

**A comparison: Grandparents' attitudes toward grandchildren and
recall of attitudes toward own children**

by

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INTRODUCTION

Importance of the Study

As a result of changing demographics, the number of persons and proportion of the population who are qualified to become grandparents have increased significantly. Adults are becoming grandparents at earlier ages, and are spending more of their lives in the grandparenting role. These intergenerational relationship changes have resulted in more frequent adult grandparent/grandchild relationships.

There are enormous implications for family systems as a result of the above-mentioned changing demographics. Grandchildren can expect to spend one-half of their lives as grandparents. The type of grandparents these grandchildren become is dependent in part on their perceptions of their own grandparents, their parents' attitudes toward grandparents, as well as the stereotypes of grandparents created by society and the media.

A literature search revealed a dearth of research in the area of grandparents' relationships and interactions with grandchildren, particularly in relation to their attitudes toward and interactions with grandchildren as compared to their attitudes toward and interactions with their own children when their children were young. Research has revealed that the grandparent role is significantly different from the parent role, and one's own style of parenting is often influenced by one's parents' style of parenting.

Most middle-aged and older adults today have opportunities for long-term involvement in grandchildren's upbringing. Therefore, grandparents' views on discipline may affect grandchildren with whom they have increased frequency of contact. If these views are in conflict, or different from the parents' views, conflict may arise.

However, Tinsley and Parke (1987) suggested that grandparents may contribute to infant grandchildren's development through the level of contact that grandparents frequently have with their adult children and infant grandchildren. The scores of infants whose grandparents had higher amount of family contact increased significantly on the Bayley Scores Test which measures motor, cognitive, and social performance.

In-law problems are rated as the third most difficult adjustment in early marriage. A problem may arise as a consequence of what a parent views as appropriate discipline, his/her spouse's parent (the grandparent) may view as inappropriate discipline, and vice versa. If grandparents' and parents' perceptions of the parent and grandparent roles differ, and their expectations of each other in their respective roles is not communicated to one another, misunderstanding and frustration may result.

To better understand the conflicts that may arise between parents and grandparents in relation to discipline of grandchildren, it is of value to explore grandparents' attitudes toward and interactions with their grandchildren, as compared to their attitudes and interactions with their own children when their children were young.

Learning more about grandparenthood and intergenerational relationships may promote greater insight into the complexity of grandparenthood, and increase the potential of the significant role grandparents may play in the family system, especially in the lives of grandchildren.

Purpose of the Study

The purpose of this study was to examine grandparents' attitudes toward and interactions with their grandchildren, as compared to their recall of their attitudes toward and interactions with their own children when their children were young. It is anticipated that through this gained knowledge, we can better understand grandparents' perceptions of the grandparent role, and grandparents' attitudes toward grandchildren, and how these attitudes and perceptions either are similar to, or are different from, their attitudes and perceptions as parents of young children. By gaining greater insight of this area of study, it is projected that increased communication and understanding between generations will occur.

Description of the Study

The subjects included in this study consisted of grandparents who were members of various organizations located in the state of Iowa.

A one hundred two-item questionnaire titled "Grandparenting" was developed and utilized in this study. The questionnaire was comprised of three parts and employed a "1 to 99" Likert-type scale. Part I consisted of items to be responded to from the perspective "as a

grandparent" (PAG). Part II consisted of items to be responded to from the perspective "as a parent" (PAP). Part III consisted of twenty demographic questions. A cover letter and a form to request a copy of the results of the study were included with each questionnaire.

A pilot study was conducted using a group of eighteen specialists from the fields of adult and extension education, statistics, family relationships, home economics, and communication. The majority of these individuals were also grandparents and ranged in age from 52-67 years. Revisions were made incorporating feedback from the pilot study and the graduate committee. Questionnaires were distributed to the previous mentioned groups.

Four procedures were utilized to analyze the data. These procedures included: frequencies, Pearson product moment correlations, paired t-tests, and factor analyses.

The terms referred to in this study are defined as follows:

Grandparent: "a parent of one's mother or father; grandmother or grandfather" (Merriam-Webster Dictionary, 1974, p. 312).

Grandchild: "a child of one's son or daughter" (Merriam-Webster Dictionary, 1974, p. 312).

Parent: "one that begets or brings forth offspring: father, mother" (Merriam-Webster Dictionary, 1974, p. 507).

Role: "the characteristic and expected social behavior of an individual; a function or position" (The American Heritage Dictionary, 1985, p. 1068).

Discipline: "training that is expected to produce a specific character or pattern of behavior, especially training that produces moral or mental improvement; controlled behavior resulting from disciplinary training; a systematic method to obtain obedience" (The American Heritage Dictionary, 1985, p. 402).

Disciplining: "to train by instruction and control--to punish or penalize; to impose order upon" (The American Heritage Dictionary, 1985, p. 402).

The assumptions of this study are that:

1. All respondents will answer the questionnaire honestly and accurately.
2. Respondents will be able to accurately recall their own attitudes and experiences when they were a parent of young children.
3. The indicators of grandparents' attitudes toward and interactions with grandchildren, and their attitudes toward and interactions with their own children when their children were young, will be accurately assessed by a self-report measure.

The limitations of the study are that:

1. The study was limited to members participating in the designated groups in Iowa during November and December, 1990.
2. Some grandparents may face difficulty in accurately recalling their years as a parent with young children.

A REVIEW OF THE LITERATURE

Introduction

Grandparenting is a complex topic. There are many variables that play a role in the grandparenting experience. In the review of literature, selected variables which help to shape the grandparenting experience will be addressed. The five main areas addressed in the review of literature include: (1) changes in the grandparenting experience; (2) role/meaning of grandparenthood; (3) styles of grandparenting; (4) care/support provided by grandparents; and (5) special circumstances of the grandparenthood experience. A review of the above-mentioned areas may promote greater insight into the complexity of grandparenthood and the potential of the significant role grandparents can play in the family system, especially in the lives of their grandchildren.

Changes in Grandparenting

Demographic changes

Grandparenting is a topic receiving increased attention today. During this century, both the number of persons and the proportion of the population who are qualified to become grandparents have increased significantly. Changing demographics result in the grandparent/grandchild relationship lasting for a longer amount of time throughout the lives of individuals. This relationship has the potential for lasting three to four decades of life (Barranti, 1985). As a result of decreased mortality rates and increased control over childhood diseases, life expectancy has increased from an average of 47 years in 1900 to

78.5 years for women and 70.2 years for men in 1980. A change in the population composition of the United States has occurred as a result of increased life expectancy and decreased fertility (Brody, 1979).

In the United States, 11% of the population are men and women 65 years and older, 70% of whom are grandparents, thus making the grandparent role more widespread. Within the last 50 years, a 10-year-old child's chances of having at least two living grandparents has increased from 40 to 50%, and the chances of having at least three living grandparents has increased from 10 to 38% (Brody, 1979).

Adults are becoming grandparents at earlier ages and spending more of their lives in this role, compared to adults in previous generations. Today, most people become grandparents in their forties and fifties rather than in old age (Troll, 1980). Forty-five years is the median age of grandparenthood in the U.S. (Sprey and Matthews, 1982).

Intergenerational relationship changes

Children are remaining in the role of grandchild for longer periods of their life. The possibility exists for grandchildren to range in age from newborn to sixty or more years of age. This intergenerational bond between grandparents and grandchildren may exist over three or four decades with one or two of these decades involving adult grandparent/grandchild relationships (Hagestad, 1981).

As a result of the previously stated demographic changes, there are enormous implications for family systems. Specifically, accelerated

generational turnover (earlier marriages, smaller families, and closer spacing between children), together with increased life expectancy, has led to an increase in the number of multigenerational families, and therefore, to an emergence of long-term intergenerational relationships (Hagestad, 1981).

The above changes will affect grandparents and grandchildren to a large extent.

Anticipating that these demographic trends will continue, today's children can expect to spend nearly one-half of their lives as grandparents. Evidence from preliminary research indicates that the kind of grandparents these children become is, at least partially, dependent on the perceptions of their own grandparents, their parents' attitudes toward grandparents, and the stereotypes of grandparents created by society and the media. It is in light of these changing family realities that the neglect of grandparent/grandchild roles and relationships within family studies and programming warrant examination (Barranti, 1985, p. 343).

Benedek (1970) states that grandparenting is viewed as a developmental process characterized by changes in both the grandparent and grandchild. One of these changes is that of age. The ages of grandparent and grandchild are among the most frequently cited factors influencing the linkage (Johnson, 1983; Sprey & Mathews, 1982; Thomas, 1986). Grandparenthood has also been paralleled to occupational careers. Grandparenthood has distinctive stages related to ages of the grandparent and to the grandchild (Cherlin & Furstenberg, 1986). The beginning stage of grandparenthood spans from birth to adolescence when grandparents are most involved. The following stage, the adolescent years, is characterized by less involvement. The final stage, adulthood, may bring about more involvement if grandchildren live nearby

(Sprey & Mathews, 1982). However, generally the grandparent becomes less actively involved with the increasing age of the grandchild (Johnson, 1983; Sprey & Mathews, 1982; Thomas, 1986). Neugarten and Weinstein (1964) report that age differences in grandparenting behaviors have been attributed to cohort variations in grandparenting behaviors. Differences in age also have been associated with competing extrafamilial roles, such as those of friend (Johnson, 1983), work, and community (McPherson, 1983).

As a result of grandchildren's changing developmental needs, shifts in grandparenting styles, according to the age of the grandchildren, are thought to occur. These needs influence grandchildren's perceptions of grandparents (Kahana & Kahana, 1970). Kahana and Kahana (1970) incorporated Piaget's theory as they examined the changing meaning of grandparent for grandchildren according to age. Their data revealed the importance of level of cognitive maturity to children's perceptions of grandparents. Children's views of grandparents paralleled developmental cognitive changes ranging from concrete perceptions of physical characteristics by the youngest children, through functional views of behaviors in the middle group, and finally to the emergence of an abstract interpersonal orientation among the eldest children. The main variations in qualities of perception occurred between the youngest and middle-age groups. Young children valued grandparents mostly for their indulgent qualities, the middle group valued the fun-sharing active grandparent, and the eldest group reflected distance from their grandparents. Therefore, these findings suggest that the interpretation

of the grandparent role must be understood in the context of the changing needs of the developing grandchild. As the grandchild gets older, important mediating functions of parents in the grandparent-grandchild connection decreases (Sprey & Mathews, 1982).

Grandparents as "symbols of change"

The past is linked with the future as grandparents pass their heritage onto their grandchildren. Grandparents represent "symbols of change" to younger generations. They add continuity between the past and future through verbal and written history (Mead, 1970). Grandparents are valuable in transmitting values to grandchildren (Bengston & Kuypers, 1971).

The Meaning/Rewards of Grandparenting

Meaning of grandparenthood

Grandparenthood is multidimensional. In Kahana and Kahana's (1971) earlier conceptual model of levels of analysis of grandparenthood, there are five dimensions of the meaning of the grandparenting role. These dimensions are: centrality of meaning, valued elder, immortality through clan, reinvolvement with personal past, and indulgence (of grandchildren). Wentowski (1985) concluded that meanings of immortality through clan were particularly strong among greatgrandparents. Greatgrandchildren were looked upon as a validation of family success and vitality.

Neugarten and Weinstein (1964) have demonstrated the important psychological dimensions of grandparenthood. They observed five

psychological meanings of grandparenthood among middle-class adults. These meanings were biological renewal, emotional self-fulfillment, vicarious accomplishments through grandchildren, resource person (satisfaction accruing from), and remoteness.

As a source of biological renewal, grandparents feel that it is through their grandchildren that they "feel young again." Emotional self-fulfillment can be attained by grandparents envisioning grandparenthood as a "second chance at parenting" and being involved in the development of the grandchild. As a resource person, the emphasis is upon the satisfaction that accrues from contributing to the grandchildren's welfare--either by financial aid, or by offering the benefit of the grandparent's unique life experience. For some, grandparenting is seen as providing an extension of the self in that the grandchild is one who will accomplish vicariously for the grandparent that which neither he/she nor his/her first generation offspring could achieve. The overall meaning of grandparenthood is thought to be a feeling generalized from the quality of the relationship with one or more grandchildren (Cherlin & Furstenberg, 1986).

The grandparent role: A look at its complexity

Although the grandparent role is perceived and carried out in many different ways, it is distinctly a role that has potential significance for grandparents and grandchildren. Grandparenthood is an adaptable role that can be adjusted for each grandchild. It can compensate for parental absence or shortcomings. A perceptive grandparent, one step

removed from the parent/child relationship, has the possibility of seeing the child's life from a clearer perspective than the parent. Grandparents have the opportunity to compensate, broaden and round out a grandchild's life without overstepping the grandparental bounds. Unconditional love from a grandparent may help the child develop self-esteem and a positive sense of self (Barranti, 1985).

Neugarten and Weinstein (1964) commented that despite the proliferation of investigations regarding the relations between generations and the position of the elderly within the family, little attention has been paid directly to the role of grandparenthood. There are few articles written by psychoanalysts and psychiatrists analyzing the symbolic meaning of the grandparent in the developing psyche of the child. In a few cases, the role of a specific grandparent in the psychopathology of a particular child has been illustrated. "Attention has not correspondingly been given, however, to the psyche of the grandparent, and references are made only obliquely, if at all, to the symbolic meaning of the grandchild to the grandparent" (Neugarten & Weinstein, 1964, p. 199).

Robertson (1977) conducted a study of 125 grandmothers, age 70 and older, in which he developed and utilized a typology that was designed to identify, describe, and test four distinct types of grandparenting. Scores on attitudes, expectations, and behaviors derived from the context of two independent, however, not mutually exclusive, dimensions of reflecting normative and personal orientations provided the major criteria for classifying the subjects into one of four role types.

Robertson concluded that grandparenthood is seen as a role that has different meanings for people. For some grandmothers, the meaning of the role revolves around a normative or social orientation, and thus they are referred to as the "symbolic" types. Some grandmothers speak of grandmothering in highly personal tones and possess more of an inner-directed orientation. They talk almost solely about the joys and pleasures of grandparenting with little, if any, emphasis on normative expectations. These are referred to as the "individualized" types. Several grandmothers espouse a mixture of normative and personal meanings regarding the role. These are referred to as the "apportioned" types. However, some grandmothers attribute little meaning to the role and view grandparenting in a distance sense. These are referred to as the "remote" types.

In addition, Robertson (1977) concluded that grandparent types are predicted by lifestyle. Grandparenting types are a reflection of role salience, that is, the meaning and behaviors grandmothers associate with the role. Grandmothers view grandparenting in relation to their extent of involvement with their families. This is associated with factors such as age of grandmother, if she is employed, marital status, education, number of grandchildren, satisfaction with life, and the frequency of friendship and community ties. These factors, especially the influence of age, interact with one another to produce two contrasting grandmothering styles--one which is extrafamilially oriented and the other which is intrafamilially oriented. The lifestyle is what predicts grandparenting types.

The "symbolic" role type generally is made up of younger grandparents. These grandmothers attach a normative meaning to the role. Usually, they are very involved in extrafamilial activities. This seems related to the fact that they are the most educated, and generally married and employed. In addition, they have several friendships and community ties and score high in the area of life satisfaction. However, while grandmothering is described as a joyous role, it is obvious that they are more involved in their own lives and place less emphasis on grandparenting. This is demonstrated by their low frequency of behavior with grandchildren. Conversely, the older grandmothers tend to fall into the "individualized" type roles. These grandmothers spoke of grandmotherhood very affectively and personally, and viewed grandchildren as important to their daily lives because they helped fill lonesome hours. These grandmothers had the highest frequency of interaction behavior with grandchildren. The role of grandmotherhood changes over time with age of grandmother and age of grandchild. Also, family relationships change over time (Robertson, 1977).

Many grandparents are busy expanding their lives with their own activities. They have their independence and yet, at the same time, have the sense of being wanted and needed by their loved ones. However, grandparents are often confused about their roles in families. Feeling lost, useless, and "in the way" is a frequent complaint of older people. Many grandparents want to be helpful to their grandchildren, but are uncertain as to how best to fit into the modern society (Lee, 1985).

Some grandparents reported feeling remote from their grandchildren and acknowledged little effect of grandparenthood in their own lives. Some reported that their grandchildren were very young and they had not yet felt like a grandparent (Neugarten & Weinstein, 1964).

Grandparenthood represents a role of potential usefulness and social value for almost nine in ten of all elder males (Kahana & Kahana, 1970; Kivnick, 1982). This role provides a primary group reference for many adults (Wood & Robertson, 1976). The grandparent role may be one of the few social roles that doesn't diminish in significance in later life (Kivett, 1985). Grandparenting comes before the last phase of parenthood and has been described as a "new lease on life" (Benedek, 1970, p. 199). Grandparents are able to relive the memories of the early phase of their own parenthood in observing the growth and development of their grandchildren. "One of the pleasures in life is being a grandparent. To a large extent, this is because older adults can enjoy grandchildren on their own terms without feeling responsible for them" (Lee, 1985, p. 2). Grandparenthood has been described as one step removed from parenthood. The grandparent is relieved of the immediate stresses and responsibilities of parenthood.

Benedek (1970) revealed that grandparents stated that they enjoy their grandchildren more than they did their own children because they do not have the responsibility for raising the child to adulthood, and their love is not burdened by doubts and anxieties as it was when their children were young.

In an unpublished study by Apple (1954), urban middle-class grandparents indicated that, as they relinquish the parental role over the adult child, grandparents come to identify with grandchildren in a way that might be called "pleasure without responsibility." As a result of the condition that grandparents have neither the authority nor responsibility for their grandchildren, they are able to interact more freely with them than are parents. An open exchange of parents and children is generally inhibited by the feeling of duty and/or obligation that is built into the respective roles. Parent and child can interact with the grandparent without these restraints, and thus relieve tensions created by the duty/obligation relationship (Radcliffe-Brown, 1952).

The grandparent role: A double bind

There has been limited research focusing on how parents' expectations concerning grandparents' involvement in childrearing vary according to parents' marital status. In an attempt to explore this topic, Thomas (1989) conducted a study titled, "The Grandparent Role: A Double Bind." The study began as an effort to identify such variation through content analysis of married versus separated or divorced mothers' responses to open-ended questions inquiring about grandparents' family roles.

When analyzing the responses, an interesting contradiction in mothers' expectations emerged. Mothers, particularly separated or divorced mothers, emphasized the value of grandparents' practical and moral support in childrearing. Simultaneously, almost all mothers,

regardless of their marital status, expected grandparents to refrain from interfering in the grandchildren's upbringing. According to Thomas (1989), this response pattern suggested that grandparents may confront a double bind as they attempt to meet parents' expectations. Parents may expect grandparents to be supportive, and at the same time not interfere with their grandchildren's upbringing.

Prescriptive and proscriptive interpretation of the grandparent role

Grandparenthood is often referred to as a "roleless role" on account of its lack of clearly defined functions (Troll, 1983). This assumption is enhanced by a wide variance of grandparenting styles. Role norms are present but differ in detail and strength in relation to other family norms (Johnson, 1983). In her cultural analysis of grandmothers of divorced children, Johnson found explicit norms of grandparenting. However, in contrast to norms associated with more principal family roles, they were proscriptive rather than prescriptive.

