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VARIABLES AFFECTING GRANDCHILDREN'S  
PERCEPTIONS OF GRANDPARENTS

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While many studies have investigated grandparenthood from the point of view of the grandparent, few have considered this issue from the perspective of the grandchild. In this respect, a number of variables (i.e., grandchild age and gender, parents' marital status, and grandparents' age, gender, education, kinship position, residential proximity to and frequency of visiting with grandchildren, perceived influence on the grandchild, style of grandparenting, and relationship with the parents) were investigated as determinants of the quality of the grandparent-grandchild relationship in a sample of 171 adolescents and young adults. It was found that different sets of variables operated for different grandparents to predict the quality of their relationships with grandchildren.

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VARIABLES AFFECTING GRANDCHILDREN'S  
PERCEPTIONS OF GRANDPARENTS

Traditionally, one of the most important relationships for many middle-aged and elderly persons has been with their grandchildren. Barranti (1985) states that benefits for the elderly in particular may be the enhanced esteem of grandparent status and its associated role privileges, compensating for the demoralizing physical, social, and material losses they face in their later years. Pertaining to grandchildren, Kornhaber and Woodward (1981) speculate that "the complete emotional well-being of children requires that they have a direct, and not merely derived, link with their grandparents" (p. 163).

However, the traditional role played by a grandparent in earlier periods of our society has been greatly complicated by a large number of cultural changes the United States experienced enroute to becoming highly industrialized: changes such as the vast knowledge expansion due to technology and the transmission of knowledge via television. These changes alone tended to decrease the importance of the valued elder as one who was responsible for accumulating and transmitting technical information, history, and the culture's value system.

Accompanying our industrialization has been the increase

in national and multinational companies who make and discover markets thousands of miles apart, and the concomitant complex of relatively inexpensive transportation systems linking these markets. Families are uprooted to take advantage of employment opportunities far from home and extended family members, including grandparents. Current patterns of residential mobility make it more likely today than in the past that grandparents and their grandchildren will be separated by wide geographical distances (Shanas, 1980), although more recent studies offer evidence to the contrary in specific instances (e.g., Cherlin & Furstenberg, 1986). The result for many elderly is that fulfilling the role of grandparent may mean overcoming vast distances at a time when financial and energy resources are not available.

Further constraints on the grandparent-grandchild relationship are brought about by what Kornhaber and Woodward (1981) term a "new social contract" between grandparents and their adult children, a tacit agreement that neither will interfere in the lives of the other. The implication is that many older adults may have become remote and uninvolved in their relationships with their grandchildren, particularly after those grandchildren have grown into adolescence and young adulthood.

Perhaps, too, grandparents have suffered a reduction in the sphere of influence and respect once accorded them within the extended family. Research on the grandparent role found

that in societies in which elderly persons held decision-making and economic power, as was the case in the United States when it was primarily an agrarian society, relations between grandparents and their grandchildren tended to be formal and authoritarian (Neugarten & Weinstein, 1964). Other studies, however, indicate that in cultures in which the old were removed from authoritative positions, grandparents were warmer and more indulgent of their grandchildren (Burgess & Locke, 1950; Radcliffe-Brown, 1950, cited in Kivnick, 1982), which might help to account for many grandparent-grandchild relationships in the United States today. Conversely, whatever authority grandparents may have lost within the extended family could be on the rise again due to current high divorce rates that are bringing many grandparents back into a parenting role, the fact that every state has enacted legal provisions concerning grandparents' visitation rights in the case of the parents' divorce (Staff, 1986), and the longer age spans that maintain grandparents within the extended family for longer periods of time.

The dynamics of the grandparent role should be understood to a greater extent because of the increasing number of men and women 65 years and older in the United States population. The size of this group will increase from just under 16 million in 1980 to a projected 46 million by 2000 (Myers, 1985), 70% of whom are likely to be grandparents (Barranti, 1985). Brody (1979) points out that a 10-year-old

child's chances of having two living grandparents has risen to 50% since the first quarter of this century, and the chances of having at least three living grandparents has risen to almost 40% during the same period. In addition, increased longevity has enabled adults to remain in the role of grandparents longer than adults of previous generations (Hagestad, 1981). The net result of these demographic changes is that children are in their roles of grandchildren for longer periods, and have more opportunity to foster close, long-term intergenerational bonds.

The impact, however, of being in a grandparent-grandchild relationship is probably not the same for children as it is for the elder. As Rosow (1986) hypothesizes, grandparents have few roles available to them in later life, while the grandchild is just beginning or is in the peak period of living out many roles. As a result, grandparents may attach more value to the grandparent role than they can extract from it, because the grandchild does not (or cannot) reciprocate with the quality and frequency required to maintain a close relationship. In this case, the grandchild's perception of the grandparent's role may be greatly devalued in comparison to the grandparent's perception.

The topic of grandparent-grandchild relationships has not been the subject of intense empirical research, although there has been an increase in publications relating to this topic the past five years. Most of these studies, however,



were directed toward gathering grandparent data. Comparatively few specifically addressed grandchild factors, and most of these were either of a review or speculative nature, or had methodological difficulties. Additionally, none of these studies of young adult grandchildren attempted to explore more than four or five of the primary variables to determine their relative importance in predicting the quality of the grandparent-grandchild relationship as perceived by the grandchild.

The variables that have received the most attention in the literature and appear to be the most likely to influence grandchildren's perceptions of their relationships with grandparents are: (a) age of the grandparent or grandchild, (b) gender of the grandparent or grandchild, (c) whether the grandparent is maternal or paternal (kinship position), (d) residential location of grandparent vis-a-vis the grandchild, and the frequency of visits between them, (e) each parent's relationship with the grandparent as perceived by the grandchild, (f) marital status of the grandchild's parents, (g) the style of grandparenting, (h) education of the grandparent, indicating social class, and (i) direct influence (without mediation of the parents) of the grandparent on the grandchild's life.

#### The Variable of Age

Research on the variable of age has been confined mainly to the grandparents' age, with very few studies studying

grandchild age as a variable in the quality of the bond between a grandparent and a grandchild. With regard to grandparents, age differences seem to be related to the styles these elders employ with their grandchildren (Cherlin & Furstenberg, 1985). The older grandparents become, the less diverse they are in their styles of interacting, usually settling down to a less involved style. Younger grandparents, on the other hand, were found to employ more variety in their styles, probably as a result of two factors: (a) a greater amount of interaction with their grandchildren, and (b) less rigidity in their expressions of personality due to better health and higher energy levels. Earlier research found that some grandparents preferred their grandchildren more when they were small (Clark, 1969), from which it might be inferred that the grandparents themselves were relatively young. But as the dyad ages, grandparents feel increasingly distant from their grandchildren (Kahana & Coe, 1969, cited by Kahana & Kahana, 1970). This relationship, however, may not be linear, but a curvilinear one. Troll's (1980) on-going cross-sectional study of grandparents reveals that responses about grandchildren are neutral from participants in their 40s; positive from those in their 50s, 60s or 70s; and neutral again from those in their 80s.

As for the age of grandchildren, most studies have focused on the years of childhood and adolescence. For example, Kahana and Kahana's (1970) descriptive study of

grandchildren 4 through 12 years old suggests that differences in children's perceptions of their grandparents vary as a function of the child's age. In their sample, the youngest (4-5 years) children's perceptions were focused on physical characteristics, such as wrinkles and white hair, reflecting concrete forms of reasoning; the middle group (8-9 years) perceptions were in functional terms, that is, behaviors or activities signifying old age (e.g., "To be old means to sit around," or "Old people don't play with you"); and the perceptions of the oldest group (11-12 years) tended to be in abstract terms, typically referring to generic physical or personality characteristics, for example, "Older people are weak, sick, experienced, friendly, nice to children, etc."

As children move into and through adolescence, their perceptions may continue to change as a function of age. In a review of the literature pertaining to adolescent grandchildren, Baranowski (1982) identifies a Belgian study (Van der Straeten, 1971, cited in Marcoen, 1979) that differentiated among adolescents' perceptions of their grandparents according to the adolescents' ages: the 10-12 year olds saw their grandparents in egocentric terms of playmates and gift-givers; the 13-15 year olds tended to distance themselves from and be critical of their grandparents; and the 16-18 year olds were more balanced and emphasized mainly the personality traits of their grandparents. As no sample size

or other methodology was detailed in the Marcoen review, it is difficult to draw conclusions from the work he cites.

Moving across the life span, other inquiries have attempted to show that young adults (18-24 years) believed their relationships with their grandparents were important (Hartshorne & Manaster, 1982; Hoffman, 1979-1980; Matthews & Sprey, 1985; Robertson 1976). Conclusions from the findings of these investigations, however, must be cautiously interpreted. The Hartshorne and Manaster (1982) and Robertson (1976) studies were descriptive rather than inferential; Hoffman (1979-1980) used only females, thus biasing his sample; and Matthews and Sprey's (1985) 50% response rate indicated a self-selected sample, potentially biased by a lack of respondents who felt they would not be appropriate representatives due to having only one grandparent or not feeling positive toward their grandparents. Taken together, none of the above studies allows conclusions to be reached regarding whether 13-15 year-old teenagers devalue their relations with their grandparents and later develop a more positive view with maturation into late adolescent-young adulthood. One may speculate, however, that a young adult will seek more roles (e.g., marriage and career) to which allegiance, emotional ties, and energy will be shifted. Concomitantly, the number of roles for the aging grandparent will decrease (Rosow, 1985). The probable result is a change in the qualitative aspects of the grandparent-grandchild

relationship.

### Gender Differences

The gender variable is a factor that commonly draws the attention of researchers in their intergenerational studies. Concerning the gender of grandparents, Albrecht (1954) found in her sample ( $N = 65$ ) from a small midwestern community that while neither men nor women desired responsibility for their grandchildren, grandmothers cared more for them than grandfathers. Thompson and Streib (1962) state that the role for grandmothers involves more activities and family interactions than the grandfather's role. This is supported by Neugarten and Weinstein (1964), who found the only significant result in their pilot study was the difference between male and female grandparents in their role of surrogate parent: 14% of the grandmothers filled this role while no grandfathers assumed the duties of surrogate parent. Thomas (1986) discovered that the men in her study felt responsible for the way their grandchildren were being raised. The women of her sample, in addition to also feeling the same responsibility, expressed a greater satisfaction with the grandparenthood role than the men expressed. Perhaps this is a result of women being more likely than men to have warm relationships with their grandchildren (Hagestad, 1982).

