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CARE OF THE AGED: A USER EVALUATION OF
THE ZAMAZULU NKOSI DAY CARE CENTRE

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Dissertation submitted in partial fulfilment of the requirements for
the Degree of Bachelor of Social Science (Honours).

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SUBMITTED IN PARTIAL FULFILMENT OF THE
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ABSTRACT

This research entails an evaluation of the recreational and emotional needs of the Zamazulu Nkosi Day Care Centre. The study further seeks to examine the applicability of the theories of Disengagement and Activity to the users of the Day Care Centre.

In the light of the above, the attitudes of the respondents to the Day Care Centre, respondents' additional needs at the Centre, their emotional needs and finally their activity levels were examined.

The paper concludes by showing that the respondents did in fact attempt to remain as active as possible. This gave support to the fact that Activity theory was more applicable to them than Disengagement theory. Furthermore, it was revealed that respondents generally attended the Centre and participated in certain activities so as to fulfil physical and emotional needs. This research showed that a lack of fulfilment of these needs led to unhappiness being experienced by the respondents.

CHAPTER ONE

I. INTRODUCTION

I.1 AIM

This study is concerned with evaluating both the recreational and emotional needs of the Zamazulu Nkosi Day Care Centre users.

I.2 BACKGROUND AND DESCRIPTION OF THE ZAMAZULU NKOSI CENTRE

The idea of the creation of an institution to take care of older people living in KwaMashu can be accredited to a group of nurses doing work in the area about ten years ago. The nurses discovered that many old people were in desperate need of help and care. Together with Mrs. Nkosi, after whom the Centre is named, the nurses collected sufficient funds to initiate a meal on wheels program.

Help was also obtained from other sources and the Centre was ultimately established. The Centre comprises one Old Age Home as well as a Day Care Centre. The Day Care Centre provides meals as well as a number of activities for its users. Health education, knitting, crocheting and carpentry are also provided. Furthermore, the Centre trains its own nurse aids and provides two hundred meals on wheels daily to old people living in KwaMashu who are unable to visit the Centre.

I.3 THE STUDY IN THE SOUTH AFRICAN CONTEXT

South Africa is a plural society. In other words, it is a society that consists of a number of different population groups with different backgrounds, all of which have been incorporated into a common State. There is therefore a probability that the behaviour patterns and institutional structure of the dominant population group, which in South Africa is the white population group, serves as a model in terms of which approaches to the problems of caring for the aged are made. If this is the case, then solutions to the patterns of the black aged will be sought in terms of the needs of the white aged.

Most needs of the aged of any race group are similar, for example, it is obvious that most, if not all, human beings need care, companionship and emotional support. However, the approach of using the white aged as the model, if it is done, does not take into account the different traditional roles of the black and white aged. South African black aged have traditionally played a respected role in their community (Cilliers, 1980), while the Western view of the aged is that they have served their purpose in society and are no longer useful.

Therefore, if institutions for the aged are run along Western lines, then it is possible that these institutions have become little more than "dumping grounds" for people who society no longer needs. The self-esteem of the black aged especially, could be seriously affected by such treatment due to the fact that such treatment is totally in conflict with the respected traditional role that they are accustomed to playing. If such a situation does exist, then it must be taken into account in the planning of programmes concerned with caring for the needs of the black aged at institutions for the aged.

All the needs and problems of the white aged are not necessarily indicative of the problems and needs of the black aged. Further research is necessary to determine whether the black aged do have needs and problems that are different, additional, or both, to the needs of the white aged.

CHAPTER TWO

2. OBJECTIVES

The objectives of the study are to explore the following;

2.1 USER ATTITUDES TOWARDS THE DAY CARE CENTRE

The users' reasons for attending the Centre will be examined. These are perhaps indicative of the needs of the users, due to the fact that the users may be attending the Centre because this is the only place that they can have certain of their needs fulfilled.

2.2 ADDITIONAL NEEDS OF CENTRE USERS

This study aims at identifying the recreational needs of users of the Day Care Centre. An attempt will be made to do this by obtaining information concerning whether the users would like to be trained to do things and what new things they would like to be trained to do.

2.3 EMOTIONAL NEEDS OF THE USERS

The needs of the users of the Day Care Centre are not only restricted to the recreational sphere. Emotional needs are also of great importance. To make life more meaningful and satisfying for people making use of facilities for the aged, and furthermore, to improve the manner in which the needs of these people are cared for at facilities, both emotional and recreational needs have to be identified and satisfied. Therefore this study will attempt to identify the emotional needs of the users of the Day Care Centre so as to make it possible for their needs to be cared for in a more meaningful and positive manner.

2.4 ACTIVITY LEVEL OF USERS

This study attempts to investigate, whether respondents have experienced a drop in their level of activity due to their advanced ages, or, whether they remained as active as they were during their youth. By so doing, the applicability, to the respondents, of the activity and disengagement theories will be more clearly revealed.

CHAPTER 3

3. THEORETICAL FRAMEWORK

3.1 INTRODUCTION

Gerantologists have developed a number of theories concerning the link between activity levels and the morale and happiness of the aged. Two of these theories have been paid more attention than the others by gerantologists. These two are the contrasting theories of disengagement and activity.

3.2 DISENGAGEMENT THEORY

The introduction of explicit explanatory models in social gerontology can be dated from the appearance of Cumming and Henry's *Growing Old*. (Cumming et al, 1960; Cumming and Henry, 1961)

It was the disengagement theory that fuelled the discussion which had been prevalent in gerantological circles for years, namely whether active involvement on the part of the elderly led towards the sustaining of high morale.

The disengagement theory was originally based on a cross-sectional survey of 275 people ranging in age from fifty to ninety, all of whom resided in Kansas City and were physically and financially self-sufficient. In setting forth the basic tenets of their theory, Cumming and Henry refer to the aging process as:

".....an inevitable mutual withdrawal or disengagement, resulting in decreased interaction between the aging person and others in the social system he belongs to. The process may be initiated by the individual or by others in the situation. The aging person may withdraw more markedly from some classes of people while remaining relatively close to others. His withdrawal may be accompanied from the outset by a preoccupation with himself; certain institutions in society may make his withdrawal easy for him. When the aging process is complete the equilibrium which exists in middle life between the individual and his society has given way to a new equilibrium characterised by greater distance

It is clear from the above that Cumming and Henry believe disengagement to be both a universal and inevitable process. It is their contention that society retracts because of the need to fit younger people into the slots previously occupied by older people who are no longer as useful or dependable as they were, and also in order to maintain the equilibrium of the system. This phenomenon is believed to be woven into the fabric of mass society. Individuals, on the other hand, choose to retreat because of an awareness of their diminishing capacities and the short time left to them before death. Older people in general will find themselves less motivated to preserve their social position. At the same time society will try to place younger people with skills which are not yet obsolete in positions held by those nearing retirement. Cumming and Henry assert that older people everywhere will progressively cut social ties, although individual and cultural factors will influence the way in which this is done. As the older person grows increasingly away from society, or in other words, as his or her contacts with the rest of the world contract, so will the older person move further and further away from societal norms as far as behaviour is concerned. The older person will increasingly become the sole judge of what behaviour he or she believes is appropriate. The entire process will allow the older person to behave as he or she wishes and the result of this would be the ultimate achievement of optimum personal gratification.