Grandmothers usually juxtaposed prescriptions with proscriptions and weighed what they "should do" against what they "should not do." For example, grandparents listed the following as prescriptions: (1) to be there; (2) to be an advocate; (3) to provide family continuity; and (4) to be loving. Some of the proscriptions they listed were as follows: (1) don't interfere; (2) don't buy love; (3) don't give advice; and (4) don't be too protective. Differences between the proscriptive and the prescriptive norms are noticeable. When examining the prescriptions (the "shoulds" these grandmothers observed), one sees

that grandmothers define their role as someone who can be the child's advocate and intervene as a mediator with the parent. They see themselves as a somewhat ambiguous, older family member who is simply "there" to love the child, and to provide security, a sense of family, and continuity. In this capacity, their mere presence provides them with the opportunity to observe, support and indulge grandchildren, and then in the process, functioning to enhance the child's feelings of self-worth. In conclusion, as reported in a previous research study (Neugarten & Weinstein, 1964), a grandmother should be someone who is "fun to be with." Also, outside of babysitting, grandmothers tended to associate vague and ambiguous prescriptive norms to their role. Overall, the "should nots" involved more specific rules for behavior. A grandmother should not intervene, give too much advice, and discipline grandchildren. A grandmother should not spoil a grandchild or try to "buy their love."

When grandmothers were interviewed, the proscriptive norms were mentioned more frequently and with more detail, whereas the prescriptive norms were passed over briefly. Therefore, these differences revealed that grandmothers have more explicit conceptions of what they "should not do" as compared to what they "should do." In contrast, the prescriptive norms are more diffuse and less specific than the proscriptive norms. The prescriptive norms inform grandmothers of only vague and nonimperative guidelines as what they "should do." A grandmother is portrayed as a figure without substance because the functions these norms encourage are often symbolic. It is suggested as

a result of the findings that the explicit norms of grandparenting emphasize constraints in grandparents' relationship with their grandchildren (Johnson, 1983).

Role of grandparents as indirect and direct contributors to the development of grandchildren

Tinsley and Parke (1987) stated that grandparents contribute to their grandchildren's development in two ways: directly and indirectly. Directly, they function as interactive partners, thus providing cognitive and affective stimulation for children as well as performing as caregiving agents. Indirectly, grandparents act as a social support resource for parents.

Satisfaction with grandparent role

Variances may be seen in satisfaction with the grandparent role. Considerable satisfaction, however, is reported (Crawford, 1981; Neugarten & Weinstein, 1964; Robertson, 1977; Thomas, 1986). Variations in satisfaction with the grandparent role may exist as a result of differences in frequency of association. While some have observed frequent grandparent-grandchild interaction (Harris & Associates, 1975; Kahana & Kahana, 1971; Tinsley & Parke, 1987), others have reported occasional contact (Cherlin & Furstenberg, 1986; Kohnhaber & Woodward, 1981). Differences may be seen in the significance of the grandparent role. The role tends to be more salient for the working class, for widows, for the less educated, for those who are older, for those who are unemployed or retired, and for those who are not involved in

community affairs (McPherson, 1983; Robertson, 1977). Grandparenting is consistent with the North American family system. Relationships are viewed as optional, discretionary, and individually specified (Kivett, 1989).

In Tinsley and Parke's (1987) study, grandparents reported greater satisfaction with contact with their adult children than did the adult children with this contact. Previous studies have revealed that parents' satisfaction with extended family contact is a curvilinear factor with "too much" contact possibly being perceived as aversive and intrusive (Hess & Waring, 1978). Grandparents, perhaps, have a higher tolerance for intergenerational contact than do adult children. However, it is vital to point out that these differences are relative, and that both grandparent and parent satisfaction with contact were extremely high in Tinsley and Parke's study (Tinsley & Parke, 1987).

Styles of Grandparenting

Factors that affect grandparenting styles

Grandparenting styles are determined by several factors which interact with one another. These factors affect lifestyles which in turn are a predictor of the saliency of the grandparent role. These factors include: employment, age, education and marital status of the grandparent, number of grandchildren, and the number and types of competing roles (Robertson, 1977; Wood & Robertson, 1976). A large spectrum of styles exist from heavy involvement to remoteness (Kivett, 1989). In Neugarten and Weinstein's (1964) research study,

age was determined to be an important factor in grandparenting styles.

In Apple's (1954) study involving cross-cultural comparisons based on ethnographic materials, it was revealed that those societies in which grandparents are removed from family authority are those in which grandparents have an equalitarian or an indulgent, warm relationship with the grandchildren. In those societies in which economic power and/or prestige rests with the old, relationships between grandparents and grandchildren are formal and authoritarian.

Description of various grandparenting styles

In Neugarten and Weinstein's (1954) study, five styles of grandparenting were disclosed. These styles were labeled as: (1) formal, (2) fun seeker, (3) surrogate parent, (4) reservoir of family wisdom, and (5) distant figure. The "formal" grandparents are those who follow what they perceive as the proper and prescribed role for grandparents. They leave clearly defined lines between parenting and grandparenting, and leave parenting strictly to parents, and are careful not to offer advice on childrearing. The "fun seeker" is the one whose relation to the grandchild is described as informal and playful. This grandparent participates with the grandchild in specific activities for the purpose of having fun. Grandchildren are perceived as a source of leisure activity, and emphasis is on mutuality of satisfaction. As a "surrogate" parent, the grandparent assumes the actual caretaking responsibility for the child. The "reservoir of wisdom" represents a

distinctly authoritarian patri-centered relationship in which the grandparent plays the primary authoritarian figure, and the parents maintain and emphasize their subordinant positions. As a "distant figure" image, the grandparent emerges from the shadows on holidays and on special ritual occasions such as Christmas and birthdays (Neugarten & Weinstein, 1964). Warm, indulgent relationships with grandchildren appear to be common in societies such as our own in which the role of the grandparent is not associated with economic power or prestige (Apple, 1956; Neugarten & Weinstein, 1964).

Norm of noninterference

Researchers have supported how families cope with the lack of norm specificity. A "hands off" policy among grandparents was identified by Albrecht (1962). In this perspective, grandparents have neither the right, nor the obligation, to take an active role in the socialization of grandchildren. Grandparents and parents deal with domains that do not possess specific norms, and are sensitive areas, by referring to them as "demilitarized zones" which grandparents are not allowed to intrude upon (Hagestad, 1978). This phenomenon was described by Cherlin and Furstenberg (1986) as the "norm of noninterference." The power of the norm reflects the ascendancy of the husband-wife bond over the parent-child bond. Kornhaber and Woodward (1981) called it a new "social contract." The understanding exists that grandparents and children will not interfere in each other's lives. Kornhaber (1985), as well as Albrecht (1962), believed this understanding was responsible for

creating an emotional disconnection between generations. Kornhaber gave credit to this disconnection to role abdication by grandparents through their emphasis on individualism and narcissism and their lack of commitment to grandchildren (Kivett, 1989).

Comparison of discipline patterns and interactions practiced by a mother and a daughter

"Clinical reports have stressed the importance of understanding a mother's personality and childcare attitudes in terms of those of her own mother" (Cohler et al., 1971, p. 3 in Deutsch, 1945; Harris, 1959; Rheingold, 1964). "Even though a woman may have left her parental home and begun her own family, she continues in an important, though frequently conflictful relationship with her own mother" (Cohler et al., 1971, p. 3 in Stolz, 1967; Cohler, Weiss & Grunebaum, 1969). "Kell & Aldorus (1960) report a significant relationship between the two generations of mothers regarding views on discipline but not regarding the display of affection" (Cohler et al., 1971, p. 4).

Staples & Smith (1954) in a more detailed study which, unfortunately, included her own mother and mother-in-law in the grandparent generation, demonstrated both a significant intergenerational relationship on a scale of authoritarian-democratic attitudes, and also significant differences, especially when the two generations lived apart. It should be noted that both of these previous studies required that the two generations volunteer together. This "demand characteristic" of the study (Orne, 1962) presupposes a degree of positive relationship between a woman and her mother or mother-in-law which may be atypical and which may be related to systematic personality differences among women who do and do not volunteer with relatives (Cohler, 1971, p. 4).

Cohler et al. (1968) performed a study as a replication, with modifications in the design of Staples and Smith's study, as well as to

obtain a normative baseline for following intergenerational studies of emotionally disturbed mothers and their own mothers. The sample consisted of ninety mother and grandmother pairs who were recruited through newspaper advertisements. In each pair, the mother had a child below the age of five. These participants were paid for their participation. The subjects were administered the Maternal Attitude Scale (a 233-item Likert-type instrument). The items compiled in this instrument were based primarily on Sander's (1962, 1964) formulation of the developing mother-child relationship. "The M.A.S. yields standardized factor scores based on five orthogonal rotated factors derived from pretest samples of over 700 mothers" (Cohler et al., 1971, p. 5). The five factors tested were: (1) Appropriate versus Inappropriate Control of Child's Aggression; (2) Encouragement versus Discouragement of Reciprocity; (3) Appropriate versus Inappropriate Closeness with the Child; (4) Acceptance versus Denial of Emotional Complexity in Childcare; (5) Feeling of Competence versus Lack of Competence in Perceiving and Meeting the Baby's Needs (Cohler et al., 1971).

When studying the childcare attitudes of mothers and their own mothers, one important question concerns the relationships between the childcare attitudes of the two generations. However, it is equally important to determine the extent to which there have been shifts in attitudes toward childrearing. That is, we are interested in knowing both the variance in a mother's attitudes which may be explained by reference to her own mother's attitudes, and also the extent of the changes in maternal attitudes from one generation to the next" (Cohler et al., 1971, p. 7).

Significant positive relationships between childcare attitudes of mothers and their own mothers were found for three of the five factors: (1) Appropriate Control; (2) Encouragement of Reciprocity; and (3)

Competence in Meeting the Baby's Needs. Cohler et al. (1971) concluded that a mother's feelings of being able to direct the child's expression of angry feelings, of being able to respond to the baby's demand for a social relationship, and of competence to interpret the baby's cues regarding his/her physical needs are associated with the attitudes his/her own mother has concerning these issues. In contrast, the researchers concluded that maternal attitudes towards self-sacrifice for the baby and differentiating a mother's needs from those of a child, together with attitudes reflecting the expression of more ambivalent feelings regarding childcare, are less closely related to the attitudes of one's own mother (Cohler et al., 1971).

"Using the t-test for matched pairs, significant differences were found between attitudes of the two generations. Grandmothers show significantly less adaptive attitudes than mothers regarding factors of Appropriate Control, Encouragement of Reciprocity, and Appropriate Closeness. However, grandmothers show more adaptive attitudes than mothers regarding one factor, that of Competence in Meeting the Baby's Needs. There are no intergenerational differences regarding the factor of acceptance of Emotional Complexity. Differences between the two generations regarding the control of aggressive feelings and behavior are consistent with the findings of virtually every study of childrearing attitudes and practices" (Cohler et al., 1971, pp. 7-9 in Wolfstein, 1953; Staples & Smith, 1954; Miller & Swanson, 1958; Brofenbrenner, 1958; Kell & Aldous, 1960). "Mass media have had a tremendous impact on the childcare attitudes of middle and even of

working-class mothers in the present generation" (Cohler et al., 1971, p. 9).

Cohler et al. (1971) concluded that mothers believe more strongly than grandmothers in the importance of fostering mother-child reciprocity. Cohler states that there has been an increase in education emphasis on togetherness and close interpersonal relationships. The study indicates that childcare attitudes of mothers are related to, but different from those of one's own mother. It was found that older grandmothers believed that mothers should establish close and binding relationships with their children. They also felt mothers should be expected to make large self-sacrifices for the sake of maintaining this relationship, and should keep a tight reign over the child's expression of his/her own impulses (Cohler et al., 1971).

Blackwelder and Passman (1986) performed a study in which they compared disciplinary reactions within families spanning three generations. The sample consisted of 24 maternal grandmothers and 24 mothers. The mothers and grandmothers independently chose rewarding and punishing consequences for their childrens' correct and incorrect responses. The childrens' behaviors were experimentally controlled so that the proportion of correct responses continually appeared to decrease. As the quality of responding worsened from 80% to 50% successes, mothers and grandmothers increased rewards, as well as punitive intensities. When successes decreased to 20%, mothers continued to increase the intensities of rewards and punishments;

however, grandmothers leveled off. Overall, it was concluded that grandmothers' and mothers' disciplining was more similar than different; however, despite the preponderance of similarities, the differences that were found typically favored the stereotype that grandmothers are more giving, less punitive, and more forgiving than are mothers. The intensities of reward, as well as punishment, by grandmothers were related to the degree of personal responsibility that they assumed for their grandchildren (Blackwelder & Passman, 1986).

Blackwelder and Passman (1986) defined social responsibility as the degree to which a person (e.g., the grandmother) assumes specific obligations to act toward another (e.g., the grandchild) in a manner intended to benefit the other person. Taking social responsibility for grandchildren often involves making disciplinary decisions. Most grandparents reported annoyance from misbehavior by their grandchildren (Thomas & Datan, 1983) and a willingness to use discipline with them (Robertson, 1977). However, little is known about specific factors that might influence grandmothers' disciplining (Blackwelder & Passman, 1986).

Following the theory that grandmothers serve as teachers and role models for mothers, few differences in their disciplinary styles should be noticeable. However, the typical stereotype of grandmothers suggests that they will reward more and punish less than mothers, regardless of the quality of the children's performances. However, to the extent that mothers' full social responsibility for their children influences their disciplining, grandmothers who assume social responsibility for their

grandchildren should punish and reward similarly to mothers (Blackwelder & Passman, 1986).

The grandmothers' disciplining during the session in this research study was highly related to the extent to which they reported assuming social responsibility for their grandchildren. Grandmothers who administered greater amounts of reward and punishment stated that they assumed greater responsibility for teaching and socializing and for fulfilling the emotional needs of their grandchildren. Also, the more grandmothers reported that they spent time providing childcare, assumed responsibility for disciplining, had personal authority over their grandchildren, and influenced child-rearing decisions, the more intensely they tended to punish. In general, grandmothers' feelings of responsibility, authority, and influence were related to the amount of time they spent taking care of their grandchildren. As time spent in caretaking for grandchildren increased, so did grandparents' feelings of authority. It is likely that these factors (time spent caring for grandchildren, assuming responsibility for discipline, and authority over grandchildren) are related to the differences found between the disciplining of the mothers and grandmothers. Although mothers, for the most part, have immediate authority and primary responsibilities for the long-term socialization of their children, grandmothers usually have delegated authority and secondary responsibilities. Grandmothers with less involvement and fewer social responsibilities were probably less stressed and frustrated by the continual deterioration in the children's behavior than were grandmothers who adopted a role more closely

approaching the mothers'. In accord with Vasta's (1982) theory, grandmothers who more closely approximated the conventional maternal role were reported to discipline more intensely than did less involved grandmothers.

Care/Support Provided by Grandparents

Frequency of contact

Geographical proximity has been reported to be most frequently associated with the grandfather-grandchild relationship. It is a significant predictor of the frequency with which grandfathers and grandchildren will interact and mutual helping behaviors will occur (Kivett, 1985).

Previous surveys inform us that most grandparents see at least some grandchildren weekly, if not daily (Harris & Assoc., 1975). Kahana and Kahana (1970) report that more frequent contact was reported by all age groups with maternal rather than paternal grandparents. Most middle-aged and older adults today have the opportunity for long-term involvement with grandchildren's upbringing. Grandparents' views on discipline may, therefore, affect the grandchildren with whom they have increased or more frequent contact. If views are in conflict or different from parents' views, conflict may arise.

A limited number of studies have examined the effect of distance on the quality of grandparent-grandchild relationships (Kivett, 1989). From these studies, there is much support for the important relationship between amount of family contact, support, and geographical distance.

Cherlin and Furstenberg (1986) found that distance accounted for 62% of the variance in number of visits yearly between grandparents and grandchildren. Kivett (1985) found that proximity was the most important predictor of association between grandfathers and grandchildren. Wilson (1987) and Tinsley and Parke (1982) reported a relationship between support received and geographical distance. The results from Tinsley and Parke's (1987) study portrayed geographically close grandparents as involved, appreciated, and active members of the support network of parents with young infants, as well as positive stimulatory agents for babies. It was concluded that contact and support decrease with increased distance. The distance-contact relationship illustrates both the strengths and vulnerability of the grandparent-grandchild bond (Cherlin & Furstenberg, 1986). A limited number of studies have examined the effect of distance on the quality of grandparent-grandchild relationships (Kivett, 1989).

Grandparents as surrogate parents and
builders of family unity

In many cases grandparenthood may be one of the major relationships through which older adults maintain vital ties within the family (Kivett, 1985). During economic and historical distress, a grandparent may play an important role as a "surrogate parent." In certain economic situations, grandparents have been found to maintain family living standards when grandchildren are young (Wilson, 1987). Research has shown the significant confidant or arbitrator role which grandparents play in teenage-parent relationships (Baranowski, 1982; Stevens, 1984).

Measures of intergenerational contact such as association and helping behaviors are thought to be vital indicators of family unity. As a result, indexes of interaction and assistance between grandchildren and grandparents have significant implications for the quality and strength of family relationships (Bengston, Olander & Haddad, 1976).

Grandparents as support agents in times of crisis

Grandparents are valued for their support and stabilizing functions in divorce and other family disruptions (Albrecht, 1954; Hagestad, 1985; Johnson, 1983; Troll, 1983) and as "wardens of culture" (Gurmann, 1985). For some children, grandparents are one of the few constant objects in their lives (Kornhaber & Woodward, 1981). According to Hagestad (1985), grandparents perform the function of "elusive beings." Through this function, grandparents provide a type of comforting presence to families (Kivett, 1989). Kornhaber and Woodward (1981) supported this opinion through their observation that grandparents, no matter how they act, affect the emotional well-being of their grandchildren, for better or worse, simply because they exist.

Grandparents as providing emotional support to parents

Other research indicates that grandparents provide parents with emotional support (Tinsley & Parke, 1982). By providing parents with support, grandparents can influence their young grandchildren indirectly. Grandparents can help to relieve parents of their responsibilities by playing with grandchildren and acting as a caregiver

for grandchildren. These actions provide infants with alternative sources of socialization and nurturance, as well as assist parents. Indirect support can also include financial aid, information, and emotional support (Tinsley & Parke, 1982). Studies suggest that there is a great deal of reciprocity between older parents' and their adult children's financial, informational, and emotional aid patterns, mitigated by factors such as the older parents' and the adult child's age, financial and health status, child care needs, and structure of the family (Troll & Bengston, 1979).

Grandparents as major caregivers

Tinsley and Parke (1987) suggest that the proportion of grandparents who serve as major caregivers varies markedly across social class, ethnic group, family structure, and cohort. Neugarten and Weinstein (1964) stated that a small percentage of grandparents within middle class intact families play this role regularly. Studies have documented that generally unemployed grandmothers are the primary caretakers of infants of single, teenaged mothers (Neugarten & Weinstein, 1964; Field & Stoller, 1981).

