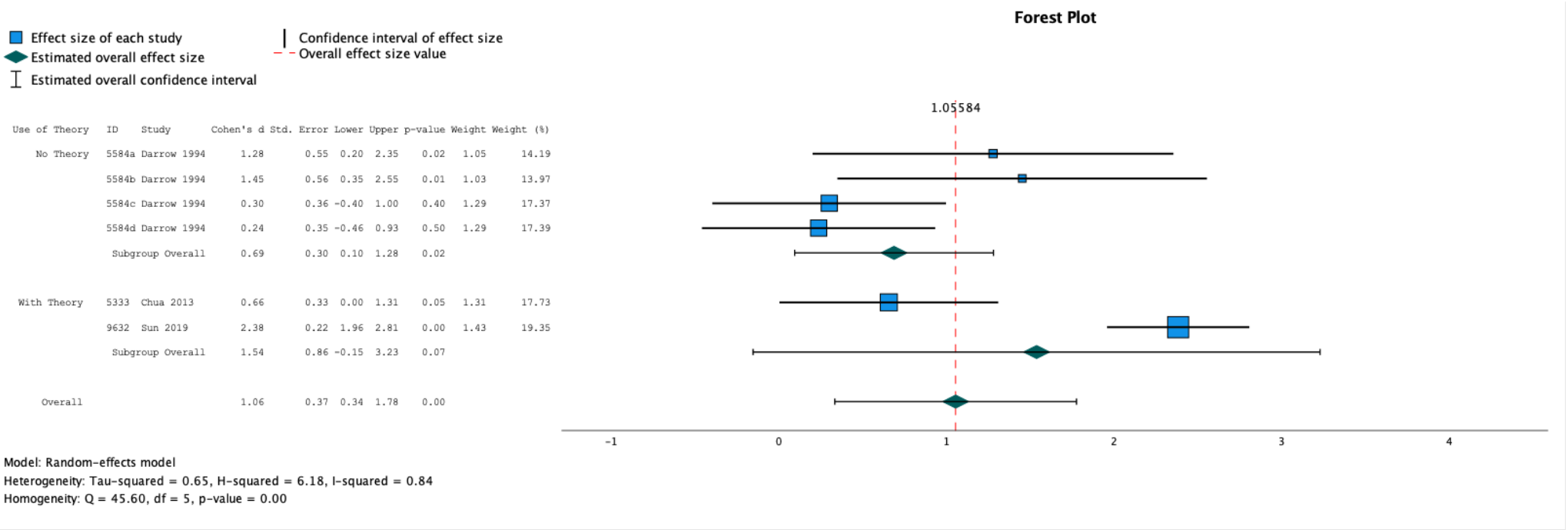


Use of Theory	ID	Study	Cohen's d	Std. Error	Lower	Upper	p-value	Weight	Weight (%)
No Theory	5584a	Darrow 1994	0.83	0.41	0.02	1.63	0.04	3.53	10.08
	5584b	Darrow 1994	1.20	0.43	0.37	2.04	0.00	3.36	9.58
	5584c	Darrow 1994	0.27	0.38	-0.47	1.01	0.48	3.84	10.97
	5584d	Darrow 1994	0.11	0.38	-0.63	0.86	0.76	3.86	11.01
	7169	Kassab 1999	0.10	0.28	-0.46	0.65	0.73	5.10	14.55
		Subgroup Overall	0.45	0.21	0.04	0.85	0.03		
With Theory	4382	Aday 1993	0.89	0.34	0.23	1.56	0.01	4.32	12.31
	5333	Chua 2013	1.07	0.35	0.39	1.75	0.00	4.23	12.07
	9632	Sun 2019	1.09	0.18	0.74	1.43	0.00	6.80	19.41
		Subgroup Overall	1.05	0.14	0.77	1.33	0.00		
Overall			0.71	0.17	0.37	1.04	0.00		

Model: Random-effects model
Heterogeneity: Tau-squared = 0.12, H-squared = 2.16, I-squared = 0.54
Homogeneity: Q = 15.58, df = 7, p-value = 0.03
Test of between-subgroup homogeneity: Q = 5.76, df = 1, p-value = 0.02

Figure 4.3

Meta Analysis of Attitude Outcomes of Older Adults (Experimental) in Intervention Studies.



4.6 Discussion

Previous literature investigating the effects of intergenerational programs have examined effects on participants broadly across the lifespan or specifically on children and older adults. This is the first systematic review that examines the effects of intergenerational programs specifically on the intergenerational attitudes of youth and older adults. Additionally, the review aimed to explore factors that contributed to successful and unsuccessful attitude changes in youth and older adults which can inform future directions of intergenerational programs. This systematic review contributes to the literature by addressing these gaps by systematically synthesising current findings and presented a meta-analysis to assess the effectiveness of in youth and older adults' intergenerational programs.

4.6.1 Effectiveness of Intergenerational Programs

Results from the overall meta-analysis highlighted a medium effect size of intergenerational programs improving intergenerational attitudes in both youth and older adults. This result highlights that intergenerational programs involving youth and older adults in the community can improve attitude outcomes. In addition, most of the studies included in this systematic review identified significant positive shift in attitudes (50% change) of youth and older adults following involvement in an intergenerational program. A similar positive change in attitudes was found in a systematic review of the impacts of intergenerational programs with children and community-dwelling older adults (Peters et al., 2021). This contrasts with where the

effects of intergenerational programs on attitudes involving children and older adults were heterogeneous (Giraudeau & Bailly, 2019).

A potential reason for these contrasting findings might be due to the inclusion criteria. This current review included community-dwelling older adults, whereas Giraudeau and Bailly included older adults within varying settings (i.e., nursing homes and assisted living facilities). The experience of interacting with healthy older adults has been found to be important for predicting improvement in attitude outcomes (Chonody et al., 2014). Darrow et al. (1994) also highlighted that having healthy older adult participants involved in intergenerational programs may mitigate reinforcing existing stereotypes of ageing such as being lonely, frail, and deteriorating health (Berger, 2017). Potentially, involving only community-dwelling older adults in intergenerational programs may instigate the needed initial shift in attitudes towards seniors of youth.

The extent of improvement in attitudes appears to vary across individuals which suggests factors of individual differences may contribute to the effectiveness of intergenerational programs. For example, gender appears to be one feature that might influence attitude change. Darrow et al. (1994) examined attitude changes across male and female youth and older adults. Despite participants being exposed to the same intervention (intergenerational choir), only male participants showed significant improvement in attitudes in both generation groups. An understanding of individual differences that account for people's personalities, demographic backgrounds, motivation, and values may support the implementation of purposeful programming or, at the least, can be used to consider as a confounding factor in future research.

However, it is important to note that this study was conducted over 3-decades prior and further research is needed.

4.6.2 Program Characteristics

The use of a theoretical framework can increase the effectiveness of intergenerational programs. The meta-analysis identified that the use of at least one theoretical approach to guide the implementation of intergenerational programs increased the effectiveness to change attitudes by at least two-fold. A common theoretical approach used in intergenerational programs is Allport's Contact Theory (Pettigrew, 1998). Allport's Contact Theory highlights four key elements for an ideal environment to promote intergroup attitudes: 1) Mutual goals, 2) Mutual engagement, 3) Equality in Status, and 4) Governance Support. One study in this review (Sun et al., 2020) applied the Optimal Quality Intergenerational Interaction framework, which expands on Allport's Contact Theory by emphasising the importance of the quality of relationships, building on the relationship between individuals to support long-term friendship. Interestingly, this study resulted in the largest effect size.

A variety of program features were identified across the included studies. Features of intergenerational programs ranged from unstructured interventions where participants were brought together without a specific agenda or facilitation (Olejnik & LaRue, 1981), to structured activities such as learning and teaching (Carcavilla et al., 2020), reminiscence (Aday et al., 1993; Allen et al., 1986), community outreach (Dooley & Frankel, 1990), social interview (Kassab & Vance, 1999), choir (Darrow et al., 1994), drama (Gaspar et al., 2021), and gaming (Chua et al.,

2013; Council for Third Age, 2012). For example, Olejnik (1981) utilised a naturalistic approach where there was no direct intervention to facilitate interaction between youth and older adults. In contrast, Chua et al. (2013) guided participants with a set of games to be used in the contact session and recommended starting with a game that can easily be played without prior knowledge to minimise hurdles in engagement. Given the variability of activities used in each study, it was not possible to identify the type of activity that facilitates positive attitudinal changes. Nevertheless, the summary is beneficial as it provides an overview of the range of activities that can be undertaken within the context of intergenerational programs involving youth and older adults.

A common characteristic of studies yielding a large effect size based on the meta-analysis is having a structured approach to the intervention where participants were oriented to the concept of ageing or priming the participants with some information regarding the stereotypes. Allen et al. (1986) first adopted a seminar sequence to expose students to some of the difficulties faced by older adults from a physical, social, and psychological perspective. Sun et al. (2019) adopted a similar approach but took into consideration training the facilitators of the intergenerational program as an initial step, prior to priming the participants. These characteristics of program orientation and priming of participants were also implemented by a study excluded from the meta-analyses (Council for Third Age, 2012).

Programs also varied in length and session duration. The duration of programs varied from one day (Couper et al., 1991) to one year (Darrow et al., 1994), with session lengths ranging from 30 minutes to five hours. The variability of session frequency and duration can be attributed to the study setting. Most studies incorporated the intergenerational programs within a

school context (Allen et al., 1986; Carcavilla et al., 2020; Council for Third Age, 2012; Darrow et al., 1994; Olejnik & LaRue, 1981; Ward & Balavage, 1996) in which instigators of the intergenerational program may need to balance the requirements for schooling and the availability of the older adult participants. Nevertheless, a single session can still contribute to changes to attitudes (Couper 1991). This finding suggests that the execution of the intergenerational program plays a more important role in the intervention, rather than the frequency and duration.

4.6.3 Limitations

There was a disparity in reporting of attitude outcomes between youth and older adult groups. Out of the 13 studies included in the systematic review, only four studies reported attitude outcomes for the older adult participants. This disparity in reporting for both groups may pose as a limitation to ascertain mutual benefits arising from youth-older adult intergenerational programs. Meshel and McGlynn (2004) also highlighted a similar pattern of a bias in reporting only the perspectives of youth and recommended future studies to be inclusive in their examination. Nevertheless, this pattern remains prevalent over a decade as evident in the present systematic review.

Despite the insight arising from examining the quantitatively reported outcomes of intergenerational programs in the literature, this approach can be a limitation of the study. The present systematic review only examined studies reporting on quantitative information which limits the exploration of qualitative observations from lived experience of the participants.

Moreover, all studies in the systematic review have reported a positive shift in intergenerational attitude outcomes. A limitation on examining studies reporting on quantitative data may have excluded beneficial learning in unsuccessful outcomes potentially reported in excluded studies.

4.6.4 Future Directions

Future research in the topic should be inclusive in their examination of the perspectives from youth and older adults to enable a thorough examination of intergenerational program attitudes in both groups. This approach in research would also expand on the benefits of intergenerational programs for both groups. Furthermore, the use of theory in intergenerational programming is recommended to promote overall program effectiveness. Lastly, the role of individual differences in predicting engagement in activity styles to improve the effectiveness of intergenerational programs should be considered. The current systematic review has examined the characteristics of intergenerational programs that affect intergenerational attitude outcomes but given the vast variability of activities cited in the literature for intergenerational programs, future research should consider the variability in individual characteristics and how to instigate purposeful programming.

4.6.4 Conclusion

Overall, the present systematic review noted that intergenerational programs are effective to promote positive attitudes of youth and older adults. Thirteen studies were included, and

characteristics of the interventions were summarised in a table to guide future research in this topic. The use of a theoretical approach can improve the overall effectiveness of the program whereby the most used approach being Allport's contact theory, and the study that yielded the best outcome utilised the Optimal Quality Intergenerational Interaction framework theory which is an extension to Allport's contact theory. Given the variability of how intergenerational programs have been executed, it highlights the need to have a guideline for evidence-based practice to implement intergenerational programs for youth and older adults.

Chapter 5: Older Adults' Attitudes Towards Youth: The Role of Personality, Culture, Motives, and Engagement in Intergenerational Programs

5.1 Background

The systematic review identified characteristics of youth-older adult intergenerational programs and effectiveness of intergenerational programs in improving intergenerational attitudes which is in line with most past research (Canedo-García et al., 2017; Jarrott et al., 2022; Lou & Dai, 2017). The results further highlighted the role of theory to mitigate risks of reinforcing ageist attitudes (i.e., Allport's contact theory). Approaches to intergenerational programs were diverse (as identified in the systematic review). Though it reflects on the flexibility of activities that can be implemented in intergenerational programs, it may also reflect the need to provide a framework to guide the development of future intergenerational programs. An understanding of the role of personality, culture, motives, and intergenerational contact may extend the consideration of theory use to include individual differences factors included in the conceptual framework. This chapter examines the older adults' attitudes, personality, culture, and motives to engage in intergenerational programs through a cross-sectional survey study.

5.2 Abstract

Intergenerational programs can improve ageist attitudes but concerns over the risks of reinforcing ageist stereotypes remain prevalent. This study aimed to explore 1) older adults' contact with youth and their attitudes towards youth; 2) the role of personality, cultural values, and motives to engage in intergenerational programs on older adults' attitudes towards youth. A

survey was distributed to older adults (aged 50 years and older) in the community to fulfil this aim. Characteristics of intergenerational programs and contact with youth in the community was tabulated. A one-way ANOVA was conducted to explore attitudinal differences between older adults with varying levels of contact with youth in the community which found a non-significant result, $F(3, 118) = 1.518$, $p = .213$. A multiple regression found that neuroticism was significant in predicting poor attitudes towards youth, $F(6, 116) = 3.685$, $p = .002$. Several personality, cultural values, and motives were correlated with older adult's attitude towards youth which can provide insight on considerations for future intergenerational programs, whereby neuroticism ($r = .30$, $p < .01$), extraversion ($r = -.18$, $p < .05$), agreeableness ($r = -.24$, $p < .01$), enhancement motivation ($r = -.20$, $p < .05$), power distance ($r = .20$, $p < .05$), and uncertainty avoidance ($r = -.19$, $p < .05$) were significantly correlated with intergenerational attitudes. These findings highlight the need for an evidence-based approach to intergenerational programming to mitigate the risks of reinforcing negative stereotypes.

5.3 Introduction

Ageism has been shown to be prevalent, with serious negative consequences for health and wellbeing (Levy & Apriceno, 2019). These negative effects of ageism are further exacerbated by the rise of generational segregation and associated social isolation in the community (Arpino et al., 2021; Drury et al., 2022; Hawton et al., 2011a). Social isolation is experienced by almost half of the population in Australia regardless of age (Australian Institute of Health and Welfare, 2021) and has been linked to poor quality of life and health outcomes (Hawton et al., 2011) in older adults. Though the prevalence of social isolation was not reported specifically for older adults, it was noted that living alone constitutes as a risk factor for social isolation in this age group (Australian Institute of Health and Welfare, 2021a). Moreover, there was a reduction of intergenerational contact by the recent COVID-19 pandemic which induced a state of us vs. them division between youth and older adults (Drury et al., 2022). This effect was attributed to the differential treatments in social health messaging used to mitigate the risk of spreading the virus (Ayalon, 2020). This division may perpetuate further ageism between the two generations. Arpino et al. (2021) further noted a decline in intergenerational contact between youth and older adults post-pandemic, where reduced contact has been linked to poorer intergenerational attitudes.

5.3.1 Ageism, Contact, and Intergenerational Programs

Allport's contact theory highlights that intergroup conflict can be perpetuated through minimal contact between groups (Allport et al., 1954). This theory suggests that there is the

potential to perpetuate ageism when there is no opportunity for interaction between youth and older people in the community. However, past literature highlights inconsistencies on contact alone improving attitudes towards the other generation (Drury et al., 2016; Christian et al., 2014). More specifically, Drury et al. (2016) noted that though extended contact with older adults were associated with more positive attitudes in youth, quality of contact was a stronger predictor of attitudinal change. Quality of contact could be impacted by experiences of intergroup anxiety and pre-existing stereotypes, which may inhibit genuine engagement between generations (Christian et al., 2014).

Intergroup anxiety is where individuals may anticipate or experience anxiety from interacting with an outgroup which can develop through pre-existing stereotypes, negative personal experience, or situational factors (Fowler & Gasiorek, 2020; Stephan, 2014). Anxiety creates a sense of distress in individuals which is commonly associated with avoidant behaviour (Stephan, 2014). As an example, an individual who may hold strong negative stereotypes towards youth is less likely to want to engage in activities with youth to avoid the potential distress arising from the situation (Fowler & Gasiorek, 2020). In contrast, older adults who engage regularly with youth may have ample opportunities to challenge negative experiences that can develop into stereotypes in youth and may be more open to more opportunities to engage with them. This cycle reflects on the complex interaction of individual factors, ageism, and opportunities to challenge these stereotypes through contact.

Intergenerational programs have been proposed as social interventions in attempts to combat ageism and to promote positive psychosocial wellbeing outcomes (Petersen, 2022). Intergenerational programs are defined as social programs that aim to facilitate the interaction

between two (or more) generational groups. To mitigate the impacts of intergroup anxiety and pre-existing stereotypes, Allport's contact theory outlined four key conditions needed to facilitate positive intergroup contact to improve intergroup relations and attitudes which are mutual goals, equal status, support from governance, and mutual engagement (Allport et al., 1954). It may be suggested that understanding participants' individual differences may aid in establishing these key conditions to promote effectiveness and mitigate potential risks of intergenerational programs. Though, investigations of the role of individual differences in predicting ageist attitudes has been limited, particularly older adults' attitudes towards youth.

5.3.2 Individual Differences

Individual differences can be defined as the pervasive psychological characteristics that differentiate one person from another and reflected from their personality, intelligence, or values (Baumeister & Vohs, 2007). Hodson (2011) argued that individual differences contribute to the effectiveness of intergroup contact in reducing prejudice between groups. For the current study, individual differences were assessed through personality, cultural values, and motivation to engage in intergenerational programs. Chapter 2.5 provides a detailed discussion on individual differences, and the current section summarises key information from the literature.

Personality. Personality reflects the individual consistent pattern of thought, cognition, and behaviour (Burton et al., 2015). The Big Five personality model is often used to describe the general traits of an individual which is characterised through their openness to new experience, conscientiousness, neuroticism, extraversion, and agreeableness (Allan et al., 2014; Gao, 2009;

Harris & Dollinger, 2003; John & Srivastava, 1999). Most research in personality and ageism focuses on perceptions of one's own experiences of ageing. The literature noted correlations between personality traits such as neuroticism, conscientiousness, extraversion, and agreeableness on anxiety towards ageing (Gao, 2009; Harris & Dollinger, 2003). Nevertheless, Allan et al. (2014) found consistent results for personality predicting ageist attitudes finding that all but one of the Big Five personality traits (Extraversion) to be good predictors of ageist attitudes. Though these findings highlight the potential theoretical implications of personality on ageist attitudes, more research is needed to identify how personality profiles of individuals can be used to promote positive intergenerational program outcomes.

Cultural Values. Culture represents the values and norms of people in a community which can be explored using Hofstede's Cultural Values Model. The model characterises cultural values as Individualism, Masculinism, Power Distance, Uncertainty Avoidance, and Long-Term Orientation (Hofstede & Bond, 1984). Culture was reported to be a factor for young people's contact with older adults (Yaghoobzadeh et al., 2020). More specifically, the systematic review by Yaghoobzadeh et al. (2020) identified a contrast between Western Individualistic and Eastern Collectivistic culture where youth in Western countries had more positive attitudes towards older adults. This finding was consistent with prior research which identified that age-based social hierarchy may influence more internalized prejudice of youth towards older adults (North & Fiske, 2015). However, few studies have explored the influence of cultural values of older adults and the impact on their attitudes towards youth.

Motivation. Motivation to engage in intergenerational programs may differ between individuals. Motivation was found to predict dropout rates, level of engagement, and benefits

arising from intergenerational programs (Chapman & Neal, 1990; Stergios & Carruthers, 2002). Stergios and Carruthers (2002) also highlighted that understanding older adults' motivation to engage in intergenerational programs would aid in recruiting and maintaining participants as well as improving the overall quality of the program. Older adults appear to be motivated to engage in intergenerational programs as they wanted to contribute, share happiness, and be connected to youth (Stergios & Carruthers, 2002). However, motivation was examined only through a qualitative approach and may require a more objective exploration through quantitative methods to understand the role of motivation in engaging in intergenerational programs on older adults' attitudes towards youth.

5.3.3 Aims and Hypotheses

Current exploration of intergenerational programs outcome on reducing ageist attitudes in the literature were derived mostly from the perspective of the younger generation to the older, whilst assessments of intergenerational program outcomes in older adults were driven on the wellbeing benefits. It remains important to explore attitudes of older adults to the younger generations, as this may enable or inhibit future engagements with youth. Therefore, the present study aimed to explore how contact with youth influences older adults attitudes towards youth to delve into the contact hypothesis. It was hypothesised that older adults with more frequent contact with youth would have more positive attitudes towards youth compared to those with less frequent contact with youth.

The study also aimed examine the role of personality, culture, motives, and engagement in intergenerational programs and the relationship with older adults' attitudes towards youth. Research on the role of personality, cultural values, and motives within the context of intergenerational attitudes towards the other group has been limited. Given this gap, the final hypothesis was framed as an exploratory regression to understand the impacts of these variables on older adults' attitudes towards youth. This approach provides insight to potential predictors of intergenerational attitudes which can be used for a robust hypothesis testing in future research. Therefore, it was hypothesised that personality, culture, and motives to engage in intergenerational programs would be predictive of older adults' attitudes towards youth.

5.4 Methods

5.4.1 Participants

The current study received ethics approval from the Australian Catholic University Human Research Ethics Committee (2022-2577E) prior to recruiting participants. The study recruited 123 Australian older adults aged 50 years and older (M_{age} = 66.75, *SD* = 7.03) where 84.6% identified as females, 14.6% as males, and 0.8% identified as non-binary. Approximately 48.0% were married, 3.2% preferred not to say, and 48.8% identified as either single, divorced, separated, or widowed. Ninety-one participants were born in Australia, 16 in the United Kingdom, three in New Zealand, two from the Netherlands, two from the United States of America, and one participant in each of the following countries: Bosnia, El Salvador, Hungary, Ireland, Israel, Malta, Philippines, and South Africa. These countries signified their country of

birth, but the participants are assumed to have maintain permanent residence in Australia. Table 5.1 outlines the participant demographic details.

Sampling Procedure. Participants were recruited using convenience sampling by disseminating the study information to relevant community organisations (i.e., Council on The Ageing and the University of Third Age) and on social media platforms (i.e., Facebook and LinkedIn). To be eligible to participate in this study, participants should be 1) aged 50 years or above, 2) reside in the community or senior living accommodation.

Table 5.1

Participants' Demographic Background

Descriptor	Frequency	Percent
Qualifications		
Primary School	1	0.8
High School	9	7.3
Certificate	13	10.6
Diploma	24	19.5
Associate Degree	3	2.4
Bachelors Degree	39	31.7
Masters Degree	33	26.8
Doctoral Degree	1	0.8
Total	123	100.0

5.4.2 Materials

Demographics. The survey included demographic questions such as age, gender, country of birth, level of education, socioeconomic background, intergenerational contact hours outside of the intergenerational program, and career (past career for retired individuals).

Program Characteristics. The survey included questions surrounding the nature of the intergenerational program the participant was engaged in (if relevant) which included the type of activity, contact hours, program duration, number of participants involved, contact environment (individual or group contact setting), and intergenerational program design (i.e., structured, semi-structured, unstructured).

Personality. The Big Five Inventory (John & Srivastava, 1999) assesses an individual's personality based on five factors (conscientiousness, openness, extraversion, agreeableness, and neuroticism) using 44 items. The scale uses a Likert scale ranging from 5 – Strongly agree to 1 - Strongly disagree. Scores for each subscale are tallied to yield the factor scores where a higher score indicates a higher level of that personality trait. The reliability of subscales ranged between .79 to .88 (John & Srivastava, 1999). The scale has good convergent validity with the NEO-Five Factor Inventory (r = .73) and the Trait Descriptive Adjectives (r = .81) in the original study.

Cultural Values. The individual Cultural Values Scale (CVSCALE) measures the five-dimensions of Hofstede's cultural model at an individual level with 26 items (Yoo et al., 2011). The five dimensions measured in this scale are Power Distance, Uncertainty Avoidance, Individualism, Masculinity, and Long-Term Orientation. The scale uses a 5-point Likert scale

ranging from (1) Very Unimportant to (5) Very Important for the Long-Term Orientation subscale, and (1) Strongly Disagree to (5) Strongly Agree for the remaining factors. The scale has been validated across cultures (Brazil and Poland) maintaining reliability across dimensions ranging from alpha value .70 to .85 (Yoo et al., 2011).

Motives. Volunteers Function Inventory identifies an individual's motives to engage in volunteer work (Clary et al., 1992). The scale comprises 30 items to describe the importance of volunteerism across six subscales (Values, Understanding, Self-Esteem, Career, Protective, and Social). A 7-point Likert scale is used to gauge the level of importance ranging from "1 - Not at all important/accurate for you" to "7 – Extremely important/accurate for you". Motive scores are calculated by adding the values of each subscale items where a higher score indicates a higher importance of motive. The scale has been reported to have good internal reliability ($\alpha = .80$) in the original study, and good internal reliability between subscales ($\alpha = .79 - .86$) in Chapman and Morley's study (2014). The reliability score in the present sample demonstrates good internal reliability (Field, 2024) which reflects the integrity of the scale's reliability upon adapting the question within the context of their participation in intergenerational programs ($\alpha = .93$).

Attitudes Towards Youth. The Aging Semantic Differential (ASD) scale comprises 32-item descriptors to examine attitudes of respondents towards youth (Rosencranz & McNevin, 1969). Aside from assessing general attitudes towards youth, the scale can be further subdivided into instrumental and autonomy attitudes. Instrumental attitudes reflect on the youth's competence, capabilities, and contribution to the community. Autonomy attitudes refer to the older adults' perception on the youth's independence and self-agency.

