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THE PRE-TEEN CHILD'S PERCEPTION OF MOTHERS' AND MATERNAL GRANDMOTHERS' RESPONSES TO CHILDREN'S MISBEHAVIOR AND CHILDREN'S EXPRESSED NEEDS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Dixie Ruth Crase, B.S., M.S.

* * * * * * *

The Ohio State University
1967

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ACKNOWLEDGMENTS

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# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>11</td>
</tr>
<tr>
<td>VITA</td>
<td>iii</td>
</tr>
<tr>
<td>TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>i</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>3</td>
</tr>
<tr>
<td>Significance of Study</td>
<td>7</td>
</tr>
<tr>
<td>Scope and Limitations of the Study</td>
<td>10</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>11</td>
</tr>
<tr>
<td>Summary</td>
<td>12</td>
</tr>
<tr>
<td>II. REVIEW OF RELATED LITERATURE</td>
<td>13</td>
</tr>
<tr>
<td>The Modified Extended Family</td>
<td>13</td>
</tr>
<tr>
<td>The Grandparent-Grandchild Relationship</td>
<td>18</td>
</tr>
<tr>
<td>Three-Generation Households</td>
<td>26</td>
</tr>
<tr>
<td>Child Rearing Methods of Parents and Grandparents</td>
<td>28</td>
</tr>
<tr>
<td>Children's Perception of Grandparents</td>
<td>32</td>
</tr>
<tr>
<td>Summary of Review</td>
<td>36</td>
</tr>
<tr>
<td>III. DESIGN OF STUDY</td>
<td>40</td>
</tr>
<tr>
<td>Study Population</td>
<td>41</td>
</tr>
<tr>
<td>Instrument Used in Collecting Data</td>
<td>46</td>
</tr>
<tr>
<td>Procedures Followed in Collecting Data</td>
<td>53</td>
</tr>
<tr>
<td>Procedures Followed in Evaluating Data</td>
<td>57</td>
</tr>
<tr>
<td>IV. ANALYSIS AND INTERPRETATION OF DATA</td>
<td>59</td>
</tr>
<tr>
<td>Frequency Distribution of Mothers' and Grandmothers' Responses to Child's Expressed Needs as Perceived by Pre-teen Children</td>
<td>61</td>
</tr>
<tr>
<td>The First Hypothesis</td>
<td>69</td>
</tr>
<tr>
<td>Frequency Distribution of Mothers' and Grandmothers' Responses to Child's Misbehavior as Perceived by Pre-teen Children</td>
<td>71</td>
</tr>
<tr>
<td>The Second Hypothesis</td>
<td>79</td>
</tr>
<tr>
<td>The Third Hypothesis</td>
<td>82</td>
</tr>
<tr>
<td>The Fourth Hypothesis</td>
<td>84</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>The Fifth Hypothesis</td>
<td>86</td>
</tr>
<tr>
<td>The Sixth Hypothesis</td>
<td>87</td>
</tr>
<tr>
<td>The Seventh Hypothesis</td>
<td>89</td>
</tr>
<tr>
<td>The Eighth Hypothesis</td>
<td>91</td>
</tr>
</tbody>
</table>

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS   93

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>93</td>
</tr>
<tr>
<td>Conclusions</td>
<td>105</td>
</tr>
<tr>
<td>Recommendations for Further Research</td>
<td>105</td>
</tr>
</tbody>
</table>

APPENDIXES  111

BIBLIOGRAPHY  138
# TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sex Distribution of Study Population by Number and Per Cent</td>
<td>43</td>
</tr>
<tr>
<td>2. Age Distribution of Study Population by Number and Per Cent</td>
<td>43</td>
</tr>
<tr>
<td>3. Grade Distribution of Study Population by Number and Per Cent</td>
<td>44</td>
</tr>
<tr>
<td>4. Distance in Miles of Maternal Grandmother from Study Population</td>
<td>44</td>
</tr>
<tr>
<td>5. Description of Census Tracts Including Study Population</td>
<td>45</td>
</tr>
<tr>
<td>6. Mothers' Responses to Child's Expressed Needs as Perceived by Pre-teen Children by Number and Per Cent</td>
<td>62</td>
</tr>
<tr>
<td>7. Grandmothers' Responses to Child's Expressed Needs as Perceived by Pre-teen Children by Number and Per Cent</td>
<td>63</td>
</tr>
<tr>
<td>8. The Mean Evaluation Assigned Stories of Child's Expressed Needs</td>
<td>69</td>
</tr>
<tr>
<td>9. Mothers' Responses to Child's Misbehavior as Perceived by Pre-teen Children by Number and Per Cent</td>
<td>72</td>
</tr>
<tr>
<td>10. Grandmothers' Responses to Child's Misbehavior as Perceived by Pre-teen Children by Number and Per Cent</td>
<td>73</td>
</tr>
<tr>
<td>11. The Mean Evaluation Assigned Stories of Child's Misbehavior</td>
<td>80</td>
</tr>
<tr>
<td>12. Influence of Age on Grandmothers' Responses to Child's Expressed Needs as Perceived by Pre-teen Children</td>
<td>83</td>
</tr>
<tr>
<td>13. Influence of Age on Grandmothers' Responses to Child's Misbehavior as Perceived by Pre-teen Children</td>
<td>84</td>
</tr>
<tr>
<td>14. Influence of Sex on Grandmothers' Responses to Child's Expressed Needs as Perceived by Pre-teen Children</td>
<td>86</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>15. Influence of Sex on Grandmothers' Responses to Child's Misbehavior as Perceived by Pre-teen Children</td>
<td>88</td>
</tr>
<tr>
<td>16. Influence of Distance on Grandmothers' Responses to Child's Expressed Needs as Perceived by Pre-teen Children</td>
<td>89</td>
</tr>
<tr>
<td>17. Influence of Distance on Grandmothers' Responses to Child's Misbehavior as Perceived by Pre-teen Children</td>
<td>91</td>
</tr>
</tbody>
</table>
A comprehensive knowledge of the family or an adequate understanding of child development seems to be dependent upon studying each type of relationship within the intergenerational family. The grandparent-grandchild relationship has received less attention from researchers than the association between husband and wife, parent and child, or parent and grandparent. The few studies which are available on the grandparent-grandchild relationship are mainly the result of research dealing with kinship behavior in non-industrial societies, clinic situations, or three-generation households. In the latter, the emphasis has been on the interaction between the parent and grandparent. What is the nature of the grandparent-grandchild relationship within unbroken middle-class families with grandparents living in a separate household?

Few studies have been made about either the characteristics of the grandparent-grandchild link or about factors associated with variation in the relationship. The characteristic which is most commonly attributed to this kinship pattern is warmth and indulgence toward grandchildren by grandparents. And yet, researchers have found that grandmothers as

a group have the more strict, authoritative and punitive attitude toward child rearing while mothers are more permissive in their ideas of adult control of children. Thompson emphasizes this difference in attitude when he observes that grandparents and parents frequently have sufficiently differing views on what constitutes desirable child behavior to create conflicts for children.