There may be gender differences in regard to attempts of men and women to influence their grandchildren in different matters (Hagestad, 1985). Grandmothers apparently advise on

a broad base of subjects, such as interpersonal issues and styles of life; whereas grandfathers appear more interested in having influence in practical concerns, such as work and education (cf. Crawford, 1981). One final point, grandparents are likely to limit their attempts to influence to their same-sex grandchildren (Hagestad, 1985).

The way grandchildren evaluate their relations with grandparents may be affected by the gender of the grandparent as well as whether the grandparent is maternal or paternal. Matthews and Sprey (1985) and Hoffman (1979-1980) conclude that kinship position of the grandparent is more important than the grandparent's gender in determining a young adult's perception of his relationship with his grandparent. Their conclusions need to be verified, however, for the reasons discussed above regarding difficulties with their studies.

With regard to extant investigations, none has systematically related gender to differences in children's perceptions of their bonds with grandparents. Of particular interest is the effect of gender on the child who is in the beginnings of adult life. This is the young person past the major complications of childhood developmental issues and is completing the last steps of solidifying personal identity and preparing for several new roles, such as marriage, career, parent, and other positions of leadership. It is at this time that parental and grandparental influences are tested, and grandchildren should be old enough to objectively

identify those inputs from significant adults that have made a difference in their lives.

#### Kinship Position

In addition to grandparental gender, whether the grandparent is from the maternal or paternal side, that is, kinship position, has been identified as a significant factor influencing the relationship with grandchildren. For example, Robins and Tomanec (1962) found that the young adults in their study felt closer to their maternal grandparents than to their paternal grandparents, a common result replicated several times by researchers (e.g., Kahana & Kahana, 1970; Matthews & Sprey, 1985). In a more recent, but limited study of young adult female perceptions of their relations with their grandparents, Hoffman (1979-1980) identified the grandparent's kinship position as a primary factor in the closeness of the relationship: his participants expressed a significantly higher degree of closeness to the maternal grandparents, particularly the grandmother, than to the paternal side. His results, however, were not entirely unexpected, given the total female gender of his sample and the consistent findings of researchers that show maintenance of family relationships to be primarily a maternal function (e.g., Troll 1980). In a more representative study of late adolescent males and females, Matthews and Sprey (1985) discovered that the grandchildren of their sample were more likely to perceive their relationship with their maternal

grandmother as close, very close, or extremely close, and least likely to view relationships with either paternal grandparents in that manner. This conclusion needs to be tested for verification and to determine under which conditions it can be reached.

#### Residential Location and Frequency of Visits

Both residential location of the grandparent vis-a-vis the grandchild and frequency of visits between them are factors that have been repeatedly identified in the literature as being important to the degree of closeness within the grandparent-grandchild relationship. Research has shown that in order for two strangers to develop a friendship between them they must live close enough to permit relatively frequent contact (Crockett & Press, 1981). This frequent contact is necessary to share values and develop the common interests that help to solidify a relationship. What about within extended families? Does residential propinquity within extended families help to develop interfamilial relationships?

Baranowski (1982) reports that the great majority of the adolescents in the United States do not live in the same households as their grandparents, and that it is more likely today than in the past that grandparents and their adolescent grandchildren will be separated by wide geographical distances. He speculates that these factors may act against the formation of close grandparent-adolescent bonds. In support



of this, Troll's (1980) review led her to conclude that frequency of interaction is one of the important factors influencing shared values among members of the three-generation lineages. In addition, she speculates that there may be a correlation between geographical proximity and psychological closeness within the grandparent-grandchild relationship. On the other hand, in her exploratory investigation within a nonrandom sample of grandparents, Thomas (1986) did not find the geographical proximity of the closest grandchild to be a significant predictor of grandparenting satisfaction.

In their investigation of young adults (median age = 21), Hartshorne and Manaster (1982) attempted to show that the amount of satisfaction their participants experienced with grandparental relationships was proportional to the amount of contact. The study, however, was largely suggestive as it yielded no significant results. In his inquiry of young adult females (mean age = 19.4), Hoffman (1979-1980) found within his sample that a surprising percentage of these grandchildren (about 30 to 42%) saw one of their grandparents each month during the year. During the summer months these percentages ranged between 56 to 72%. Unfortunately, these results did not systematically correlate with the degree of perceived emotional closeness felt by the young women for their grandparents.

In one of the most recent studies of young adult (ages:

17-20) evaluations of their grandparental bonds, only the relationship with the paternal grandmother was affected by geographic proximity in the grandchild's childhood (Matthews & Sprey, 1985). In addition, particular relationships varied with frequency of contact when these young adults were small children. If when they were children they visited paternal grandmothers and maternal grandfathers at least three times a year, the young adults were likely to describe these relationships as close. Residential proximity or frequency of visits did not systematically affect their evaluations of their relationships with their other two grandparents. This suggests that both the gender and kinship position of the grandparent may be stronger factors than propinquity in influencing a grandchild's perceptions. However, due to the questionable validity of the responses (i.e., self-reports about a period of time 10 to 15 years in the past), replication of the study to verify these results must take place before conclusions can be meaningfully interpreted.

In a larger sample ( $N = 510$ ) of grandparents, Cherlin and Furstenberg (1986) found that residential proximity and frequency of contact were indeed among those factors that predicted style of grandparenting and type of relationship with grandchildren. Given their study was based primarily on data collected from grandparents, these two factors could not be related to grandchildren's perceptions.

### Parental Relationship with Grandparents

The importance of the child's parents to the grandparent-grandchild bond is pointed out by Troll (1980). She states that if a grandparent and their children have a close relationship with one another, their attitudes and feelings are likely to be transferred to the grandchildren. Other researchers speculate that the "lineage bridge" represented by the middle generation may hold significant influence in intergenerational relations (see Barranti, 1985, for a review). In fact, the closeness of the grandparent-parent relationship may be a predictor variable in the quality of the grandparent-grandchild bond (Bengtson, Olander, & Haddad, 1976; Johnson, 1985; Streib & Becker, 1980; Troll, 1980).

Other research seems to indicate parental influence is mostly operative when the grandchild is young and dependent on the parent, but as the child enters young adulthood, the child may not identify the closeness of the grandparent-parent bond as important. In her pilot study of the perceptions of young adults ( $N = 86$ ), Robertson (1976) found that approximately 22% of the respondents stated that their parents made physical interaction with their grandparents possible, but only about 8% indicated that the parent-grandparent relationships influenced their relationship with the grandparent.

In a more definitive study, Matthews and Sprey (1985) asked their respondents to evaluate each of their parent's

relationships with each grandparent, finding as a result a chain of relationships between the grandchild and grandparent with a parent as the important connecting link. Confining their report to grandmother data, the researchers found within their sample that if a parent was viewed as having a close relationship with his or her mother, the child was likely to be emotionally close to the grandmother. When parents were not viewed as having a close relationship with the mothers-in-law, only the mothers' perceived lack of closeness corresponded to the young adult's lack of closeness in their relationships with these grandmothers. The father's lack of closeness with his mother-in-law did not significantly influence the respondents' bond with this grandparent.

#### Divorce of Parents

Divorce of their children represents both a problem and an opportunity to grandparents. The problem is that one parent will usually receive custody of the children and may make it difficult for the divorced spouse's parents to maintain relations with their grandchildren. The opportunity is twofold: in the near-term the grandparents will have more frequent contact with their grandchildren as they step up the number of services required by the custodian of the children, usually the mother. In the long-term, remarriage of the divorced children may bring an expansion of the grandparents' and grandchildren's extended families. For researchers, the problem and opportunity is to identify the variables that are

primary in predicting the quantity and quality of the grandparent-grandchild bond after the parents' divorce. Two recent empirical studies illustrate some of the better research directed toward finding these variables.

Johnson (1985) reports that after a divorce the younger grandmothers of her sample were more active in providing services to their children than older women. In the case of older grandmothers whose needs are great, their divorced children were not able to meet their needs because of divorce-related demands. In addition, older grandmothers were found to be less family oriented than younger women; they spent more time with friends and tended to turn to them for support. Johnson speculates this finding may be associated with the stage of the life cycle when services required by the grandchildren--which serve to maintain contact--are no longer needed. She concludes that for older grandmothers, the divorce of a child was less likely to enlarge the content of their family roles. Instead, it probably lessened their involvement in their children's families, a situation in marked contrast to that of younger grandmothers. For Johnson, then, age was by far the most important variable in predicting patterns of grandmother behavior after a child's divorce.

Other researchers emphasize gender as the variable of choice when predicting the strength of the linkage between grandparent and grandchild after a divorce of the middle

generation. Cherlin and Furstenberg (1985) found that with some exceptions the ties between maternal grandparents and their grandchildren were maintained or strengthened after a divorce, but the ties between paternal grandparents and their grandchildren were often weakened. This difference emerges because mothers usually retain custody of their children and many divorced fathers have infrequent contact with their children, thereby making it more difficult for paternal grandparents to retain close ties to their grandchildren after disruption of the parent's marriage.

In both these studies, the emphasis was placed on grandparent data, but the need at this point in grandparent-hood research is a set of grandchild data. Younger maternal grandparents may increase their frequency of services to their divorced children and grandchildren, but from grandchildren's perspective, are those increased numbers of services sufficient to foster closeness within grandparent-grandchild relationships?

#### Styles of Grandparenting

The role of grandparenthood and the style with which the role is acted out refers to the behaviors of a grandparent in the relationship with a particular grandchild. It has been a popular variable for study for the past quarter of a century (Kivnick, 1982; Kornhaber & Woodward, 1981; McCready, 1985; Neugarten & Weinstein, 1964; Robertson, 1977; Wood & Robertson, 1976), and, as researchers have sought to

operationalize it in measurable terms, it has been useful in generating questions concerning both the quantity and quality of the grandparent-grandchild relationship (e.g., How often does the grandparent visit the grandchild? Has the grandparent influenced the grandchild in her choice of a career?). However, the research has largely failed to establish a topology of styles with which men and women act out their roles as grandparents, mainly because these studies were too limited in scope, sample characteristics, and analytical techniques for one to be able to reach conclusions and generalize findings.