The disengagement process, characterised by the contracting of societies will continue until death.

In some cases a problem may occur when either the individual or society is not yet ready to begin disengagement, although in most cases the needs of society will take priority in initiating the process. When older people suffer severe adjustment problems, it usually means that there is a conflict between individual readiness and societal demands. Cumming and Henry state however, that there is a possibility of a re-engagement if the individual chose to develop or learn a new set of valued skills. Morale may suffer at the beginning of the disengagement process due to changing roles, but once the older person adapts to the process and formulates concerns and priorities to fit the new station in life, high morale will be re-established.

(Cumming and Henry, 1961)

It was also felt that men, because of the more active role that they play in society, suffer a more severe identity crisis after retirement, if they do suffer such a crisis, than women.

Disengagement theory, almost as soon as it appeared, led to controversy amongst gerontologists. The greatest amount of criticism was centered around the assertion that the process was inevitable. Questions were also asked about the apparent lack of attention paid to personality factors.

3.3 ACTIVITY THEORY

During the process of maturation, children gain a sense of themselves through socialisation experiences and also through adult reactions to various identities that they try on. By taking on various roles, children are able to participate in the larger world, thereby gradually carving out their own social identities. As adults, people continue to refine their social concepts in their performance of actions that conform to the expectations of society. In so doing, they seek out what has been termed consensual validation, which is the affirmation of their personal sense of worth and integrity. When people reach the socially prescribed stage of life during which many of the roles that have been central to their lives for many years are taken away from them, the result is that older people experience a narrowing of their social radius, a reduction of their activity levels and eventually a loss of, or confusion in their sense of who they are. To offset these losses, preserve morale and sustain self-concepts, the activity theory of aging states almost the converse of disengagement.

The activity theory states that compensatory activities will replace roles that have been lost. By keeping active it is assumed that people will remain socially and psychologically fit. The kernel of activity theory is aptly summarized by the following words :

".....the greater the number of optional role resources with which the individual enters old age, the better he or she will withstand the demoralizing effects of exit from the obligatory roles ordinarily given priority in adulthood. " (Blou, 1973)

The first full-bodied statement of activity theory did not appear until over a decade after the disengagement theory caused such an uproar in gerontological circles. Four central pillars of this theory have been identified. First, the greater the role loss, the less the participation in activity. Second, as activity levels remain high, the greater the availability of role support for role identities claimed by the older person. Third, the stability of role supports ensures a stable self-concept. Finally, the more positive one's self-concept, the greater the degree of life satisfaction.

Proponents of the activity theory assert that disengagement theory may be applicable to a small minority of the elderly, usually the very old, but for the vast majority of older people, the continuation of a moderately active lifestyle will have a preserving effect on their sense of well-being. (Havighurst and Albrecht, 1952; Maddox, 1975)

CHAPTER FOUR

4. METHODOLOGY

4.1 PERSONAL INTERVIEWS

Personal interviews were conducted with a total of 22 respondents. This sample comprised the entire population of the Day Care Centre. The respondents consisted of mainly Zulu speakers, none of whom were employed. The total population of the respondents were women. It is clear from figure 4.1 that the largest percentage of respondents, that is 60 percent, were between the ages 71 to 75 years, 20 percent were between the ages 60 to 65 years, 10 percent were between the ages 66 to 70 years and 10 percent were between 76 to 80 years.

All the respondents were residents of KwaMashu.

Due to the small size of the sample, all interviews were carried out by a single experienced interviewer. The interviewer was well briefed and met regularly to discuss the field returns with the project leader. Furthermore, the interviewer visited the Zamazulu Nkosi Day Care Centre prior to beginning the interviewing process so as to establish contact with the users of the Day Care Centre. The aim of the study was briefly described to respondents. Interviews were conducted during mornings due to the fact that this was the only time during which all the respondents were at the Centre. No major problems were encountered during the interviewing process.

4.2 SURVEY INSTRUMENT

The survey instrument was a questionnaire containing both open-ended and closed-ended questions. Due to the fact that only 22 people used the Day Care Centre, it was decided to interview all 22. These interviews were conducted during the period September 1987 to October 1987.