Little systematic research has been conducted on the role of older persons in the socialization process in American society. One aspect of the grandparent-grandchild relationship is the child rearing methods of grandparents as seen by children. Does the child see his grandparent as being "old fashioned" and thus strict and punitive toward him? Does the child see his grandparent as the doting person who spoils him? Does the child see his grandparent's child rearing methods conflicting with his parent's child rearing methods? Does he see the grandparent's child rearing methods as similar to his parent's child rearing methods? These and other unanswered questions helped to formulate the present investigation of the pre-teen child's perception of mothers' and

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maternal grandmothers' responses to children's misbehavior and children's expressed needs.

The decision to study the relationship between pre-teen children, mothers, and maternal grandmothers was based on the following findings. First, the tendency for American families to have closer matrilineal than patrilineal ties is shown by the fact that families maintain closer relations with parents of wives than with the parents of husbands.6 Second, the close maternal relationship was evident in an exploratory study conducted among 58 college men and 63 college women. In response to a questionnaire the college students most often chose the maternal grandmother as the favorite grandparent. However, negative feelings were reported with maternal grandmothers also most often being identified as the grandparent who caused the student displeasure. The pre-teen years were selected as the time during which many of the college students had had a particularly meaningful association with their grandparents.7 Thus, pre-teen children, mothers and maternal grandmothers appeared to be a fruitful combination for this type of investigation.

Statement of the Problem

The purpose of this study was to investigate pre-teen children's perception of mothers' and maternal grandmothers' responses to children's misbehavior and children's expressed needs in certain situations. The degree of permissiveness attributed to mother or grandmother in discipline

6 Ibid., p. 461.

situations and the degree to which mother or grandmother was seen as child oriented or adult oriented in response to the child's expressed needs was explored. Pre-teen children were presented a series of incomplete stories about grandmother-child and mother-child situations. The child's response to the stories was interpreted as his perception of mother's or grandmother's response to the child's misbehavior or the child's expressed needs in each situation. A complete description of the methods used in gathering data and clarification of terms used in evaluating subjects' responses are presented in Chapter III.

More specifically, the purposes of this study were to determine

1. How maternal grandmothers are seen by pre-teen children as responding to the child's expressed needs.

2. How maternal grandmothers are seen by pre-teen children as responding to the misbehaving child.

3. How mothers are seen by pre-teen children as responding to the child's expressed needs.

4. How mothers are seen by pre-teen children as responding to the misbehaving child.

5. How the age of the pre-teen child influences his perception of maternal grandmother's responses.

6. How the sex of the pre-teen child influences his perception of maternal grandmother's responses.

7. How the geographical distance from his maternal grandmother influences the pre-teen child's perception of maternal grandmother's responses.
The results of the exploratory study and the review of related literature formed the basis for the purposes of this study and the following hypotheses. The warmth and indulgence generally attributed to the grandparent-grandchild relationship seemed to support the hypothesis that pre-teen children would perceive grandmothers as being more child oriented than mothers in certain situations. Research results describing grandmothers as having more strict, authoritative and punitive attitudes toward child rearing were the basis for the hypothesis indicating grandmothers' use of less permissive discipline than mothers.

Tuckman and others indicate that by the time the child reaches the age of 12 or 13, he has acquired the negative attitudes about aging found among adults. These negative attitudes may be reflected in older pre-teen children's perception of maternal grandmothers being less permissive and less child oriented than younger pre-teen children's perception.

Dubin and Dubin indicate that girls tend to be more favorably oriented than boys toward significant persons, including parents. Furthermore, girls more frequently than boys report satisfactory relations with parents. These stronger positive orientations that girls have when compared with boys occur in spite of the fact that girls exceed boys in reporting strong parental control of their behavior and limitations of their personal freedom. These findings appear to support the hypotheses

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that girls perceive maternal grandmothers as more child oriented and yet less permissive than do boys.

Using data on kinship behavior in nonindustrial societies, Apple established that the more removed the grandparents are from family authority, the more likely they are to have an equalitarian, or indulgent and warm, relationship with the grandchildren.\(^1\) The geographical distance of maternal grandmothers from grandchildren may serve as one indication of maternal grandmothers' role in family authority. Thus pre-teen children who live near maternal grandmothers may perceive grandmothers as being less permissive and less child oriented than do pre-teen children who live far from their maternal grandmothers.

Therefore, this study was designed to test the following hypotheses:

1. Maternal grandmothers are seen by pre-teen children as responding to the child's expressed needs by being more child oriented than mothers.

2. Maternal grandmothers are seen by pre-teen children as responding to the misbehaving child with less permissive discipline than mothers.

3. Older pre-teen children perceive maternal grandmothers as being less child oriented than do younger pre-teen children.

4. Older pre-teen children perceive maternal grandmothers as being less permissive than do younger pre-teen children.

\(^1\) Apple, op. cit.
5. Pre-teen girls perceive maternal grandmothers as being more child oriented than do pre-teen boys.

6. Pre-teen girls perceive maternal grandmothers as being less permissive than do pre-teen boys.

7. Pre-teen children who live near (within 50 miles) their maternal grandmothers perceive maternal grandmothers as being less child oriented than do pre-teen children who live far (more than 50 miles) from their maternal grandmothers.

8. Pre-teen children who live near (within 50 miles) their maternal grandmothers perceive maternal grandmothers as being less permissive than do pre-teen children who live far (more than 50 miles) from their maternal grandmothers.

Significance of Study

The study of the family, social structure, and inter-generational relations is central to many problems in contemporary social science. In a rapidly changing world, the family becomes more important, not less important; kinship ties may assume different but no less valuable, meanings to the individual.11

The significance of studying the grandparent-grandchild relationship may be attributed to several characteristics of the modern American family. The increase in life span has extended the duration of the family cycle. Changes have also occurred in the beginning part of this cycle. The age at marriage has been declining steadily, and first pregnancies are occurring at a younger age. It follows from these two

demographic facts, the increased life span and the earlier age of marriage, that persons are becoming grandparents sooner and remaining in the grandparent role for a longer time than formerly. Since more people are living to be older than ever before in history, more grandchildren are likely to have the opportunity to know their grandparents. Is this opportunity threatened by geographical and social mobility or is it enhanced by the rapidity of modern transportation and communication? What role do grandparents play in modern family life?

Much current emphasis has been given to the nuclear family composed of father, mother, and children. However, evidence is conclusive on the existence of an extended kin family network in urban society. The activities of bilateral kin and intergenerational family linkages require further study to determine their impact upon the behavior of nuclear family members and those of related social systems and institutions in the society. Different emotional meanings may be present in similar participation patterns among kin. Moving from the quantitative to the qualitative is necessary to document the character of these relationships. In addition to studying the number of visits between grandchildren and grandparents, it is essential to begin to understand the nature of the relationship.