For example, in Neugarten and Weinstein's (1964) much referenced work, five styles of grandparenting were hypothesized to exist within their middle-class sample of 70 grandparent sets: Formal, Fun Seeker, Surrogate Parent, Reservoir of Family Wisdom, and Distant Figure. These were suggested by certain behaviors endorsed by the grandparents during their interviews with the researchers. Although Neugarten and Weinstein's exploratory inquiry is probably the most frequently cited for demonstrating the existence of styles in grandparental roles (e.g., McCready, 1985; Troll, 1980), the researchers themselves meant no more than to collect data "primarily for the purpose of generating rather than testing hypotheses regarding . . . the grandparent role" (Neugarten & Weinstein, 1964, p. 200). To this end their sample was restricted with regard to representativeness (only one-third was

paternal), ease of access to grandchildren (most lived within short driving distances), age (no grand-parents in their 40s or 70s were represented), economic status (no low or upper class), and religious affiliation (40% were Jewish). Their data were collected via face-to-face interviews using open-ended questions, and these data were analyzed with descriptive rather than inferential statistics. Given these limitations, the existence of styles were merely hinted at by their study.

More recent research has sought to provide insight into these unresolved issues of styles and strategies of grandparenting. Cherlin and Furstenberg (1986) interviewed 510 grandparents of a national sample of children between the ages of 13 and 18. Using factor analysis to determine significant variables and multiple regression to control other effects, these researchers found two clusters of behaviors that provided a basis for delineating grandparenting styles. These behaviors are described as follows:

1. Grandparents exchanged services with grandchildren, such as errands or chores. Social class, education, or race did not affect these behaviors, but younger grandparents or those with more frequent contact with their grandchildren were more likely to exchange services.

2. Grandparents exhibited parentlike behaviors. Again, it was the younger grandparents and those with very frequent contact with a grandchild who were most likely to engage in



these behaviors. While social class or education made little difference, both race and absence of a parent strongly affected the authority a grandparent exhibited in the rearing of a grandchild: black grandmothers and grandparents filling the vacuum left by divorce or other causes of separation were more likely to exhibit parentlike behaviors.

Based on these two clusters of behaviors (i.e., exchange of services and parentlike behaviors), the researchers categorized the grandparents in their sample as having three styles of grandparenting:

1. Remote. This style was characteristic of grandparents who scored low on both exchange of services and parentlike behavior, and had seen their grandchildren less than once every two or three months over the previous 12 months. Most lived more than 100 miles away.

2. Companionate. This style also typified grandparents who scored low on both scales, but their frequency of contact with their grandchildren was at least once or twice a month. These grandparents apparently assumed no responsibility for their grandchildren, but were simply available for companionship. Most of these grandparents lived within 10 miles of their grandchildren.

3. Involved. An involved style was indicative of grandparents who scored high on both exchange of services and parentlike behavior scales. This style was also related to contact with the grandchild at least once every two or three

months, but in most cases contact was much more frequent. As one might imagine, these grandparents had the greatest percentages of their group co-residing or living within 10 miles of their grandchildren than any other group.

Cherlin and Furstenberg concluded that there was no dominant style of grandparenthood, but that grandparents adopted styles in response to a particular grandchild, for example, being remote with one, involved with another. They also concluded that grandparents changed their styles as they and their grandchildren age. In the words of the researchers, "It's easy and natural for grandparents to treat toddlers as sources of leisure-time fun. But no matter how deep and warm the relationship remains over time, a grandmother doesn't bounce a teenager on her knee" (Cherlin & Furstenberg, 1985, p. 100).

The value of Cherlin and Furstenberg's study was twofold: it addressed most of the methodological problems plaguing previous research that sought to differentiate grandparenting styles, and it empirically derived a topology based on easily measurable behaviors. A next logical step would be to determine if these styles from the grandchild's perception reflect the quality of the grandparent-grandchild relationship.

#### Education of the Grandparent

The educational level attained by the grandparent is an indirect measure of social class (Cherlin & Furstenberg,

1986). More education equates to a higher social status and vice versa. In addition, more education may mean less proximity to grandchildren, at least for younger grandparents, because the educated adult will more likely occupy career positions that take them away from their children.

At least two studies of grandparenthood included education as a variable. The earlier one attempted to determine if education affected women's conception of the role of grandparenting (Robertson, 1977). Robertson found within her sample that education was one of the few variables statistically significant in differentiating role meaning. It also varied with the age of the grandmother and frequency of involvement with her friends, that is, the younger grandmothers were more likely to have more education and interact with friends. It did not, however, vary systematically with the frequency of behaviors engaged in with grandchildren, that is, less educated grandmothers were just as likely as more educated ones to interact with their grandchildren. Therefore, the grandmother data from this inquiry did not show education to be a predictor of the quality of the relationship between the grandparent and the grandchild.

More recently, Cherlin and Furstenberg (1986) found that the amount of education attained by grandparents had no effect on the parentlike behavior in which they engaged or in the degree to which services were exchanged with their grandchildren. In the researchers' words, "If one wants to

predict the kind of relationship a grandmother has with her grandchild, one would be better advised to ask how far apart they live or whether their parents are divorced . . . than to ask about her education" (p. 134).

Regarding the importance of grandparents as reported by grandchildren, Cherlin and Furstenberg (1986) determined that grandparents, educational attainment notwithstanding, played an important role in the child's life when they lived close by and had a functional role in the family. These researchers, however, did not tie questions to the child to specific grandparents, so it could not be determined from their data whether the grandparents to whom the child referred were the same ones within the study sample. Therefore, it was inconclusive as to whether education of grandparents predicted the saliency of the grandparent-grandchild bond when working with grandchild rather than grandparent data.

#### Grandparental Direct Influence in Grandchild's Life

Direct influence is the process by which one person influences another through direct interactions, that is, without the mediation of another person. In research of grandparental direct influence on grandchildren, many types of influence have been identified, usually from the grandparent's perspective.

Among the 80 grandparent-grandchild dyads studied by the Chicago team of Hagestad, Cohler, and Neugarten (Hagestad, 1985), less than 20% of the grandparents and even fewer

grandchildren reported no attempt to influence the other. Grandmothers' influence covered many areas: style of life, including basic principles dealing with life's challenges, important values, and basic outlooks; work and education; and interpersonal issues. Grandfathers were more likely to confine their influence to work and education. They were also likely to limit their influencing to their grandsons, at least by their own reports. On the other hand, two thirds of their granddaughters said their grandfathers exerted an influence on their styles of life and on interpersonal issues.

For the younger grandchild, the grandparent may function as a surrogate parent, depending on the circumstances of the parents. For instance, if the mother is an unwed adolescent, she will probably lack financial independence, experience in child-care skills, and in many cases a husband. Hence, her mother is the one likely to step in to participate in or take over parenting (Cherlin & Furstenberg, 1986; for a review, see Tinsley & Parke, 1984). If this role of surrogate parent lasts long enough, the grandchild as a young adult may be able to reflect on the relationship and attribute direct influences on his or her life to the grandparent.

On the other hand, the perceptions of the young adult grandchild are more than likely to be based on memories, for as the dyad ages, the grandparent will experience declining health and thus be less energetic in initiating interactions with the grandchild (Troll, 1980). In addition, as has been

pointed to before, the young adult is entering into an expanding number of roles that does not include grandparents. The net result of these factors, that is, aging of the dyad and changing roles within the dyad, is that the young adult grandchild will probably not report significant influences from grandparental relations.

In summary, the increasing numbers of grandparents in our national population give an urgency to the need to step up the pace of research into the vital role of grandparenthood for the middle-aged and elderly. While there has been an increase in the number of studies of grandparenthood, there is a critical lack of research on grandchildren's perceptions of their bonds with grandparents. To understand their views is vital, for as Matthews and Sprey (1985) point out, grandchildren's perceptions of their families' intergenerational relations to some degree guide their own behavior within those relations. It logically follows that grandchildren's perceptions of relations with their grandparents would affect grandparental behaviors, particularly in the case of the older grandchild--the young adult--who would be in a better position than a younger sibling to act upon his or her perceptions in an independent fashion. This study, then, focused on young adult grandchildren's perceptions of their relations with their grandparents and the primary variables that appeared to affect these bonds.

The research reviewed here suggests 13 variables that,

when viewed in terms of grandchild data, may have implications for intergenerational relationships: (a) Age of grandparent or grandchild, (b) gender of grandparent or grandchild, (c) whether the grandparent is maternal or paternal, (d) residential proximity of the grandparent vis-a-vis the grandchild, and frequency of visits, (e) each parent's relationship with the grandparent as perceived by the grandchild, (f) marital status of the grandchild's parents; (g) style of grandparenting; (h) education of the grandparent, indicating social class, and (i) direct influence of the grandparents on the grandchild's life. The present study investigated the above set of variables as determinants of the perceived quality of the grandparent-grandchild bond.

It was expected that grandchildren would be likely to evaluate highly the quality of their bond with grandparents under the following conditions: (a) the younger the grandparent or grandchild, (b) if either member of the dyad was female or the grandparent was maternal, (c) as residential proximity and the frequency of visits within the dyad increased, (d) if the parental-grandparental bond was seen as close, (e) if the parents' marriage was intact, (f) if the style of grandparenting was perceived as companionate or involved, (g) as the influence of the grandparent on the grandchild's life increased, (h) but not as a function of grandparental social class as measured by educational attainment.

## Method

### Subjects

The subjects were 171 late adolescent and young adult males ( $n = 61$ ) and females ( $n = 110$ ) from 14 through the age of 23 years ( $M$  age = 19.3), and drawn from local educational settings in northern Texas. It was assumed that this age group was old enough to have resolved developmental issues, yet young enough to probably not be married. However, the instrument did not discriminate those that might have been married. Therefore, while the literature does not specifically address marital status of the grandchildren as a variable affecting the grandparent-grandchild relationship, it was assumed to be a potential confound.

The number of subjects was established at a minimum of 155 in order to detect a small-effect size of 0.2 with a .05 type I error and a power of 0.80 (Kirk, 1982). In addition, a sample of at least this size ensured adequate variation in sample characteristics. Among these characteristics were both male and female genders; a range of potential positive to negative perceptions toward grandparents; an adequate representation of those whose parents were no longer married, and a range of educational attainment among grandparents. For purposes of this study, evaluation was confined to the quality of relationships with living grandparents, even though for some respondents their grandparents had only recently died. It was felt the potential idealization of



the deceased would bias responses concerning them.

### Instrument

Consent forms (Appendix A) and verbal instructions (Appendix B) were administered as part of the research instrument. The latter was a comprehensive self-administered questionnaire (Appendix C) designed to collect demographic data about the child, each parent and each grandparent in separate sections. Questions pertaining to the respondent's perceptions of various aspects of each grandparent were in a five-point Likert format, and in most cases one was the lowest or most negative and five represented the highest or most positive. Based on pilot testing, the questionnaire required about 30 minutes to administer.

The instrument did not specifically discriminate between biological grandparents and those associated with step-parents. Nevertheless, grandparents were likely to be biologically related due to instructions within the instrument specifying that respondents were to report on biological parents. In addition, verbal instructions emphasizing reporting on biological grandparents were given respondents prior to administering the questionnaire.