The left panel descriptors are words related to the perceived usefulness, autonomy, and agreeableness of the social subject, whereas the right panel descriptors refer to ineffectiveness, dependence, and disagreeableness as counterpart descriptors. A 7-point blank system was used to respond to each descriptor where the participant rated the degree to which they perceive the social subject (youth). The blank rating system was then coded with the value ranging from 1 (closest to positive descriptors) to 7 (closest to negative descriptors). Scores are then summed to calculate a Total Score and a higher Total Score indicates higher negative attitudes towards youth. The internal reliability of the scale (Cronbach alpha values) across subscales ranged between .75 to .85 in a cohort of university students (Intrieri et al., 1995). However, the reported reliability of the scale used specifically in an older adult population is limited in the literature. Therefore, the internal reliability of the scale used in the current sample was assessed. The scale reported strong internal reliability in the present study's sample of older adults (Cronbach's $\alpha = .95$).

5.4.3 Procedure

A survey was developed which included demographic questions and measures for personality, culture, motives of engagement and intergenerational attitudes. Upon receiving ethics approval from the Human Research Ethics Committee (HREC) at the Australian Catholic University (ACU), the study was disseminated to relevant community organisations (i.e., Council on The Ageing and the University of Third Age) and on social media where the target participants would be older adults in Australia. An explanatory statement about the nature of the

study was presented before participants were able to proceed to the survey. The survey took approximately 20 minutes to complete, and a debriefing statement was given upon completion of the survey with details of free support services available.

5.4.4 Data Analysis Overview

The current study first examined older adult participants' engagement with youth in the community setting and the characteristics of intergenerational programs reported by those who have engaged in intergenerational programs were studied. Using the Statistical Package for Social Sciences (SPSS ver. 28), the study then explored the descriptives and correlation analyses between variables on attitudes towards youth. To test the first hypothesis, participants were sub-divided between no contact and with weekly contact with youth in the community where the differences in attitudes were assessed using a t-test. For the second hypothesis, participants were subdivided according to their indicated level of contact they have with youth (0 to 5+ hours weekly average) and differences of attitudes towards youth were examined using an Analysis of Variance (ANOVA). A bivariate correlation and multiple regression analyses were used to explore the predictive nature of personality, motives, and cultural values on attitudes towards youth using SPSS ($p < .05$).

5.5 Results

5.5.1 Data Cleaning

A total of 209 responses were collected and were screened for incompletion. Responses that had up to 20% missing data were removed (n = 85). A visual inspection of the responses indicated that these participants dropped out of the survey partway through their session and removal of these cases were warranted. A final sample of 123 responses proceeded with a missing data analysis (Little's Missing Completely at Random test [MCAR]; Tabachnick & Fidell, 2013) for missing data substitution using the Expectation Maximisation (EM) approach. The Little's MCAR test showed that data was missing at random ($\chi^2(5114) = 4468.48$, $p = 1.00$) and the EM method imputed suitable values for the respective missing values in the dataset. Total scores for the variables were tallied in preparation for the inferential analyses.

5.5.2 Descriptives

Table 5.2 presents the reported engagement of older adults with youth in an informal setting and their self-reported interest in intergenerational programs. In Table 5.2, over one third of the participants had no contact with youth at all.

Table 5.2

Frequency Table of Older Adults Reported Engagement with Youth and in Intergenerational Programs

Descriptor	Frequency	Percent
Hours of Contact with Youth Per Week		
None at all	45	36.6
1-2 hours	31	25.2
3-4 hours	17	13.8
5 or more hours	29	23.6
Prefer not to say	1	0.8
Interaction with Youth were with		
Grandchildren	41	33.3
Neighbours' children	3	2.4
Members of the community	27	22.0
Youth from Social Programs	4	3.3
Prefer not to say	48	39.0
Engagement in Intergenerational Programs		
Previously or currently engaged	17	13.8
Not engaged but are interested	94	76.4
Not interested at all	12	9.8
Total	123	100.0

Characteristics of the intergenerational programs older adult participants self-reported to be engaged in are reported in Table 5.3. Over half of the programs were conducted weekly. The most common session duration reported was 2 hours, followed by 3 or more hours, and one-hour sessions. Participants reported engaging in a diverse range of intergenerational activities.

Table 5.3

Reported Characteristics of Intergenerational Programs from Older Adult Participants

Descriptor	*N*	Percent
Frequency of Program	17	100.00
Weekly	11	64.70
Fortnightly	1	5.90
Monthly	3	17.60
One-Off	2	11.80
Duration of Sessions	17	100.00
1 hour	4	23.50
2 hours	7	41.20
3+ hours	6	35.30
Modality of Intergenerational Program	17	100.00
Face-to-face	16	94.10
Mixed Mode	1	5.90
Activities in the Program	24	100.00
Arts and Craft	6	25.00
Gardening	2	8.33
Professional Skill Building/Sharing	2	8.33
Physical Health Activities	6	25.00
Climate Activism	1	4.17
Story Telling	1	4.17

Descriptor	*N*	Percent
Community Steam Trains	1	4.17
Coaching	1	4.17
Chaplaincy	1	4.17
Foster Care	1	4.17
Higher Education	1	4.17
Stewardship of Land into Next Generations	1	4.17
Engagement Nature	17	100.00
Paired Work	3	17.60
Group Work	14	82.40

5.5.3 Correlations

Table 5.4 illustrates the correlations, mean, and standard deviation of personality, motives, cultural values, and attitude variables towards youth. The table presents the correlation statistics for over 20 variables for transparency in reporting. To simplify interpretation, the following paragraph outlines key interpretation of the correlation statistics in the table.

For personality variables, extraversion and agreeableness were negatively and weakly correlated to poor attitudes towards youth. However, neuroticism was moderately correlated to poor attitudes towards youth. For cultural values, power distance was weakly correlated, and uncertainty avoidance was weakly and inversely correlated with poor attitudes. In relation to

types of motivation to engage in intergenerational programs, it was found that only enhancement motivation had a significant but weak and inverse correlation to poor negative attitudes.

Table 5.4

Correlations, Mean, and Standard Deviations of Personality, Motives, Cultural Values, and Attitudes towards Youth

Variables	*M*	*SD*	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. Extraversion	27.60	5.89	1																			
2. Agreeableness	37.50	4.81	.**30****	1																		
3. Conscientious-ness	35.54	5.27	.13	.**38****	1																	
4. Neuroticism	20.06	6.28	-.**39****	-.**54****	-.**44****	1																
5. Openness	39.33	5.51	.**32****	.**35****	.**24****	-.**29****	1															
6. Protective Motivation	16.18	6.94	.06	.16	-.13	.**19***	-.11	1														
7. Career Motivation	13.17	8.09	.07	.09	-.05	.03	.12	.**56****	1													
8. Values Motivation	28.23	5.45	0.14	.**49****	.**19***	-.**20***	.18	.**28****	.11	1												
9. Social Motivation	15.72	7.51	0.09	.00	-.01	-.04	.14	.**41****	.**60****	.14	1											
10. Understanding Motivation	25.40	6.54	.08	.**39****	.14	-.08	.**18***	.**54****	.**32****	.**58****	.**27****	1										

Variables	*M*	*SD*	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
11. Enhancement Motivation	20.33	7.64	.13	**.20***	.00	.07	.01	**.73****	**.44****	**.45****	**.44****	**.65****	1									
12. Power Distance	1.52	0.60	-.23**	**-.42****	-.15	**.26****	**-.19***	-.05	.00	**-.46****	-.01	**-.26****	-.11	1								
13. Uncertainty Avoidance	3.78	0.62	.01	**.19***	**.24****	-.06	-.10	**.28****	**.29****	**.20***	**.27****	**.34****	**.41****	.00	1							
14. Collectivism	3.16	0.68	-.06	-.08	-.06	.02	-.11	.07	-.02	-.01	.13	-.02	.09	.07	**.19***	1						
15. Masculinity	1.70	0.69	-.05	-.04	.01	.06	-.07	.12	.17	**-.24****	**.19***	-.09	.07	**.37****	**.23****	**.21***	1					
16. Long-Term Orientation	3.83	0.50	**.30****	.00	**.35****	-.09	-.02	.02	.04	.04	.09	-.01	.14	.07	**.36****	**.27****	**.19***	1				
17. Instrumental Attitude	3.47	0.83	-.15	-.10	-.09	.25**	-.08	.00	-.07	-.14	-.06	-.08	-.17	.12	-.17	-.10	-.06	-.05	1			
18. Autonomy Attitude	3.98	0.90	-.14	**-.33****	**-.18***	**.27****	-.02	-.05	-.15	-.08	-.07	-.16	-.14	**.26****	-.12	-.01	.07	.00	**.52****	1		
19. Acceptance Attitude	3.51	0.88	-.18	**-.21***	-.08	**.28****	-.11	-.09	**-.20***	-.15	**-.28****	-.13	**-.22***	.14	**-.20***	-.15	-.07	-.03	**.77****	**.69****	1	
20. General Attitudes	3.65	0.77	**-.18***	**-.24****	-.13	**.30****	-.08	-.06	-.16	-.14	-.16	-.14	**-.20***	**.20***	**-.19***	-.10	-.02	-.03	**.86****	**.84****	**.93****	1

Note. **Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed).

5.5.4 Comparison Between Groups and Their Attitudes Towards Youth

ANOVA Assumption Testings. An ANOVA was used to explore whether older adults with varying weekly average contact with youth in in the community would have differing attitudes towards youth. There are multiple assumptions for an ANOVA such as nature of variables, independence of observation, outliers, normality distribution, and homogeneity of variance (Tabachnick & Fidell, 2013). Initial assumptions regarding nature of variables were met as the independent variable had four distinct levels and the dependent variable (attitude towards youth) was continuous in nature. There were no outliers identified. The assumption of normality was met for each group as indicated by Shapiro-Wilk's statistics (see Table 5.5; $p > 0.05$). The homogeneity of variance assumption was met as the Levene's statistics indicated a non-significant result ($p = 0.112$).

Table 5.5

Normality Analysis Between Groups on Mean Attitudes Score

	Weekly Average Contact with Youth	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	*df*	Sig.	Statistic	*df*	Sig.
Mean Attitudes Score	None at all	.12	45	.157	.99	45	.840
	1-2 hours	.12	31	.200	.97	31	.487
	3-4 hours	.13	17	.200	.96	17	.596
	5 hours	.09	29	.200	.98	29	.874

ANOVA Result. A higher Attitudes Mean Score reflects older adults having a more negative perception of youth. The reported attitudes towards youth increased from 1-2 hours ($M = 3.50$, $SD = 0.78$) and 2-3 hours ($M = 3.50$, $SD = 0.74$), 5+ hours ($M = 3.61$, $SD = 0.92$),

and none at all (M = 3.83, SD = 0.64). There was no difference in older adults attitudes towards youth regardless of average weekly contact with youth $F(3, 118) = 1.518$, $p = 0.213$. The descriptives statistics between groups are presented below.

Table 5.6

Descriptives of Older Adults' Weekly Hourly Average Contact with Youth and Attitudes

Weekly Contact with Youth	*N*	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
None at all	45	3.83	0.64	.10	3.64	4.02	2.29	5.45
1-2 hours	31	3.50	0.78	.14	3.21	3.79	1.94	5.03
3-4 hours	17	3.50	0.74	.18	3.12	3.88	2.07	5.32
5+ hours	29	3.61	0.92	.17	3.26	3.96	1.79	5.27
Total	122	3.65	0.77	.07	3.51	3.79	1.79	5.45

5.5.5 Multiple Regressions

A standard multiple regression was carried out to explore the role of personality, cultural values, and motivations of engagement of older adults in predicting their attitudes towards youth. Multiple regressions are recommended to have a significant bivariate correlation between predictors and outcome variables (Tabachnik & Fidell, 2013). Therefore, only six variables were included in the regression model which were neuroticism, agreeableness, extraversion, enhancement motivation, uncertainty avoidance, and power

distance (see Table 5.4 for full correlations between variables). This approach also aids in preserving the statistical power required for the analysis as the number of predictors will implicate the sample size required to observe an effect (Tabachnik & Fidell, 2013).

Assumption Testings. Linearity of each variable were assessed by partial regression plots and residuals on the predicted values. The plots showed a linear spread indicating that the assumption for linearity had been met. Secondly, the independence of residuals was explored. The Durbin-Watson statistics (Durbin-Watson = 1.99) was close to 2 which indicates that this assumption was met. The inspection of the studentised residuals indicated that the homoscedasticity assumption was met. The Tolerance values (Tolerance >.10) and Cook's distance was below 1 which indicates that assumptions for singularity and multicollinearity were met. The assumption of normality was met as indicated in the P-P plot approximately linear.

Regression Model. The regression model explained 16 percent of the variance of older adults' attitudes towards youth, $F(6, 116) = 3.69$, $p = 0.002$. Out of the six predictor variables, only neuroticism was a significant predictor of poorer attitudes toward youth. With each unit increase in neuroticism, the mean attitude score increased by 0.28. The coefficients for the six variables are tabulated below (Table 5.7).

Table 5.7

Summary of Regression Coefficients of Predictor Variables on Attitudes Towards Youth

Variable	*B*	*SE*	*β*	*t*	Sig.
Constant	3.586	1.00		3.57	<.001
Extraversion [a]	-.003	.01	-.02	-0.25	.800
Agreeableness [a]	.002	.02	.01	0.126	.900
Neuroticism [a]	.034	.01	.28	2.541	.012
Enhancement Motivation [b]	-.016	.01	-.16	-1.645	.103
Power Distance [c]	.145	.12	.11	1.193	.235
Uncertainty Avoidance [c]	-.134	.12	-.11	-1.138	.257

[a] Personality variable. [b] Motivation variable. [c] Cultural Values variable.

5.6 Discussion

Present research focuses on the physical, psychological, and social impacts of older adults' engagement with youth, but little focus was made on the impacts of attitudes of older adults towards youth. The current study contributed to the literature given the scant research available in this topic. The current study aimed to explore the influence of older adults' contact with youth in the community setting on attitudes to the youth to explore Allport's

contact hypothesis. Secondly, the study intended to explore the role of personality, culture, motives, and engagement in intergenerational programs and the relationship with older adults' attitudes towards youth. The hypothesis that older adults with more frequent contact with youth would have more positive attitudes towards youth compared to those who have less frequent contact was not supported. No significant difference in attitudes were observed regardless of the duration of the average weekly contact. Secondly, the hypothesis that personality, culture, and motives to engage in intergenerational programs were predictive of older adults' attitudes towards youth was partially supported. Only personality, specifically neuroticism, predicted older adults' poor attitudes towards youth. However, it was important to note that extraversion, agreeableness, uncertainty avoidance, and enhancement motivation had a significant inverse correlation with older adults' poor attitudes towards youth, despite not being significant predictors in the model. Whereas neuroticism and power distance were correlated significantly to older adults' poor attitudes towards youth.

5.6.1 Contact Hours and Attitudes

Allport's contact hypothesis noted that contact between groups would assist in improving attitudes towards one another (Allport et al., 1954). Though it was hypothesised that higher average weekly contact of older adults with youth in the community would yield better attitudes towards youth, this hypothesis was not supported. There were no significant differences between older adults across the different reported contact average which reflects the inconsistencies found in the present literature (Martins et al., 2019; Petersen, 2023). A recent meta-analysis (Petersen, 2023) highlights the importance of intergenerational programs to facilitate contact between generations to improve ageist attitudes, it was also argued that

contact alone may not aid in improving intergenerational attitudes due to inconsistencies found in the literature (Martins et al., 2019). The current finding highlights the need to consider individual differences alongside the ideal contact environment in Allport's contact theory to improve intergenerational interactions to promote positive attitudes.

5.6.2 Neuroticism and Attitudes

Secondly, only neuroticism was a good predictor of older adults' poor attitudes toward youth. Neuroticism refers to an individual's susceptibility to experience negative emotions. The current finding highlights that neuroticism as a personality trait predisposes individuals to develop poorer attitudes towards youth. It was theorised that older adults with higher neuroticism trait will more likely avoid or disengage from intergenerational contact brought upon by uncertainty avoidance. As noted earlier, intergroup anxiety is often associated with Allport's contact theory as it denotes an individual's anxiety to engage or interact with the outgroup, which in the context of intergenerational programs would refer to the other group the person does not belong to. As an example, intergroup anxiety may be reflected in an older adult's uncertainty to interact with youth as they may have limited contact with the outgroup (in this case, youth). Given that individuals who are high in neuroticism may be more susceptible to experiencing distress from negative experiences (McCrae & John, 1992), this interaction aligns with the theoretical explanation around avoidance and ageism (Stephan, 2014). It is important to note that avoidance can feed into more anxiety (Stephan, 2014) and the current finding regarding neuroticism needs to be considered when establishing initial contact with youth to mitigate exacerbating the potential anxious response arising from the potential interaction. Therefore, within the context of

intergenerational programs, initial rapport building exercises and a structured approach in introducing the outgroup may be needed to reduce the anticipatory distress for older adults with high neuroticism.

5.6.3 Individual Differences' Correlation to Attitudes Towards Youth

To an extent, personality, culture, and motives were correlated to older adults' attitudes towards youth. Though these correlations were not necessarily significant in predicting older adults' attitudes towards youth, it remains important to consider the potential impact these variables have when establishing an intergenerational program. For personality, it was found that neuroticism was correlated with poorer attitudes whereas agreeableness and extraversion were correlated with better attitudes towards youth. In contrast to neuroticism, agreeableness and extraversion can be considered as enabling traits that may assist older adults to develop social relationships (Allan et al., 2014; Pocnet et al., 2021).

Agreeableness as a personality trait refers to an individual's ability to accept differences between individuals which is often associated with altruism, caring attitude, and provider of emotional support (McCrae & John, 1992). This personality factor was associated with better attitudes towards youth. The nature of this personality trait may aid in building empathy and willingness to understand the differences between groups (Allan et al., 2014) which can translate into being able to develop a stronger relationship and positive outlook on the outgroup (youth). Furthermore, this trait may also aid in the establishment of equal perception (referring to Allport's ideal contact conditions) between groups as older adults with this trait may be more empathetic and are able to mitigate differences in a group

environment. In contrast to neuroticism, this personality trait may act as an enabler of positive interactions in the context of intergenerational programs.

Extraversion refers to a person being outgoing, experience more positive affect, and would engage more in social activities (McCrae & John, 1992). Interestingly, this personality trait was reported to not be significantly linked to ageism in youth towards older adults (Allan et al., 2014), but the opposite is described in the current study. Similar to agreeableness, this personality trait was associated with better attitudes towards youth. It may be theorised that this personality trait is related to an older adult's active engagement and willingness to engage in social activities which can aid in the development of positive relationships with youth (Pocnet et al., 2021). This behaviour in turn would assist in the development of stronger connections between individuals which can assist in mitigating any negative stereotypes held on the outgroup (youth). Therefore, it can be theorised that these two traits (Agreeableness and Extraversion) are conduits to an older adult's ability to build relationships and engage in social activities that help improve their attitudes towards youth.

The current study found that cultural values were not predictive of older adults' attitudes towards youth. Past literature noted that culture is a significant factor in predicting attitudes for youth's contact with older adults (Yaghoobzadeh et al., 2020). Though there has been minimal research on the relationship of older adults' attitude towards youth (Marques et al., 2020), it was hypothesised that the observation of cultural values from literature on youth ageism towards older adults was translatable within this context. Ng and Lim (2020) highlighted that only Masculinity and Long-Term Orientation were significant predictors of ageism in their study. However, within the context of older adults' attitudes towards youth specifically of the current study, this was not evident. The present study aligns with the

finding from a systematic review by Marques et al. (2020) where they found other societal factors (aside from cultural factors) to be robust predictors of ageism in the community. Though cultural values may not be good predictors of older adults' attitudes towards youth, the present study found significant correlations between Power Distance and Uncertainty Avoidance on their attitudes towards youth which can provide insight to the limited research in this topic.

Power Distance refers to the level of acceptance of unequal status of social groups in the community (Hofstede & Bond, 1984). In social psychology, this cultural value also refers to the social hierarchy that exist within the community (To et al., 2020). Power Distance may reflect on an individual's perceived acceptance of the social hierarchy that exists in the community which denotes any engagement to challenge the status quo (To et al., 2020). It can be theorised that older adults who perceive their status in the community to be different to youth may perpetuate set behaviour to maintain the social hierarchy by limiting their engagement or relationship with youth. However, future studies may need to further investigate the relationship of this cultural value within the context of intergenerational engagements and programs as this cultural value is important to consider when looking to establish the "perceived equality" condition Allport's ideal contact environment.

On the other hand, Uncertainty Avoidance refers to the beliefs or values associated with avoidance to ambiguous situations (Hofstede & Bond, 1984). More specifically, Ng and Lim-Soh (2021) extended this definition by elaborating on the willingness or unwillingness to engage in unstructured contact with the outgroup. The current study found that higher uncertainty avoidance was linked to better attitude outcomes towards youth. Similar to Ng and Lim-Soh's findings, this cultural value did not predict older adults' attitude explicitly.

However, the correlation can provide insight on future considerations of structuring intergenerational programs. To extend this finding of older adult's general cultural values towards attitude of youth, older adults may benefit from being informed of the expectations and structure when being brought into an intergenerational program. This theorised interaction is also reflective of reducing the intergroup anxiety prior to engaging in contact with youth. This finding further reflects on the need to provide a clear structure when introducing older adults and youth in an intergenerational program environment.

In relation to types of motivation to engage in intergenerational programs, enhancement motivation was linked with better attitudes towards youth. Enhancement motivation refers to the older adults' motivation to engage in intergenerational programs to obtain personal enhancement benefits (Reising & Fees, 2007). Stergios and Carruthers (2002) found that older adults can obtain enhancement benefits from engaging with youth. Similarly, this motive may assist in seeking out opportunities and subsequently maintaining motivation to engage with youth which can assist in the development of better attitudes towards youth. This motivational factor can be seen as an enabler to retention of participants in intergenerational programs and may inform future developments of intergenerational programs to incorporate aspects that can benefit growth not only in youth, but in older adults.

It is important to highlight that more than a third of the participants in the current study had no contact at all with youth. Allport (1954) explained how intergroup conflict is perpetuated through the lack of contact and understanding of the outgroup. This prevalence emphasises the current generational segregation in the community, particularly in Australia, which prompts the importance of a facilitated intergenerational program to enable the interaction for both generations. The present study advocates the importance of considering

older adults' personality, culture, and motives to engage in intergenerational programs to support the establishment of the four ideal contact elements in Allport's contact theory (Allport et al., 1954). As an example, personality may be used to understand the approach used in intergenerational programs to support the older adults in promoting mutual engagement with youth and establishing equal perception between groups. An older adults' perception of Power Distance may impact on the establishing of the perceived equality element when interacting with youth in an intergenerational program environment. Similarly, understanding the older adults' motives to engage in intergenerational programs may also support the development of mutual goals.

5.6.4 Implications and Future Directions

The current study has several limitations. The nature of the study being a cross-sectional survey study comparing attitudinal differences between-groups, there are several confounding factors unaccounted for. It was also evident that the attrition rate posed a reduction in statistical power in the current study. However, this limitation is commonly experienced in cross-sectional survey studies as participant fatigue may be experienced due to the length of the survey needed to be completed (Fan & Yan, 2010). An example would be in relation to the inability to ascertain effects due to the lack of longitudinal data to establish a comparison (Wang & Cheng, 2020). For the present study, the true effects of older adults' contact with youth with their baseline attitude could not be ascertained. Moreover, a longitudinal study would be able to minimise the variance from individual differences (Wang & Cheng, 2020) through a comparison of outcomes for each participant over time. This

approach may benefit in furthering the understanding of the role of personality and motives in improving ageist attitudes in intergenerational programs.

The categorisation of contact hours in the current study may have implicated the findings. The study used none at all, 1-2, 3-4, and 5+ hours of weekly contact as a grouping variable to examine the effects of intergenerational contact on attitudes towards youth. However, the descriptives statistics suggested minimal variations in attitudinal scores (M = 3.5 – 3.83, SD = 0.64 - 0.92) which suggest the limited variability in the sample. This effect could be due to self-selection bias whereby participants who participated in the study possessed certain common traits or interests (Elston, 2021). It may be argued that the bias attenuated possible group differences which contributed to the non-significant findings. It should be noted that the variations of attitudes between groups were minimal, but the "no contact at all" group reported the highest mean, suggesting poorer attitudes towards youth. Future studies may use a dichotomous grouping (contact vs. no contact) to assess the effect of contact hours on attitudes to better capture the attitudinal differences and increase sensitivity to variation in intergenerational contacts.

Though the current study found no variation is attitudes of older adults towards youth based on contact hours, this concept remains important to consider when creating or facilitating an intergenerational program to mitigate any risks of further perpetuating ageism. Specifically, Martins et al. (2019) highlighted how 4 to 6 hours of contact had minimal impact, while weekly or biweekly programs with longer contact duration were more effective. Similarly, Gruenewald et al. (2016) emphasised that individuals tended to become more comfortable and interactive with repeated exposure to intergenerational experiences. Together, these findings suggest that while program length varies, ongoing and extended

contact is an important factor in achieving meaningful intergenerational outcomes. This finding extends to the need for the establishment of more intergenerational programs in the community.

As the current study discussed the potential implications from correlational statistics rather than its predictive power, it is acknowledged that there are limitations of the strength of conclusions on how the current study's findings can inform the development of future intergenerational programs. In addition, given the limited research on cultural values and older adults' attitudes towards youth, further research is needed to expand on the understanding of the impact of this individual difference factor on ageism towards youth. Nevertheless, the exploration of correlational inferences is important to highlight potential implications of furthering research in this area and to focus on also measuring attitude outcomes of older adults following their contact with youth to mitigate the risk of reinforcing ageist stereotypes in the community.