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12 Ibid., pp. 2-3.
14 Ibid.
Americans express ambivalent feelings about three-generational living. Of what significance is the grandparent-grandchild relationship when children are expected to learn respect for their elders, while the elders are not to interfere with their grown children's plans?

Persons in our society need acculturation so that in each of their successive roles in life they can deal successfully with the aged persons and aged family members who will be a significant part of their environment. Nevertheless, there is no clarity about the role grandparents actually play; how school-age, young adult, middle-aged, or—as is now common—aged children respond to the interactional needs, demands, or supports of a grandparent generation.15

According to Cavan, grandparents' status is not well-defined. She writes, "... it is evident that the relationship of grandparents to their grandchildren merits more extensive study than it has had."16 Duvall confirms that popular conceptions of grandmotherhood is a promising area for further study.17 Streib and Thompson note that fragmentary studies of the role of grandparents in socialization indicate the research potentialities present in studying these problems more systematically.18

A review of literature by Staples and Smith on adult-child relationships revealed that little consideration has been given to the


18 Streib and Thompson, op. cit., p. 462.
grandmother as a member of the immediate family group. References to grandparents are for the most part general in nature and based on clinical evidence. 19

Information appears to be lacking about how interaction with grandparents affects the psychological development and personality attributes of family members; what psychological constellations of thinking and feeling govern the behavior of grandparents in a family. 20

Thus, understanding each type of relationship within the intergenerational family seems to be a prerequisite to an adequate picture of the child's development or to an understanding of the family as a whole. The current investigation is seen as one approach to studying the nature of the grandparent-grandchild relationship.

Scope and Limitations of the Study

The subjects in this study included 141 pre-teen children. The criteria established for the study population limited the participants to girls and boys who were ten to twelve years of age and were enrolled in the fifth or sixth grade of an elementary school during the 1965-66 school year. At the time of the study none of the participants were from homes broken by divorce or death of parent(s). The maternal grandmother of each child lived in a separate household from the family. A more detailed description of the study population is presented in Chapter III.

Permission was granted by the Assistant Superintendent of Columbus Public Schools and the principals of two elementary schools to contact

19 Staples and Smith, op. cit., pp. 91-97.
20 Goldfarb, op. cit., p. 11.
parents of the total fifth and sixth grade population in both schools. The subjects were limited to the girls and boys whose parents responded to the request for permission to schedule an appointment.

The session with each child was limited to a series of incomplete stories about grandmother-child and mother-child situations. The child was asked to respond to "what will grandmother say or do?" and "what will mother say or do?". The child's response to the stories was evaluated as his perception of mother's or grandmother's response to the misbehaving child or the child's expressed needs. A more thorough description of the sources of data for this study is presented in Chapter III.

Any projections, implications, or recommendations which are made as a result of the findings of this study will be based upon information relative to the study population. No gross generalizations will be attempted.

**Definition of Terms**

The following terms are defined as they are used in the current study. Further clarification of these terms is included within the guides for evaluation in Chapter III.

**Child Oriented.** This term is used when mother or grandmother is represented as responding to the child's expressed needs by giving special consideration to the child's feelings or by giving priority to the child's request rather than to the adult's convenience.

**Adult Oriented.** This term is used when mother or grandmother is represented as responding to the child's expressed needs by explicit or implicit refusal to meet the child's needs without a reason being offered or by expressions of anger, rejection, or disapproval.
Permissive. This term is used when mother or grandmother is represented as responding to the child's misbehavior by allowing non-compliance, merely encouraging the child to comply, or inquiring into the child's reasons for not wanting to comply.

Nonpermissive. This term is used when mother or grandmother is represented as responding to the child's misbehavior by expressing anger, administering or threatening to administer some mild or serious disciplinary measure.

Summary

This introductory chapter included a statement of the purposes of the study with related hypotheses. An attempt was made to identify the value or significance of the current investigation. Finally, the scope and limitations of the study were outlined and certain terms were defined. The scope and design of the study is presented in detail in Chapter III.

Chapter II is a review of literature including research findings and theoretical formulations closely related to the present study.
CHAPTER II

REVIEW OF RELATED LITERATURE

The following review of literature is designed to present research findings as well as theoretical formulations related to the current study of pre-teen children's perceptions of mothers' and maternal grandmothers' responses to children's misbehavior and children's expressed needs. A limited review of literature concerning the modified extended family, the grandparent-grandchild relationship, and three-generation households is offered as a prerequisite to understanding child rearing methods of parents and grandparents, and the child's perception of grandparents.

The Modified Extended Family

Much current emphasis has been given to the two-generation or "nuclear" family. It has been described as the most flexible and suitable form through which old traditional ways of life could be abandoned and children reared just to the age at which they were ready to go out and involve themselves in a changing world.¹ However, the concept of the isolated nuclear family as the modal and most functional family is coming under increasing attack in a recent wave of empiricism among sociologists, with Litwak's research seemingly the opening wedge.²

The modified extended family consisting of a series of nuclear families bound together on an equalitarian basis is apparently a more accurate description of American families than the "classical extended" family or the isolated nuclear family. A modified extended family relation is consonant with occupational mobility and more functional than the isolated nuclear family. The "modified extended" family differs from the "classical extended" family in that it does not demand geographical propinquity, occupational involvement, or nepotism, nor does it have an hierarchical authority structure. On the other hand it differs from the isolated nuclear family structure in that it does provide significant and continuing aid to the nuclear family.3

Sussman confirms that "kin ties have far more significance in the life processes of families today than we have been led to believe."4 Affectional and economic ties still link the generational families and give stability to their relationships.5

According to Streib and Thompson, the decline in the pattern of duties and authority has tended to weaken the family in some respects. However, the possibility of closer affectional ties may actually have increased, perhaps in part offsetting the tendency toward a weaker structure. In a sense the removal of definite lines of authority, the


diminishing of family duties, and the establishment of an atmosphere of equality in which each individual counts as an individual clears the way for a fuller realization of affectional ties as the sine qua non of family relationships. 6

Although the ideal American family is a nuclear family, the typical American family is often an extended or elongated one according to Hurlock. 7

Rosow reports that Shanise, Sussman, Hill, Litwak, Townsend and others have effectively refuted the predominance of the isolated nuclear family in the United States and Great Britain. These investigators have shown that most people are actually embedded in kinship networks; thus, (1) most older people live fairly close to some adult child; (2) intergenerational contact and interaction tend to be regular and frequent within the network; and (3) even when it is dispersed, the network is a viable unit of mutual aid, especially in meeting crises. However, the sheer fact that such affiliations persist may be a strong invitation to misinterpret them and to extrapolate too casually to other conclusions without proper evidence. 8

Because there is considerable intergenerational contact, we tend to conclude that this necessarily signifies emotional warmth and closeness between the actors. But the evidence for such emotional warmth is inconclusive. This is an empirical

6 Streib and Thompson, opa cit., p. 454.
problem yet to be studied, and we should be careful about confusing the fact of association with its meaning to the participants.