The characteristics of grandparenting style were summarized under three labels: Remote, Companionate, and Involved, which were described earlier. Each style was differentiated by scores on certain questions. An explanation of this system, using questions from section D of the

questionnaire as an example, follows:

1. Remote. The respondent rated this grandparent style with a sum of 16 or below for the eight questions pertaining to parentlike behavior (D.1.i and j, D.1.l - p, and D.3.c), 12 or below for the six questions relating to services (D.3.a and b, D.3.d - f, and D.4.b), and six or below for the three questions probing the pattern of visits (D.1.b, c, and D.4.a). These sums represented an average of two or below out of a possible five for each question.

2. Companionate. This style was rated the same as Remote on questions pertaining to parentlike behavior and services rendered to the grandchild. Visitation pattern, however, was scored seven or above for the appropriate three questions, indicating increased availability for companionship with the grandchild.

3. Involved. Grandparents considered involved were differentiated from others by ratings of 17 or above on parentlike questions, 13 or above on services-rendered questions, and seven or above on questions probing visits.

The amount of influence perceived by grandchildren as having affected them was probed by 10 questions (D.2.a through j). Questions pertaining to the remaining independent variables were as follows: (a) grandparent's residential proximity to respondent (D.4.c) and frequency of visits (D.4.d) and, (b) parents' relationship with the grandparent (D.4.g). Other independent variables were demographic in

nature (e.g., grandchild's age and gender) and data concerning these were collected by self-explanatory questions in the demographic sections of the instrument.

The dependent variable--the quality of the grandparent-grandchild relationship as perceived by the grandchild--was evaluated with five questions. Four of these questions indirectly assessed quality and were chosen by a panel of 30 independent judges (graduate students) who evaluated a pool of questions (Appendix D) drawn from the research questionnaire. The four questions that received the most points and at least 75% of the maximum points per question (30 judges x 5 points/question = 150 maximum points x 75% = 112 qualifying points) were used to operationalize quality. These are marked with asterisks in Appendix D. The fifth question (D.4.e) was a direct and self-explanatory one that asked respondents to describe their relationship with the grandparent. The criterion representing quality was the mean score out of a maximum of 25 points (5 points/question x 5 questions) for the set of dependent variable questions pertaining to each grandparent.

#### Procedure

Local area schools and a university were contacted. After consent forms were signed, group questionnaires were administered within classrooms to ensure a high response rate and a wide variation among subject characteristics. Subjects were extended the right of refusal to participate.

Research associates explained the purpose of the study and the procedures for completing the questionnaire using standard instructions. No signatures were required on the questionnaires to preserve anonymity.

Descriptive statistics were used to describe the sample demographically and with regard to grandparental style, influence with grandchildren, relationships with parents and grandchildren, residential proximity and visiting frequency. Analysis of variance and regression analysis were used to determine significant predictors of the quality of a respondent's relationship with a grandparent. Pearson product-moment correlations among independent variables were determined to evaluate their interdependence and uniqueness of contribution to the prediction process.

### Results

As can be seen in Table 1, fathers (age  $M = 47.0$ ) of the respondents were a little less than 2 1/2 years older than mothers (age  $M = 44.6$ ), as well as having almost one year more of college education. Sixty-two percent of the parents were still married to one another, which was slightly higher than the 50 to 60% reported by some researchers (e.g., Hetherington, 1979).

With regard to grandparents, the number of living grandmothers far exceeded that of grandfathers, reflecting the longer lifespans of females in general. Also, the mean ages of the men were about two years more than the women, and

paternal grandparents were roughly two years older than those on the maternal side, indicating the cultural norm in the population at large of men marrying younger women. More men were married than women, which again points to a higher death rate among older men in comparison to their wives, leaving women as widows.

While there were essentially no educational differences at the high school level, grandfathers had completed more college education than grandmothers. This might reflect somewhat an older standard in our culture of mainly preparing males for careers through education, while females were expected to engage in domestic and kinkeeping activities. Mean college education levels also favored maternal grandparents by an average of one year more than that of paternal grandparents. This difference might have been influenced by the relatively younger mean ages of maternal grandparents, although it is difficult to see how a mean age difference of less than two years would have affected educational attainments. It is more likely the educational difference was an artifact.

Styles of grandparenting also reflected findings of other researchers (e.g., Johnson, 1985), who found women to be more involved than men with their grandchildren. Also in the present investigation, slightly higher percentages of men (5% maternal; 7% paternal) were seen as remote figures, while virtually no women were evaluated as such.

Table 1

Grandchildren and Family Characteristics

Grandchildren		Female	Male	
Number in sample		110	61	
Age		19.3(2.6)	19.3(2.6)	
Parents		Mother	Father	
Age		44.6(6.4)	47.0(7.1)	
High school education		3.8 (.8)	3.8 (.8)	
College education		1.8(2.1)	2.7(2.6)	
Married to each other		62%	62%	
Grandparents	MGM <sup>a</sup>	MGF <sup>b</sup>	PGM <sup>c</sup>	PGF <sup>d</sup>
Number	128	85	115	63
Age	68.7(8.2)	70.4(6.7)	70.2(8.3)	72.1(8.0)
Married	64%	86%	57%	97%
High school Education	3.3(1.4)	3.1(1.6)	3.2(1.5)	3.0(1.6)
College Education	1.4 (.8)	1.6(1.0)	.8(1.5)	1.2(1.9)
Remote style	1%	5%	-	7%
Companionate Style	35%	53%	40%	49%
Involved style	64%	42%	60%	44%

**Note.** Figures are means unless otherwise noted. Standard deviations are in parentheses.

<sup>a</sup>MGM = Maternal Grandmother. <sup>b</sup>MGF = Maternal Grandfather. <sup>c</sup>PGM = Paternal Grandmother. <sup>d</sup>PGF = Paternal Grandfather.

Results of the investigation supported some aspects of the hypothesis and not others. Regarding the data for which mean scores and standard deviations are shown in Table 2, preliminary analysis of variance (Table 3) were performed to determine the effects of grandparent gender within a kinship set. It was found that within the set of either maternal or paternal grandparents, there were no significant effects due to grandparent gender. Collapsing the data and comparing gender without regard to kinship position also resulted in no significant difference. In subsequent analyses exploring kinship position (collapsing across grandparents), a significant effect was found,  $F(1, 379) = 9.31, p < .01$ , indicating higher quality levels of grandparent-grandchild relationships were associated with the maternal kinship position. In this regard the hypothesis was supported.

Depending on the grandparent in consideration, results of multiple regression analyses (Table 4) also supported other aspects of the hypothesis, namely that perceived parent-grandparent bonds, the influence grandparents had on respondents' lives, and styles of grandparenting were positively related to the quality of the first and third generational relationships. As predicted, grandparental educational attainment had no influence on these relationships. Contrariwise, no support was found for the following variables as predictors: age or gender of the grandchild or grandparent, residential proximity, frequency of visits, or

Table 2

Means and Standard Deviations

Variables	Maternal		Paternal	
	Grand-Mother	Grand-Father	Grand-Mother	Grand-Father
<b>Independent</b>				
<b>Grandparent</b>				
Age	68.7(8.2)	70.4(6.7)	70.2(8.3)	72.1(8.0)
Education	4.7(2.2)	4.7(2.6)	4.0(3.0)	4.2(3.5)
Style	49.0(13.9)	45.1(14.3)	49.0(15.5)	45.6(15.7)
Influence	33.4(6.2)	31.8(6.8)	32.0(7.0)	31.2(7.3)
Relationship With mother	4.5 (.8)	4.2(1.0)	3.5(1.2)	3.4(1.2)
Relationship With father	3.6(1.2)	3.7(1.2)	4.2(1.0)	3.8(1.3)
Residential Proximity	2.2 (.9)	2.3 (.9)	2.3(1.0)	2.3 (.9)
Visiting Frequency	3.8(1.2)	3.7(1.2)	3.9(1.2)	3.9(1.2)
<b>Parent</b>				
Marital Status	1.4 (.5)	1.4 (.5)	1.4 (.5)	1.5 (.5)
<b>Grandchild</b>				
Gender	1.6 (.5)	1.7 (.5)	1.7 (.5)	1.6 (.5)
Age	19.1(2.6)	18.8(2.5)	19.1(2.4)	18.9(2.4)
<b>Dependent</b>				
Quality of Relationship	17.4(5.1)	16.8(5.7)	16.0(5.7)	14.6(5.6)

Note. Standard deviations are in parentheses.



Table 3

Analysis of Variance Summary: Grandparent Gender and  
Kinship Position

Variable	Quality of Relationship With Grandchild
Maternal vs. Paternal (1, 379)	9.31**
Grandmothers vs. Grandfathers (1, 379)	2.05
Maternal	
Grandmother vs. Grandfather (1, 207)	.55
Paternal	
Grandmother vs. Grandfather (1, 170)	3.53

\*\* $p < .01$ .

the marital status of the parents.

Within the maternal grandmother results, three variables were significant predictors: style of grandparenting, direct influence of the grandparent on the grandchild's life, and the grandparent's relationship with the respondent's mother, multiple  $R = .77$ ,  $R^2 = .59$ ,  $p < .0001$ . These same three factors were significant and even more potent predictors within the maternal grandfather variables, multiple  $R = .81$ ,  $R^2 = .66$ ,  $p < .0001$ .

With regard to paternal grandmothers, style of grandparenting, relationships with respondents' mothers and fathers were the three significant predictors of quality,

Table 4

Perceived Variables as Predictors of Quality  
Of Grandparent-Grandchild Relationship

Variables	Beta Coefficients			
	Maternal		Paternal	
	Grand-Mother	Grand-Father	Grand-Mother	Grand-Father
<b>Grandparent</b>				
Style	.433***	.278**	.538****	.040
Influence	.401***	.367**	.157	.198
Education	.139	-.065	.070	.180
Age	-.000	.166	.040	.058
Relationship With mother	.197*	.551****	.217*	.488**
Relationship With father	.031	-.082	.338**	.425*
Residential Proximity	.011	-.073	-.136	.120
Visiting Frequency	-.120	-.101	-.069	.098
<b>Parent</b>				
Marital status	-.013	-.023	-.011	-.007
<b>Grandchild</b>				
Gender	-.110	-.034	-.109	-.136
Age	.009	.102	-.042	-.194

\*p < .05. \*\*p < .01. \*\*\*p < .001. \*\*\*\*p < .0001.

multiple  $R = .85$ ,  $R^2 = .72$ ,  $p < .0001$ . Only two factors reached significance in the paternal grandfather results: relationship with respondents' mothers and fathers, multiple  $R = .85$ ,  $R^2 = .72$ ,  $p < .0001$ . However, these two factors accounted for as much or more variance than three factors of any other set of grandparent data, indicating the potency of predictive power inherent in the paternal grandfather's relationship with his grandchild's parents.