Based on Allport's contact theory, contact between groups could help build intergroup relations (Allport et al., 1954) and more specifically for intergenerational programs, on their ageist attitudes (Petersen, 2022). However, it was noted that contact alone may not guarantee the benefits on overcoming pre-existing stereotypes in intergenerational programs (Christian et al., 2014). Moreover, Fowler and Gasiorek (2020) noted anxiety to interact with the other age group perpetuated by stereotyped beliefs of interacting with the outgroup potentially inhibiting intentions to engage in intergenerational programs. It was also theorised that older adults who abstain or have minimal contact with youth may hold more ageist attitudes towards youth. Nevertheless, more research is needed to ascertain this complex interaction of intergroup contact and ageism in older adults towards youth.

It is important to acknowledge the current limitation around approaches to intergenerational programs as there has been conflicting evidence of the effects of intergenerational programs on ageist attitudes. The present study extends the knowledge around the minimal benefit of sole intergenerational contact of older adults and on their attitudes towards youth. A meta-analysis by Martin et al. (2019) found no conclusion to the benefits of intergenerational programs and argued the potential to reinforce existing ageist beliefs if not executed well. Moreover, studies have conducted intergenerational programs introducing older adults in care settings with children (Martins et al., 2019) and young adults, above the age of 18 years old (Petersen, 2022). However, few studies have investigated intergenerational programs involving secondary school aged youth and older adults. Moreover, attitude outcomes for older adults were not commonly reported (Yaghoobzadeh et al., 2020) but rather focused on wellbeing impacts from intergenerational programs (Petersen, 2022).

5.6.5 Conclusion

In conclusion, future implementations of intergenerational programs should consider the corroboration of evidence-based practice based on programs yielding a positive attitude outcome in the literature. Additionally, personality, cultural values, and motivation profiles of participants should be considered when designing the program as it may impact on the approach needed to establish the four key factors outlined in Allport's contact theory. Particularly on how neuroticism can act as a predictor to older adults' poorer attitudes towards youth.

Chapter 6: Individual Differences: An Insight into Intergenerational Programs

6.1 Background

The systematic review by Canedo-García et al. (2017) identified the need to examine the experiences and perceptions of individuals involved in intergenerational programs to provide an in-depth exploration on the mechanisms influencing the effectiveness of the interventions. The systematic review presented in the current research program further highlighted that although intergenerational programs are seen to be effective in improving intergenerational attitudes, implications that arise from individual differences such as people's personality, culture, and motives remain unclear. This gap was then addressed using the cross-sectional quantitative study (Study 2) where the role of personality, culture, and motives were explored which found neuroticism was a predictor of older adults' poorer attitudes towards youth. Other individual differences such as extraversion, agreeableness, power distance, uncertainty avoidance, and enhancement motivation were correlated with older adults' attitudes towards youth at a varying level (refer to Chapter 5.5). Nevertheless, these findings are limited to general trends and statistical reporting. Richer contextual information is needed to further understand the role of individual differences in youth-older adults intergenerational programs.

The systematic review (Study 1) and cross-sectional quantitative study (Study 2) provided a limited opportunity to explore how and why intergenerational programs support the development of positive intergenerational attitudes between youth and older adults, and the role of individual differences in facilitating attitude change. The current study addresses the limitation of the preceding studies in the current research program and enables the extraction of insights for individual differences factors such as personality, motives, and

cultural values that may influence engagement in intergenerational programs in a non-restrictive format through focus groups (Gooberman-Hill & Fox, 2011).

Examining the findings of the current study enables the comparison and extraction of themes of youth and older adults in their perceptions of intergenerational programs which provides insight to a community-directed approach in implementing intergenerational programs in the future. The following chapter (Chapter 7) extends this examination by elaborating on the structure and sustainability elements with consideration of social enterprise activities.

6.2 Abstract

Intergenerational programs are commonly used to connect people of different generations which benefits their wellbeing. However, approaches to developing intergenerational programs often do not account for individual differences, such as people's personalities, cultural values, and motives to participate. The current study explores the perception of youth and older adults regarding the role of individual differences in engagements in intergenerational programs. The study recruited 21 youth (M_{age}= 14.48, *SD* = 1.87) and 21 older adults (M_{age}= 77.09, *SD* =7.69) who participated in focus groups. A focus group guide was used to explore participants' reflections. A reflexive thematic analysis of the focus group discussions found that attitudes varied towards the other generation which were divided by negative attitudes and empathy. Personality and culture were consistently reported to be important factors in intergenerational programs by older adults. However, the youth had divided opinions around the relevance of culture to influence their engagement. Social motivation was primarily reported by older adults, whereas youth emphasised learning

as a motivation to engage in intergenerational programs. This study provides insight into youth and older adults' perceptions of how individual differences influence engagement in intergenerational programs. These insights may guide the consideration of individual differences in the design and implementation of future intergenerational programs involving youth and older adults.

6.3 Introduction

Contact between generations was theorised to improve ageist attitudes based on Allport's contact theory (Allport et al., 1954). However, Allport's contact theory emphasised the need to establish four conditions to support positive attitude building in the contact environment (Allport et al., 1954). These conditions were noted to be equal perceptions between groups, mutual opportunities for engagement, the establishment of mutual goals, and support from governance (Allport et al., 1954). The previous chapter explored the relationship between personality, culture, and motives on older adults' attitudes towards youth in a cross-sectional study where contact with youth in the community did not differentiate attitudes in older adults. This finding suggests other variables, such as individual differences may influence the dynamics and processes within an intergenerational contact environment to reduce the likelihood of reinforcing existing stereotypes.

Individual differences refer to the consistent traits that inform a person's behaviour such as personality, cultural values, and motives (Sackett et al., 2017). Individual differences have been an important focus in psychology to describe and understand the variability of human behaviour. For example, personality reflects an individual's consistent pattern of thought, cognition, and behaviour (Burton et al., 2015). Additionally, personality is also a

universal language to describe one's uniqueness as a point of comparison within a social setting, whereby the terms extraversion and introversion are used as two distinct points of a personality trait spectrum to describe outgoingness and sociability. Cultural values**,** on the other hand**,** identify the influence of the normative social environment and collective beliefs that are held by the individual (Hofstede & Bond, 1984). Ng and Lim-Soh (2021) identified how ageism is more prevalent in cultures that uphold masculine values and long-term orientation. Moreover, motives reflect on the personal values that encourage an individual to pursue a goal (Martin & Dowson, 2009). Motivation may also influence the level of engagement and outcome of an intervention (Martin & Dowson, 2009; Wu et al., 2013) which should be considered to enhance the effectiveness of an intergenerational program. These individual factors have demonstrated their relevance and usefulness in the immediate environment which may be useful to conceptualise an ideal contact environment. Nevertheless, these individual factors have not been extensively considered within an intergenerational program setting.

6.3.1 Aims and Research Questions

The current study aimed to explore the current perceptions of youth and older adults towards the other generation and the influence of factors such as an individual's personality, culture, and motivation to engage has on willingness to participate in intergenerational programs which has not been explored well in the current literature.

The research questions (RQ) for the study are as follows:

RQ1: What are the current perceptions of youth and older adults towards the other generation?

RQ2: How does personality, culture, and motives of youth and older adults influence participation in intergenerational programs?

6.4 Methods

The following methods information applies to Studies 3 and 4 (see Chapter 7 for Study 4), which is presented as two separate chapters to allow for a more in-depth exploration regarding the structure and sustainability research questions in the research program. Participant sample and procedure are identical and are elaborated in detail in this section.

6.4.1 Participants

Sampling Procedure. This study received ethics approval by the Australian Catholic University Human Research Ethics Committee (ACU HREC; HREC ID: 2022-2577E). Participants were recruited using a snowballing approach and word-of-mouth. Convenience sampling was used to recruit participants and a support letter from the participating school was submitted to the ACU HREC prior to engagement. To meet the inclusion criteria, youth participants were secondary students aged between 12 to 19 years old and required to have parental consent and student assent prior to participation. Youth participants were recruited through flyers disseminated by the school and an open invitation was made in the school newsletter. Recruitment of youth was mainly through a partnering Anglican school in the south of Brisbane (Queensland).

Older adults were defined as people aged over 50 years. Older adults were recruited via an expression of interest survey (from Study 2), retirement living facilities, social media

advertisements, and physical flyers in various local community settings such as local community centres, libraries, and notice boards. which resulted in participants from different states in Australia as well as from Scotland. Table 6.1 reports on the participants' demographic background.

Table 6.1

Participants' Demographic Background

Descriptor	Frequency	Percent
Youth	21	100.0
School Denomination		
Anglican	21	100.0
States		
Queensland	21	100.0
Older Adults	21	100.0
Countries		
Australia	18	
Scotland	3	
States	*n* =18	
Victoria	2	10.4
New South Wales	3	15.8
Western Australia	1	5.3
South Australia	1	5.3
Queensland	12	63.2

Final Sample. A total of 21 students enrolled in Years 7 to 12 participated in the study (M_{age}= 14.48, *SD* =1.87) with 61.9% were female. Students were grouped into three groups based on year levels (Year 7 to 8, *n* = 6; Year 9 to 10, *n* = 8; and Year 11 to 12, *n* = 7). Groupings based on year levels were made to balance the group dynamic and to allow participants to openly share their perceptions.

A total of 21 older adults participated in the study (M_{age}= 77.09, *SD* =7.69) where 77.3% were female. Participants were grouped based either on recruitment location (expression of interest survey or community organisation) or their preferred modality (in-person or Zoom). Table 6.1 reports on the participants' demographic background.

Students enrolled in the secondary school that had opportunities to engage in intergenerational activities such as a homework assistance program at the local community house with community dwelling older adults and a co-design workshop for intergenerational programs. Not all students in the current sample participated in these extracurricular activities. For the older adult participants, 11 out of 21 participants had experience engaging in intergenerational programs in a similar capacity to the youth. Four specifically was a part of an intergenerational program involving gardening in Scotland.

6.4.2 Materials

Two focus group guides were used to explore the research questions for the study based on population groups (youth [see Table 6.2] and older adults [see Table 6.3]). The focus group guides were used to assist the exploration of a) intergenerational attitudes, b) the role of personality, culture, and motives on engagement, c) challenges and enablers, and d) sustainability factors related to intergenerational programs from the perspective of the

students and older adults. The focus group approach was useful as participants were able to share their experiences and affirm mutual perceptions or maintain a conversation about the topic (Acocella, 2012). In this chapter, only aspects of intergenerational attitudes and individual differences were explored. The full focus group guides, which included the introductory and debrief statements, can be referred to in Appendix E.

Table 6.2

Semi-Structured Focus Group Questions for Attitudes and Individual Differences for Youth

Youth Focus Group Questions
1. What are your thoughts about older adults or seniors? Why?
2. How would you describe your personality (or how you view yourself). *Probes:* *How might your personality influence wanting to be part of the intergenerational program?* *How about the reason if you were to join an intergenerational program?* *How about the activities you want to do in the program?*
3. How would you describe your cultural values. *Probes:* *How would your culture influence wanting to be part of the intergenerational program?* *How about the reason if you were to join an intergenerational program?* *How about the activities you want to do in the intergenerational program?*

Table 6.3

Semi-Structured Focus Group Questions for Attitudes and Individual Differences for Older Adults

Older Adults' Focus Group Questions
1. What would motivate you to engage in intergenerational programs?
2. In general, what are your thoughts about youth and teenagers? Why?
3. How might personality influence wanting to be part of intergenerational programs? *Probes:* *How about …the activities you want to do in the program?* *Is this a factor that might or might not support engagement?*
4. How might culture influence wanting to be part of an intergenerational program? *Probes:* *How about your culture influencing the reason if you were to join an intergenerational program?* *How about the activities?*

6.4.3 Procedure

Participants were asked to read through the participant information letter and express their interest in participating in a focus group by submitting their details and completing the consent form using the expression of interest survey link provided in the letter. Focus groups were conducted online (via Zoom) or face-to-face depending on participants' location and availability. For participants who did not complete the survey but wished to participate in the focus group, they were provided with a digital consent form via email. A follow up email was then made to organise a time and date for their focus group session which took up to 1.5 hours to complete. Focus group sessions were recorded in a digital format using smart tablets (in-person focus groups) or Zoom recording function of which participants were notified

when the recording started and ended. Participants were given the option to not contribute to the discussion should they feel uncomfortable answering a question.

For the youth group, several additional steps were undertaken. Youth participants provided a completed consent form signed by their parents or guardians and their assent was recorded by signing the same form. Youth participants were grouped based on their year levels to mitigate group dynamics and allow them to have equal opportunities to contribute to the focus group; Year 7-8, Year 9-10, and Year 11-12. Further information regarding the ethical considerations involved for the participants has been previously elaborated (see Chapter 3.7).

Focus groups were moderated by research team members which included the student researcher and research supervisors. Due to scheduling constraints by partnering organisations, focus groups were run simultaneously within a 1.5-hour period by trained moderators. Upon completing the interview/focus group, a debriefing statement was provided to participants which included contact details of freely accessible support services. Participants were thanked for their time and debriefed following the focus group. Participants were given support contact information from external organisations such as Lifeline, BeyondBlue, and QLife where to obtain further support for free if needed.

6.4.4 Data Analysis Approach

An interpretivist paradigm was adopted to guide the analysis of focus group data which acknowledges the influence of individual and social factors on participants' experiences (McChesney & Aldridge, 2019). The paradigm also aligns with social constructionism where it supports an understanding of the participants' interpretation of

intergenerational programs while remaining open to multiple perspectives. Reflexive thematic analysis based on Braun and Clarke's framework was used to analyse the transcripts for youth and older adults separately (Braun & Clarke, 2023; Clarke & Braun, 2017). NVivo was used to code the transcripts, and the codes were cross-checked with an experienced qualitative researcher. Emerging codes informed the development of subthemes and themes and were later refined and synthesised to inform the reported findings in Chapters 6 and 7.

6.5 Results

Four themes emerged from the data. Theme 1 reflects on the varied attitudes towards the other group which primarily pertains to the first research question. Themes 2 to 4 inform the second research question. Theme 2 identifies the role of personality and program engagement. Theme 3 reports on cultural differences influencing sense of community and personal character. Lastly, Theme 4 identifies the social and learning opportunities as reasonings to engage in intergenerational programs. Quotes are presented with the pseudonym, age, and sex of the participant.

6.5.1 Varied Attitudes Towards the Other Group

Four subthemes emerged to inform this theme pertaining to research question 1. These were 1) Uncertainty of engaging with the other generation, 2) Negative stereotypes, 3) Empathy and understanding of generational differences, and 4) A sense of being forgotten as older adults.

Uncertainty of Engaging with the Other Generation. Both youth and older adults reported uncertainty about engaging with the other generation. Some older participants reported psychosomatic responses similar to anxiety such as "butterflies in your tummy" (Ailsa, 66 years old, Female) when thinking of engaging in an intergenerational program with youth.

Youth participants (n = 2) also wanted to avoid an unfamiliar situation and outrightly reported not knowing how to interact with the older adult generation. The following quote reflects the hesitation and uncertainty of social expectations of interacting with an older adult.

> *"It's hard to know what to say around them. If they're going to get offended by something or not."*
>
> – Alexandra, 14 years old, Female

Negative Stereotypes. Nearly half the older adults (n = 10) expressed negative stereotypes towards youth, which included aspects of mobile phone use, lack of respect towards others, and poor social skills. These older adult participants highlighted that the youth are seemingly disengaged from having social interactions and would be over-reliant on mobile phones and social media. The following quotes reflect on the negative preconceived ideas of the demeanours of youth in a social setting.

> "*I'd go to a function and there'd be a table of young kids. And they're not talking to each other. They were texting each other from one table to the next.*"
>
> – Steve, 75 years old, Male

> "*…if you're on the street and there is a crowd of kids on the street, they won't move and let you pass.*"

– Morag, 80 years old, Female

Five youth participants also acknowledged their reliance on mobile phones where they justified the use of mobile phones as a method to navigate awkward social situations. Furthermore, these youth participants also highlighted their need to improve their social skills. The following quote reflects on one youth participant's reasoning around their mobile phone use and highlights generational differences around access to technology. Moreover, the participant noted that older adults can be a source of advice to navigate through different social situations.

> *"I think they've dealt with social situations differently. Because we have our mobile phones and it's such a that's what we've and it's such a big difference and they're way better at dealing with different social situations and everything. So, it's really helpful and they can give that kind of advice [for social situations]."*
>
> – Alexandra, 14 years old, Female

One in three youth, on the other hand, perceived ageing-related difficulties, stubbornness, and closed-mindedness in older adults (n = 7). The following quote reflects on the perceived deterioration of the mental ability of older adults due to ageing.

> *"Maybe if they're trying to like, maybe go in a band with us or learn a new skill, it would be hard mentally hard for them because, like, their brains function differently."*
>
> – Harvey, 14 years old, Male

Three youth participants reflected on ambivalence of maintaining a negative stereotype of older adults. The following quote demonstrates the perceived negative stereotype of some older adults not being open-minded but did not generalise this trait to the

whole population. The quote further highlights the willingness of youth to engage with older adults if they are open-minded.

> *"My seniors that I'm thinking about are really stubborn, just really stubborn… some of them I think aren't as open-minded to stuff and there's the others that are like really out there to stuff and I'm like I can vibe with you."*
>
> – Diana, 17 years old, Female

Empathy and Understanding Generational Differences. Several older adult participants (*n* = 4) also reported empathy towards youth where they highlighted misrepresentation of youth in the media, concern over youth's negative future outlook, and unrealistic ideals. Older adult participants identified that the media would often report youth's negative behaviour but lack the representation of youth achievements and model behaviour:

> "*And I guess from hearing reports on the media, about the different things that the youth do, and that the media seems to focus on the bad kids, more so than the good kids, and not getting enough of coverage either in social media, newspapers or on TV, I'm not getting enough reports on what the good kids are doing. They seem to be focused on bad kids at the drop of a hat with no hesitation."*
>
> – Gilbert, 82 years old, Male

Similarly, several youths also displayed empathy towards older adults and taken on the perspective of differences in social norms as a generational difference (*n* = 7).

> *"I think so to be honest. Just like having been living a certain way, like certain ways and the world changing around them. Like they've got to, maybe not actually because*

they've got to keep adapting. Because like new technologies, new environments, new beliefs, and just social normalities, like yeah."

– Michael, 17 years old, Male

Moreover, a majority of the youth participants also noted perceiving older adults with a positive outlook where older adults were noted to be friendly, rich in experience, and wisdom (*n* = 17).

"I think they have like a lot of experience and wisdom. Like, they might not know a lot about modern-day technology and stuff. But they still have like, a lot of experience from what's been happening in history."

– Maya, 13 years old, Female

These insights demonstrate reciprocal empathy as both generations reflected on the typical narrative associated with each generation and acknowledged the mutual theme of understanding between the generations.

A Sense of Being Forgotten as Older Adults. Three older adult participants also highlighted their perception of how youth views them with being 'forgotten' in the community as well as being a 'burden' and devalued were prominent. These participants noted feeling displaced in the community which led to feelings of being forgotten and one participant reflected on their identity crisis following their transition into retirement.

"*But if you think about it, us old people, not you, but old people in general sometimes we feel like a bit of a forgotten generation*."

– Ailsa, 66 years old, Female

"*I come to this space because I very much appreciated it when I was younger, I used to work in aged care. And I worked as a therapy assistant. And I realized that I could learn so much from the older members of our community, who didn't seem to be really recognized or even acknowledged as having anything that was worth anything to anybody else, which is so not true."*

– Freya, 64 years old, Female

"*The young ones I think that's how they see us. We're just taking up space*."

– Ailsa, 66 years old, Female

"*And I feel that a lot of the young people don't have any respect anymore. And as a as an older person, I was a professional person and when I retired, I had a major identity crisis because suddenly with grey hair comes this attitude that 'there there dear'*."

– Sofia, 79 years old, Female

6.5.2 Personality and Program Engagement

Three subthemes emerged for personality and its role on engagement in intergenerational programs. Subtheme 1 identifies how we are all different, Subtheme 2 reflects on the role of personality as a gateway to engagement in intergenerational programs, and Subtheme 3 reports on the varied perceived importance of personality in youth participants.

We Are All Different. Older adult participants (n = 6) reflected that youth likely have different interests and personalities which needs to be acknowledged and understood as

a one-size-fits-all approach in intergenerational programs may not effectively accommodate for these differences. The following are reflections from the older adults':

> *"…you can't actually clump youth into one group, they're all different, just like we are all different.*"
>
> – Eilidh, 86 years old, Female

> "*…I was trained originally as a primary teacher and taught for 20 years in primary before I moved on, and as you say, every child is different. And Cuisenaire, for me, was the best I had. I'd say 90% of the children just was fabulous…Because, as I say, there's some, they're [the students] all different with their personalities, their attitudes to learning, their everything.*"
>
> – Rebecca, 83 years old, Female

Few youth (*n* = 3) participants also reflected on the diversity of thoughts and interests of older adults, where one in particular noted:

> "*They [older adults] all have a different perspective. Like my gran does art and every time she shows us something I'm always like I didn't even think of that*..."
>
> – Alexandra, 14 years old, Female

Personality as a Gateway to Engagement. Personality may identify people who would participate in intergenerational programs and the reasoning behind people's engagement. Participants described people who are open to new experiences, extraverted, sociable, and curious are more likely to engage in the program.

> "*I think it would have been people who would engage would be people who like people. I have friends who I could say, Yes, they'd be interested now equally have*

friends who would go, Oh, my God, what would you? Why on earth would you do that? So, I think personality would have a huge bearing on it, on their willingness to engage. I think, growth mindset, like PA said, you know, all that curiosity, a real growth mindset. And a real interest in people."

– Sam, 65 years old, Female

"*And they (the youth) were very computer-based generation, I suppose, for the 20- and 30-year-olds, who are actually helping them to learn to communicate, and particularly with older folk, and giving them a few of the tricks of the train. And for me to learn from them, let's be honest, where things are and what's acceptable and not acceptable. And the whole new world sort of trained, and it's been very good for me to learn, I'm a very curious person*."

– Julie, 69 years old, Female

Varied Perception of the Importance of Personality in Youth. Youth participants' reflections on personality being an important factor varied. Several youth participants reported the importance of personality in influencing engagement and group dynamics (*n* = 9).

"Yeah, it (referring to personality) would definitely influence it. Because I guess if you're introverted, you're not as likely to want to socialise with a different age group."

– Lilly, 17 years old, Female

Whereas other youth participants emphasised peer group engagement and personal interest in activities being more important than personality (*n* = 4).

"Normally when it's something that I really want to do, like my personality does not matter. Like my introverted side disappears and I just get straight into it."

– Susan, 15 years old, Female

"Yeah, unless it's like, really, like something you really don't want to do it. Generally, you'd go with everyone, with the group."

– Alexandra, 15 years old, Female

6.5.3 Cultural Differences Influencing Sense of Community and Personal Character

The perceived influence of culture on intergenerational interactions and relationships varied across geographical and generational contexts. Older adults (*n* =10) reflected on the differences based on youth's attitudes and the societal structure between the interregional and international context which may impact their sense of connectedness in the community and personal character. In this context, interregional refers to differences between regional and rural communities and the international perspective reflects on the differences between European countries and Australia. Older adults' perception of youth in rural areas appeared to be more positive than those that live in the city with youth in rural areas being perceived to be more respectful, connected to the community, and engage more in outdoor activities.

"*We live in a really rural area. They go to the local, what I call village school, they're still in primary school. And they're wonderfully natural, kind, generous kids who play outside and get into all kinds of little scrapes. They're both girls. They have ponies that they ride around, they have dogs that they love. They are loving children. And I think that they will both make an impact when they… gradually morph into adults, because they're looking at what can they do to help people. It's a service-oriented way*

to live. Now. It's not but it's not faith-based. It's based on if you're part of the community, and it's a network or what I like to think of it as a win. If one strand of the web is broken, the web will eventually collapse."

– Jess, 88 years old, Female

Two older adult participants also highlighted differences in family values and social structure between Australia and European countries. One participant noted that in Europe, social housing and communities are more inclusive which aids in promoting a sense of community. Australia was perceived to be more segregated which also perpetuates further divide within different generations.

"*... So, my heritage is that my father was Dutch. That still operates for about what not quite as much these days on a very family value view of the world, but even socially, so one of my aunts passed away three years ago, she was 94. But she had lived in Holland in the unit for her entire life. But the social structure is quite different there. So when she would come to Australia to visit, right up until the last time she was here, at the age of 84, she said, but still there is division in Australia, because in her block of units where she had lived her entire life, they could put in a new kitchen, put in a new floor, it was government-run, but it was still their place. And she said, opposite her lived a doctor and his wife, downstairs lived a young man who has Down syndrome. And then opposite that particular person lived a family with two little kids. So, it's a whole fracture of generations. But not just generations, like professional lives as well. And I think that that is more of a cultural influence, because I do not know of having been heavily involved in affordable accessible housing anywhere in Australia that looks like anywhere near like that. There is no diversity at all."*

– Pam, 64 years old, Female

Two youth participants reflected that culture is strongly held by older adults and acknowledged that some people have a stronger cultural value compared to youth.

"Probably more so than our generation just because they have … several cultures they'd have their cultural traditions and they'd probably be more involved than our generation is with theirs. So, it depends on the culture though."

– Diana, 17 years old, Female

On the other hand, most youth participants reported that culture did not influence their engagement. The following quotes reflected on the importance of activity and ability to connect with people through conversation which the youth participant identified to have more relevance in the intergenerational context.

"No. It doesn't really have any relevance [referring to culture as a factor]. Like if you're doing physical activities and that kind of thing if it comes up in conversation then you know oh well, but otherwise I don't think that like, whether you'd be in the activity or not, I don't think it really holds any significance."

– Carlos, 14 years old, Male

"Um, I don't really have a specific culture (as) we're pretty easy-going. I mean we don't have anything that we don't eat specifically, and we don't have any traditions. I mean we have the occasional Easter and Christmas but nothing I can think of as we're pretty easy-going."

– Mark, 16 years old, Male

Nevertheless, some youth (n = 3) identified how meeting people from a similar cultural background may make it easier to develop a connection as they acknowledged

cultural values may be important to other people. The following quote reflects the potential of identifying commonalities which can be seen as a catalyst for quality interactions with the older adult.

