

The older adult and the students' family perception

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Abstract

Aging is the result of a series of dynamic presented unevenly in each country. Currently, eight out of every hundred people in Mexico are elderly, ie, have 60 or more years old. Today our society is a major challenge facing the aging population and the need to consolidate the image that people have of the elderly, because it depends on acceptance in the future of this stage. Therefore, this research quantitative approach arises as a question: How are the prospects of students based on institutional and family education they have received in the various educational levels differ, and their relation to the perception of seniors? Based on the study results, it is observed that the institutional and family formation has been received, the perception that students have basic level to the elderly is not the same as with the students in the average level higher and this in turn is different from the subjects that are formed in the upper level.

Family formation, Perception seniors, Elderly, Institutional training

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Introduction

In the journal *Salud Pública de México*, authors Garrido and Gómez (2000) point out that according to the National Population Council, the aging of the population is a demographic phenomenon of global scope that will inexorably disrupt the current social and family arrangements of the country. In principle, challenges can arise such as: the supply of health services that must be adapted to the new epidemiological and demographic conditions; The strengthening of the pension system, on the one hand, to ensure its financial viability and, on the other hand, to reduce the enormous gap in both coverage and the amounts available to satisfy the basic needs; The development of urban architecture and housing in accordance with the growing needs of a population with loss of autonomy; The development of a culture that incorporates the new dimension of aging and eradicates the pejorative values about old age in all spheres of social life and, therefore, cultural; And the strengthening of social support networks that allow families and individuals over 60 to maintain both the functional balances of the family itself and minimize the effects of the physical and social disability of its members.

The authors García et al (2006) refer to aging as a universal process that affects all living beings and starts from the very moment of birth; Therefore, it is a succession of morphological, physiological and psychosocial modifications of irreversible character. For the author Langarica (1987), aging is: a universal fact present from the moment of conception whose effects affect all living beings, who experience it sooner or later according to the pace of changes in the Different organs. That is why it is said that aging is an irregular process and asynchronous, essentially individual, no one ages for another.

Aging is a personal experience, unpredictable, unique in our existence: it is the great lesson that gives us life.

The social perception that is one of the axes that this research addresses, refers to the elementary judgments that, on the characteristics of other people, we elaborate in a first contact, and that are of great importance due to its function as a guide element for Interactions.

The social perception that each of us maintains is not static, but is modified according to age, that is, it changes according to the evolutionary stage in which we find ourselves (Vallejo, Troyano and Marín, 2001)

The author Berger (2009) mentions that "traditional beliefs about the aging process generate negative stereotypes: very simplified and biased views on the tastes of older people, these stereotypes often make us believe that older people are tired and Moody, passive, powerless, weak and dependent on others. "

According to a study carried out by the Observatory of Older People (2006) in Spain, it is possible to emphasize that older people are perceived by society as a heterogeneous collective in which the specific personality traits have a greater weight than age At the time of characterizing its members.

Factors such as the way of being, levels of activity, ways of socialization, among others, make up this personality.

But, as is well demonstrated in the speeches analyzed, the image of the elderly has changed a lot in recent years.

Turning to the theme of institutional and family education that are other of the two axes of research, it is found in the Dictionary of Educational Sciences (2002) that the first (Institutional Education) is conceptualized as: all training promoted and Carried out within an educational institution, in this case the preschool, primary, secondary, high school, among others; While the second (family education) is delimited as: the transmission of cultural and social patterns as a result of a constant interaction with parents, siblings, uncles grandparents, among other members of the family nucleus.

In addition to the above, the article published in the journal "Cuadernos de Educación y Desarrollo" ("Cuadernos de Educación y Desarrollo") by author Feria (2010) states that coexistence with older adults is an essential issue in contemporary times, due to the aging process of the population, Therefore, this is a phenomenon that draws the attention of specialists from various areas, including education.

Taking into account the characteristics of contexts is essential to achieve transformation in subjects who are educated, therefore, educating in values to coexist with the elderly should be a concern of those who intend to educate for life.

The love of the elderly and the respect that must be had, has been part of the traditions of families and school institutions, it is imperative to look for new ways to continue this tradition. In order to educate in values to coexist, it is necessary the coherence in the educational work of the school-family and propitiate the development of projects that favor the intergeneracional participation.

