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GRANDFATHER: AN INTERGENERATIONAL VIEW

by

Norma P. Johnston

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

of

MASTER OF SCIENCE

in

Family and Human Development

Approved:

~~Major Professor~~

~~Committee Member~~

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Norma P. Johnston

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ABSTRACT

Grandfather: An Intergenerational View

by

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Utah State University, 1980

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Department: Family and Human Development

The purpose of this study was to examine the role of grandfather in the lives of his adolescent grandchildren. A survey design was used to (1) obtain demographic data, (2) determine how the two generations perceive each other, (3) identify the types and frequencies of interaction between grandfathers and their adolescent grandchildren, and (4) compare the conceptions of an ideal grandfather by the two classes of subjects. Data were gathered from 47 adolescents and their 61 grandfathers. Most of the subjects were from the dominant religion in the Wasatch front area.

The results confirm a viable adolescent grandchild/grandfather relationship. Residential distance affects this relationship, but a majority of grandchildren enjoy both geographical and emotional closeness to a grandfather.

The generations exhibit generally positive perceptions of each other and demonstrate mutual enjoyment of the relationship. Adolescent grandchildren find grandfather

enjoyable to be with and grandfather is pleased with the moral development of his adolescent grandchildren. Some personal habits or behaviors of each generation are distasteful to the other.

The generations exchange gifts at least once a year and visit either in person or by telephone on a regular basis. They seldom argue or get angry with one another, but neither do they join regularly in games, sports, or trips. Both generations express a need for increased contact and generally agree on the type of relationship desired.

Insufficient evidence was found to conclude that the perception of the grandfather role by adolescent aged individuals varies by age or by sex. some trends were found, however, indicating a need for further research particularly in the area of differences by sex of the grandchild. A difference by age in grandfather's perception of adolescents or his perception of the grandfather role was also not supported.

(81 pages)

INTRODUCTION

Children's children are the crown of old men; and the glory of children are their fathers. (Proverbs 17:6)

The latter half of the family life cycle has been expanded as a result of the long-term rise in average life expectancy. This longer life, in addition to other changes in the family over the past few decades--such as the earlier age at marriage, a shorter child-rearing period, and fewer children--has produced many more middle-aged and older grandparents than at any other age in history (Nye and Berardo, 1973). Because of a decline in the average age at which the last child is born, the trend toward middle-aged grandparents will probably remain the same even in the face of a more recent trend toward a rising age at first marriage (Glick, 1977).

More than 19 out of 20 white children aged 10 in 1973 had at least one living grandparent. Fifty years ago, this was true for only 4 out of 5 children this age. Even at age 20, chances were 781 in 1,000 that a person in 1973 would have at least one living grandparent compared with a ratio of 509 per 1,000 in 1920 (Anonymous, 1973).

Current population estimates give further evidence of a continuing increase in the number of living grandparents. The elderly (65 years and over) is the second fastest growing age group in the United States. From 1970 to 1979, the number of persons 65 and over grew 23.5 percent, and now comprises 11.2 percent of the population. During the same period of time, the adolescent age group (14 to 17 years of age)

increased only 2.7 percent (U.S. Bureau of the Census, 1980). An adolescent has a greater chance of having a living grandparent today than at any other time in history.

The role of grandfather within the framework of the family could be an important one both to the older man and to his adolescent grandchild, but Leontine Young (1973) in The Fractured Family expresses concern that strong family relationships of the past have "gradually withered in a society that no longer nourishes them (p. 25). She states that families in the past had a "head" and a "heart" and these were usually represented by grandparents who carried on the traditions, and provided security and a home base for everyone.

Kramer (1974) insists grandfathers can be effective if we make them a contributing part of family life. They can serve as models for aging and death and show young people that the added years are worth looking forward to. Grandfathers can help their grandchildren by passing on skills, transmitting family history, giving the young an opportunity to be of real help, and providing undemanding companionship.

Problem

While aging and related concerns are receiving some attention by social science researchers, little focus is on grandparent relationships. Those studies of grandparenthood that can be found are usually approached from the view of the grandparent and seldom from that of the grandchild. Notable exceptions are those by Kahana and Kahana (1970), who studied

the grandchild from ages 4 through 12, and Robertson (1976), who studied the young adult grandchild from ages 18 through 26. No studies were found covering the adolescent years.

While styles of grandparenting have been identified (Neugarten and Weinstein, 1964, and Havinghurst and Albrecht, 1953), it has been suggested that the grandparent-grandchild relationship changes as the grandchild grows older (Kahana and Kahana, 1970). Kahana and Kahana found that the grandparent lost significance to the child as s/he approached adolescence, but Robertson (1976) noted that the young adult grandchild perceived the grandparent as an important source of influence to him. Other studies found that grandparents had little or no significance to adolescents (Looft, 1971).

Some researchers view the grandfather role as slightly feminine or neuter in gender (Cavan, 1963, and Neugarten and Weinstein, 1964), but few studies have examined this role separately from that of the grandmother.

Studies concerned directly with the grandparental role are sparse, especially those from the perspective of the grandchild. The absence of studies concerning the relationship of the grandparent, specifically the grandfather, and the adolescent grandchild is particularly noted. Previous researchers have strongly advocated the need for further investigation in the area of grandparent/grandchild relationships (Neugarten and Weinstein, 1964 and Kahana and Kahana, 1970).

Purpose

The purpose of this study was to examine the role of grandfather in the lives of his adolescent grandchildren. A survey design was used to (1) obtain demographic data, (2) determine how the two generations perceive each other, (3) identify the types and frequencies of interaction between grandfathers and their adolescent grandchildren, and (4) compare the conceptions of an ideal grandfather by the two classes of subjects. While this was an exploratory study into the grandfather/adolescent grandchild relationship, the following hypotheses were tested:

1. Perceptions of grandfather by adolescent aged individuals are independent of (a) age of adolescents and (b) sex of adolescents.
2. Perceptions of the grandfather role by the grandfather is independent of the age of grandfathers.
3. Perception of adolescents as expressed by grandfathers is independent of age of grandfathers.

The independent variables used were age of grandchild, sex of grandchild, and age of grandfather.

Definition

For the purpose of this study, the terms adolescent or teenager refer to high school students between the ages of 14 and 18.

REVIEW OF LITERATURE

It is generally accepted that older people in the United States are more segregated from younger generations than they were in the past. Some elderly remain in city centers while their children and grandchildren move into the suburbs, but quite often the separation is brought about by the elderly. Many travel south in the winter, or move into retirement communities and adult mobile home parks. Most say they are quite happy having little contact with the new generation and refuse to be a burden to their families (Curtin, 1973).

Curtin (1973) reports:

In suburban communities like the one my sister lives in you never see an old person. Her children do not know their grandparents, and they don't know any other old people either. I remember my niece staring at an older woman on the beach and wondering what she was doing there. The beach was for those with smooth, taut bodies. My niece is going to find her own aging process a difficult matter, because she has never learned to know, to love, to simply accept old people. (p. 124)

Examples are found in literature supporting the claim that grandparents have played more important roles in the family and community in former generations. An interview by Young (1973) in The Fractured Family explains:

I couldn't miss a chance to talk about my grandfather. He was really something. He lived with us when I was a little kid, and some of the best memories I have were the times we spent together. We went on walks, we worked together, and he taught me how to build things, how to whittle with a penknife. Sometimes we talked and sometimes we didn't. It didn't make any difference because we understood each other. We were friends. When I had worries, I took them to him. We shared things, and he could make the simplest everyday kind of thing fun and exciting--I guess because we shared it. He's been dead several years now, and I still miss him. I'll always remember what he taught me. (p. 24)

Another example is given by Curtin (1973):

It was being a grandchild that taught me about being an adult. I resented my parents because, somehow, being their child kept me childish. No matter how I loved and valued my parents, our relationship was stuck in the present. But my grandparents carried none of the guilt and anxiety and responsibility that weighed on my parents. They were able to transcend the years. It was almost as if my parents were the common enemy, and we--child and grandparents--formed an alliance for mutual protection. (p. 123)

Mead states:

Three hundred years have now developed a style of family in which there is little expectation of much closeness, in residence or care, between grandparents and grandchildren--except in special ethnic groups. (Mead, 1975, p. 20)

Not all researchers agreed with the premise that older people today are physically or emotionally separated from their kin, however. Shanas (1979) discussed what she calls the "myth of alienation" which contends that older people in American society today are alienated from their families. She produced evidence to destroy that myth and advanced the claim that:

It is still the family, that group of individuals related by blood or marriage, that is the first resource of both its older and younger members for emotional and social support, crisis intervention, and bureaucratic linkages. (Shanas, 1979, p. 5)

Surveys conducted in 1957, 1962, and 1975 showed that older parents live close to at least one of their children even in the face of American geographic mobility. As late as 1975, three-fourths of older persons with children either lived in the same household or within a half hour's distance of a child. There was also no decrease in the amount of visiting between them over the 20 year period (Shanas, 1979).

Many persons advanced concern that if the government provided medical care for the aged, the family would relinquish that responsibility and a higher percentage of the elderly would be placed in long-term health care institutions. Even with the advent of Medicare, the elderly remain close to their families and family help in providing care for the elderly persists (Shanas, 1979).

Increased family involvement with the elderly may, in fact, be occurring in contemporary America. Sussman and Burchinal (1962) noted that greater communication between members of a kin family network is possible today because of a reduction of the work week, good highways and other conveniences of a modern transportation system, and widespread adoption of the telephone as a household necessity.

Availability of Grandparents

The United States has experienced a tremendous growth in the number of older people during the past three-quarters of a century, both in their number and as a proportion of the total population. This fact is documented in census reports. Very few people were 80 years of age or older in the United States in 1900. Most of the old people at that time were under 70 or 75 years of age. There were about 23 persons aged 80 and over for every 100 persons aged 60 to 64. That ratio has more than doubled since the turn of the century. In 1975, there were 49 persons aged 80 and over for every 100 persons aged 60 to 64 (Siegel, 1976).