Neugarten and Weinstein (1964) found that grandparents, especially those in the middle class, more often function in a playmate role for infants and young children. Field and Stoller (1981) performed a study documenting actual grandparent-infant play behavior. In this study, they examined lower SES black teenage mothers playing with their one- to two-year-old infants alone or in the presence of the maternal

grandmother. They found that mothers were more active when alone with the infant than in the triad with the grandmother and the infant. This finding is consistent with previous studies of the impact of a third party on the mother-infant dyad. Mothers were more directing and engaged in more teaching, watching, and toy play in the triad than grandmothers. It is important that although these researchers have concluded that mothers assume teaching and directing roles more frequently than grandmothers, and suggest that their differential roles with regard to an infant are qualitatively different and complementary, these conclusions be treated with caution. Field and Stoller's study did not include a direct comparison of the grandmother-infant and mother-infant dyads, and it is representative of grandmother-infant (and mother-infant) interaction only in lower SES black homes in which the grandmother occupies a daily role as caregiver. However, this study does suggest that there are qualitative variances in grandparents, and parents, in respect to interactive behaviors (Tinsley & Parke, 1987).

In Tinsley and Parke's (1987) study, female agents (mothers and grandmothers) were found to be more affectionate (laugh, smile, kiss) and demonstrated caregiving (check/adjust) and didactic activity (demonstrate/instruct without a toy) than male agents (fathers and grandfathers). However, there were no sex of agent differences for other time sampling behaviors that might have been expected to elicit differences (e.g., physical play, present object).

The conclusion from this study, then, is that the behaviors demonstrated are not uniquely parental, but are evident for females and

males in other generations as well. Also, in this study, the researchers concluded that the aspects of grandparental interactive style, which discriminated between developmentally high and low infant, were central aspects of this interactive style. Both female and male grandparents appear to play a role in their infant grandchild's development, but contribute through their unique interactive styles. The infants' development was measured through use of the Bayley Scales of Infant Development, which measure a variety of aspects of infant functioning including social, cognitive, and motor development. Grandmothers who demonstrated high levels of verbalizing and teaching (demonstrate without a toy) and displaying affection (kissing) had infants with higher Bayley scores, whereas grandfathers who were rated as responsive and playful had infants with higher Bayley scores (Tinsley & Parke, 1987).

The data from Tinsley and Parke's study (1987) suggest that grandparents may contribute to their infant grandchild's development also through the level of contact that grandparents routinely have with their adult children and infant grandchildren. Infants whose grandparents had higher amounts of family contact demonstrated higher Bayley scores. Several explanations for these higher scores are as follows: (1) bright, engaging grandchildren elicit more frequent and stimulating grandparental interaction and contact; (2) grandparental contact may affect infants indirectly by serving as social support resources for parents who, in turn, directly interact more effectively with their infants, which leads to advanced development; and (3) high

levels of grandparental contact may simply be providing more opportunities for grandparent-infant grandchild interaction, which would support an argument that the impact of grandparents is not solely indirect, but may also be directly mediated through the interaction between grandparents and the infants (Tinsley & Parke, 1987).

Special Circumstances

In-law problems

In-law problems are rated as the third most difficult adjustment problem in early marriage. The concern depends upon the individual involved and how they perceive the situation. Problems arise because of differing perceptions of roles. A role is defined as "the characteristic and expected social behavior of an individual; a function of position" (The American Heritage Dictionary, 1985, p. 1068). Most of us play more than one role at once. Differing perceptions of roles can cause problems because what a parent may view as appropriate discipline, the grandparent may view as inappropriate and vice versa.

Divorce and grandparenting

Even though grandparenthood may be viewed as a stage in life when the responsibilities and stresses of parenthood are removed, there are circumstances when they may exist. Such circumstances may exist as a result of the changing lifestyles of today's young adults. The lifestyles of younger persons (increase in divorce rate, increase in employment of women, increase of teenage pregnancy) may place older

individuals in positions to assume roles and responsibilities that are not ordinarily associated with old age (Sonnek, 1980). Research estimates that over one-half of all American children spend some time living in a single parent household, often as a result of their parents' divorce (Norton & Glick, 1986).

Thirty-three percent of individuals sixty-five years and older are stepgrandparents (Cherlin & Furstenberg, 1986). Although few grandparents may prepare for divorce on the part of their children and children-in-law, increasing numbers of grandparents are confronted with that situation. For that reason, understanding differences and similarities between grandparents' roles in two-parent and in single-parent families takes on special urgency (Thomas, 1989). Norms are especially unclear for stepgrandparents. Kalish and Visher (1981) discussed numerous situations in which stepgrandparents may become confused as to their function and role.

Role norms lack definition, too, among greatgrandparents. Great-grandparents must step aside and make way for their children, the new grandparents, who in turn try to maintain the norm of noninterference. With each previous generation, expectations and responsibility for the youngest generation become more relaxed (Kivett, 1989).

Divorce changes the balance of resources within the extended family. Established bonds must be renegotiated as a result (Matthews, 1984). The grandparent-stepgrandchild bond is stronger if the children are young when they become members of the family (Sanders & Trygstad, 1989). The bond also is stronger if stepgrandchildren live full-time

with grandparents' adult child (Cherlin & Furstenberg, 1986). The grandparent-grandchild bond is threatened when the custodial parent is affinal kin (Kivett, 1989).

In addition, the timing of grandparenthood is associated with variances in grandparenting. When the grandparent role is "on schedule," individuals have time to prepare for the transition by reorienting their expectations (Hagestad & Burton, 1986). When the role is "on schedule," it is less likely to conflict with the age identity of the adult and with other of his or her developmental needs (Burton, 1985). More social support is available through peer and cultural approval when the grandparent role is on schedule (Hagestad & Burton, 1986).

Conclusion

Grandparenthood is characterized by its varied and its symbolic and functional qualities. The grandparent-grandchild relationship plays a pivotal role in linking generations. It is less defined and more poorly understood, however, than other more primary family connections. This occurrence is related to its widely voluntaristic and subordinate nature.

The number and proportion of people qualified to become grandparents have increased significantly. People will become grandparents earlier in life and for a longer amount of time. There is an increase in the number of, and proportion of, elderly in our country's population. Seventy percent of the population over 65 years are grandparents.

Age of the grandchildren is one of the most frequently cited factors affecting the grandparent-grandchild linkage. Grandparents are more involved with grandchildren from birth to adolescence, and less involved during the adolescent years. Generally, grandparents become less actively involved with age, unless the grandchildren live nearby. Changes in styles of grandparenting occur as a result of the age of the grandchild. Grandparents add continuity between the past and future through verbal and written history and are significant in transmitting values to grandchildren.

Grandparenthood is multidimensional. Kahana and Kahana (1971) classified the meanings of grandparenthood as: (1) centrality of meaning, (2) valued elder, (3) immortality through clan, (4) reinvolvement with personal past, (5) indulgence of grandchildren. Neugarten and Weinstein (1964) classified these meanings as: (1) biological renewal, (2) emotional self-fulfillment, (3) vicarious accomplishments through grandchildren, (4) resource person (satisfaction accruing from), and (5) remoteness. Grandparents are often confused about their roles in families; they want to be helpful to their grandchildren, but are uncertain as to how best to fit into the modern society. However, grandparents often state that they enjoy their grandchildren more than they did their own children because they do not have the responsibility for raising the child to adulthood, and their love is not burdened by doubts and anxieties as it was when their own children were young.

Grandparenting is an adaptable role that can be adjusted for each grandchild. A perceptive grandparent, one step removed from the parent/child relationship, has the possibility of seeing the child's life from a clearer perspective than the parent. Grandparents have the opportunity to compensate, broaden, and round out a grandchild's life without overstepping the grandparental bounds. Unconditional love from a grandparent may help the child develop self-esteem and a positive sense of self.

Grandparenthood is a role that has different meanings for people. Often the role is determined somewhat by the lifestyle of the grandparent. Sometimes grandparents may confront a "double bind" as they attempt to meet parents' expectations. Parents may expect grandparents to be supportive, and at the same time not to interfere with their grandchildren's upbringing. Grandparents may become confused and frustrated when dealing with these expectations and having limits set on their involvement with their grandchildren.

Variances may be seen in satisfaction with the grandparent role. Relationships concerning grandparenting are viewed as optional, discretionary, and individually specified.

Grandparenting styles are determined by several factors which interact with one another. These factors affect lifestyle which are in turn a predictor of the saliency of the grandparent role. These factors include: age, employment, education and marital status of the grandparent, number of grandchildren, number and types of competing roles. A large spectrum of styles exist from heavy involvement to

remoteness. In Neugarten and Weinstein's study (1964), five styles of grandparenting were disclosed. These styles were labeled as: (1) formal, (2) fun-seeker, (3) surrogate parent, (4) reservoir of family wisdom, and (5) distant figure.

Research studies (Kell & Aldorous, 1960) report a significant relationship between the two generations of mothers regarding views on discipline but not regarding the display of affection. Staples and Smith (1954) reported a significant positive relationship between childcare attitudes of mothers and their own mothers on three of five factors: (1) appropriate control, (2) encouragement of reciprocity, and (3) competence in meeting the baby's needs. In contrast, it was reported that maternal needs from those of a child, together with attitudes reflecting the expression of more ambivalent feelings regarding childcare, are less closely related to the attitudes of one's own mother.

Kahana and Kahana (1970) reported that more frequent contact was reported by all age groups with maternal rather than parental grandparents. Most middle-aged and older adults have the opportunity for long-term involvement with their grandchildren's upbringing. Grandparents' views on discipline may, therefore, affect their grandchildren with whom they will have increased or more frequent contact. There is much support for the important relationship between the amount of family contact, support, and geographical distance. Kivett (1985) found that proximity was the most important predictor of association between grandfathers and grandchildren. Tinsley and Parke

(1987) concluded that contact and support decreased with increased distance.

In many cases, grandparenthood may be one of the major relationships through which older adults maintain vital ties within the family (Kivett, 1985). A grandparent may play an important role as a "surrogate parent" during economic and historical distress, as well as a significant confidant or arbitrator role in teenage and parent relations (Baranowski, 1982; Stevens, 1984). Grandparents are valued for their support and stabilizing functions in divorce and other family disruptions, and as wardens of culture. For some children, grandparents are one of the few constant objects in their lives. Grandparents provide a type of comforting presence to families; no matter how they act, grandparents affect the emotional well-being of their grandchildren, for better or worse, simply because they exist.

Grandparents provide parents with emotional support. Grandparents can help relieve parents of responsibilities by playing with grandchildren and acting as caregivers for grandchildren. These actions provide infants with alternative sources of socialization and nurturance, as well as assist parents. Indirect support also can include financial aid and information.

The proportion of grandparents who serve as major caregivers varies markedly across social class, ethnic group, family structure, and cohort. Generally, unemployed grandmothers are the primary caregivers of infants of single, teenaged mothers. Grandparents may contribute to their infant grandchild's development also through the level of contact

that grandparents routinely have with their adult children and infant grandchildren.

Grandparents may face in-law problems concerning the discipline of grandchildren. Differing perceptions of the grandparent role and parent role by both the grandparent and the in-law may cause problems because what a parent may view as appropriate discipline the grandparent may view as inappropriate and vice versa.

As a result of the changing lifestyles of today's young adults (increase in divorce rate, increase in employment of women, increase in teenage pregnancy), some grandparents may once again face the responsibilities and stresses of parenthood. Research estimates that over half of all American children spend some time living in a single parent household, often as a result of their parents' divorce. As a result of the increase in the divorce rate of young adults, it is important to understand the differences and similarities between grandparents' roles in two-parent and in single-parent families. Norms are especially unclear for stepgrandparents. Role norms lack definition, too, for greatgrandparents. Greatgrandparents must step aside and make way for their children, the new grandparent, who in turn try to maintain the norm of noninterference. With each previous generation, expectations and responsibility for the youngest generation become more relaxed.

Divorce changes the balance of resources within the extended family. Established bonds among children and grandparents must be renegotiated as a result.

When the grandparent role is "on schedule," more social support is available to grandparents through peer and cultural approval. Individuals have time to prepare for the transition by reorienting their expectations, and it is less likely to conflict with the age identity of the adult and his/her developmental needs when the grandparent role is "on schedule."

The grandparenting role is shown to be more widespread than in past generations, and as a result, grandparents could be a resource, that in past years has been under-utilized and unrecognized. Thus, the grandparents' role may add an increasingly important dimension in the development of young children.

METHODOLOGY

The purpose of this study was to examine grandparents' attitudes toward and interactions with grandchildren. These attitudes and interactions were compared to grandparents' recall of their attitudes toward and interactions with their own children when their children were young. This chapter describes the development and distribution of the survey, the subjects of the study, and statistical procedures used in analyzing the data.

Subjects

The sample of individuals used in this survey consisted of adults who are grandparents. The researcher contacted various groups in Iowa which consisted of adults of grandparenting age to inquire whether or not they would be interested in participating in this study. The various organizations contacted are grouped as follows: senior centers, congregate meal sites, customers of a rural town insurance company, Lion's clubs, retirement and life care communities, women's clubs, parishioners of various denominations of churches, American Legion and Auxillary posts, participants of senior aerobics and fitness classes at a Y.M.C.A., and employees at a local university. The religious affiliation of church groups who participated in the study included Roman Catholic, Lutheran, Methodist, Latter-day Saints, Baptist, Quaker, and Evangelical Free.

The Instrument

A one hundred two-item questionnaire titled "Grandparenting" was used for this study. The questionnaire was comprised of three parts, and utilized a Likert-type scale ranging from 1-99 points.

Part I, perspective as a grandparent (PAG), was comprised of statements focusing on grandparents' attitudes toward and interactions with grandchildren. Part II, perspective as a parent (PAP), was comprised of statements focusing on grandparents' attitudes toward and interactions with their own children when their children were young. Part III was comprised of 20 demographic questions.

A cover letter was attached to each questionnaire. The letter introduced the researcher, explained the format of the questionnaire, the estimated time to complete the questionnaire, the purpose of the study, thanked the respondent for his/her participation, ensured anonymity, and informed the respondent that postage was pre-paid when returning the questionnaire and/or the request for results of the study to the researcher.

For respondents who wished to receive results of the survey, a sheet was attached at the end of the survey requesting the respondent's name and address. To assure anonymity, respondents were instructed to detach and mail separately the detached sheet to the researcher. If the respondents had no interest in receiving the findings, they were asked to omit their name and address, thus assuring anonymity.

The researcher participated in an extensive review of literature exploring the following areas: grandparenting, discipline, interactions

between grandparents and grandchildren, grandparents and parents, and parents and children. Papers, theses, and journal articles focusing on the above topics were obtained from the university library, inter-library loan service, as well as through personal contact with researchers specializing in these topic areas. Additional insights concerning these areas of study were gathered through the researcher's participation in and observance of "grandparenting" workshops. The workshops were presented during March, April, and May, 1990, throughout the state of Iowa and were facilitated by an Iowa State University Human Development Extension Specialist. The researcher had the opportunity to visit with and learn from participants in the "grandparenting" workshops previous to and during the workshop sessions.

Following the completion of the extensive review of literature, contacting researchers specializing in grandparenting, and participation in and observance of several grandparenting workshops, the researcher defined the research problem.

A written proposal for the study of the research problem was presented to the researcher's graduate study committee. The committee consisted of two adult education specialists (one of which is also a Home Economics educator), and a research methods and statistician specialist. The researcher began the process of developing the questionnaire for the study. The researcher also reviewed several published questionnaires concerning the topic under study prior to development of the instrument.

Statements were developed and adapted from existing questionnaires to focus on the following areas: interaction, emotional closeness, inheritance/continuance, teaching/passing on values, freedom/respect, satisfaction with the grandparent role, reliving experiences and discipline. In the area of discipline, the following aspects were looked at: appropriate roles of the grandparent and parent, similarities between grandparents and parents in discipline style, indulgence, views and attitudes of discipline. After completing the development of the questionnaire items, each item was rephrased in two different ways to allow interpretation from two different perspectives. One perspective was from that of "a parent" and the other perspective was from that of "a grandparent":

Example of "the parent perspective": As a young parent, I had strict, well-established rules for my children.

Example of "the grandparent perspective": I have strict, well-established rules for my grandchildren.

After each item was rephrased using the two different perspectives, the items were reviewed by the researcher and the graduate study committee. Revisions were made and the items were reviewed again. Fifty-one items were phrased to be answered as "a grandparent" and were included in Part I (PAG) of the questionnaire, and fifty-one items were phrased to be answered as "a parent" in Part II (PAP) of the questionnaire. Each of the items was placed in random order in the questionnaire to avoid response set. The researcher typed the items on 8 1/2 x 11" paper, grouping the "as a parent" items together, and

grouping the "as a grandparent" items together. The items were then cut apart and separated based on "as a parent" or "as a grandparent." The items in each group were scrambled to ensure that they were not in any particular order. One item from the collection of Part I (PAG) group items ("as a grandparent") was drawn at a time and taped onto a sheet of paper. Another item from the Part I (PAG) collection was drawn and placed under the first item. The drawing and placement of items was continued until all items had been regrouped. The order in which the items were drawn and regrouped is the order in which the items appear in the questionnaire. The same procedure was followed for the compilation of items in Part II (PAP).

Respondents were asked to respond to each of the items on a "1 to 99" point scale reflecting their extent of agreement or disagreement. The respondent was instructed to use the score of 50 if they neither agreed nor disagreed with a statement or "did not know." If the respondents agreed with a statement, they were instructed to choose any number from 51 to 99, with 99 indicating the highest degree of agreement. The numbers 1 to 49 were to be chosen if they disagreed with a statement, the number 1 indicating strongest disagreement. The "1 to 99 Scale" requires two decisions to be made by the respondent in regard to a given stimulus. It, therefore, gives the respondent a chance to think about the stimulus twice before he/she records his/her response. In essence, this means that the response format of this method assists the respondent in recording his/her true feelings in terms of how certain he/she is of the answer given, rather than the usual response

format which is in terms of intensity of agreement such as the case in the more typical five choice Likert response format. Thus, this format could be considered as a further improvement of the five choice Likert format.

The questionnaires were printed in booklet format. Each section of the questionnaire was printed in a different color to allow ease of reading and differentiation of sections. A front cover and a cover letter were designed for the questionnaire, as well as instructions for completing the questionnaire, and a sheet for respondents to fill in their name and address if they wished to receive results of the study. The researcher was granted permission from Universal Press on October 25, 1990, to print two of their comic strips on the front cover of the questionnaire. The comic strips had appeared in the Des Moines Register on September 2 and 3, 1990. The questionnaire was typed and presented to the graduate study committee for review. Committee members reviewed the questionnaire and made suggestions for improvements upon which revisions were made.

A proposal was submitted for approval to the Iowa State University Committee on use of Human Subjects in research in October 1990. The committee reviewed the proposal and concluded that the rights and welfare of the subjects were appropriately protected.

During the period of time from October 31 - November 9, 1990, the researcher conducted a pilot study with a group of eighteen specialists from the fields of adult and extension education, statistics, family relationships, home economics, and communication.

The majority of these individuals were also grandparents and ranged in age from 52-67 years. The survey generally required twenty to thirty minutes to complete. The survey was then revised incorporating suggestions made by the two groups.

The researcher submitted a proposal to the Iowa State Department of Residence Central Staff and was granted permission to conduct the survey with employees of the Department of Residence. The researcher then contacted directors/managers of each department of the Department of Residence to arrange a time when the researcher would be able to administer the questionnaire to employees. Questionnaires were distributed to those employees who were willing to participate in the study. Questionnaires were returned to the researcher through the use of Iowa State University Campus Mail Service.

