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**ADOLESCENTS' ATTITUDES AND PERCEPTIONS  
TOWARDS THEIR GRANDPARENTS**

by

**Dennis P. Barrett**

**A thesis submitted in partial fulfillment  
of the requirements for the degree**

of

**MASTER OF SCIENCE**

in

**Family and Human Development**

## DEDICATION

This thesis is dedicated to Ellen Ann Barrett, my wife and closest friend. I will be forever grateful to her for her emotional support and the countless hours of typing and retyping. I owe her many return favors.

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## ABSTRACT

Adolescents' Attitudes and Perceptions  
Toward Their Grandparents

by

Dennis P. Barrett, Master of Science  
Utah State University, 1993

Major Professor: Dr. Glen O. Jensen  
Department: Family and Human Development

The purpose of this study was to determine the attitudes of youth toward each of their individual grandparents. The subjects were students ranging in age from 12-19 years with the majority being between 14-17 years of age. These students were enrolled in a release time religious class that allowed them one hour a day off campus to take a seminary course.

The sample of data consisted of 148 girls and 108 boys, which was approximately 25% of the high school population. The youth were from a small northern Utah community. The average age of the youth respondents was 16.2 years. This group of youth came from intact families with 90.1% who lived in a family where father and mother were together. The questionnaire consisted of 35 questions of which 16 questions were used to develop an attitude scale used to answer 10 research questions.

Younger adolescents (age 12-14 years) had a better attitude toward grandparents than older adolescents (age 17-19 years).

Evidence supported previous literature that male youth were emotionally closer than females to their grandfathers. However, no significance was found to support previous literature that female youth are closer to grandmothers. Overall, adolescents reported feeling emotionally closer to maternal grandparents. The favored grandparent was the maternal grandmother.

Paternal grandfathers with a higher education level were looked upon more favorably by the youth. Youth attitudes toward maternal grandfathers were significantly less positive when the grandfathers were described as often sick and activity slowed by sickness or age.

When the youth responded favorably towards one grandparent, the spouse of the grandparent was also given a favorable response. The youth seemed to have a positive overall attitude towards grandparents; however, when it comes to being disciplined by their grandparents, most youth expressed uncertainty to the question, "Should my grandparents discipline me?"

The social science computer package (SPSS) was used to analyze the data and reach the above mentioned conclusions.

CHAPTER 1  
INTRODUCTION

Research concerning attitudes of grandchildren toward grandparents had focused primarily on preadolescent or young adult grandchildren, and overall had shown these grandchildren as having positive attitudes toward their grandparents. However, the study of adolescents' attitudes toward grandparents for high school age (13-18 years) grandchildren had not been an area of focus (Baranowski, 1982).

Preadolescent grandchildren were shown to increase their awareness of stereotypical signs of old age as they matured (Kahana & Kahana, 1970). However, the subjects of the Kahana and Kahana study were boys and girls ages four through twelve. In Kennedy's (1990) study, he found that young adults (college age students under 23 years of age) to have had, overall, positive attitudes toward grandparents. Robertson (1976) found that young adults (ages 18 to 26 years) felt grandparents were not old-fashioned and felt them to be in touch with the times.

The purpose of this research was to study the attitudes of high school age adolescents toward their individual grandparents. This included striving to see what attributes (independent variables such as education, health, age, gender, etc.) grandparents, grandchildren, and parents contributed to the adolescent grandchild's appreciation of his or her individual grandparent. High school age adolescent studies on

attitudes toward the aged had occurred on several occasions (Ivester & King, 1977; Peterson & Eden, 1977) but the study of adolescent attitudes toward the aged was arguably different than adolescents' attitudes toward their individual grandparents.

There were many factors that researchers had examined: health, education, gender, proximity, institutionalized versus noninstitutionalized older people, media's perception of the aged, parents as facilitators of the grandparent/child relationship, and the reciprocal nature of the relationship. However, a clear definition of the role of grandparent was not readily apparent (Clavan, 1978; Sanders & Trygstad, 1989). Perhaps information concerning what attributes affect adolescent attitudes toward grandparents negatively or positively would help educators, parents, and grandparents to understand better the nature of the role of grandparent.

As has been cited by several researchers, the aged are living longer and therefore they are grandparents a significantly longer portion of their lives (Kennedy, 1990; Barranti, 1985). Barranti (1985) said children today can expect to spend nearly one half of their lives as grandparents. According to Kennedy (1990), of the people over 65 years of age who have had children, 94% are grandparents. Given the fact that nearly all people who marry will become a grandparent at some point in their life, it seemed imperative that much research was needed to better understand the role of

a grandparent.

CHAPTER 2  
REVIEW OF LITERATURE

Grandparent/Grandchild Demography

In 1900, the average life expectancy was 47 years. In 1989, women could expect to live 79.2 years and men 72.7 years (U.S. Bureau of the Census, 1990), an increase of more than 60% over an 80-year span. This increase, combined with a decrease in fertility, has contributed to great changes in population demographics concerning grandparents in the United States (Barranti, 1985).

In an article by Diane Crispell (1993), she cited the Roper Organization report that 1 person age 30-44 in 10 was a grandparent. In addition, 50% of those age 45-59 and 83% of those age 60 and older were grandparents. The average woman would become a grandmother at the approximate age of 46. Currently, about 30% of American adults have now achieved grandparent status (Crispell, 1993). According to Hagestad (1985), 77% of men and women 65 and older were grandparents and 51% were great-grandparents. Barranti (1985) stated that in the last 50 years, a 10-year-old's chances of having at least two living grandparents had risen from 40% to 50%, and having at least three grandparents that were alive had risen from 10% to 38%. The population changes, along with other factors including earlier marriages and closer spacing between children, had led to some adults becoming grandparents at an

earlier age. Today's children can expect to be a grandparent nearly one half of their entire life (Barranti, 1985).

In a study by Brubaker (1990), it was stated that grandparenthood began somewhere between the third and fifth decade of life. As stated before, adults became grandparents earlier in the life cycle and were living longer; consequently, it was common to have three, four, and even five generation families (Denham & Smith, 1989). Baranowski (1982) said that life expectancy was longer; consequently, more adolescents had grandparents.

#### Grandparenthood Roles Defined

What is the meaning of grandparenthood? Kivnick (1982) developed a five factor model. Each factor represented one characteristic of grandparenthood. First: Centrality: the feeling grandparents had that grandparenting was central to their lives and was necessary for their own identity and personal meaning of life. Valued elder: a resource person to grandchildren and someone that was highly regarded. Immortality through clan: the feeling of immortality achieved through descendants moving down through the family. Reinvolvement with personal past: This involved reliving moments of personal past and thinking about one's own grandparents. Spoil: A lenient or permissive attitude toward grandchildren. Miller and Cavanaugh (1990) agreed with Kivnick's observation that people perceive multiple meanings



of the role of grandparents.