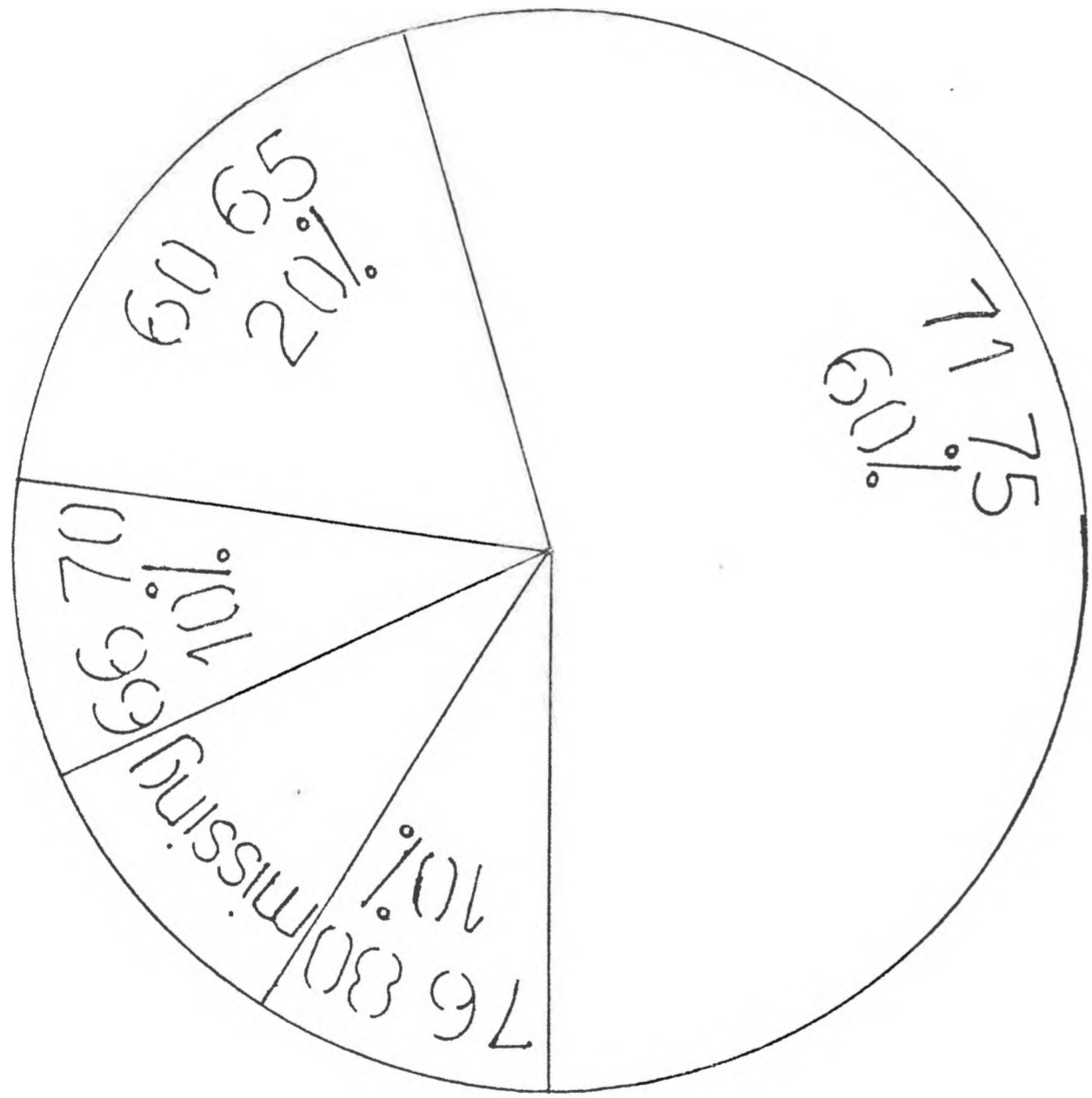


FIG. 4.1 : PERCENTAGE OF RESPONDENTS IN EACH AGE GROUP

4.2.1 PILOT QUESTIONNAIRES

Pilot questionnaires were administered to two Day Care Centre users and two Old Age Home residents. Certain questions were found to be ambiguous, these questions were removed. Problems were also experienced when interviewing the residents of the Old Age Home. It was found that most of these respondents experienced difficulty in comprehending the questions. This was due, not to the manner in which questions were phrased, but to hearing problems experienced by the residents. Residents also suffered other problems associated with the aging process. Such problems were impossible to overcome. It was therefore decided that only the users of the Zamazulu Nkosi Day Care Centre, most of whom were still relatively fit, would be interviewed.

4.3 CONCLUSION

The overall response to questionnaires was good. The time taken to answer a question ranged from one to two hours. This was expected due to the advanced age of respondents. It is believed that the questionnaire adequately elicited information consistent and appropriate to a study of this nature.

CHAPTER FIVE

5. ANALYSIS OF DATA

5.1. INTRODUCTION

The order of analysis and discussion in this chapter follows the objectives of the study. The data used is that elicited from the interview schedules.

5.2 USER ATTITUDES TOWARDS THE DAY CARE CENTRE

TABLE 1A : USER REASONS FOR ATTENDING THE DAY CARE CENTRE : FIRST CHOICE

VALUE LABEL	VALUE	FREQUENCY	%
Nobody to care for you during day	2	4	18,2
Quiet place for old people	3	1	4,5
Safe place for old people	4	4	18,2
Can learn new skills	5	1	4,5
Company of other old people	7	4	18,2
Health services are provided	12	8	36,4
		22	100,0

TABLE 1B : USER REASONS FOR ATTENDING THE DAY CARE CENTRE : SECOND CHOICE

VALUE LABEL	VALUE	FREQUENCY	%
Family likes you to come	1	1	4,5
Nobody to care for you during day	2	2	9,1
Quiet place for old people	3	1	4,5
Safe place for old people	4	1	4,5
Can learn new skills	5	3	13,6
Company of other old people	7	4	18,2
Can make things to sell	10	1	4,5
Health services are provided	12	9	40,9
		22	100,0

Tables 1A and 1B demonstrate that patronage of the Centre arises out of concern for the fulfilment of emotional and physical needs. However, it is fulfilment of physical needs that appears to take priority. This assumption can be made from the fact that most respondents used the Centre because free health services are provided. All the respondents are pensioners, and, because of their advanced age and ~~it's~~ accompanying ill-health, free medical-treatment is a strong force attracting them to the Centre. Furthermore respondents used the Centre because ~~there~~ was nobody at home during the day to care for their physical needs. By attending the Day Care Centre, they received the care they required from nurses employed there. The Centre therefore provides ~~its~~ users with the opportunity to fulfil their needs as far as physical care was concerned. The majority of respondents appear to have been attracted to the Centre by this factor.

The fulfilment of emotional needs is also an important factor determining why respondents attended the Day Care Centre. This is clear from the fact that about a third of the respondents used the Centre because it provided them with the company of other old people. Respondents had also made new friends at the Centre. Attending the Day Care Centre therefore provided respondents with a way in which to fulfil their need for companionship, thereby overcoming their loneliness and possibly attaining greater happiness in their old age.

A large number of respondents may have used the Centre solely to fulfil their physical needs while others may have used it to fulfil only emotional needs. However, the Centre was being used by some respondents to fulfil both physical and emotional needs. This is evident from the fact that a fair proportion of respondents (11%) were attracted to the Centre due to a belief that it was a safe place for old people. The Centre therefore appears to play the role of a protector, in an emotional sense, to its' users. These respondents therefore used the Centre so as to fulfill their need for security. They believe that no harm will come to

them while they are at the Centre. This factor may also possess a physical dimension, namely respondents may use the Centre so as to protect themselves from some expected physical harm.

5.3 ADDITIONAL NEEDS OF CENTRE USERS

5.3.1 ACTIVITIES OF DAY CARE CENTRE USERS

The following tables give an illustration of the activities engaged in and enjoyed by the respondents at the Day Care Centre.

TABLE 2A : USER ACTIVITIES AT THE DAY CARE CENTRE : FIRST RESPONSE

VALUE LABEL	VALUE	FREQUENCY	%
Flower arranging	2	1	4,5
Sewing	3	16	72,7
Religious activities	7	3	13,6
Meals supplied	8	1	4,5
Gardening	10	1	4,5
		22	100,0

TABLE 2B : USER ACTIVITIES AT DAY CARE CENTRE : SECOND RESPONSE

VALUE LABEL	VALUE	FREQUENCY	%
Sewing	3	11	50,0
Tidying up	4	1	4,5
Religious activity	7	1	4,5
Meals supplied	8	2	9,1
Gardening	10	1	4,5
Assist others	11	1	4,5
	0	5	22,7
		22	100,0

TABLE 2C : ACTIVITIES ENJOYED BY USERS

VALUE LABEL	VALUE	FREQUENCY	%
Sewing	2	13	59,1
Knitting	3	2	9,1
Handwork resulting in pride	5	5	22,7
Gardening	9	1	4,5
Flower arrangement	10	1	4,5
		22	100,0

It appears that respondents participated in and enjoyed activities which enabled them, or assisted them towards the fulfilment of their emotional needs and which, at the same time, kept them physically active. Sewing was by far the most popular of such activities engaged in by respondents. There are a number of reasons for this:

The first and possibly the most important reason is that of economic necessity. It must be borne in mind that the respondents were all financially underprivileged people. By engaging in sewing they were offered an opportunity to earn money. Respondents were able to sell what they made for their own profit. This in itself was a strong incentive for users to engage in sewing. Furthermore, the very fact that they could still make money, which they usually contributed to their families, enhances their self-image by allowing them to retain a feeling of worth and usefulness. By making money for the benefit of their families, users felt that they were still capable of caring for and seeing to the needs of their families. Some respondents might also have used the money they made to support themselves. They therefore did not have to depend on others for their survival. This factor would have helped them fulfil their need for independence, which appears from the replies of respondents, to exist.

could only be obtained at the Centre. In this way, respondents were also able to keep active at their homes rather than only at the Centre.