The researcher also contacted several organized groups of adults in Iowa to ask for participation of group members in the study. The initial contacts to the groups were made by phone, in which the researcher explained the survey and inquired if members would be interested in participating. If interest was present, a date and time was arranged. A follow-up letter referring to the previous contact made, and a form granting permission to administer the survey were sent to the groups who indicated interest. The researcher then made a third contact by phone with each group to confirm a date and time to administer the survey. Surveys were distributed between November 15, 1990, and December 21, 1990, to participants of the groups indicating interest to participate.

The surveys were administered by the researcher. The researcher explained the researcher project to the participants, and instructed them on how to complete the survey. At that time, the issues of confidentiality of information on the survey, purpose of the survey, and participants' option to withdraw from participating in the study were also discussed. In addition, respondents were informed about how they could be apprised of the results of the study if they so chose. The researcher was present to address any questions or concerns posed by the respondents. The completed questionnaires were mailed back to the researcher through the use of United States mail. Participants were supplied a pre-paid, self-addressed envelope in which to return the surveys to the researcher.

Variables

The study included the following variables:

Independent Variable:

Referrant (child or grandchild)

Dependent Variables:

I. A priori subscores

1. Interaction
2. Emotional Closeness
3. Reliving Experiences
4. Satisfaction with Grandparent/Parent Role
5. Discipline: Appropriate Role of Grandparent/Parent

6. Discipline: Similarities Between Grandparents' and Parents' Styles
7. Discipline: Indulgence
8. Discipline: Grandparent Role
9. Discipline: Views and Attitudes
10. Discipline: Style
11. Teaching/Passing on Values
12. Respect Towards Grandchild(ren)
13. Inheritance/Continuance

II. Fifty-one Individual Items (see Appendix C)

Data Analysis

As the surveys were returned to the researcher, the researcher numbered the surveys in the order they were returned. The data were coded and entered for statistical analysis in the order they were received. The data were coded and analyzed using SPSS-X procedures (SPSS Inc., 1988).

Data preparation involved correcting coding errors, coding each questionnaire with the appropriate group number, identifying items which belonged to subscores (variables), calculating the subscores, developing a codebook which specified the column number and location for each item, as well as the pairing of items in Part I (PAG) with items in Part II (PAP). Four different procedures were used to analyze the data. These procedures included frequencies, paired t-tests, Pearson product moment correlations, and factor analyses. Paired t-tests were utilized to

determine the difference between the means of grandparents' and parents' scores on Part I (PAG) and Part II (PAP) of the questionnaire. Items included in the questionnaire were grouped into thirteen a priori subscores.

It was hypothesized that $\mu_{ci} = \mu_{gi}$ for $i=1$ to 13 subscores; i.e., the population means of referrent child and grandchild were the same for each subscore. (" μ_{ci} " refers to the population mean for child, and " μ_{gi} " refers to the population mean for grandchild.)

Paired t-tests were also utilized in the above manner to test the hypothesis that individual item means were the same for the population of child responses and grandchild responses. All of the above t-tests were tested at the .05 level of significance.

The Pearson product moment correlation was utilized to determine if there was consistency on how the subjects responded to each item in the survey. The null hypothesis states that the correlation of responses between grandparent response items and parent response items equals 0.

Factor analyses of item responses for both Part I (PAG) and Part II (PAP) were completed in order to identify theoretical factors. After theoretical factors were identified for Part I (PAG) and Part II (PAP) of the questionnaire, the items in the factors were examined and the factors were given names. The theoretical factors in Part I (PAG) were compared to the theoretical factors in Part II (PAP) to determine whether or not items in Part I (PAG) which were paired to items in Part II (PAP) loaded onto similar factors. In addition, the theoretical factor names were compared to the a priori subscore names to determine

commonality between naming of factors. Items which loaded the highest on theoretical factors were compared to the a priori subscores to determine if there was similarity concerning how the factors loaded.

FINDINGS

The objectives of this study included the investigation of grandparents' perceptions of their attitudes toward grandchildren and the recall of their attitudes toward their own children when their children were young. The findings are presented and discussed as follows:

1. Demographic data
2. Correlations between questionnaire items and demographic data
3. Correlation of items responded to as a parent and items responded to as a grandparent
4. Comparison of item means for parent and grandparent responses
5. Results of factor analyses

Demographic Data

A frequency distribution was performed on the demographic data for the purposes of organizing the data for simplification of the statistical analysis. Tables 1-11 represent the frequency distributions according to grandparent status, age of grandparent, number of grandchildren, ethnic background of grandparent, frequency of contact with at least one grandchild, marital status of grandparent, highest level of educational attainment, employment status of grandparent, provision of day care for grandchildren, paid service for day care provision of grandchildren, provision of financial support.

Three hundred seven questionnaires were distributed, and two hundred eighteen questionnaires were returned (71% return rate).

The greatest proportion of grandparent respondents were female (approximately 75%). Approximately 25% of the grandparent respondents were male (see Table 1).

The ages of the respondents ranged from 42-95. Over fifty percent of the respondents were between the ages of 42 and 62 (see Table 2). Almost half of the respondents had four grandchildren or less, and almost 70% had six grandchildren or less (see Table 3).

The predominant ethnic background of the respondents is white Caucasian (96.7%). One Asian-American, one American Indian, and five American Indian/white Caucasians responded to the instrument (see Table 4).

The findings revealed that among the groups surveyed in Iowa, there was a significant amount of contact between grandparents and at least one of their grandchildren. Over a third reported seeing at least one grandchild once a week, and almost 20% reported seeing at least one grandchild almost daily. Only one individual indicated seeing his/her grandchild(ren) practically never (see Table 5).

Marital status of the respondents indicated 72.0% were married, 15.9% were widowed, and 6.0% were divorced (see Table 6).

The educational level of most of the respondents denoted that they had at least a high school diploma, and many had some formal education beyond high school. Over ninety percent of the respondents had a high school diploma. Of this group, approximately half had received some formal education beyond high school. The type and extent of formal education beyond high school included: Over two-thirds (of the 49.8%)

had some technical school or college education, 13.1% (of the 49.8%) had completed a four-year college/university education. At the other end of the continuum are the 4.7% of the grandparents who had less than a high school or G.E.D. diploma (see Table 7).

The responding grandparents were split between being employed full-time and being retired; 47.9% indicated that they were employed full-time (farm wives were considered full-time employees), and 43.1% stated they were retired (see Table 8).

Very few of the respondents provided day care for their grandchildren (see Table 9). When all of the respondents were asked if they received payment for any day care services, 96.1% stated they did not, and 3.9% stated that they sometimes received payment (see Table 10).

More than half of the individuals indicated that they did not provide financial support to their grandchild(ren). Approximately a third stated that they provided financial support sometimes, and a few indicated that they did provide financial support to their grandchild(ren) (see Table 11).

In summary, the majority of the grandparents were female. The grandparents ranged in age from 42-95 years. Almost all of the respondents were white Caucasian, and more than half had six grandchildren or less.

Overall, there was a substantial amount of frequent contact between grandparents and grandchildren. A large number of the grandparents were married with both partners binding. The majority of the respondents had attained a high level of education with over 90% having received a high

Table 1. Grandparent status

	Fre- quency	Per- cent	Valid percent	Cumula- tive percent
Grandmother	141	64.7	65.6	65.6
Grandfather	49	22.5	22.8	88.4
Great-grandmother	9	4.1	4.2	92.6
Great-grandfather	3	1.4	1.4	94.0
Step-grandmother	1	.5	.5	94.4
Grandfather, step-grandfather	3	1.4	1.4	95.8
Grandfather, guardian	1	.5	.5	96.3
Grandmother, step-grandmother	5	2.3	2.3	98.6
Great-grandmother, step-grandmother	2	.9	.9	99.5
Scoutmaster	1	.5	.5	100.0
	3	1.4	Missing	
Total	218	100.0	100.0	

Valid cases: 215 Missing cases: 3

Table 2. Frequencies of age of grandparent

Age	Frequency	Percent	Valid percent	Cumulative percent
42	1	.5	.5	.5
44	1	.5	.5	.9
45	4	1.8	1.9	2.8
46	2	.9	.9	3.7
47	2	.9	.9	4.7
48	1	.5	.5	5.1
49	5	2.3	2.3	7.5
50	11	5.0	5.1	12.6
51	4	1.8	1.9	14.5
52	9	4.1	4.2	18.7
53	5	2.3	2.3	21.0
54	6	2.8	2.8	23.8
55	13	6.0	6.1	29.9
56	7	3.2	3.3	33.2
57	10	4.6	4.7	37.9
58	5	2.3	2.3	40.2
59	10	4.6	4.7	44.9
60	10	4.6	4.7	49.5
61	4	1.8	1.9	51.4
62	9	4.1	4.2	55.6
63	7	3.2	3.3	58.9
64	4	1.8	1.9	60.7
65	6	2.8	2.8	63.6
66	7	3.2	3.3	66.8
67	4	1.8	1.9	68.7
68	11	5.0	5.1	73.8
69	7	3.2	3.3	77.1
70	5	2.3	2.3	79.4
71	3	1.4	1.4	80.8
72	3	1.4	1.4	82.2
73	4	1.8	1.9	84.1
74	5	2.3	2.3	86.4
75	4	1.8	1.9	88.3
76	2	.9	.9	89.3
77	6	2.8	2.8	92.1
78	1	.5	.5	92.5
79	1	.5	.5	93.0
80	4	1.8	1.9	94.9
81	3	1.4	1.4	96.3
83	2	.9	.9	97.2
85	2	.9	.9	98.1
86	1	.5	.5	98.6

Table 2. (Continued)

Age	Frequency	Percent	Valid percent	Cumulative percent
91	1	.5	.5	99.1
92	1	.5	.5	99.5
95	1	.5	.5	100.0
	4	1.8	Missing	
Total	218	100.0	100.0	

Table 3. Frequencies of number of grandchildren

Number of grandchildren	Frequency	Percent	Valid percent	Cumulative percent
1	20	9.2	9.4	9.4
2	31	14.2	14.6	23.9
3	28	12.8	13.1	37.1
4	23	10.6	10.8	47.9
5	25	11.5	11.7	59.6
6	19	8.7	8.9	68.5
7	13	6.0	6.1	74.6
8	7	3.2	3.3	77.9
9	14	6.4	6.6	84.5
10	11	5.0	5.2	89.7
11	4	1.8	1.9	91.5
12	3	1.4	1.4	93.0
13	3	1.4	1.4	94.4
14	4	1.8	1.9	96.2
15	2	.9	.9	97.2
16	3	1.4	1.4	98.6
17	1	.5	.5	99.1
19	1	.5	.5	99.5
23	1	.5	.5	100.0
0	5	2.3	Missing	
Total	218	100.0	100.0	

Valid cases: 213 Missing cases: 5

Table 4. Ethnic background of grandparent

	Frequency	Percent	Valid percent	Cumulative percent
Asian American	1	.5	.5	.5
American Indian	1	.5	.5	.9
White Caucasian	207	95.0	96.7	97.7
American Indian, white Caucasian	5	2.3	2.3	100.0
	4	1.8	Missing	
Total	218	100.0	100.0	

Valid cases: 214 Missing cases: 4

Table 5. Frequency of contact with at least one grandchild

	Fre- quency	Per- cent	Valid percent	Cumula- tive percent
Almost daily	36	16.5	17.1	17.1
Approximately once a week	83	38.1	39.5	56.7
Approximately once a month	33	15.1	15.7	72.4
Approximately four times a year	24	11.0	11.4	83.8
Approximately two times a year	20	9.2	9.5	93.3
Approximately once a year	2	.9	1.0	94.3
Approximately every other year	2	.9	1.0	95.2
approximately once every five years	1	.5	.5	95.7
Never (practically)	1	.5	.5	96.2

Table 6. Marital status of grandparent

	Fre- quency	Per- cent	Valid percent	Cumula- tive percent
Widowed	34	15.6	15.9	15.9
Married	154	70.6	72.0	87.9
Divorced	13	6.0	6.1	93.9
Remarried	11	5.0	5.1	99.1
Widowed, remarried	2	.9	.9	100.0
	4	1.8	Missing	
Total	218	100.0	100.0	
Valid cases:	214	Missing cases:	4	

Table 7. Highest level of educational attainment

	Fre- quency	Per- cent	Valid percent	Cumula- tive percent
Finished 8th grade	10	4.6	4.7	4.7
High school graduation	97	44.5	45.5	50.2
1 year community college	18	8.3	8.5	58.7
2 years community college	24	11.0	11.3	70.0
4 years college/university	28	12.8	13.1	83.1
Graduate study	36	16.5	16.9	100.0
	5	2.3	Missing	
Valid cases:	213	Missing cases:	5	

Table 8. Employment status of grandparent

	Fre- quency	Per- cent	Valid percent	Cumula- tive percent
Employed full-time	101	46.3	47.9	47.9
Employed part-time	12	5.5	5.7	53.6
Retired	91	41.7	43.1	96.7
Unemployed	5	2.3	2.4	99.1
	7	3.2	Missing	
Total	218	100.0	100.0	
Valid cases:	211	Missing cases:	7	

Table 9. Day care provider for grandchild

	Fre- quency	Per- cent	Valid percent	Cumula- tive percent
Yes	8	3.7	3.8	3.8
No	200	91.7	96.2	100.0
	10	4.6	Missing	
Total	218	100.0	100.0	
Valid cases: 208	Missing cases: 10			

Table 10. Payment for providing day care

	Fre- quency	Per- cent	Valid percent	Cumula- tive percent
No.	49	22.5	96.1	96.1
Sometimes	2	.9	3.9	100.0
	167	76.6	Missing	
Total	218	100.0	100.0	
Valid cases: 51	Missing cases: 167			

Table 11. Provider of financial support

	Fre- quency	Per- cent	Valid percent	Cumula- tive percent
Yes	7	3.2	3.8	3.8
No	114	52.3	61.3	65.1
Sometimes	65	29.8	34.9	100.0
	32	14.7	Missing	
Total	218	100.0	100.0	
Valid cases: 186	Missing cases: 32			

school diploma, and almost half of these high school graduates having completed some formal education beyond high school.

The groups surveyed were balanced between being retired and employed full-time. The majority of the respondents did not provide day care for their grandchild(ren), and did not provide financial support to their grandchild(ren). However, approximately one-third indicated that they "sometimes" provided financial support to their grandchild(ren).

Correlations Between Questionnaire Items and Demographic Data

Item responses from Part I (PAG) and Part II (PAP) were correlated with the age of the respondent. Items with a negative correlation value indicated that as the age of the respondent increased, the reported score was lower (which indicated stronger disagreement with the items). The content of negatively correlated items in Part I (PAG), Table 12, included: punishing grandchildren for misbehavior (GP42), grandchildren needing discipline from grandparents (GP44), spanking grandchildren for misbehavior (GP9), and grandparents feeling free to discipline grandchildren when parents are present (GP11). The content of negatively correlated items in Part II (PAP) of the questionnaire included: permission of children to interrupt adult conversation (PA38).

Items with a positive correlation value indicated that as the age of the respondent increased, the reported score was higher (which indicated stronger agreement with the items). The content of positively correlated items in Part I (PAG), Table 12, included: the number of rules a child has to follow and how well behaved he/she becomes as an

Table 12. Age of grandparent correlated with responses to Part I (PAG) and Part II (PAP)^a

	Age of grandparent	N=sample size		Age of grandparent	N=sample size
GP ^b 23	r=.29*	212	GP 36	r=.15*	212
PA ^b 43	r=.17*	212	PA 15	r=.18*	211
GP 42	r=-.25*	210	GP 5	r=.15*	212
PA 30	r=-.11	212	PA 33	r=.08	211
GP 11	r=-.23*	211	GP 8	r=.13*	209
PA 27	r=-.15*	205	PA 40	r=-.02	212
GP 9	r=-.22*	211	GP 14	r=-.13*	210
PA 19	r=-.02	212	PA 29	r=-.02	212
GP 44	r=-.21*	208	GP 32	r=.13	212
PA 2	r=-.07	212	PA 37	r=-.02	211
GP 6	r=.21*	210	GP 22	r=.13*	213
PA 7	r=.08	211	PA 46	r=.22*	208
GP 43	r=-.19*	209	GP 1	r=-.12*	210
PA 18	r=.03	209	PA 32	r=-.02	210
GP 49	r=-.19*	212	GP 21	r=.11	212
PA 8	r=.05	213	PA 26	r=-.00	211
GP 15	r=-.18*	209	GP 13	r=-.11	207
PA 25	r=-.03	203	PA 20	r=-.19*	210
GP 47	r=-.17*	212	GP 48	r=-.10	212
PA 49	r=.05	213	PA 39	r=-.09	210
GP 34	r=.17*	212	GP 27	r=-.10	213
PA 14	r=.02	210	PA 24	r=.04	208
GP 25	r=.17*	213	GP 51	r=-.10	211
PA 28	r=-.00	209	PA 51	r=.04	210

^aCorrelations arranged in descending order.

^bGP = Part I, perception as a grandparent (PAG); PA = Part II, perception as a parent (PAP).

*p<.05.

Table 12. (Continued)

	Age of grandparent	N=sample size		Age of grandparent	N=sample size
GP 41	r=.09	211	GP 4	r=-.05	210
PA 16	r=-.06	212	PA 41	r=.00	212
GP 45	r=-.09	210	GP 3	r=-.04	210
PA 6	r=-.06	212	PA 48	r=-.01	212
GP 31	r=.09	213	GP 29	r=.04	214
PA 47	r=.16*	212	PA 34	r=.07	212
GP 17	r=-.09	209	GP 7	r=.03	208
PA 12	r=.07	210	PA 44	r=.03	211
GP 28	r=-.08	213	GP 33	r=-.03	212
PA 22	r=.08	211	PA 21	r=-.03	212
GP 40	r=-.07	209	GP 19	r=.03	213
PA 1	r=.03	212	PA 50	r=.09	212
GP 16	r=-.06	209	GP 20	r=-.03	213
PA 3	r=.20*	213	PA 9	r=-.15*	212
GP 2	r=-.06	209	GP 30	r=-.03	214
PA 31	r=.08	211	PA 38	r=-.18*	213
GP 26	r=.05	211	GP 18	r=-.03	211
PA 35	r=-.01	212	PA 17	r=.03	212
GP 50	r=-.05	212	GP 10	r=.02	211
PA 23	r=.12*	210	PA 5	r=.02	212
GP 38	r=-.05	212	GP 24	r=-.01	207
PA 36	r=.09	205	PA 10	r=.01	206
GP 46	r=.05	209	GP 35	r=.00	211
PA 45	r=.14*	210	PA 42	r=-.10	212
GP 37	r=.05	213			
PA 4	r=.05	213			
GP 39	r=-.05	210			
PA 11	r=-.07	210			

adult (GP6), grandchildren should have an "allowance" to be spent without consulting their parents (GP23).

The content of positively correlated items in Part II (PAP) of the questionnaire included: anything a child has to say is important enough to listen to (PA3); and when children misbehave while grandparents babysit, it is preferred that the grandparents wait until the parent(s) return home to handle the problem (PA46).

