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Shared environmental-ecological leisure between grandparents and grandchildren

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ARTICLE SECTION

Shared environmental-ecological leisure between grandparents and grandchildren

Abstract: The leisure experiences shared between grandparents and grandchildren from an environmental-ecological dimension can be key in human development, at a personal, family, social and sustainable level, reinforcing family cohesion, the well-being of both generations and respect and care for the environment. The present research aims to identify the environmental-ecological leisure activities shared by grandparents and grandchildren, and their link with variables related to temporal, spatial, affective and motivational aspects. Two focus groups were carried out. In the first one, 8 grandchildren between 6 and 12 years old, 4 boys and 4 girls participated; in the second one, 9 grandparents (5 boys and 4 girls) with grandchildren between 6 and 12 years old participated. A category system was created and validated through Cohen's Kappa and Fleiss' Kappa indexes. The results reflect the important presence of the environmental-ecological dimension in the activities shared between grandparents and grandchildren, highlighting experiences of caring for animals, milking, tilling the fields, planting and caring for vegetables and fruit trees, as well as making preserves. These experiences nurture intergenerational co-learning about respect, commitment and environmental awareness, promoting sustainable development.

Key words: environmental leisure; grandparents; grandchildren; co-learning; human development; environmental leisure; grandparents; grandchildren; co-learning; human development.

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IDEAS CLAVE / HIGHLIGHTS / IDEES CLAU

- | | | |
|--|---|---|
| <p>1. La experiencias ambientales-ecológicas compartidas entre abuelos y nietos son fuente de desarrollo social sostenible.</p> | <p>1. Shared environmental-ecological experiences between grandparents and grandchildren are a source of sustainable social development.</p> | <p>1. L'experiències ambientals-ecològiques compartides entre avis i néts són font de desenvolupament social sostenible.</p> |
| <p>2. La dimensión ambiental-ecológica ocupa un lugar destacado en el ocio compartido por abuelos y nietos.</p> | <p>2. The environmental-ecological dimension occupies a prominent place in the leisure shared by grandparents and grandchildren.</p> | <p>2. La dimensió ambiental-ecològica ocupa un lloc destacat en l'oci compartit per avis i néts.</p> |
| <p>3. Facilitar tiempos de ocio ambiental-ecológico intergeneracional es una buena estrategia de fomento del desarrollo sostenible.</p> | <p>3. Facilitating intergenerational environmental-ecological leisure time is a good strategy to promote sustainable development.</p> | <p>3. Facilitar temps d'oci ambiental-ecològic intergeneracional és una bona estratègia de foment del desenvolupament sostenible.</p> |
| <p>4. La comunicación íntima generada entre ambas generaciones en experiencias ambientales-ecológicas, suscita un co-aprendizaje de calidad.</p> | <p>4. The intimate communication generated between both generations in environmental-ecological experiences leads to quality co-learning.</p> | <p>4. La comunicació íntima generada entre totes dues generacions en experiències ambientals-ecològiques, suscita un co-aprenentatge de qualitat.</p> |

EXTENDED ABSTRACT¹

Introduction and justification: grandparents' and grandchildren's shared leisure experiences can be a key to human development from an environmental-ecological dimension, on a personal, family, social, and sustainable level, reinforcing family cohesion, the well-being of both generations, and promoting respect and care for the environment. Coupled with the influence of the family in leisure practices and a troubling trend towards reducing children's connection with nature (Edwards et al., 2020), the enormous potential of the natural environment leads us to examine these experiences with a strong environmental-ecological component in affectively close settings, in order to promote intergenerational participation and engagement (Cuenca, 2016; Doistua & Ried, 2016).

Objectives, methodology and sources: this research aims to identify environmental-ecological leisure activities shared by grandparents and grandchildren, and their linkage with variables related to temporal, spatial, affective, and motivational aspects. Two discussion groups were held. The selection of the participants was structural, and the diverse collectives were formed based on their membership in that group. The characteristics of homogeneity and heterogeneity allowed us to have a realistic representation of the grandchildren and grandparents. We ensured that the referent social collective (grandparents/grandchildren) and the grandchildren's age range (6-12 years) were homogeneous. Heterogeneity as a function of sex, number of grandchildren, and family typology was guaranteed. The tendency to balance the number of participants according to the grandparents' geographical origin (rural or urban area) was also maintained.