Finally, the popularity of sewing was also influenced by the availability of resources. Respondents chose to engage in sewing because sewing machines were available to them at the Centre. The fact that they could operate these machines was a source of pride to such respondents. This pride could lead to an increase in self-esteem.

TABLE 3 : REASONS FOR THE ENJOYMENT OF CERTAIN ACTIVITIES

VALUE LABEL	VALUE	FREQUENCY	%
Pride / self-esteem	2	3	13,6
Nostalgia	3	4	18,2
Competition	4	4	18,2
Physical ailments overcome	5	4	18,2
Adept	6	5	22,7
Loves flowers	8	1	4,5
	0	1	4,5
		22	100,0

Skill and the continuation of known activities appears to be the most important reason for respondents (23%) engaging in certain activities. They enjoyed activities at which they were adept more than they enjoyed less familiar activities. In other words, they enjoyed doing things which they had been doing prior to attending the Day Care Centre. These activities were therefore related to past experience. It is therefore possible to infer, that respondents enjoyed activities which they were accustomed to because it helped them fulfil their need to prove to themselves and to others, that they were still able to perform activities which they had performed

when they were younger. Related to this is the fact that respondents appeared to possess a need to have a link with their youth. This link was formed by the respondents' participating in activities that helped them achieve a sense of nostalgia. The fact that they could still do things that they had done when they were younger helped them to feel young again. Activities that formed a link with the respondents' youth were therefore enjoyed more than others.

Competitiveness also appears to be an important reason for the enjoyment of certain activities. Respondents enjoyed engaging in activities in which they could compete with others. This need for competition, which seems to exist amongst the respondents, could reflect an attempt by them to maintain a link with their youth. Substitute activities were also enjoyed by respondents. In other words, respondents enjoyed activities which they could participate in despite physical problems that they suffered. Therefore participants who, for example, suffer from arthritis, found it difficult to sew. They thus participated in activities which helped them overcome this physical problem. Many respondents did this by choosing to cut plastic bags to look like wool. In this way, they were able to keep active as well as overcoming their arthritis handicap.

The above discussion appears to give support to the theory of activity. Respondents possessed a need to remain active and to be seen as useful. Activities that the respondents chose to participate in, were however influenced by the respondents' stage of life and its accompanying problems. It also shows, once more, that respondents enjoyed activities which helped them fulfil their emotional and physical needs.

5.3.2 OBTAINING ADDITIONAL SKILLS

The following will be discussed:

- i) New skills that the respondents had acquired at the Centre.
- ii) Additional skills that the respondents wish to acquire.
- iii) The reasons why respondents wish to acquire such skills.

TABLE 4 : ACQUISITION OF NEW SKILLS

VALUE LABEL	VALUE	FREQUENCY	%
Yes	2	10	45,5
No	3	12	54,5
		22	100,0

The fact that the majority of respondents had not acquired any new skills at the Centre, does not mean that respondents were generally unable to acquire new skills. A number of constraints prevented the respondents' acquisition of new skills.

5.3.2.1 CONSTRAINTS

The first and possibly most important constraint was that respondents had simply continued participating in activities in which they had been engaged prior to coming to the Centre. Due to this, no new skills had been acquired. Related to this is the fact that many respondents felt, although they had not learnt new skills, they had however improved skills acquired before attending the Centre. Secondly, many respondents had been attending the Centre for only a short time. They therefore had not had enough time to acquire new skills there. Thirdly, a lack of material, equipment and training facilities at the Centre was also a barrier to the respondents' acquisition of new skills. Fourthly, respondents experienced a feeling of resignation. Some felt that they were

too old to acquire new skills, while others complained of physical handicaps, such as poor eyesight, which prevented them from acquiring other skills.

Another important constraint, which must be acknowledged, is that imposed by the respondents' environment. In other words, the culture of poverty from which the respondents come, depresses their expectations. Due to the fact that virtually everyone the respondents interact with are in the same position as themselves, the respondents come to accept their position in life as inevitable. Furthermore they have been born into this culture of poverty, and because it is all that they have ever known, they do not expect any positive change in the quality of their lives. In addition, they have never been taught skills that would be of benefit to them, and therefore do not expect to be taught such skills at their present stage of life.

It should also be noted that a significant proportion of respondents (46%) had acquired new skills at the Centre. The acquisition of these new skills could only be of benefit to such respondents. It would not only assist the respondent by helping her earn money, the fulfilment of emotional needs, such as the need to be useful, active and independent will also be accelerated. Therefore, by assisting the respondent in the acquisition of new skills, the Centre is playing a crucial role in improving the respondents' quality of life.

TABLE 5A : TRAINING IN ADDITIONAL SKILLS REQUIRED

VALUE LABEL	VALUE	FREQUENCY	%
Yes	2	7	31,8
No	3	14	63,6
	0	1	4,5
		22	100,0

TABLE 5B : ADDITIONAL SKILLS USERS WISH TRAINING IN

VALUE LABEL	VALUE	FREQUENCY	%
Knitting	2	5	22,7
Read and write	4	1	4,5
General	5	2	9,1
Dress-making	6	1	4,5
	0	13	59,1
		22	100,0

TABLE 5C : USER REASONS FOR WISHING TRAINING IN ADDITIONAL SKILLS

VALUE LABEL	VALUE	FREQUENCY	%
Financial	2	5	22,7
Self-enrichment	3	2	9,1
Fulfil desire	6	1	4,5
	0	14	63,6
		22	100,0

The acquisition of additional skills appears to be influenced by certain factors, namely either satisfaction with existing skills, economic considerations and the fulfilment of emotional needs. As can be seen from table 5A, the majority of respondents (64%) did not wish to acquire any new skills. This could have been due to a feeling of resignation experienced by respondents. The main reason for this resignation is possibly a belief held by respondents, that they were too old to learn new skills. It could have been their view that the learning of new skills would not benefit them in any way, as they were "nearing death". Another possible reason for respondents not wishing to acquire new skills is that they were satisfied with existing skills. They therefore did not feel that any additional skills were required. The above reasons could also explain why the vast majority of respondents, as can be seen from

tables 5B and 5C, chose not to respond to the questions enquiring what additional skills they wished to acquire and their reasons for wishing to acquire these skills.

Furthermore, a trend to acquire skills that would lead to economic gain and the fulfilment of emotional needs is also visible. Proof of this is the desire of respondents to learn how to knit. By learning to knit respondents would benefit financially and emotionally. In the emotional sphere, the desire to be trained in knitting can be seen as an attempt by respondents to fulfil their need to prove to others that they were still able to contribute and be useful to their families. The knitted items could benefit members of the family, for example, a sweater could be knitted for a son. The respondent, in this way, experiences the pleasure of seeing the sweater being used. The sweater would also give pleasure to the son. By proving to her family that she was still useful and able to contribute, the self-esteem of respondents would also possibly be enhanced. The respondents' desire to learn knitting could also help fulfil the respondents' need to remain active. Knitting is also an activity that can be continued at home. Respondents do not need any special equipment that could only be provided at the Centre. By being able to continue knitting at home as well, respondents could continue to be active. From the above, it can be seen that questions of convenience and feasibility could also have influenced the respondents' desire to learn to knit.