Item responses from Part I (PAG) and Part II (PAP) were correlated with the highest level of educational attainment of the respondents. Items with a negative correlation value indicated that as the educational level of the respondent increased, the reported score was lower (which indicated stronger disagreement with the items). The content of some of the negatively correlated items in Part I (PAG) included: one of the most important responsibilities of my children as parents is to "make the children mind" (GP4); I get a thrill when someone says about one of my grandchildren "He's just like his grandfather/mother" (GP13); it's important for me to feel needed by and helpful to my grandchildren (GP45); and one way of thinking about my grandchildren is that part of me will keep living after I die (GP46). The content of negatively correlated items in Part II (PAP) included: I received a thrill when someone would say my child(ren) looked just like me (PA20); and one of my most important responsibilities as a parent was to "make my children mind" (PA41).

Items with a positive correlation value indicated that as the educational level of the respondent increased, the reported score was

Table 13. Highest level of educational attainment correlated with responses to Part I (PAG) and Part II (PAP)^a

	Highest level of educational achievement	N=sample size		Highest level of educational achievement	N=sample size
GP ^b 4	r=.27*	209	GP 20	r=-.14*	212
PA ^b 41	r=-.22*	211	PA 9	r=-.10	211
GP 45	r=-.25*	210	GP 5	r=.13*	211
PA 6	r=-.18*	212	PA 33	r=.22*	210
GP 46	r=-.24*	209	GP 40	r=.12*	209
PA 45	r=-.18*	209	PA 1	r=.06	211
GP 13	r=-.24*	206	GP 37	r=.12*	213
PA 20	r=-.25*	209	PA 4	r=.15*	212
GP 23	r=.2122*	211	GP 28	r=.12*	212
PA 43	r=.24*	211	PA 22	r=.08	210
GP 9	r=-.20*	210	GP 6	r=-.12*	209
PA 19	r=-.17*	211	PA 7	r=-.13*	210
GP 14	r=-.19*	209	GP 36	r=.12*	211
PA 29	r=-.11	211	PA 15	r=.17*	210
GP 39	r=.16*	210	GP 2	r=.11*	208
PA 11	r=.17*	209	PA 31	r=.13*	210
GP 26	r=.15*	210	GP 51	r=.11	211
PA 35	r=.02	211	PA 51	r=.16*	209
GP 24	r=-.15*	206	GP 3	r=-.10	209
PA 10	r=-.05	205	PA 48	r=-.04	211
GP 31	r=.14*	212	GP 19	r=.09	212
PA 47	r=.05	209	PA 50	r=.09	211
GP 34	r=.14*	212	GP 11	r=-.09	210
PA 14	r=.17	209	PA 27	r=-.02	204

^aCorrelations arranged in descending order.

^bGP = Part I, perception as a grandparent (PAG); PA = Part II, perception as a parent (PAP).

*p<.05.

Table 13. (Continued)

	Highest level of educational achievement	N=sample size		Highest level of educational achievement	N=sample size
GP 29	r=.08	213	GP 35	r=.03	211
PA 34	r=.15*	211	PA 42	r=-.05	211
GP 41	r=-.08	211	GP 22	r=-.03	212
PA 16	r=-.07	211	PA 46	r=-.01	207
GP 21	r=.07	211	GP 17	r=-.03	212
PA 26	r=.10	211	PA 12	r=-.01	207
GP 48	r=-.07	212	GP 25	r=.02	212
PA 39	r=-.17*	209	PA 28	r=.01	208
GP 50	r=.06	212	GP 33	r=.01	212
PA 23	r=.10	209	PA 21	r=-.05	211
GP 43	r=-.05	209	GP 32	r=.01	212
PA 18	r=.07	208	PA 37	r=.01	210
GP 10	r=.05	210	GP 38	r=-.01	212
PA 5	r=-.16*	211	PA 36	r=.07	204
GP 1	r=.05	209	GP 42	r=-.01	210
PA 32	r=-.11	211	PA 30	r=-.04	211
GP 49	r=-.05	212	GP 18	r=.01	210
PA 8	r=.00	212	PA 17	r=.07	211
GP 7	r=.04	207	GP 12	r=.01	209
PA 44	r=.17*	210	PA 13	r=.14*	211
GP 8	r=-.04	208	GP 16	r=.01	208
PA 40	r=-.10	211	PA 3	r=.04	212
GP 30	r=-.04	213	GP 15	r=-.01	208
PA 38	r=-.10	212	PA 25	r=-.01	202
GP 44	r=.03	208	GP 27	r=.00	212
PA 2	r=-.05	210	PA 24	r=.06	207
GP 47	r=-.03	212			
PA 49	r=.01	212			

higher (which indicated stronger agreement with the items). The content of some of these items in Part I (PAG) included: my grandchildren should have an "allowance" to be spent without consulting their parents (GP23). The content of some of these items in Part II (PAP) included: I believe I got better results when I praised my children when they were good instead of punishing them when they were bad (PA33); and in general, my children had an "allowance" to be spent without consulting my spouse or me (PA43).

Item responses from Part I (PAG) were correlated with the age of the youngest grandchild. Items with a negative correlation value indicated that as the age of the youngest grandchild increased, the reported score was lower (which indicated stronger disagreement with the items). The content of one of these items included: showing affection to grandchildren through hugs and kisses (GP47).

Items with a positive correlation value indicated that as the age of the youngest grandchild increased, the respondents' reported score was higher (which indicated stronger agreement with the items). The content of some of these items included: the more rules my grandchildren have to follow, the more well-behaved they will be as adults (GP6); I believe my grandchildren should be aware of how much I sacrifice for them (GP8); my grandchildren should have an "allowance" to be spent without consulting their parents (GP23); and when I am responsible for my grandchildren, I permit them to view whatever they desire on television (GP32).

Table 14. Age of youngest grandchild correlated with responses to Part I, as a grandparent (PAG)

	Age of youngest grandchild	N=sample size		Age of youngest grandchild	N=sample size
GP ^b 6	r=.29*	210	GP 27	r=.06	213
GP 23	r=.25*	212	GP 22	r=.06	213
GP 47	r=-.25*	212	GP 28	r=-.06	213
GP 8	r=.20*	209	GP 51	r=-.06	211
GP 32	r=.20*	212	GP 19	r=.05	213
GP 36	r=.16*	211	GP 33	r=-.05	212
GP 43	r=-.15*	209	GP 45	r=-.05	210
GP 34	r=.15*	212	GP 18	r=.05	211
GP 41	r=.15*	211	GP 35	r=.04	211
GP 30	r=-.14*	214	GP 49	r=-.04	212
GP 42	r=-.13*	210	GP 40	r=-.04	209
GP 21	r=.13*	212	GP 2	r=-.03	209
GP 1	r=-.13*	210	GP 20	r=-.03	213
GP 16	r=-.10	209	GP 38	r=.31	212
GP 13	r=-.10	207	GP 29	r=.03	214
GP 12	r=-.10	210	GP 10	r=-.03	211
GP 7	r=-.10	208	GP 11	r=.02	211
GP 44	r=-.09	208	GP 3	r=-.02	210
GP 50	r=-.08	212	GP 37	r=.01	213
GP 15	r=-.08	209	GP 48	r=-.02	212
GP 5	r=.08	212	GP 46	r=.01	209
GP 17	r=.08	209	GP 4	r=-.01	210
GP 26	r=.08	211	GP 25	r=.01	213
GP 24	r=-.07	207	GP 9	r=-.01	211
GP 14	r=-.07	210	GP 31	r=-.00	213

^aCorrelations arranged in descending order.

^bGP = Grandparent, Part I (PAG).

*p<.05.

Although many correlations in Table 12-14 were significant, the size of the correlations does not indicate any meaningful relationship between responses of items as a function of age of grandparent, level of educational attainment, and age of youngest grandchild. The sample size of these correlations ranged from 203 to 214, depending on whether or not each pair of items was responded to by all subjects.

Correlation of Items Responded to as a Parent and
Items Responded to as a Grandparent

The correlations of items in Part I (PAG) paired with their counterpart items in Part II (PAP) ranged from .73 to .08. Approximately 80% of the paired item correlations ranged between .49 and .08. Fifty out of the fifty-one paired items are reported as being significant ($p < .05$). The paired item, I would like to see my grandchildren more frequently than I do presently (GP10)/As a parent, I wished I could have spent more time with my children when they were young than I was able to (PA5), was the only item which was not significant. All of the item pairings correlated positively, thus indicating that as the respondent's score to an item in Part I (PAG) increased, so did his/her score to that specific item's counterpart in Part II (PAP). This finding suggests that there is some consistency on how the respondents answered Part I (PAG) and Part II (PAP) of the questionnaire. The attitudes of the respondents, which play a part in how the respondent answered the items in Part I (PAG), also play a part in how the respondent answered the items' counterpart in Part II (PAP).

Items 24, 46, 20 in Part I (PAG) ranged in correlation values with their counterpart items in Part II (PAP) from .61 to .73. These correlation values indicate that there is a strong relationship between responses for these items "as a grandparent" and "as a parent." The content of these items included: when I do things with my grandchildren, I remember my relationship to my own grandparents; one of the joys of grandparenting is observing how grandchildren resemble their parents or other relatives in behaviors and/or appearance; one way of thinking about my grandchildren is that part of me will keep living after I die.

Items 41, 13, 36, 4, 19, 37, 12 in Part I (PAG) ranged in correlation values with their counterpart items in Part II (PAP) from .50 to .58. The correlation values indicate that there is a moderate relationship between responses for these items "as a grandparent" and "as a parent." The content of these items included: I enjoy telling my grandchildren about the way life was when I was growing up; I get a thrill when someone says about one of my grandchildren, "He's just like his grandfather," or "She's just like her grandmother"; if my grandchildren act mean, they need understanding rather than punishment; one of the most important responsibilities of my children as parents is to "make the children mind"; when I am wrong, I admit it to my grandchildren; a child's ideas should be considered in making family decisions; my young grandchildren need to have me physically demonstrate my love for them through pats, hugs, and/or kisses (see Appendix A).

Comparison of Item Means for Parent and
Grandparent Responses

Mean scores for the respondents for Part I, as a grandparent (PAG), and Part II, as a parent (PAP), are shown in Appendix B. Thirty-one out of the fifty-one paired items reported significant t-values. For most of the paired items reporting significant t-values, the reported mean scores from the perspective "as a grandparent" and "as a parent" were similar. However, of these thirty-one items reporting significant t-values, eight of these items reported mean scores for Part I (PAG) and Part II (PAP) differing by fifteen points or greater. These items include: GP40-PA1, GP3-PA48, GP42-PA30, GP18-PA17, GP26-PA35, GP44-PA2, GP23-PA29, GP9-PA19. For all of these items, the reported mean score was higher in Part II (PAP) than it was in Part I (PAG). Therefore, the respondents tended to agree more strongly with these statements as parents than they did as grandparents.

The content of these items included: I enforce a bedtime hour with my grandchildren/children; it's important for me to see the influence of my own ideas in my grandchildren/children; when my grandchildren/children misbehave, I punish them; I have strict, well-established rules for my grandchildren/children; I punish my grandchildren/children by taking away a privilege they otherwise would have had; my grandchildren/children need discipline from me; my grandchildren/children should have an "allowance" to be spent without consulting their parents/me; I occasionally spank my grandchildren/children when they misbehave.

In addition to testing the differences between the means of the paired items, the correlations of the corresponding paired items were also obtained. Many items shared a high proportion of shared variance: thus, indicating consistency in response (see Appendix B).

Results of Factor Analyses

Items in Part I, perspective as a grandparent (PAG), of the questionnaire loaded onto 17 factors in the rotated factor analysis. The first eight factors report eigenvalues of 1.522 or greater. The scree plot of eigenvalues suggested that factors with values below 1.522 contributed little additional information (see Figure 1).

Items in Part II, perspective as a parent (PAP), of the questionnaire loaded onto fourteen factors. The first five factors report eigenvalues of 1.947 or greater. The scree plot of eigenvalues suggested that factors with values below 1.947 contributed little additional information (see Figure 2).

During the process of developing the questionnaire, the researcher developed a priori subscores and hypothesized which items would load onto certain factors. The a priori subscores and their corresponding items are included in Table 15 and Table 16. The a priori subscore titles and their corresponding items are as follows:

SUBSCORE 1: Interaction	
Items GP2, 10, 17, 29, 49, 35, 51, 45	PA5, 8, 12, 31, 34, 42, 51
SUBSCORE 2: Emotional closeness	
Items GP12, 16, 33, 44, 47	PA2, 3, 13, 21, 49, 6
SUBSCORE 3: Reliving experiences	
Items GP20, 24	PA9, 10

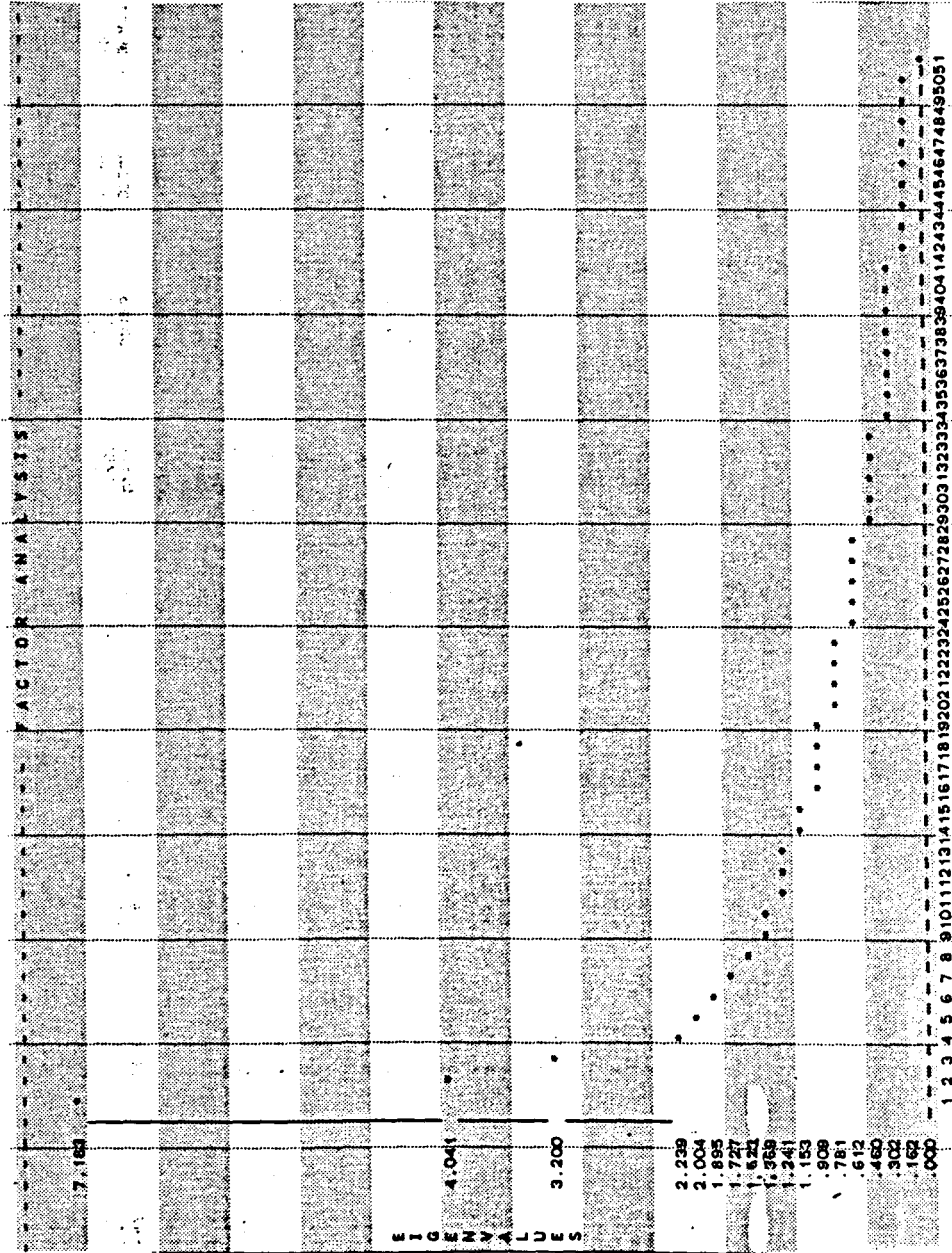


Figure 1. Scree plot of eigenvalues for Part I, perspective as a grandparent (PAG), factors

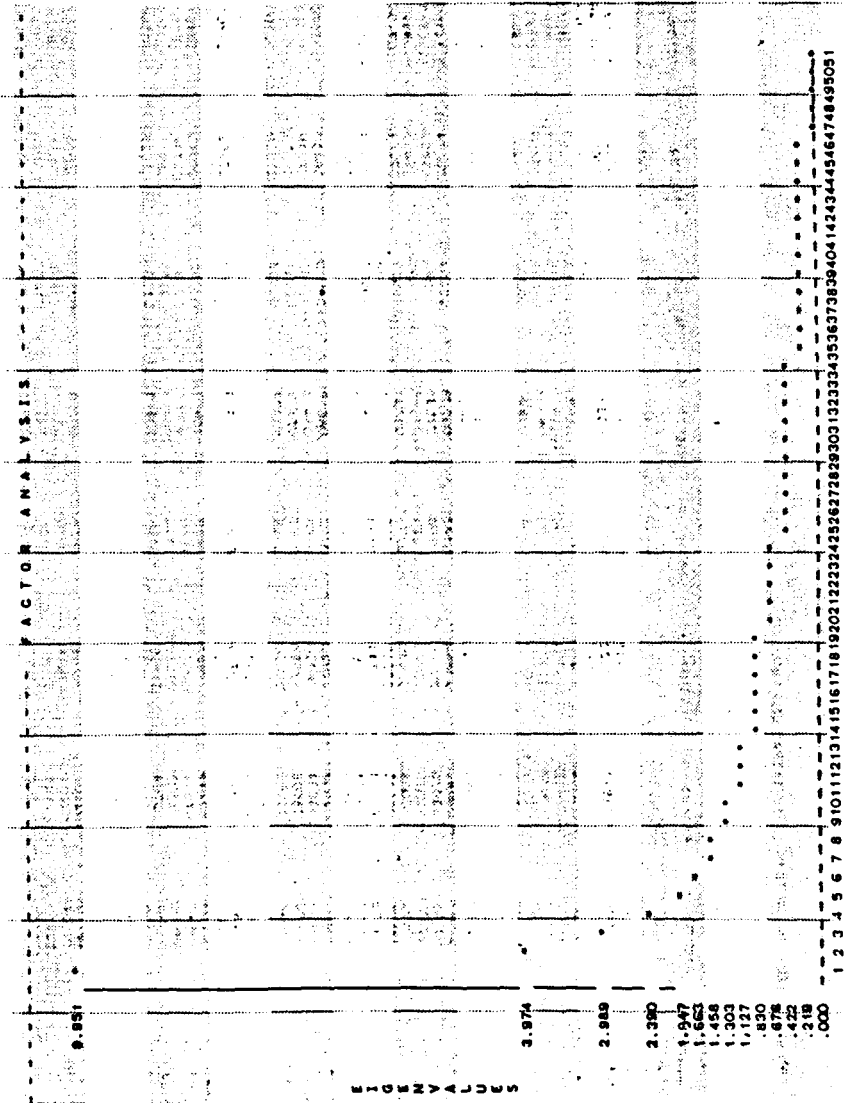


Figure 2. Screen plot of eigenvalues for Part II, perspective as a parent (PAP), factors

SUBSCORE 4: Satisfaction with grandparent/parent role	
Items GP8	PA40
SUBSCORE 5: Discipline: appropriate roles of grandparent/parent	
Items GP11, 22, 27, 48	PA24, 27, 39, 46
SUBSCORE 6: Discipline: similarities between grandparents/parents	
Items GP15, 38	PA25, 36
SUBSCORE 7: Discipline: indulgence	
Items GP25, 40, 32	PA1, 28, 37
SUBSCORE 8: Discipline: grandparent role	
Items GP43	PA18
SUBSCORE 9: Discipline: views/attitudes	
Items GP5, 18, 19, 21, 28, 31, 36, 42, 50	PA15, 22, 17, 23, 26, 30, 33, 47, 50
SUBSCORE 10: Discipline: style	
Items GP9, 6, 14, 23, 26, 30, 39	PA7, 11, 19, 29, 35, 38, 43
SUBSCORE 11: Teaching/passing on values	
Items GP34, 41	PA14, 16
SUBSCORE 12: Respect toward grandchild(ren)	
Items GP7, 4, 37	PA4, 41, 44
SUBSCORE 13: Inheritance/continuance	
Items GP1, 3, 13, 46	PA20, 32, 45, 48

In order to determine if there was any relationship between the loadings of factors in Part I (PAG) with the loadings of factors in Part II (PAP), the researcher referred to the counterpart of each item in Part I (PAG) that was listed in Part II (PAP) under a different item number. Some of the factors in Part I (PAG) and Part II (PAP) were similar in factor loading and named similarly. Those factors include: Factor 1, Part I, PAG, (Interaction with grandchildren) contained several of its counterpart item numbers in Factor 1, Part II, PAP, (Interaction with children).