Sheer contact may indicate obligation (structural integration) rather than emotional closeness (affective integration), so that the fact of association may conceal in ideal-real discrepancy... different emotional meanings may inhere in similar participation patterns. The next order of research business in these areas... is to move from the quantitative to the qualitative to document the character of these relationships.9

In studying 220 older Kansas City people, Cumming and Schneider found that the predominant style of interaction among kin is sociability, and ideally it does not include service or financial help.10

According to Sussman, a child reared developmentally is more likely to seek, and secure financial and other assistance from his parents than if he had been reared traditionally. Parents, in turn, while expecting some affectional response from children and the right to exercise the grandparent role, are less likely to interfere in the lives of the newly-weds if they have practiced developmental methods of child care.11

Miller and Swanson charge that urban conditions sap the strength of kinship ties.12 Yet the empirical evidence is conclusive on the

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9Rosow, op. cit., p. 375.


existence of an extended kin family network in urban society according to Sussman.\textsuperscript{13}

McKinley points out that the kinship ties, obligations, and interests are somewhat more extended in the classes at the two extremes than they are in the middle.

... it is not simply social class tradition and values that influence the extent to which kin are emotionally recognized (considered emotionally significant) to the person but rather a number of interacting factors (often associated with social class) and the extent of kin networks possible. Botts lists these social factors as follows: (1) economic ties among kin, (2) residence and physical accessibility of kin, (3) frequency and contact of the relatives among themselves, (4) attitudes toward connecting relatives (e.g. the attitude towards an aunt creates or prevents contact with her children), (5) perceived similarities and differences in social status among relatives.\textsuperscript{14}

There is apparently a need to develop improved measures of family integration and kinship orientation. Rogers and Seband define familism as the subordination of individual interests to those of the family group. Although general agreement is found as to the definition of familism, a rather wide variety of actual behavior has been included in the operational indexes designed to measure familism. Family integration is familism directed toward the nuclear family structure; the degree to which a family member is oriented toward optimizing rewards and satisfactions for other family members. Kinship orientation may be defined

\textsuperscript{13} Sussman, "Relationships of Adult Children with Their Parents in the United States," \textit{op. cit.}, p. 91.

as the degree to which an individual fulfills the role expectations of
the kinship reference group.15

Studying the nature of the grandparent-grandchild relationship may
be interpreted as one means of measuring family integration and kinship
orientation.

The Grandparent-Grandchild Relationship

From the point of view of "old folks" the birth of a
grandchild is balm for the loss of children, a renewed
justification for existence, a means of contact with own
offspring, an opportunity for the joys of parenthood with­
out full responsibility, and a tonic to the sense of personal
worth. Grandparenthood is all these things and many more.16

Few studies have been made about either the characteristics of
the grandparent-grandchild relationship or about factors associated with
variation in the relationship. As Dreger attempted to see "the family
whole" she discovered that of the five types of dyads [husband-wife,
parent-child, parent-grandparent (own parent), parent-grandparent
(in-law), and grandparent-child] the grandparent-child relationship has
the fewest number of studies available from research.17

In the child-grandparent relationship in America we can
see some ground for ambivalent feelings on the part of the
grandparent . . . On the negative side with respect to the
grandchild is the very real consideration that the mere
existence of the child is tangible evidence of the

15Everett M. Rogers and Hans Sebald, "A Distinction between
Familism, Family Integration, and Kinship Orientation," Marriage and

16Clifford Kirkpatrick, The Family as Process and Institution

17Georgia E. Dreger, "Evaluating Relations in the Three­
grandparent's passing from the treasured years of vigorous adulthood into the less desirable period of old age. On the positive side there are several important considerations. The grandchild represents assurance that the line is being carried on. In a sense, moreover, the grandchild allows the grandparent to relive vicariously the pleasant aspect of parenthood without being charged with the expense, worry, and responsibility that constitute the negative aspects. It seems plausible that the grandparent may derive some gratification, consciously or unconsciously, from observing his own offspring (the parent) fulfill the obligations of parenthood and thus come to realize the "obligations" the parent "owes" the grandparent.18

According to Neugarten and Weinstein, the significance of the grandparental role includes (1) biological renewal and/or continuity, (2) emotional self-fulfillment, (3) resource person to child, (4) vicarious achievement through the child, and (5) remote; little effect on the self. The styles of grandparenting are described as (1) the formal; proper and prescribed role, (2) the fun seeker; informality and playfulness, (3) the surrogate parent, (4) the reservoir of family wisdom, and (5) the distant figure who is apparent on holidays and special ritual occasions.19

The most familiar characteristic which is commonly attributed to the grandparent-grandchild relationship is warmth and indulgence. The good feeling between alternate generations is a phenomenon that has been remarked upon in the anthropological literature.20 Grandparents in American society are often said to spoil their grandchildren, and ethnological reports from many other cultures show that this indulgent


20 Winch, op. cit., p. 544.
relationship is widespread. Using data on kinship behavior in non-industrial societies, Apple established that "the more removed are the grandparents from family authority, the more likely they are to have an equalitarian, or indulgent and warm, relationship with the grandchildren." 21

According to Winch, American grandparents do not have parental responsibilities with respect to their grandchildren, and the result is the stereotype of the doting grandparent. The stereotypic grandparent provides gratification for the child but does not punish him. In this way, the grandparent serves as a kind of a parent—but only as pleasure giving parent (performing the nurturant function), and not as pain-causing (not performing the controlling function). 22

Sussman identifies non-working middle-class grandmothers as more likely to be "free" to take care of grandchildren. 23 In studying the parental responsibilities of grandparents, Albrecht reports that only 5 per cent of the grandparents take care of children regularly while parents work. Active social participation by visits with the family is the most common relationship and does not involve responsibility in either direction. This is the pattern for 62 per cent of the grandparents. Letters are the only means of communication between generations for 10 per cent of the grandparents. Four per cent of the grandparents have

22 Winch, op. cit., p. 544.
only vague information about the existence of descendants. Difficulties with intervening generations are found in most instances.24

Albrecht studied the activities of the aged in selected role areas and found grandparents taking over the care of grandchildren while the parents worked, to relieve the parents for a few hours, or to have the pleasure of their company for overnight visits and other limited time plans. Women took this responsibility for longer periods of time than men. Social participation without responsibility gave satisfaction with less expenditure of energy.25

The lack of research concerning the social-psychological aspects of socialization of grandchildren by grandparents is emphasized by Streib and Thompson. They suggest that in those families in which generational ties are stronger, it is more likely that the older generation will play a significant role in socialization. In general, the studies which have been published have been conducted by psychiatrists or by investigators who tend to be psychiatrically oriented.26