In the economic sphere, articles that had been knitted could be sold. This money could be contributed to the families of the respondents or used by the respondents themselves. The fact that respondents were still earning money would also help fulfil certain emotional needs. By contributing to the family, the respondent could be assisted in overcoming the depressing fact that she was no longer employed and able to fully support her family. The respondents would thus be able to fulfil their need to be recognised as productive and useful members of their families. The result of this could possibly be an enhancement of the respondents' self image

Respondents generally displayed a desire to remain as active as they could. This could be attributable to the fact that emotional support, in the shape of being given encouragement and reassurance when it was needed, was being given to the majority of the respondents. By being given encouragement and reassurance, respondents would have been stimulated to remain active. However, the activity levels of a fair number of respondents (23%) could be negatively affected due to the fact that they were not adequately being given encouragement and reassurance. Without such emotional support the respondent might have felt neglected and the result could have been a decline in her activity levels.

TABLE 8 : SOMEONE TO CONFIDE IN

VALUE LABEL	VALUE	FREQUENCY	%
Satisfied	1	9	40,9
Dissatisfied	2	2	9,1
No opinion	3	10	45,5
	0	1	4,5
		22	100,0

The trend amongst the majority of respondents, as far as having someone to confide in is concerned, is one of being neutral or non-committal. This could reflect that this issue is inconsequential to their lives. They did not see it as being of importance or they felt that it was unnecessary to have someone to confide in. It is also possible that they felt important personal matters were best kept to themselves. However, a fair number of respondents (41%) did have a confidante. It is possible that such respondents regarded it as important to have someone to confide in. By confiding in others they probably overcame their problems and attained greater happiness in their old age. The respondents' confidante would almost certainly be a person close to her. Therefore, it is

possible that those respondents, whose need to have someone to confide in was being satisfied, would also have fulfilled their need for close companionship in their old age.

TABLE 9 : APPRECIATION

VALUE LABEL	VALUE	FREQUENCY	%
Satisfaction	1	16	72,7
Dissatisfaction	2	4	18,2
No opinion	3	2	9,1
		22	100,0

Respondents generally displayed a need to be useful and contributory members of their families. This was shown by the fact that they chose to participate in activities which would ultimately be of benefit to their families. It is therefore not surprising that the families of most of the respondents treated the respondents as useful and helpful. This is shown by the fact that a significant proportion (73%) of respondents believed they were being shown appreciation. This appreciation was therefore most probably due to the respondents remaining active and useful.

TABLE 10 : RESPECT

VALUE LABEL	VALUE	FREQUENCY	%
Satisfied	1	13	59,1
Dissatisfied	2	1	4,5
No opinion	3	4	18,2
		22	100,0

The majority of respondents displayed a desire to remain active within the community and within their families. This continued activity could be the reason why the majority of respondents (59%) believed that they were being shown respect. However, it should be noted that the reasons for the respondents being shown respect are not clear. Respect has traditionally been shown by blacks to older people. This tradition has however been diluted by Westernisation. It is therefore uncertain whether it is traditional black customs or the influences of Western culture that determines whether an individual is respected or not. The respect that is shown could also be the result of a mixture of these two influences. A small section of the respondents (18%) appeared to be unconcerned about being shown respect. If this was the case, then it could be inferred that such respondents were no longer being governed by societal norms. They therefore do whatever will give them pleasure without caring to consider whether such behaviour will increase or decrease the respect being shown to them. Such behaviour, if it does occur, would give support to the Disengagement theory. However, it is also likely that respondents may have experienced embarrassment if they were to state that they were not being shown respect. They therefore chose to reply that they had no opinion.

TABLE 11 : CARING

VALUE LABEL	VALUE	FREQUENCY	%
Satisfied	1	17	77,3
Dissatisfied	2	2	9,1
No opinion	3	3	13,6
		22	100,0

The majority of respondents were not being neglected in an emotional sense. In other words, they were being shown love and attention. This is apparent from the fact that the largest section (77%) believed that they were cared about.

TABLE 12 : PLACE OF NEEDS SATISFACTION

VALUE LABEL	VALUE	FREQUENCY	%
Satisfied at the Centre	1	9	40,9
Also satisfied before coming to the Centre	2	10	45,5
		22	100,0

The Day Care Centre did not play a crucial role in fulfilling the emotional needs of the majority of respondents. Most respondents were receiving fulfilment of their emotional needs prior to attending the Centre. It is however possible that certain needs, such as the need for companionship, could best be satisfied at the Centre. The Centre therefore still played a role in fulfilling the emotional needs of the respondents, although this role may have been a limited one. While the Centre may not have played an important role in fulfilling the emotional needs of some respondents, it did play a crucial role in fulfilling these needs for others. This is clear from the fact that a fairly large proportion of respondents had their emotional needs satisfied at the Centre.

TABLE 13 : PROVIDERS OF RESPONDENTS' NEEDS

VALUE LABEL	VALUE	FREQUENCY	%
Husband	1	1	4,5
Wife	2	1	4,5
Son	3	3	13,6
Daughter	4	11	50,0
Relatives	5	4	18,2
Peoole at the Centre	7	1	4,5
No answer	0	1	4,5
		22	100,0

The respondents turned largely to family members for emotional support and comfort. People outside the family were generally not relied upon by the users for the fulfilment of emotional needs. The families of respondents, especially their daughters, played a central role in the fulfilment of the users' needs. The respondents, all of whom were women, appeared to display a stronger emotional leaning towards daughters. The reason for this could be a belief prevailing amongst respondents, that daughters were more caring and emotionally sensitive towards their mothers than other family members. Furthermore, respondents possibly felt that another woman would be better able to understand and fulfil their emotional needs. Therefore, they turned to their daughters. This is given support by the fact that only a small section of the respondents (14%) relied on their sons for the fulfilment of their emotional needs. Respondents possibly believed that their sons were unable to understand, and therefore unable to satisfy the emotional needs of their mothers. A small number of respondents also turned to relatives to provide them with the fulfilment of their emotional needs. It appears that for the majority of respondents, their families were the sole suppliers of their emotional needs.

In summary, as far as the fulfilment of respondents' emotional needs are concerned, it was generally felt that these were being adequately satisfied. It is possible that this influenced the respondents' desire to remain as active as possible. Emotional needs were being satisfied to a greater extent by the respondents' families than by the people at the Day Care Centre. These needs were also satisfied, for many respondents, prior to the attendance of the Day Care Centre. However, although the Centre did not play a crucial role in fulfilling the emotional needs of the majority of respondents, it did play a very important role in fulfilling the emotional needs of a fairly large proportion of respondents.

5.5 ACTIVITY LEVELS OF USERS

An attempt will be made to gauge the present activity levels of respondents.

TABLE 14 : HANDING OVER OF RESPONSIBILITY

VALUE LABEL	VALUE	FREQUENCY	%
No answer	1	15	68,2
Yes	2	6	27,3
	0	1	4,5
		22	100,0

The fact that the majority of respondents (68%) displayed a non-committal attitude towards the handing over of responsibility for the family to grown children could reflect that most respondents were unsure about this issue. They could have perceived the handing over of family affairs as resulting in their families showing them less respect. The respondents' need to be useful has already been discussed. Respondents might have felt that their loss of control over family affairs would result in their families seeing them as

the community's view towards old people in general. Furthermore, the respondents may also be attempting to fulfil their need to remain active and useful to the community. A dilemma also seems to exist amongst a small section of the respondents (23%). The fact that these respondents chose not to respond could imply, on the other hand, that they wished to be seen as active and useful members of the community. At the same time, they could have felt that they were too old to be of any use to the community.