Neugarten and Weinstein (1964) had defined the role or style of grandparenting using the following terminology: The formal grandparents were those who maintained a constant interest in the grandchild and provided treats and indulgences and sometimes acted as babysitter. However, the formal grandparent left parenting to the parents and avoided giving advice on childrearing. Second is the fun-seeker grandparent. This grandparent's emphasis was on mutual satisfaction rather than indulgence or providing treats. The fun-seeker is more a playmate who enjoyed the playful companionship of his or her grandchild. Next is the surrogate parent. This grandparent, usually a grandmother, took upon herself caretaking responsibilities usually because the mother was working outside the home. Another grandparenting role was the reservoir of family wisdom. This service more often than not was provided by a grandfather who provided training and was a resource in learning special skills. And finally, the distant figure grandparent. This grandparent emerged during special holidays such as Christmas and birthdays. These grandparents tended to leave all childrearing to parents.

In many families, grandparents represented stability and continuity in family ritual and values. In addition, they provided help to their adult children in times of crisis or with day-to-day parental needs, and provided emotional support during hardship, illness, and divorce. They had become known

as the family watch dogs as they were generally concerned with continuation of family rituals, family legacy, and maintenance of family patterns (Troll, 1983; Brubaker, 1990). Baronowski (1982) and Barranti (1985) supported Brubaker by suggesting that grandparents provided continuity (historical awareness reinforced by others) through discussion of history, especially family history. This may be one of the most important ways grandparents helped foster a grandchild's identity. To suggest one definition of grandparent that would sum up all relationships was not possible. Clavan (1978) said that grandparental roles were not clearly defined and referred to them as having a roleless role; consequently, they must construct a role for themselves. More and more the aged couple were engaged with their own concerns and activities and the traditional grandpa/grandma role was less traditional and more varied. In a study by Kennedy (1990), the stereotypical grandparents sitting alone in their rocking chair did not seem to be even close to the norm. According to Kennedy (1990), grandparents were not isolated; the majority lived geographically close to at least one grandchild.

#### The Changing Grandparent-Grandchild Relationship

The authoritarian grandparents with their sternness and disciplinary nature seemed to be generally a thing of the past. The new social contract between grandparents and parents was that of a more permissive style of grandparenting.

Crase and Hendrickson (1968) stated that maternal grandmothers were more permissive and more child oriented than mothers. With grandparents being less authoritative, more warm, and less controlling, a closer relationship was the result (Baranowski, 1982).

Cherlin and Furstenberg (1986) suggested that many grandparents had developed an easygoing, lighthearted way of interacting with their grandchildren. In a nationwide study, grandparents reported engaging in a number of different activities, which included joking or kidding around with child (91%), giving child money (82%), watching T.V. with child (79%), talking to child about their (grandparents) growing up days (77%), giving child advice (68%), discussing child's problem (48%), going to church or synagogue with child (43%), disciplining child (39%), taking a day trip together (38%), teaching child skill or game (24%), and helping settle disagreement between him or her and parent (14%) (Cherlin & Furstenberg, 1986). With a less authoritative interaction style, a closer relationship resulted. Wilcoxon (1987) suggested this grandparent-grandchild relationship to be a reciprocal process where both parties strived to satisfy each other's needs.

The grandparent-grandchild relationship may be more satisfactory to women than to men during the middle and later years. Roberto and Stroes (1992) stated that past research on grandparents suggested that satisfaction of the grandparenting

role was associated with greater involvement with grandchildren. Grandmothers seemed more satisfied with the relationship with grandparenting than did grandfathers. This may be related to the age of the grandchild (Kivnick, 1983), or perhaps it could also be attributed to greater involvement by the grandmother with grandchildren.

Another finding (Troll, 1983; Baranowski, 1982; Sanders & Trygstad, 1989) showed that the relationship between grandparent and grandchild was largely influenced by parents. Baranowski suggested that parents act as a lineage bridge either by encouraging or discouraging meaningful interactions between their child and grandparent. In the Hodgson study (1992) those students who had close relationships with grandparents also reported their parents as having had close relationships with their parents.

Other researchers have suggested that perhaps the parent-grandparent relationship was more of a determinant to the influence a grandparent had in the child's life than frequency of contact. In the Cherlin and Furstenberg (1986) study the following number of contacts was reported: Almost everyday (12%), two or three times a week (11%), once a week (15%), once or twice a month (20%), once every 2 or 3 months (13%), and not at all (9%). In a study by Hodgson (1992), those men and women who reported having very close or close relationships with grandparents also reported more frequent contact. However, closeness in relationship may have had no

bearing on the influence a grandparent had on a grandchild. Therefore, a clear correlation between number of contacts and the influence a grandparent has on the child has not been supported.

Along with parents being facilitators of the relationship between the grandparent and child, it seemed that the earlier a close relationship began, the more influence the grandparent had as time goes on. In a study by Matthews and Sprey (1985), grandchildren were found to develop close ties to particular grandparents and not just grandparents in general. In this study, it seemed evident that earlier close relationships with a grandchild seemed unchanged through time. Matthews and Sprey concluded by stating a need for research that focused on grandparents' relationship with each set of grandchildren rather than on the global significance and meaning of the grandparent role.

#### Grandparents' Attitudes About Grandparent Role

Hagestad (1985) suggested that how grandparents feel about grandchildren may have been related to cohort bridging (age at onset of grandparenthood), length of grandparent's experience, and intergenerational closeness.

Kivnick (1982) said grandparenthood could be filled with happiness and fulfillment or could result in disillusionment and disappointment if they were unrecognized. Often grandparenthood provided middle-aged and older adults with

meaningful roles that made them feel valued. Grandparents could have a fresh start and relive life through their new experience with a grandchild (Brubaker, 1990). Neugarten and Weinstein (1964) suggested a biological renewal or that through their grandchildren they felt young again. It also provided another opportunity to succeed in a new emotional role. In the Neugarten and Weinstein (1964) study, 41 out of 70 grandmothers and 43 out of 70 grandfathers felt comfortable in their grandparenting role; however, discouragement came when they were unrecognized or devalued. The aged have reported regret in not being able to perform a grandparenting role or hold the status of grandparent (Englund, 1983). It seemed that the grandparents had a desire to perform the role of grandparent, but there seemed to be too much ambiguity as to their function and the level of interaction and the best way of being helpful to the grandchild and family.

Grandparents often found themselves in a double bind as they intervened in the lives of extended family members. In a study by Thomas (1990), mothers who were married, separated, or divorced were asked two questions. First, what is the best thing about having grandparents, and second, what is the worst thing about having grandparents. In answer to the first question, divorced or separated mothers stated the help and support received. Married mothers differed, answering family heritage and life experience. Married, separated, or divorced mothers agreed that the worst thing about having grandparents

is interference in child raising and unsolicited advice. The double bind came when grandparents tried to provide support to their children's families without interfering.