These variables were further evaluated to determine their interdependence (Tables 5, 6, 7, and 8), with the predictors found significant in regression analyses summarized in Table 9. It was found that with only one exception, that is, the paternal grandfather's relationships with the mother and father, no pair of variables emerged as being highly related. This finding indicates the lack of interdependence among the variables and that each significant predictor made a unique contribution, which supports the results of the regression analysis.

In summary, with all four grandparents the relationship with the respondent's mother was an important predictor governing the quality of the grandparent-grandchild relationship. In other words, if respondents evaluated their mothers' bonds with any grandparent as being close, they were likely to also feel close to that grandparent. In terms of number of grandparents for which a variable achieves significance, style was the next most important. It was significant

for all grandparents except the paternal grandfather. Newman-Keuls comparisons revealed no differences among levels of styles in their ability to predict quality, although the descriptive data suggest an involved style was more likely to indicate quality of the relationship. Influence on a respondent's life was a significant predictor for only the maternal grandparents, while relationships with respondents' fathers were significant for just paternal grandparents.

#### Discussion

These data suggest that the maternal set of grandparents are perceived as having higher quality relationships with grandchildren in comparison to the paternal set. This finding corresponds to earlier research (e.g., Robins & Tomanec, 1962) and may indirectly point to the traditional role of women, particularly the middle generations, that is, mothers, as those who view kin contact as more important and play a more active role in maintaining kinship ties than does the middle generation of men. In this regard, the present investigation supports that view, for respondents indeed saw mothers' relationships with grandparents as a key variable in the quality of the bonds between first and third generations.

In turn, the maternal grandmother, and to a lesser degree her husband, act out grandparenthood with an involved style that enables her to influence her grandchildren in many areas of their lives, thereby enhancing the quality of their relationships. Her influence in this respect as a predictor

of quality is no surprise to the extent this woman is perceived by many researchers (e.g., see Baranowski, 1982, for a review) as the primary kinkeeper within the extended family, the one most likely to serve as surrogate parent (e.g., Johnson, 1985), and who, in comparison to grandfathers, express higher levels of satisfaction with grandparenting (Thomas, 1986).

Paternal grandparents are more diverse in the factors that discriminate between them and their relationships with grandchildren. The paternal grandmother, while traditionally less involved with her sons' families relative to those of her daughters, nevertheless cares for her grandchildren to a point of assuming either a companionate or involved style, which was the main predictor of quality perceived by her grandchildren.

Paternal grandfathers on the other hand are not likely to adopt an involved style. As a matter of fact, in terms of percentage a greater proportion of their numbers will act with remoteness. It follows, then, that grandchildren would not perceive these men as having significant influence on their lives, which was indeed the case in this study. Instead of a direct influence, young adults perceive paternal grandparents as being almost totally dependent on the middle generation of parents for the quality of grandparent-grandchild bonds, for no other variable approaches significance in the prediction of quality in this case. Additionally, as can

be seen in Table 9, paternal grandfathers' relationships with the mothers of their grandchildren correlate fairly highly with their relationships with the fathers, indicating a moderate interdependence,  $r(118) = .72$ ,  $p < .0001$ . This suggests a perceived commonality between the mother and father that may transcend their individual relationship with this grandfather, and leads one to conclude that parents in a set determine the quality of bonds between young adults and their paternal grandfathers.

In the broader context of all grandparents, relationships with parents were the most frequent (6 of 11) predictors evaluated to be significant among all the variables investigated in this study. This finding supports the conclusions of Matthews and Sprey (1985), Robertson (1975), and Troll (1980) that parents are mediators between the first and third generations, and because they serve as a bridge between grandparents and grandchildren, they are in a position to control and influence the relationship. Style of grandparenting was the next most frequent (3 of 11), and influence exerted by the grandparent was the only other significant predictor (2 of 11) found within sets of men and women. Comparisons between groups of grandparents revealed a significant effect for kinship position in favor of the maternal side, which is to say that if one wanted to predict the quality of the bond between any first and third generation dyad, one would be on firmer ground to choose a *maternal*

grandparent as having a close relationship with a grandchild. This agrees with Hoffman's (1979-1980) investigation, the data of which indicate that subjects felt significantly closer emotionally to their maternal grandparents than to those on the paternal side. In fact, his respondents reported relations with maternal grandfathers closer than their relations with paternal grandmothers, suggesting that kinship position is a more salient variable than gender of the grandparent. Findings from this present study also support this conclusion. The reason for closer ties to maternal grandparents again may lie in the fact that in most families the middle generation of women assume the responsibility for maintaining the kinship system, and develop as a consequence stronger intergenerational bonds with their own parents.

It is interesting to note that regardless of the grandchild's age or gender, parents' marital status, or a grandparent's residential proximity, visiting frequency, age or gender, the quality of the grandparent-grandchild bond was not affected. These findings contradict those of several inquiries that suggest the grandchild's age and gender makes a difference (Hoffman, 1979-1980), or that residential proximity or the grandparent's age is related to the bond (Matthews & Sprey, 1985), or that frequency of visiting is a primary determinant of the relationship (Cherlin & Furstenberg, 1986), or that the parents' marital status significantly affects the relationship (Johnson, 1985). Two

explanations may help account for these differences: First, no previous investigation of this relationship appears to have evaluated in a single study the variety of factors tested in this inquiry. Testing only two or three variables at a time may have highlighted the researcher's intentions and inadvertently biased participants to say what they thought the researcher wanted to hear. Embedding variables in a multidimensional investigation, such as this one, is less likely to alert the respondent's attention to the researcher's purposes.

Second, most of the methodologically sound research in first and third generation relationships is generally from the grandparent's perspective. Simply taking a different perspective--that of the grandchild--provides a strong explanation for the differences in the findings of this study and those of previous investigations. The differences are important, however, because to the extent that they provide insights into determinants of novel dimensions of grandparenting as perceived by the grandchild, they enable us to more fully understand this very important bond in adulthood.

The evaluations by grandchildren of the multidimensional aspects of their relationships with grandparents serve to emphasize the importance of considering both parties' points of view when researching a relationship in which each exercises some control over the interactions. While other



investigators have identified important factors from the perspective of the grandparent, understanding the bond remains incomplete until considering the grandchild's perspective.

APPENDIX A

Informed Consent

INFORMED CONSENT

NAME OF SUBJECT: \_\_\_\_\_

1. I hereby give consent to \_\_\_\_\_ to supervise the procedure:

Administer the PERCEPTIONS OF GRANDPARENTHOOD QUESTIONNAIRE and use the subject-provided information to study grandparents as a group.

2. I understand that all information I provide is confidential. No information will be identified to myself, my parents or grandparents. Data reported in professional publications will be stated in group form. I also understand I am under no obligation to participate and may refuse without prejudice.
3. I have heard a clear explanation and understand the nature of the questionnaire and the benefits to be expected. I understand the questionnaire is investigational and that I may withdraw my consent at any time. With my understanding of all the foregoing and having received satisfactory answers to the questions I have asked, I voluntarily consent to completing the questionnaire designated in Paragraph 1 above.

Date \_\_\_\_\_

\_\_\_\_\_  
witness\_\_\_\_\_  
signature of subject  
or\_\_\_\_\_  
witness\_\_\_\_\_  
signature of person  
responsible for subject\_\_\_\_\_  
relationship to subject

Instructions to persons authorized to sign: If the subject is a minor under 18 years of age, the person responsible is the mother or father or legally appointed guardian.

APPENDIX B

Instructions for Administering the Perceptions  
Of Grandparenthood Questionnaire

INSTRUCTIONS FOR ADMINISTERING  
THE PERCEPTIONS OF GRANDPARENTHOOD QUESTIONNAIRE

1. Explain the purpose of the investigation

- A. Part of an ongoing research of grandparenthood by NTSU.
- B. Among many other things, the research is to determine the role(s) of grandparents in the lives of their grandchildren. The results of this research will contribute to our knowledge of the growing and very important group our country: the elderly.
- C. This questionnaire is to investigate the perceptions of grandchildren of their biological grandparents - the impact your biological grandparents may or may not have had on your life.
- D. Therefore, it is very important that you be as accurate as you can when making an answer.
- E. Any questions?

2. The Consent Form

- A. Before beginning, write your name on the board or verbally spell it as they write it on the consent form in the space of paragraph 1.
- B. State that their name is not to appear on the questionnaire, thereby providing confidentiality. But, we need them to sign the consent form giving us permission to include their data with the group's. The consent form is handed in separately from the questionnaire and cannot be used to determine who filled out which questionnaire.
- C. Give them about 2 minutes to read the form.
- D. Tell them the date and where to write it.
- E. Tell them where to sign.
- F. Pass consent forms in to you before starting the questionnaire.

3. The Questionnaire

- A. The questionnaire is in 4 sections, 1 per

grandparent.

- B. Answer all questions to the best of their ability.
- C. It should take 20-30 minutes. We will take them up when everyone is through. Begin.