The Neuropath Masdeu (2010) points out that the prolongation of life and the existence of a growing number of elders requires that each individual and society in general adopt a new perspective on life, as new life cycles that previously were unknown should be included. That is, society and ourselves requires "learning to grow old". For society means changing the cultural perception of people, especially the elderly themselves; Similarly, he mentions that today, "learning to grow old" for the person means hurriedly absorbing what life can offer in old age, accepting normal biological limitations and enhancing the experience accumulated throughout life. However, even in the present and above all thinking about the future, the fundamental thing is that human beings change their perspective on life and then the meaning of "learning to grow old" is really "learning to live" the different stages.

Currently our society has a great challenge, since it is necessary to consolidate the image of the elderly, it is necessary to make aware of how important they are within the family, the legacy and teaching that they leave and the Interesting that it is to have an active coexistence with them. The above can only be achieved through education, that education that not only translates into institutional training, but also the instruction that the family throughout our lives adapts and shows.

Therefore, the present study has the objective of knowing the differences in the perceptions of students who attend secondary education (basic level), baccalaureate (upper secondary level) and bachelor (higher level) based on institutional education And family that until now have received, relating it with the perception both positive and negative that these have of the elderly.

Methodology

Therefore, the present research is a question: How are the perspectives of the students based on the institutional and family education they have received in the different educational levels and their relation with the perception they have of the elderly?

For this study, a total of 81 variables were taken into account, of which 16 characterize the researched population and 65 the studied phenomenon, the latter divided into three axes: institutional education (knowledge about the elderly and values to treat Elderly people), family education (family actions and values to treat the elderly) and perception of the elderly (positive and negative perceptions).

It should be noted that the signalitic variables included the following attributes in the form of a question: Would you like to become an adult? When you reach the third age, how would you like people to perceive you? What aspects do you think the school Must teach you so that in the future you can be perceived as you want? And what aspects do you think the family should teach you so that in the future you can be perceived as you want?

For this research, an opinion survey was designed with a total of 81 variables, of which 16 correspond to the signalitic data and 65 to the ordinal data that measure the phenomenon of study. The latter had a Likert-type response scale Never, Almost Never, Sometimes, Almost Always and Always) that for the realization of the database and subsequent statistical analysis, it was coded as follows: never = 0, almost never = 1, sometimes = 2 almost always = 3 and always = 4. It is important to indicate that the data provided by the participant sample were analyzed statistically by frequencies and percentages, as well as by the test using the Student T statis- tic.

The sample taken into account for the investigation, were 60 subjects of which 20 study the Basic Level in the Secondary Section 38, 20 they study the Higher Secondary Education in CONALEP II and the remaining 20 are graduated in the Higher Level as Graduates in Sciences of The education.

Results

Based on the gender of the subjects studied, it is highlighted that 73.33% are women and 25% are men; A little more than half (61.66%) have 14 to 17 years of age, 30% have 20 to 25 and only a minority represented by 8.33% have an age between 18 and 19 years.

The hours a week that the student lives with an older adult, oscillate between 1 to 10 hours (56.67%), 8.34 refer their relationship with the elderly to an end of not living or living alone 30 minutes a week; It is worth mentioning that only one person points to socializing with adults older than 51 to 50 hours in an average of 7 days.

On the part of the variable liking to become older adult that corresponds to the question: did you get older to become an adult ?, it is highlighted that of the sample of students that was investigated in basic education, 21.05% mentions would not like Become older and 12.28% indicate if they want to reach this stage. Regarding the subjects that study higher education, 33.33% represented by 19 subjects mentioned whether they wish to become older adults, only one person (1.75%) indicates that reaching old age is an aspect that does not Would like to live; While for upper-level students, if they would like to reach that stage (22.81%) and only 8.77% do not wish to be older adults.

The future perception of the elderly questioned as: when you reach the third age, how would you like people to perceive you ?, counted on answers of the students of basic education as: putting into practice the values (21.67%), of Good manner (5%), with acceptance (1.67%), without insults (1.67%), with good humor (1.67) and how it treats any older adult (1.67%).

High school students would like to be treated by putting values into practice (10%), as a person who knows and can do things (8.33%), wanting to live (8.33%), with acceptance (1.67%) (1.67%), that people are willing to learn the things that they have already lived (1.67%) and would like them when they are at this stage not to be forgotten (1.67%).

As for the higher education sample, they express that when they reach this stage, they would like people to treat them as beings who know and can do things (11.67%), putting into practice the values learned (6.67%), , As subjects with a desire to live (5%), with acceptance (1.67%), without pity (1.67%), as a happy and independent person (1.67%), as a friend in whom they can trust (1.67%) and As someone who achieved success in life (1.67%).