#### Grandchildren's Attitudes Toward Grandparents

There seemed to be mixed feelings about attitude that children exhibited toward their grandparents. Baranowski (1982) said there was a new social contract between grandparents and their adult children. This contract was that neither would interfere in the lives of the other. This suggested that when it came to the socialization of grandchildren by grandparents, it was a hands-off policy. Researchers, as mentioned, suggested that the grandchild-grandparent relationship was influenced by the relationship between the adult child and parent (Baranowski, 1982; Sanders & Trygstad, 1989; Troll, 1983).

In a study by Cameron (1972), young adults perceived themselves as having had the most chances for fun, while the aged had the least. Also, among high school and college students, an attitude of tolerance rather than acceptance was exhibited towards the aged. In the Kahana and Kahana (1970) study, some interesting descriptions of older people were given by 8- and 9-year-olds: "To be old means to sit around." "Older people cannot see you." "Old people do not play with you."

University students reported old age as a period

characterized by economic insecurity, poor health, loneliness, resistance to change, and failing physical and mental powers (Tuckman & Lorge, 1951). However, this attitude was not evident in young adults who had great-grandparents. According to Bekker and Taylor (1966), students perceived aging from a particular reference point. They hypothesized that undergraduate students with great-grandparents that were living would perceive their grandparents as having fewer stereotypical characteristics of old age than those students who did not have living great-grandparents. This hypothesis was supported by their research.

In a study by Robertson (1976) the majority of adolescents had positive attitudes about spending time with their grandparents. Young adult grandchildren were found to think grandparents were not old-fashioned or out of touch and felt they were an important source of influence on their lives. Young adult children also felt definite responsibilities to their grandparents, such as providing emotional support and tangible help when needed. Adult grandchildren did not expect a great deal from grandparents other than some gift-giving and acting as bearers of family history. They did not expect grandparents to be mediators between themselves and parents, to be someone they turned to for personal advice, to be one who aided them financially, or to be someone who acted as a role model. They also did not plan to imitate their grandparent's occupation. In



Robertson's research, respondents gave a description of the ideal grandparent as one who loved and enjoyed grandchildren, visited with them, showed an interest in them, and generally helped grandchildren when they had a problem.

Troll (1983) challenged the notion of alienation between grandparent and child and suggested the grandparent role was more important than originally thought. Konopka (1976), for example, interviewed females age 12-18 and found comments about grandparents continually coming forth. She concluded that next to the parents, the member of the family most confided in is a grandparent. Chapman and Neal (1990) found that teenagers' attitudes toward the aged measured more positively when the teenagers provided help to older people. It was reported that the social distance between teenagers and the aged decreased. Also, Ivester and King (1977) found that contact with the aged is beneficial in reducing adolescents' negative attitudes toward the aged.

Baranowski (1982) suggested that young children felt closer to and had more positive attitudes toward grandparents than adolescents. Perhaps the adolescent was in search for his or her own identity and may have underestimated the influence that grandparents had in his/her life (Baranowski, 1982). It seemed confusing when reading the literature concerning the attitudes of grandchildren towards their grandparents; however, most researchers concluded by indicating that grandparents were more important than data from questionnaires

or interview data could demonstrate (Denham & Smith, 1989).

Research pointed out that the kind of grandparent grandchildren would become was determined largely by the perception they had of their own grandparents (Barranti, 1985). Kivnik (1982) also suggested that the relationship grandchildren had with grandparents had an impact on the kind of relationship they would have with their own grandchildren.

Variables such as health, life satisfaction, age, involvement in one's social network, and education level of parent and grandparent helped to determine the meaning and relationship to the grandchild/grandparent (Kivnik, 1982).

However, frequent contact, as one might see in a grandchild/grandparent relationship, seemed to have a positive effect on the attitudes of children and teens age 8-19 toward the aged (Marcoen, 1978). Peterson and Eden (1977) stated that exposure to noninstitutionalized older people had resulted in more positive attitudes toward the aged while exposure to institutionalized older people resulted in more negative attitudes. However, the amount of contact was not discussed. Formal education was one of the few variables that were consistently positively correlated with positive attitudes toward the aged. Children were exposed to the views of their parents and generated opinions and values that affected the way they related to others. Education had a large role in exposing parents or future parents to new information. Through the process of synthesizing new

information, the complexities of human nature were revealed and perhaps with this additional insight came more compassion or empathy for diverse groups in general, not just the aged (Peterson & Eden, 1977). Thus, educated parents perhaps provided a more positive view of the aged.

According to Peterson and Eden (1977), books were one major source of education, and the literature for adolescents seemed to propagate an uninteresting or boring view of the lifestyle of the aged. Adolescent literature placed emphasis on strength, beauty, and physical activity and overall seemed to leave out the strengths that came through aging, such as wisdom, insight, or patience. Peterson and Eden (1977) suggested that in our schools and in the media, the aged need to be portrayed in a more exciting and less boring way. Teachers, librarians, and college professors need to be more active in portraying the strong qualities of old age. Unfortunately, little was being done through the media to raise the attitude level of young people towards the aged. Peterson and Karnes (1976) studied twentieth century adolescent literature and summarized by saying: "In literature, adolescents described the aged as being non-essential to the real action that takes place around them. Also, they were found to be only partial people. In short, they were described as being there, but no one seemed to notice" (page 227). Grandparents could become disenchanted with grandparenting, especially when expected rewards to

grandparents did not come (Neugarten & Weinstein, 1964).

Researchers have stated that further work needs to be done so that a clearer understanding of the nature or role of the grandparent/grandchild relationship can be provided. Denham and Smith (1989) suggested that the issue of grandparents (as the historians, elders, and ones who have time) should be explored in order to maximize the resources available to the family.

The literature focused primarily on a global concept of grandparent. In this study, it was the researcher's intent to look at individual grandparents through the eyes of their adolescent grandchildren. The following questions, set up in the null hypothesis format, would be the focus of this paper:

1. The age of adolescents had no effect on their attitudes concerning their grandparents.
2. The gender of the adolescent had no effect on the adolescent's attitudes toward his/her grandparents.
3. The level of education of parents had no effect on children's attitudes toward their grandparents.
4. The level of education of grandparents had no effect on grandchildren's attitudes toward their grandparents.
5. Proximity (distance in miles) had no effect on the attitudes of grandchildren toward their grandparents.
6. The age of the grandparents and parents had no effect on the adolescent's attitude toward their grandparents.

7. Were adolescents emotionally closer to maternal or paternal grandparents?

8. Marital status of grandparents and/or marital status of parents had no effect on adolescents attitudes toward their grandparents.