Factor 4, Part I, PAG, (Physical demonstration of affection towards grandchildren) contained two out of the three similar items in Factor 4, Part II, PAP, (Physical demonstration of affection towards one's own children).

Factor 7, Part I, PAG, (Grandparent role in the childrearing of grandchildren) matched up with two of the three items in Factor 5, Part II, PAP, (Parents' attitudes of grandparents involved in childrearing of grandchildren).

Factor 9, Part I, PAG, (Indulgence in discipline with grandchildren) contained two of the three items loaded onto Factor 7, Part II, PAP, (Indulgence in discipline with children).

Items which loaded onto similar factors between the a priori subscores and Part I (PAG) include:

A priori subscore 1 (Interaction) reported three of the same item numbers as reported in Factor 1, Part I, PAG, (Interaction with grandchildren).

A priori subscore 2 (Emotional closeness) reported two of the same item numbers as reported in Factor 2, Part I, PAG, (Grandparents view grandchildren as a positive value in their lives).

A priori subscore 13 (Inheritance/continuance) reported two of the same item numbers as reported in Factor 3, Part I, PAG, (Grandparents desire to have a positive influence on grandchildren).

A priori subscore 1 (Interaction) reported three of the same item numbers as reported in Factor 1, Part II, PAP, (Interaction with children).

A priori subscore 3 (Relieving experiences) reported two of the same item numbers as reported in Factor 3, Part II, PAP, (Children as a reflection of parents).

A priori subscore 7 (Discipline: indulgence) reported the same two item numbers as Factor 7, Part II, PAP, (Indulgence in discipline with children) (see Table 15 and Table 16).

Table 15. Results of factor analysis: Part I, perspective as a grandparent (PAG), and a priori subscores

Item	Item description	Loading	A priori subscore group number and description
I. Interaction with grandchildren			
16	Anything my grandchild wants to tell me is important enough to listen to.	.74	(2) Emotional closeness
15	In general, grandparents should let their sons and daughters know whether or not they are willing to babysit if a need occurs.	.69	(6) Discipline: similarities between grandparents and parents
49	I joke and play with my grandchildren.	.68	(1) Interaction
51	I feel positive about my grandchildren.	.62	(1) Interaction
50	I talk it over and reason with my grandchildren when they misbehave.	.59	(9) Discipline: views and attitudes
19	When I am wrong, I admit it to my grandchildren.	.52	(9) Discipline: views and attitudes
33	I believe that by participating in activities with my grandchildren, they will feel closer to me and will be able to talk with me more easily.	.45	(2) Emotional closeness
14	I do <u>not</u> allow my grandchildren to talk back to me, that is, to	.42	(10) Discipline style
29	I value teaching things to my grandchildren.	.41	(1) Interaction

Table 15. (Continued)

Item	Item description	Loading	A priori subscore group number and description
II. Grandparents view grandchildren as a positive value in their life			
34	I value passing on cultural traditions to my grandchildren.	.61	(11) Teaching/passing on values
17	I find it interesting and rewarding to be with my grandchildren for long periods of time.	.58	(1) Interaction
41	I enjoy telling my grandchildren about the way life was when I was growing up.	.46	(11) Teaching/passing on values
36	If my grandchildren act mean, they need understanding rather than punishment.	.40	(9) Discipline: views and attitudes
III. Grandparents' desire to have a positive influence on grandchildren			
2	Of most importance in interactions with my grandchildren is helping them gain self-confidence and a positive self-image.	.88	(1) Interaction
1	I want to be a part of my grandchildren's memories of their childhood years.	.72	(13) Inheritance/continuance
3	It's important to me to see the influence of my own ideas in my grandchildren.	.41	(13) Inheritance/continuance
IV. Importance of physical demonstration of affection toward grandchildren			
47	I show affection to my grandchildren through hugs and kisses.	.80	(2) Emotional closeness

Table 15. (Continued)

Item	Item description	Loading	A priori subscore group number and description
12	My young grandchildren need to have me physically demonstrate my love for them through pats, hugs, and/or kisses.	.54	(2) Emotional closeness
20	One of the joys of grandparenting is observing how grandchildren resemble their parents or other relatives in behaviors and/or appearance.	.36	(3) Reliving experiences
39	I discipline my grandchildren by giving them a "quiet time" by themselves.	.28	(10) Discipline: style
V. Punishment/rules for discipline			
18	I have strict, well-established rules for my grandchildren.	.71	(9) Discipline: views and attitudes
40	I enforce a bedtime hour with my grandchildren when they visit.	.59	(7) Discipline: indulgence
42	When my grandchildren misbehave, I punish them.	.46	(9) Discipline: views and attitudes
26	I punish my grandchildren by taking away a privilege they otherwise would have had.	.38	(10) Discipline: style
30	I do <u>not</u> permit my grandchildren to interrupt adult conversation.	.31	(10) Discipline: style
VI. Importance of discipline			
4	One of the most important responsibilities of my children as parents is to "make the children mind".	.64	(12) Respect toward grand-child(ren)

Table 15. (Continued)

Item	Item description	Loading	A priori subscore group number and description
6	The more rules my grandchildren have to follow, the more well-behaved they will be as adults.	.47	(10) Discipline: style
37	A child's ideas should be considered in making family decisions.	-.36	(12) Respect toward grandchild(ren)
8	I believe my grandchildren should be aware of how much I sacrifice for them.	.36	(4) Satisfaction with grandparent/parent role
9	I occasionally spank my grandchildren when they misbehave.	.31	(10) Discipline: style
VII. Grandparent role in childrearing of grandchildren			
43	My children as parents permit me to influence their decisions about the raising of my grandchildren	.67	(8) Discipline: grandparent role
27	If grandparents do <u>not</u> approve of the way grandchildren are being raised, the grandparents should advise the parents.	.54	(5) Discipline: appropriate roles for grandparents and parents
VIII. Allowing grandchildren to express their opinions			
7	My grandchildren should be allowed to disagree with me if they feel their own ideas are better.	.68	(12) Respect for grandchild(ren)

Table 16. Results of factor analysis: Part II, perspective as a parent (PAP), and a priori subscores

Item	Item description	Loading	A priori subscore group number and description
I. Interaction with children			
31	Of most importance in interactions with my children when they were young was helping them gain self-confidence and a positive self-image.	.76	(1) Interaction
34	I valued teaching things to my children when they were young.	.71	(1) Interaction
33	As a young parent, I believed I got better results when I praised my children when they were good instead of punishing them when they were bad.	.71	(9) Discipline: views and attitudes
23	I talked it over and reasoned with my children when they misbehaved.	.71	(9) Discipline: views and attitudes
3	As a parent, anything my children wanted to tell me was important enough for me to listen to.	.62	(2) Emotional closeness
51	As a parent, I felt positive about my children.	.61	(1) Interaction
21	When I participated in activities with my young children, they seemed to feel closer to me and could talk more easily with me.	.61	(2) Emotional closeness
50	When I was wrong, I admitted it to my children.	.58	(9) Discipline: views and attitudes
47	As a young parent, I believed I should earn the respect of my children through my own behaviors/actions.	.57	(9) Discipline: views and attitudes

Table 16. (Continued)

Item	Item description	Loading	A priori subscore group number and description
8	When my children were young, I joked and played with them.	.55	(1) Interaction
4	I considered my children's ideas when making family decisions.	.53	(12) Respect for grandchild(ren)
22	As a young parent, I believed it was acceptable for me to reveal to my children when I am angry with their behaviors.	.50	(9) Discipline: views and attitudes
12	When my children were young, I found it interesting and rewarding to spend long periods of time with them.	.49	(1) Interaction
44	When my children were young, I allowed them to disagree with me if they felt their own ideas were better.	.46	(12) Respect for grandchild(ren)
11	I disciplined my children by giving them "a quiet time by themselves".	.43	(10) Discipline: style
32	As a young parent, I wanted to be part of my children's memories of their childhood years.	.39	(13) Inheritance/continuance
25	As a parent, I appreciated the grandparents taking the initiative to tell me whether or not they were generally willing to babysit if the need occurred.	.32	(6) Discipline similarities between grandparents' and parents' styles
II. Discipline			
19	I occasionally spanked my children when they misbehaved.	.58	(10) Discipline: style

Table 16. (Continued)

Item	Item description	Loading	A priori subscore group number and description
2	My children needed discipline from me when they were young.	.56	(2) Emotional closeness
30	When my children misbehaved, I punished them.	.52	(9) Discipline: views and attitudes
1	I enforced a bedtime hour with my children when they were young.	.51	(7) Discipline: indulgence
26	As a young parent, I believed that strict discipline would cause my child to grow up to be mean and/or rebellious.	-.46	(9) Discipline: views and attitudes
15	As a young parent, when my children acted mean, they needed understanding rather than punishment.	-.45	(9) Discipline: views and attitudes
29	I did <u>not</u> allow my children to talk back to me, that is, to be "sassy".	.43	(10) Discipline: style
35	I punished my children by taking away a privilege they otherwise would have had.	.38	(10) Discipline: style
38	I did <u>not</u> permit my children to interrupt adult conversation.	.30	(10) Discipline: style
III. Children as a reflection of parents			
9	One of the joys of being a parent was to observe how my children resembled me or other relatives in behavior and/or appearance.	.85	(3) Reliving experiences

Table 16. (Continued)

Item	Item description	Loading	A priori subscore group number and description
20	As a young parent, I received a thrill when someone would say, "He looks just like his dad", or "She looks just like her mom".	.79	(13) Inheritance/continuance
45	As a young parent, one way I thought about my children was that a part of me would keep living after I died.	.49	(13) Inheritance/continuance
16	As a young parent, I enjoyed telling my children about the way life was when I was growing up.	.44	(11) Teaching/passing on values
IV. Physical demonstration of affection toward one's own children			
49	I showed affection to my children when they were young through hugs and kisses.	.73	(2) Emotional closeness
13	My children needed to have me physically demonstrate my love for them through pats, hugs and/or kisses when they were young.	.70	(2) Emotional closeness
14	As a young parent, I valued passing on traditions from my ancestors to my children.	.49	(11) Teaching/passing on values
V. Parents' attitudes toward grandparents' involvement in childrearing of grandchildren			
18	My children's grandparents were permitted to influence the decisions made by me as a parent about the raising of my children.	.74	(8) Discipline: grandparent role

Table 16. (Continued)

Item	Item description	Loading	A priori subscore group number and description
24	When my children were young, I welcomed the advice my parents and in-laws gave about the way my children should be raised.	.71	(5) Discipline: appropriate roles of grandparent/parent
36	My children's grandparents disciplined my children in the same manner as I did.	.53	(6) Discipline: similarities between grandparents/parents

DISCUSSION OF FINDINGS

Demographic Information

The high return rate (71%) of the questionnaires could be indicative of the interest of the grandparent respondents to the topic of the study. The majority of the respondents were female, white Caucasian, and middle class. The respondents ranged in age from 42-95 years. A large percentage of the respondents were between the ages of 42 and 62 years. This finding is in agreement with earlier findings that state adults are becoming grandparents at earlier ages and spending more of their lives in the grandparenting role, as compared to adults in previous generations. Most people today become grandparents in their forties and fifties, rather than in old age (Troll, 1980). Forty-five is the median age of grandparenthood in the United States (Sprey & Mathews, 1982).

This study revealed frequent contact between grandparents and at least one of their grandchildren. This frequency of contact may be a result of close proximity between grandparent and grandchild, as well as willingness to travel to visit grandchildren/grandparents. Harris and Associates (1975) reported most grandparents see their grandchildren weekly, if not daily. It appears that the frequency of contact between grandparents and grandchildren has not changed much. Kahana and Kahana (1970) stated more frequent contact existed between maternal grandparent and grandchild, as compared to paternal grandparent and grandchild. In this study, the majority of respondents were female and frequency of

contact was great among the group as a whole. It may be concluded that the frequency of contact revealed is due primarily to the large number of female respondents. However, Kivett (1985) stated that the less the proximity, the greater the interaction between grandfathers and grandchildren. In this study, it could be that the responding grandfathers did interact with their grandchildren more frequently than previously found as a result of the reported close proximity between at least one grandchild and grandparent in this study. Almost a third of the respondents reported living one to three miles from at least one grandchild. Over two-thirds reported living within one hundred miles from at least one grandchild.

Grandparents indicated strong agreement toward possessing positive feelings toward grandchildren, feeling closer to grandchildren through participating in activities and talking with grandchildren, passing on cultural traditions, helping grandchildren gain self-confidence and a positive self-image. These findings tend to support Tinsley and Parke's (1987) study that grandparents who are geographically close tend to be involved, appreciated, active members of the support network of parents with young children, as well as positive stimulatory agents for young children.

In this study, approximately a third of the grandparents reported their youngest grandchild as being one year of age or less, over fifty percent said their youngest grandchild was two years of age or less, and almost three quarters said that their youngest grandchild was five years of age or less.

Few grandparents indicated providing support through being a day care provider for grandchildren. Neugarten and Weinstein (1964) stated that a small percentage of grandparents within middle class intact families play the caregiver role regularly. Grandparents in middle class intact families function more often in a playmate role for young children, versus in a disciplinarian or authoritarian role. In this study, grandparents reported stronger agreement with being a disciplinarian when they were a parent with young children, than as they are now as a grandparent. Grandparents perceived their roles as more informal and playful, than as they perceived the role they possessed when they were parents with young children.

Almost a third of the respondents reported occasionally providing financial support to grandchildren. Occasional financial support provided ranged from \$25-4500. Grandparents' reasons for spending money on grandchildren primarily were gifts and helping to support private school and/or college education.

The majority of the respondents reported being married. Few respondents (4.7%) reported not having attained a high school diploma, almost half (45.5%) reported having received a high school diploma, and 49.8% reported having attained some formal education beyond high school. Many were involved in group or social activities outside of paid employment. All of the above-mentioned factors, as well as age of grandparent, interact with one another to produce contrasting grandparent types. It appears that in this study there were primarily two types of grandparents. These types can best be described as the

"fun-seeker" and the "formal" grandparent. These two types of grandparents support Neugarten and Weinstein (1964), who classified grandparents as "formal" (those who leave parenting strictly to parents), and as "fun-seeker" (those who have a relationship with grandchildren that is informal and playful).

Robertson's (1977) study supports the concept that the grandparent role has different meanings for different people, and grandparent types are predicted by lifestyle. In Robertson's study, young grandparents, who were involved in extrafamilial activities, who were well-educated, married, and employed, attached a normative meaning to the grandparent role. Older grandparents perceived grandchildren as being important to their daily lives because they helped to fill lonesome hours. Older grandparents reported having the highest frequency of interaction with grandchildren.

Relationships Between Item Responses from Part I (Perspective as a Grandparent) and Part II (Perspective as a Parent)

Item pairs from Part I (PAG) and Part II (PAP) correlated positively. These positive correlations suggest that the respondents were consistent in their indication of agreement or disagreement with items in Part I (PAG) and the corresponding items in Part II (PAP) (their responses to items in Part I, PAG, were in the same direction as their responses to the corresponding items in Part II, PAP). For example, if the respondent's score on an item in Part I (PAG) increased, his/her score on the corresponding item in Part II (PAP) increased. Therefore, the attitudes of the respondents played a part in how they

scored the items in Part I (PAG), as well as how they scored the corresponding items in Part II (PAP). The interpretation of the positive correlations indicates that grandparents tended to have similar attitudes toward childrearing principles toward their grandchildren as they had toward their own children. Kell and Aldorous (1960) reported a significant relationship between two generations of mothers regarding views on discipline, but not display of affection. Cohler et al. (1971) stated that it is important to understand a mother's personality and childcare attitudes in terms of those of her own mother. Blackwelder and Passman (1986) concluded that grandmothers and mothers' attitudes toward discipline were more similar than different.

A wide range of correlation values were reported for the item pairs. Approximately eighty percent of the correlations were between $r=.08$ and $.49$. These correlation values indicate that, for these items, there is a small relationship between the way grandparents responded to items in Part I (PAG) and the way grandparents responded to corresponding items in Part II (PAP). Therefore, for the majority of the items, there was a large difference in how the grandparents responded to items from the perspective of being a grandparent and from the perspective of having been a parent to their now grown children.

Considering the reported consistency of correlations for the paired items and the small relationship between the majority of item responses in Part I (PAG) and Part II (PAP), it appears that although attitudes toward children/grandchildren may have remained basically the same over time (as demonstrated by the consistency of the positive correlations),

the quite low correlations for many of the paired items revealed that there was a small relationship between the way a grandparent perceived his/her role "as a grandparent" and "as a parent"; thus, the roles were perceived quite differently.

The correlations between paired items in Part I (PAG) and Part II (PAP) revealed that respondents consistently felt strongest (both as grandparents and as parents) concerning items indicating a sense of inheritance or continuance through children and grandchildren. These three items ($r=.73, .69, .61$) included: remembering one's relationship to one's own grandparents by interacting with grandchildren, experiencing joy by observing physical and behavioral resemblances of grandchildren in their parents, and viewing grandchildren as a means of continuance for grandparents. The strong positive relationships revealed through these correlations suggest if the respondent agreed strongly with the item focusing on experiencing continuance through grandchildren in Part I (PAG), then there is likelihood that the respondent agreed strongly to this item's counterpart in Part II (PAP) of the questionnaire. These findings are supported by Sprey and Mathews (1982) who suggested that for many, grandparenthood contributes a depth to life, a sense of continuity of the generations, and Neugarten and Weinstein's (1964) finding that grandparenting allowed many people to fulfill needs of biological continuity and emotional fulfillment. In addition, Timberlake (1981) found that the grandparenting role filled a need for creativity, accomplishment, and competence among women, as well as added structure and stability to life.