APPENDIX C

Perceptions of Grandparenthood Questionnaire

PERCEPTIONS OF GRANDPARENTHOOD QUESTIONNAIRE

Date \_\_\_\_\_

A. Student Information

1. Your age? \_\_\_\_\_ Are you male \_\_\_\_\_? or female \_\_\_\_\_?
2. Number of brothers: \_\_\_\_\_ brothers; ages \_\_\_\_\_  
Number of sisters: \_\_\_\_\_ sisters; ages \_\_\_\_\_

B. Parent Information (Biological)

1. How old is your mother? \_\_\_\_\_ Father? \_\_\_\_\_
2. How does your father earn his living? \_\_\_\_\_
3. How far did he go in high school? \_\_\_\_\_ College? \_\_\_\_\_
4. How does your mother earn her living? \_\_\_\_\_
5. How far did she go in high school? \_\_\_\_\_ College? \_\_\_\_\_
6. Are they still married to each other? (circle) Yes No
7. If you circled "no", how old were you when they ceased being married to each other? \_\_\_\_\_

C. Grandmother on Mother's Side (Maternal) Information

(If you cannot remember exact ages or years, make your best guess)

1. Is your maternal grandmother living? (circle) Yes No
2. If not, in what year did she pass away? \_\_\_\_\_
3. How old were you when she passed away? \_\_\_\_\_
4. If she is still living, how old is she? \_\_\_\_\_
5. Is she married? (Please circle) Yes No
6. Where does she live? (town & state) \_\_\_\_\_
7. How does she earns a living? \_\_\_\_\_
8. How far did she go in high school? \_\_\_\_\_ College? \_\_\_\_\_



D. Maternal Grandmother's Role in Your Life

1. Instructions: Please circle one of the numbers following questions a-w. The meaning of each number is as follows:

- 1 = Never
- 2 = Less than half of the time
- 3 = Half of the time
- 4 = More than half of the time
- 5 = Always

For example, out of all the times you needed help with school work and you can remember your grandmother helping you only once or twice, then your answer to the following question would be as shown:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| To what extent did your grandmother help you with your schoolwork? | 1 | 2 | 3 | 4 | 5 |
| a. Is she easy to know and to talk with?                           | 1 | 2 | 3 | 4 | 5 |
| b. Is she present at all family gatherings?                        | 1 | 2 | 3 | 4 | 5 |
| c. Is she present just during holidays?                            | 1 | 2 | 3 | 4 | 5 |
| d. Has she ever been a parent to you?                              | 1 | 2 | 3 | 4 | 5 |
| e. Is she available when you need her?                             | 1 | 2 | 3 | 4 | 5 |
| f. Is she consulted on family decisions?                           | 1 | 2 | 3 | 4 | 5 |
| g. Does she have authority in the family?                          | 1 | 2 | 3 | 4 | 5 |
| h. Does she tell a lot of family history?                          | 1 | 2 | 3 | 4 | 5 |
| i. Is she a jolly person?  | 1 | 2 | 3 | 4 | 5 |
| j. Has she inspired your religious beliefs?                        | 1 | 2 | 3 | 4 | 5 |
| k. Does she help when you are sad?                                 | 1 | 2 | 3 | 4 | 5 |
| l. Does she give you advice on morals?                             | 1 | 2 | 3 | 4 | 5 |
| m. Does she advise you about your career?                          | 1 | 2 | 3 | 4 | 5 |
| n. Or about sexual matters?  | 1 | 2 | 3 | 4 | 5 |
| o. Does she advise you on marriage partners?                       | 1 | 2 | 3 | 4 | 5 |
| p. Or on problems with friends?                                    | 1 | 2 | 3 | 4 | 5 |

- q. Does she make peace in your family? 1 2 3 4 5
- r. Does she do volunteer work? 1 2 3 4 5
- s. Is she active with her friends? 1 2 3 4 5
- t. Does she enjoy being a grandparent? 1 2 3 4 5
- u. Is she the grandparent you want to be? 1 2 3 4 5
- v. Is she the parent you want to be? 1 2 3 4 5
- w. Is she the adult you want to be? 1 2 3 4 5

2. Instructions: When answering questions a-j, circle one of the following numbers. The meaning of each number is as follows:

- 1 = Has or had a very negative influence  
 2 = Has or had somewhat of a negative influence  
 3 = Has or had no influence  
 4 = Has or had somewhat of a positive influence  
 5 = Has or had a very positive influence

- a. Does she influence your religion? 1 2 3 4 5
- b. Or your career goals? 1 2 3 4 5
- c. Does she influence your recreation? 1 2 3 4 5
- d. Or the hobbies you have chosen? 1 2 3 4 5
- e. Does she influence your volunteer work? 1 2 3 4 5
- f. Did she influence you to go to college? 1 2 3 4 5
- g. Did she influence you to join clubs? 1 2 3 4 5
- h. Is your personality like hers? 1 2 3 4 5
- i. Or the way you handle problems? 1 2 3 4 5
- j. Did she influence you to develop skills? 1 2 3 4 5

3. Instructions: When answering questions a-f, circle one of the following numbers. The meaning of each number is as follows:

- 1 = Never
- 2 = Less than half of the time
- 3 = Half of the time
- 4 = More than half of the time
- 5 = Always

- a. How much time did your grandmother help in your care (cooking, dressing you)? 1 2 3 4 5
- b. How often did your grandmother take you to parks and playgrounds? 1 2 3 4 5
- c. How often did she discipline you? 1 2 3 4 5
- d. How often did your grandmother get involved between you and your parents? 1 2 3 4 5
- e. How often did your grandmother help you with your homework? 1 2 3 4 5
- f. How often did your grandmother take you to church or synagogue? 1 2 3 4 5

4. Instructions: Note carefully the meanings of the numbers, for these will usually be different for the questions of this section.

- a. How often did she bring you gifts? 1 2 3 4

- 1 = Never
- 2 = Only at Christmas
- 3 = Holidays & birthdays
- 4 = Whenever she visited

- b. How much financial support did she give you? 1 2 3 4 5

- 1 = None
- 2 = Less than half
- 3 = Half
- 4 = More than half
- 5 = All

- c. How far did she live from you? 1 2 3 4
- 1 = Within the city  
 2 = Another county  
 3 = Another state  
 4 = Another country
- d. How often do you see her? 1 2 3 4 5
- 1 = Every day  
 2 = 1-6 times each week  
 3 = 1-3 times each month  
 4 = 4 to 11 times a year  
 5 = Less than 4 times a year
- e. How would you describe your relationship with her? 1 2 3 4 5
- 1 = Nonexistant  
 2 = Not very close  
 3 = Somewhat close  
 4 = Close  
 5 = Very close
- f. How would you describe her relationship with your brothers and sisters?
- |                    |             |           |
|--------------------|-------------|-----------|
| 1 = Nonexistant    | 1st brother | 1 2 3 4 5 |
| 2 = Not very close | 2nd brother | 1 2 3 4 5 |
| 3 = Somewhat close | 1st sister  | 1 2 3 4 5 |
| 4 = Close          | 2nd sister  | 1 2 3 4 5 |
| 5 = Very close     |             |           |
- g. Is the relationship between your parents and maternal grandmother friendly and mutually supportive?
- |                                     |           |
|-------------------------------------|-----------|
| Your mother's relationship with her | 1 2 3 4 5 |
| Your father's relationship with her | 1 2 3 4 5 |
- 1 = Not at all friendly or supportive  
 2 = Somewhat unfriendly and rarely supportive  
 3 = Neutral in their relationship  
 4 = Somewhat friendly and supportive  
 5 = Very friendly and supportive of one another

This part of the questionnaire is about your grandfather on your mother's side. The questions follow the same format.

E. Grandfather on Mother's Side (Maternal) Information

(If you cannot remember exact ages or years, make your best guess)

1. Is your maternal grandfather living? (circle) Yes No
2. If not, in what year did he pass away? \_\_\_\_\_
3. How old were you when he passed away? \_\_\_\_\_
4. If he is still living, how old is he? \_\_\_\_\_
5. Is he married? (Please circle) Yes No
6. Where does he live? (town & state) \_\_\_\_\_
7. How does he earns a living? \_\_\_\_\_
8. How far did he go in high school? \_\_\_\_\_ College? \_\_\_\_\_

F. Maternal Grandfather's Role in Your Life

1. Instructions: Please circle one of the numbers following questions a-w. The meaning of each number is as follows:

- 1 = Never
- 2 = Less than half of the time
- 3 = Half of the time
- 4 = More than half of the time
- 5 = Always

- a. Is he easy to know and to talk with? 1 2 3 4 5
- b. Is he present at all family gatherings? 1 2 3 4 5
- c. Is he present just during holidays? 1 2 3 4 5
- d. Has he ever been a parent to you? 1 2 3 4 5
- e. Is he available when you need him? 1 2 3 4 5
- f. Is he consulted on family decisions? 1 2 3 4 5
- g. Does he have authority in the family? 1 2 3 4 5
- h. Does he tell a lot of family history? 1 2 3 4 5

- |   |           |
|---|-----------|
| i. Is he a jolly person?                        | 1 2 3 4 5 |
| j. Has he inspired your religious beliefs?      | 1 2 3 4 5 |
| k. Does he help when you are sad?               | 1 2 3 4 5 |
| l. Does he give you advice on morals?           | 1 2 3 4 5 |
| m. Does he advise you about your career?        | 1 2 3 4 5 |
| n. Or about sexual matters?                     | 1 2 3 4 5 |
| o. Does he advise you on marriage partners?     | 1 2 3 4 5 |
| p. Or on problems with friends?                 | 1 2 3 4 5 |
| q. Does he make peace in your family?           | 1 2 3 4 5 |
| r. Does he do volunteer work?                   | 1 2 3 4 5 |
| s. Is he active with his friends?               | 1 2 3 4 5 |
| t. Does he enjoy being a grandparent?           | 1 2 3 4 5 |
| u. Is he the <u>grandparent</u> you want to be? | 1 2 3 4 5 |
| v. Is he the <u>parent</u> you want to be?      | 1 2 3 4 5 |
| w. Is he the <u>adult</u> you want to be?       | 1 2 3 4 5 |

2. Instructions: When answering questions a-j, circle one of the following numbers. The meaning of each number is as follows:

- 1 = Has or had a very negative influence
- 2 = Has or had somewhat of a negative influence
- 3 = Has or had no influence
- 4 = Has or had somewhat of a positive influence
- 5 = Has or had a very positive influence

- |   |           |
|---|-----------|
| a. Does he influence your religion?       | 1 2 3 4 5 |
| b. Or your career goals?                  | 1 2 3 4 5 |
| c. Does he influence your recreation?     | 1 2 3 4 5 |
| d. Or the hobbies you have chosen?        | 1 2 3 4 5 |
| e. Does he influence your volunteer work? | 1 2 3 4 5 |
| f. Did he influence you to go to college? | 1 2 3 4 5 |

- g. Did he influence you to join clubs? 1 2 3 4 5
- h. Is your personality in any way like his? 1 2 3 4 5
- i. Or the way you handle problems? 1 2 3 4 5
- j. Did he influence you to develop skills? 1 2 3 4 5

3. Instructions: When answering questions a-f, circle one of the following numbers. The meaning of each number is as follows:

- 1 = Never  
 2 = Less than half of the time  
 3 = Half of the time  
 4 = More than half of the time  
 5 = Always

- a. How much time did your grandfather help in your care (cooking, dressing you)? 1 2 3 4 5
- b. How often did your grandfather take you to parks and playgrounds? 1 2 3 4 5
- c. How often did he discipline you? 1 2 3 4 5
- d. How often did your grandfather get involved between you and your parents? 1 2 3 4 5
- e. How often did your grandfather help you with your homework? 1 2 3 4 5
- f. How often did your grandfather take you to church or synagogue? 1 2 3 4 5

4. Instructions: Note carefully the meanings of the numbers, for these will usually be different for the questions of this section.