9. Divorce of adolescent's parents had no effect on adolescent's attitudes toward their grandparents.

10. Health of grandparents had no effect on adolescent's attitudes toward their grandparents.

These hypothesis, some of which had been researched without conclusive evidence, were examined in a hope of providing helpful information concerning the attitudes of children from the ages of 12 to 18. This research only surveyed youth; to identify a specific definition concerning the role of grandparents was not the purpose of this study. Perhaps the information provided will help researchers understand the expectations of grandchildren toward their grandparents.

CHAPTER 3  
METHODOLGY

Research Design

The questionnaire included 31 items developed by Robertson (1976) and 4 items developed by Stogner (1993, see Appendix A). The Likert-type scale items had a range of 1 (strongly agree) to 5 (strongly disagree). They were changed by the investigator from Robertson's original scale to reflect adolescents' attitudes toward each of their individual grandparents. Two dimensions were revealed through the results of a factor analysis of the Robertson study (1977), and they were the grandparent role in normative terms, and the personal meaning of grandparenthood. Both dimensions contributed significantly to the adolescents' perception of grandparents. Robertson considered her research to be descriptive; therefore, no further analysis was performed. Other items were included to obtain demographic information about the adolescent, parent, and grandparent (see Appendix A). The questionnaire was pretested on a sample of 20 students and changes were made, making the instructions on the questionnaire easier to understand.

The questionnaire and answer sheet were given to each student in a classroom setting. They were given 35 minutes to answer questions and on an average took only 20 minutes. The lower score reflected a more favorable attitude toward

grandparents. A brief description of the task and the following instructional information was given: "Students, I appreciate your willingness to fill out the questionnaire on your grandparents. It is critical to fill out the questionnaire as accurately and honestly as you can. You'll notice that the questionnaire is lengthy, but please remember the importance of finishing the task. Your answers will not be as helpful unless you complete the task." Written instructions were also on the questionnaire itself (see Appendix A). The researcher was in the class the entire time observing the students as they filled out the questionnaire. The questionnaire was long (see Appendix A), but, it was obvious that the students were diligent in the task of answering the questions on the survey. There were 157 students participating, of which one questionnaire was not used as the student simply rushed through the questionnaire, and in the opinion of the researcher, did not make an honest effort. This process of completing the questionnaire took 3 days. In the opinion of the researcher, there was little testing contamination as the content was such that would draw little excitement or controversy outside the test setting. The questionnaire was given the last week of school, which means all the special activities (sports, music, dance, etc.) were finished, and therefore the sample did not have a built-in bias, as almost all of the students were present.

## Sample

Subjects were adolescent females and males ranging in age from 13-18 years. One hundred forty-eight subjects were girls, and 108 were boys. The youth were all enrolled in a seminary (religious class that meets daily during the school week) sponsored by the Church of Jesus Christ of Latter-day Saints. The majority of the students enrolled in this particular high school in Utah participated in a seminary class. However, the 256 students used in the survey represented about 25% of the high school population. Adolescents were living in small communities in northern Utah and were of moderate socioeconomic status. The high school enrolled nearly 1,200 students. The religious background of subjects strongly emphasized the family unit and therefore results of this study seemingly would be generalizable to a sample in which the extended family was of similar value. The sample method used was for convenience and also because of an interest by the researcher in how this particular group of adolescents would respond to questions concerning their attitudes toward their grandparents. The data from the questionnaire were analyzed using the SPSS computer program. This program has been widely used in the social science field.



## CHAPTER 4

## RESULTS

Demographic information about parents and grandparents was obtained from the adolescent youth. Often times, the demographic information such as age, proximity, and education level for parents or grandparents was the student's best guess.

The total number of respondents in the survey was 108 males and 148 females for a total of 256. They were all youth who elected to take a released time religious class. The average age of the adolescent group was 16.2 years, with the youngest being 12 and the oldest 19. Out of the 256 youth surveyed, there were 16 youth age 14, 68 youth age 15, 60 youth age 16, 63 youth age 17, and 46 youth age 18. There were only three youth who listed their age as 12, 13, and 19, respectively. The average proximity to grandparents' home was 24.5 miles. It was interesting to note that the majority of youth lived close in miles to their grandparents with 66.2% living between 1-30 miles from paternal grandparents and of that percentage 49.3% lived between 1-10 miles away from paternal grandparents. Maternal grandparents in this sample lived a little further away with 50.6% living between 1-30 miles away from grandchildren and of those, 19.5% living between 1-10 miles away.

The average age of parents was 41.85 for mothers and

44.04 for fathers. The average age of paternal grandfathers was 69.16 and paternal grandmothers was 68.19. The average age for maternal grandfathers was 70.85 and maternal grandmothers 70.02.

This group of youth came from intact families with 90.1% living with their mother and father and 87.1% living with parents who had never divorced or separated. In this sample, 82.7% of the grandmothers were still living and 64% of the grandfathers were still living.

Health of grandparents was reported to be reasonably good, with adolescents indicating 47.4% of paternal grandfathers, 57.3% of paternal grandmothers, 61.9% of maternal grandfathers, and 56.2% of maternal grandmothers as physically fit and very active for their age.

The majority of grandparents graduated from high school but did not continue their formal education (57.6%). There were 13.6% of the grandfathers who received a 4-year college degree or more, and 9.3% of the grandmothers received a 4-year college degree or more.

When asked to respond to the statement, "Life would be very lonely for me without my grandparents," youth strongly agreed, as often for grandfathers (42.6%) as for grandmothers (43.0%). However, for paternal grandmothers, the youth strongly agreed 40.5% of the time, while the youth strongly agreed to the same statement, "Life would be lonely for me without my grandparent," 45% of the time for maternal

grandmother. For maternal grandfathers the youth responded strongly agree more often than paternal grandfathers, with paternal grandfather at 39% compared to 46.3% for maternal grandfather. In addition, these youth reported strongly agree 5.7% more often in favor of maternal grandmother over any other grandparent. In response to the following statement, "My grandmother feels very close to me," grandchildren reported 5% more often that their grandmothers had more time to be involved in the youth's life than grandfathers.

It appeared that in the opinion of those youth who were surveyed, that their grandparents, in general, were highly religious. In response to the statement, "Religious beliefs are very important to my grandparent," the youth responded as strongly agree 75% of the time for grandfathers and 83.4% for grandmothers.

In response to the statement, "If he/she feels it is needed, my grandparent feels free to discipline me," the youth reported uncertainty by responding agree/disagree more often than the other options (strongly agree, agree, agree/disagree, disagree, strongly disagree) for all grandparents.

There were 35 questions in the instrument. The researcher chose 31 items developed by Robertson (1976) and 4 items developed by Stogner (1993). Chosen from Robertson's 31 items were 16 items that were, in the opinion of the researcher, designed to measure the closeness of the relationship to grandparents. These dependent variables, which became the

attitude scale (see Appendix B), included both negative and positive items. The scoring on the negative items was reversed to allow for an accurate mean score. This attitude scale was used to answer the following 10 questions, set up in the null hypothesis format.