Current population estimates provide evidence of a continuing increase. Those persons 65 years and older make up the second fastest growing age group in our society, and are exceeded only by the young adult group (18 to 34). The number of women in the older age group increased 26.2 percent from 1970 to 1979. For men, the increase was 19.7 percent (U.S. Bureau of the Census, 1980).

Four out of five of those persons aged 65 and over today have living children. Ninety-four percent of those older persons who have children are grandparents. One-fourth of those aged 65 and 66 in 1975 were already great-grandparents (Shanas, 1978). Townsend (1968) found 40 percent of his United States sample of persons over 65 to be great-grandparents. Teenaged grandchildren would therefore have a much greater chance of having living grandfathers or even living great-grandfathers now than at the turn of the century.

Grandparental Role

Apple (1956) provided some insight into the role of grandparenthood from her cross-cultural anthropological study. Rather formal and authoritarian relationships between grandparents and their grandchildren were found in societies where the grandparents retain considerable household authority because of their economic power or because tradition demands respect or prestige. A typically warm, friendly, equalitarian or indulgent relationship was found in societies where the grandparents exercise no family authority.

Available evidence suggests that the same principle applies to grandparenting in the United States. American grandparents seldom have direct responsibility and authority for grandchildren and enjoy a companionable and indulgent relationship (Nye and Berardo, 1973).

Albrecht (1954) found that the responsibility or authority for children remained with the parents, and grandparents could only interfere in unusual circumstances. It was also found that the majority of American grandparents obtained pleasure, pride, and emotional satisfaction from their grandchildren.

As Blau (1973) explains further:

Grandparenthood, which has traditionally evoked an image of the kindly, white-haired elder citizen, is increasingly becoming a middle-age phenomenon. Grandparenthood entails no clear-cut rights or obligations, but it symbolically represents the family continuity. Couples have the satisfaction of visiting and doing things with their young grandchildren, except, of course, that grandparents have neither the responsibilities nor the authority of parents. Grandchildren, at least while they are young, help to ease the strains of having lost the active parental role. (p. 24)

Havinghurst and Albrecht (1953) in a study of older people found that they played three major roles as grandparents. The most frequently appearing role was that of having occasional responsibility for the care of grandchildren, i.e. babysitting. Second was active social participation but no responsibility, and third was hearing from or about grandchildren occasionally.

Neugarten and Weinstein (1964) conducted interviews with 70 sets of middle-class grandparents residing within the metropolitan Chicago area. Their analysis showed a variance from one family to another in grandparenting style. They

differentiated five major styles of grandparenthood. Listed

in order of frequency of appearance, they are:

1. The Formal are those who follow what they regard as the proper and prescribed role for grandparents. Although they like to provide special treats and indulgences for the grandchild, and although they may occasionally take on a minor service such as baby-sitting, they maintain clearly demarcated lines between parenting and grandparenting, and they leave parenting strictly to the parent. They maintain a constant interest in the grandchild but are careful not to offer advice on childrearing.

2. The Fun Seeker is the grandparent whose relation to the grandchild is characterized by informality and playfulness. He joins the child in specific activities for the specific purpose of having fun, somewhat as if he were the child's playmate. Grandchildren are viewed as a source of leisure activity, as an item of "consumption" rather than "production," or as a source of self-indulgence. The relationship is one in which authority lines--either with the grandchild or with the parent--are irrelevant. The emphasis here is on mutuality of satisfaction rather than on providing treats for the grandchild. Mutuality imposes a latent demand that both parties derive fun from the relationship.

3. The Surrogate Parent occurs only, as might have been anticipated, for grandmothers in this group. It comes about by invitation on the part of the younger generation, that is, when the young mother works and the grandmother assumes the actual caretaking responsibility for the child.

4. The Reservoir of Family Wisdom represents a distinctly authoritarian patri-centered relationship in which the grandparent--in the rare occasions on which it occurs in this sample, it is the grandfather--is the dispenser of special skills or resources. Lines of authority are distinct, and the young parents maintain and emphasize their subordinate positions, sometimes with and sometimes without resentment.

5. The Distant Figure is the grandparent who emerges from the shadows on holidays and on special ritual occasions such as Christmas and birthdays. Contact with the grandchild is fleeting and infrequent, a fact which distinguishes this style from the formal. This grandparent is benevolent in stance but essentially distant and remote from the child's life, a somewhat intermittent St. Nicholas. (Neugarten and Weinstein, 1964, p. 202-203)

The formal style was most often adopted by older grandparents, while the fun seeking and the distant figure were more often middle-aged.

Clavan (1978) used a social class perspective to examine the grandparental role. She found that middle-class grandparents may be taking on some of the grandparental role formerly thought to be characteristic of the lower socio-economic grandparent. The role of the middle-class grandparent could be characterized as "ideological" while the role of the lower socio-economic grandparent may be thought of as "realistic." The "ideological" role would be one without normative rights and obligations. The "realistic" role is characterized by the ongoing daily interaction between the generations. Three generations commonly live in the same household or nearby and the grandparent, usually the maternal grandmother, is involved in the daily nurturance and socialization of the grandchildren.

Several social factors, such as earlier age of grandparenthood, increased longevity and better health of grandparents, more women with children in the work force, increasing political consciousness of older persons, changes in the social definition of male and female, etc., are cited as creating a setting wherein a more specific role for middle-class grandparents might be defined. The possibility exists that young middle-class couples will use grandparents to solve their child care problems much the same as lower socio-economic families have in the past (Clavan, 1978).

Grandfather Role

Grandfathers are seldom included in family life studies. Traditionally researchers have not sought out male subjects, and have used the more easily accessible female subjects. According to Clavan (1978), one reason for a scarcity of grandfathers in the literature might be that if grandparents are valued highly for the socializing and nurturing of grandchildren, it would be difficult for the present older male to accept the role. For many of these middle-aged and older males, it would require a reversal of traditional sex-role behavior. This conversion might not be so difficult for younger fathers who presently share child-rearing tasks.

Other factors are involved, also, in explaining the lack of emphasis on grandfathers in the literature. They include (a) the statistically disproportionate survival rate of women, (b) the statistically younger age at death for males of lower socio-economic status, and (c) the fact that grandchildren may not need extended parenting by the time grandfathers reach retirement age and have time for participating actively in the role. (Clavan, 1978, p. 353)

Nye and Berardo (1973) agree that middle-aged men who find themselves grandfathers are less likely than women to be concerned about their new role. Their major concerns are still in the occupational and economic areas. Strong male involvement in the grandparenting role is usually postponed until after retirement and little is known about the grandfather role even in later years.

Folk images of grandfather represent him as a man with homely skills like whittling and homely knowledge of the weather (Mead, 1975). Cavan (1963) and others have stated

that the elderly grandfather role in American culture is essentially maternal in nature. In the patriarchal family of the past, he functioned in an authority role. Now he has assumed a slightly masculinized grandmother role which involves babysitting, feeding, and taking the grandchildren for rides. Grandfathers receive praise, status and respect by society and are encouraged to function in this quasi-maternal relationship (Cavan, 1963).

Neugarten and Weinstein (1964), however, argue that the grandparental roles emerging in American society are neither masculine nor feminine in nature, but rather neuter in gender because they show little nurturance.

Grandchild Perspective

The studies of grandparenthood have usually been approached from the view of the grandparent. Kahana and Kahana (1970) conducted research on grandparenthood from the perspective of the developing grandchild. Focusing on the age groups 4-5, 8-9, and 11-12, they found perceptions of the grandparent role differed significantly between the youngest and the oldest age groups. Young children valued grandparents mainly for their indulgent qualities, the middle group preferred the fun-sharing active grandparent, and the oldest group reflected distance from their grandparents. The indulgent grandparent became important again to the older children, and there was less emphasis on the mutual aspects of the relationship.

Another study from the perspective of the grandchild was conducted by Robertson (1976). She attempted to dispell

the myth that while grandparenthood provides a source of emotional gratification for grandparents and young grandchildren, it is not very important to young adult grandchildren. Her study focused on young adult grandchildren ages 18 through 26. She concluded that these grandchildren do not see grandparents as old fashioned or out of touch, and feel they are an important source of influence on them. A second conclusion of the study was that grandchildren feel definite responsibilities toward their grandparents, especially in doing such things as providing them emotional support, tangible help when needed, and qualitative as opposed to ritualistic visiting.

College students used as subjects in a study by Robins and Tomanee (1962) rated their grandparents closer than every other kinship role, including aunts and uncles, cousins, and great aunts and uncles. Actual interaction patterns were not investigated.

Robertson's (1976) study also listed a number of characteristics of the ideal grandparent rank ordered from the most important to the least important. Ranked as important characteristics by young adult grandchildren were grandparents as loving, gentle, helpful, understanding, industrious, smart, a friend, talkative, and funny. Least important grandparent characteristics were lazy, childish, dependent, mediators, companions, or teachers.

Significance of Grandparental Role

The significance of the grandparental role was assessed in a few studies. Male subjects interviewed by Clark and Anderson (1967) reported that the happiest time of being a grandparent was at the birth of the first grandchild. In most cases they reported a growing estrangement as the grandchild became older. Many grandparents believed that adolescent grandchildren did not want to be bothered with older people and assumed they were viewed as "old fuddy-duddys." A few reported a deepening of the relationship through the years.

Kahana and Coe (1969) also found that grandparents feel increasingly distant from their grandchildren as the grandchildren grow older. They reported that the greater generation gap between young adults and the aged than found between young children and the aged may contribute to decreased significance of the grandparental role.

Mead (1975) reports:

Three hundred years have now developed a style of family in which there is little expectation of much closeness, in residence or care, between grandparents and grandchildren--except in special ethnic groups. (p. 20)

In a study by Looft (1971) persons in age samples extending across the major portion of the life span were questioned as to whom they saw to be the most important transmitters of information to children and to adolescents. No mention of grandparents was made at all, even for a position of lesser importance.