The significance of grandmothers in the psychopathology of children was studied by LaBarre and others. In clinical experience at the Child Psychiatry Unit of the University of North Carolina Memorial Hospital, grandmothers were directly involved in the lives of the child


26Streib and Thompson, *op. cit.*, p. 462.
patients quite often. Significant information was recorded about the
(1) grandmother's methods of child care versus those of the mother,
(2) grandmother's relation to the child, (3) grandmother's relation to
mother, and (4) grandmother's personality. The indirect and potent
influence of the maternal grandmother has long been recognized in her
role as mother of the mother of the child. The grandmother plays a role
also when she serves as a second, less threatening mother figure on whom
the child may displace or project, or toward whom he may dare to express
more of his hostility and rebellion than to his own mother. LaBarre
reported that the image that the child himself has of his grandmother,
his conscious or unconscious feelings about her, may be directly
evidenced in the course of the child's therapy. However, this aspect of
the grandmother's significance was not included within the focus of
LaBarre's initial exploratory study.27

Thurston reports an investigation concerning the influence of
grandparents on children who were child guidance patients. In the cases
in which there was conflict between the generations there was no indica-
tion that this caused any particular type of behavior difficulty in the
children. In most of the cases, however, such conflict added to the
difficulty the child was presenting, but in no case was the grandparent
per se the cause of the child's difficulty.28

27 Maurine Boie LaBarre, Lucie Jessner, and Lon Ussery, "The
Significance of Grandmothers in the Psychopathology of Children," American

28 Elsie Thurston, "Grandparents in the Three-Generation Home:
A Study of Their Influence on the Behavior Problems of Children," Smith
College Studies in Social Work, XII (February, 1941), 172-173.
A clinic report by Borden revealed that daughters objected to their mothers' assumption of the mother-role with the grandchildren because the daughters felt their mothers considered them to be inadequate. Nevertheless their pattern of submissiveness was too deeply engrained to allow them to enforce their protests. The mother-grandparent relationship was seen in every instance to be a factor of major importance in the behavior difficulties for which children were referred to the clinic.  

Both positive and negative aspects of socialization of grandchildren by grandparents can be found in the literature. Cavan interprets grandparents as constituting an untapped source of usefulness and valuable help, at present not put to use by children or grandchildren. Mead proposes that grandparents, who in a great majority of last generation American homes could contribute very little except love and nostalgia to grandchildren are now needed in quite new ways. They can provide information about a problem facing everyone—how to stand change. Commenting on the increasing percentage of old people in our nation, Nimkoff predicts an increase in family continuity as more grandchildren have the opportunity to know their grandparents.

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Following her study of in-laws, Duvall wrote, "grandmother comes in for very little criticism in the several phases of our investigation." In the normal course of events, children need grandparents to add richness, perspective and fullness to life. Duvall suggests that grandparents provide children with an occasional relief from parents as well as parents from children.

References placing grandparents in a negative light include Gesell and Ilg who call attention to the numerous hazards of grandparent interference with parental control. Lee and Lee agree that grandparents "must avoid intrafamilial controversy or intrigue as they would a plague." Vollmer concluded that the grandmother is not a suitable custodian of the care and rearing of her grandchild: "She is a disturbing factor against which we are obligated to protect the child according to the best of our ability." Strauss submits that in some cases, "Grandma made Johnny delinquent."

Deutsch acknowledges various types of good grandmothers as well as "wicked grandmothers" who either do not want to be disturbed by their


34 Ibid., p. 146.


grandchildren or whose envy for their daughters or daughters-in-law causes them to try to intrude between children and their parents.\textsuperscript{39}

Streib and Thompson note that the role of grandparents in the socialization of children may vary according to the racial or ethnic background of the family. One minority group which has a rather unique family structure and in which grandparents play a somewhat specialized role in socialization is the lower-class American Negro family. Due to the matrilineal nature of these families, the grandmother may be an important person not only in socializing grandchildren but also in giving the family unity and stability. As the Negro is able to raise his educational attainments and has opportunity for greater social and economic participation in all phases of American life, the patterns of family life become more similar to the prevailing white American pattern. With this acculturation process comes a decline in the importance of the older generation, particularly the grandmother, in socialization.\textsuperscript{40}

Both common observation and theory coincide to suggest that grandparent-grandchild ties are still relatively intense according to Goode.\textsuperscript{41} However, lack of comprehensive knowledge concerning socialization of grandchildren by grandparents seems apparent from the preceding review of literature.


\textsuperscript{40} Streib and Thompson, \textit{op. cit.}, pp. 461-462.

Three-Generation Households

Although the author's investigation is primarily concerned with families in which the grandparents live in a separate household from their grown children and grandchildren, a limited review of literature related to three-generation households seems necessary to provide an adequate background for the current study. The nature of the grandparent-grandchild relationship within three-generation households would appear to differ from the relationship existing between grandparents and grandchildren in separate households.

The addition of a generation to a family may conceivably have a tendency to hold it together or to drive family members apart; moreover, such change may contribute to, or retard, the favorable development of the young and influence the degree or quality of socialization achieved.42

The presence of grandparents in the home is certain to influence the child's behavior according to Hurlock.43 However, Stone found little in the literature about the influence of three-generation living upon the younger generation in the household. Emphasis has been more upon the relationship between elderly parents and their adult children. Stone matched students who lived in households with their grandparents with teenagers not living in three-generation households. No consistent differences were found between the three- and two-generation families on the patterns of family interaction as measured by the items in this study. Neither type of family was seemingly at an advantage or disadvantage concerning intrafamily relationships.44

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42Goldfarb, op. cit., p. 11.
43Hurlock, op. cit., p. 678.
Staples and Smith found when three generations live together, mothers are more strict than mothers in two-generation households. The investigators point out that people with more traditionally oriented concepts of family life may be more apt to participate in three-generation home living.  

A study reported by Koller revealed a striking ambivalence towards the creation of a three-generation unit. Half of the households favored bringing their parents into their homes and the other half disapproved. One informant demonstrated this ambivalence: "Let the children learn respect from their grandparents, but do not let the elders interfere with your plans."  

Disaster and stress studies which have been carried on since the Second World War, find uniformly that families which include grandparents are more flexible and resilient in the face of the father's induction into the Armed Forces than are parent-child families. This flexibility and resilience is also evident in the face of flood, fire or other disaster.  

According to Clark and Van Sommer's study, a main consequence of another adult in the home was the withdrawal of the father from participation in family activities (economic, social, husband's household duties, 

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45 Staples and Smith, op. cit., pp. 91-97.
child care and control, common household duties, and wife's household duties). In families with unsatisfactory relations there had been resistance to the admission of the other adult, which occurred because of pressure of circumstances rather than because of gratitude and obligations. Situational factors such as housing, the number of other adults, the health of other adults, their interests outside the family, their economic function in the family, and dependence of one of the parents on the other adult, were found to be related to unsatisfactory relations between adults in the family. 48

This brief review of literature related to three-generation living seems to indicate the need for additional research in this phase of grandparent-grandchild relationships. The withdrawal of the father from participation in family activities or unsatisfactory relations between adults in the family seem certain to influence the socialization of children within three-generation households.