- a. How often does he bring you gifts? 1 2 3 4

- 1 = Never  
 2 = Only at Christmas  
 3 = Holidays & birthdays  
 4 = Whenever he visited

- b. How much financial support does he give you? 1 2 3 4 5
- 1 = None  
 2 = Less than half  
 3 = Half  
 4 = More than half  
 5 = All
- c. How far does he live from you? 1 2 3 4
- 1 = Within the city  
 2 = Another county  
 3 = Another state  
 4 = Another country
- d. How often do you see him? 1 2 3 4 5
- 1 = Every day  
 2 = 1-6 times each week  
 3 = 1-3 times each month  
 4 = 4-11 times a year  
 5 = Less than 4 times a year
- e. How would you describe your relationship with him? 1 2 3 4 5
- 1 = Nonexistant  
 2 = Not very close  
 3 = Somewhat close  
 4 = Close  
 5 = Very close
- f. How would you describe his relationship with your brothers and sisters?
- |                    |             |           |
|--------------------|-------------|-----------|
| 1 = Nonexistant    | 1st brother | 1 2 3 4 5 |
| 2 = Not very close | 2nd brother | 1 2 3 4 5 |
| 3 = Somewhat close | 1st sister  | 1 2 3 4 5 |
| 4 = Close          | 2nd sister  | 1 2 3 4 5 |
| 5 = Very close     |             |           |





- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| b. Is she present at all family gatherings?      | 1 | 2 | 3 | 4 | 5 |
| c. Is she present just during holidays?          | 1 | 2 | 3 | 4 | 5 |
| d. Has she ever been a parent to you?            | 1 | 2 | 3 | 4 | 5 |
| e. Is she available when you need her?           | 1 | 2 | 3 | 4 | 5 |
| f. Is she consulted on family decisions?         | 1 | 2 | 3 | 4 | 5 |
| g. Does she have authority in the family?        | 1 | 2 | 3 | 4 | 5 |
| h. Does she tell a lot of family history?        | 1 | 2 | 3 | 4 | 5 |
| i. Is she a jolly person?                        | 1 | 2 | 3 | 4 | 5 |
| j. Has she inspired your religious beliefs?      | 1 | 2 | 3 | 4 | 5 |
| k. Does she help you when you are sad?           | 1 | 2 | 3 | 4 | 5 |
| l. Does she give you advice on morals?           | 1 | 2 | 3 | 4 | 5 |
| m. Does she advise you about your career?        | 1 | 2 | 3 | 4 | 5 |
| n. Or about sexual matters?                      | 1 | 2 | 3 | 4 | 5 |
| o. Does she advise you on marriage partners?     | 1 | 2 | 3 | 4 | 5 |
| p. Or on problems with friends?                  | 1 | 2 | 3 | 4 | 5 |
| q. Does she make peace in your family?           | 1 | 2 | 3 | 4 | 5 |
| r. Does she do volunteer work?                   | 1 | 2 | 3 | 4 | 5 |
| s. Is she active with her friends?               | 1 | 2 | 3 | 4 | 5 |
| t. Does she enjoy being a grandparent?           | 1 | 2 | 3 | 4 | 5 |
| u. Is she the <u>grandparent</u> you want to be? | 1 | 2 | 3 | 4 | 5 |
| v. Is she the <u>parent</u> you want to be?      | 1 | 2 | 3 | 4 | 5 |
| w. Is she the <u>adult</u> you want to be?       | 1 | 2 | 3 | 4 | 5 |

2. Instructions: When answering questions a-j, circle one of the following numbers. The meaning of each number is as follows:

- 1 = Has or had a very negative influence
- 2 = Has or had somewhat of a negative influence
- 3 = Has or had no influence
- 4 = Has or had somewhat of a positive influence
- 5 = Has or had a very positive influence

- a. Does she influence your religion? 1 2 3 4 5
- b. Or your career goals? 1 2 3 4 5
- c. Does she influence your recreation? 1 2 3 4 5
- d. Or the hobbies you have chosen? 1 2 3 4 5
- e. Does she influence your volunteer work? 1 2 3 4 5
- f. Did she influence you to go to college? 1 2 3 4 5
- g. Did she influence you to join clubs? 1 2 3 4 5
- h. Is your personality like hers? 1 2 3 4 5
- i. Or the way you handle problems? 1 2 3 4 5
- j. Did she influence you to develop skills? 1 2 3 4 5

3. Instructions: When answering questions a-f, circle one of the following numbers. The meaning of each number is as follows:

- 1 = Never
- 2 = Less than half of the time
- 3 = Half of the time
- 4 = More than half of the time
- 5 = Always

- a. How much time did your grandmother help in your care (cooking, dressing you)? 1 2 3 4 5
- b. How often did your grandmother take you to parks and playgrounds? 1 2 3 4 5
- c. How often did she discipline you? 1 2 3 4 5
- d. How often did your grandmother get involved between you and your parents? 1 2 3 4 5

e. How often did your grandmother help you with your homework? 1 2 3 4 5

f. How often did your grandmother take you to church or synagogue? 1 2 3 4 5

4. Instructions: Note carefully the meanings of the numbers, for these will usually be different for the questions of this section.

a. How often does she bring you gifts? 1 2 3 4

- 1 = Never
- 2 = Only at Christmas
- 3 = Holidays & birthdays
- 4 = Whenever she visited

b. How much financial support does she give you? 1 2 3 4 5

- 1 = None
- 2 = Less than half
- 3 = Half
- 4 = More than half
- 5 = All

c. How far does she live from you? 1 2 3 4

- 1 = Within the city
- 2 = Another county
- 3 = Another state
- 4 = Another country

d. How often do you see her? 1 2 3 4 5

- 1 = Every day
- 2 = 1-6 times each week
- 3 = 1-3 times each month
- 4 = 4 to 11 times a year
- 5 = Less than 4 times a year

e. How would you describe your relationship with her? 1 2 3 4 5

- 1 = Nonexistant
- 2 = Not very close
- 3 = Somewhat close
- 4 = Close
- 5 = Very close



### J. Paternal Grandfather's Role in Your Life

1. Instructions: Please circle one of the numbers following questions a-w. The meaning of each number is as follows:

- 1 = Never
- 2 = Less than half of the time
- 3 = Half of the time
- 4 = More than half of the time
- 5 = Always

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. Is he easy to know and to talk with?     | 1 | 2 | 3 | 4 | 5 |
| b. Is he present at all family gatherings?  | 1 | 2 | 3 | 4 | 5 |
| c. Is he present just during holidays?      | 1 | 2 | 3 | 4 | 5 |
| d. Has he ever been a parent to you?        | 1 | 2 | 3 | 4 | 5 |
| e. Is he available when you need him?       | 1 | 2 | 3 | 4 | 5 |
| f. Is he consulted on family decisions?     | 1 | 2 | 3 | 4 | 5 |
| g. Does he have authority in the family?    | 1 | 2 | 3 | 4 | 5 |
| h. Does he tell a lot of family history?    | 1 | 2 | 3 | 4 | 5 |
| i. Is he a jolly person?                    | 1 | 2 | 3 | 4 | 5 |
| j. Has he inspired your religious beliefs?  | 1 | 2 | 3 | 4 | 5 |
| k. Does he help you when you are sad?       | 1 | 2 | 3 | 4 | 5 |
| l. Does he give you advice on morals?       | 1 | 2 | 3 | 4 | 5 |
| m. Does he advise you about your career?    | 1 | 2 | 3 | 4 | 5 |
| n. Or about sexual matters?                 | 1 | 2 | 3 | 4 | 5 |
| o. Does he advise you on marriage partners? | 1 | 2 | 3 | 4 | 5 |
| p. Or on problems with friends?             | 1 | 2 | 3 | 4 | 5 |
| q. Does he make peace in your family?       | 1 | 2 | 3 | 4 | 5 |
| r. Does he do volunteer work?               | 1 | 2 | 3 | 4 | 5 |
| s. Is he active with his friends?           | 1 | 2 | 3 | 4 | 5 |
| t. Does he enjoy being a grandparent?       | 1 | 2 | 3 | 4 | 5 |

- u. Is he the grandparent you want to be? 1 2 3 4 5
- v. Is he the parent you want to be? 1 2 3 4 5
- w. Is he the adult you want to be? 1 2 3 4 5

2. Instructions: When answering questions a-j, circle one of the following numbers. The meaning of each number is as follows:

- 1 = Has or had a very negative influence  
 2 = Has or had somewhat of a negative influence  
 3 = Has or had no influence  
 4 = Has or had somewhat of a positive influence  
 5 = Has or had a very positive influence

- a. Does he influence your religion? 1 2 3 4 5
- b. Or your career goals? 1 2 3 4 5
- c. Does he influence your recreation? 1 2 3 4 5
- d. Or the hobbies you have chosen? 1 2 3 4 5
- e. Does he influence your volunteer work? 1 2 3 4 5
- f. Did he influence you to go to college? 1 2 3 4 5
- g. Did he influence you to join clubs? 1 2 3 4 5
- h. Is your personality like his? 1 2 3 4 5
- i. Or the way you handle problems? 1 2 3 4 5
- j. Did he influence you to develop skills? 1 2 3 4 5

3. Instructions: When answering questions a-f, circle one of the following numbers. The meaning of each number is as follows:

- 1 = Never  
 2 = Less than half of the time  
 3 = Half of the time  
 4 = More than half of the time  
 5 = Always

- a. How much time did your grandfather help in your care (cooking, dressing you)? 1 2 3 4 5

- b. How often did your grandfather take you to parks and playgrounds? 1 2 3 4 5
- c. How often did he discipline you? 1 2 3 4 5
- d. How often did your grandfather get involved between you and your parents? 1 2 3 4 5
- e. How often did your grandfather help you with your homework? 1 2 3 4 5
- f. How often did your grandfather take you to church or synagogue? 1 2 3 4 5
4. Instructions: Note carefully the meaning of the numbers, for these will usually be different for the questions of this section.
- a. How often does bring you gifts? 1 2 3 4
- 1 = Never  
2 = Only at Christmas  
3 = Holidays & birthdays  
4 = Whenever he visited
- b. How much financial support does he give you? 1 2 3 4 5
- 1 = None  
2 = Less than half  
3 = Half  
4 = More than half  
5 = All
- c. How far does he live from you? 1 2 3 4
- 1 = Within the city  
2 = Another county  
3 = Another state  
4 = Another country
- d. How often do you see him? 1 2 3 4 5
- 1 = Every day  
2 = 1-6 times each week  
3 = 1-3 times each month  
4 = 4-11 times a year  
5 = Less than 4 times a year



e. How would you describe your relationship with him?