In assessing the significance and meaning of the grandparental role, Neugarten and Weinstein (1964) identified five categories for their subjects. Rank ordered by frequency of appearance, they are:

1. Biological renewal and/or continuity
2. Remote; little effect on the self
3. Emotional self-fulfillment
4. Resource person to child
5. Vicarious achievement through child.

While many grandparents saw grandparenthood as a source of biological renewal, the next category of grandparents felt remote from their grandchildren.

Robertson (1976), however, found that young adult grandchildren believed their grandparents were an important influence in their lives.

Grandparenthood should be more important than it was in former times. Nimkoff (1963) proposes that since grandchildren are fewer, each should get more attention than formerly. He believes that because grandchildren now have a greater possibility of association with a grandparent than they did in 1900, there should be more of a sense of family tradition. The increased individualism of our time would be offset by grandparents keeping family history alive.

A project employing elderly people to act as foster grandparents to mentally retarded children was evaluated by Gray and Kasteler (1970). Benefits from the project were accrued by both the children and the foster grandparents,

particularly in the areas of life satisfaction, and personal and social adjustment.

Mead (1966 and 1975) states that one of the significant contributions grandparents can make is to teach new generations that human beings can adjust and can take in enormous changes. There has been a tendency in the past to look upon grandparents as being old, out-of-date and better off in California or Florida enjoying life with others their own age. In reality they are very different. Grandparents today enjoy better health than did grandparents in generations past. Instead of retiring from activity they are pursuing new interests.

Mead (1966) continues:

Some of them have--and many more could have--a very important role in their grandchildren's lives. Because as adults they have lived through so much change--the first movies and airplanes, the first "talkies" and television, the first computers and satellites--they may well be the best people to teach children about change. With a lifetime of experience of how far we have come and how fast, grandparents can give children a special sense of sureness about facing the unknown in the future. Having experienced so much that is new, they can keep a sense of wonder in their voices as they tell their grandchildren how something happened, what it was like the first time, and open their grandchildren's eyes to the wonder of what is happening now and may happen soon. And, as men and women who are making new beginnings, developing new interests, they can demonstrate to children that growing up is only one stage in a lifetime of growth. As in the past, they represent continuity. But now, in a changing society, this continuity includes the future and acceptance of the unknown. (p. 28 and 29)

Summary

Current U. S. census data show a continuing increase in the number and proportion of the elderly in the population. It has been documented that more grandchildren have living grandparents today than in 1900, but there is some disagreement as to whether or not more grandchildren are experiencing a satisfying relationship with a grandparent. Grandparents and grandchildren living closer together have more interaction than those living farther apart, but there is some evidence to suggest older people have become more segregated from their families than they were in past generations. More leisure time and better means of communication and transportation should provide ways for the continued association of the extended family. Shanas (1979) presents strong evidence to show that older persons are not physically or emotionally separated from their kin.

The style and significance of grandparenting in the United States may have changed over the past few generations. Grandparents seldom have direct family responsibility and authority today, and can, therefore, be more indulgent with and companionable to their grandchildren (Nye and Berardo, 1973). There is evidence to suggest that the authoritarian grandfather of the past has changed into one who is less masculine and more feminine or neuter in gender.

Clavan (1978) found the middle-class grandparenting role evolving from an "ideological" role to the "realistic" role of the lower socio-economic grandparent. A change brought

about by current social factors. A large portion of middle-class grandparents may be moving into the parent surrogate style identified by Neugarten and Weinstein (1964).

Five major styles of grandparenting were identified by Neugarten and Weinstein in 1964. These are listed as formal, fun seeking, parent surrogate, reservoir of family wisdom, and distant figure. More grandparents fell into the category listed as formal than any other classification.

The role of the grandparent is more often studied from the point of view of the grandparent than the grandchild, and more often from the point of view of the grandmother than the grandfather. No research could be found investigating the grandparental role from the perspective of the grandparent and grandchild simultaneously.

The study of Kahana and Kahana (1970) showed an increasing distance between the grandparent and the grandchild as the grandchildren grow older, but Robertson (1976) found that young adults feel their grandparents are an important source of influence on them. It could be that the style of grandparenting changes in effectiveness with the developing child. A gap in the data from age 12, the oldest grandchild in the Kahana and Kahana (1970) study, to age 18, the youngest grandchild in the Robertson (1976) study, persists.

Many sources state that the role of grandparenting is seldom significant for either the grandparent or grandchild, but others express confidence in the value of the role for both participants in the relationship. Several researchers

have indicated roles may be changing for both grandmother and grandfather, particularly for the middle-class grandparent.

This review of available literature illustrates the confusion existing in grandparent/grandchild relationships and emphasizes the gap existing in grandfather/adolescent grandchild interaction. This study was designed to add information to the existing meager information about grandfathers, to study grandfatherhood from the perspective of the grandfather and the grandchild simultaneously, and to help fill in the gap existing in the literature regarding grandparenting during the grandchild's adolescent years.

METHODOLOGY

A survey research approach was used to determine the types and frequencies of activity shared by grandfathers and their adolescent grandchildren. Demographic data and information concerning the grandfather's perception of teenagers and the teenager's perception of his grandfather were obtained through open-ended questions on a self-administered questionnaire. An ideal grandfather role, as perceived by each class of subjects, was obtained through the use of a Likert-type scale.

Selection of Subjects

Subjects for this study were selected from the student population enrolled at Box Elder L.D.S. Seminary. All student subjects were members of the Church of Jesus Christ of Latter Day Saints (Mormons). The population was selected primarily because of the accessibility of the subjects to the researcher. The sample was purposive in nature rather than random. The largest class of students of each age group (14, 15, 16, and 17 years of age) was made available to the researcher by the seminary principal. All students in the class having at least one living grandfather were asked to participate.

Student subjects were asked to fill out a questionnaire for each living grandfather and to furnish the name and address of that grandfather so a similar questionnaire could be mailed to him. A second attempt was made to obtain the address of the grandfather if the student did not know it

that day. Packets were mailed to 76 grandfathers. Five packets were returned by the postal service as undeliverable and 10 grandfathers did not respond leaving a usable grandfather sample size of 61. Students not having at least one grandfather respond were eliminated leaving a usable student sample size of 47. Twenty-one students in the usable sample had two living grandfathers and filled out a questionnaire for each one. The sample used in the study, therefore, consisted of 47 students, 68 student grandfather inventories, and 61 grandfathers.

Procedure

After the researcher read through the printed instructions with the students, giving them an opportunity to ask questions about any instruction they did not understand, the adolescent subjects completed a self-administered questionnaire in their classes. The students were asked to furnish the name and address of each living grandfather and to fill out questions relating to that particular grandfather. A packet containing a cover letter, questionnaire, and a pre-addressed stamped envelope was mailed to each of the grandfathers. The cover letter explained the purpose of the study, gave the name of the grandchild participating, and asked for the grandfather's assistance (see Appendix A). A numbering system was used to match grandfather with grandchild so that names and addresses could be removed and confidentiality assured. One packet was not sent to a grandfather as requested by the student and her parents.

Of the 71 questionnaires delivered by the postal service, 55 were completed and returned within the first two weeks. Follow-up letters (see Appendix B) were sent out after two weeks to the 16 grandfathers who had not responded. Six additional questionnaires were returned. One grandfather reported he had been away from home for four months and had just returned. The high rate of return, 86 percent of the grandfather questionnaires, is attributed to motivation in sharing this project with a grandchild.

Instruments

Two similar instruments were used in the survey. The first questionnaire, administered to the adolescents, consisted of three parts: (1) multiple choice, completion, and open-ended questions pertaining to demographic data and information concerning the teenager's perception of his grandfather, (2) a chart where the types and frequencies of contact between the teenager and his grandfather could be checked, and (3) a Likert-type scale to determine the adolescent's perception of an ideal grandfather (see Appendix C). Students having two living grandfathers responded to questions in sections (1) and (2) about each grandfather.

The second questionnaire, self-administered by the grandfather, also consisted of three parts: (1) multiple choice, completion, and open-ended questions pertaining to demographic data and the grandfather's perception of teenagers, (2) a chart where the types and frequencies of contact between the

grandfather and his teenage grandchild could be checked, and (3) a Likert-type scale to determine the grandfather's perception of an ideal grandfather (see Appendix D).

The questionnaires were developed by the researcher from information found in the literature and from questioning various teenagers and grandfathers not included in the study. Three professors in the Department of Family and Human Development at Utah State University judged the individual items on the Likert-type scale to be applicable to the study of grandfathering as it applies to adolescent grandchildren. Because of the lack of research in this area, no existing suitable instrument could be found.

A preliminary questionnaire was administered to a small group of adolescents. Minor changes to clarify meaning were made following this pre-test and a final copy of the questionnaire was adopted for use.

Analysis of Data

Frequency tabulations and contingency tables were computed at the Utah State University Computer Center using the SPSS (Statistical Package for the Social Sciences). Contingency tables were used to test the independent variables-- sex of grandchild, age of grandchild, and age of grandfather-- in relationship to the two generations perception of each other and the conception of an ideal grandfather.

The data were analyzed using the chi-square technique. Significance was determined at the .05 confidence level. Yates correction for continuity was used when more than one

cell frequency was less than five (Minium, 1978). This prevented any appreciable error when using the chi-square technique. The t test was used to test the difference between means on activities and contacts as reported by grandfathers and grandchildren. Rank ordering of responses was used where applicable. Trends were noted and suggested for further research.

RESULTS AND DISCUSSION

The purpose of this exploratory study was to examine the role of grandfather in the lives of his adolescent grandchildren. A survey was used to obtain demographic data, determine the perception one generation has of the other, identify the types and frequency of interaction between the two generations, and compare the conceptions of an ideal grandfather role by the two classes of subjects.

The following hypotheses were examined:

1. Perceptions of grandfather by adolescent aged individuals are independent of (a) age of adolescents and (b) sex of adolescents.
2. Perceptions of the grandfather role by the grandfather is independent of the age of the grandfathers.
3. Perception of adolescents as expressed by grandfathers is independent of age of grandfathers.