The fact that respondents largely wished to become more actively involved in the community gives further support to the applicability of Activity theory to these respondents. At the same time, doubt is strongly cast on the applicability of Disengagement theory to these respondents. The latter theory states that an individual's involvement in the community voluntarily decreases as he or she ages. The above results show otherwise as far as the respondents are concerned.

TABLE 16 : RESPECT DUE TO USEFUL ROLE

VALUE LABEL	VALUE	FREQUENCY	%
No answer	1	6	27,3
Yes	2	16	72,7
		22	100,0

The assertion that respondents possess a strong need to remain active and useful is once more given support. This support is forthcoming from the large proportion of respondents who felt that old people should only be respected if they served a useful role. Most respondents therefore seemed to believe that old people did not deserve being shown respect if they were not useful. It is possible that these respondents held this view because of a belief that they would not be shown respect if they were not useful and

active. Furthermore, a probability exists that the small number of respondents (27%) who gave no answer wished to be respected for serving a useful role but were uncertain whether they could be useful. Also, it is likely that they simply did not care whether they were respected or not. They therefore chose not to respond.

TABLE 17 : ENCOURAGEMENT TOWARDS INDEPENDENCE

VALUE LABEL	VALUE	FREQUENCY	%
No answer	1	16	72,7
Yes	2	6	27,3
		22	100,0

The majority of respondents chose to be non-committal or neutral concerning whether older people should be encouraged to do things for themselves and others. It is possible that this could be due to the respondents' feeling that they had done enough to help others. These others should therefore stop depending on the respondents and possibly even start to help the respondents, for example financially. Respondents however did not wish to say this as it would have clashed with their need to be useful. Such a clash might have resulted in an emotional conflict being experienced by the respondent. Thus by not answering, respondents chose to avoid such a clash. However, a small number of respondents did feel that older people should be encouraged to do things for themselves and others. It is possible that this group of respondents possessed a stronger need to be useful than other respondents.

TABLE 18A : ACTIVITY LEVEL : ACTIVITIES

VALUE LABEL	VALUE	FREQUENCY	%
Less activities	2	20	90,9
No answer	0	2	9,1
		22	100,0

TABLE 18B : ACTIVITY LEVEL : HOBBIES

VALUE LABEL	VALUE	FREQUENCY	%
Less hobbies	2	22	100,0
		22	100,0

It is clearly apparent that the majority of respondents believe they are less active than they used to be during their youth. On the surface such results would appear to cast doubt on the assertion made in this dissertation, that the Activity theory is applicable to these respondents. However, it must be taken into account, that the nature of the activities respondents engaged in during their youth, and the nature of those that they engaged in at the Day Care Centre differed vastly. According to Activity theory, as people age, they engage in activities associated with their particular stage of life. There is no real drop in activity levels. Therefore, it is possible that a respondent whose hobby is now sewing, but whose hobby used to be gardening, may believe that she is not as active as she used to be. This is not necessarily the case. Sewing is simply an activity more suited to this respondents present stage of life. Respondents believe that they are engaged in fewer activities possibly because the activities they currently engage in, are less demanding than the activities that they engaged in when they were younger. Respondents could simply mistake a change in the nature of activities for a drop in their activity levels, when in fact there has been no such drop.

It should be noted that because respondents were no longer employed, hobbies could have become important activities to them. Hobbies therefore took on a greater significance. They were possibly no longer being regarded as merely hobbies. This could be the reason why respondents stated they had fewer hobbies than they used to have. The fact that respondents were no longer employed could also have fuelled their belief that they were less active than they used to be. Therefore, the respondents' belief that they were currently less active than they used to be during their youth was not necessarily realistic. Respondents did generally possess a strong need to remain active which they attempted to fulfil to the best of their abilities.

5.6 CAUSES OF UNHAPPINESS

Factors that caused the respondent unhappiness will be identified.

TABLE 19A : POOR HEALTH

VALUE LABEL	VALUE	FREQUENCY	%
Unhappy to lose	1	21	95,5
No answer	0	1	4,5
		22	100,0

TABLE 19B : ADDITIONAL CAUSES OF UNHAPPINESS

VALUE LABEL	VALUE	FREQUENCY	%
Physical problems	1	6	27,3
Not useful	2	4	18,2
Can't attend meetings	3	4	18,2
Nobody to care for grand-children	4	1	4,5
Nobody caring	5	1	4,5
Family fights	6	1	4,5
Depends on others	8	3	13,6
	9	2	9,1
		22	100,0

Health or physical problems appear to be a very important cause of unhappiness to respondents. This is evident from the results of both Tables 19A and 19B. From the latter table it can be seen that the main causes of unhappiness were:

- i) Poor health of respondents
- ii) the fact that they could no longer be useful
- iii) their inability to attend church and other meetings
- iv) their dependence on others.

It is highly likely that the latter three causes of unhappiness are all results of the parent cause, namely, poor health. Apart from unhappiness due to physical pain, caused by ill-health, another contributing factor to the respondents' unhappiness is the fact that ill health is accompanied by a decline in activity levels. It has already been revealed that respondents generally possess a need to remain as active as possible. A loss of the respondents' good health will decrease the chances of fulfilling this need. This occurrence is bound to depress respondents. This is given support by the fact that the latter three additional causes of unhappiness all entail or reflect a decreased activity level. The respondents' inability to fulfil their need for activity could even result in a reduction

of their self-esteem. It therefore appears that physical problems lead to an additional cause of unhappiness, namely, the respondent's inability to fulfill needs, which are mainly of an emotional nature. It should be taken into account that ill health is almost a companion of old age. However, it appears from the large proportion of respondents who cited it as a cause of their unhappiness, that they have not come to terms with this fact. Respondents will never again be as fit as they were when they were younger. The emotional and physical pain caused by ill health can only be overcome, not avoided. This appears to be the only way in which ill health is going to cease being a cause of unhappiness to respondents.

TABLE 20A : UNEMPLOYED

VALUE LABEL	VALUE	FREQUENCY	%
Unhappy to lose	1	13	59,1
Don't mind doing without	2	7	31,8
No answer	0	2	9,1
		22	100,0

TABLE 20B : RESPONDENTS UNABLE TO SUPPORT THEMSELVES

VALUE LABEL	VALUE	FREQUENCY	%
Unhappy to lose	1	18	81,8
Don't mind doing without	2	2	9,1
No answer	0	2	9,1
		22	100,0

TABLE 20C : NO LONGER ABLE TO SUPPORT FAMILY

VALUE LABEL	VALUE	FREQUENCY	PERCENT
Unhappy to lose	1	9	40.9
Don't mind doing without	2	9	40.9
Not applicable	3	2	9.1
No answer	0	2	9.1
		22	100.0

The fact that the respondents were unemployed and consequently unable to support themselves or their families led to a lack of fulfilment of certain emotional needs, namely the need to be useful and to be independent. This lack of fulfilment of emotional needs appears to be the main cause of unhappiness to the majority of the respondents.