> *"And maybe like if you meet someone else who has the same culture as you, it might be easier to get along, and to like, find it relatable compared to everyone else."*
>
> – Karishma, 14 years old, Female

The role of culture in promoting engagement in intergenerational programs may be seen in relation to their existing sense of community, lack of connectedness, and perception of the other generation for older adults. Though youth did not identify culture as an important factor, some reflected that culture may aid in finding similarities to support initial contact with others.

6.5.4 Social and Learning Motives as Reasonings for Engagement

Two subthemes were identified regarding motivation to participate in intergenerational programs. Subtheme 1 identifies social motives are prominent reasons for engagement in intergenerational programs for older adults. Subtheme 2 reflects how youth are motivated by the opportunities to learn from the older adults' life experiences and wisdom.

Social Motives Are Prominent Reasons For Engagement In Intergenerational Programs For Older Adults. Four social motives emerged from older adults' (n = 10) which informed their willingness to engage in intergenerational programs; lack of kinship, interest

in gaining new social connections, generativity, and reliving early childhood experiences formed interests.

Some participants have themselves or know of children whose families have migrated to Australia. Migration to Australia meant that they no longer have close connections with their families and that this experience would be similar to youth who may not have a strong relationship with their grandparents. The participants perceived that intergenerational programs could provide a platform to have family-like connections.

> *"...most of my family or my relatives still live in England, and I miss my mom with breast cancer when I was quite young, and she passed away, and then my dad passed away. And I don't have any family. So, for me going to something where I could engage with younger people, you know, you might not have your own biological family, but you could have chosen family, people that choose to be sort of swap into that role."*
>
> – Freya, 63 years old, Female

Eight older adult participants identified being motivated to make new social connections which drove them to participate in intergenerational programs previously.

> *"And I got into this because when I moved down here to the borders, which was only three years ago to be near a family that lived down here. I wanted to meet folk and I thought, well how do you meet folk? So, I actually looked at volunteering and this came up this particular project came up this programme, so I thought right, I'll join that and see what happens and here we are. Met these lovely ladies. I love listening to what they get up to."*
>
> – Ailsa, 66 years old, Female

Older adults also identified how they wanted to pass on their knowledge to the younger generation and fulfil social needs gaps for youth (n = 7). This motive can be reflected in generativity as the older adults reflected on their own upbringing and how they could pass down their knowledge to the younger generations as they had by their grandparents.

> *"And I always found that with my grandparents, I can always do that. Not that I had bad parents, I had good parents I had great parents. But if there was something I wasn't sure of, I had my mates to talk to, who usually gave me horrible advice or grandparents who used to give me good advice. And that's one of the things that we've got in our favour. We've [the grandparents] gotten that hopefully that experience and wisdom to help younger people."*
>
> – Lucas, 78 years old, Male

> *"But they did, like a lot of grandparents filling in those gaps, and loving, being able to do that, and, you know, helping to pass on some of the old traditions as well as embracing the new."*
>
> – Julie, 69 years old, Female

Some participants described their motives through reliving their early childhood experiences which formed their values and interests in participating in intergenerational programs:

> "*Why you like gardening, you know, it's like, it's sort of from a very young age. You know you've done a lot of it.*"
>
> – Ailsa, 66 years old, Female

"*And I was quite keen on the garden. My… my dad lived out in the country. And he had a watching the farm life and used to watch him do all the vegetables and things like that, you know, and it's I've always liked gardening.*"

– Morag, 80 years old, Female

Youth's Learning Opportunities from Older Adults' Life Experiences and Wisdom. A prominent motivation highlighted by youth participants was learning opportunities from older adults. Youth participants (n = 15) reflected on how they could benefit from learning about social skills, cultures, and life skills.

"I like to learn about, like that they know, they have a lot of wisdom. They have a lot of life experience. Stuff that I might not have, which you know doesn't come with academic learning it comes with just common sense. And they have that a lot more and I'd like to learn about that. And it would be a lot easier to adjust to problems as well, a lot easier to problem solve with those types of skills that they have."

– Casper, 14 years old, Male

"I think they've dealt with social situations differently. Because we have our mobile phones and it's such a, that's what we've and it's such a big difference and they're way better at dealing with different social situations and everything. So, it's really helpful and they can give that kind of advice."

– Alexandra, 14 years old, Female

6.6 Discussion

Intergenerational program literature has yet to consider the role of intergenerational attitudes, personality, culture, and motives in the design and execution, particularly for youth and older adults. Therefore, the current study aimed to explore perceptions of youth and older

adults on the role of attitudes, personality, cultural values, and motives as well as how these factors influence engagement in intergenerational programs. Youth and older adults reported similar views on their current attitudes towards the other generation whereby negative perception and empathy were expressed. In older adults, personality was consistently reported to have an important role in influencing the likelihood of an individual wanting to engage in intergenerational programs as well as the type of activities they would engage in. However, some youth maintained that personality was not as important as peer engagements and personal interests. Culture as a factor was identified as important to older adults. Moreover, youth acknowledged culture as being important to older adults more than youth. However, some youth participants acknowledged having a similar cultural background may aid in initial contact due to having similar grounds. Motives highlighted by older adults centred around social factors such as kinship and social connectedness whereas youth upheld learning motives as important.

6.6.1 Empathy as A Catalyst to Improve Intergenerational Attitudes

Stereotypes and biases remain prevalent as the human mind's function to understand and overcome challenges in unfamiliar situations (Fowler & Gasiorek, 2020) which should be addressed to maximise the quality of interaction people experience in intergenerational programs. These biases and stereotypes reflect on the attitudes one holds towards the other generation of which some older adults perceive youth as having a reliance on mobile phones, lack of respect towards others, and poor social skills. On the other hand, some youth reported aspects of ageing-related difficulties, stubbornness, and closed-mindedness in older adults. These findings reflect similar findings to past research around typical stereotypes reported in each group (North & Fiske, 2012, 2015). These perceptions may inhibit potential

participation in intergenerational programs through avoidance and psychological distress due to intergroup anxiety (Amir, 1969; Bousfield & Hutchison, 2010).

Nevertheless, it is important to note that empathy towards the other generation was both reported by youth and older adult which suggests there is potential to positively influence their attitudes through intergroup contact (Stephan & Finlay, 1999; Vanman, 2016). Past research identified that perspective-taking aids in reducing empathy bias towards the outgroup can over time improve the attitudes of the outgroup (Stephan & Finlay, 1999; Vanman, 2016). Vanman (2016) further highlighted how intergroup empathy reflects on an individual's perception of seeing the outgroup as human and experiences diversity as they do. Empathy may act as a catalyst to assist both generations to connect and understand the challenges each generations face which may aid in improving their attitude.

6.6.2 Personality and Intergenerational Programs

Older adults acknowledged the inherent individual differences that exist in people which should be accounted for in intergenerational programs. Aspects such as extraversion, openness to new experiences, sociability, and curiosity are more likely to entice people to engage in intergenerational programs. Extraversion reflects an individual's outgoingness and sociability (John & Srivastava, 1999; McCrae & John, 1992). Openness to experience reflects one's high curiosity, creativity, and wide interest in activities (John & Srivastava, 1999). People with high levels of these personality traits are more likely to engage in social activities and are more open to experiencing new learnings and environments (Carlo et al., 2005; McCrae & John, 1992). Similarly, some youth agreed that personality may influence their engagement in intergenerational programs. For example, a youth participant reflected on their

introversion and how this may inhibit their inclination to engage with another group. Introversion refers to an individual's low need for socialisation and tendency to minimally be involved in social activities (Tuovinen et al., 2020). In this instance, personality may not only enhance an individual's likelihood to engage in intergenerational programs but also inhibit them.

Nevertheless, some youth maintained that personality was not important for them to engage in intergenerational programs compared to peer engagements and personal interests in the program. This idea reflects the developmental stage where youth are more likely to weigh peer acceptance in their behaviour (You, 2011). This concept can be observed in youth and school engagement. You (2011) identified that youth are more likely to have a positive school experience and active engagement in school when they have peer acceptance. Additionally, it can be argued that youth are within the developmental stage where they are in the process of developing their individual identity which influences their idea of self and reflection of their personality traits (Erikson, 1968a). Therefore, personality may not necessarily be a factor established in this age group.

Overall, personality has a consistent role in older adults' engagement in intergenerational programs whereas, in youth, peer acceptance may implicate engagement in intergenerational programs. Nevertheless, peer acceptance may overcome inhibitions coming from youth's personality traits such as introversion and intergenerational programs should entice youth participation as a group when implementing an intergenerational program.

6.6.3 Culture and Social Structure

The influence of culture on intergenerational program engagement from the perspective of older adult participants is complex. For older adults, culture appeared to

influence older adults' perspective of youth and a broader sense of community. More specifically, older adults perceived there were differences between interregional and international environments which can be attributed to the social structure and integration of generations in the community. From an interregional perspective, older adults' attitudes towards youth appear to be dependent on the youth's connection to the community. Within the urban context, youth are more likely to be seen being disconnected in the community (Talen, 1999). Talen (1999) reported that urbanisation led to a sense of disconnection and heightened social segregation in the community. However, further research is needed to ascertain whether this perceived disconnection due to urbanisation leads to a more negative perception of youth. In this instance, a reversal may be possible through the introduction of intergenerational contact to bolster the sense of community in the urban setting. Nevertheless, the reflections of older adults indicated that older adults perceived youth more negatively in the urban setting despite differences in social structure between urban and rural contexts. Intergenerational programs within the urban setting may require more facilitation to challenge stereotypes of older adults towards youth to mitigate this effect.

Older adults perceive that segregation of community is more apparent in Australia whereas the sense of community is stronger in European countries. However, North and Fisk (2015) reported a shift in cultural values globally whereby even in collectivistic countries, the younger generation is seemingly distant and has less emphasis on intergenerational connections (familial) (North & Fiske, 2015; Xiao et al., 2013). The siloing of generations is more apparent in Australia due to its lack of intergenerational integration in the community (Randolph, 2020). Nevertheless, this effect may be reflected in the future globally which poses an issue in furthering the intergenerational disconnect and ageism. Despite the lack of integration of generations in the community within the urban context, this finding further

emphasises the need for intergenerational programs to provide an opportunity for youth and older adults to interact.

Youth on the other hand maintained that culture does not influence engagements in intergenerational programs, but peer engagements and personal interests do. Similar to their perception of the relevance of personality and engagement, peer engagements may influence their participation in the program which reflects the consistency of the role of peer acceptance within this context. Personal interest in the program should be considered when designing intergenerational programs to entice youth to participate. Wu et al. (2013) identified the importance of collaborative discussions in youth to enhance their motivation to engage within an academic setting. Collaborative discussions may also aid in establishing mutual goals as identified in Allport's ideal contact environment and reflect its usefulness within an intergenerational program setting.

Nonetheless, youth participants acknowledged the benefit of having commonalities of cultural background in assisting initial contact. Colistra et al. (2019) identified the catalyst of forming relationships within a community setting as being shared identities, reciprocity, and other program factors such as support and continuity of program. As an example, their participants reported how community identity and mutual experiences have informed strong motivations to engage in the program as well as acting as a common ground for people to relate to one another (Colistra et al., 2019). Additionally, the shared identity supports a sense of belonging within that setting which aids early relationship formation.

6.6.4 Motives and Engagement

Motivations to engage in intergenerational programs varied between older adults and youth. Older adults are driven to engage in intergenerational programs to connect and socialise whereas youth are motivated to engage in the program to learn. Social isolation is prevalent worldwide and is a contributor to poor mental health (Grenade & Boldy, 2008; Hawton et al., 2011; Yang et al., 2020). Social isolation refers to the absence of contact with members of the community and is prevalent in the older adult population (Hawton et al., 2011). In the current study, the older adult' social isolation was reflected through the lack of kinship which may be due to personal and familial migration (King et al., 2014). Distance from family may reflect a gap in the older adults' social needs and informs their motivation to engage in intergenerational programs to connect with others.

In the current study, older adult participants also reflected their perception of kinship disconnection in the younger generation which informed their motivation to pass down their wisdom and address the social need gap that they are experiencing. Kinship loss due to geographical limitations is not unique to older adults as migration patterns are prevalent in young people and families (United Nation Department of Economic and Social Affairs, 2016, 2022). The motivation to pass down their wisdom is also known as generativity in the psychosocial development theory and is prevalent in the later stages of adulthood (Darling-Fisher & Leidy, 1988; Ehlman & Ligon, 2012; Slater, 2003). Migration may limit children to maintain regular contact with their biological grandparents which can also be theorised to perpetuate ageism in the younger generation. Though not reflected in the present study, a recent study highlighted that social isolation is most prevalent in Australian youth out of

generational groups (Wilkins et al., 2022). Arguably, this motivation may be relevant to youth and poses a potential added benefit to intergenerational programs.

On the other hand, youth reported learning being a primary motivation to engage in intergenerational programs. Youth reflected on the value of learning from older adults in areas such as social skills, life experiences, and culture. Youth participants identified their own challenges in navigating social and life experiences whereby they often resort to mobile phones to navigate through difficult situations. They acknowledged differences in social environments and access to technology experienced by older generations in their youth which prompts them to value the skills that the older generation can share to help the youth with their current challenges. This aspect compliments the older adults' need to pass down their wisdom and connect with the younger generation to promote generativity. This motive provides an opportunity to collaboratively identify specific skills youth are motivated to gain which may enhance their motivation to participate in intergenerational programs (Wu et al., 2013).

6.6.5 Strengths, Limitations, and Future Directions

The current study addresses the gaps in identifying the role of individual differences in intergenerational programs. However, these factors reflect the complexity of attitudes, beliefs, and motivations that exist in society and present a need for further research on this topic. The present sample recruited participants with diverse backgrounds, and older adults, from different settings (community centres, grandparents of school children, and retired professionals), which aided in capturing the varying perspectives of individual differences and engagement in intergenerational programs. These attributes are important to instigate a

focus for research studies to examine individual differences and intergenerational programs to maximise their effectiveness in building connections and improving intergenerational attitudes.

Nonetheless, the present study examined these insights from youth from a religious-school setting which is often associated with families of high socioeconomic background. Families with a high socioeconomic background may have parents with higher education backgrounds, and income, and have distinguished circumstances that may influence perspectives of ageing and culture (Allen et al., 2022). Cultural differences should also be acknowledged as the current study examined these perceptions from a Western lens and may limit its generalisability to a more collectivistic culture. Ageist attitudes are varied between cultures whereby a perception of frailty in older adults is often associated in Western countries (Xiao et al., 2013). Future research should explore the perceptions of youth from a public-school setting and in a collectivistic country to identify whether these findings are consistent and generalisable to the general population of youth and older adults.

6.6.6 Conclusion

Individual differences have an important role in intergenerational programs whereby differences can lead to the identification of mutually beneficial factors for youth and older adults. Pre-existing attitudes are inherent but empathy towards each generation may aid in addressing their ageist beliefs through contact within an ideal environment. Personality may enhance and inhibit participation in intergenerational programs, but an emphasis on peer engagement should be considered specifically for youth participants. Similarly, the exploration of culture in youth and older adults identified further challenges introduced by

the siloing of generations in the community. However, commonality and shared identity present themselves as a catalyst for developing initial relationships within the program setting. The motivation of youth and older adults varies but can be seen to have aspects of reciprocity that intergenerational programs can utilise to assist in maintaining and enhancing engagements. As reflected in this study, individual differences are complex and require extensive exploration to establish commonalities which can aid in developing a global framework for intergenerational programs. Therefore, future research should consider replicating this study and include the examination of individual differences in intergenerational programs involving youth and older adults to aid in our understanding of the topic.

Chapter 7: Structure And Sustainability: Enhancing Youth-Older Adults Intergenerational Programs

7.1 Background

Chapter 6 elaborated on the perceptions of youth and older adult participants on the influence of individual differences and intergenerational program engagements. To extend the findings from the previous chapter, the present chapter elaborates on the perceived challenges and enablers from a structural and sustainability perspective highlighting the external factors influencing the effectiveness of intergenerational programs (stated in the overarching research question for the research program). The present study uses the same methodology as outlined in Chapter 6 but is reported as a separate study to enable in-depth elaborations associated with the two research questions posed in this current research program (as outlined in the study introduction).

7.2 Abstract

The structure and sustainability of intergenerational programs may hinder or enhance the success of intergenerational programs as they impact the initial and ongoing contact between youth and older adults. However, insight has been limited into challenges and enablers of engagement and sustainability considerations for intergenerational programs, specifically for youth and older adults. The present study aimed to address these gaps. A series of focus groups were conducted with youth and older adults to discuss their perception of challenges, enablers, and pathways to improve sustainability of intergenerational programs. Two focus group guides were developed and applied to maintain consistency between focus groups. A reflexive thematic analysis identified three themes: 1) Challenges

impacting intergenerational program engagements, 2) Enablers of meaningful intergenerational relationships, and 3) Pathways to program sustainability. These findings aid in developing future intergenerational programs to allow a more effective and sustainable intergenerational program. Future studies may examine the perspectives of facilitators and youth attending public schools to identify other challenges and resources to sustain intergenerational programs.

7.3 Introduction

Current literature reports on vast variability in the structure and design of intergenerational programs (Martins et al., 2019; Petersen, 2022), which may exacerbate risks. For example, the introduction of young children and a vulnerable older adult population may extend the stereotype of older adults and impact the level of engagement between groups due to the cognitive limitations of people with Alzheimer's (Camp et al., 2007). Moreover, findings from the systematic review within this thesis (Study 1, Chapter 4) highlight the benefit of considering program design and structure in improving intergenerational attitudes. Therefore, it is imperative to consider factors that can improve the quality and design of intergenerational programs to maximise the benefits that may arise from them.

Past literature highlights the role of program structure impacting engagements, particularly in community and intergenerational programs (Cohen-Mansfield & Muff, 2022; Doyle & Zhang, 2011; Jarrott et al., 2021; Steward et al., 2023). For example, Jarrott et al. (2021) identified adjusting the program approach and allowing for deeper connections between participants and introducing a preparatory step for participants allow for a more effective intergenerational program. Moreover, Cohen-Mansfield and Muff (2022) identified that preparation and support in intergenerational programs are mutually needed among youth and older adult participants. However, Jarrot et al. (2021) also identified a lack of evidence-based practices in intergenerational programs, which can contribute to perpetuating ageism as identified earlier. The study examined intergenerational programs more broadly, including children, youth, and healthy and frail older adults. A more focused exploration of factors contributing to a more effective and sustainable intergenerational program for youth and older adults may benefit future program implementations specific to youth and older adults.

Limiting resources made available to prolong engagement can affect intergenerational programs' sustainability. Similar to other community programs relying on donations and external funding, the number of resources available will likely impact the extent of activities, duration, staffing, and frequency of intergenerational programs. Cohen-Mansfield and Muff (2021) identified limitations around funding affected the level of supervision provided in intergenerational programs. This gap was reported to induce dissatisfaction amongst participants within a more skill-dependent activity such as assistance programs. A more viable approach perhaps is to explore self-sustaining income activities that can be implemented in intergenerational programs (Cohen-Mansfield & Muff, 2021). This approach is commonly known as social enterprise (Barraket et al., 2017; Kerlin, 2013).

The current chapter extends Chapter 6 as part of the same methodology and sample. The current chapter specifically aimed to examine the structural and governance factors which includes the consideration of a social enterprise framework that can improve intergenerational programs through a thematic analysis of the perspectives of youth and older adults. The specific research questions for this study were:

> RQ1: What are the participants' perceptions of the challenges and enablers to executing an effective intergenerational program that is mutually beneficial to youth and older adults?
>
> RQ2: What are the participants' perceptions of social enterprise activities that can contribute to the sustainability of intergenerational programs?

7.4 Methods

The current methods section outlines the brief summary for the participants, materials, and procedure section. The detailed methods used in this study was outlined in Chapter 6.4.

7.4.1 Participants

A total of 21 students enrolled in Years 7 to 12 participated in the study (M_{age}= 14.48, *SD* =1.87) with 61.9% were female. Students were grouped into three groups based on year levels (Year 7 to 8, *n* = 6; Year 9 to 10, *n* = 8; and Year 11 to 12, *n* = 7). Groupings based on year levels were made to balance the group dynamic and to allow participants to openly share their perceptions.

A total of 21 older adults participated in the study (M_{age}= 77.09, *SD* =7.69) where 77.3% were female. Participants were grouped based either on recruitment location (expression of interest survey or community organisation) or their preferred modality (in-person or Zoom). Table 6.1 reports on the participants' demographic background.

7.4.2 Materials

The current study used two focus group guides for each generational group, and the same methodology was used for the previous Study (Chapter 6).

Table 7.1 and 7.2 outline the focus group questions for youth and older adults respectively used to explore the research questions for this study (Structure and

Sustainability). The full focus group guides, which included the introductory and debrief statements, can be referred to in Appendix E.

Table 7.1

Youth Focus Group Questions on Intergenerational Programs' Structure and Sustainability

Youth Focus Group Questions
1. What would be some of the benefits of engaging in intergenerational programs with older adults/seniors? *Follow up: What might be some of the challenges?*
2. How would you build a relationship with your peers and the older adults/seniors? *Follow up: What would not help you build relationships with the older adults/seniors?*
3. What would be a business idea that you can do with older adults in an intergenerational program?

Table 7.2

Older Adults' Focus Group Questions for Intergenerational Programs' Structure and Sustainability

Older Adults' Focus Group Questions
1. What would be some of the benefits of engaging in intergenerational programs with youth/teenagers – for youth and for you? *Probe: How about challenges?* 2. How would you build a relationship with your peers and the youth/teenagers? *Follow up:* *What would not help you build relationships with the youth/teenagers?* *What might support mutual engagement and benefits?* 3. What would be a business idea (social enterprise) that you could do with youth/teenagers in an intergenerational program? *Follow up:* *What activities can help sustain intergenerational programs?*

7.4.3 Procedure

The detailed study methodology was presented in Chapter 6.4.3. In summary, participants expressed their interest and submitted an online consent form to be contacted by the research team to organise a focus group session which were run via Zoom or face-to-face depending on their location. For participants who did not complete the online form, a digital consent form was sent for them to complete. For youth participants, parental consent and student assent was collected prior to the sessions. The focus group sessions were allotted based on the participants' groups (youth and older adults). For youth participants, they were further subdivided by year levels (see Chapter 7.4.1) to mitigate the group dynamic for optimal discussion opportunities. Focus group sessions were recorded in a digital format

using smart tablets (in-person focus groups) or Zoom recording function of which participants were notified when the recording started and ended. Participants were given the option to not contribute to the discussion should they feel uncomfortable answering a question.

The focus group sessions took up to 1.5 hours to complete and were moderated by trained research team members (student researcher and research supervisors). Due to scheduling constraints by the partnering organisation, the focus groups were completed in 1.5 hours. The participants were debriefed and given freely accessible support services should they feel distressed following the session.

7.4.4 Data Analysis Approach

An in-depth elaboration of the data analysis approach was presented in Chapter 3.5.3. To summarise, an interpretivist paradigm, recognising individual differences and social factors in shaping participants' experiences was adopted for this study (McChesney & Aldridge, 2019). Braun and Clarke's reflexive thematic analysis approach was used separately to analyse transcripts by youth and older adult participants (Braun & Clarke, 2023; Clarke & Braun, 2017). Transcripts were coded by two researchers and were refined to develop themes and subthemes in this study.

7.5 Results

The results present three themes whereby Theme 1 identifies the challenges impacting intergenerational program engagements. Theme 2 reflects on the enablers of establishing

meaningful intergenerational relationships. Themes 1 and 2 pertains to Research Question 1. Theme 3 pertains to pathways to program sustainability (addressing Research Question 2). For anonymity, the quotes are presented with a pseudonym, as well as the age and gender of the participant.

7.5.1 Challenges Impacting Intergenerational Program Engagements

Three subthemes were identified. Subtheme 1 characterises perceived authoritarian dynamics between youth and older adults, Subtheme 2 identifies attrition in older adults, and Subtheme 3 highlights the lack of social and governance support.

Authoritarian Dynamics Between Youth and Older Adults. Youth (n = 8) identified the need for more understanding of their generation's experiences from older adults, noting that conflict could arise where older adults had expectations of instructing youth on what to do, which could hinder rapport building.

> *"If they're helping out it's good if you're getting extra help, it's all nice. But if they're trying to force you, and like tell you no this is good you should do it, duh, it's like ugh okay thanks."*
>
> – Sara, 17 years old, Female

> *"A lot of our generation doesn't like to be told or listen..."*
>
> – Diana, 17 years old, Female

This authoritarian dynamic between youth and older adults was not limited to communication styles, but was represented by the broader generational differences that would

shape shared experiences and understanding. More specifically, 13 youth participants identified perceived that the older adults' advice or perspectives may be outdated or misaligned to the current youths' experiences. Several youth participants further reflected the rapidly changing social environment that older adults may not have experienced when they were young.

As an example, the following youth participant reflected on their experience of growing up in a pandemic which required the community (including older adults) to adapt socially to cope with loneliness and the new "social norm". They further highlighted how changes in social norm experienced in life may influence people's perceptions and understanding.

> *"Just like… how we've grown up living through covid and everything and how that's sort of a challenge that they've had to quite rapidly and significantly adapt to their lifestyle. So stuff like that could impact on view of different subjects….changes in lifestyles and changes in styles of growing up can lead to different perceptions of different things.*
>
> – Susan, 15 years old, Female.

The following quote further reflected on the difference of lived experiences faced by current youth, more specifically on the rapid social and technological shifts, extending the misalignment of advice and perspectives which may hinder rapport.

> *"Basically, on how much experience they have, or how little experience? Obviously, they grew up in a much more different world than what we live in today. So sometimes, the experiences that they have might not correlate to things that we might need to do."*

– Maya, 13 years old, Female.

Attrition in Older Adult Participants. Three older adults identified attrition can be a challenge in employing effective intergenerational programs. For example, these older adult participants identified that deteriorating health and life events posed issues around needing more participants to sustain the program and maintain upkeep in existing projects.