#### Research Questions

Question 1: Age of adolescent does not affect attitudes toward grandparents.

Adolescents in this study were organized into five age groups: 1 = 12,13, and 14 year olds; 2 = 15 year olds; 3 = 16 year olds; 4 = 17 year olds; 5 = 18 and 19 year olds. By using analysis of variance (ANOVA) there was statistical significance found at the .05 probability level; therefore, the null hypothesis was rejected (see Table 1). The younger youth in group 1 had a mean attitude score that was more favorable (lower) towards grandparents than the older groups 4 and 5.

Table 1

Youths' Attitude Toward Maternal Grandmother by Variable Age of Youth

Variables	n	Mean Attitude Scores
12-14	15	43.7333
15	64	45.3057
16	49	43.1224
17	54	46.0370
18-19	39	46.2308

Note. F ratio = 2.4487

Significance was found at the .05 level.

A complete ANOVA table is shown in Appendix C.

Question 2: Gender of adolescents does not affect the adolescents' attitudes toward their grandparent.

Male youth were significantly (.05 level) closer to grandfathers than were female youth to their grandfathers. Therefore, the null hypothesis was rejected (see Tables 2,3).

Table 2

Youths' Relationship to Paternal Grandfather by Gender of Youth

Variables	Male	Female	% Male	% Female
Very Close	29	23	45	23
Close	15	30	23	31
Somewhat Close	16	35	25	36
Not Close	4	10	6	10

Note. This scale was used to determine the relationship of the youth with each grandparent (see Appendix A, question 19). Significance was found at the .05 level.

Table 3

Youths' Relationship to Maternal Grandfather by Gender of Youth

Variables	Male	Female	% Male	% Female
Very Close	32	25	50	26
Close	19	31	30	31
Somewhat Close	8	29	13	30
Not Close	5	13	8	13

Note. This scale was used to determine the relationship of the youth with each grandparent (see Appendix A, question 19). Significance was found at the .05 level.

Question 3: Level of education of parent does not have an effect on adolescent attitude toward grandparents.

By using analysis of variance (ANOVA), no significance was found; consequently, the null hypothesis could not be rejected.

Question 4: Level of education of grandparents does not affect the adolescents' attitude toward grandparents.

Education of grandparents was separated into four groups: 1 = never graduated high school; 2 = graduated high school; 3 = some college or trade or technical school; 4 = 4-year college degree or graduate degree. Adolescents whose maternal grandfather graduated with a 4-year degree or better had a mean score significantly (.05 level) more favorable (lower) on the attitude scale than paternal grandfathers who completed some college or completed trade or technical school. Therefore, the null hypothesis was rejected (see Table 4). It was interesting that the youth had a more positive attitude toward paternal grandfathers who did not graduate from high school and those who did graduate from high school than toward those paternal grandparents who did not finish college or went to trade or technical school. However, this was not found to be significant.

The results also showed that when the paternal grandfather had graduated from college with a 4-year degree or a graduate degree, the paternal grandmother was given a more favorable

score on the attitude scale by the youth (see Table 5). This was found significant (.05 level) when comparing, again, a 4-year college graduate or more to paternal grandfathers who did not finish college or went to trade or technical school. Therefore, the null hypothesis was rejected.

Table 4

Youths' Attitude Towards Paternal Grandfather by Variable Education Level of Paternal Grandfather

Variables	n	Mean Attitude Score
Non High School Graduate	17	46.3529
High School Graduate	93	46.3625
Some College or Trade School	47	49.1190
4-Year College Degree or More	17	43.5882

Note. Low mean attitude score reflects favorable attitude toward grandparent. Significance was found at the .05 level. A complete ANOVA table is shown in Appendix C.



Table 5

Youths' Attitude Towards Paternal Grandparents by Variable Education of Paternal Grandfather

Variables	n	Mean Attitude Score
Non High School Graduate	17	92.9375
High School Graduate	93	91.1014
Some College or Trade School	47	96.4722
4-Year College Degree or More	17	87.1765

Note. Low mean attitude score reflects favorable attitude toward grandparent.

Significance was found at the .05 level.

4-year college degree or more was significant when compared to some college or trade school.

High school graduate was significant when compared to some college or trade school.

A complete ANOVA table is shown in Appendix C.

Question 5: Proximity does not have an effect on attitudes of grandchildren toward their grandparents.

Proximity or distance from grandparent to grandchild was organized into seven sections: 1 = less than a mile; 2 = 1-10 miles; 3 = 11-30 miles; 4 = 31-50 miles; 5 = 51-70 miles; 6 = 71-100 miles; 7 = over 100 miles. By using analysis of variance (ANOVA), no significance was found at the .05 level; therefore, the null hypothesis was not rejected.

Question 6: Age of grandparents does not affect attitude of adolescents toward their grandparents.

By using analysis of variance (ANOVA), no significance was found; therefore, the null hypothesis could not be rejected.

Question 7: Adolescents are not emotionally closer to maternal than to paternal grandparents.

Using a pair  $t$  test, significance was found for question 7 in favor of maternal grandparents; therefore, the null hypothesis was rejected (see Table 6).

Table 6

Comparative Youth Attitude Towards Maternal and Paternal Grandparents

Variables	$n$	Mean Attitude Score
Paternal Grandparents	95	93.1145
Maternal Grandparents	95	90.4243

Note. Lower mean score reflects favorable attitudes towards grandparents.

$t$  Value = 2.27

\* $p$  = .05.

Question 8: Marital status of grandparent or marital status of parent does not affect adolescents' attitude toward grandparent.

By using analysis of variance (ANOVA), no significance was

found; therefore, the null hypothesis was not rejected.

Question 9: Divorce does not have an effect on adolescent attitudes toward grandparents.

Using a paired  $t$  test, no significance was found; therefore, the null hypothesis could not be rejected. Out of the 256 youth surveyed, only 14 had parents that had experienced divorce.

Question 10: The health of grandparents does not have an effect on adolescents' attitudes toward grandparents.

Health was placed into four categories: 1 = physically fit for age; 2 = occasionally sick, activity slowed because of age or sickness; 3 = often sick and activity slowed by age or sickness; 4 = bedridden, in a wheelchair or an institution for the elderly.

Adolescents had a more negative attitude toward maternal grandfathers when their health was described as often sick and activity slowed by age or sickness. This was found to be statistically significant at the .05 level and thus the null hypothesis was rejected.

It should be noted that when the youths' attitude was positive (lower score) toward their paternal grandfather, the youths' attitude towards paternal grandmother was also positive with a correlation coefficient of .8633. The same

results were found for maternal grandparents with a correlation coefficient of .8064 (see Table 7).