For the question: what aspects do you think the school should teach you so that in the future you can be perceived as you want ?, we observed answers by the students that study the basic level: institutional training should teach them values (29.82%) , To live with the elderly (1.75%) and to be sociable with others (1.75%); (10.04%), which makes them realize that older adults are important in society (5.26%), not to make fun of what they believe (5.26%), who explain how to live with the elderly (3.51%), indicate that they need to learn to accept the changes that are experienced in each one of the stages (3.51%). To be able to recognize that in the future they will be older adults (3.51%).

On the other hand, the students of higher education express that in order to be perceived in a future as they want, it is necessary for the institution to teach them values (19.30%), to prepare them to accept changes in all stages of life 3.51%), living with older adults (3.51%), it is necessary for them to realize that an older adult is important for society (1.75%) and therefore requires learning to self-motivate (1.75%) in order to be able to cope To the challenges of life (1.75%).

Institutional education is only an extension of the training offered in the first instance by the family, so the participants were asked: what aspects do you think the family should teach you so that in the future you can be perceived as you want • The basic level sample shows that it is necessary for their family to show them values and norms (27.59%), as well as explaining how to live with the elderly (3.45%), only one person in this sample mentions that they do not It is necessary that within their family nucleus is formed, since it considers they have been taught everything (1.72%), On the other hand, it is observed that subjects in upper secondary education require that their families be taught values and norms (6.9%), to live with the elderly (6.9%), to have a family together (3.45 %), To give affection to a person of the third age (3.45%). Likewise, they need to be taught by example (3.45%), to learn to live life (1.72%) and to understand that someday they will also be older adults (1.72%). Only 6.9% of this sample mentions that it is not necessary that within their family nucleus be formed, since it considers they have been taught everything; Similar aspects to the sample of higher education, who indicate that it is essential that in their family nucleus they are formed in values and norms (20.69%), that they are taught to live with the elderly (3.45%) as well as to give them affection (1.72 %), Learn to live life (3.45%) and to understand that one day they will reach this stage (3.45%).

In a comparative analysis, through the statistic T of Studen referring to the groups of opinion: basic level, upper and upper middle level with the three axis of study (institutional education, family education and perception towards the elderly), emphasizing as variables Significant that those with a $p > .05$ value, it is emphasized that the attributes shown by the upper middle level institution about the elderly, refer to the fact that the elderly are subjects that are part of society and Therefore they have rights within it; The values to coexist with older adults that upper secondary education shows, allow them to treat these with generosity, kindness, mutual help, honesty, tolerance, kindness and solidarity.

With regard to the complex variable family performances shown in the family nucleus of the upper secondary education student, it is possible to emphasize that these allow them to act with the people of 60 years or more understanding the situations through which they cross, showing an opening on The topics of conversation, allow the elderly to act as autonomous people, as well as try to give affection when they live with them. Values training, provided at home to upper-level students, enables them to treat older adults with respect, integrity, emotionality, gratitude, forgiveness, and acceptance of the stage they are going through.

On the other hand, the institutional and family education that up to now have received the students of the upper middle level, allows them to think that the elderly are wise, responsible, hardworking, pleasant, productive, helpful and honest people; While high school students perceive the elderly as beings that what they do, say or are, do not fulfill their expectations, which makes them unsatisfied people.

Regarding the contrasting of the basic and higher level, it is emphasized that for the students of the Bachelor of Education Sciences, the training that up to this moment have received the students in values, which allow them to treat an older adult with generosity, Kindness, tolerance and solidarity. In the same way, this group of opinion points out that within their family nucleus, they have been taught that the elderly are people who, because of their experience, are able to communicate the traditions that are part of the cultural assets that make us belong to a Country or region.

High school students, unlike those enrolled in the Degree, consider that institutional education allows them to know that an older adult is a subject who has the ability to perform recreational activities; So they express that the value they apply when they coexist with these is the goodness, value that provides a positive and constructive attitude that allows them to know, give and give to an older adult who needs it. The family education that has been provided to this group of opinion, allows them to act before an older adult, showing an openness to the topics of conversation, endowing them with affection and treating them with dignity so as not to violate their rights; Coupled with the above, indicate that their family has shown them to live with an older adult putting into practice the respect and acceptance of them.

On the other hand, they point out that the education they have received so far, both family and institutional, allows them to perceive the elderly as wise, responsible, pleasant, productive and creative; It should be mentioned that, unlike previous positive perceptions, upper-level subjects visualize people 60 years of age or older as being dissatisfied with their way of life.