> *"There were more people when I come up. It seems to have just gotten smaller. Mind you they're not very well some of them. Some of them are not well, and you can't really expect people to come when they're not well, just like myself."*
>
> – Morag, 80 years old, Female

> *".... there was some clubs that ended up almost falling by the wayside because the older person who's been running it forever is now retiring, and they can't get someone to take over that job or whatever you call it. So, I think there's an element of that as well, isn't there? A lack of, I can't think of the word, a lack of, they know about it probably, but they're not interested."*
>
> – Ailsa, 66 years old, Female

Lack of Social and Governance Support. Two youth participants highlighted how obtaining their parents' support for intergenerational programs is essential, mainly when there is an aim to integrate the school with intergenerational activities, as it may hinder or enhance their quality of education.

> *"My parents would probably see how it affects my education. You know like my brother, if it happens, he'll be coming here and how it affects his and my education.*

Because it's not a cheap school you know. Because those changes really impact your education, and I think parents should think it's okay."

– Susan, 15 years old, Female

In relation to governance support, intergenerational programs require resources and assistance to gain exposure and promote continuity of the programs. However, these concerns were primarily expressed by four older adult participants who had experience engaging in an intergenerational program.

"It's all got to do with them [organisation] ticking the box and saying you can go ahead and do it. And they're going to give you some money. It's the finances the biggest stumbling block, I think…But I mean we can only do what we can do. I mean there's jobs needing done up there on our patch, isn't there? That we can't do because A: haven't got the tools to do it and B: we haven't got the manpower to do it. Bottom line."

– Ailsa, 66 years old, Female

7.5.2 Enablers of Meaningful Intergenerational Relationships

Four subthemes were identified as enablers of meaningful intergenerational relationships. Subtheme 1 identifies the perceived benefits of intergenerational programs, Subtheme 2 reflects need for establishing group mutuality and equality, Subtheme 3 noted the importance of accommodating individual differences, and Subtheme 4 reflects on adjustments needed to the program structure to ensure meaningful intergenerational relationships.

Perceived Benefits of Intergenerational Programs. Despite the reported challenges impacting intergenerational program engagements, both youth (*n* = 11) and older adults (*n* = 3) identified benefits of intergenerational programs that could motivate them to participate. These older adult participants reflected on their prior experience of intergenerational interactions and perceived benefits of intergenerational programs. For example, Sam reflected on her personal experience of her mother in aged care and saw the potential benefits of intergenerational interactions for both youth and older adults.

> *"So, I think my other particular interest is, my mother is in aged care. And she's been in aged care for a year now. And so, looking at people in aged care, and seeing the response of when my seven-year-old and 11-year-old go in and visit my mother, the response of the other residents. They're just, it's just amazing. And I think it is so very good for young- young people as well. So, I see that as being there's just so many better ways of doing things."*
>
> – Sam, 65 years old, Female

On the other hand, 11 youth participants saw the benefit of interacting with older adults and learning from their experience and wisdom.

> *"Yeah, learning about their… extensive expertise about basically everything, their experiences. Because you can get, you can get some of the stuff out of books and documents and documentaries and such. But you can't get hands-on experience until you meet them. Yeah, they describe it as a person."*
>
> – Rahul, 12 years old, Male

Establishing Group Mutuality and Equality. Seven youth participants emphasised the need for mutuality in intergenerational programs. More specifically, they reflected on the need to establish equality among groups, equal opportunities to share ideas and participate in activities, mutual effort, interests, and goals, which may enhance the quality of interactions amongst youth and older adults.

> *"Well, just try to connect them, just try to connect them, talk to them as you talk to your friends and talk to them how you would talk to any other person because they are equal."*
>
> – Isaiah, 13 years old, Male

> *"Like say we come up with like something to, like, make or prove or something? Yeah. Instead of only from one perspective, we could think of both perspectives and how it affects everybody."*
>
> – Fiona, 12 years old, Female

Similarly, setting expectations was highlighted by older adult participants (n = 4), emphasising that this is mutually perceived to be important by both groups. It was also suggested that a mediator (facilitator) may be needed to assist in setting up participant expectations.

> *"I think - I think it'd be a bit like a prenup. In some ways, you know, what might support your engagement is having a prenup? You know, like, let's sit down, what are ours, what are the expectations from different groups of people? And can we meet those expectations? Or can't we? What if we can, what needs to change, so that we might, and then to give it a go"*
>
> – Julie, 69 years old, Female

"I think it's a two-way street, that you've got to be respectful and vice versa."

– Lucas, 78 years old, Male

Accommodating Individual Differences. One in three older adult *and* youth participants highlighted the need to diversify approaches for intergenerational programs to accommodate differences in individual's characteristics, interests, and needs. A review process of identifying participants' characteristics, interests, and needs may be needed as a program approach to identify and cater for these differences. These reflections highlighted the different needs and also inherent differences that participants may have in intergenerational programs.

"And especially because it is gardening. A certain amount of physical strength and attributes that you have to have, you know, otherwise you can't do what you need to do. But yeah, we'll just work around it all to suit your needs."

– Ailsa, 66 years old, Female

"Yeah, see how each group likes them, and then, you know, if, you could like cater to certain group personalities I guess."

– Adrian, 16 years old, Male

"Like it could be better for old people to do things with like, young people as well like going for walks and stuff, it might give them like that extra motivation. And they can always, like, participate in some sports that are like, a little less, like physical?"

– Ram, 14 years old, Male

"And also, because a lot of them [youth], and I'm not being funny, but some of these 18-year-olds that are here at this school, I mean, gosh, they're huge, you know I mean there's some big lads that weren't like that when I was at school… And I'm like get out there [in the garden] and get a spade and come out and help! [laughs]."

– Ailsa, 66 years old, Female

Some youth participants also reflected that matching participants in activities with mutual interests may aid in early relationship building.

"…sometimes people in the older generation, they can have like a hobby. And then some younger people have the same hobby. And that's definitely like a powerful thing to connect, to create the connection between us for people. But if someone, say someone really likes playing chess, they're like really young and they want to start something and they don't know what to do, someone who definitely wants to do that they can bond over that."

– Fiona, 12 years old, Female

"…building off that, you could find like a middle ground of activities that could combine things you both like across generations, to try and find new activities or try and or even try new activities that neither generation has tried yet, new experiences for both?"

– Michael, 17 years old, Male

Adjusting Program Structure. Program structure is essential in facilitating initial contact with each group. The reflection on program structure enabling engagement was

primarily reported by one in three youth participants. For example, these youth participants identified that having a structured approach may aid as an icebreaker to facilitate initial conversation.

> *"I would say that it's better, more structured because you're doing something. At least at first to break the ice, and then you can get along."*
>
> – Lilly, 17 years old, Female

> *"Structured to start off definitely I reckon. And then you can break off into unstructured things if you like."*
>
> – Mark, 17 years old, Male

Furthermore, one youth participant noted that one-on-one activities may enhance the opportunity to connect with an older adult, which can better foster the relationship.

> *"Maybe one on one for me. Because I think that when you actually sit with them one on one and start talking, you can connect more."*
>
> – Hannah, 12 years old, Female

Two youth participants also noted needing some transition period and may benefit from being informed about the program's expectations to help them adjust to the intergenerational program.

> *"Yeah, I don't know; I feel like it would definitely be an adjustment period. Like for, probably more for the students. Like if it was to happen, I don't think it could just be introduced into a like, like let's just use [reference to own school as an example], let's say next week we just had people, like older generations in our class we'd be like what's happening. It would have to be quite a like smooth transition for it to work."*

– Diana, 17 years old, Female

One youth participant further highlighted the need for regular contact with older adults, which helps maintain the development of the intergenerational relationship.

> *"Just regular conversation, just regular contact. Just don't do it like intermittently. Not like you have one session and then don't ever think about it or mention it again type of thing."*

– Lilly, 17 years old, Female

7.5.3 Pathways to Program Sustainability

Three subthemes were identified in relation to enhancing program sustainability. Subtheme 1 reflects on maintaining continuity and reflective practice. Subtheme 2 identifies social enterprise as income avenues for intergenerational programs. Lastly, Subtheme 3 identifies the need for governance support.

Continuity and Reflective Practice. Intergenerational programs require time to evolve, and several participants recommended allowing for time to adjust the approach needed to make an effective and sustainable program. Reflections and review of the current program approach may also aid in maintaining participant engagement and reviewing resources need. This review process is also important to aid in accommodating current program needs, intake of new participants, and resource allocation to promote program sustainability.

> *"But it would take a number of years. It's not going to happen in a week. We're probably not going to be a part of that initial. We're the foundation, perhaps, or part*

of it. And we're lucky to be asked to come, and you will listen to us and probably record it. And then, in 50 years' time, they can look back and go, 'Oh, this is what they said in 2023'. And they can compare how it develops. But we won't be there, that's the sad part I think."

– Charlotte, 75 years old, Female

Social Enterprise as an Income Avenue. Both older adult (*n* = 7) and youth participants (*n* = 10) identified the potential of using intergenerational activities and the product arising from these activities as a potential to generate income to support the program's sustainability. These income-generating activities could arise from gardening, art, food, and organised events.

"And I think with the foods that we're growing, a lot of it gets wasted, which I think is wrong. We need another, you know, some, you know, more secure, you know, kind of sustainable when you've got these the soup kitchens, but yeah, food banks. There's where you could give your surplus produce to because the, in the school that they, they, you know, we thought the some of the food with good, would go to the kitchen, kitchen, or for home economics, but then they've got their program all planned so they, you know."

– Eilidh, 86 years old, Female

"I don't know how this could work, but within the parameters of the school and like it's generation stuff, you could have some form of art thing happening. There would be some very interesting collaborative artworks, but I don't know maybe how you'd turn it into a business idea, I don't know. Maybe, like you know how we have college

creations, you could make that it's more towards like an actual arts-like exhibition, and you have to pay for entry, and that could be a business idea."

– Diana, 17 years old, Female

An older adult participant also highlighted the possibility of youth engaging in community work, which benefits the youth and older adults financially and allows youth to gain employable skills.

"South Australia has set up a program around that where for older people who were living in a home on their own, rather than go to an aged care place… usually a student who would then come and it was exactly what [reference to another participant] was talking about that they would do, maybe go, and get the grocery shopping, and then some, I can't remember as ABC or SBS did a documentary on it… But it was really interesting to see how both generations benefit not only in terms of financially and having a home base, but how much further and extended than that. And that's been suggested for some older women who are at risk of all who are experiencing homelessness. It's a really, I think, socially valuable project."

– Pam, 64 years old, Female

Opportunities and Policy Reform for Governance Support. Limited governance support may impact the ability to run an intergenerational program successfully. However, there may be existing funding and resources offered depending on the locality of the program, which they can obtain from the local organisations and government (n = 5).

"If you look up, put in the Scottish Government, and then put intergenerational word in as well, I think you'll get quite a lot of information that will come up. The way that

they are trying to integrate it into Scotland. Yes, there might be some stuff in there that you can take, you know what I mean, and say, 'Well, what, they (are) doing this in Scottish Government?"

– Ailsa, 66 years old, Female

Moreover, two older adult participants highlighted the need to encourage diversity and policy reform to support intergenerational programs. This quote also reflects on intergenerational programs addressing a more significant social issue around social isolation prevalent in youth and older adults.

"…There is not the diversity at all. And I think that level of trying to encourage diversity also is pretty big in in just addressing the issues around intergenerational gaps that lacks that particularly younger people and older people that have been around feeling disconnected, lonely, would all be addressed with that particular model. However, how do we set that up at this stage in Australia? That would take quite a big effort and, and policy changes as well."

– Pam, 64 years old, Female

7.6 Discussion

The present study aimed to explore the perceptions of youth and older adults on the challenges, enablers, and sustainability factors that can aid in maximising the success of intergenerational programs. Reflections from youth and older adult participants identified several challenges impacting intergenerational program engagements such as the authoritarian dynamics between youth and older adults, participant-related constraints and

attrition, and the lack of social and governance support. However, despite the challenges, both participant groups identified several perceived benefits of engaging in intergenerational programs and related approaches to mitigate the challenges identified. This section synthesises the participants' insights from the present study and situate its relevance within existing literature to guide future implementations of intergenerational programs. More specifically, this section elaborates on foundational factors that may maximise program success, key considerations related to program structures, and aspects to improve the program sustainability through governance and social enterprise activities.

7.6.1 Foundations for Successful Intergenerational Collaborations

Communicating the Benefits of Engagement. Past experiences of intergenerational interactions and people's perceived benefits arising from participation were identified as enablers in the present study. Benefits need to be communicated to potential participants, in this case both the youth and older adults. Steward and McDevitt (2023) also reported similar perspectives from their participants around foreseen benefits from intergenerational programs enhancing participants motivation. Intergenerational programs have seen a growth in interest as a community intervention due to benefits around improving psychosocial wellbeing in both youth and older adults (Cohen-Mansfield & Muff, 2021; Martins et al., 2019; Md. Nawi et al., 2017; Petersen, 2022). For older adults, intergenerational programs may aid in generativity, where they may find purpose in passing down knowledge to younger generations (Andreoletti & Howard, 2018; Baschiera et al., 2019; Herrmann-Lingen et al., 2020; Petersen, 2022b). Intergenerational programs may also alleviate aspects of social disconnectedness and loneliness, which are prevalent in youth and older adults (Ginn et al.,

2018; Parkinson & Turner, 2019). Outlining these benefits may encourage more people to partake in intergenerational programs and garner support from stakeholders such as parents, organisations, and government to also aid in improving the sustainability of intergenerational programs. This approach may also alleviate recruitment and attrition issues which have been identified as a challenge in the present study.

Establishing Group Mutuality and Equality. Several youth and older adults noted that establishing group mutuality and equality may support engagement of youth and older adults. Participants in the current study reflected on the need to establish perceived equality or equal status between groups, which would allow equal opportunities to share ideas and participate in activities. Youth participants reported that one-sided interactions or feeling dismissed may hinder them from seeking support or engaging with older adult participants. An older adult participant recommended a structure similar to a pre-nuptial agreement may aid in setting expectations between youth and older adults, which may contribute to having a safe space to share and learn. This theme reflects on the critical conditions of Allport's contact theory, where mutual goals, effort, perceived equality, and governance support would improve the outcome of intergroup contact (Allport et al., 1954b; Pettigrew, 1998b). This approach may also assist in addressing the authoritarian dynamic perceived by youth towards older adults.

Youth participants reported their perceived authoritarian dynamic with older adults which could hinder rapport building. Peterson et al. (1997) noted that authoritarianism (often associated strict and prescriptive with parenting styles) would impact parent-child relationship quality negatively. Conversely, in an environment where older adults are perceived to be instructing youth, this may mimic the dynamic observed in parent-child

interactions. In the current study, setting expectations could provide an avenue to prepare the youth on their expectations when engaging with the older adult group as well as mitigate power imbalances between the two generational groups. Belgrave and Keown (2018) noted that the older adults in their study identified the benefit of providing early expectations for their interactions with children aged 9 to 14 years old. The older adults in Belgrave and Keown's study reviewed a video of the children's choir before engaging with them, which aided in setting their expectations of the children. While Belgrave and Keown's (2018) study reported this benefit mainly from the older adults' perspective, the current study's finding suggest that the benefits would also apply to youth. Youth participants in the present study also highlighted perceived generational differences and perceived negative interactions with older adults as a challenge in intergenerational programs. Future intergenerational programs may incorporate early exposure work to assist in building expectations of both youth and older adults, which may also alleviate intergroup anxiety.

Establishing mutual goals and allowing for mutual effort in working towards those goals may enhance the engagement of participants in intergenerational programs. Matching participants with activities that interest them and having collaborative discussions when designing the activities may aid in forming a sense of ownership in participants (DeVore et al., 2016; Pettigrew, 1998b; Wu et al., 2013). In turn, the sense of ownership among participants may enhance their motivation to work towards the goal of the activity.

Addressing Attrition in Older Adults. Several older adults in the study reported how intergenerational programs may face challenges regarding recruitment and attrition rate over time, which hinders the ability to sustain the program. A participant who had engaged in a gardening program reflected on their difficulty in maintaining the gardens with few

participants attributed to the low recruitment number and the deteriorating health of the older adult participants. Several older adult participants further reflected on their health issues, which may contribute to their inability to commit and participate in intergenerational programs long-term. Recruitment and attrition rates are not uncommon hurdles in intergenerational programs (Caspar et al., 2019; Murphy-Russell et al., 1986). These attrition rates are commonly reported in intergenerational programs for the older adult participants due to health deterioration associated with ageing (Caspar et al., 2019; Peters et al., 2021). One suggested approach to mitigate this is to adjust program activities to accommodate for participant needs by understanding their inherent individual differences.

Understanding Individual Differences. Several youth and older adults reflected on the need to diversify approaches in intergenerational programs and cater to the participants' personality and physical attributes. The results from the present study also highlighted the need to adjust the program approach to activities and to fit the participants' physical attributes. Youth participants reflected on their flexibility to partake in less physically demanding activities, showing concern over the older adults' physical abilities. Older adult participants identified how walking and swimming can be a good alternative to physical activities. Petersen (2023) noted that their systematic review identified a diverse approach to intergenerational programs in the current literature. The diversity in program activities would enable a more diverse participant pool due to matching interests and program activities. This approach may also alleviate the people factors hurdle where older adult participants' attrition rates are associated with their physical health over time (King et al., 2015; Tang et al., 2010).

7.6.2 Program Structure and Use of Reflective Practice

The participants in the present study identified how using a structured program structure may aid in the initial contact process in intergenerational programs (Allen et al., 1986; Sun et al., 2019). Intergroup anxiety is experienced by individuals interacting with a member of an outgroup where individuals may anticipate a negative interaction in navigating through an unfamiliar situation (Stephan, 2014). Intergroup anxiety is broadly used to explain the reluctance to engage in interracial contact (Stephan, 2014), but the same principle would apply to intergenerational programs. Instead of race or ethnicity being the focus of group membership, individuals in intergenerational programs would identify their generational group as their group identity. A structured program approach may alleviate the initial intergroup anxiety experienced by participants.

Structured programs provide a clear outline of activities and expectations to the groups, which may aid in managing the intergroup anxiety experienced by participants (Cohen-Mansfield & Muff, 2021b). Though the role of program structure was primarily reflected by youth in the present study, results from Chapter 7 identified how intergroup anxiety was also reflected in older adults when identifying their current attitudes towards engaging in activities with youth. Cohen-Mansfield and Muff (2021) further reflected that this concern was mirrored in both generations, though it was more prevalent in youth. Moreover, youth participants in the present study also identified how a structured approach would be helpful at the start of an intergenerational program, and a less structured approach could be used once rapport has been established, in line with the recommendations by (DeVore et al., 2016).

Transparency around the nature of the intergenerational program and allowing for adjustment over time were reflected as important in youth participants. This insight is novel

and alludes to the concerns of youth participants about engaging in intergenerational programs. This need for transparency may reflect on the intergroup anxiety experienced by youth participants and can be further explained by the Anxiety and Uncertainty Management Theory (Stephan et al., 1999). The theory elaborates on the response induced through the process of predicting the other person's reaction. The theory can be subdivided into predictive and explanatory uncertainty and anxiety, where uncertainty is a cognitive process, and anxiety reflects this as an emotion (Stephan et al., 1999). Predictive uncertainty pertains to predicting the other person's values, attitudes, and behaviour. On the other hand, explanatory uncertainty reflects how an individual can explain these aspects of their interaction (Stephan et al., 1999). To incorporate this in intergenerational programs, transparency may be in the form of providing youth and their parents with information about the benefits and structure of intergenerational programs. Moreover, some studies have implemented a brief course to elaborate on the characteristics of the other generation, which also aids in preliminary work to challenge existing beliefs prior to intergroup contact (Allen et al., 1986; Sun et al., 2019). Anticipation anxiety may also be alleviated by outlining the structure of each activity before the event.

Participants in the present study reflected on the need to allow time for the intergenerational program to develop. Several systematic reviews outlined that intergenerational programs' frequency and period vary between studies (Martins et al., 2019; Petersen, 2023). Though some studies reported meaningful change after a one-off or short-term engagement in intergenerational programs (Ball & Cummerson, 2011), more consistent contact is needed to sustain change in people's intergenerational attitudes (Cohen-Mansfield & Muff, 2021b; Drury et al., 2016). A participant in the present study acknowledged that implementing and observing change may take time. Particularly when addressing social

segregation issues, introducing policy changes, and identifying appropriate activities that sustain participant engagement. One suggested approach to supporting progress in intergenerational programs is through a review process.

As part of the program design, the present study's result also indicated the use of a review process to identify aspects of the program that may be underdeveloped and to reflect on the need to reallocate resources. Furthermore, this process would also aid in diversifying the approach and activities in the program to cater to the changing group dynamic and interests arising from new participants. A possible approach is to review a checklist to maintain the quality of intergenerational programs. (Jarrott et al., 2022) developed a tool to appraise the evidence-based approaches used in an intergenerational program, which can provide a structured process for conducting the program review. It may be suggested that repeating the initial structure of an intergenerational program (where expectations and collaborative discussions take place in planning) could also assist in the progress review process. This aspect is reflected in Allport's contact theory, whereby mutual goals and governance support are needed to create an ideal contact environment (Allport et al., 1954b).

7.6.3 Promoting Sustainability: Governance Support and Social Enterprise Activities

Several older adult participants identified gaps and potential opportunities of governance support to improve sustainability in intergenerational programs. This support can come from schools, local councils, or the government and may take the form of staffing and financial resources (Radford et al., 2018). Intergenerational programs are often developed in community centres, schools, or aged care settings (Martins et al., 2019; Petersen, 2023), where budget allocations and staffing support may vary. Cohen-Mansfield and Muff (2021)

identified a lack of resources and funding may inhibit the level of supervision provided in intergenerational programs and the ability to have a more frequent program. Regular contact is vital to maintaining and nurturing the intergenerational program, which a youth participant highlighted in the present study.

Governance support is also noted in Allport's contact theory, which reflects the role of surrounding people with authority to support and normalise intergenerational programs. Although obtaining governance support can be complex, this hurdle offers opportunities for the local government to incite policy reform and funding (Radford et al., 2018). There is growing evidence of the social isolation issue in the community (Australian Institute of Health and Welfare, 2021; Grenade & Boldy, 2008; Parkinson & Turner, 2019), and evidence highlighting the benefits of intergenerational programs (Ginn et al., 2018; Martins et al., 2019; Parkinson & Turner, 2019; Petersen, 2023) may aid in advocating for change. Nevertheless, intergenerational programs are gaining attention in some governments, as highlighted by the participant in relation to the Scottish government's initiative (Scottish Government, 2023). Moreover, Generations Working Together (2024) also highlighted funding avenues for intergenerational work. These financial supports may aid in promoting the longevity of intergenerational programs and through philanthropic avenues.

An alternative to sourcing funds from external parties would be to incorporate a social enterprise into the intergenerational program. Participants reflected on maximising the use of the byproducts of an intergenerational activity. As reflected by a participant in this study, the produce from a gardening activity could be used as products to sell in the market or to supply ingredients for an intergenerational café. A social enterprise reflects a business that generates income, which also aids in solving a social issue (Barraket et al., 2017; Doeringer, 2010). A

practical example would be the Socrates Café (Dinkins, 2019), where a café is run as an innovative approach to intergenerational programs. Similarly, the byproducts of arts and crafts activities may provide opportunities to sell at the local crafts market or host an art event to feature the creations, gaining income from entrance fees or the product's sale.

In addition to acting as an income avenue, intergenerational programs can also embed opportunities for youth to gain employment skills. A men's shed mentoring program provided avenues for older adults to pass down their woodwork knowledge to youth (Cordier et al., 2016b; Wilson et al., 2013c), which could aid in supporting youth in building practical knowledge from years of experience. Another example would be entrepreneurial mentorship, connecting youth with older adults who may have worked in corporate or business before retirement (Fumero et al., 2015; Santini et al., 2020c). There is more competition for youth to find employment due to the higher number of applicants for an entry-level role, fewer job opportunities, and a need for higher skills to present as competitive in recent years (Carvalho, 2015; Denny & Churchill, 2016). Integrating social enterprises into intergenerational programs may support longevity through an independent income and help youth gain valuable employability skills.

7.6.4 Strengths and Limitations

The present study provides insight into the perceived factors that can contribute to a more effective intergenerational program and approaches to help sustain it. A limited number of studies have examined these factors specific to intergenerational programs for youth and older adults (Cohen-Mansfield & Muff, 2021b; Jarrott et al., 2021). As there may be differences in program approaches for intergenerational programs conducted with children or

university students, exploring the constraints within this context is imperative. For example, program structure and activities associated with children need to accommodate the level of autonomy of the younger participants, which may require added supervision by facilitators in the process (Jarrott & Bruno, 2007; Salari, 2002). Moreover, the present older adult sample is derived from community-dwelling older adults, which signifies their independence and physical wellbeing. Participation with frail older adults may impose limitations on activities and more resources to assist in the activities (Canedo-García et al., 2017b) that do not fit within the context of a community or school-based intergenerational program.

The present study primarily included youth enrolled in a private religious school, which limits transferability to the constraints experienced in the private school system. Private schools may have access to better facilities and funding (Flack et al., 2020; Rowe & Perry, 2020) to support intergenerational program delivery. Nevertheless, student participants highlighted that the benefits of intergenerational programs must be communicated clearly to parents to garner their support and reassure them that the program does not interfere with the quality of education.

7.6.5 Implications and Future Directions

The present study identified practical approaches to maximise the effectiveness of intergenerational programs through the lens of the prospective generations involved. These insights may aid in designing and implementing future intergenerational programs. The consideration of theory in the design of intergenerational programs, such as through early interaction, may mitigate experiences of intergroup anxiety and emphasise the need to address core challenges associated with intergroup contact. The consideration could be in

relation to establishing equality and introducing a collaborative framework when identifying appropriate activities for the groups. Recent developments and interests in intergenerational programs may inform policy changes by recognising the need for governance support. This study emphasises the potential psychosocial benefits for youth and older adults, such as fostering a sense of connection and learning as well as passing on wisdom between the two generations. These benefits further suggest that intergenerational programs may aid youth in gaining employable skills as an extension of the benefits of implementing a social enterprise framework and learning activities.