Table 7

Youths' Attitude Toward Maternal Grandfather by Variable  
Health of Maternal Grandfather

---

Variables	n	Mean Attitude Score
Physically fit and active	95	45.1412
Occasionally sick/activity slowed	43	46.8525
Often sick/activity slowed	16	49.3333
Bedridden/wheelchair/institution	2	45.5313

---

Note. Lower mean score reflects favorable attitudes toward grandparent.

For complete variable description, see Appendix A, question 15.

A complete ANOVA table is shown in Appendix C.

## CHAPTER 5

## DISCUSSIONS AND CONCLUSIONS

The purpose of this research was to explore the relationships and attitudes that adolescents age 12-19 have toward their individual grandparents. The design of this study was to look at questions regarding the effect of variables (age, gender, proximity, education, marital status, divorce, health, maternal vs. paternal) on the attitude scale developed from Robertson's (1976) 31 questions. These questions were changed from Robertson's original scale to measure adolescents' attitudes toward their individual grandparent, and not grandparents in general.

A Belgian study by VanderStraeten in 1971 (cited in Marcoen, 1978) suggested that younger adolescents age 13-15 seemed to be more critical of grandparents and emotionally more distant than older adolescents (16-18 years). However, in this study, adolescents age 12-16 scored more favorably (lower) on the attitude scale towards maternal grandmother than 17- to-19-year-olds (see Table 1). Perhaps this difference between the VanderStraeten study and the present study was more a reflection of the instrument used in measurement than the actual attitude itself. In order to compare two different groups or cultures, it was reasonable that similar instruments to measure should be used. Furthermore, two different cultures were compared and could account for the differences as well.

account for the differences as well.

Barranti (1985) found that young adult males had a more intense bond with their paternal grandfather than with their maternal grandfather. Furthermore, Barranti's research showed that college age women had a stronger bond towards their maternal grandmother than their grandfathers and paternal grandmother. This research supported Barranti in that statistical significance was found suggesting male grandchildren had a closer relationship with their grandfathers (see Table 1); however, greater significance was found in favor of male youth being closer to their maternal grandfather (see Table 2). No significance was found to support previous studies suggesting the maternal grandmother was the most favored of all grandparents. Contrary to previous research, a strong case could be made for this sample that male youth were significantly closer to grandfathers than were female youth to their grandmothers. However, when youth were asked to respond to the statement, "Life would be lonely for me without my grandparent," they answered strongly agree 5.7% more often for maternal grandmother than any other grandparent. Maternal grandparents as a couple received significantly (at the .025 level) better scores on the attitude scale by their grandchildren, than did paternal grandparents (see Table 5).

Education of paternal grandfather was a significant factor in attitude of youth towards their paternal grandfather (see

evident in this research that when the youths' attitude was high for one grandparent, the attitude toward the spouse of that grandparent was high as well (see Table 8).

Table 8

Correlation Coefficients Comparing Attitudes of Youth Towards Grandparent and Spouse

---

Variables	ATTDD	ATTDM	ATTMD	ATTMM
ATTDD		.8633*		
ATTDM	.8633*			
ATTMD				.8064*
ATTMM			.8064*	

---

Note. Probability significant at \* $p < .01$

ATTDD= Youths' attitude towards paternal grandfather

ATTDM= Youths' attitude towards paternal grandmother

ATTMD= Youths' attitude towards maternal grandfather

ATTMM= Youths' attitude towards maternal grandmother

If the paternal grandfather had a 4-year college degree or higher, the attitude by the grandchild of his/her paternal grandfather and grandmother was significantly better than for grandparents who graduated from high school or who started but did not complete college or those who completed trade or technical school. Although mean scores on the attitude scale were higher (negative attitude) for those who never graduated from high school, it was not significantly higher. Those

from high school, it was not significantly higher. Those adolescents having paternal grandfathers who did not complete college or attended trade or technical school gave the highest mean score (negative attitude) on the attitude scale than all other levels of education, including level 1 (not graduating from high school).

This study provided evidence that formal education or a college degree earned by grandparents, at least paternal grandfathers, led to a more positive adolescent attitude toward paternal grandparents (see Table 4). However, other variables or values that could be associated with increased education, such as prestige, money, position, social skills, comfort with oneself or self-confidence, were arguably the rewards of education. All of these variables could lead to a more positive attitude of adolescents toward their grandparent. Furthermore, grandparents who had such values may not have gotten them from formal education. Further work is needed comparing these variables, along with education, to determine how the education level of grandparents led to a more positive attitude of adolescents toward their grandparents.

Physical and mental illness has been shown to affect the relationship between grandparent and grandchild (Kivnik, 1982; Creasey & Koblewski, 1991). The present study found some support to their findings. It was found that the attitude of the youth toward maternal grandfather was significantly more



being often sick and whose activity has been slowed because of age or sickness (see Table 7).

As mentioned in the review of literature, Neugarten and Weinstein (1964) provided a model depicting five types of grandparenting styles. It would be interesting to see where these youth would place their individual grandparents in Neugarten and Weinstein's model. Since this question was not asked, the researcher, based on the responses given about grandparents by youth, concluded that the formal grandparent seemed to fit the best. As mentioned in the results section, youth seemed reluctant to agree that grandparents were free to discipline them when they saw the need. The formal grandparent, according to the model, left the parenting and child rearing to the parents.

As a result of the analysis of data collected in the investigation, the following conclusions have been drawn:

1. Younger adolescents age 12-14 had a significantly more favorable attitude toward grandparents than older adolescents ages 17-19.

2. Adolescent males reported having a closer relationship to grandfathers than did female adolescents.

3. Overall, adolescents reported having a closer relationship with maternal grandparents than with paternal grandparents.

4. Education of grandparents had a significant effect on the adolescents' attitudes toward their grandparents.

Particularly, the paternal grandfather's education level had a significant effect on adolescents' attitudes toward paternal grandparents. This effect was significant when comparing paternal grandfathers with a 4-year college degree with grandfathers who did not finish college or who went to trade or technical school.

5. Attitudes of youth towards their maternal grandfather were significantly less favorable when the said grandfather was described as being often sick and whose activity has been slowed because of age or sickness.

6. It appeared that when youth responded favorably toward one grandparent, the spouse was also given a favorable response.

7. In response to the question, "Life would be very lonely for me without my grandparent," youth responded strongly agree 5.7% more often for maternal grandmother than any other grandparent. This would suggest that perhaps the maternal grandmother was more often the favored grandparent. Also, the youth felt their grandmothers have more time for them than do grandfathers.

8. Youth in this sample seemed reluctant to agree that grandparents were free to discipline them when they saw the need.

### Limitations

The generalizability of the design was questionable considering the sample was drawn from a small Mormon community in northern Utah. However, it would be interesting to use this design in comparing other groups such as inner city populations, different denominations, nonreligious, or different cultures.