Due to the fact that they were unemployed, respondents would have been unable to support their families on anything but their pensions. It is unlikely that this sum of money would be sufficient to adequately fulfil the needs of their families. Respondents might also have felt, for example, that because they were no longer one of the breadwinners of their families, the families would regard them as being no longer useful to them. The respondents need to be useful to the family would therefore not be fulfilled. This is bound to increase the unhappiness of the respondents. It could also result in diminished self-respect. Furthermore, by not being employed, respondents would also have been unable to support themselves. To further aggravate this situation, they may have had to depend on their families after years of supporting or helping to support their families. The possible result of this could be the respondents need for independence not being satisfied. This could consequently lead to a decrease in the self-esteem of the respondents.

It should however be noted that a fairly large proportion of respondents were unconcerned about being unemployed (10%) and being unable to support their families (41%). It is possible that those respondents who did not mind being unemployed were either satisfied with their pension or were being cared for by their families or both. They therefore felt that it was not necessary for them to be employed. Similarly, it is likely that those respondents who did not mind being unemployed, had come to terms with the possibility that they were too old to adequately support their families. It is further likely that these respondents felt they had supported their families for long enough. It was therefore the duty of the ^{families} ~~respondents~~ to reciprocate by supporting the respondents.

TABLE 21 : FAMILY HAS LESS TIME FOR RESPONDENT

VALUE LABEL	VALUE	FREQUENCY	%
Unhappy to lose	1	13	59,1
Don't mind doing without	2	5	22,7
Not applicable	3	3	13,6
No answer	0	1	4,5
		22	100.0

The majority of respondents (59%) appeared to possess a need for attention to be given to them by their families. It is interesting to note that old people often express a need to have their families close to them. This could help to explain why so many respondents were unhappy that their families spent less time with them. They might have wished their families to be near them in their old age. This need was however not being satisfied for them. This could suggest that the families of the respondents were guilty of a certain amount of emotional neglect towards the respondents. The respondents were not being given all the attention that they

5.7 CONCLUSION

The method of analysis was scientific in nature. It recorded current needs, causes of unhappiness, attitudes and activity levels of the Day Care Centre users. Inferences, concerning the emotional and the physical needs of respondents, were made from the data obtained. Such data could be enhanced by an examination of how the respondents themselves wish their needs to be fulfilled.

CHAPTER SIX

6. EVALUATION AND CONCLUSION

The study was aimed at evaluating the recreational and emotional needs of the Zamazulu Nkosi Day Care Centre users. Furthermore, an attempt was made to investigate the applicability of the theories of Activity and Disengagement to the respondents. Salient observations which came from this study were as follows:

Firstly, most respondents visited the Centre to fulfil needs of a health nature, due to the fact that these needs could best be fulfilled at the Centre. However, a large proportion of the respondents visited the Centre to fulfil emotional needs. The need to keep active can be identified as one of the respondents' important emotional needs. The Centre, by offering the respondents an opportunity to engage in a number of different activities, enabled them to fulfil their need to keep active. Respondents therefore visited the Centre so as to obtain a more adequate fulfilment of their emotional needs, for example their need to keep active. It should be noted that the very fact respondents displayed a need for activity gives support to the applicability of the theory of Activity to these respondents.

Secondly, a trend existed whereby the activities which respondents chose to engage in were influenced by factors associated with their particular stage of life. Many respondents were therefore unable to engage in strenuous activities such as gardening. They therefore chose to engage in less demanding activities such as sewing. They were thus able to remain active despite their physical handicaps. This factor appears to give support to the theory of Activity in that respondents engaged in activities more suited to their stage of life with no accompanying decline in activity levels.

Thirdly, respondents demonstrated an inclination towards participating in activities that would lead to the fulfilment of their emotional needs. Of these emotional needs, one of the most outstanding was the need to be useful to their families. Respondents therefore chose to engage in activities that would ultimately be of benefit to their families. Once again, the popular activity of sewing was chosen to fulfil this need to be useful. Garments that had been sewn could be sold and the money given to the family. In this way respondents would be able to help support their families, thereby fulfilling their need to be useful to their families. The fact that respondents possessed this need to be useful casts doubt on the applicability of Disengagement theory to these respondents. A basic tenet of Disengagement theory is that people withdraw into themselves as they age, thereby becoming increasingly concerned with themselves rather than with others. This does not appear to be the case with the respondents, the majority of whom displayed a strong concern for the well-being and needs of their families.

Fourthly, it was found that the majority of respondents had not acquired additional skills at the Day Care Centre. This was due, not to a withdrawal into themselves on the part of the respondents, but to certain constraints that appeared to be operating on them. The three most likely constraints appear to be the following:

- i) respondents continued participating in activities which they had been participating in prior to coming to the Centre. Due to this, no new skills had been acquired.
- ii) An environment constraint could have been present amongst respondents. All respondents were born into and had lived in a culture of poverty. It was therefore the only type of life that they had ever experienced. The result was therefore depressed expectations. It was felt by respondents that the acquisition of new skills would bring about no positive change for them. It is possible that they accepted their position in life as inevitable. In addition, respondents had never been taught skills that would be of benefit to them, and therefore did not expect to be taught

such skills at their present stage of life. Such respondents were therefore content with existing skills.

iii) A psychological constraint also appeared to exist, namely, respondents believed that they were too old to benefit from the acquisition of new skills. This feeling of resignation can also be used to explain why respondents did not wish to acquire new skills. However, this feeling of resignation does not cast doubt on the applicability of Activity theory to the respondents. Most of the respondents possibly felt that they were able to keep themselves as active as they wished with skills that they already possessed. There was therefore no reason for them to acquire new skills. It should be noted that there was however no drop in their activity levels. It should however, also be noted that the Centre did serve a positive, educating function to a section of the respondents. This is obvious from the fact that a fair proportion of the respondents did acquire new skills at the Centre.

Fifthly, a fair proportion of respondents did wish to acquire additional skills at the Centre. These respondents were not necessarily more active than the others, however, they could have been more motivated towards the fulfilment of their economic and emotional needs. There was therefore a trend towards wishing to acquire skills that would bring about this fulfilment. For example, most respondents wished to knit due to the fact that this is an activity that could lead to the fulfilment of their financial needs while at the same time fulfilling their need for independence. In other words, money could be used by the respondents to support themselves. Respondents would thus fulfil their need for independence.

Sixthly, the respondents themselves appeared, from results dealing with their activity levels, to believe that they were less active than they used to be. In reality this does not appear to be the case. The activities currently engaged in by users are less demanding than the activities they engaged in during their youth. Users therefore believed that they were engaged in fewer activities.

In actuality, respondents were possibly as active as they were during their youth. However, the activities they now engaged in were associated with their particular stage of life. This is one of the basic tenets of Activity theory. The fact that it can be applied to the respondents gives support to the applicability of Activity theory, as a whole, to these respondents. Respondents simply mistook a change in the nature of activities in which they engaged, for a drop in activity.