Future studies may examine perspectives of program facilitators and their perceived challenges and enablers in intergenerational programs. Past literature has identified the importance of facilitation in navigating group dynamics, particularly when establishing the core conditions of Allport's contact theory (Kirsnan et al., 2022; Sun et al., 2019). Facilitators may also provide added insights into the administrative processes and challenges associated with allocating resources to lead an effective intergenerational program. Moreover, the youth sample limitation in the present study directs future research into examining youth perspectives within public schools. These insights may clarify the program constraints and identify other enablers accessible through their school structure.

7.6.6 Conclusion

The present study aimed to explore perceptions of youth and older adults on challenges and enablers as well as factors that could sustain intergenerational programs. People factors and generational differences may pose an issue in the recruitment and engagement of the program. However, a structured approach when introducing the program,

establishing group mutuality and equality, and highlighting benefits of participating in intergenerational programs may address these challenges and enhance quality of the intergenerational program. Governance support can be difficult to attain but poses potential avenues for policy reform in the future. An approach to aid program longevity is through the integration of a social enterprise, and a review process may aid in reallocating resources and reassessing program effectiveness over time. The study provides insights on challenges, enablers, and sustainability factors for future intergenerational programs to consider. Nevertheless, the sample limitation may require future studies to examine the perceptions of youth in public schools and program facilitators which may identify other challenges associated with intergenerational programs.

Chapter 8: General Discussion

The current chapter synthesises key findings from Studies 1 to 4. The chapter restates the overarching aim of the study, a summary of the key findings, and presents information regarding the triangulation approach to develop the conceptual framework. This chapter then presents the proposed conceptual framework for youth and older adults intergenerational programs, highlighting key considerations as identified in the current research program to implement an effective intergenerational program with youth and older adults. Study strengths, limitations, future study directions, and implications are then discussed.

8.1 A Review of the Overarching Aims

Intergenerational programs have gained attention from researchers due to their perceived benefits of improving psychosocial well-being (Martins et al., 2019; Peters et al., 2021). However, there is a lack of evidence-based practice which may reinforce pre-existing stereotypes between generational groups (Berger, 2017; North & Fiske, 2015). A key theory identified to inform approaches to intergenerational programs would be the Allport's intergroup contact theory as it elaborated on the ideal contact environment to facilitate positive intergroup attitudes (Allport et al., 1954; Pettigrew et al., 2011). The current research program further extends the consideration of establishing the four conditions of Allport's ideal contact environment to also consider the role of individual differences such as the participant's personality, culture, and motives. Nevertheless, research on how individual differences effect pre-existing intergenerational attitudes and engagement in intergenerational programs have been limited. To overcome these gaps, the present research program aimed to establish a conceptual framework for effective intergenerational programs through the

exploration of external and internal characteristics that would aid in fostering positive intergenerational attitudes in youth and older adults.

External characteristics were defined as program structure and environment, whereas internal characteristics were individual differences factors (personality, culture, and motives of engagement). A secondary aim was to examine areas where the sustainability of programs could be improved by incorporating elements of a social enterprise framework to promote the sustainability of these programs. To address these aims, four studies were conducted. These were a systematic review of the literature, a cross-sectional study on older adults' perceptions of individual differences in their attitudes towards youth, a qualitative exploration of individual differences in intergenerational programs, and a qualitative exploration of structure and sustainability factors were conducted.

8.2 Summary of Key Findings

Study 1 (see Chapter 4) was a systematic review and meta-analysis that examined attitudinal outcomes of intergenerational programs involving youth and older adults. The systematic review aimed to explore the existing research on intergenerational programs, specifically on youth and older adults, due to the lack of specificity in existing systematic reviews in exploring outcomes in these two generations specifically. As highlighted in previous chapters, there may be differences in resourcing needs, nature of activities, and approaches to intergenerational programs involving youth and older adults as compared to children and older adults due to the difference in developmental appropriateness (skills and developmental differences acquired in their respective stage of development (Charlesworth, 1998; NAEYC, 2020).

This study further summarised the characteristics of existing youth-older adult intergenerational program studies. The summary of intergenerational program characteristics identified that there was no heterogenous approach used in the present literature and activities used in studies were diverse. These findings reflected on past systematic reviews examining intergenerational programs broadly (including children, youth, university students, and older adults) where they found that approaches used in intergenerational programs may vary in period, duration, frequency, activities, and context (Canedo-García et al., 2017; Martins et al., 2019; Petersen, 2023). This diversity reflected the complexity to ascertain the most effective approach in intergenerational programs.

However, upon further examination, the study found that theory-driven programs were more effective in improving intergenerational attitudes overall. The findings further highlighted that theory-based programs doubled the effect size (Cohen's *d*) identified in the pre- and post-intervention outcome of intergenerational attitudes. This result indicates that the use of theory to inform the approach used in intergenerational programs may maximise the benefit of intergenerational programs in improving attitudes towards the other generation. However, the systematic review is limited in that published studies have not focused on the intergenerational attitudes outcomes in the older adult population, which resulted in a lower number of studies included in the meta-analysis to explore the older adults' attitudes towards youth in the published studies. Similar to previous findings, outcome measures in intergenerational programs for older adults were focused on their psychosocial wellbeing. However, it is important to note that ageist attitudes exist across the lifespan (Donizzetti, 2019; Teater & Chonody, 2017; Wagner & Luger, 2017). Therefore, it is suggested that future studies would include attitudes as an outcome measure to address this gap.

Study 2 (see Chapter 5) was a cross-sectional survey study conducted to explore differences in naturalistic contact between older adults and youth and its impact on older adults' attitudes towards youth. A secondary aim was to explore the role of individual differences in the attitudes of older adults towards youth. The study included personality factors based on the five-factor model (John & Srivastava, 1999), cultural values from Hofstede's cultural values domains (Yoo et al., 2011), and motives of engagement using the Volunteer Functions Inventory (Clary et al., 1998).

The study found no significant differences in attitudes between older adults and contact hours with youth which suggested that contact alone may not be an effective factor in improving ageist attitudes (Bousfield & Hutchison, 2010; Drury et al., 2016). Moreover, the study found that neuroticism was significant in predicting older adults' poor attitudes towards youth. Factors such as openness to experience, extraversion, enhancement motivation, and uncertainty avoidance were correlated with better attitudes towards youth, whereas neuroticism and power distance were associated with poorer attitudes.

Study 3 (see Chapter 6) explored the perceptions of youth and older adults on attitudes towards the other generation, individual differences, and intergenerational programs through a focus group approach. Youth and older adults reflected on their pre-conceived attitudes towards the other generation which may inhibit their interest to engage in intergenerational programs. However, both generations shared empathy towards the other generation, which may be seen as a catalyst to foster positive intergenerational attitudes through intergenerational programs. The study found that personality and culture were reported to be important in determining engagement in intergenerational programs for older adults. However, the youth identified that peer factors were more important than these two

factors which aligns with the psychosocial developmental phase in gaining social acceptance (Darling-Fisher et al., 1989; Erikson, 1968a). In relation to motives, older adults identified opportunities for social connection, and youth emphasised the opportunity to learn from older adults through their lived experience as being the primary reason to participate in intergenerational programs.

Study 4 (see Chapter 7) explored the challenges and enablers to structural and sustainability factors that should be considered in youth and older adults' intergenerational programs through a reflective thematic analysis approach. The challenges identified were in relation to the perceived authoritarian dynamics between youth and older adults, attrition in older adults, as well as lack of social and governance support. This study identified that using a structured approach to the program, establishment of group mutuality and equality, and perceived benefits of intergenerational programs were enablers engagement in intergenerational programs. Aspects that can improve sustainability were implementing a reflective practice through a review of program design, incorporating a social enterprise framework, and obtaining governance support. The results reflect the need to consider Allport's ideal contact environment, which can aid in improving the quality of the intergenerational programs and implementing a social enterprise framework may provide additional income avenues to sustain intergenerational programs. A review process should be put in place to reflect on the effectiveness of the current program approach as well as to review changes in group dynamics.

8.3 Triangulation and Developing the Conceptual Framework

To develop the conceptual framework, a triangulation approach was used to corroborate information from the studies carried out in this research program. Triangulation is often used to enhance the validity of research (Noble & Heale, 2019). There are four distinct types of triangulations which include researcher triangulation, data triangulation, theory triangulation, and method triangulation (Noble & Heale, 2019). In this instance, the conceptual framework has been conceptualised based on multiple sources of study with varying methodologies (systematic review, quantitative, and qualitative studies). Therefore, a method triangulation approach was most appropriate to synthesise findings from the established studies to inform the conceptual framework. The following section instigates the process of triangulation by synthesising key results from the research program to then inform the conceptual model for an effective intergenerational program.

8.4 Toward a Conceptual Model

8.4.1 Use of Theory and Structure for Improved Contact Quality

The systematic review affirmed the overall effectiveness of intergenerational programs in improving intergenerational attitudes for both youth and older adults. However, the use of a theory informed program design was seen to maximise the effectiveness of the intergenerational programs, with approximately double the effect size compared to non-theory informed programs. The results highlighted the use of social psychology theories such as the Allport's intergroup contact theory (Gaspar et al., 2021), Erikson's Psychosocial Development Theory (Gaspar et al., 2021), and the Optimal-Quality Intergenerational Interaction Theory (Sun et al., 2019). Allport's intergroup contact theory pertains to the four conditions to an ideal contact environment to foster positive attitudes between groups

(Allport et al., 1954). Erikson's psychosocial development theory emphasises on identity formation for youth and generativity for older adults (Erikson, 1968). The Optimal-Quality Interaction Theory extends Allport's contact theory by emphasising the quality of relationships, building on the relationship between individuals to support long-term friendships (Sun et al., 2019).These theories may inform the key consideration of establishing quality relationship building opportunities, primary benefits relevant to the developmental milestones in Erikson's theory to enhance program engagement and minimise intergroup anxiety between youth and older adults which were associated with better improvements in intergenerational attitudes compared to studies without a theoretical framework (Darrow et al., 1994; Kassab et al., 1999).

A structured program may alleviate intergroup anxiety which was previously reported to have a role in inhibiting the potential quality of interaction within an intergroup setting (Bousfield & Hutchison, 2010; Stephan et al., 1999; Stephan, 2014). Implications of mitigating intergroup was further supported by the examination of characteristics of studies in of theory-driven programs in the systematic review study (see Chapter 4) whereby studies such as Allen et al. (1986) and Sun et al. (2019) incorporated priming activities to cultivate empathy and provide an exposure to each generational groups prior to bringing both groups in the same environment. Setting expectations and outline of programs were also reflected by participants in Study 4 (see Chapter 7) as providing transparency may alleviate uncertainties of interacting with the other group. This element further supports the establishment of the ideal contact conditions from Allport's intergroup theory where future programs can incorporate goal planning, set expectations, and establishing an equal status between groups through a structured approach.

Overall, insights gained from Study 1 and 4 may support a more effective approach in promoting quality of intergenerational contact. It is recommended that future intergenerational programs consider the use of a theory-driven and structured program.

8.4.2 The Role of Individual Differences

Findings from the current research program provide insight into the role of personality, culture, and motives in intergenerational programs. Studies 2 and 3 specifically explored the role of individual differences in influencing intergenerational differences and engagement in intergenerational programs. The findings from Study 2 highlighted the role of neuroticism in predicting poor attitudes towards youth by the older adults, which can be taken into consideration in the process of alleviating initial intergroup anxiety, where intergroup anxiety may diminish the motivation to engage in the intergenerational program and impact the quality of interactions in intergenerational programs. It was theorised that neuroticism would predispose an individual to experience intergroup anxiety, which may translate to avoidance of intergenerational interactions. There has been limited research exploring the relationship between neuroticism and intergroup anxiety, though it was highlighted that other personality factors, such as openness to experience and agreeableness may predict lower intergroup anxiety (Bousfield & Hutchison, 2010; Turner et al., 2014). Nevertheless, Study 2 provides preliminary insight into the theorised relationship between neuroticism, intergroup anxiety, and engagement in intergenerational programs. As highlighted previously, it was suggested from the current research findings that a more structured and transparent approach may alleviate aspects influenced by intergroup anxiety exacerbated by high neuroticism in participants.

Moreover, the findings from the current research program identified that though some of the personality, cultural, and motivational factors did not predict intergenerational attitudes, a significant relationship between Openness to Experience, Extraversion, Uncertainty Avoidance, and Enhancement Motivation on older adults attitudes towards youth was found in Study 2. Particularly uncertainty avoidance was correlated negatively with attitudes towards youth. The role of openness to experience and extraversion were highlighted by participants in Study 3 whereby the participants reflected on the likelihood of an individual wanting to engage in intergenerational programs when they are more extroverted, sociable, and open to new experiences. As noted by Turner et al. (2014), openness to experience may predict lower intergroup anxiety, which potentially contributes to the likelihood of an individual wanting to partake in the program. However, extraversion was not explored in their study. Extraversion reflects an individual's outgoing and sociable personality (John & Srivastava, 1999) which is in line with the opportunity to engage socially in intergenerational programs. Extraverted individuals may need less encouragement to engage in intergenerational programs but may be interested more in activities that promote social connection.

The role of culture resonated more in older participants, whereas youth identified peer participation as being more important for them to engage in intergenerational programs as highlighted in Study 3 (see Chapter 6). The uncertainty avoidance as a cultural value reflected in Study 2 may be explained through anticipatory intergroup anxiety. Though intergroup anxiety was reflected in both groups in the qualitative study, the more objective results from Study 2 (see Chapter 5) are only generalisable to older adults. However, Study 3 may provide preliminary directions for future studies to investigate this experience in youth while considering a more accessible and robust approach to recruitment. Past literature

highlights cultural differences in ageism whereby a comparison between young people in collectivistic and individualistic cultures identified the nature of stereotypes towards older adults. North and Fiske (2015) noted that their sample of individualistic young people had a focus on frailty, whereas ageism in the collectivistic sample held on to more internalised ageism which was reflected as resentment towards the older generation. Nevertheless, the youth participants in Study 4 did reflect on connecting with older adults with a similar cultural background being easier due to commonalities (see Chapter 7).

Motivations may vary between youth and older adults, whereby older adults are driven by social motivation to connect with others and personal enhancement motivation, whereas youth are motivated by the opportunity to learn from older adults (see Study 3). Insight into motives for engaging in intergenerational programs can be used to help shape early activities. For example, a collaborative discussion on activities amongst potential participants may include a focus on learning and social connection as a primary benefit as reported in (see Chapter 6 [Study 3]). This approach may allow for a semi-structured approach to facilitate discussions prior to implementing any formal intergenerational activities, which can also support the establishment of mutual goals and a sense of equality amongst participants. Additionally, a collaborative discussion may also aid in establishing a sense of ownership in participants which may encourage participation and commitment to the intergenerational program (Wu et al., 2013).

Individual differences may provide insight into the predisposition to intergroup anxiety and poor attitudes towards the other group, which can aid future intergenerational programs to develop strategies to mitigate this issue (reflecting on Studies 2 to 4 in Chapter 5 to 7). Though cultural values were primarily identified as important in older adults through

the reflections made in the focus groups in Study 3 (see Chapter 6), the youth did identify how connecting with older adults with a similar cultural background may help facilitate initial contact due to commonalities. Additionally, understanding that participants' motivation may vary between generations would aid in curating activities that mutually benefit both generations. However, consideration of sustainability is needed to create a more impactful intergenerational program.

8.4.3 Sustainability Considerations

A prominent challenge in developing sustainable intergenerational programs could be in relation to access to resources and attrition rates. The present research program identified how resources may limit the program's ability to provide tools and program facilitation. Similar to challenges experienced in community programs broadly, stability of financial support may hinder the program's ability to provide adequate frequency and duration of contact in intergenerational programs. As highlighted in the reflections in Study 4 (see Chapter 7), adequate frequency of contact is needed to aid in nurturing the relationship formed between youth and older adults and to bolster a more effective change in their intergenerational attitudes. This aspect was also reflected by Cohen-Mansfield and Muff (2021) as well as Drury et al. (2016) which further emphasised the need to find a solution to this hurdle.

A social enterprise framework may provide intergenerational programs with a level of independence to secure funds for sustainability. Moreover, a social enterprise framework may also aid in the development of key employability skillsets for youth to prepare them for the workforce. As an example, reflections in Study 4 (see Chapter 7) identified the reallocation of

resources derived from intergenerational activities, such as gardening and arts, could allow for the sourcing of raw materials for an intergenerational café and art exhibition. As an example, the Legacy Café trialled by Boyd and McNeill (2015) explored the importance of sustainability in an intergenerational program involving children and older adults. The program explored the benefits of healthy meals through cooking activities and teaching skills like sewing and other crafts-making activities to children, older adults, and their families, which highlights the importance of using sustainable resources and home practices. Though the study did not extend the use of products made in the intergenerational program, it is possible to use the products as an income avenue to sustain the longevity of the program.

Additionally, governance support can be seen as a hurdle but may pose an opportunity for intergenerational programs to support their sustainability. Governance support may be provided through the organisation the program is associated with, local government support, or philanthropic avenues. Though it is recommended that intergenerational programs seek an independent income avenue to enhance their sustainability, governance support is needed to provide a long-term effect on sustainability (Feldman et al., 2003; Jarrott et al., 2006). As reflected by an older adult participant in Study 4 (see Chapter 7), the Scottish government provided an initiative to support intergenerational programs (Scottish Government, 2023). Given the rise in evidence of the psychosocial benefits of intergenerational programs, there may be opportunities to advocate for local government support to fund intergenerational programs.

Lastly, a review process should be incorporated to identify necessary changes and gaps in intergenerational programs. One of the participants reflected on the retention rate due to deterioration in mobility, and youth participants highlighted their flexibility in doing less

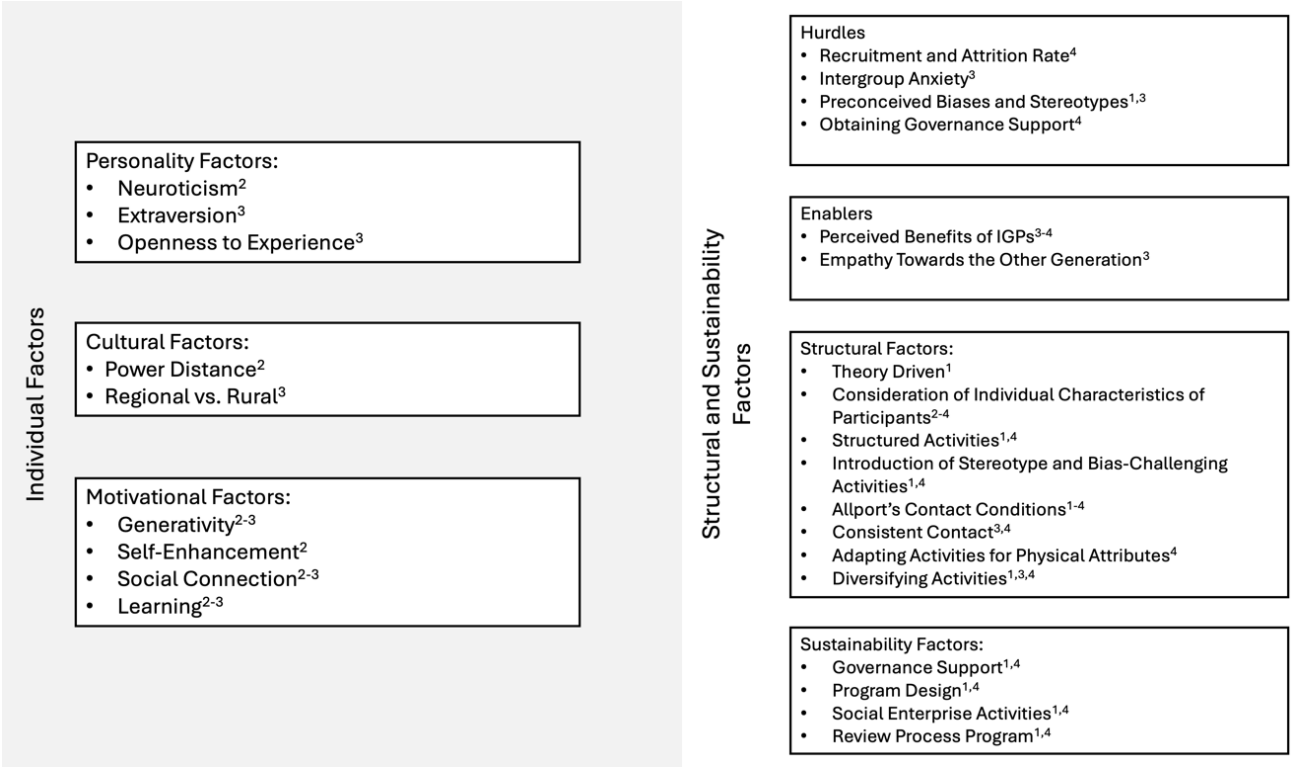
physically demanding activities to support older adults' participation. The Australian Institute of Health and Welfare (2023) noted an increase in reported physical constraints in older adults, which limits their ability to function in day-to-day life. This trend should be considered when implementing long-term intergenerational programs, as the attrition rate may be affected as older adult participants age due to the ageing-related difficulties in their physical health (Calso et al., 2019; Holley, 2021). Therefore, the review process may assist in adjusting the approaches and activities implemented in intergenerational programs.

8.4.4 Summary of Factors and the Conceptual Framework

To summarise, Figure 8.1 reviews the key internal and external factors associated with maximising the effectiveness of intergenerational programs identified through the systematic review, survey study on older adults, and qualitative examinations of youth and older adults on intergenerational programs.

Figure 8.1

Summary of Key Factors in Youth and Older Adults Intergenerational Programs



Note. The figure summarises key individual factors and structural and sustainability factors in youth and older adults' intergenerational programs.
[1]*Reference to key results from Study 1.*
[2]*Reference to key results from Study 2.*
[3]*Reference to key results from Study 3.*
[4]*Reference to key results from Study 4.*

8.5 Conceptual Framework Recommendations

8.5.1 Assessment of Participants' Individual Differences

It is recommended that individuals' cultural values, and motivation to engage be assessed to inform the necessary design of the intergenerational program. The current research program used a mixed-methods approach, which included objective and subjective measures such as a reliable and valid battery of scales (i.e., Big Five Inventory; John & Srivastava, 1999; Kogan's Attitudes Towards Older Adults; Kogan, 1961) and a semi-structured interview. This assessment can be conceptualised as a participant profile assessment to provide an understanding of whether the participants require additional facilitation in the initial contact process to alleviate intergroup anxiety, and to understand the participants' motives to curate activities to achieve mutual goals in participants. An alternative could be to conduct a collaborative discussion amongst participants in the process of designing the intergenerational program. A collaborative discussion amongst participants may enhance participation (Wu et al., 2013) and establish a sense of ownership of the program they help develop.

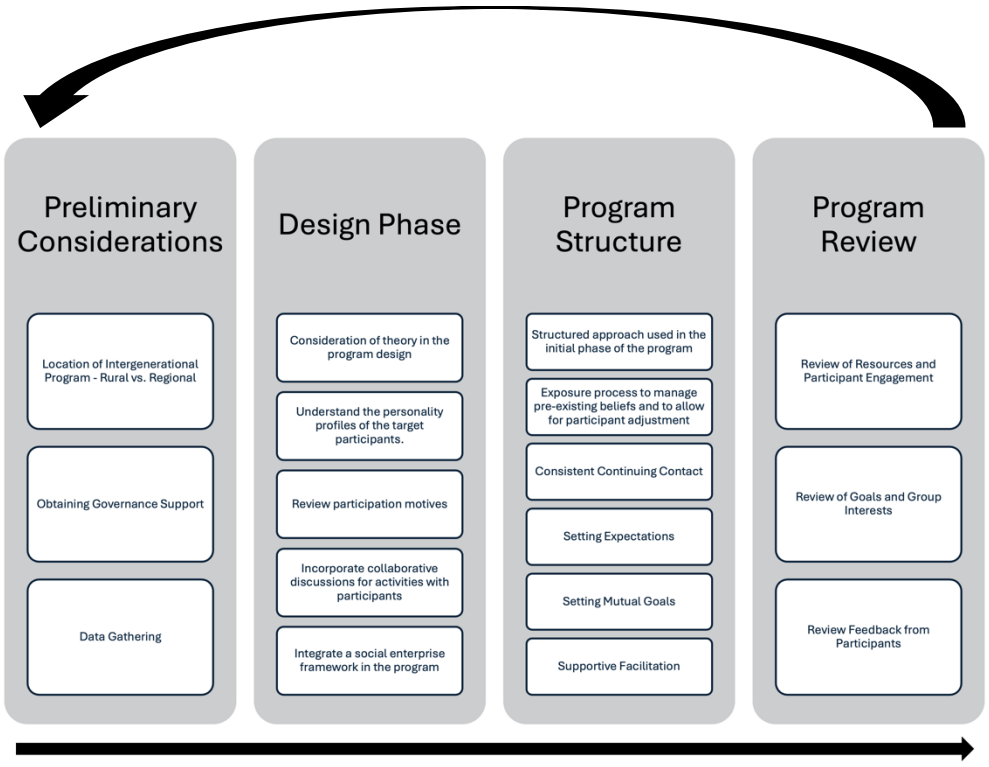
8.5.2 Program Structure and Approaches

Figure 8.2 presents a conceptualised framework for developing an intergenerational program. The conceptual framework extracted key factors examined in the studies in this doctoral research program and elaborates through key phases in the development process. Preliminary considerations, such as the location of the intergenerational program, processes to identify potential governance support and structure for data collection, which can be used in the program review phase. The design phase explores the use of appropriate theory on intergenerational contact, understanding the individual profiles of the participants, such as

personality and motives, undergoes the collaborative discussion process with potential participants, and identifies a suitable social enterprise framework for the program.