Child Rearing Methods of Parents and Grandparents

The practices advocated as best for child rearing have changed considerably during the past several decades. Staples and Smith found that grandmothers as a group have the more strict, authoritative and punitive attitude toward child rearing while mothers are much more permissive in their ideas of adult control of children. Their study indicated evidence of a more permissive attitude for the grandmothers who live apart from their children and grandchildren. 49


49 Staples and Smith, op. cit., pp. 91-97.
Bond investigated the relationship between fears expressed by mothers toward child rearing, and certain attitudes toward child rearing expressed by the mothers of these mothers (the maternal grandmothers). Mothers and daughters tend to think alike in regard to child rearing in both groups, but the resemblance seems to have no influence on the daughters' fears about her baby in the lower class. In the upper levels, however, it was found that the greater the difference between mothers' and grandmothers' attitudes to child rearing, the greater the number of mothers' concerns. Mothers appear more "permissive" than grandmothers in every aspect measured.  

According to Thompson, grandparents and parents frequently have sufficiently differing views on what constitutes desirable child behavior to create conflicts for children.  

Duvall asks, "What roles may grandmothers play in the rearing of their grandchildren? Which are mutually satisfying and why? Which are stressful, and how may they be avoided?"  

Neugarten and Weinstein observe that grandparenthood has not yet come within the central focus of research in social gerontology. They interviewed each member of 70 pairs of middle-class grandparents at length regarding relations to grandchildren, and the data were analyzed for degrees of comfort in the grandparent role, significance of the role,  

50 Alma Halbert Bond, "Grandmothers' Attitudes and Mothers' Concerns" (doctoral dissertation, Teachers College, Columbia University, 1961).  

51 Thompson, op. cit., p. 527.  

and style with which the role is enacted. All grandparents lived in separate households from their children, although most lived within relatively short distance. The majority of grandparents expressed comfort, satisfaction, and pleasure in the role. One-third of the sample were experiencing sufficient difficulty in the role that they made open reference to their discomfort, their disappointment, or their lack of positive reward. This was in part attributed to conflict between grandparents and parents with regard to rearing of the grandchild.\footnote{Neugarten and Weinstein, op. cit., pp. 199-204.}

Hereford observed that parents turned to their contemporaries rather than to the older generation for help with problems of child rearing. Since the fact that they did not rely on their own parents for help was not due to lack of opportunity, he concluded that most parents feel the older generations' methods of child rearing are not the answer for today's changing culture.\footnote{Carl F. Hereford, Changing Parental Attitudes through Group Discussion (Austin, Texas: University of Texas Press, 1963), p. 100.}

"There is a conflict between generations; many young mothers are caught up in a need to demonstrate their superiority," according to Wolf.\footnote{Anna W. M. Wolf, "Parent Education: Reminiscence and Comment," Modern Perspectives in Child Development, ed. Albert J. Solnit and Sally A. Provence (New York: International Universities Press, Inc., 1963), p. 612.}

Yarrow suggests that middle class mothers may be likely to think of "experts" advice as standards of child rearing whereas working class mothers may often think in terms of behavior of their own mothers.\footnote{Marian Radke Yarrow, "Problems of Methods in Parent-Child Research," Child Development, XXXIV (March, 1963), 215-226.}
Woods compared mothers and daughters on selected aspects of childrearing in a high socioeconomic group and concluded that other variables are more important in determining the daughters' intentions and expectations than their own experience in this area.  

Fried and Stern observed that some men were more attentive to their grandchildren than they had been to their children. They attempted to do for their grandchildren what they had neglected to do for their own children. Excessive attachment to a grandchild might, among other factors, originate in guilt feeling toward one's own offspring.

Theoretically, the aspirations of grandparents have some foundation in complementary needs. Young parents do need advice, financial support, and assistance with child care. In simplest terms the older person is lonely for contact with a child; and the young parent needs a baby sitter. But the realities are not so simple, for there are barriers between grandparents and their married offspring because of neolocal residence, privacy of the nuclear family, educational differences, in-law trouble, differential acceptance of social change, and conflicting standards of child rearing. A basic consideration is the possibility that the parent does not regard the grandparent as a good parent. Scars from childhood experiences may prompt a defensive reaction to protect the grandchildren from an older person not respected in a parental role.

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Children's Perception of Grandparents

Little attention has been devoted to the child's perception of the grandparent-grandchild relationship. Dubin and Dubin emphasize that "the child's perception of parental [or grandparental] behavior is in reality a more direct and relevant determinant of personality than the actual stimulus content to which it refers."60 With increasing age, children exhibit greater realism and take into account more subtle dimensions in their perceptions of adults. Dubin and Dubin recommend that this age variability must be explained rather than eliminated (by holding it constant) in studies of children's perceptions.61

In general, the culture has looked upon aging as a process accompanied always by physical and mental decline, by economic insecurity, by disintegration of the family, and by rigidity of the older person's personality. Tuckman and others indicate that by the time the child reaches the age of 12 or 13, he has acquired the negative attitudes about aging found among adults. He has learned the generalized stereotypes of "oldness," e.g. gray hair, wrinkles, slow gait, etc.62 How do negative attitudes about aging influence a child's perception of his grandparents?


61 Ibid., p. 829.

According to Albrecht, grandparents vary their relationship with grandchildren as the grandchildren grow from infancy to adulthood. Neugarten and Weinstein propose as an area of investigation the extent to which "reality shock" occurs for some grandparents. This may occur as a period of disenchantment sets in either early in the life of the grandchild or later as he approaches adolescence when the expected rewards of grandparenthood may not be forthcoming. The child's perception of grandparents as he approaches adolescence may partly be responsible for this period of "disenchantment."

Kogan and Shelton conducted a comparative study of older and younger persons' beliefs about "old people." One incomplete sentence stem was, "In our society, grandparents often are . . ." The modal category selected by both the younger and older sample was "In our society, grandparents often are undervalued, neglected."