Data were collected using questionnaires constructed by the researcher. One questionnaire was administered in a group setting to adolescent students. A second similar questionnaire was sent to the adolescent's grandfather who completed the questionnaire and returned it to the researcher in a stamped self-addressed envelope.

Frequency tabulations and contingency tables were computed and chi-square testing was used to identify any significant findings.

Adolescent Subjects

The usable adolescent sample consisted of 47 students enrolled at the Box Elder Seminary of the Church of Jesus Christ of Latter-Day Saints (Mormons). Demographic characteristics of the students are summarized in Table 1. A disproportionate number of the students (64 percent) were female. Students ranged in age from 14 through 18 years of age with a fairly even distribution over the four high school grades. Forty-seven percent were 15 years of age or younger; the remaining 53 percent, 16 years of age or older with a mean age of 15.7 years.

Family size reflected the Mormon tradition of larger-than-average families. None of the students were only children and a small minority (6 percent) came from two-children families. Seventeen percent of the subjects came from families with three children, while four-children families was the mode. An additional 30 percent of the subjects represented families with six, seven, or eight children. A majority of the adolescent subjects (66 percent) were second- and third-born. First-born children accounted for only 13 percent of the sample.

A large majority (73 percent) considered themselves as actively practicing their religion, whose basic tenets revolve around the importance of both the nuclear and the extended families. This may limit the generalizability of the findings.

Table 1

Summary of Selected Demographic Characteristics
of Adolescent Subjects

Variable	No.	Percent	Total
<u>Sex</u>			
Males.....	17	36	
Females.....	30	64	47
<u>Age</u>			
14 and 15 years of age.....	22	47	
16, 17, and 18 years of age....	25	53	47
<u>Size of Family of Origin</u>			
Two children.....	3	6	
Three children.....	8	17	
Four children.....	14	30	
Five children.....	8	17	
Six children.....	7	15	
Seven children.....	5	11	
Eight children.....	2	4	47
<u>Birth Position</u>			
First-born.....	6	13	
Second-born.....	15	33	
Third-born.....	15	33	
Fourth-born.....	4	9	
Fifth-born.....	3	7	
Sixth-born.....	2	4	
Seventh-born.....	1	2	46
<u>Religion</u>			
All adolescent subjects were members of the Church of Jesus Christ of Latter-Day Saints (Mormons).			
<u>Religious Involvement</u>			
Active.....	33	73	
Moderately Active.....	11	24	
Not Active.....	1	2	45
<u>Living Grandfathers</u>			
One living grandfather.....	26	55	
Two living grandfathers.....	21	45	47
<u>Residential Distance from Grandfather</u>			
Less than 1 mile.....	12	18	
1 - 5 miles.....	9	13	
6 - 50 miles.....	16	24	
51 - 200 miles.....	14	21	
201 - 500 miles.....	6	9	
Over 500 miles.....	11	16	68

Twenty-one students had two living grandfathers and provided information relative to each grandfather. The remaining 26 students reported on a single living grandfather.

Fifty-five percent of the student's grandfathers lived within one-hour's distance (50 miles) of the grandchild. Only 16 percent lived over 500 miles away. Two-thirds of the students lived within one-hour's drive of at least one grandfather (not shown in Table 1), and an additional ten percent had at least one grandfather living less than two hours away.

Grandfather Subjects

Grandfather subjects ranged in age from 55 to 90. For the purpose of analysis, grandfathers were grouped into three age classifications: (1) over 75 years of age, (2) 66-75 years of age, and (3) under 66 years of age. Nearly half of the subjects fell into the second age group. This grandfather sample covered an age range of 35 years with the oldest grandfather being 90 years of age, and the youngest, 55 years of age. The mean age was 72.7 and the median age, 70. Selected demographic characteristics of grandfathers are summarized in Table 2.

All grandfathers had both male and female grandchildren. The number of grandchildren ranged from 2 to 75, with a mean number of grandchildren of 17. Nineteen percent of the grandfathers did not have any adult grandchildren.

Religious preference of the grandfathers was 93 percent L.D.S. (Mormon), indicating the stability of religion along

Table 2

Summary of Selected Demographic Characteristics
of Grandfather Subjects

Variable	No.	Percent	Total
<u>Age</u>			
Over 75 years of age.....	16	26	
66 - 75 years of age.....	29	48	
Under 66 years of age.....	16	26	61
<u>Number of Male Grandchildren</u>			
Fewer than 6.....	21	34	
6 - 10.....	26	43	
11 - 20.....	9	15	
21 - 30.....	3	5	
More than 30.....	2	3	61
<u>Number of Female Grandchildren</u>			
Fewer than 6.....	27	44	
6 - 10.....	21	34	
11 - 20.....	10	16	
21 - 30.....	0	0	
More than 30.....	3	5	61
<u>Age of Oldest Grandchild</u>			
13 - 18 years of age.....	11	19	
19 - 25 years of age.....	35	59	
Over 25 years of age.....	13	22	61
<u>Age of Youngest Grandchild</u>			
Age 2 or younger.....	26	45	
2 - 5 years of age.....	12	21	
6 - 12 years of age.....	15	26	
13 - 18 years of age.....	5	8	58
<u>Religious Preference</u>			
Catholic.....	1	2	
Protestant.....	3	5	
LDS (Mormon).....	57	93	61
<u>Religious Involvement</u>			
Active.....	37	61	
Moderately Active.....	14	23	
Not Active.....	10	16	61

Table 2 (Continued)

Variable	No.	Percent	Total
<u>Major Occupation</u>			
Professional and Technical.....	5	8	
Managers and Administrators....	3	5	
Sales and Clerical Workers....	8	14	
Craftsmen.....	3	5	
Operators and Laborers.....	15	25	
Transport Equipment Operators..	3	5	
Farmers and Farm Managers.....	19	32	
Service Workers.....	3	5	59
<u>Present Employment Status</u>			
Employed full time.....	12	20	
Employed part time.....	3	5	
Retired.....	42	69	
Disabled.....	4	7	61

family lines. The reported religious involvement for grandfathers, however, showed a slightly downward trend when compared with that of the grandchild.

Major occupations were distributed over a wide range of classifications. The majority (57 percent) reported their occupations to be operators, laborers, farmers and farm managers. An expected finding for this rural area. Twenty percent of the grandfathers were still employed full-time and only seven percent reported being disabled. Because only nine percent of the grandfathers were perceived by the grandchildren to be in poor health, health was not examined as a dependent variable.

Adolescent Perception of Grandfather

Adolescent subjects were asked to specify the grandfather with whom they spent more time and why. No appreciable difference in time spent was found between maternal and paternal grandfathers. Forty-nine percent spent more time with maternal grandfathers, while 45 percent spent more time with paternal grandfathers. The remaining six percent reported no difference. Other than being limited to only one living grandfather, the prime reason for spending more time with one grandfather than the other was residential proximity. Only nine percent listed common interests with grandfather as the main reason for the association.

Nearly half of the students (48 percent) reported enjoying the association with grandfather more during the elementary school years than at any other age. Reasons most often expressed were "more frequent visits" and "similar interests." Age data concerning enjoyment of a grandparent/grandchild relationship are summarized in Tables 3 and 4. Reasons are rank ordered by age group preferred. The reason most often reported for enjoying grandfather more at a particular age was because of more frequent visits during that period of time. "Receipt of gifts" was listed as a reason only by those subjects indicating the elementary years were most enjoyable with grandfather. The preschool years were designated as most enjoyable by only 11 percent of the subjects. Difficulty in remembering those years may have contributed to the lower rating given this period. Thirty

Table 3
Reported Age when Grandfather was
Most Enjoyed by Grandchild

Age	No.	Percent	Total
Elementary School Age.....	27	48	
Adolescence.....	17	30	
Preschool.....	6	11	
All Ages.....	6	11	56

Table 4
Rank Order of Reported Reasons for Enjoying
Grandfather by Age Enjoyed

Reason	No.	Percent	Total
<u>Elementary School Age</u>			
We visited more often.....	11	41	
Enjoyed similar interests and activities.....	11	41	
Received gifts from G.F.....	3	11	
Other.....	2	7	27
<u>Adolescence</u>			
We visited more often.....	5	29	
Understood each other and related better.....	5	29	
Enjoyed similar interests and activities.....	4	24	
Other.....	3	18	17

percent of the adolescent subjects reported the present period of time as being the most enjoyable, and four students stated their grandfathers were continually increasing in importance to them.

Grandchildren in the study listed characteristics of their grandfathers they liked best. For the purpose of analysis, these characteristics were classified into six categories: (1) gives service to me, (2) gives service to others, (3) makes me feel good, (4) enjoyable to be with, (5) not a problem to his family, and (6) kind, gentle, and generous. Rank ordering of the tabulated results is shown in Table 5. Percentages do not equal 100 because only the top three characteristics are listed.

Chi-square analysis was performed to determine if there was a significant difference between sex of grandchild and valued characteristic of grandfather. While the data are not significant, male and female tend to differ in the characteristics valued most in grandfather (see Table 5). Characteristics classified as "gives service to me," such as "works with me," "does a lot for me," and "gives good advice," were listed most often by male grandchildren. Characteristics classified as "enjoyable to be with," such as "good sense of humor," fun to be with," and "his great personality," were listed most often by female grandchildren.