By comparing the underlying opinion groups of the question, "Would you like to become an older adult?": If you would like to reach this stage, consider that the school has shown you the value of understanding, which allows you to find Justified the acts or feelings of the elderly; The family has taught them to work in teams with older adults, showing them affection and allowing them to communicate the traditions they know based on their experience, the above, putting into practice the value of the emotional, since they require an intrinsic Wanting to do and helping an old man.

Finally, the subjects that if viewed as older adults perceive them as working, productive, creative, helpful and honest people; Unlike the group of opinion that does not want to reach that stage, since it considers old age as something undesirable, they consider that beings 60 years old or more are unsatisfied people who during their life course have not been able to fulfill their expectations of Personal and professional growth.

Conclusions

Human beings learn from the experience that accumulates throughout the lives, that experience is formed by the formation that our parents give us, the interaction that we have with the society in general and the formal education that we receive in the classroom, these Are the three institutions par excellence that intervene in the thinking and acting of the subjects.

Based on the results presented, we can conclude that the students participating in this study, mention at all times the importance of the school and its family as values trainers to coexist with the elderly, to indicate the importance of a person Of the third age for the society, since the above, will allow them understand that in the future also be part of this population.

Responding to the research question, how are the perspectives of students based on the institutional and family education they have received at different educational levels different from their perception of older adults? It is essential to mention that At the upper and upper levels, positive values were observed for the treatment of the elderly, but they differed from each other.

In the upper middle level, the elderly are subjects that are part of society and therefore have rights within it, they consider that institutional education allows them to know that an older adult is a subject who has the ability To perform recreational activities, so they express that the value they apply when they coexist with these is kindness.

Undergraduate students are characterized by treating them with generosity, kindness, tolerance and solidarity, perceive them as wise, responsible, pleasant, productive and creative, expressing that they are also perceived by some as being dissatisfied with their way of life; It is worth mentioning that in the group of students of basic education a negative perception was visualized, making the elderly as beings that do, say or are, do not fulfill their expectations, which makes them people unsatisfied.

On the other hand, the fact of wanting to reach old age, is an aspect that generates a visualization of this stage as synonymous with work, productivity, creativity, service and honesty; While refusing to be 60 years or older, impacts on viewing old age as undesirable, where people feel unsatisfied because during their life course, they have not been able to fulfill their expectations of personal and professional growth; For this, it is important to mention that the subjects of secondary show in the majority a negation to live this stage.

Training in values within the family, based on the results of the study, is an essential factor, since institutional education is only an extension of the home.

Based on the above, it is likely that the values taught in it, forge a positive vision, where the older adult is taken as a depository of cultural identity.

The aspects mentioned above, allow us to understand that education in educational institutions has a great challenge, it is necessary to put on the table the points of reflection on How to generate positive perceptions of older adults ?, What strategies are necessary to implement, So that the school and educational institution intervene together to form citizens aware of the coming stage ?, where biological changes will be evident, but where the soul and spirit enjoy this new experience.

Finally, it is necessary to reaffirm the need to train people capable of facing future challenges, people who feel good about themselves, who care about their health throughout their lives, care about the well-being of the other and take into account that the Aging is the last stage of life, the most beautiful of all, because in her we will find what we sow in the past.

Proposal

Based on the results of the study shown above, the following is proposed:

Organize experiential workshops that allow the interaction of subjects with the elderly, based on constructivism that allows reciprocal interaction, perform dynamics where both participate and build meaningful learning through the different perceptual channels (visual, auditory And kinesthetic).

Create a course-workshop where students from different educational levels participate, the former with the aim of "Provide a humanistic training to face old age with fullness", this glimpsing the phenomenon of demographic aging and taking into account that our society is very Time to raise awareness about the phenomenon at the door. This leads us to create a workshop for instructors, the people who will be responsible for imparting the workshops, since to be able to show a knowledge is necessary for the person to understand and become aware of the subject, this course will show the objectives, thematic , Strategies and methodologies in which the workshop will be addressed.

Finally, an invitation is made through this study to the corresponding educational authorities, as well as to the persons responsible for carrying out and curricular planning in the SEP, to take into account that the population aging that faces and will face our country and the world Whole, requires extensive reviews in the curriculum, the above with the purpose of implementing pedagogy for the elderly in textbooks and therefore in plans and programs, and not only display contents on the elderly in a transversal way.

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