It was also evident that it is necessary to control extraneous variables. For example, education of paternal grandfather was significantly related to better adolescent attitude toward paternal grandparents. One may argue that greater education led to a higher paying job, or more respectability. The question could then be asked, was it education or money that led to positive attitude?

A person may argue that the religious context in which the questionnaire was given had contaminating effects. In other words, perhaps students would answer more positively or more appropriately because they were in a religious class. This is something to consider for further research.

And finally, the sample size was 256, which dropped considerably because questions were asked concerning individual grandparents and in many cases, they had died. Consequently, some of the questionnaires could not be used.

### Recommendations for Further Research

This study was exploratory by design, and by no means exhaustive or conclusive. I hope that others may find this study helpful, particularly in the field of education, in studying the relationship between education level of grandparent and a more positive adolescent attitude towards grandparents. There is a need to go from a general approach, as was the case in this study, to a more specific approach that would better control extraneous variables.

Further research needs to occur in the area of grandchild attitudes toward individual grandparents, particularly using high school age adolescents, as the literature is lacking in this age group. Also, it would be interesting to study grandparent/grandchild relationships in different countries. Perhaps an international approach would help provide an expanded pool of helpful information to family life educators.

Improved research designs to study adolescent attitudes toward grandparents, involving such family issues as divorce, single parent, remarriage, and death, are needed to help educators, counselors, parents, and grandparents understand more fully the ever-changing role of grandparents.

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## APPENDICES



## APPENDIX A. GRANDPARENT SURVEY



- c. some college
- d. trade or technical school
- e. 4 year college degree
- f. graduate degree

10. What is your father's occupation? \_\_\_\_\_
11. What is your mother's occupation? \_\_\_\_\_

Part C. Questions about your grandparents. (Please leave blank if not living.)

12. Please indicate with a check mark the grandparents that are living: Father's side: \_\_\_\_\_ Grandfather \_\_\_\_\_ Grandmother  
 Mother's side \_\_\_\_\_ Grandfather \_\_\_\_\_ Grandmother

13. Approximate age of grandparents on your mother's side:  
 \_\_\_\_\_ Grandfather \_\_\_\_\_ Grandmother

14. Approximate age of grandparents on your father's side:  
 \_\_\_\_\_ Grandfather \_\_\_\_\_ Grandmother.

15. Health of grandparents: Choose one of the following health options for each of your grandparents:

- a. This grandparent is physically fit and very active for his/her age.
- b. Is occasionally sick and activity is slowed because of age or sickness.
- c. Is often sick and activity is slowed because of age or sickness.
- d. Is bedridden or in a wheelchair or an institution for

the elderly.

Father's side: \_\_\_ Grandfather \_\_\_ Grandmother

Mother's side: \_\_\_ Grandfather \_\_\_ Grandmother

16. Education of grandparents: Mark with letter A through F the level of education for each of your grandparents:

a. never graduated from high school

b. high school graduate

c. some college

d. trade or technical school

e. 4 year college degree

f. graduate degree

Father's father \_\_\_\_\_ Father's mother \_\_\_\_\_

Mother's father \_\_\_\_\_ Mother's mother \_\_\_\_\_

17. If your grandparents are divorced, indicate which side:

\_\_\_\_\_ Father's side \_\_\_\_\_ Mother's side

18. If a grandparent is remarried, indicate which grandparent:

Father's side: \_\_\_ grandfather \_\_\_ grandmother

Mother's side: \_\_\_ grandfather \_\_\_ grandmother

19. Using the scale below, how close is your relationship with each of your grandparents?

Please rate on a scale from 1-4 (1=very close, 2=close, 3=somewhat close, 4=not close).

Father's side: \_\_\_\_\_ grandfather \_\_\_\_\_ grandmother

Mother's side: \_\_\_\_\_ grandfather \_\_\_\_\_ grandmother

20. Please rate on a scale from 1-4 (same as above) how

emotionally close each grandparent feels to you:

Father's side: \_\_\_\_\_grandfather \_\_\_\_\_grandmother

Mother's side: \_\_\_\_\_grandfather \_\_\_\_\_grandmother

Part D. For each statement please mark the scale based on how much you agree or disagree with the statement. 1=STRONGLY AGREE 2=AGREE 3=AGREE AND DISAGREE 4=DISAGREE 5=STRONGLY DISAGREE. Please mark your choice for each individual grandparent. FF=YOUR FATHER'S FATHER FM=YOUR FATHER'S MOTHER MF=YOUR MOTHER'S FATHER MM=YOUR MOTHER'S MOTHER.

21. I am important to my grandparent because I provide him/her with a way to see his/her blood line carried on.

\_\_\_\_FF \_\_\_\_\_FM \_\_\_\_\_MF \_\_\_\_\_MM

22. It is important for my grandparent that I "respect my elders".

\_\_\_\_FF \_\_\_\_\_FM \_\_\_\_\_MF \_\_\_\_\_MM

23. My grandparent believes that love and companionship are more important to a successful marriage than money.

\_\_\_\_FF \_\_\_\_\_FM \_\_\_\_\_MF \_\_\_\_\_MM

24. Life would be very lonely for me without my grandparent.

\_\_\_\_FF \_\_\_\_\_FM \_\_\_\_\_MF \_\_\_\_\_MM

25. I feel my grandparents should do what is morally right to set a good example for me.

\_\_\_\_FF \_\_\_\_\_FM \_\_\_\_\_MF \_\_\_\_\_MM

1 = STRONGLY AGREE, 2 = AGREE, 3 = AGREE AND  
DISAGREE, 4 = DISAGREE, 5 = STRONGLY DISAGREE

FF = FATHER'S FATHER, FM = FATHER'S MOTHER,  
MF = MOTHER'S FATHER, MM = MOTHER'S MOTHER

26. My grandparent would like me to choose my own occupation regardless of whether my parents agree or disagree with my choice.