The first group involved eight grandchildren, aged between 6 and 12 years, four boys and four girls; in the second group, there were nine grandparents (five men and four women) with grandchildren aged between 6 and 12. A categorical system was created theoretically based on leisure within the framework of intergenerational relations, and searching for articles in prestigious databases, such as Dialnet, SciELO, Scopus, or WoS, before examining the transcriptions—the deductive phase. Subsequently, as the testimonies and reflections provided by the participants in the two discussion sessions were analyzed, the categories were expanded, branching into multiple subcategories—the inductive phase. Thus, a system of eight general categories and 44 subcategories was configured, which was validated by expert judges: six university research professors, all of them PhDs, from the field of Leisure and Pedagogy.

To measure validity, Cohen's (1960, 1968) Kappa index was used, on the one hand, as an indicator of overall concordance among the experts, obtaining an almost perfect level of concordance with three of the experts (0.862, 0.818, and 0.822) and substantial concordance with the remaining three (0.742, 0.695, and 0.678). On the other hand, Fleiss's (1971) Kappa coefficient was calculated to determine the degree of concordance between the principal investigator and each of the experts. The scores obtained by category ranged from 0.514 to 0.907, reflecting a moderate, good, and very good match. The overall score was 0.697, which expressed a good degree of agreement. Thus, the category validation process was considered successful.

Results: to reflect the important presence of the environmental-ecological dimension in the activities shared by grandparents and grandchildren, highlighting experiences of

¹ Traducción exclusiva de los autores / Authors' exclusive translation.

animal care, milking, tilling the land, planting and tending greens, vegetables, and orchards, as well as canning. Among the grandparents' and grandchildren's motivational factors to practice intergenerational leisure activities, including environmental-ecological activities, they mentioned the positive feelings generated among them (40.7 %), the grandfather's role of caregiver and companion in the service of their grandchildren (15.12 %), and the acquisition of new knowledge derived from the practice (13.95 %). In this sense, they stated that the action and effects of learning were bidirectional, and they were concerned that the transfer of knowledge should be effective.

The main factors that grandparents and grandchildren perceived to condition their practice of shared environmental-ecological leisure were the geographical location and type of rural-urban environment (66.67 %), mainly the nature of the shared activities and the satisfaction they produced. The farm/garden, with 44 % of the references, is the preferred place for sharing these activities. They practice more in the periods coinciding with school vacations, that is, the two months of the summer holidays and the two weeks at Christmas (64 %), as well as on weekends (20 %).

We note the discourses in which grandchildren and grandparents agreed about mutual learning, where the grandparents explained topics they knew about and were interested in, and the grandchildren taught and remembered previous situations that demonstrated the learnings experienced (42 %). In this sense, the grandparents told us how they have taught their grandchildren to feed the animals, care for them, milk cows, till the land, dig, plant vegetables and fruit trees, as well as to harvest and make different preserves with these products. The grandparents also mentioned that they go to the schools to share their knowledge of garden care with schoolchildren.

Conclusions: The experiences of environmental-ecological leisure hold a prominent place in the leisure shared by grandparents and grandchildren, they nurture intergenerational co-learning of respect, commitment, and environmental sensitivity, they are a good strategy to promote sustainable development and visibilize high-quality intimate communication between the two generations.

Future guidance: this research highlights the reality of intergenerational leisure times before the COVID-19 pandemic. The prevention measures established to mitigate the spread of the virus, coupled with the fact that the group of older adults is considered particularly vulnerable, have led to significant changes in the grandparent-grandchildren relationship, which also reveal substantial changes in environmental leisure practices. This situation shows the need to expand this research in order to understand the implications of the pandemic in intergenerational leisure, which leads to the rethinking of new dynamics that favor the practice of shared leisure activities for the benefit of family well-being.