Respondents consistently responded moderately strong to items ($r=.58, .55, .54, .53, .53, .51, .50$) involving teaching and passing on values to children/grandchildren, utilizing understanding versus punishment as a consequence of misbehavior, admitting fault to children/grandchildren, respecting children's/grandchildren's ideas, and physically demonstrating affection for young children. Tinsley and Parke's (1987) findings were similar. They found that grandparents contribute to grandchildren's development by functioning as interactive partners, and providing cognitive and affective stimulation for grandchildren.

Comparison of Mean Scores (Paired t-tests) from Part I,
Perspective as a Grandparent (PAG), with Part II,
Perspective as a Parent (PAP)

The null hypothesis for this study states that the population means of Part I (PAG) and Part II (PAP) responses would be the same for individual items. The paired t-tests revealed that thirty-one out of fifty-one items in the questionnaire reported significant t-values. Eight out of the thirty-one items reporting significant t-values also reported mean differences of fifteen points or greater. These findings suggest there is a difference in how grandparents responded to thirty-one items in Part I (PAG) and how grandparents responded to their corresponding items in Part II (PAP). For eight of these items, the differences between the mean scores from Part I (PAG) and their corresponding items in Part II (PAP) were great, thus indicating a stronger difference between the respondents' responses to these items in

Part I (PAG) and their responses to the corresponding items in Part II (PAP).

The eight items which reported differences in mean scores of fifteen points or greater relate to: enforcement of a bedtime hour, influence of one's ideas in children, punishing children for misbehavior, having strict well-established rules for children, punishment through taking away privileges, children needing discipline from parents, permitting children to have an allowance without consulting parents, and spanking children for misbehavior. In all of these items, respondents tended to respond less strongly "as a grandparent" than they responded "as a parent". Therefore, these findings suggest that the respondents tended to express stronger agreement to these items when recalling their role "as a parent" as compared to their present role "as a grandparent". Several of the above areas involve discipline style. It may be concluded that the respondents, when responding "as a parent", agreed more strongly to possessing a stricter discipline style than they did when responding "as a grandparent". This conclusion supports Blackwelder and Passman (1981), who found that grandmothers tended to be more giving, less punitive, and more forgiving than mothers. In addition, intensities of reward and punishment were closely related to the degree of personal responsibility that grandmothers assumed for grandchildren.

Proportion of Shared Variance--Percentage of Variability of a
Response Given to an Item that is Dependent upon Responses
Given to Remaining Items in the Questionnaire

The majority of items in Part I (PAG) and Part II (PAP) reported a high proportion of shared variance, therefore indicating consistency in how grandparents responded "as a parent" and "as a grandparent". However, a few items reported low proportions of shared variance, indicating inconsistency in how grandparents responded "as a parent" and "as a grandparent". These items concerned seeing the influence of one's own ideas in children; spanking children; desire to see children more frequently; letting parents know when grandparents are willing to babysit; punishing children by taking away a privilege; and informing parents if grandparents disapprove of the way grandchildren are being raised.

Factor Analyses--Grouping of Questionnaire Items
Pertaining to Similar Constructs

The factor analyses revealed that there was some relationship between how items loaded in Part I (PAG) and how items loaded in Part II (PAP) of the questionnaire. This may suggest that the perception of the items in Part I (PAG) were similar to the perception of the corresponding items in Part II (PAP).

The items which loaded most similarly between Part I (PAG) and Part II (PAP) focused on the following areas: interaction, physical demonstration of affection, grandparents' role in childrearing of grandchildren, and indulgence in discipline.

Items which loaded onto similar factors between a priori subscores and Part I (PAG) and Part II (PAP) focused on the following: interaction, emotional closeness, inheritance/continuance, reliving experiences, indulgence in discipline.

This study revealed that the perceptions of these items in hypothesized a priori subscores were similar to the perception of these items in Part I (PAG) and Part II (PAP) of the questionnaire.

Conclusions

The findings of this study revealed that grandparents' perceptions of their attitudes toward childrearing with their grandchildren are similar to their perceptions of their attitudes toward childrearing that they had when their own children were young (based on the large number of positive correlations). However, grandparents' perceptions of the role of grandparent are quite different from their perceptions of their earlier parent role (as demonstrated by the large number of weak positive correlations reported for the paired items and the large number (2/3) of significant differences reported between the means of paired items revealed by the t-tests). Grandparents perceive the role of disciplinarian to be primarily associated with the parent role. During their earlier parenting years and now as grandparents, the participants value passing on traditions and culture and experiencing inheritance and continuance through children and grandchildren.

It is in light of these findings that future research and educational programming in the areas of parent and grandparent roles,

changing family relationships, and grandparent/parent/grandchild relationships warrant examination. Increased understanding among grandparents, parents, spouses, and grandchildren concerning these areas of study may assist in alleviating potential conflicts between grandparents and parents, as well as spouses, concerning discipline.

If an individual is aware of his/her in-laws' attitudes toward and interactions with their children when they raised them, then he/she will be better able to understand how his/her spouse was raised. Through increased awareness of how his/her spouse was raised, then perhaps he/she will be better able to understand why his/her spouse, as well as his/her in-laws, possess the attitudes toward their children that they do, and why they interact with their children in the manner that they do, especially concerning the topic of discipline. Through this greater understanding of a spouse's attitudes and interactions, it is anticipated that there will be an increase in one's tolerance for and acceptance of a spouse (and in-laws) possessing different attitudes toward and interactions with children (in contrast to his/her attitudes and interaction), thus assisting in the alleviation of potential conflicts concerning childrearing.

SUMMARY AND RECOMMENDATIONS

As a result of changing demographics, the number of persons and proportion of the population who are qualified to become grandparents have increased significantly. Adults are becoming grandparents at earlier ages and spending more of their lives in this role than in previous generations. Today, most middle-aged and older adults have opportunities for long-term involvement in grandchildren's upbringing. As a result of these changes, there are enormous implications for family systems.

Research has revealed that the grandparent role is significantly different from the parent role, and one's own style of parenting is often influenced by one's parents' style of parenting.

In addition, research has suggested that grandparents may contribute to infant grandchildren's development through the level of contact that grandparents frequently have with their adult children and infant grandchildren (Tinsley & Parke, 1987).

The purpose of this study was to examine grandparents' attitudes toward and interactions with their grandchildren, as compared to their recall of their attitudes toward and interactions with their own children when their children were young. It is anticipated that through this gained knowledge, we can better understand grandparents' attitudes toward grandchildren, grandparents' perceptions of the grandparent role, and how these attitudes and perceptions either are similar to, or are different from, their attitudes and perceptions as young parents. By

gaining greater insight into this area of study, it is projected that increased communication and understanding between generations will occur.

A one hundred two-item questionnaire was developed and distributed to various organizations whose members are grandparents. The questionnaire utilized a "1 to 99" point Likert-type scale, and was comprised of three parts. The questionnaire focused on grandparents' attitudes toward and interactions with grandchildren, grandparents' attitudes toward and interactions with their own children when their children were young, and demographic information.

A pilot study was conducted using a group of eighteen specialists from the fields of adult and extension education, statistics, family relationships, home economics, and communication. The majority of these individuals were also grandparents and ranged in age from 52-67 years. Revisions were made and the questionnaires were distributed. Statistical analyses performed on the data included: frequencies, Pearson product moment correlations, paired t-tests, and factor analyses.

There was a high rate of return of questionnaires (71%) which could be indicative of the interest of the grandparent respondents to the topic of the study. The majority of the respondents were white Caucasian, female, and middle class. Respondents ranged in age from 42-95 years.

Demographic data revealed frequent contact between grandparents and at least one grandchild. Approximately 75% of the respondents reported

that their youngest grandchild was five years or younger. Very few of the respondents reported providing day care on a regular basis for grandchildren. However, almost a third reported occasionally providing financial support to their grandchildren. The amount of this support ranged from \$25-\$4500 annually. The majority of the respondents were married. Approximately half of the respondents were employed full-time and approximately half were retired, and 45.5% had attained a high school diploma or equivalent. Approximately half (49.8%) had attained some formal educational training beyond high school, and very few (4.7%) indicated they had attained less than a high school diploma. In this study, grandparent respondents were described as "formative" and "fun-seeker". The "formative" grandparents attached a normative meaning to the grandparent role, and the "fun-seeker" grandparents tended to have informal, playful relationships with grandchildren.

Grandparents tended to have similar attitudes toward childrearing principles toward their grandchildren as they had toward their own children; however, the way a grandparent perceived his/her role "as a grandparent" and "as a parent" was quite different.

Grandparents felt strongly (both as a grandparent and as a parent) toward feeling a sense of continuity and inheritance through grandchildren and children. In addition, grandparents felt strongly, but to a lesser extent, toward children and grandchildren in the areas of teaching and passing on values, using understanding versus punishment as a consequence for misbehavior, admitting fault, respecting children's/grandchildren's ideas, and physically demonstrating affection.

Grandparents expressed that they tended to utilize a stricter discipline style when they were parents of young children, than they do now, as grandparents with their grandchildren.

The factor analyses for Part I, perspective as a grandparent (PAG), and Part II, perspective as a parent (PAP), revealed that grandparents tended to perceive the items in Part I (PAG) of the questionnaire similar to their paired items in Part II (PAP) of the questionnaire. Therefore, the basic constructs associated with items in Part I (PAG) were similar to the basic constructs associated with the corresponding items in Part II (PAP).

Suggestions for additional study include: involvement of a higher proportion of male respondents and grandparents with low levels of educational attainment in a similar study; comparison of grandparents who have a high degree of personal responsibility for grandchildren to grandparents who do not have a high degree of personal responsibility for grandchildren; comparison of role norms for greatgrandparents to role norms of grandparents; comparison across ethnic and racial groups; comparison across various income groups.

This study was not based on a random sample; therefore, the conclusions drawn from this study should not be generalized to other populations.

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APPENDIX A. CORRELATIONS OF ITEMS DATA

Table A.1. Correlations of items responded to as a parent and items responded to as a grandparent

Correlation value	Grandparent perspective (GP) item no.	Parent perspective (PA) item no.	Sample size N=	Coefficient determination r^2
.73* ^a	24	10	207	.53
.69*	46	45	209	.48
.61*	20	9	214	.37
.58*	41	16	212	.34
.55*	13	20	207	.30
.54*	36	15	211	.29
.53*	4	41	211	.28
.53*	19	50	214	.28
.51*	37	4	215	.26
.50*	12	13	211	.25
.49*	14	29	211	.24
.47*	49	8	214	.22
.47*	34	14	211	.22
.46*	6	7	210	.21
.44*	51	51	211	.19
.44*	23	43	213	.19
.43*	47	49	214	.18
.43*	18	17	212	.18
.41*	22	46	210	.17
.41*	25	28	211	.17
.40*	33	21	213	.16
.40*	11	27	206	.16
.40*	16	3	211	.16
.39*	32	37	213	.15
.39*	50	23	211	.15
.38*	39	11	210	.14
.37*	45	6	212	.14
.36*	43	18	208	.13
.36*	8	40	210	.13
.36*	38	36	207	.13
.35*	28	22	214	.12
.35*	30	38	216	.12
.34*	21	26	213	.12
.34*	5	33	212	.12
.33*	40	1	210	.11
.33*	7	44	208	.11

^aCorrelation values arranged in descending order.
*p<.05.

Table A.1. (Continued)

Correlation value	Grandparent perspective (GP) item no.	Parent perspective (PA) item no.	Sample size N=	Coefficient determination r^2
.33*	2	31	209	.11
.31*	31	47	215	.10
.28*	15	25	202	.08
.28*	29	34	215	.08
.26*	35	42	213	.07
.26*	17	12	208	.07
.25*	27	24	210	.06
.25*	48	39	211	.06
.24*	9	19	212	.06
.23*	1	32	211	.05
.23*	42	30	211	.05
.19*	26	35	212	.04
.18*	3	48	211	.03
.17*	44	2	209	.03
.08	10	5	213	.01

APPENDIX B. PAIRED T-TEST DATA

Table B.1. Paired t-test for the hypothesis that the item mean for response as a parent equals the mean response as a grandparent (N=218)

Grandparent perspective (GP) item no. ^a	Mean	Standard deviation	Parent perspective (PA) item no. ^a	Mean	Standard deviation	T-value
16	91.06	19.17	3	87.13	18.15	2.54*
51	90.96	17.61	51	87.61	19.10	2.39*
29	89.72	14.35	34	87.07	18.71	1.93
1	88.40	24.04	32	81.87	23.20	3.15*
49	87.60	18.77	8	81.39	20.10	4.27*
31	86.87	20.02	47	83.45	22.46	2.06*
15	85.93	22.34	25	72.56	29.65	6.05*
47	85.62	21.12	49	83.64	21.49	1.22
19	85.11	19.17	50	78.17	23.14	4.83*
33	85.00	18.78	21	81.13	21.57	2.38*
2	81.89	23.78	31	81.16	22.24	.39
12	81.13	25.16	13	79.81	21.93	.73
50	79.16	20.13	23	73.19	24.08	3.42*
5	78.32	22.35	33	77.29	24.72	.52
34	77.76	23.49	14	12.61	25.13	2.87*
45	77.58	25.21	6	83.88	21.43	-3.47*
28	76.72	23.00	22	82.44	21.74	-3.30*
7	76.35	26.06	44	64.09	26.46	5.75*
37	73.38	22.86	4	73.27	22.16	.07
10	73.19	26.62	5	71.95	33.11	.45
14	72.43	28.48	29	78.80	26.65	-3.22*
46	68.37	30.06	45	59.99	31.67	4.45*
17	67.47	26.35	12	72.50	24.85	-2.34*
36	66.46	27.22	15	63.40	27.35	1.66*
41	65.75	25.01	16	68.42	25.51	-1.59
20	63.72	28.77	9	57.86	29.82	3.35
40	63.42	27.41	1	80.00	25.00	-7.64*
13	62.91	28.43	20	62.28	31.76	.30
30	61.82	25.55	38	62.05	29.30	-.11
35	58.79	28.33	42	68.99	23.80	-4.85*
39	57.60	27.89	11	59.20	29.33	-.72
4	56.67	31.55	41	58.81	30.53	-1.01
3	52.19	26.13	48	70.79	24.62	-8.49*
38	50.89	29.67	36	45.46	29.67	2.34*

^a Item means arranged in descending order.

*p < .05.

Table B.1. (Continued)

Grandparent perspective (GP) item no. ^a	Mean	Standard deviation	Parent perspective (PA) item no. ^a	Mean	Standard deviation	T- value
24	50.85	33.86	10	47.33	32.33	2.19*
25	50.09	30.92	28	52.37	32.29	-.95
42	49.22	31.32	30	76.73	24.99	-11.08*
18	48.88	28.22	17	65.57	25.18	-8.69*
26	47.49	30.34	35	74.61	24.16	-11.28*
11	45.79	34.15	27	48.72	34.14	-1.11
48	44.98	28.88	39	47.67	29.52	-1.09
44	42.39	31.84	2	84.49	21.08	-17.73*
23	40.27	30.68	43	78.80	26.65	-14.03*
6	39.53	28.64	7	45.49	28.69	-2.85*
43	36.63	27.58	18	35.17	28.35	.68
21	35.52	28.91	26	37.13	28.70	-.72
27	30.67	28.96	24	39.43	28.19	-3.65*
22	28.06	32.01	46	27.33	29.92	.31
32	24.00	30.07	37	23.99	27.99	.32
9	23.32	31.33	19	64.28	30.90	-15.84*
8	21.01	27.14	40	28.82	29.30	-3.63*

APPENDIX C. ITEM PAIRINGS DATA

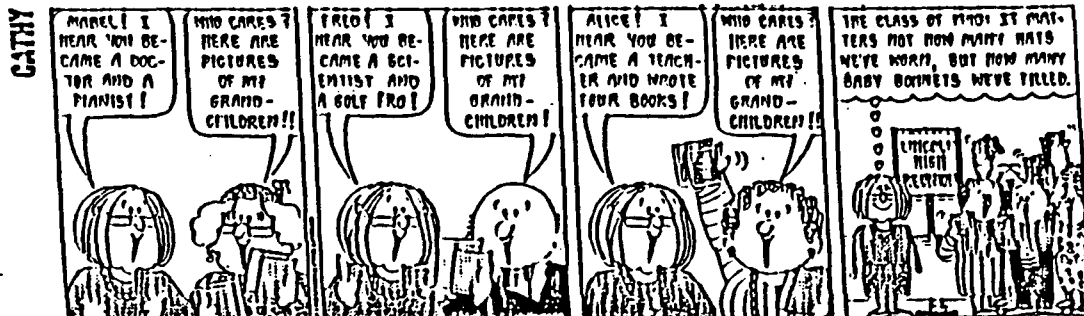
Table C.1. Item pairings for Part I and Part II of the questionnaire

Part I (GP - as a grandparent) item number	Part II (PA - as a parent) item number
1	32
2	31
3	48
4	41
5	33
6	7
7	44
8	40
9	19
10	5
11	27
12	13
13	20
14	29
15	25
16	3
17	12
18	17
19	50
20	9
21	26
22	46
23	43
24	10
25	28
26	35
27	24
28	22
29	34
30	38
31	47
32	37
33	21
34	14
35	42
36	15
37	4
38	36
39	11
40	1
41	16

Table C.1. (Continued)

Part I (GP - as a grandparent) item number	Part II (PA - as a parent) item number
42	30
43	18
44	2
45	6
46	45
47	49
48	39
49	8
50	23
51	51

APPENDIX D. QUESTIONNAIRE



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Grandparenting



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(This questionnaire has been reduced in size to meet library regulations for inclusion in this thesis.)

Dear Grandparent:

Hello, my name is Kimberly Byrne and I am a graduate student at Iowa State University researching the topic of "Grandparenting." I am asking your cooperation by responding to the enclosed materials. The questionnaire takes approximately 15 minutes to complete. I would like to know about your experiences and feelings relative to being a grandparent. There are no wrong answers.

This questionnaire is separated into three parts as follows:

- Part I: This part consists of 51 questions and you are asked to respond from the point of view of being a grandparent. Therefore, please think of your grand-children and your attitudes toward, and interactions with them, as you respond to Part I. When you have finished Part I, begin Part II.
- Part II: This part also consists of 51 questions, but you are now asked to respond from the point of view of having been a parent. "Go back in time" to when your children were young. "Young" refers to approximately 18 years old and younger. Recall the experiences you had as a parent in reference to attitudes and interactions you had with your children when they were young. After you have finished Part II, begin Part III.
- Part III: In this section, I would like to find out a little bit more about you. Please select or fill in the responses which best reflect you and your situation. You will notice that I have not asked for your name or address. Your identification is not important for this study; the answers will always remain confidential.