\_\_\_ FF \_\_\_ FM \_\_\_ MF \_\_\_ MM

27. My grandparent wants to give me whatever he/she can without being worried about spoiling me.

\_\_\_ FF \_\_\_ FM \_\_\_ MF \_\_\_ MM

28. I am important to my grandparent because I make him/her feel young again.

\_\_\_ FF \_\_\_ FM \_\_\_ MF \_\_\_ MM

29. My grandparent is important to me because I like being with him/her.

\_\_\_ FF \_\_\_ FM \_\_\_ MF \_\_\_ MM

30. I feel that I bring a sense of satisfaction to my grandparent.

\_\_\_ FF \_\_\_ FM \_\_\_ MF \_\_\_ MM

31. My grandparent encourages me to enjoy being young and to worry about getting a job later.

\_\_\_ FF \_\_\_ FM \_\_\_ MF \_\_\_ MM

1 = STRONGLY AGREE, 2 = AGREE, 3 = AGREE AND  
DISAGREE, 4 = DISAGREE, 5 = STRONGLY DISAGREE

FF = FATHER'S FATHER,

FM = FATHER'S MOTHER,

MF = MOTHER'S FATHER,

MM = MOTHER'S MOTHER

32. What I do is important to my grandparent because it affects my family's reputation.

\_\_\_ FF    \_\_\_ FM    \_\_\_ MF    \_\_\_ MM

33. Watching me grow up seems to give my grandparent a sense of satisfaction in how he/she raised my parent.

\_\_\_ FF    \_\_\_ FM    \_\_\_ MF    \_\_\_ MM

34. The most important thing my grandparent expects from me is respect.

\_\_\_ FF    \_\_\_ FM    \_\_\_ MF    \_\_\_ MM

35. I feel very close to my grandparent.

\_\_\_ FF    \_\_\_ FM    \_\_\_ MF    \_\_\_ MM

36. My grandparent feels very close to me.

\_\_\_ FF    \_\_\_ FM    \_\_\_ MF    \_\_\_ MM

37. My grandparent has a life of his/her own and doesn't have much time to be involved in my life.

\_\_\_ FF    \_\_\_ FM    \_\_\_ MF    \_\_\_ MM

38. My grandparent expects me to give more consideration to him/her than to my friends.

\_\_\_ FF    \_\_\_ FM    \_\_\_ MF    \_\_\_ MM

1 = STRONGLY AGREE, 2 = AGREE, 3 = AGREE AND  
DISAGREE, 4 = DISAGREE, 5 = STRONGLY DISAGREE

FF = FATHER'S FATHER,

FM = FATHER'S MOTHER,

MF = MOTHER'S FATHER,

MM = MOTHER'S MOTHER

39. Religious beliefs are very important to my grandparent.

FF     FM     MF     MM

40. My grandparent does not care if I think of him/her more  
as a friend than as an adult whom I respect.

FF     FM     MF     MM

41. My grandparent considers family background an important  
consideration in marriage.

FF     FM     MF     MM

42. As my grandparent gets older, grandparenthood provides  
him/her the most enjoyable way to occupy his/her time.

FF     FM     MF     MM

43. It would have been an unhappy life for my grandparent if  
he/she didn't have grandchildren.

FF     FM     MF     MM

44. It would be a very unhappy life for me if I didn't have my  
grandparent.

FF     FM     MF     MM

45. Being a grandparent seems to make him/her feel old.

FF     FM     MF     MM



1 = STRONGLY AGREE, 2 = AGREE, 3 = AGREE AND  
DISAGREE, 4 = DISAGREE, 5 = STRONGLY DISAGREE

FF = FATHER'S FATHER,

FM = FATHER'S MOTHER,

MF = MOTHER'S FATHER,

MM = MOTHER'S MOTHER

46. When times are hard for my grandparent, his/her grandchildren give him/her something to think about.

\_\_\_ FF    \_\_\_ FM    \_\_\_ MF    \_\_\_ MM

47. Grandparenthood doesn't seem to mean much to my grandparent now.

\_\_\_ FF    \_\_\_ FM    \_\_\_ MF    \_\_\_ MM

48. My grandparent doesn't mean much to me now--maybe later.

\_\_\_ FF    \_\_\_ FM    \_\_\_ MF    \_\_\_ MM

49. I'm so busy with my own interests, I don't have time to become involved in my grandparent's life.

\_\_\_ FF    \_\_\_ FM    \_\_\_ MF    \_\_\_ MM

50. My grandparent is so busy with his/her own interests, he/she doesn't have time to become involved in my life.

\_\_\_ FF    \_\_\_ FM    \_\_\_ MF    \_\_\_ MM

51. If he/she feels it is needed, my grandparent feels free to discipline me.

\_\_\_ FF    \_\_\_ FM    \_\_\_ MF    \_\_\_ MM

For each of the statements below please mark the scale based on how much you agree or disagree with the statement.  
1=STRONGLY AGREE 2=AGREE 3=AGREE AND DISAGREE 4=DISAGREE  
5=STRONGLY DISAGREE

52. The greatest happiness is found in a family where all members work together as a group.

1 2 3 4 5

53. Going to visit a friend for Christmas is more enjoyable than having Christmas with one's family.

1 2 3 4 5

54. I consider family background an important consideration in marriage.

1 2 3 4 5

55. Grandparents and grandchildren should treat each other as equals.

1 2 3 4 5

APPENDIX B. 16 ITEMS TAKEN FROM ROBERTSON'S  
(1976) ATTITUDE TOWARD GRANDPARENT SURVEY

1. Life would be very lonely for me without my grandparent.
2. I am important to my grandparent because I make him/her feel young again.
3. My grandparent is important to me because I like being with him/her.
4. I feel that I bring a sense of satisfaction to my grandparent.
5. I feel very close to my grandparent.
6. My grandparent feels very close to me.
7. My grandparent has a life of his/her own and doesn't have much time to be involved in my life.
8. As my grandparent gets older, grandparenthood provides him/her the most enjoyable way to occupy his/her time.
9. It would have been an unhappy life for my grandparent if he/she didn't have grandchildren.
10. It would be a very unhappy life for me if I didn't have my grandparent.
11. Being a grandparent seems to make him/her feel old.
12. When times are hard for my grandparent, his/her grandchildren give him/her something to think about.
13. Grandparenthood doesn't seem to mean much to my grandparent now.
14. My grandparent doesn't mean much to me now-- maybe later.
15. I'm so busy with my own interests, I don't have time to become involved in my grandparents life.

16. My grandparent is so busy with his/her own interest,  
he/she doesn't have time to become involved in my life.

## APPENDIX C. LIST OF COMPLETE ANOVA TABLES

Table 1

Youth Attitudes Towards Maternal Grandmother by Variable Age of Youth

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Source	D.F.	Mean Squares	F Ratio	F Probability
Between Groups	4	79.8045	2.4487	.0473
Within Groups	216	32.5905		
Total	220			

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Table 4

Youth Attitudes Toward Paternal Grandfather by Variable Education of Paternal Grandfather

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Source	D.F.	Mean Squares	F Ratio	F Probability
Between Groups	3	139.9825	3.6985	.0132
Within Groups	152	37.8480		
Total	155			

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Table 5

Youths' Attitude Towards Paternal Grandparents by Variable  
Education of Paternal Grandfather

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Source	D.F.	Mean Squares	F Ratio	F Probability
Between Groups	3	392.6365	2.9035	.0372
Within Groups	134	135.2289		
Total	137			

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Table 7

Youths' Attitude Towards Maternal Grandfather by Variable  
Health  
of Maternal Grandfather

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Source	D.F.	Mean Squares	F Ratio	F Probability
Between Groups	3	93.0576	3.1647	.0263
Within Groups	152	29.4048		
Total	155			

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