Figure 8.2

A Practical Recommendation of Use of the Conceptual Framework for Youth and Older Adult Intergenerational Programs



Considerations of program structure reflect Allport's ideal contact environment (Allport et al., 1954; Pettigrew, 1998), which suggests that approaches to establishing mutual goals, expectations, and supportive facilitation should be explored. To guide this, a structured approach is recommended to facilitate initial contact among participants and an exposure process to aid or mitigate any uncertainty associated with engaging in a new group and

environment. Lastly, a review process should be developed to assist in identifying resource needs and changes in participants' needs. A similar procedure to the initial development of the process can be employed to assist in this process whereby a review of participants' profiles and a collaborative discussion with participants may aid in identifying current gaps. Figure 8.2 illustrates an iterative process whereby the program review phase can inform adjustments to be made following changes to the participants' profiles or needs. Additionally, when needed, the process can be restarted to design new activities in the intergenerational program.

8.6 Strengths, Limitations, and Future Directions

The present body of work adds to the current literature on intergenerational programs by examining individual factors that may impact people's engagement and retention in the program. Past literature mainly focused on program characteristics and the structure of intergenerational programs broadly. However, it was emphasised in the present body of work that intergenerational programs for youth and community-dwelling older adults may be different to the experiences and program needs to facilitate children, university students, and frail older adults. Moreover, the research program also emphasised the use of theory in the design and implementation of intergenerational programs to facilitate interactions and to alleviate the intergroup anxiety mutually reported by youth and older adults.

The use of a mixed-methods approach allowed for an in-depth exploration to address the overarching aims (Thurmond, 2001). In contrast to primarily quantitative or qualitative research programs, a mixed methods approach allows for further elaborations and synthesis of information through a cross-examination of findings (Thurmond, 2001). A quantitative

approach in the current program provides an objective lens to the research questions, and the qualitative component provides additional context (Queiros et al., 2017). Particularly as to how individual differences and program-related factors can be considered to maximise the effectiveness of future intergenerational programs.

The current program has several limitations which are acknowledged. The exploration of individual differences in intergenerational attitudes in Study 2 (see Chapter 5) was only explored in older adults, which limits its generalisability to also include the youth's perspective. The generalisability limitation was attributed to the hurdle experienced in attempting to recruit youth to participate in the survey study as outlined in the general methods section. Future research should consider using secondary reporting by parents and encourage completion of the survey with reflections from their children so difficulties associated with recruiting minors can be mitigated.

Moreover, in Study 2, only neuroticism was seen as a predictor in the regression model and other insights elaborated were through an examination of the correlation statistics which holds its limitation to make inferences on how several variables such as culture and motivation would influence intergenerational program engagements. The relatively small sample size also restricted the inclusion of all variables in the regression model as a means to preserve its statistical power (Tabachnik & Fidell, 2013) and its option to explore the dataset using a more complex analytical approach (i.e., structural equation modelling). Therefore, future studies should aim to recruit a robust sample to explore the complex interactions between personality, culture, and motives of engagement in intergenerational programs using a structural equation model.

Studies 3 and 4 (see Chapters 6 and 7) examined the perceptions of youth enrolled in a private religious school. As highlighted previously, experiences and resources in private schools may be different to those in public schools, where private schools tend to have better access to facilities and resources (Rowe & Perry, 2020). Therefore, the findings may be limited to contextual constraints that exist in private religious schools in Australia. Future studies should employ recruitment in a broader context to include public, private, and private religious schools to expand on the generalisability of the results in this research program.

8.7 Implications

The current research program contributed to gaps in research on an evidence-based conceptual framework for intergenerational programs specific for youth and older adults. Four empirical studies were developed to address the overarching aim which used a mixed-methods methodology to understand internal and external factors that contribute to the effectiveness of intergenerational programs through understanding the perceptions of youth and older adults on personality, culture, and motives as well as practical challenges and enablers to improve the sustainability of intergenerational programs. Through the mixed-methods approach, the research program identified objective and subjective underpinnings of these variables that may help inform the development of future intergenerational programs.

The findings of the current research program were used to initiate the development of a conceptual framework that can be used to guide the development of future youth-older adult intergenerational programs. The conceptual framework identified key factors to consider as well as the considerations in different phases of the intergenerational programs. As identified in the systematic review (Study 1; see Chapter 4), intergenerational programs have varying

approaches, and an evidence-based approach may aid in incorporating various activities while mitigating the risks of exacerbating ageist attitudes.

Future intergenerational programs can be guided by these key considerations in the implementation and review process to maximise the effectiveness of the program. For example, this research program contributes to the considerations required to establish the GrandSchool's initiative and similar initiatives to provide a purpose-built environment where youth and older adults can be co-located, engage in co-learning, and co-engaged in intergenerational programs. The current framework identifies the importance of using a theory as a guiding principle when designing the intergenerational program. The systematic review identified a two-fold effect in programs guided by theory against programs that did not. Moreover, participants' personality traits, such as neuroticism, may predict poor attitudes and intergenerational attitudes in older adults, which identifies aspects of uncertainty avoidance and experiences of anticipatory anxiety. These characteristics may require a more structured approach and facilitation to support their engagement in the intergenerational programs.

8.8 Conclusion

The overarching aim of the research program was to establish a conceptual framework for effective intergenerational programs by identifying the external and internal characteristics of effective intergenerational programs that may facilitate positive attitude changes involving the youth and older adult. A secondary aim was to examine areas where sustainability of programs could be improved by incorporating elements of a social enterprise framework to promote sustainability of these programs. The body of work identified the

varying roles of individual differences and aspects to support sustainability which supported the development of a conceptual framework to guide future intergenerational programs. Though there are strengths to using the mixed-methods approach in this program, several limitations were outlined. Firstly, the generalisability of the cross-sectional study is limited to older adults due to challenges associated with recruiting youth. Secondly, the focus groups explored perspectives of youth in private religious schools, and future research should consider replicating these studies to expand on the transferability of experiences and perspectives reported in the study. Nevertheless, the research program contributed a novel conceptual framework to guide the considerations for youth and older adult intergenerational programs.

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Appendices

Appendix A – JBI Critical Appraisal Checklist

JBI CRITICAL APPRAISAL CHECKLIST FOR ANALYTICAL CROSS SECTIONAL STUDIES

Reviewer_ _Date_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Author_ Year_ _ _ _ _ _ _ _ Record Number_ _ _ _ _ _ _ _

	Yes	No	Unclear	Not applicable
1. Were the criteria for inclusion in the sample clearly defined?	☐	☐	☐	☐
2. Were the study subjects and the setting described in detail?	☐	☐	☐	☐
3. Was the exposure measured in a valid and reliable way?	☐	☐	☐	☐
4. Were objective, standard criteria used for measurement of the condition?	☐	☐	☐	☐
5. Were confounding factors identified?	☐	☐	☐	☐
6. Were strategies to deal with confounding factors stated?	☐	☐	☐	☐
7. Were the outcomes measured in a valid and reliable way?	☐	☐	☐	☐
8. Was appropriate statistical analysis used?	☐	☐	☐	☐

Overall appraisal: Include ☐ Exclude ☐ Seek further info ☐

Comments (Including reason for exclusion)

Appendix B - ORBIT Classifications (Benefit Outcomes)

The ORBIT classification system for missing or complete outcome reporting in benefit outcomes

Classification	Description	Level of reporting	Risk of bias*
Clear that the outcome was measured and analysed			
A	Trial report states that outcome was analysed but only reports that result was not significant (typically stating p-value>0.05).	Partial	High Risk
B	Trial report states that outcome was analysed but only reports that result was significant (typically stating p-value<0.05).	Partial	No Risk
C	Trial report states that outcome was analysed but insufficient data were presented for the trial to be included in meta-analysis or to be considered to be fully tabulated.	Partial	Low Risk
D	Trial report states that outcome was analysed but no results reported.	None	High Risk
Clear that the outcome was measured			
E	Clear that the outcome was measured. Judgment says outcome **likely** to have been analysed but not reported because of non-significant results.	None	High Risk
F	Clear that the outcome was measured. Judgment says outcome **unlikely** to have been analysed.	None	Low Risk
Unclear whether the outcome was measured			
G	Not mentioned but clinical judgment says likely to have been measured and analysed but not reported on the basis of non-significant results.	None	High Risk
H	Not mentioned but clinical judgment says unlikely to have been measured at all.	None	Low Risk
Clear that the outcome was not measured			
I	Clear that the outcome was not measured.	NA	No Risk

*Risk of bias arising from the lack of inclusion of non-significant results when a trial was excluded from a meta-analysis or not fully reported in a review because the data were unavailable.

Appendix C – Result of Quality Appraisal

Quality Appraisal (JBI Critical Appraisal Checklist for Analytical Cross-Sectional Studies) and Risk of Bias Rating (ORBIT)

Author	Year of Publication	1. Were the criteria for inclusion in the sample clearly defined?	2. Were the study subjects and the setting described in detail?	3. Was the exposure measured in a valid and reliable way?	4. Were objective, standard criteria used for measurement of the condition?	5. Were confounding factors identified?	6. Were strategies to deal with confounding factors stated?	7. Were the outcomes measured in a valid and reliable way?	8. Was appropriate statistical analysis used?	Please select classification based on the descriptors above (ORBIT)
Aday	1993	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	B
Allen	1986	Yes	Yes	Yes	Yes	No	Not Applicable	Unclear	Yes	C
Carcavilla	2020	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	B
Chua	2013	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	B
Council for Third Age	2012	Yes	Yes	Yes	Yes	No	Not Applicable	No	Yes	C
Couper	1991	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	B
Darrow	1994	Yes	Yes	Yes	Yes	No	Not Applicable	Yes	Yes	B
Dooley	1990	Yes	Yes	Yes	Yes	No	Not Applicable	Yes	Yes	C
Gaspar	2021	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	B
Kassab	1999	Yes	Yes	Yes	Yes	No	Not Applicable	Yes	Yes	B
Olejnik	1981	Yes	Yes	Yes	Yes	No	Not Applicable	Unclear	Yes	C
Sun	2019	Yes	Yes	Yes	Yes	No	Not Applicable	Yes	Yes	B
Ward	1996	Yes	Yes	Yes	Yes	No	Not Applicable	Yes	Yes	B

Appendix D - RedCap Survey

Confidential

Consent

TITLE OF PROJECT:
Understanding the role of personality, culture, and motives: conceptualising an evidence-based framework for intergenerational programs

APPLICATION NUMBER: 2164
NAME OF STUDENT RESEARCHER : Mohd Hamizan Bin Ahmad (PhD Candidate, School of Health and Behavioural Sciences, Australian Catholic University - Brisbane Campus).
NAME OF PRINCIPAL SUPERVISOR: A/Prof. Gert-Jan Pepping
NAME OF OTHER SUPERVISORS: Prof. Suzanne Kuys, Dr Rosamund Harrington
NAME OF RESEARCH TEAM: Dr Heidi Olsen (Research Manager), Hannah Forbes (PhD Candidate)

I (the participant) have read (or, where appropriate, have had read to me) and understood the information provided in the Letter to Participants. Any questions I have asked have been answered to my satisfaction. I agree to participate in this (specify the activity, length of time required and whether the activity/activities will be digitally recorded), realising that I can withdraw my consent at any time (without adverse consequences). I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify me in any way.

1) I give consent to participate in the above mentioned study and the conditions stated in the participant information sheet.
   - ◯ True
   - ◯ False

Demographic Background

Understanding what is an Intergenerational Program:

People in a group who are of a similar age and that have the same experiences or attitudes, are part of a generation. Intergenerational programs are social activity programs (programs in which people are doing things together) that involve two or more generations; that is, people of different ages, experiences and attitudes. As an example, an intergenerational program could be a choir or an arts and craft activity involving high school students and older adults.

The current study is interested in the intergenerational interaction between youth (12-18 years old) and older adults (50+ years old) specifically.

2) Choose one of the following that applies to you...
- ◯ I have engaged in an intergenerational program
- ◯ I have not been engaged in any intergenerational programs, but I am interested to know more or engage in one
- ◯ I have not engaged in an intergenerational program before and I have no interest at all

3) Birth Year (YYYY) _____

4) What is your gender?
- ◯ Male
- ◯ Female
- ◯ Non-binary
- ◯ Prefer not to say

5) What is your marital status?
- ◯ Single
- ◯ Married
- ◯ Divorced
- ◯ Separated
- ◯ Widowed
- ◯ Prefer not to say

6) What is your current living arrangement?
- ◯ Living with partner
- ◯ Living alone
- ◯ Living with children and/or grandchildren
- ◯ Living with extended family
- ◯ Other

7) What is your country of birth? _____

8) What language is mainly spoken at home? _____

9)	What is your highest qualification?	◯ Primary School ◯ High School ◯ Certificate ◯ Diploma ◯ Associate Degree ◯ Bachelors Degree ◯ Masters Degree ◯ Doctoral Degree
10)	What was your main line of work?	_____
11)	How many hours on average do you interact with youth on a weekly basis?	◯ None at all ◯ 1-2 hours ◯ 3-4 hours ◯ 5 hours
12)	Who would that person be (if relevant)?	◯ Grandchildren ◯ Neighbours' Children ◯ Members of the community ◯ Youth from Social Programs

Program Characteristics

Have you only engaged in an intergenerational program once?	◯ Yes ◯ No
If not, have you been engaging in the same intergenerational program for the past year?	◯ Yes ◯ No
What would be the primary motive of your engagement in an intergenerational program?	◯ Protective Motives - a way of protecting the ego from the difficulties of life. ◯ Values - a way to express ones compassion and selfless values. ◯ Career -a way to improve career prospects. ◯ Social - a way to develop and strengthen social ties. ◯ Understanding - a way to gain knowledge, skills, and abilities. ◯ Enhancement - a way to help the ego grow and develop
What was the modality of the intergenerational program you were involved with?	◯ Face-to-face ◯ Online ◯ Mixed Mode
What activities were conducted in that program?	☐ Arts and Craft ☐ Gardening ☐ Professional Skill Building/Sharing ☐ Physical Health Activities ☐ Hospitality ☐ Other Community Building Activities
If you ticked other community building activities, please list them below.	_____
How often did you engage in the program?	◯ Weekly ◯ Fortnightly ◯ Monthly ◯ One-Off
How long did each session lasts?	◯ Less than 1 hour ◯ 1 hour ◯ 2 hours ◯ 3+ hours
How many people were engaged in the program?	◯ < 5 ◯ 6-10 ◯ 11-20 ◯ 21-30 ◯ 30+
Did the program involve paired or group work?	◯ Paired ◯ Group
Please respond in one sentence. In your opinion, what are the benefits of engaging in intergenerational programs?	_____

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please rate each statement to indicate the extent to which you agree or disagree with that statement.

I see Myself as Someone Who... ___

	1 Disagree strongly	2 Disagree a little	3 Neither agree nor disagree	4 Agree a little	5 Agree Strongly
1. Is talkative	○	○	○	○	○
2. Tends to find fault with others	○	○	○	○	○
3. Does a thorough job	○	○	○	○	○
4. Is depressed, blue	○	○	○	○	○
5. Is original, comes up with new ideas	○	○	○	○	○
6. Is reserved	○	○	○	○	○
7. Is helpful and unselfish with others	○	○	○	○	○
8. Can be somewhat careless	○	○	○	○	○
9. Is relaxed, handles stress well	○	○	○	○	○
10. Is curious about many different things	○	○	○	○	○
11. Is full of energy	○	○	○	○	○
12. Starts quarrels with others	○	○	○	○	○
13. Is a reliable worker	○	○	○	○	○
14. Can be tense	○	○	○	○	○
15. Is ingenious, a deep thinker	○	○	○	○	○
16. Generates a lot of enthusiasm	○	○	○	○	○
17. Has a forgiving nature	○	○	○	○	○
18. Tends to be disorganized	○	○	○	○	○
19. Worries a lot	○	○	○	○	○
20. Has an active imagination	○	○	○	○	○
21. Tends to be quiet	○	○	○	○	○
22. Is generally trusting	○	○	○	○	○
23. Tends to be lazy	○	○	○	○	○
24. Is emotionally stable, not easily upset	○	○	○	○	○
25. Is inventive	○	○	○	○	○
26. Has an assertive personality	○	○	○	○	○
27. Can be cold and aloof	○	○	○	○	○
28. Perseveres until the task is finished	○	○	○	○	○

29. Can be moody	○	○	○	○	○
30. Values artistic, aesthetic experiences	○	○	○	○	○
31. Is sometimes shy, inhibited	○	○	○	○	○
32. Is considerate and kind to almost everyone	○	○	○	○	○
33. Does things efficiently	○	○	○	○	○
34. Remains calm in tense situations	○	○	○	○	○
35. Prefers work that is routine	○	○	○	○	○
36. Is outgoing, sociable	○	○	○	○	○
37. Is sometimes rude to others	○	○	○	○	○
38. Makes plans and follows through with them	○	○	○	○	○
39. Gets nervous easily	○	○	○	○	○
40. Likes to reflect, play with ideas	○	○	○	○	○
41. Has few artistic interests	○	○	○	○	○
42. Likes to cooperate with others	○	○	○	○	○
43. Is easily distracted	○	○	○	○	○
44. Is sophisticated in art, music, or literature	○	○	○	○	○

Cultural Values

Rate the following statements according to your level of agreement.	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
68) People in higher positions should make most decisions without consulting people in lower positions.	○	○	○	○	○
69) People in higher positions should not ask the opinions of people in lower positions too frequently.	○	○	○	○	○
70) People in higher positions should avoid social interaction with people in lower positions.	○	○	○	○	○
71) People in lower positions should not disagree with decisions by people in higher positions.	○	○	○	○	○
72) People in higher positions should not delegate important tasks to people in lower positions.	○	○	○	○	○
73) It is important to have instructions spelled out in detail so that I always know what I'm expected to do.	○	○	○	○	○
74) It is important to closely follow instructions and procedures.	○	○	○	○	○
75) Rules and regulations are important because they inform me of what is expected of me.	○	○	○	○	○
76) Standardized work procedures are helpful.	○	○	○	○	○
77) Instructions for operations are important.	○	○	○	○	○
78) Individuals should sacrifice self-interest for the group (either at school or the work place).	○	○	○	○	○
79) Individuals should stick with the group even through difficulties.	○	○	○	○	○
80) Group welfare is more important than individual rewards.	○	○	○	○	○
81)					

Group success is more important than individual success.	○	○	○	○	○
82) Individuals should only pursue their goals after considering the welfare of the group.	○	○	○	○	○
83) Group loyalty should be encouraged even if individual goals suffer.	○	○	○	○	○
84) It is more important for men to have a professional career than it is for women.	○	○	○	○	○
85) Men usually solve problems with logical analysis; women usually solve problems with intuition.	○	○	○	○	○
86) Solving difficult problems usually requires an active, forcible approach, which is typical of men.	○	○	○	○	○
87) There are some jobs that a man can always do better than a woman.	○	○	○	○	○

Rate the following statements with the levels of importance to you.	Very unimportant	Unimportant	Neither important or unimportant	Important	Very important
88) Careful management of money.	○	○	○	○	○
89) Going on resolutely in spite of opposition.	○	○	○	○	○
90) Personal steadiness and stability.	○	○	○	○	○
91) Long-term planning.	○	○	○	○	○
92) Giving up today's fun for success in the future.	○	○	○	○	○
93) Working hard for success in the future.	○	○	○	○	○

Volunteer Function Inventory

Please indicate how important or accurate each of the 30 possible reasons for volunteering (participating) for you to participate in an intergenerational program.

	1 Not at all important	2	3	4	5	6	7 Extremely important/accurate
1. Volunteering can help me to get my foot in the door at a place where I would like to work.	○	○	○	○	○	○	○
2. My friends volunteer.	○	○	○	○	○	○	○
3. I am concerned about those less fortunate than myself.	○	○	○	○	○	○	○
4. People I'm close to want me to volunteer.	○	○	○	○	○	○	○
5. Volunteering makes me feel important.	○	○	○	○	○	○	○
6. People I know share an interest in community service.	○	○	○	○	○	○	○
7. No matter how bad I've been feeling, volunteering helps me to forget about it.	○	○	○	○	○	○	○
8. I am genuinely concerned about the particular group I am serving.	○	○	○	○	○	○	○
9. By volunteering I feel less lonely.	○	○	○	○	○	○	○
10. I can make new contacts that might help my business or career.	○	○	○	○	○	○	○
11. Doing volunteer work relieves me of some of the guilt over being more fortunate than others.	○	○	○	○	○	○	○
12. I can learn more about the cause for which I am working.	○	○	○	○	○	○	○
13. Volunteering increases my self-esteem.	○	○	○	○	○	○	○
14. Volunteering allows me to gain a new perspective on things.	○	○	○	○	○	○	○

15. Volunteering allows me to explore different career options.	○	○	○	○	○	○	○
16. I feel compassion toward people in need.	○	○	○	○	○	○	○
17. Others with whom I am close place a high value on community service.	○	○	○	○	○	○	○
18. Volunteering lets me learn things through direct, hands-on experience.	○	○	○	○	○	○	○
19. I feel it is important to help others.	○	○	○	○	○	○	○
20. Volunteering helps me work through by own personal problems.	○	○	○	○	○	○	○
21. Volunteering will help me to succeed in my chosen profession.	○	○	○	○	○	○	○
22. I can do something for a cause that is important to me.	○	○	○	○	○	○	○
23. Volunteering is an important activity to the people I know best.	○	○	○	○	○	○	○
24. Volunteering is a good escape from my own troubles.	○	○	○	○	○	○	○
25. I can learn how to deal with a variety of people.	○	○	○	○	○	○	○
26. Volunteering makes me feel needed.	○	○	○	○	○	○	○
27. Volunteering makes me feel better about myself.	○	○	○	○	○	○	○
28. Volunteering experience will look good on my resume.	○	○	○	○	○	○	○
29. Volunteering is a way to make new friends.	○	○	○	○	○	○	○
30. I can explore my own strengths.	○	○	○	○	○	○	○

Ageing Semantic Differential Scale

Below are listed adjectives accompanied by a scale. You are asked to place a check mark along the scale at a point which in your judgment best describes the social object indicated. Make each item a separate and independent judgment. Do not worry or puzzle over individual items. Do not try to remember how you have marked earlier items even though they may seem to have been similar. It is your first impression or immediate feeling about each item that is wanted.

Social Object: Youth (a person aged 12 to 18 years old)

Progressive _____ Old-fashioned
Consistent _____ Inconsistent
Independent _____ Dependent
Rich _____ Poor
Generous _____ Selfish
Productive _____ Unproductive
Busy _____ Idle
Secure _____ Insecure
Strong _____ Weak
Healthy _____ Unhealthy
Active _____ Passive
Handsome _____ Ugly
Cooperative _____ Uncooperative
Optimistic _____ Pessimistic
Satisfied _____ Dissatisfied
Expectant _____ Resigned
Flexible _____ Inflexible
Hopeful _____ Dejected
Organised _____ Disorganised
Happy _____ Sad
Friendly _____ Unfriendly
Neat _____ Untidy
Trustful _____ Suspicious
Self-Reliant _____ Dependent
Liberal _____ Conservative
Certain _____ Uncertain
Tolerant _____ Intolerant
Pleasant _____ Unpleasant
Ordinary _____ Eccentric
Aggressive _____ Defensive
Exciting _____ Dull
Decisive _____ Indecisive

Appendix E - Semi-Structured Interview Guide

The interview guide is divided into two sections. Section A outlines the guide for the focus group sessions with older adults. Section B outlines the in-depth interview guide for the program facilitators.

Introduction

I want to thank you for taking the time to meet with me today. My name is _____ and I would like to talk to you about your experiences/perceptions of participating in an intergenerational program. I am conducting this session today as we are exploring aspects that we can learn to improve the effectiveness of intergenerational programs for future interventions. This session will be recorded as I might not be able to write things down fast enough and may miss out on important thoughts in our conversation. Because we will be recording the session, please make sure you speak up to make sure we can hear you clearly when reviewing the recording. All responses will be kept confidential. This means that your interview responses will only be shared with research team members, and we will ensure that any information we include in our report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to, and you may end the interview at any time.

Key Questions:

Are there any questions about what I have just explained?

Are you willing to participate in this interview?

Section A: Semi-Structured Focus Group Guide for Youth

Youth Focus Group Questions
1. What are your thoughts about older adults or seniors? Why?
2. What would be some of the benefits of engaging in intergenerational programs with older adults/seniors? *Follow up: What might be some of the challenges?*
3. How would you describe your personality (or how you view yourself). *Probes:* *How might your personality influence wanting to be part of the intergenerational program?* *How about the reason if you were to join an intergenerational program?* *How about the activities you want to do in the program?*
4. How would you describe your cultural values. *Probes:* *How would your culture influence wanting to be part of the intergenerational program?* *How about the reason if you were to join an intergenerational program?* *How about the activities you want to do in the intergenerational program?*
5. How would you build a relationship with your peers and the older adults/seniors? *Follow up: What would not help you build relationships with the older adults/seniors?*
6. What would be a business idea that you can do with older adults in an intergenerational program?

Section B: Focus Group Guide for Older Adults

Older Adults' Focus Group Questions
5. What would motivate you to engage in intergenerational programs?
6. In general, what are your thoughts about youth and teenagers? Why?
7. What would be some of the benefits of engaging in intergenerational programs with youth/teenagers – for youth and for you?
Probe: How about challenges?
8. How might personality influence wanting to be part of intergenerational programs?
Probes:
How about … the activities you want to do in the program?
Is this a factor that might or might not support engagement?
9. How might culture influence wanting to be part of an intergenerational program?
Probes:
How about your culture influencing the reason if you were to join an intergenerational program?
How about the activities?
10. How would you build a relationship with your peers and the youth/teenagers?
Follow up:
What would not help you build relationships with the youth/teenagers?
What might support mutual engagement and benefits?
11. What would be a business idea (social enterprise) that you could do with youth/teenagers in an intergenerational program?
Follow up:
What activities can help sustain intergenerational programs?

Concluding Remarks:

*Interviewer to summarise key points covered in the interview so the participant can provide any clarification needed. Now that we have reached the end of our session. We've spent a lot of time answering my questions, I was wondering if you had any questions you would like to ask me regarding the interview?