A study by Bossard of 68 young people revealed the following:

1. Modern youth still feels a marked degree of identification with kinfolk as such;
2. Kinfolk regard each other as custodians of the family reputation;
3. The degree of cohesion of the kinship group varies considerably;
4. Friction and incompatibility between the immediate family and kinfolk are referred to with marked frequency;
5. Viewed

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64 Neugarten and Weinstein, op. cit., pp. 199-204.

through the children's eyes, their families derive from two sources, which tend to be different, and often antagonistic; (6) relatives often live at different economic and social levels; (7) relatives are not acceptable equally to all members of a family. 66

Hurlock implies that when the child's family has been socially mobile and has acquired a pattern of life that differs markedly from that of the relatives [or grandparents] the child is likely to feel ashamed of his relatives. 67 Duvall confirms that upwardly mobile family members may be expected to have less in common with aging parents than more conforming individuals. 68 However, Streib and Thompson report that closeness of familial relations evidently is not harmed by the greater success of offspring:

Those who say that none of their children has been more successful than themselves in earning a living and getting ahead in life are the most likely to also say that their children have less respect than they should. 69

Apparently the older generation is as fully imbued with an achievement orientation as their children and expect—and enjoy—intrafamilial relationships which allow for the possibility that children may exceed their parents in accomplishing some of the more importantly valued goals in American society. 70

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69 Streib and Thompson, op. cit., p. 482.
70 Ibid.
Thirty-eight university students were asked to identify the chief influences which conditioned their own behavior up to the fifteenth year. Among kinsfolk mentioned, grandparents were second only to aunts, in order of frequency.\footnote{James H. S. Bossard and Eleanor Stoker Boll, \textit{The Sociology of Child Development} (New York: Harper and Brothers, 1960).}

The 50 college students who were interviewed by Albrecht to learn the extent of interaction with grandparents presented the following pattern of relationships: 22 per cent do not know or do not remember them, 18 per cent have occasional association with them, 24 per cent know grandparents or know about them, 36 per cent have close association with grandparents. Albrecht's study also revealed that when parents have their own offspring to care for, they may be less reluctant to allow their own offspring to marry, leave home, or make the break to independence.\footnote{Ruth Albrecht, "Intergeneration Parent Patterns," \textit{Journal of Home Economics}, XLVI (January, 1954), 29-32.}

Bossard reports that grandparents are the relatives children most frequently visit, and that the majority of children enjoy these visits to their grandparents.\footnote{Bossard, \textit{op. cit.}, pp. 258-259.}

The above studies are representative of the few attempts to understand the nature of the grandparent-grandchild relationship from the child's point of view.
Summary of Review

Much current emphasis has been given to the two-generation or nuclear family composed of father, mother, and children. However, the concept of the isolated nuclear family as the modal and most functional family is coming under increasing attack. The modified extended family consisting of a series of nuclear families bound together on an equalitarian basis is apparently a more accurate description of American families than the "classical extended" family or the isolated nuclear family. Affectional and economic ties still link the generational families. Although there is considerable intergenerational contact, care should be taken to avoid confusing the fact of association with its meaning to the participants. Sheer contact may indicate obligation rather than emotional closeness. Different emotional meanings may inhere in similar participation patterns. Documenting the nature of these relationships is essential.

One study revealed the predominant style of interaction among kin is sociability, and ideally it does not include service or financial help. The style of interaction among kin seems to vary as a result of child rearing methods and different socioeconomic levels. The need to develop improved measures of family integration and kinship orientation is apparent. Studying the nature of the grandparent-grandchild relationship may be interpreted as one means of measuring family integration and kinship orientation.

Few studies have been made about either the characteristics of the grandparent-grandchild relationship or about factors associated with variation in the relationship. From the grandparent's point of view, the
relationship may create both positive and negative feelings. The most familiar characteristic which is commonly attributed to the relationship is warmth and indulgence. In general, American grandparents do not have parental responsibilities with respect to their grandchildren, and the result is the stereotype of the doting grandparent. However, studies reveal grandparents taking over the care of grandchildren while the parents worked, to relieve the parents for a few hours, or to have the pleasure of their company for overnight visits and other limited time plans. There is a lack of research concerning the socialization of grandchildren by grandparents and often the research has been limited to clinic situations.

Both positive and negative results of grandparent-grandchild relationships can be found in the literature. The role of grandparents in the socialization of children may vary according to the racial or ethnic background of the family. Although grandparent-grandchild ties seem to be relatively intense, comprehensive knowledge concerning socialization of grandchildren by grandparents is lacking.

The presence of grandparents in the home is certain to influence the socialization of grandchildren. However, in studies of three-generation households, the major emphasis has been upon the relationship between the grandparents and their grown children. There is considerable ambivalence towards the creation of a three-generation unit. Families which include grandparents appear to be more flexible and resilient in the face of disaster. A negative consequence of another adult in the home may be the withdrawal of the father from participation in certain family activities. The socialization of grandchildren by grandparents
living within the same household needs additional attention from researchers.

Child rearing methods have changed considerably during the past several decades. Researchers find that mothers are more permissive than grandmothers in their ideas of adult control of children. Grandparents and parents frequently have different views on what constitutes desirable child behavior. Barriers exist between grandparents and their married offspring because of geographical mobility, educational differences, differential acceptance of social change, and conflicting standards of child rearing. Determining a mutually satisfying role which grandparents may play in the rearing of their grandchildren is unresolved at this time.

The child's perception of the grandparent-grandchild relationship has received little attention from researchers. Yet, the child's perception of parental or grandparental behavior is considered a more direct and relevant determinant of personality than the actual stimulus content to which it refers. The negative attitudes about aging found among adults may influence the pre-teenager's perception of his grandparents. If the child's family has been socially mobile and has acquired a pattern of life that differs markedly from that of his grandparents, he may feel ashamed of his relatives. However, other investigators report that closeness of familial relations evidently is not harmed by the greater success of offspring.

Other than college students who were interviewed to learn the extent of interaction with grandparents, and children who reported
enjoying visits to their grandparents, there have been few attempts to understand children's perception of grandparents.

This summary of the review of literature appears to support the significance of the current study. As stated earlier, the purpose of this study was to investigate the pre-teen child's perception of mothers' and maternal grandmothers' responses to children's misbehavior and children's expressed needs. Such an investigation may be interpreted as a means of studying the nature of intergenerational relationships, acquiring knowledge concerning socialization of grandchildren by grandparents, and determining the role which grandparents play in the rearing of their grandchildren. The review of literature seems to reinforce the value of attempting such an investigation from the child's point of view.

The chapter which follows is primarily concerned with the design of the present study. The major topics discussed are the study population, the instrument used in collecting and evaluating the data, and the procedures followed in collecting and evaluating the data.
CHAPTER III

DESIGN OF STUDY

The formulation of the present investigation of the pre-teen child's perception of mothers' and maternal grandmothers' responses to children's misbehavior and children's expressed needs was the result of the following observations. First, awareness of certain characteristics of the modern American family seemed to point to the significance of studying the grandparent-grandchild relationship. Persons are becoming grandparents earlier and remaining in the grandparent role for a longer time than formerly. More grandchildren are likely to have the opportunity to know their grandparents. This opportunity may be threatened by geographically and socially mobile families or it may be enhanced by the rapidity of modern transportation and communication. Different emotional meanings may be present in similar participation patterns between grandchildren and grandparents. Second, a review of literature revealed the lack of research concerning the nature of the grandparent-grandchild interaction. The study of this relationship may be significant as a means of interpreting the nature of intergenerational relationships, acquiring knowledge concerning socialization of grandchildren by grandparents, and determining the role which grandparents play in the rearing of their grandchildren. Finally, the above characteristics of the modern American family combined with findings from the review of literature
resulted in an exploratory study in this area.\(^1\) Data from this preliminary investigation contributed to the formulation of the current study. Results from the exploratory study were an important factor in the selection of the study population as well as the method of collecting data.