1 2 3 4 5

- 1 = Nonexistant
- 2 = Not very close
- 3 = Somewhat close
- 4 = Close
- 5 = Very close

f. How would you describe his relationship with your brothers and sisters?

- |                    |             |           |
|--------------------|-------------|-----------|
| 1 = Nonexistant    | 1st brother | 1 2 3 4 5 |
| 2 = Not very close | 2nd brother | 1 2 3 4 5 |
| 3 = Somewhat close | 1st sister  | 1 2 3 4 5 |
| 4 = Close          | 2nd sister  | 1 2 3 4 5 |
| 5 = Very close     |             |           |

g. Is the relationship between your parents and paternal grandfather friendly and mutually supportive?

Your father's relationship with him	1 2 3 4 5
Your mother's relationship with him	1 2 3 4 5

- 1 = Not at all friendly or supportive
- 2 = Somewhat unfriendly and rarely supportive
- 3 = Neutral in their relationship
- 4 = Somewhat friendly and supportive
- 5 = Very friendly and supportive

---

IF YOU THINK YOUR PARENTS OR GRANDPARENTS WOULD BE INTERESTED IN HELPING IN THE NTSU STUDY OF GRANDPARENTHOOD, PLEASE COMPLETE THE FOLLOWING SHEET, TEAR IT OFF THE QUESTIONNAIRE, AND GIVE IT TO THE INVESTIGATOR.

THANK YOU FOR YOUR PARTICIPATION!

My parents or grandparents may be interested in the North Texas State University study of grandparenthood, and may be willing to complete a questionnaire similar to the one I completed. For further information, you may contact me at the following address:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: AC (      ) \_\_\_\_\_

This in no way obligates me to provide further information or to further involvement in the study.

If you have further questions, please call one of the following:

Bert Hayslip, Ph.D.  
Associate Professor of Psychology  
(817) 565-2673

R. Jerald Shore  
Doctoral Student  
(214) 596-0933

APPENDIX D

A Panel Rating of Questions Indicating Emotional Closeness  
of the Relationship Between Grandparents and Grandchildren

A PANEL RATING OF QUESTIONS INDICATING EMOTIONAL CLOSENESS  
OF THE RELATIONSHIP BETWEEN GRANDPARENTS AND GRANDCHILDREN

We are attempting to determine the degree to which certain questions reflect the emotional closeness of the relationship between a grandchild and a grandparent. Please circle one number per question. The meaning of each number is as follows:

- 1 = Does not reflect closeness of the relationship at all
- 2 = Below average indicator of closeness of the relationship
- 3 = Average in comparison to other questions
- 4 = Above average indicator of closeness of the relationship
- 5 = The best indicator of closeness

- A. Is the grandparent easy to know and talk with? 1 2 3 4 5\*
- B. Is the grandparent a jolly person and fun to be with? 1 2 3 4 5
- C. Does the grandparent help you when you are feeling sad and troubled? 1 2 3 4 5\*
- D. Is the grandparent the type of grandparent you would like to be? 1 2 3 4 5\*
- E. Is the grandparent the type of parent you would like to be? 1 2 3 4 5
- F. Is the grandparent the type of adult you would like to be? 1 2 3 4 5\*
- G. How much time did your grandparent help in your physical care (cooking for you, dressing you) 1 2 3 4 5
- H. How often did your grandparent take you to parks, playgrounds, or other places of recreation? 1 2 3 4 5
- I. How often did your grandparent help you with your homework? 1 2 3 4 5
- J. How often did your grandparent take you to church or synagogue? 1 2 3 4 5
- K. How often did your grandparent bring you gifts? 1 2 3 4 5
- L. How much financial support did your grandparent give you? 1 2 3 4 5

M. How often did you see your grandparent?

1 2 3 4 5

APPENDIX E

Tables 5, 6, 7, 8, and 9  
Intercorrelations Among Independent Variables

Table 5

Intercorrelations Among Independent Variables: Maternal Grandmother

Variable <sup>a</sup>	1	2	3	4	5	6	7	8	9	10
1. Style	-									
2. Influence	.46 <sup>****</sup>	-								
3. Relationship With Mother	.04	.23 <sup>**</sup>	-							
4. Relationship With Father	0	.08	.56 <sup>****</sup>	-						
5. Parents' Marital Status	.19 <sup>*</sup>	.04	-.15 <sup>*</sup>	-.36 <sup>****</sup>	-					
6. Education	.08	.18 <sup>*</sup>	.09	-.17 <sup>*</sup>	.23 <sup>**</sup>	-				
7. Grandparent Age	-.17	-.09	-.05	-.04	-.05	-.01	-			
8. Residential Proximity	-.28 <sup>**</sup>	-.14 <sup>**</sup>	-.11	0	-.15 <sup>*</sup>	.15 <sup>*</sup>	.13	-		
9. Frequency of Visits	.33 <sup>***</sup>	-.17 <sup>*</sup>	-.04	-.07	.04	.11	.24 <sup>**</sup>	.70 <sup>****</sup>	-	
10. Grandchild Age	-.15	.01	.11	.07	.04	.06	.13	.05	.01	-
11. Grandchild Gender	.19 <sup>*</sup>	.21 <sup>**</sup>	.05	-.07	.18 <sup>*</sup>	.05	.02	.11	.11	.09

Note. Figures are Person product-moment correlation coefficients.

<sup>a</sup>Numbers across top correspond to those down side.

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ . \*\*\*\*  $p < .0001$ .

Table 6

Intercorrelations Among Independent Variables: Maternal Grandfather

Variable <sup>a</sup>	1	2	3	4	5	6	7	8	9	10
1. Style	-									
2. Influence	.20*	-								
3. Relationship With Mother	.03	.30****	-							
4. Relationship With Father	.05	.20*	.61****	-						
5. Parents' Marital Status	.02	.03	.02	-.21**	-					
6. Education	.08	.17*	.07	.08	.16	-				
7. Grandparent Age	.10	.07	-.14	-.10	-.25*	0	-			
8. Residential Proximity	-.36****	-.03	-.18*	-.12	-.07	.11	-.03	-		
9. Frequency of Visits	-.31***	-.17*	-.16*	-.17*	.06	.15	0	.63****	-	
10. Grandchild Age	-.25**	-.14*	-.10	-.34***	.04	-.05	.23*	.05	.10	-
11. Grandchild Gender	-.05	.04	.09	-.04	.18**	-.02	.06	.20**	.19**	.06

Note. Figures are Pearson product-moment correlation coefficients.

<sup>a</sup>Numbers across top correspond to those down side.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ . \*\*\*\* $p < .0001$ .



Table 7

Intercorrelations Among Independent Variables: Paternal Grandmother

Variable <sup>a</sup>	1	2	3	4	5	6	7	8	9	10
1. Style	-									
2. Influence	.36 <sup>****</sup>	-								
3. Relationship With Mother	.28 <sup>**</sup>	.27 <sup>****</sup>	-							
4. Relationship With Father	.30 <sup>***</sup>	.30 <sup>****</sup>	.39 <sup>****</sup>	-						
5. Parents' Marital Status	.09	.14 <sup>*</sup>	-.12	-.09	-					
6. Education	-.06	.09	-.22 <sup>*</sup>	-.14	.20 <sup>*</sup>	-				
7. Grandparent Age	-.26 <sup>*</sup>	-.12	.12	-.05	-.16	-.02	-			
8. Residential Proximity	-.09	-.02	0	-.11	-.08	.07	.16 <sup>*</sup>	-		
9. Frequency of Visits	-.47 <sup>****</sup>	-.06	-.14 <sup>*</sup>	-.29 <sup>****</sup>	.03	.18 <sup>*</sup>	.20 <sup>*</sup>	.59 <sup>****</sup>	-	
10. Grandchild Age	-.32 <sup>***</sup>	-.20 <sup>**</sup>	-.15 <sup>*</sup>	-.09	.04	-.07	.08	-.03	.14 <sup>*</sup>	-
11. Grandchild Gender	-.24 <sup>**</sup>	-.12	-.09	0	.18 <sup>**</sup>	-.03	.12	.14 <sup>*</sup>	.25 <sup>***</sup>	.12

Note. Figures are Pearson product-moment correlation coefficients.

<sup>a</sup>Numbers across top correspond to those down side.

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ . \*\*\*\*  $p < .0001$ .

Table 8

Intercorrelations Among Independent Variables: Paternal Grandfather

Variable <sup>a</sup>	1	2	3	4	5	6	7	8	9	10
1. Style	-									
2. Influence	.03	-								
3. Relationship With Mother	.13	.32 <sup>****</sup>	-							
4. Relationship With Father	.13	.30 <sup>***</sup>	.72 <sup>****</sup>	-						
5. Parents' Marital Status	.04	.12	-.09	-.03	-					
6. Education	.09	.14	.07	.30 <sup>**</sup>	.17	-				
7. Grandparent Age	.02	-.11	.21	.14	-.06	.04	-			
8. Residential Proximity	-.36 <sup>****</sup>	.15	-.02	.03	-.15	.13	0	-		
9. Frequency of Visits	-.37 <sup>****</sup>	-.02	-.12	-.01	-.02	.22 <sup>*</sup>	.15	.60 <sup>****</sup>	-	
10. Grandchild Age	-.26 <sup>**</sup>	.04	.08	.09	.04	-.20 <sup>*</sup>	.32 <sup>**</sup>	.09	.19 <sup>*</sup>	-
11. Grandchild Gender	-.29 <sup>**</sup>	-.10	.07	.02	.18 <sup>**</sup>	-.01	.02	.20 <sup>*</sup>	.19 <sup>*</sup>	.09

Note. Figures are Pearson product-moment correlation coefficients.

<sup>a</sup>Numbers across top correspond to those down side.

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ . \*\*\*\*  $p < .0001$ .

Table 9

Summary of Intercorrelations Among Significant Predictors of Quality

Variables	Pearson's r
Maternal Grandmother	
Style and Influence	.46****
Style and Relationship with Mother	.04
Influence and Relationship with Mother	.23**
Maternal Grandfather	
Style and Influence	.20*
Style and Relationship with Mother	.03
Influence and Relationship with Mother	.30****
Paternal Grandmother	
Style and Relationship with Mother	.28**
Style and Relationship with Father	.30***
Relationship with Mother and Relationship with Father	.39****
Paternal Grandfather	
Relationship with Mother and Relationship with Father	.72****

\*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$ . \*\*\*\*  $p < .0001$ .

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