Seventhly, respondents possessed a strong need to remain active. By the fulfilment of this need, it is possible that they felt they would also be able to fulfil other emotional needs, such as their need for independence and their need to be useful. However, they were prevented from fulfilling these emotional needs due to a number of obstacles, the chief one being poor health. This obstacle spawned a number of other obstacles, for example, respondents were prevented from attending church meetings and they were also forced to be dependent on others. Consequently, due to the fact that these obstacles prevented the fulfilment of their emotional needs, respondents were caused unhappiness. However, it must be noted that most of the obstacles experienced by respondents were companions of old age. They cannot be avoided, only overcome.

Finally, users generally believed that their emotional needs were adequately satisfied. The Day Care Centre, however, played only a minor role in the fulfilment of these needs. The users turned largely to family members, especially their daughters, for emotional support and comfort. People outside the family were generally not relied upon by the users for the fulfilment of emotional needs. The families of users therefore played a central role in the fulfilment of the respondents' needs.

6.1 LIMITATIONS

Due to the limited sample size, it is possible that the other needs of users were not uncovered. Future research on the needs of Day Care Centre users should preferably be conducted at a time when the Day Care Centre has a larger number of users. This would possibly result in the identification of additional needs.

Furthermore, the Day Care Centre was being used solely by women. It is possible that this is because the Centre does not cater for the needs of elderly men. Future research should therefore identify the needs of this group of people. The Day Care Centre would thereby be provided with information which can be used to formulate and introduce measures that would attract elderly men to attend.

The results of such research could help to make the Day Care Centre an "activity spot" for the elderly people of KwaMashu.

A larger number of older people will thus be provided with an opportunity to fulfil their needs more adequately. The Day Care Centre could thereby become a more effective force in caring for the needs of KwaMashu's elderly.

APPENDIX A

BIBLIOGRAPHY

QUESTIONNAIRE

A. ATTITUDES TOWARDS THE DAY CARE CENTRE

1. Can you tell me, in your own words, how you heard of the Day Care Centre?

2. Do you have any friends, neighbours or relatives who are also coming to the Day Care Centre?

1) No

2) Yes (Specify) _____

--

3. How long have you been coming to the Day Care Centre?

a) _____ years

b) _____ months

c) _____ days

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4. How often do you attend the Day Care Centre?

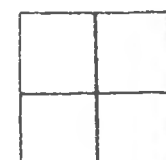
a) _____ days a week

--

5. Why do you come to the Day Care Centre? What are the two most important reasons: (Interviewer: read out list)

1st choice	ind choice
------------	------------

a) Your family likes you to come to the Centre	1	1
b) There is nobody to take care of you during the day	2	2
c) It's a quiet place for old people	3	3
d) It's a safe place for old people	4	4
e) One can learn new skills like knitting, crocheting, for women; carpentry for men	5	5
f) There is singing	6	6
g) There is the company of other older people	7	7
h) Playing games and telling stories to small children	8	8
i) You can attend church services	9	9
j) You can make things to sell	10	10
k) You receive a meal	11	11
l) Health services are provided	12	12
m) Other reasons _____		



B. ADDITIONAL NEEDS OF CENTRE USERS

6) What things do you do at the Centre? _____

6.1) Which of these things do you enjoy most? Why?

7) Do you feel that you have learnt to do new things since coming to the Centre?

1) No

2) Yes (specify) _____

8) Are there any other things which you would like to be trained to do?

1) Yes

2) No

9) (If the respondent answered yes, then ask!)

a) What other things would you like to be trained to do?

b) Why would you like to be trained to do these things?

C. EMOTIONAL NEEDS OF THE ELDERLY

10) Please tell me if you are satisfied that you receive these needs or not:

s*	d.s.*	n.o.*
----	-------	-------

- | | | | | |
|---|---|---|---|--------------------------|
| a) Someone giving you useful advice if you need it | 1 | 2 | 3 | <input type="checkbox"/> |
| b) Someone giving you encouragement and reassurance if you need it | 1 | 2 | 3 | <input type="checkbox"/> |
| c) Someone listening if you need to confide/talk about things that are important to you | 1 | 2 | 3 | <input type="checkbox"/> |
| d) Someone acting in ways that show he/she appreciates you | 1 | 2 | 3 | <input type="checkbox"/> |
| e) People treating you with respect | 1 | 2 | 3 | <input type="checkbox"/> |
| f) Someone showing that he/she cares about you as a person | 1 | 2 | 3 | <input type="checkbox"/> |

- * s satisfied
 d.s. dissatisfied
 n.o. no opinion

11) You said that you were satisfied that you receive certain of these needs. Please tell me if these needs

- | | |
|--|--------------------------|
| a) have been satisfied only since you have been coming to the Centre | <input type="checkbox"/> |
| b) were also satisfied before you came to the Centre | |

14) There are a number of things one does without when one grows older. Some things one can easily do without, other things one is sad to lose. Which of the following have you been sad to lose/do without?

Sad to lose do without	Don't mind doing without	N.A.*
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a) Sad to feel less healthy than usual

1 2 3

b) Sad to no longer be able to support yourself

1 2 3

c) Sad to no longer be able to support your family

1 2 3

d) Sad that your family has less time for you because they work

1 2 3

e) Sad that you do not have a job anymore

1 2 3

* N.A. Not applicable (considered unimportant, never had)

15) What other things make you feel unhappy? _____

16) Do you feel that you now do more things, the same number of things or less things than you used to do when you were young?

a) more

b) less

c) same number

17) Do you feel that you now have the same number, more or less interests/hobbies than you used to have when you were young?

- a) more
- b) less
- c) same number

D. FACTORS THAT DETERMINE THE COMMUNITY'S ATTITUDES TOWARDS THE AGED FROM THE POINT OF VIEW OF THE AGED

18) We are interested in all the reasons why some members of the community respect older people as they deserve to be respected, and others do not. Can you tell me which of the following are the reasons why some people in the community do not give old people the respect they deserve:

Yes	No
-----	----

- a) There is a general lack of respect for old people these days
- b) Young people forget how much they owe to their elders
- c) Old people usually do not have a job anymore
- d) People feel that old people cannot take care of themselves
- e) They see old people as a financial burden
- f) They feel old people cannot help the community anymore
- g) They feel that old people do not play a useful role in the family anymore
- h) Old people are often no longer head of their families

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

Yes No

19) Now can you tell me why other people in the community show enough respect for old people. Do you feel that this is because:

Yes	No
-----	----

a) They feel old people have a lot of knowledge of traditional customs and skills

Yes No

b) They feel that old people usually know best how to run community affairs

Yes No

c) They see the old person as the head of the family

Yes No

d) Younger people know the owe respect to old people

Yes No

20) Do you yourself feel that you get sufficient respect from the people in the community?

1) Yes

2) No

Comments:

E. BACKGROUND CHARACTERISTICS (Ask or observe)

21) Age of respondent: _____ years

22) Sex (1) Male
(2) Female

23) Which year of education have you passed?

- None (1)
- Sub A/B (2)
- Std 1 - Std 3 (3)
- Std 4 - Std 6 (4)
- Std 7 - Std 8 (5)
- Std 9 - Std 10 (6)
- Post - matric training (7)
- University (8)

24) Where were you born?

- 1) In town
- 2) In the country

How long have you lived in town _____ years

25) Do you receive a pension?

- 1) Yes
- 2) No

26) Where in KwaMashu do you live? (Ask Day Care users)

Thank you.



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