Grandchildren also identified characteristics they disliked about grandfather (see Table 6). Little difference by sex of grandchild was found in grandfather characteristics

Table 5
 Characteristics of Grandfather Valued
 by Adolescent Grandchildren

Rank	Characteristic	Percent
<u>Adolescent Grandchildren</u>		
1.	Enjoyable to be with.....	42
2.	Makes me feel good.....	18
3.	Gives service to me.....	15
<u>Male Adolescent Grandchildren</u>		
1.	Gives service to me.....	32
2.	Enjoyable to be with.....	27
3.	Kind, gentle, generous.....	14
<u>Female Adolescent Grandchildren</u>		
1.	Enjoyable to be with.....	50
2.	Makes me feel good.....	23
3.	Kind, gentle, generous.....	10

Table 6
 Characteristics of Grandfather Not Valued
 by Adolescent Grandchildren

Rank	Characteristic	Percent
1.	Personal habits or behavior.....	54
2.	Nothing.....	24
3.	Strictness.....	7
4.	Lack of involvement with family.....	5
5.	Residential distance.....	5

not valued. A majority of grandfather characteristics not valued by adolescent grandchildren (54 percent) were classified in a category covering personal habits and behavior. Grandfather was unbearable when he was stubborn, grouchy, or bossy. Grandchildren also objected to grandfather's smoking, drinking, swearing, and his unsafe driving habits. Students found nothing to dislike about 24 percent of the grandfathers.

Students listed words or phrases to best describe grandfather as they saw him. For the purpose of analysis, responses were judged positive, negative, or neutral. Typical responses judged positive were "neat, loving man, fun to be with," or "brave, loving, spiritual, kind." A typical neutral response was "tall, gray-haired, very outdoorsie, natural." an example of a response judged negative was "old, crippled, out house, grandma." A majority of grandfathers (68 percent) were described in positive terms by adolescents, and 95 percent described their grandfathers in either positive or neutral terms (see Table 7).

Table 7
Grandchildren's Perception of Grandfather

Description	No.	Percent	Total
Positive.....	43	68	
Neutral.....	17	27	
Negative.....	3	5	63

The data describing grandfather were also analyzed by sex of grandchild, and tested for significance using chi-square. After applying the Yates correction for discontinuity (Minium, 1978), the data were not significant. Results are shown in Table 8. Female grandchildren did have a tendency to describe their grandfathers in more positive terms than did male grandchildren. None of the females described grandfather in completely negative terms, and an overwhelming majority (80 percent) described him in positive terms.

Table 8
Grandchildren's Perception of Grandfather
by Sex of Grandchild

Description	Male		Female		Total
	No.	Percent	No.	Percent	
Positive	11	48	32	80	43
Neutral	9	39	8	20	17
Negative	3	13	0	0	3
Total	23	100	40	100	63

2 degrees of freedom = $p > .05$

Chi-square with Yates correction = 5.91

Chi-square needed for .05 level of significance = 5.99

Grandfather's Perception of Adolescents

Grandfathers were somewhat reluctant to specify a particular age group when asked to identify the age of

grandchildren most enjoyed. Data are summarized in Table 9. Thirty-nine percent of the grandfathers stated they enjoyed all ages equally well. Of those who did specify, the percentage of grandfathers enjoying a particular age drops as age of the grandchild increases. Twenty-eight percent most enjoyed preschool grandchildren; 18 percent, elementary age grandchildren; 11 percent, adolescent; and 3 percent, adult.

Of those grandfathers who enjoy one age group over another, "being able to communicate with and teach" was given as the primary reason for that choice across all age groups except adult. Grandfathers who preferred adult grandchildren did so because of their good behavior.

Table 9
Reported Age of Grandchildren
Most Enjoyed by Grandfather

Age Group	No.	Percent	Total
Preschool.....	17	28	
Elementary School Age.....	11	18	
Adolescent.....	7	11	
Adult.....	2	3	
All Ages.....	24	39	61

Chi-square analysis was used to test the assumption that older grandfathers would prefer very young grandchildren or adult grandchildren over the more exuberant elementary aged

or adolescent grandchild. No significant association was found between the age of grandfather and the age of the grandchild most enjoyed.

When asked what they liked best about adolescent grandchildren, grandfathers in the study rated the development of high moral standards as the characteristic most valued. As shown in Table 10, characteristics related to conformity and attention to family relationships were valued by more grandfathers than those related to independence and individual achievement. This finding may be influenced by Mormon doctrine emphasizing high moral character, and may be unique to this sample.

Table 10

Rank Order of Characteristics of Adolescent Grandchildren Valued by Grandfather

Characteristic	No.	Percent	Total
Development of high moral standards.....	11	22	
Show love and affection.....	8	16	
Growth and development.....	8	16	
Interaction and fun.....	7	14	
Enjoyment and enthusiasm.....	6	12	
Desire to achieve.....	5	10	
Developing independence.....	3	6	
Other.....	2	4	50

Many of the grandfathers found nothing to dislike about their adolescent grandchildren (see Table 11). In addition to those stating there was nothing they disliked, five grandfathers, who listed a characteristic valued, chose not to list a characteristic not valued.

Table 11

Rank Order of Characteristics of Adolescent Grandchildren Not Valued by Grandfather

Characteristic	No.	Percent	Total
Personal habits or behavior...	20	44	
Nothing.....	10	22	
Over involvement with peers...	5	11	
Lack of concern for others....	4	9	
Other.....	4	9	
Physical appearance.....	2	4	45

Personal habits or behavior were more disturbing to grandfathers than any other adolescent characteristic. Grandfathers disapproved of quarreling, bickering, showing disrespect for parents, poor eating habits, and laziness. Physical appearance, creating a strong source of controversy between generations a few years ago, was listed as a disturbing characteristic by only two grandfathers--possibly the result of movement by both generations. Adolescents may feel less need to express independence or rebellion through extreme

personal appearance, and grandfathers may have relaxed their expectations in this area.

In describing today's teenagers, grandfathers gave a variety of responses judged to be primarily positive, negative, or neutral. The results are summarized in Table 12. When positive and negative phrases given by an individual grandfather appeared to balance each other, the description was rated neutral. Typical negative descriptions of teenagers were "rebellious," "irresponsible," "lack respect for others," "loud music," "sloppy dress," "indulged," and "fearful." Positive descriptions included "willing to meet challenge," "bright - intelligent," "refreshing, exciting, independent thinkers," "serious about religious responsibility," "aware," "fantastic," and "considerate." Forty-one percent of the responses were judged to be positive, while a minority (25 percent) were considered negative.

Table 12
Perception of Today's Teenagers
by Grandfathers

Description	No.	Percent	Total
Positive.....	18	41	
Neutral.....	15	34	
Negative.....	11	25	44

Grandfathers were prone to be more negative when describing teenagers than teenagers were in describing grandfather. Only one-fourth of the grandfathers, however, gave negative descriptions. There is the possibility grandfathers feel more negatively toward teenagers as a group than they do toward their own teenage grandchildren. In spite of this, grandfathers displayed a considerable amount of confidence in the teenagers of today.

Type and Frequency of Grandfather/Grandchild Contact

The interaction of grandfathers and their adolescent grandchildren was assessed by asking the grandchild to specify the frequency of a named activity or contact by checking the appropriate blank. Grandfathers completed a similar chart. A breakdown of the various patterns of contact as reported by the grandchildren is summarized in Table 13. The same information from the grandfather's point of view appears in Table 14.

In reviewing the tables it can be seen that one of the more consistent contacts between the two generations is the giving and receiving of gifts. Eighty-seven percent of the grandchildren and over 80 percent of the grandfathers reported exchanging gifts at least once a year. A few dyads reported exchanging gifts twice yearly. Those figures were included in the yearly column for tabulation.

Contacts occurring most frequently as reported by the grandchildren and grandfathers are visiting at grandfather's house or contacts by telephone.

Table 13

Type by Frequency of Grandfather/Grandchild Contact
as Reported by the Adolescent Grandchild

Type of Contact or Activity	Frequency*					
	1	2	3	4	5	6
Receive gift from grandfather	0	0	16	71	9	4
Give gift to grandfather	0	0	8	79	9	4
Play games with grandfather	0	6	10	16	35	33
Participate in sports with gf	0	2	3	12	36	47
Visit at grandfather's house	9	25	32	27	7	0
Stay overnight at gf house	2	0	10	32	32	24
Go on trips with grandfather	0	0	5	25	38	32
Help care for grandfather	2	4	6	4	42	42
Work for grandfather	6	6	10	15	34	29
Call grandfather on phone	6	8	29	10	25	22
Receive phone call from gf	3	6	36	6	25	24
Go to church with grandfather	2	7	4	24	25	38
Participate in special religious ordinances with gf	2	2	3	19	27	47
Special family programs or evenings with grandfather	2	4	15	40	22	17
Go to grandfather for advice	2	2	4	7	38	47
Receive extra money from gf	0	2	16	32	26	24
Argue with grandfather	0	2	0	2	17	79
Get angry with grandfather	0	4	0	4	24	68
How often would you like to visit grandfather	15	38	34	6	6	1

*Frequency given to the nearest whole percent

1 = Daily 2 = Weekly 3 = Monthly 4 = Yearly 5 = Seldom
6 = Never

Table 14

Type by Frequency of Grandfather/Grandchild Contact
as Reported by the Grandfather

Type of Contact or Activity	Frequency*					
	1	2	3	4	5	6
Give gift to grandchild	0	0	11	80	9	0
Receive gift from grandchild	0	0	4	76	16	4
Play games with grandchild	5	5	18	13	45	14
Participate in sports with gc	0	6	9	11	54	20
Visit with gc at your home	7	20	40	16	15	2
Have grandchild stay overnight	2	0	23	20	43	12
Go on trips with grandchild	0	0	5	35	53	7
Receive care from grandchild	0	4	4	10	22	60
Have grandchild work for you	7	4	9	17	24	39
Receive phone call from gc	6	15	21	12	25	21
Call grandchild on telephone	6	14	14	6	38	22
Go to church with grandchild	2	14	8	16	39	21
Participate in special religious ordinances with gc	2	2	6	28	44	18
Special family programs or evenings with grandchild	2	4	7	27	42	18
Give advice to grandchild	4	6	18	13	52	7
Give extra money to gc	2	0	24	24	36	14
Argue with grandchild	0	0	2	4	31	63
Get angry with grandchild	0	0	0	4	37	59
How often would you like to visit with grandchild	23	30	36	9	2	0

*Frequency given to the nearest whole percent

1 = Daily 2 = Weekly 3 = Monthly 4 = Yearly 5 = Seldom
6 = Never

Other activities occur on an infrequent basis. Getting angry or arguing with each other was a rare occurrence for this intergenerational sample. A small minority of male grandchildren work for grandfather on his farm during the summer months, but a majority of grandchildren seldom or never work for grandfather or help care for him. More than half of the grandfather/grandchild dyads seldom or never participate actively together in games, sports or going on trips. Contacts which focus on religion are not as frequent as might be expected for this sample. About 60 percent report religious contacts occur seldom or never.