Thank you for your time today and please take note of the support services accessible to you should you feel distressed following today's session.

Appendix F - Participant Information Letter Survey Study

PROJECT TITLE: Improving Intergenerational Programs Through Understanding Personality, Culture, Motives, and Attitudes.

APPLICATION NUMBER: 2022-2577E

PRINCIPAL INVESTIGATOR: A/Prof. Gert-Jan Pepping

STUDENT RESEARCHER: Mohd Hamizan Bin Ahmad, **Hannah Forbes**

ASSOCIATE RESEARCHERS: Prof. Suzanne Kuys, Dr Rosamund Harrington, Dr Heidi Olsen
STUDENT'S DEGREE: Doctor of Philosophy

Dear Participant,

You are invited to participate in the research project described below.

What is the project about?

People in a group who are of a similar age and that have the same experiences or attitudes, are part of a *generation*. Intergenerational programs are social activity programs (programs in which people are doing things together) that involve two or more generations; that is, people of different ages, experiences and attitudes. Research has shown that intergenerational programs can improve psychological and social wellbeing and can promote positive intergenerational attitudes - how the different generations see each other. There has been little research exploring intergenerational programs between youth (individuals between the ages of 12 and 19) and older adults (individuals above the age of 50).

This project explores how we can improve the quality of intergenerational programs involving youth and older adults through understanding people's personality, culture, and motives (reasons) for taking part in intergenerational programs as well as the health and wellbeing benefits. The current study aims to do this by asking participants to fill in a short survey and participating in a focus group.

Who is undertaking the project?

This project is being conducted by Mohd Hamizan Bin Ahmad and Hannah Forbes which will form the basis for the degree of Doctor of Philosophy program at Australian Catholic University under the supervision of A/Prof. Gert-Jan Pepping, Prof. Suzanne Kuys, and Dr Rosamund Harrington. The project is funded by the National Health and Medical Research Council (NHMRC) under the GrandSchools initiative involving Australian Catholic University, Queensland University of Technology, Deakin University, and Fulton Trotter Architects in partnership with key education, senior living and built environment industry partners.

Associated researchers for this project are Dr Heidi Olsen, A/Prof. Gert-Jan Pepping, Prof Suzanne Kuys, and Dr Rosamund Harrington who have significant and relevant research experience in the fields of exercise and sport science, psychology, physiotherapy, and occupational therapy.

Who can take part in the project?

The project is looking to recruit community-dwelling older adults, those who a) have not been involved; and b) have been involved in existing intergenerational programs. For the purpose of this study, older adults refer to an individual aged 50 years and above. You may choose to share the study to your social networks by forwarding the link.

What will I be asked to do?

There are two parts to the present study: 1) Brief Survey, 2) Focus Group Session. You may choose to participate in only the survey study, or both studies.

You will be required to express your interest to participate in the study by completing the consent form and submit your contact details in this survey (if relevant). Your contact information will only be collected for the purposes of contacting you to organise the focus group and will not be used in the analysis or shared publicly. This option will only be shown to you if you identify that you would like to participate in both studies. This information is also needed to link your survey responses to the interview, but the information will be removed once linkage is completed. Once completed, the research team will be in contact with you to arrange your focus groups session.

Part 1

You will then be asked to complete a brief survey which asks questions regarding your demographic background, personality, motives of engaging in intergenerational programs, cultural values, and attitude towards the youth.

Part 2

The focus group will involve 3 to 5 participants in a session which allows you to discuss and reflect on your perceptions of or experiences in intergenerational programs guided by the interview questions. The focus group will be conducted online or face-to-face depending on your location and availability facilitated by a student researcher. The research team will contact you via email to organise a time and date for your session. The focus group sessions will be recorded in a digital format which you will be notified of when the recording will start and end. You may choose to not contribute to the discussion should you feel uncomfortable answering a question.

Upon completing the focus group, you will be given an opportunity to debrief and will be given the contact details of support services accessible for free. You will be thanked for your time and will be given an open invitation to express your interest to be contacted for follow up studies in this project.

How much time will the project take?

The brief survey will take approximately 10 minutes to complete. The focus group will take up to 90 minutes to complete and the location/modality of the focus group session will be confirmed individually.

Are there any risks associated with participating in this project?

There are minimal risks involved in this study. You may feel that some of the questions asked in the survey to be stressful or upsetting. Should you feel uncomfortable with answering any of the questions in the survey, you may wish to skip and continue with the next question. Alternatively, you may wish to withdraw from the study by closing the browser without submitting your responses.

If you feel uncomfortable with any of the questions in the focus group, you may choose to not contribute to the discussion. You may also wish to withdraw from the study at any point by notifying the research team.

Please be advised that although the researchers will take every precaution to maintain confidentiality of the data, the nature of focus groups prevents the researchers from assuring confidentiality. The research team would like to remind participants to respect the privacy of your fellow participants and not repeat what is said in the focus group to others.

If you feel distressed after the session, please refer to the contact details below to obtain support.

- Beyond Blue (24/7 Service) - 1300 22 4636
- Lifeline (24/7 Service) - 13 11 14
- QLife (24/7 Service; support for LGBTI+ individuals of all ages) - 1800 184 527

What are the benefits of the research project?

There are minimal direct benefits of participating in the research project. However, you may aid in our understanding on how to maximise the benefits of designing an evidence-based intergenerational program that can be used to promote understanding and wellbeing involving youth and older adults.

Can I withdraw from the study?

Participation in this study is completely voluntary. You are not under any obligation to participate. Should you wish to withdraw from the survey study, you can do so by closing your browser without submitting your responses. If you have completed the survey and do not wish to partake in the focus group, you may notify the research team or ignore the invitation to partake in the focus group without any consequences. If you agree to participate in the focus group, you can withdraw from the study at any time up to two weeks after the session has been

completed. The two weeks period is necessary to support the integrity of the data analysis process involved in this research project.

Will anyone else know the results of the project?

The results of the study may be published on research journals, presented in research seminars, and submitted as a dissertation part of the requirement to the qualifying degree. However, no identifiable information will be included in the publication process. Should the research team employ the service of external transcription services, any identifiable information will be removed to maintain confidentiality. A copy of your transcript will be given to you to allow you to remove any responses before the transcriptions are analysed.

Will I be able to find out the results of the project?

If you are interested in learning about the result of the project, you can contact the student researcher (see below) to request for a summary of the key findings.

Who do I contact if I have questions about the project?

Please contact the student researcher:

Name: Mohd Hamizan Bin Ahmad

Email: mohdhamizanbin.ahmad@myacu.edu.au

School of Health and Behavioural Sciences

Australian Catholic University

Name: Hannah Forbes

Email: Hannah.forbes@acu.edu.au

School of Health and Behavioural Sciences

Australian Catholic University

Principal Investigator:

Name: A/Prof. Gert-Jan Pepping

Email: gert-jan.pepping@acu.edu.au

School of Health and Behavioural Sciences

Australian Catholic University

What if I have a complaint or any concerns?

The study has been reviewed by the Human Research Ethics Committee at Australian Catholic University (review number 2022-2577E). If you have any complaints or concerns about the conduct of the project, you may write to the Manager of the Human Research Ethics and Integrity Committee care of the Office of the Deputy Vice Chancellor (Research).

Manager, Ethics and Integrity
c/o Office of the Deputy Vice Chancellor (Research)
Australian Catholic University
North Sydney Campus
PO Box 968
NORTH SYDNEY, NSW 2059
Ph.: 02 9739 2519
Fax: 02 9739 2870
Email: resethics.manager@acu.edu.au

Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

I want to participate! How do I sign up?

You can participate in this study by submitting your contact details and the consent form in this survey which will be presented to you by clicking Next.

Yours sincerely,
Research Team
School of Behavioural and Health Sciences
Australian Catholic University

Please retain a copy of this information letter

Appendix G - Participant Information Letter Qualitative Study – Older Adults

PROJECT TITLE: Improving Intergenerational Programs Through Understanding Personality, Culture, Motives, and Attitudes.

APPLICATION NUMBER: 2022-2577E

PRINCIPAL INVESTIGATOR: A/Prof. Gert-Jan Pepping

STUDENT RESEARCHER: Mohd Hamizan Bin Ahmad, Hannah Forbes

ASSOCIATE RESEARCHERS: Prof. Suzanne Kuys, Dr Rosamund Harrington, Dr Heidi Olsen STUDENT'S DEGREE: Doctor of Philosophy

Dear Participant,

You are invited to participate in the research project described below.

What is the project about?

People in a group who are of a similar age and that have the same experiences or attitudes, are part of a *generation*. Intergenerational programs are social activity programs (programs in which people are doing things together) that involve two or more generations; that is, people of different ages, experiences and attitudes. Research has shown that intergenerational programs can improve psychological and social wellbeing and can promote positive intergenerational attitudes - how the different generations see each other. There has been little research exploring intergenerational programs between youth (individuals between the ages of 12 and 19) and older adults (individuals above the age of 50).

This project explores how we can improve the quality of intergenerational programs involving youth and older adults through understanding people's personality, culture, and motives (reasons) for taking part in intergenerational programs as well as the health and wellbeing benefits. The current study aims to do this by asking participants to fill in a short survey and participating in a focus group.

Who is undertaking the project?

This project is being conducted by Mohd Hamizan Bin Ahmad and Hannah Forbes which will form the basis for the degree of Doctor of Philosophy program at Australian Catholic University under the supervision of A/Prof. Gert-Jan Pepping, Prof. Suzanne Kuys, and Dr Rosamund Harrington. The project is funded by the National Health and Medical Research

Council (NHMRC) under the GrandSchools initiative involving Australian Catholic University, Queensland University of Technology, Deakin University, and Fulton Trotter Architects in partnership with key education, senior living and built environment industry partners.

Associated researchers for this project are Dr Heidi Olsen, A/Prof. Gert-Jan Pepping, Prof Suzanne Kuys, and Dr Rosamund Harrington who have significant and relevant research experience in the fields of exercise and sport science, psychology, physiotherapy, and occupational therapy.

Who can take part in the project?

The project is looking to recruit community-dwelling older adults, those who a) have not been involved; and b) have been involved in existing intergenerational programs. For the purpose of this study, older adults refer to an individual aged 50 years and above. You may choose to share the study to your social networks by forwarding the link.

What will I be asked to do?

There are two parts to the present study: 1) Brief Survey, 2) Focus Group Session. You may choose to participate in only the survey study, or both studies.

You will be required to express your interest to participate in the study by completing the consent form and submit your contact details in this survey (if relevant). Your contact information will only be collected for the purposes of contacting you to organise the focus group and will not be used in the analysis or shared publicly. This option will only be shown to you if you identify that you would like to participate in both studies. This information is also needed to link your survey responses to the interview, but the information will be removed once linkage is completed. Once completed, the research team will be in contact with you to arrange your focus groups session.

Part 1

You will then be asked to complete a brief survey which asks questions regarding your demographic background, personality, motives of engaging in intergenerational programs, cultural values, and attitude towards the youth.

Part 2

The focus group will involve 3 to 5 participants in a session which allows you to discuss and reflect on your perceptions of or experiences in intergenerational programs guided by the interview questions. The focus group will be conducted online or face-to-face depending on your location and availability facilitated by a student researcher. The research team will contact you via email to organise a time and date for your session. The focus group sessions

will be recorded in a digital format which you will be notified of when the recording will start and end. You may choose to not contribute to the discussion should you feel uncomfortable answering a question.

Upon completing the focus group, you will be given an opportunity to debrief and will be given the contact details of support services accessible for free. You will be thanked for your time and will be given an open invitation to express your interest to be contacted for follow up studies in this project.

How much time will the project take?

The brief survey will take approximately 10 minutes to complete. The focus group will take up to 90 minutes to complete and the location/modality of the focus group session will be confirmed individually.

Are there any risks associated with participating in this project?

There are minimal risks involved in this study. You may feel that some of the questions asked in the survey to be stressful or upsetting. Should you feel uncomfortable with answering any of the questions in the survey, you may wish to skip and continue with the next question. Alternatively, you may wish to withdraw from the study by closing the browser without submitting your responses.

If you feel uncomfortable with any of the questions in the focus group, you may choose to not contribute to the discussion. You may also wish to withdraw from the study at any point by notifying the research team.

Please be advised that although the researchers will take every precaution to maintain confidentiality of the data, the nature of focus groups prevents the researchers from assuring confidentiality. The research team would like to remind participants to respect the privacy of your fellow participants and not repeat what is said in the focus group to others.

If you feel distressed after the session, please refer to the contact details below to obtain support.

- Beyond Blue (24/7 Service) - 1300 22 4636
- Lifeline (24/7 Service) - 13 11 14
- QLife (24/7 Service; support for LGBTI+ individuals of all ages) - 1800 184 527

What are the benefits of the research project?

There are minimal direct benefits of participating in the research project. However, you may aid in our understanding on how to maximise the benefits of designing an evidence-based intergenerational program that can be used to promote understanding and wellbeing involving youth and older adults.

Can I withdraw from the study?

Participation in this study is completely voluntary. You are not under any obligation to participate. Should you wish to withdraw from the survey study, you can do so by closing your browser without submitting your responses. If you have completed the survey and do not wish to partake in the focus group, you may notify the research team or ignore the invitation to partake in the focus group without any consequences. If you agree to participate in the focus group, you can withdraw from the study at any time up to two weeks after the session has been completed. The two weeks period is necessary to support the integrity of the data analysis process involved in this research project.

Will anyone else know the results of the project?

The results of the study may be published on research journals, presented in research seminars, and submitted as a dissertation part of the requirement to the qualifying degree. However, no identifiable information will be included in the publication process. Should the research team employ the service of external transcription services, any identifiable information will be removed to maintain confidentiality. A copy of your transcript will be given to you to allow you to remove any responses before the transcriptions are analysed.

Will I be able to find out the results of the project?

If you are interested in learning about the result of the project, you can contact the student researcher (see below) to request for a summary of the key findings.

Who do I contact if I have questions about the project?

Please contact the student researcher:

Name: Mohd Hamizan Bin Ahmad

Email: mohdhamizanbin.ahmad@myacu.edu.au

School of Health and Behavioural Sciences

Australian Catholic University

Name: Hannah Forbes

Email: Hannah.forbes@acu.edu.au

School of Health and Behavioural Sciences

Australian Catholic University

Principal Investigator:

Name: A/Prof. Gert-Jan Pepping

Email: gert-jan.pepping@acu.edu.au

School of Health and Behavioural Sciences

Australian Catholic University

What if I have a complaint or any concerns?

The study has been reviewed by the Human Research Ethics Committee at Australian Catholic University (review number 2022-2577E). If you have any complaints or concerns about the conduct of the project, you may write to the Manager of the Human Research Ethics and Integrity Committee care of the Office of the Deputy Vice Chancellor (Research).

Manager, Ethics and Integrity
c/o Office of the Deputy Vice Chancellor (Research)
Australian Catholic University
North Sydney Campus
PO Box 968
NORTH SYDNEY, NSW 2059
Ph.: 02 9739 2519
Fax: 02 9739 2870
Email: resethics.manager@acu.edu.au

Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

I want to participate! How do I sign up?

You can participate in this study by submitting your contact details and the consent form in this survey which will be presented to you by clicking Next.

Yours sincerely,
Research Team
School of Behavioural and Health Sciences
Australian Catholic University

Please retain a copy of this information letter

Appendix H - Participant Information Letter (Parents & Youth)

PROJECT TITLE: Improving Intergenerational Programs Through Understanding Personality, Culture, Motives, and Attitudes.
APPLICATION NUMBER: 2021-250H
PRINCIPAL INVESTIGATOR: A/Prof. Gert-Jan Pepping
STUDENT RESEARCHER: Mohd Hamizan Bin Ahmad, Hannah Forbes
ASSOCIATE RESEARCHERS: Prof. Suzanne Kuys, Dr Rosamund Harrington, Dr Heidi Olsen
STUDENT'S DEGREE: Doctor of Philosophy

Dear Parents/Guardians,

Your child/ren have been invited to participate in the research project described below. Please read this letter and discuss with your child/ren.

What is the project about?
People in a group who are of a similar age and that have the same experiences or attitudes, are part of a *generation*. Intergenerational programs are social activity programs (programs in which people are doing things together) that involve two or more generations; that is, people of different ages, experiences and attitudes. Research has shown that intergenerational programs can improve psychological and social wellbeing and can promote positive intergenerational attitudes - how the different generations see each other. There has been little research exploring intergenerational programs between youth (individuals between the ages of 12 and 19) and older adults (individuals above the age of 50).

This project explores how we can improve the quality of intergenerational programs involving youth and older adults through understanding people's personality, culture, and motives (reasons) for taking part in intergenerational programs as well as the health and wellbeing benefits. The current study aims to do this by asking you to discuss with your child/ren and provide consent for your child/ren to participate in focus groups with the research team.

Who is undertaking the project?
This project is being conducted by Mohd Hamizan Bin Ahmad and Hannah Forbes which will form the basis for the degree of Doctor of Philosophy program at Australian Catholic University under the supervision of A/Prof. Gert-Jan Pepping, Prof. Suzanne Kuys, and Dr Rosamund Harrington. The project is funded by the National Health and Medical Research Council (NHMRC) under the GrandSchools initiative involving Australian Catholic University, Queensland University of Technology, Deakin University, and Fulton Trotter

Architects in partnership with key education, senior living and built environment industry partners.

Associated researchers for this project are Dr Heidi Olsen, A/Prof. Gert-Jan Pepping, Prof Suzanne Kuys, and Dr Rosamund Harrington who have significant and relevant research experience in the fields of exercise and sport science, psychology, physiotherapy, and occupational therapy.

Who can take part in the project?
The project is looking to recruit secondary school students, those who a) have not been involved; and b) have been involved in existing intergenerational programs. For the purpose of this study, secondary school students are referred to as youth aged 12 to 19 years. You may choose to share the study to your social networks by forwarding the link.

What will my child/ren and I be asked to do?
You will need to talk with your child/ren and determine if you and they consent for their participation in this study. The consent form will need to be completed by you and your child/ren before they can proceed in participating in this study. You will be asked to share you and your child/ren's contact details and basic demographic information (i.e. your child/ren's age, gender, year level). Your contact information will only be used by the research team when we need to contact you to organise participation in focus groups and will not be shared publicly. This information is also needed to link your survey responses to the interview, but the information will be removed once linkage is completed. Once completed, the research team will be in contact with you and your child/ren to arrange focus group sessions.

What will participating in the focus group involve for my child/ren and I?
If you and your child/ren have completed the consent form and you have agreed for their participation in the study, your children will be invited to participate in a focus group with the research team. Focus groups are conversations involving a group of people who come together to share ideas, thoughts and experiences in response to questions asked about a topic. During a focus group, a research team member/s ask the group of participants questions and support the group to ensure all voices are heard and all members of the group have the opportunity to say what they think. For this study, two research team members Mohd Hamizan Bin Ahmad and/or Hannah Forbes will run the focus groups.

Your child/ren will be participating in focus groups of 3 to 5 students in a session, which will allow your child/children to talk and reflect on their thoughts and/or experiences in intergenerational programs guided by interviewers. Each focus group will include students grouped according to their school-based year levels (years 7-9; years 10-12), to promote well-being in students' sharing and minimise discomfort due to age and year level differences that may arise. Where even numbers of participants across year level grouping is not able to be completed, focus groups may be split into smaller groups to ensure your child/ren feel comfortable and free to speak on their experiences in a collaborative and safe sharing environment. You are welcome to attend the focus groups with your child/ren for support if you would like. Additionally, if your child/ren's focus group is occurring at their school campus, their school teachers and/or school principal may be in attendance at the focus group to provide them with additional support.

The focus group will be conducted online or face-to-face depending on you and your child/ren's location and availability of the research team. If the focus group is conducted online, a member of the research team will be in contact with you and your child/ren via email using information provided in their consent form to confirm time and date details for an online focus group session. If the focus group is face-to-face, the research team will be running the session either at your child/ren's school (in agreement with the school principal) or in a meeting room at the Australian Catholic University. The research team will contact you and your child/ren via email using information provided in their consent form to confirm time and date details for a face-to-face session.

What sort of questions will my child/ren be asked when participating in the focus group?
The research team would like to know about your child/ren's experiences and/or thoughts of participating in an intergenerational program and explore ways to improve intergenerational programs for the future. Prior to the beginning of the focus group, the research team members will introduce themselves, provide your child/ren background information about why this study is being done, what is hoped to be achieved in the focus group, outline that the focus group will be recorded digitally, remind your child/ren of their privacy and safety during the focus groups with regards to information shared, and ask them if they have any additional questions for the research team before the focus group session begins. Prior to any questions being asked of your child/ren, the research team member/s will also ask them to reconfirm their consent to participate in the focus group. Some of the questions will ask about your child/ren's views on:

- What the term 'intergenerational' means to them
- Sharing their experiences or thoughts of intergenerational programs
- Considering how they view themselves, their cultural values, and how this might influence their participation in an intergenerational program
- Why they may have or may like to engage in intergenerational programs
- What their current or past views on older adults/seniors might be
- How they think participating in an intergenerational program might impact their health and wellbeing
- What parts of an intergenerational program might/might not help building relationships with their peers and older adults/seniors
- What they would like to see in the creation of activities and environments for intergenerational programs

The focus group sessions will be recorded digitally which you and your child/ren will be told of when the recording starts and ends. Your child/ren may choose to not share to the conversation if they feel uncomfortable answering a question and your child/ren will be provided with support by the research team members throughout. When the focus group is completed, your child/ren will have time to talk about their experience in the focus group with the researchers and will be given details of support services available for free. Your child/ren will be thanked for their time and will be asked if they would like to be contacted for follow up studies in this project.

How much time will the project take?

Your child/ren's focus group will take up to 90 minutes to complete and the location (physical or virtual) of the focus group session will be confirmed individually.

Are there any risks associated with participating in this project?
There are minimal risks involved in this study. If your child/ren feels uncomfortable with any of the questions in the focus group, your child/ren may choose to not share to the conversation and can seek support from the research team or a parent/guardian if present. Your child/ren may also wish to leave from the study at any point by telling the research team. You may wish to accompany your child/ren to the focus group to provide emotional support.

Please note that due to the nature of being a part of a focus group, we can't guarantee that thoughts or stories shared by your child/ren won't be shared outside of the focus group space by other participants. However, the research team will remind all participants to respect the privacy of fellow participants and not repeat what is said in the focus group to others.

If you or your child/ren feel upset after focus group sessions, please see the contact details below to obtain support.

- Beyond Blue (24/7 Service) – 1300 22 4636
- Lifeline (24/7 Service) – 13 11 14
- Kids Helpline (24/7 Service) – 1800 55 1800
- QLife (24/7 Service; support for LGBTI+ individuals of all ages) – 1800 184 527

What are the benefits of the research project?
There are minimal benefits to you and your child/ren participating in the research project. However, you and your child/ren may help us to understand how to increase the benefits of creating an intergenerational program that can be used to help the understanding and wellbeing of both youth and older adults.

Can I withdraw from the study?
Participation in this study is voluntary. Your child/ren do not have to participate if they do not want to and if you do not provide consent for them to do so. If your child/ren do not want to join the focus group, you can tell the research team or ignore the invitation for the focus group without any impact on you or your child/ren.

If your child/ren need to leave the focus group at any point in time during the focus group discussion, they can do so without needing to provide a reason and can remove themselves from the focus group and/or communicate this to a member of the research team without any impact on you or your child/ren. If you and your child/ren choose to withdraw consent for their participation in the focus group this can be done at any time up to two weeks after the session has been completed. The two weeks' time is needed to support the quality of the research process involved in this project.

If your child/ren have withdrawn from the focus group during the discussion, or at any time up to two weeks after the session has been completed, you and your child/ren may ask that their data is not quoted when the study is reported. Due to the nature of focus group data analysis, information that your child/ren have shared during their participation in the focus group cannot be withdrawn.

Will anyone else know the results of the project?
The results of the study may be published on research journals, presented in research seminars, and submitted as a dissertation part of the requirement to the qualifying degree. However, none of your child/ren's personal information will be shared in the publication process. If the research team use the service of a research contractor to analyse the data, any information about your child/ren will be removed that your child/ren are not able to be identified in any way (no video recordings will be shared to them). A copy of the focus group transcript will be given to you and your child/ren to allow you and your child/ren to take out any of their responses before the transcriptions are analysed. Once the transcriptions have been finalised and the data analysed, the video recording will be deleted.

Will I be able to find out the results of the project?
If you are interested in learning about the result of the project, you and your child/ren can contact the student researchers (see below) to request for a summary of the key findings.

Who do I contact if I have questions about the project?
Please contact the student researchers:

Name: Mohd Hamizan Bin Ahmad
Email: mohdhamizanbin.ahmad@myacu.edu.au
School of Health and Behavioural Sciences
Australian Catholic University

Name: Hannah Forbes
Email: Hannah.forbes@acu.edu.au
School of Health and Behavioural Sciences
Australian Catholic University

Principal Investigator:
Name: A/Prof. Gert-Jan Pepping
Email: gert-jan.pepping@acu.edu.au
School of Health and Behavioural Sciences
Australian Catholic University

What if I have a complaint or any concerns?
The study has been reviewed by the Human Research Ethics Committee at Australian Catholic University (review number 2577). If you have any complaints or concerns about the conduct of the project, you may write to the Manager of the Human Research Ethics and Integrity Committee care of the Office of the Deputy Vice Chancellor (Research).

Manager, Ethics and Integrity
c/o Office of the Deputy Vice Chancellor (Research)
Australian Catholic University
North Sydney Campus
PO Box 968
NORTH SYDNEY, NSW 2059
Ph.: 02 9739 2519

Fax: 02 9739 2870
Email: resethics.manager@acu.edu.au

Any complaint or concern will be treated in confidence and fully investigated. You will be informed of the outcome.

I want to participate! How do I sign up?
If you consent for your child/ren to participate in this study, you can start by completing the consent form and returning this to a member of the research team who will be in contact with you.

Yours sincerely,
Research Team
School of Behavioural and Health Sciences
Australian Catholic University

Please retain a copy of this information letter