The questionnaires are coded in the upper right-hand corner of page 1 in order to separate the various groups participating in the study. The coding will be removed after all the questionnaires have been distributed and collected. Please feel free to contact me if you have any questions while completing the survey (515-294-6876). Participation in this study is completely voluntary. You may withdraw from the study at any time.

Have fun recalling this past stage of your life. I hope that the results of the study will help grandparents enjoy their grandchildren more and enrich their relationship.

I appreciate your taking the time to complete this survey. If you would like to receive information on the results of this study, please complete your name and address on the form provided at the end of the questionnaire. Detach this form from the questionnaire, fold and tape it, and mail it separately (postage is pre-paid and the form is pre-addressed). This insures that your responses and identity will remain confidential. Please return the completed questionnaire in the pre-addressed, pre-stamped envelope by December 10, 1990. Thank you.

Kimberly Byrne
Graduate Student in the
Department of Family and
Consumer Sciences Education

Dr. Gladys M. Ebert
Associate Professor in the
Department of Family and
Consumer Sciences Education

In responding to the following questions, it is important that you be as accurate in your reactions as possible. Please use the scale below in expressing your reactions to the statements included in this questionnaire.

The <u>extent</u> to which I disagree or agree with the statement		
When responding to the statements below, use the following scale:		
1	50	99
Very strongly disagree	Neutral	Very strongly agree

If you strongly disagree with the statement given, place a "1" in the blank to the left of the statement. If you disagree but believe it isn't a "strong" disagreement, choose a number between "1" and "50", registering the extent to which you disagree with the statement.

If you strongly agree, place a "99" in the blank to the left of the statement; however, if you agree but do not believe that you "strongly agree", choose a number between "50" and "99" to show the extent to which you agree with the statement.

If you do not agree or disagree, that is, you are completely neutral about a statement, use the number "50".

If the statement does not apply in your situation, place a "50" in the answer blank.

You are encouraged to use any of the numbers ranging from "1" to "99" in your ratings.

PART I

Respond to the following questions from the point of view of being a grandparent. Reflect on your grandchildren and your attitudes toward and interactions with them as you respond to the following questions.

The extent to which I disagree or agree with the statement		
When responding to the statements below, use the following scale:		
1	50	99
Very strongly disagree	Neutral	Very strongly agree

Example:

_____ I enforce a curfew with my grandchildren when they visit me.

(If you generally enforce a curfew, but not always, you may want to give this statement a score of "75" or "80" to show the extent to which you believe you do enforce a curfew. If you always enforce a curfew, you would score the statement as "99".)

Example:

_____ I do not enjoy spending time with my grandchildren.
(Note that this is a negatively-worded statement. Some of the statements will be worded like this.)

(If you never enjoy spending time with your grandchildren, you would score this as "99". If you always enjoy spending time with your grandchildren, you would score it as "1", showing your strong disagreement with the statement. If you generally enjoy being with your grandchildren, but not always, you might score it as "5" or "10".)

- _____ 1. I want to be part of my grandchildren's memories of their childhood years.
- _____ 2. Of most importance in interactions with my grandchildren is helping them gain self-confidence and a positive self-image.

- _____ 3. It's important to me to see the influence of my own ideas in my grandchildren.
- _____ 4. One of the most important responsibilities of my children as parents is to "make the children mind"

The extent to which I disagree or agree with the statement

When responding to the statements below, use the following scale:

1	50	99
Very strongly disagree	Neutral	Very strongly agree

- | | |
|---|--|
| <p>— 5. I believe I get better results when I praise my grandchildren when they are good, instead of punishing them when they are bad.</p> <p>— 6. The more rules my grandchildren have to follow, the more well-behaved they will be as adults.</p> <p>— 7. My grandchildren should be allowed to disagree with me if they feel their own ideas are better.</p> <p>— 8. I believe my grandchildren should be aware of how much I sacrifice for them.</p> <p>— 9. I occasionally spank my grandchildren when they misbehave.</p> <p>— 10. I would like to see my grandchildren more frequently than I do presently.</p> <p>— 11. Grandparents should be free to discipline grandchildren when parents are around.</p> | <p>— 12. My young grandchildren need to have me physically demonstrate my love for them through pats, hugs, and/or kisses.</p> <p>— 13. I get a thrill when someone says about one of my grandchildren, "He's just like his grandfather", or "She's just like her grandmother".</p> <p>— 14. I do not allow my grandchildren to talk back to me, that is, to be "sassy".</p> <p>— 15. In general, grandparents should let their sons and daughters know whether or not they are willing to babysit if a need occurs.</p> <p>— 16. Anything my grandchild wants to tell me is important enough to listen to.</p> <p>— 17. I find it interesting and rewarding to be with my grandchildren for long periods of time.</p> |
|---|--|

The extent to which I disagree or agree with the statement

When responding to the statements below, use the following scale:

1	50	99
Very strongly disagree	Neutral	Very strongly agree

- ___ 18. I have strict, well-established rules for my grandchildren.
- ___ 19. When I am wrong, I admit it to my grandchildren.
- ___ 20. One of the joys of grandparenting is observing how grandchildren resemble their parents or other relatives in behaviors and/or appearance.
- ___ 21. Strict discipline makes a child grow up to be mean and/or rebellious.
- ___ 22. If grandchildren misbehave while grandparents are babysitting, the grandparents should let the parent handle the problem when they return home.
- ___ 23. My grandchildren should have an "allowance" to be spent without consulting their parents.
- ___ 24. When I do things with my grandchildren, I remember my relationship to my own grandparents.

- ___ 25. I want my grandchildren to be able to spend the money I give them on anything they choose.
- ___ 26. I punish my grandchildren by taking away a privilege they otherwise would have had.
- ___ 27. If grandparents do not approve of the way grandchildren are being raised, the grandparents should advise the parents.
- ___ 28. It is acceptable for me to reveal to my grandchildren when I am angry with their behaviors.
- ___ 29. I value teaching things to my grandchildren.
- ___ 30. I do not permit my grandchildren to interrupt adult conversation.
- ___ 31. Grandparents must earn the respect of their grandchildren by their own actions and/or behavior.

The extent to which I disagree or agree with the statement		
When responding to the statements below, use the following scale:		
1	50	99
Very strongly disagree	Neutral	Very strongly agree

- | | |
|---|---|
| <p>___ 32. When I am responsible for my grandchildren, I permit them to view whatever they desire on television.</p> <p>___ 33. I believe that by participating in activities with my grandchildren, they will feel closer to me and will be able to talk with me more easily.</p> <p>___ 34. I value passing on cultural traditions to my grandchildren.</p> <p>___ 35. I give up some of my interests and hobbies to be able to spend more time with my grandchildren.</p> <p>___ 36. If my grandchildren act mean, they need understanding rather than punishment.</p> <p>___ 37. A child's ideas should be considered in making family decisions.</p> <p>___ 38. I discipline my grandchildren in the same manner as their parents discipline them.</p> | <p>___ 39. I discipline my grandchildren by giving them a "quiet time "by themselves.</p> <p>___ 40. I enforce a bedtime hour with my grandchildren when they visit.</p> <p>___ 41. I enjoy telling my grandchildren about the way life was when I was growing up.</p> <p>___ 42. When my grandchildren misbehave, I punish them.</p> <p>___ 43. My children as parents permit me to influence their decisions about the raising of my grandchildren.</p> <p>___ 44. My grandchildren need discipline from me.</p> <p>___ 45. As a grandparent, it's important for me to feel needed by and helpful to my grandchildren.</p> <p>___ 46. One way of thinking about my grandchildren is that a part of me will keep living after I die.</p> |
|---|---|

The extent to which I disagree or agree with the statement		
When responding to the statements below, use the following scale:		
1	50	99
Very strongly disagree	Neutral	Very strongly agree

- _____ 47. I show affection to my grandchildren through hugs and kisses.
- _____ 48. My grandchildren's parents and I have differing views as to how the grandchildren should be disciplined.

- _____ 49. I joke and play with my grandchildren.
- _____ 50. I talk it over and reason with my grandchildren when they misbehave.
- _____ 51. I feel positive about my grandchildren.

In the space provided below, please feel free to write additional comments which will be useful in clarifying your responses to the previous statements:

PART II

As you respond to this set of questions, think back to when your children were very young. Respond to these questions in reference to your attitudes toward and interactions with your children when they were young.

The extent to which I disagree or agree with the statement

When responding to the statements below, use the following scale:

1	50	99
Very strongly disagree	Neutral	Very strongly agree

- | | |
|---|--|
| <p>— 1. I enforced a bedtime hour with my children when they were young.</p> <p>— 2. My children needed discipline from me when they were young.</p> <p>— 3. As a parent, anything my children wanted to tell me was important enough for me to listen to.</p> <p>— 4. I considered my children's ideas when making family decisions.</p> <p>— 5. As a parent, I wished I could have spent more time with my children when they were young than I was able to.</p> <p>— 6. As a young parent, it was important for me to feel needed by and helpful to my children.</p> | <p>— 7. As a young parent, I believed that the more rules my children had to follow, the more well-behaved they would be as adults.</p> <p>— 8. When my children were young, I joked and played with them.</p> <p>— 9. One of the joys of being a parent was to observe how my children resembled me or other relatives in behavior and/or appearance.</p> <p>— 10. When I did things with my children, I remembered my relationship to my own grandparents.</p> <p>— 11. I disciplined my children by giving them "a quiet time by themselves".</p> |
|---|--|

The extent to which I disagree or agree with the statement

When responding to the statements below, use the following scale:

1	50	99
Very strongly disagree	Neutral	Very strongly agree

- | | |
|--|---|
| <p>___ 12. When my children were young, I found it interesting and rewarding to spend long periods of time with them.</p> <p>___ 13. My children needed to have me physically demonstrate my love for them through pats, hugs and/or kisses when they were young.</p> <p>___ 14. As a young parent, I valued passing on traditions from my ancestors to my children.</p> <p>___ 15. As a young parent, when my children acted mean, they needed understanding rather than punishment.</p> <p>___ 16. As a young parent, I enjoyed telling my children about the way life was when I was growing up.</p> <p>___ 17. As a young parent, I had strict, well-established rules for my children.</p> <p>___ 18. My children's grandparents were permitted to influence the decisions made by me as a parent about the raising of my children.</p> | <p>___ 19. I occasionally spanked my children when they misbehaved.</p> <p>___ 20. As a young parent, I received a thrill when someone would say, "He looks just like his dad", or "She looks just like her mom".</p> <p>___ 21. When I participated in activities with my young children, they seemed to feel closer to me and could talk more easily with me.</p> <p>___ 22. As a young parent, I believed it was acceptable for me to reveal to my children when I was angry with their behaviors.</p> <p>___ 23. I talked it over and reasoned with my children when they misbehaved.</p> <p>___ 24. When my children were young, I welcomed the advice my parents and in-laws gave about the way my children should be raised.</p> |
|--|---|

The extent to which I disagree or agree with the statement		
When responding to the statements below, use the following scale:		
1	50	99
Very strongly disagree	Neutral	Very strongly agree

- | | |
|---|---|
| <p>— 25. As a parent I appreciated the grandparents taking the initiative to tell me whether or not they were generally willing to babysit if the need occurred.</p> <p>— 26. As a young parent, I believed that strict discipline would cause my child to grow up to be mean and/or rebellious.</p> <p>— 27. When my child(ren) were young, it was acceptable for their grandparents to discipline them when my spouse and/or I were present.</p> <p>— 28. My children spent the money grandparents gave them on anything they chose.</p> <p>— 29. I did <u>not</u> allow my children to talk back to me, that is, to be "sassy".</p> <p>— 30. When my children misbehaved, I punished them.</p> | <p>— 31. Of most importance in interactions with my children when they were young was helping them gain self-confidence and a positive self-image.</p> <p>— 32. As a young parent, I wanted to be part of my children's memories of their childhood years.</p> <p>— 33. As a young parent, I believed I got better results when I praised my children when they were good instead of punishing them when they were bad.</p> <p>— 34. I valued teaching things to my children when they were young.</p> <p>— 35. I punished my children by taking away a privilege they otherwise would have had.</p> <p>— 36. My children's grandparents disciplined my children in the same manner as I did.</p> |
|---|---|

The extent to which I disagree or agree with the statement		
When responding to the statements below, use the following scale:		
1	50	99
Very strongly disagree	Neutral	Very strongly agree

- | | |
|---|---|
| <p>___ 37. I permitted my children to view whatever they desired on television when they were young.</p> <p>___ 38. I did <u>not</u> permit my children to interrupt adult conversation.</p> <p>___ 39. As a young parent, my parents and/or in-laws' views as to how my children should be disciplined were different from my views.</p> <p>___ 40. As a young parent, I believed my children should be aware of how much I sacrificed for them.</p> <p>___ 41. One of my most important responsibilities as a parent was to "make my children mind".</p> <p>___ 42. As a young parent, I gave up some of my interests and hobbies to be able to spend more time with my children.</p> <p>___ 43. In general, my children had an "allowance" to be spent without consulting my spouse or me.</p> | <p>___ 44. When my children were young, I allowed them to disagree with me if they felt their own ideas were better.</p> <p>___ 45. As a young parent, one way I thought about my children was that a part of me would keep living after I died.</p> <p>___ 46. When my children misbehaved while their grandparents babysat them, I preferred the grandparents to wait until I or my spouse returned home to handle the problem.</p> <p>___ 47. As a young parent, I believed I should earn the respect of my children through my own behaviors/actions.</p> <p>___ 48. As a young parent, it was important for me to see the influence of my own ideas in my children.</p> <p>___ 49. I showed affection to my children when they were young through hugs and kisses.</p> |
|---|---|

The extent to which I disagree or agree with the statement
When responding to the statements below, use the following
scale:

1	50	99
Very strongly disagree	Neutral	Very strongly agree

— 50. When I was wrong, I
admitted it to my
children.

— 51. As a parent, I felt
positive about my
children.

In the space provided below, please feel free to write additional
comments which will be useful in clarifying your responses to the
previous statements:

I see at least one of my grandchildren _____ :

- A. Almost daily.
- B. Approximately once a week.
- C. Approximately once a month.
- D. Approximately 4 times a year.
- E. Approximately 2 times a year.
- F. Approximately once a year.
- G. Approximately every other year.
- H. Approximately once every 5 years or more.
- I. Practically never.

Generally, when I visit my grandchildren in their home, I spend approximately _____ hours at each visit.

Generally, when my grandchildren visit me in my home, I spend approximately _____ hours at each visit.

My marital status can be described as _____.

- A. Widowed B. Married C. Divorced D. Separated
- E. Remarried F. Never married G. If other, please describe _____.

I have completed the following (please list the highest level of attainment): _____.

- A. 8th grade
- B. High school graduation (or G.E.D. diploma)
- C. 1 year community college or other type of training
- D. 2 years community college or other type of training
- E. 4-year college or university degree
- F. Graduate study

Which of the following applies to you? _____.

- A. Employed full-time B. Employed part-time C. Retired

I am involved in group or social activities other than paid employment (such as group exercise, recreational activities like bowling or square dancing, community groups, clubs) _____ hours per week.

Are you a day care provider (regular or full-day babysitter) for your grandchild(ren)?

- A. Yes B. No

If you do provide day care for your grandchild(ren), approximately how many hours per week do you spend in this role? _____ hours

If you are a day care provider for your grandchild(ren), are you paid for this service?

- A. Yes B. No C. Sometimes

Do you provide financial support to your grandchild(ren)?

- A. Yes B. No C. Sometimes

If you circled letter A or C, please state the approximate dollar amount per year you spend on your grandchild(ren) (given in forms such as cash, food, shelter, entertainment, presents).

I spend approximately _____ dollars (in total) per year on my _____ (number) grandchild(ren).

I would like to receive results of the study on "Grandparents' Attitudes Toward Discipline".

Name: _____

Address: _____

If you wish to receive the results of the questionnaire, fill in your name and address on the above blanks, detach this page, fold it in half, staple it, and drop it in the mailbox. Postage is pre-paid.

If you filled in your name and address, you must detach this page in order to ensure that the questionnaire will remain anonymous.

Fold Here

Fold Here

Kim Byrne
M322 Wallace Hall
Iowa State University
Ames, Iowa 50013

APPENDIX E. COMMENTS SOLICITED FROM RESPONDEES TO THE
QUESTIONNAIRE (SEE LAST PAGE OF EACH SECTION
OF QUESTIONNAIRE)

When our children were at home, it was the happiest years of our marriage.

It's hard to define "misbehave"--who's the judge?

I was a single parent (divorce before child was born) and worked professionally 30 miles from home. My child was raised more by grandma than me.

I enjoy my grandchildren, but won't give up my volunteer job to take this. I wish parents would stay home more like they used to. Our parents lived out of state and never babysat. Our children turned out well--we are strict.

I believe our youngest son who is handicapped has influenced all of our lives and has caused a close-knit family.

I talked to my grandson every week on the phone.

I spend a month in the winter and a week in the spring visiting. I hope he will always talk to me as I have time to listen.

I believe the quality of time spent with kids is important, not the quantity of time.

The greatest gift given to man is a part of you in return.

The way my children raise or discipline their children is their business--not mine. I never thought I was a good parent, or even knew how to be a parent.

We discipline our grandson when he needs it. We explain what he did wrong (he usually knows) and talk the problem through, so he might understand why he is being punished. He is raised by a single parent, so we try to fill in some of the loss of not having a father in the picture.

If the parents are present, I let them send the grandchildren to bed.

I believe grandchildren should be praised when they are good and punished when they are bad.

I think fewer broader rules work better with my children than several rules.

I do not permit my children to talk back to me and interrupt adult conversations and do not advise my children on the way my grandchildren are raised.

Grandchildren are to be enjoyed and nurtured and helped to grow and understand their surroundings. Too bad there are no classes in parenting which is one of the most important things in life. People have to go into it totally unprepared and learn by trial and error.

We have different rules for each grandchild.

My husband and I took primary care leads at different times.

I see and work with my grandchildren a lot and enjoy it every minute. I try to do a lot of things with them and try to help them be as good as possible. We all have to grow.

I feel that with love and understanding you will raise a child better than with spanking.

I was strict. I would do it differently now. I yelled and spanked a lot.

Grandchildren are a joy of my life. I love them much, but need to discipline them sometimes.

We left the telling of years past to the greatgrandparents.

I love to spoil my grandchildren because I don't get to see them as often as I would like to.

When I correct my grandchildren, they listen and I never have to tell them twice. They are very well-behaved because their parents have taught them to respect other people and their homes. I was a lot stricter with my children than my grandchildren. I love to spoil my grandchildren. You mellow with age.

Grandchildren are wonderful!

Grandparents need to respect decisions made by parents. I really love my grandchildren!

I believe grandchildren should be shown love above all, but need to know what they can and can't do. Good behavior is what is expected. We can have fun without misbehavior. I was the main discipline person, and I didn't like the position. I was young and sometimes expected more than I should have and hated advice given as such.

Grandchildren are a wonderful extension of one's life. They are so interesting and eager to learn from. If children know they are loved, there will be less need for discipline. Grandchildren are a joy!

I have always tried to be a good grandparent to grandchildren, but do sometimes think the greatgrandchildren need more correction as to what and when they do things. I correct greatgrandchildren more at my home, even if parents are present. Children today are raised differently than in my time.

I feel close to my grandchildren. They are important to my everyday life.