One area of difference is evident when comparing the intergenerational reports. Grandfathers apparently give advice to grandchildren (28 percent monthly or oftener) at a higher rate than grandchildren go to grandfather for that advice (8 percent monthly or oftener).

Neither generation is completely satisfied with the relationship as it now exists. In nearly every case, both the grandfather and grandchild were desirous of visiting more often than they currently do. A vast majority wanted to visit monthly or oftener, some even desiring a daily visit. This would certainly not be the case if the contacts were unpleasant.

Means were computed for the number of contacts occurring in each time period as reported by grandfathers and grandchildren. The difference between means was tested for significance using a t test. Results are summarized in Table 15.

Table 15

Mean Frequency of Contacts as Reported by
Grandchildren and Grandfathers

	1	2	3	4	5	6
Grandchildren	1.2	2.9	7.8	16.1	17.8	21.9
Grandfathers	1.3	2.7	6.7	12.4	18.7	12.0
t Calculated	-.297	.18	.51	.819	-.37	2.376*

df = 34

t significant at .05 level = ± 2.032

*Significant difference between means

1 = Daily 2 = Weekly 3 = Monthly 4 = Yearly 5 = Seldom
6 = Never

Fairly close agreement between the generations was found in reporting the frequency of contacts between them. Only one frequency showed a significant difference between means. Grandfathers reported significantly fewer contacts or activities as never happening than did grandchildren. The possibility exists that grandfathers feel a greater responsibility toward grandchildren than grandchildren feel toward grandfathers. This would make it more difficult for grandfathers to admit an activity or contact never happens.

As can be seen in Table 15, there is a contact on the average of slightly more than one per day for this intergenerational sample. More activities are happening on a monthly basis than on a weekly or daily basis. Many of the activities (listed in Tables 13 and 14) seldom or never happen for this sample of grandfathers and grandchildren.

Ideal Grandfather Role

Subjects responded to a number of items on a Likert-type scale examining attitudes and perceptions of an ideal grandfather role. Grandfathers and grandchildren concurred on many characteristics of grandfather. At least 90 percent of grandfather and grandchild subjects agreed or strongly agreed with the following statements:

1. Grandfathers can help grandchildren better understand their parents.
2. A child would miss much if he had no grandfathers when he was growing up.
3. Grandfathers are an important source of information about the past.
4. Grandfathers should be willing to listen to their grandchildren's problems and concerns.
5. It would be nice if young people could live close enough to their grandfathers to visit often.
6. Grandfathers take personal pride in their grandchildren's accomplishments.
7. Grandfathers can teach many special skills to grandchildren.

Responses to other items indicated a strong desire on the part of grandfathers to be independent. Seventy-two percent of the grandfathers strongly agreed "It is better for everyone when older people, who can take care of themselves, live in their own home or apartment." Forty percent of the grandfathers agreed "Grandchildren should be paid for helping grandfather." Fewer grandchildren agreed with grandfather on those and other items. A summary of the differences between the two classes of subjects on selected items may be found on Table 16.

Table 16

Comparison of Grandfather and Grandchild Responses
to Selected Ideal Grandfather Items

Item	Grandfather		Grandchild	
	A*	D	A	D
Grandfathers are easier to talk to than parents.....	58	42	37	63
Grandfathers would rather spend time with others their own age than with their grandchildren.....	25	75	15	85
It is better for everyone when older people, who can take care of themselves, live in their own home or apartment.....	95	5	66	34
Grandchildren should be paid for helping grandfather.....	40	60	13	87

*A = Agree D = Disagree
Responses given in percentages

Agreement or disagreement with additional items varied somewhat within the two classes of subjects. Within group variation was found on the following items:

1. Grandfathers are too old fashioned or out-of-touch to be able to help or relate to their grandchildren.
2. Grandfather should be the respected patriarchal head of the family.
3. Grandfathers are often too involved with their own problems to care about their grandchildren.
4. Grandfathers would rather spend time with young grandchildren than with teenage grandchildren.
5. Young people today are too advanced to gain much from spending time with their grandfathers.
6. Grandfathers have little influence in the lives of their grandchildren.

Chi-square analysis was performed to test the items against the dependent variables: age of grandchild, sex of grandchild, and age of grandfather. After applying the Yates correction for discontinuity (Minium, 1978), responses to only three items showed significant differences. One item varied significantly with the age of grandfather and two items varied significantly with the sex of the grandchild.

Grandfathers over 75 years of age in this sample disagreed with the statement "Grandfathers would rather spend time with young grandchildren than with teenage grandchildren." They are joined in this disagreement by grandfathers in the pre-retirement group, although the disagreement is less pronounced. The majority of grandfathers aged 66-75 prefer spending time with young grandchildren. The results are summarized in Table 17.

Table 17

Agree/Disagree Comparison by Age of Grandfather
for Statement "Grandfathers would rather
spend time with young grandchildren
than with teenage grandchildren."

Age of Grandfather	Agree		Disagree		Total
	No.	Percent	No.	Percent	
Over 75 years	4	27	11	73	15
66-75 years	17	65	9	35	26
Under 66 years	6	40	9	60	15
Total	27		29		56

2 degrees of freedom = p .05
Chi-square with Yates correction = 6.25

Although the data are not significant, other trends were noted in analyzing the data by age of grandfather. A majority of the middle and younger age group agreed that "Grandfather is often too involved with his own problems to care about grandchildren." Grandfathers in the oldest age group were evenly divided in their agreement and disagreement. The majority of grandfathers in the oldest group do not agree "Grandchildren should be paid for helping grandfather." The other age groups are evenly divided on that item.

Little variation was found in analyzing the data by age of grandchild, but two items varied significantly with the sex of the grandchild. Other trends were also observed. Data showing significant differences are summarized in 18 and 19.

Table 18

Agree/Disagree Comparison by Sex of Grandchild for
Statement "It would be nice if young people
could live close enough to their
grandfathers to visit often."

	<u>Male</u>		<u>Female</u>		Total
	No.	Percent	No.	Percent	
Strongly Agree	6	35	20	67	26
Agree	8	47	10	33	18
Disagree	3	18	0	0	3
Total	17	100	30	100	47

2 degrees of freedom = $p < .01$
Chi-square with Yates correction = 15.40

Table 19

Agree/Disagree Comparison by Sex of Grandchild for
Statement "Grandfathers take personal pride in
their grandchildren's accomplishments."

	<u>Male</u>		<u>Female</u>		Total
	No.	Percent	No.	Percent	
Strongly Agree	4	24	18	60	22
Agree	9	52	12	40	21
Disagree	4	24	0	0	4
Total	17	100	30	100	47

2 degrees of freedom = $p < .05$

Chi-square with Yates correction = 7.05

Females were significantly stronger in agreeing "It would be nice if young people could live close enough to their grandfathers to visit often." They were also significantly stronger in agreeing "Grandfathers take personal pride in their grandchildren's accomplishments." Females felt they should enjoy helping to care for grandfather and should do so without pay. More male grandchildren wanted pay for helping grandfather.

Hypothesis 1(a) stated: Perceptions of grandfather by adolescent aged individuals are independent of age of adolescents. The findings indicate adolescent perceptions and relationships with grandfather remain quite stable over the years 14-18. One might anticipate a change with the increased mobility afforded a teenager when he obtains a driver's

license, but no changes could be detected. There were no significant findings to indicate that adolescent grandchildren 14 and 15 years of age perceive grandfather differently than those 16 years of age or older.

Hypothesis 1(b) stated: Perceptions of grandfather by adolescent aged individuals are independent of sex of adolescents. The hypothesis was tested in the null form. Female grandchildren had a tendency to value different characteristics of grandfather than did male grandchildren. Female grandchildren found grandfather enjoyable to be with; male grandchildren valued the service grandfather gave him. Female grandchildren were more positive than male grandchildren in describing grandfather. In addition, females felt they should enjoy helping to care for grandfather and to do so without pay. More male grandchildren wanted pay for helping grandfather.

While the above trends are noted, only two tests produced significant results. Females indicated significantly stronger agreement with:

1. It would be nice if young people could live close enough to their grandfathers to visit often.
2. Grandfathers take personal pride in their grandchildren's accomplishments.

The evidence points to differences in perception of grandfather by male and female adolescent grandchildren, but more conclusive evidence is needed to reject the null hypothesis.

Hypothesis 2 stated: Perceptions of the grandfather role by the grandfather is independent of the age of grandfathers. Testing the hypothesis in the null form produced significant variation on only one item. Grandfathers between the ages of 66 and 75 preferred spending time with young grandchildren rather than teenage grandchildren. Grandfathers in the older and younger age groups did not prefer the younger grandchildren. Grandfathers experiencing the physiological and mental changes of advanced age may feel better able to cope with older grandchildren, while grandfathers who have not yet retired may have less time for younger grandchildren and still enjoy similar interests and activities with teenage grandchildren. Insufficient evidence was found to reject the null hypothesis.

Hypothesis 3 stated: Perception of adolescents as expressed by grandfathers is independent of age of grandfathers. When testing this hypothesis in the null form, no significant differences could be found. Differences found in the perception of adolescents by grandfathers may be due to factors other than age of grandfathers.

SUMMARY AND CONCLUSIONS

Subjects in this study came almost exclusively from the dominant religion in the geographical area. The adolescent subjects represented larger-than-average families as is traditional for Mormon people.

One of the requirements for a grandfather/grandchild relationship is the availability of a grandfather. Evidence was found to show that advances in health care and increased life span have assisted in making grandfather available to many teenage grandchildren. Grandfathers in this study ranged in age from 55 to 90 and only nine percent were in poor health. Two-thirds of the students lived within one-hour's drive of at least one grandfather and one-fifth of those lived within walking distance. Of those living greater distances away, nearly all grandfather/grandchild dyads reported at least a yearly visit and maintained telephone contact on a regular basis. Grandfathers were available, at least geographically, to a majority of the adolescent subjects in this study. These data give further evidence to dispell the "myth of alienation" discussed by Shanias (1979).

Nearly half of the students enjoyed the association with grandfather most during the elementary years because of more frequent visits. Evidence of a good adolescent relationship exists, however, when 30 percent reported the adolescent years as most enjoyable and 11 percent enjoyed grandfather at all ages. Decreased visitation may be the result of an expanding social world as the child grows older.

Adolescents appreciated grandfather because he was enjoyable to be with and made them feel good, but were disturbed at times by his personal habits and behavior. One-fourth of the grandchildren found nothing to dislike about grandfather. In describing grandfather, female grandchildren were more positive than male grandchildren, while male responses more nearly approximated grandfather's description of adolescents.

Over one-third of the grandfathers reported enjoying grandchildren at all ages. Of those who did specify, the percentage choosing a particular category drops as the age of the grandchild increases. Grandfathers were more comfortable communicating with and teaching younger grandchildren.

Grandfathers in this sample valued the development of high moral standards in grandchildren and were less interested in achievement and independence.

Forty-four percent of the grandfathers reported finding some personal habits or behaviors of their grandchildren distasteful, but 22 percent found nothing to dislike. Physical appearance, creating a source of strong controversy between generations a few years ago, was listed as a disturbing characteristic by only two grandfathers.

Grandfathers were prone to be more negative when describing teenagers than teenagers were in describing grandfathers. Only one-fourth of the grandfathers, however, gave negative descriptions.

Little disagreement was found in the reported types and frequencies of contact between the two generations.

Only one frequency showed a significant difference in reporting between the two generations. Grandfathers reported significantly fewer contacts or activities as never happening than did grandchildren. The more formal contact of exchanging gifts at least once a year was experienced by nearly all of the grandfather/grandchild dyads. Additional frequent contacts were visits and phone calls. Working for or helping to care for grandfather were seldom performed activities and may be a reflection of the relatively good health of the grandfathers.

Some incongruency exists in that both generations agree grandfathers should be interested in their grandchildren's problems and concerns, but few grandchildren go to grandfather for advice.

Both generations expressed a desire for more contact than presently experienced.

The two generations agreed on most qualities of an ideal grandfather. He should:

1. Be available to grandchildren.
2. Help grandchildren better understand their parents.
3. Be an important source of information about the past.
4. Listen to grandchildren's problems and concerns.
5. Take personal pride in grandchildren.
6. Teach grandchildren special skills.
7. Enjoy spending time with all grandchildren.
8. Be independent.

Grandfathers indicated a strong need for independence, not wanting to live with anyone or be dependent on someone.

Grandchildren, however, were willing to assist grandfather without pay and allow him to reside in their homes.

While some variation exists, both generations agreed grandfather is not too old-fashioned or out-of-touch and can be influential in the lives of adolescent grandchildren.

Conclusions

The results confirm a viable adolescent grandchild/grandfather relationship. Residential distance affects this relationship, but a majority of grandchildren enjoy geographical and emotional closeness to a grandfather.

The generations exhibit generally positive perceptions of each other and demonstrate mutual enjoyment of the relationship. Adolescent grandchildren find grandfather enjoyable to be with and grandfather is pleased with the moral development of his adolescent grandchild. Some personal habits or behaviors of each generation is distasteful to the other.

The generations exchange gifts at least once a year and visit either in person or by telephone on a regular basis. They seldom argue or get angry with one another, but neither do they participate regularly in activities together. Both generations express a need for increased contact and generally agree on the type of relationship desired.

Insufficient evidence was found to support a hypothesis that the perception of the grandfather role by adolescent aged individuals would vary by age or by sex. Some trends

were found, however, indicating a need for further research particularly in the area of differences by sex of the grandchild. In addition, a few trends were noted in the perception of the grandfather role and the perception of adolescents by the age of grandfathers.

The grandfather/grandchild relationship could be a satisfying and stabilizing relationship during the teenage years--providing acceptance, stability, and kinship support during the adolescent's transition to adulthood.

Limitations

Because of the lack of information regarding grandfather/adolescent grandchild relationships, this study was intended to be exploratory in nature. Generalization of the results are limited by the following:

1. While an attempt was made to insure reliability and validity of the instrument, it was developed by the researcher and used for the first time in the study.
2. The size of the sample, 47 adolescent students and 61 grandfathers, was relatively small, but close agreement on reported frequency and types of contact improves reliability.
3. The sample came from one religious background. All students and 93 percent of the grandfathers were members of the Church of Jesus Christ of Latter-Day Saints (Mormons). This fundamental religion emphasizes the importance of families and a patriarchal order. Other populations may value older male family members in a different way.

These findings must be considered tentative, but do indicate some areas where research should be directed in the future.

Recommendations

Grandparenthood may well be a major part of the life cycle, and certainly worthy of more serious study on the part of social scientists. The influence of grandfathers in the lives of grandchildren over the life span may be underestimated. Additional study is needed to further clarify this grandfather/grandchild relationship. Some possible areas of investigation are:

1. Why and to what extent do grandfather/grandchild relationships vary with the sex of the grandchild?
2. In what areas can grandfathers assist in the social/emotional development of the grandchild?
3. Does the grandfather role change with the developing grandchild?
4. How does the grandfather role vary in differing cultures or sub-cultures?
5. How do grandmother and grandfather roles differ?

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APPENDICES

Appendix A
Cover Letter

UTAH STATE UNIVERSITY · LOGAN, UTAH 84322

COLLEGE OF FAMILY LIFE

DEPARTMENT OF
FAMILY AND
HUMAN DEVELOPMENT
UMC 29

February 24, 1979

Dear Mr.

Your grandchild is in a seminary class at Box Elder High School that has agreed to assist with a study about grandfathers and their teenage grandchildren. The students have completed their part of the study and we are now in need of some information from their grandfathers.

It would be greatly appreciated if you could take the time necessary to fill out the enclosed questionnaire and return it in the stamped self-addressed envelope as soon as possible.

Be as honest and complete with your answers as you can. There are no right or wrong answers. We are only interested in your experience and opinion. Neither your grandchild nor anyone else will know how you answered any question. Please do not put your name on the questionnaire.

The results obtained will be shared with the seminary class. You might be interested in discussing this with your grandchild at a later date.

Please accept our heartfelt thanks in advance for your assistance.

Sincerely,

Norma Johnston
Project Director

Glen Jenson, Ph.D
Associate Professor
Family and Human Development

Appendix B
Follow-up Letter

UTAH STATE UNIVERSITY · LOGAN, UTAH 84322
COLLEGE OF FAMILY LIFE

DEPARTMENT OF
FAMILY AND
HUMAN DEVELOPMENT
UMC 29

March 27, 1979

Dear Mr.

Several days ago you received an inventory requesting information about the relationship of grandfathers and their adolescent grandchildren. Our study is nearly completed and we express our sincere gratitude to you for your assistance with this project.

If you have not as yet had an opportunity to complete this inventory, would you please take a few minutes to fill out the questionnaire and return it so that your opinion and experience can be included in the study. We would be happy to replace the questionnaire if it has been misplaced. Just call or drop a note to Mrs. Norma Johnston, Rt. 2, Box 328, Brigham City, Utah 84302, Phone 723-7603.

Thank you again for helping us to find out about the role of grandfathers in our society.

Sincerely,

Norma Johnston
Project Director

Glen Jenson, Ph.D.
Associate Professor
Family and Human Development

Appendix C
Adolescent Grandfather Inventory

UTAH STATE UNIVERSITY
DEPARTMENT OF FAMILY & HUMAN DEVELOPMENT
UMC 29
LOGAN, UTAH 84322

ADOLESCENT GRANDFATHER INVENTORY

Please do not put your name on this questionnaire. The labels below asking for the names and addresses of your grandfathers will be detached and all information on this questionnaire will be confidential. Please answer all items as truthfully and completely as possible. Check answers as appropriate or fill in as necessary.

1. Your sex: Male _____ Female _____
2. Year of your birth _____
3. In your family there are how many children? _____ boys _____ girls
(Include any who might be married or not living at home).

You are number 1 2 3 4 5 6 7 8 9 or more (circle one).

4. Your religious preference:

Catholic _____	L.D.S. _____
Protestant _____	Jewish _____
Other _____	None _____

5. You consider your religious involvement as:

Active _____
Moderately Active _____
Not Active _____

6. Which one of your grandfathers do you presently spend the most time with?

Maternal Grandfather _____ (Mother's Father)	Paternal Grandfather _____ (Father's Father)
---	---

Why? _____

In order to complete this study, it is necessary that your grandfathers fill out a similar questionnaire. Please furnish the information required in the blanks below. If your grandfather is no longer living, write "deceased" in the blank following the word NAME.

MATERNAL GRANDFATHER (Mother's Father)

NAME _____

STREET _____

CITY & STATE _____

ZIP CODE _____

PATERNAL GRANDFATHER (Father's Father)

NAME _____

STREET _____

CITY & STATE _____

ZIP CODE _____

The items on this page are to be answered in relationship to your maternal grandfather (mother's father). If he is not living, skip this page and page 3 and go to page 4. Remember all the questions on this page are about your grandfather on your mother's side.

1. What is the approximate distance you now live from your grandfather? _____
2. How old were you when you most enjoyed your grandfather? _____ years old.
Why? _____
3. What would you say is the main reason or reasons you now contact or visit with your grandfather? (Check as many as apply to you).
 My parents do It is expected of me.
 I respect him I enjoy being with him.
 Other (please specify) _____
4. List some words or phrases that best describe your grandfather to you.

5. What is or has been your grandfather's main occupation? _____
6. What is his present employment status?
 employed full time part time retired disabled
7. List some of your grandfather's hobbies or interests other than his occupation.

8. How does your grandfather's health seem to you?
 in good health in average health in poor health
9. What do you like best about your grandfather?

10. What do you like least about your grandfather?

11. In general, how do you believe most people would describe your grandfather?

This section deals with the type and frequency of activities or contacts you have with your grandfather on your mother's side. Please check one blank for each item.

Item	Daily	Weekly	Monthly	Yearly	Seldom	Never
1. <u>Receive gift from grandfather</u>						
2. <u>Give gift to grandfather</u>						
3. <u>Play games with grandfather</u>						
4. <u>Participate in sports with G.F.</u>						
5. <u>Visit at grandfather's house</u>						
6. <u>Stay overnight at G.F. house</u>						
7. <u>Go on trips with grandfather</u>						
8. <u>Help care for grandfather</u>						
9. <u>Work for grandfather</u>						
10. <u>Call grandfather on phone</u>						
11. <u>Receive phone call from G.F.</u>						
12. <u>Go to church with grandfather</u>						
13. <u>Participate in special religious rituals or ordinances with G.F.</u>						
14. <u>Special family programs or evenings with grandfather</u>						
15. <u>Go to grandfather for advice</u>						
16. <u>Receive extra money from G.F.</u>						
17. <u>Argue with grandfather</u>						
18. <u>Get angry with grandfather</u>						
19. <u>How often would you like to visit grandfather</u>						
20. <u>Other (please specify)</u>						

The items on this page are to be answered in relationship to your paternal grandfather (father's father). If he is not living, skip this page and page 5 and go to page 6. Remember all the questions on this page are about your grandfather on your father's side.

1. What is the approximate distance you now live from your grandfather? _____
2. How old were you when you most enjoyed your grandfather? _____ years old.
Why? _____
3. What would you say is the main reason or reasons you now contact or visit with your grandfather? (Check as many as apply to you).

<input type="checkbox"/> My parents do	<input type="checkbox"/> It is expected of me
<input type="checkbox"/> I respect him	<input type="checkbox"/> I enjoy being with him
<input type="checkbox"/> Other (Please specify) _____	
4. List some words or phrases that best describe your grandfather to you.

5. What is or has been your grandfather's main occupation? _____
6. What is his present employment status?
 employed full time part time retired disabled
7. List some of your grandfather's hobbies or interests other than his occupation.

8. How does your grandfather's health seem to you?
 in good health in average health in poor health
9. What do you like best about your grandfather?

10. What do you like least about your grandfather?

11. In general, how do you believe most people would describe your grandfather?

This section deals with the type and frequency of activities or contacts you have with your grandfather on your father's side. Please check one blank for each item.

Item	Daily	Weekly	Monthly	Yearly	Seldom	Never
1. <u>Receive gift from grandfather</u>						
2. <u>Give gift to grandfather</u>						
3. <u>Play games with grandfather</u>						
4. <u>Participate in sports with G.F.</u>						
5. <u>Visit at grandfather's house</u>						
6. <u>Stay overnight at G.F. house</u>						
7. <u>Go on trips with grandfather</u>						
8. <u>Help care for grandfather</u>						
9. <u>Work for grandfather</u>						
10. <u>Call grandfather on phone</u>						
11. <u>Receive phone call from G.F.</u>						
12. <u>Go to church with grandfather</u>						
13. <u>Participate in special religious rituals or ordinances with G.F.</u>						
14. <u>Special family programs or evenings with grandfather</u>						
15. <u>Go to grandfather for advice</u>						
16. <u>Receive extra money from G.F.</u>						
17. <u>Argue with grandfather</u>						
18. <u>Get angry with grandfather</u>						
19. <u>How often would you like to visit grandfather</u>						
20. <u>Other (please specify)</u>						

Listed below are a number of statements. Each represents a commonly held opinion and there are no right or wrong answers. You will probably disagree with some items and agree with others. Read each statement carefully. Then circle the number following the statement to indicate the extent to which you agree or disagree.

If you agree strongly, circle 1
If you agree, circle 2

If you disagree, circle 3
If you disagree strongly, circle 4

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>
1. Grandfathers can help grandchildren better understand their parents.	1	2	3	4
2. A grandfather should be more like a good friend than a distant relative.	1	2	3	4
3. A child would miss much if he had no grandfathers when he was growing up.	1	2	3	4
4. Grandfathers are easier to talk to than parents.	1	2	3	4
5. Grandfathers would rather spend time with others their own age than with their grandchildren.	1	2	3	4
6. Grandfathers are an important source of information about the past.	1	2	3	4
7. Grandfathers are too old-fashioned or out-of-touch to be able to help or relate to their grandchildren.	1	2	3	4
8. Grandfathers should be the respected patriarchal head of the family.	1	2	3	4
9. Grandchildren should enjoy helping to care for older grandparents.	1	2	3	4
10. Grandfathers should be willing to listen to their grandchildren's problems and concerns.	1	2	3	4
11. It is better for everyone when older people, who can take care of themselves, live in their own home or apartment.	1	2	3	4
12. Grandchildren should be paid for helping grandfather.	1	2	3	4
13. It would be nice if young people could live close enough to their grandfathers to visit often.	1	2	3	4
14. Grandfathers are often too involved with their own problems to care about their grandchildren.	1	2	3	4

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>
15. Grandfathers would rather spend time with young grandchildren than with teenage grandchildren.	1	2	3	4
16. Young people today are too advanced to gain much from spending time with their grandfathers.	1	2	3	4
17. Grandfathers take personal pride in their grandchildren's accomplishments.	1	2	3	4
18. Grandfathers have little influence in the lives of their grandchildren.	1	2	3	4
19. Grandfathers can teach many special skills to grandchildren.	1	2	3	4

Appendix D
Grandfather Inventory

GRANDFATHER INVENTORY

Please do not put your name on this questionnaire. Answer all items as truthfully and completely as possible. Please check answers as appropriate or fill in as necessary.

1. Year of your birth _____
2. Number of grandchildren you have ____ boys and ____ girls.
Your oldest grandchild is ____ years old and the youngest is ____ years old.
3. Your religious preference: Catholic _____ L.D.S. _____
Protestant _____ Jewish _____
Other _____ None _____
4. You consider your religious involvement as:
____ Active ____ Moderately active ____ Not active
5. What age grandchildren do you most enjoy?
____ preschool ____ elementary school age ____ adolescent ____ adult
Why? _____
6. What do you like best about your adolescent grandchildren? _____

7. What do you like least about your adolescent grandchildren? _____

8. What would you say is the main reason or reasons your teenage grandchildren contact or visit with you? (please check as many as apply).
____ Their parents do ____ It is expected of them
____ They enjoy being with me ____ They respect me
____ Other (please specify) _____
9. List some words or phrases that best describe teenagers today.

10. What is or has been your major occupation? _____
11. What is your present employment status?
____ employed full time ____ part time ____ retired ____ disabled
12. List some of your hobbies or interests other than your occupation.

This section deals with the type and frequency of activities or contacts you may have with your teenage grandchildren. Please check one blank for each item as it applies to the grandchild involved in the study.

Item	Daily	Weekly	Monthly	Yearly	Seldom	Never
1. Give gift to grandchild						
2. Receive gift from grandchild						
3. Play games with grandchild						
4. Participate in sports with G.C.						
5. Visit with G.C. at your house						
6. Have grandchild stay overnight						
7. Go on trips with grandchild						
8. Receive care from grandchild						
9. Have grandchild work for you						
10. Receive phone call from G.C.						
11. Call grandchild on telephone						
12. Go to church with grandchild						
13. Participate in special religious rituals or ordinances with G.C.						
14. Special family programs or evenings with grandchild						
15. Give advice to grandchild						
16. Give extra money to G.C.						
17. Argue with grandchild						
18. Get angry with grandchild						
19. How often would you like to visit with grandchild						
20. Other (please specify)						

Listed below are a number of statements. Each represents a commonly held opinion and there are no right or wrong answers. You will probably disagree with some items and agree with others. Read each statement carefully. Then circle the number following the statement to indicate the extent to which you agree or disagree.

If you agree strongly, circle 1

If you disagree, circle 3

If you agree, circle 2

If you disagree strongly, circle 4

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>
1. Grandfathers can help grandchildren better understand their parents.	1	2	3	4
2. A grandfather should be more like a good friend than a distant relative.	1	2	3	4
3. A child would miss much if he had no grandfathers when he was growing up.	1	2	3	4
4. Grandfathers are easier to talk to than parents.	1	2	3	4
5. Grandfathers would rather spend time with others their own age than with their grandchildren.	1	2	3	4
6. Grandfathers are an important source of information about the past.	1	2	3	4
7. Grandfathers are too old-fashioned or out-of-touch to be able to help or relate to their grandchildren.	1	2	3	4
8. Grandfathers should be the respected patriarchal head of the family.	1	2	3	4
9. Grandchildren should enjoy helping to care for older grandparents.	1	2	3	4
10. Grandfathers should be willing to listen to their grandchildren's problems and concerns.	1	2	3	4
11. It is better for everyone when older people, who can take care of themselves, live in their own home or apartment.	1	2	3	4
12. Grandchildren should be paid for helping grandfather.	1	2	3	4
13. It would be nice if young people could live close enough to their grandfathers to visit often.	1	2	3	4
14. Grandfathers are often too involved with their own problems to care about their grandchildren.	1	2	3	4

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>
15. Grandfathers would rather spend time with young grandchildren than with teenage grandchildren.	1	2	3	4
16. Young people today are too advanced to gain much from spending time with their grandfathers.	1	2	3	4
17. Grandfathers take personal pride in their grandchildren's accomplishments.	1	2	3	4
18. Grandfathers have little influence in the lives of their grandchildren.	1	2	3	4
19. Grandfathers can teach many special skills to grandchildren.	1	2	3	4

VITA

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Candidate for the Degree of

Master of Science

Thesis: Grandfather: An Intergenerational View

Major Field: Family and Human Development

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