Data for the present study were obtained from 141 boys and girls who were ten to twelve years of age. Each boy or girl was asked to respond to incomplete stories about grandmother-child and mother-child situations. The child's completion of the stories was evaluated as his perception of mother's or grandmother's response to the misbehaving child or the child's expressed needs.

The ensuing sections of this chapter represent an attempt to describe the study population, the instrument used in collecting data, and the procedures followed in the collection and evaluation of data.

**Study Population**

*Selection of study population.* The results of the exploratory study and the review of literature seemed to support the selection of pre-teen children, mothers, and maternal grandmothers as the study population for this investigation. However, the results of the exploratory study appeared to indicate that significant numbers of three-generation families are not easily acquired for study due to geographical separation of families and/or death of grandparents. Thus, the decision was made to investigate the pre-teen child's perception of mothers' and

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\(^1\) Crase, *op. cit.*
maternal grandmothers' responses to children's misbehavior and children's expressed needs. Ausubel emphasizes that perceptual measures are especially important in studies of children's personality development. He indicates that the "development of children is influenced more proximately by the attitudes they perceive than by the objective properties of the latter (as reported by parents or observers)." This conclusion is directly relevant to this study because it stresses the importance and legitimacy of investigating parents' or grandparents' attitudes as perceived by the child.

Since pre-teen children comprised the age group of subjects chosen for this study, permission was sought to schedule an appointment with fifth and sixth grade children in certain of the Columbus Public Schools, Columbus, Ohio. The procedure involved in gaining such permission is outlined in the final section of this chapter.

Description of study population. The subjects in this study were 141 ten to twelve year old boys and girls living in Columbus, Ohio. Each child was enrolled in the fifth or sixth grade during the 1965-66 school year in one of the two public elementary schools chosen for the study. The following tables offer a graphic description of the study population.

As indicated in Table 1 the study population was rather evenly distributed in regard to sex of the subjects. Forty-six per cent of the sample were male while 53.9 per cent were female.

Table 2 reveals that the majority of the children in the study were eleven years of age or older as of June 1966.

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TABLE 1

SEX DISTRIBUTION OF STUDY POPULATION
BY NUMBER AND PER CENT

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>65</td>
<td>46.1</td>
</tr>
<tr>
<td>Girls</td>
<td>76</td>
<td>53.9</td>
</tr>
<tr>
<td>Total</td>
<td>141</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE 2

AGE DISTRIBUTION OF STUDY POPULATION
BY NUMBER AND PER CENT

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 years</td>
<td>28</td>
<td>19.9</td>
</tr>
<tr>
<td>11 years</td>
<td>70</td>
<td>49.6</td>
</tr>
<tr>
<td>12 years</td>
<td>43*</td>
<td>30.5</td>
</tr>
<tr>
<td>Total</td>
<td>141</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Two of the subjects were 13 years of age as of June, 1966.

Approximately equal numbers of fifth and sixth grade children participated in the study (Table 3).

Table 4 indicates that the distance between the child’s residence and that of the maternal grandmother varied from those living within Columbus to those living more than 250 miles from Columbus.
### Table 3

**Grade Distribution of Study Population by Number and Per Cent**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifth</td>
<td>66</td>
<td>46.8</td>
</tr>
<tr>
<td>Sixth</td>
<td>75</td>
<td>53.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>141</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Table 4

**Distance in Miles of Maternal Grandmother From Study Population by Number and Per Cent**

<table>
<thead>
<tr>
<th>Miles</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 50 miles</td>
<td>61</td>
<td>43.3</td>
</tr>
<tr>
<td>Within 100 miles</td>
<td>22</td>
<td>15.6</td>
</tr>
<tr>
<td>Within 250 miles</td>
<td>22</td>
<td>15.6</td>
</tr>
<tr>
<td>More than 250 miles</td>
<td>36</td>
<td>25.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>141</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The one category in Table 4 describing the largest number of subjects included those whose maternal grandmother lived within 50 miles of Columbus. This category accounted for 43.3 per cent of the sample while 56.7 per cent of the subjects' maternal grandmothers lived more than 50 miles from the subject.
Most of the children included in the study lived within the residential area surrounding each school. Only two of the subjects lived outside the census tracts described in Table 5.\(^3\) One child's family had recently moved to an adjoining census tract area and the other family was stationed at a local military base.

**Table 5**

**DESCRIPTION OF CENSUS TRACTS INCLUDING STUDY POPULATION**

<table>
<thead>
<tr>
<th>Description</th>
<th>Census Tracts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.1</td>
</tr>
<tr>
<td>Total population</td>
<td>4,955</td>
</tr>
<tr>
<td>White</td>
<td>4,938</td>
</tr>
<tr>
<td>Negro</td>
<td>0</td>
</tr>
<tr>
<td>Other races</td>
<td>17</td>
</tr>
<tr>
<td>Median family income in 1959 (in $)</td>
<td>$7,658</td>
</tr>
<tr>
<td>Median years of school completed</td>
<td></td>
</tr>
<tr>
<td>by persons 25 years old and over</td>
<td>12.7</td>
</tr>
</tbody>
</table>

As indicated by the data from the census tracts, the subjects were almost entirely from the Caucasian race. Only one Negro child participated in the study.

The median family income in the United States was estimated at $5,600 in 1960.\(^4\) Thus, the income of families included in the present study was slightly higher than the median income for the United States.


In the United States the average adult in 1960 had 11 years of formal schooling.\(^5\) The median years of school completed by persons 25 years old and over was slightly more than 12 years according to the census tracts including the study population.

**Instrument Used in Collecting Data**

A review of literature revealed little research concerning the grandparent-grandchild relationship. The few studies which are available on the nature of the grandparent-grandchild association are mainly the result of research dealing with kinship behavior in non-industrial societies, clinic situations, or three-generation households. In the latter, the emphasis has been on the parent-grandparent relationship. Methods employed in gathering data for these studies were considered inappropriate for the current study. The emphasis of the present study was investigating the nature of the grandparent-grandchild relationship from the child's point of view. Other than college students who were interviewed to learn the extent of interaction with grandparents, and children who reported enjoying visits to their grandparents, there have been few attempts to evaluate children's perceptions of grandparents. Tests such as the "Family Relations Test: An Objective Technique for Exploring Emotional Attitudes in Children" attempt to measure the child's perception of the members of his family.\(^6\) In this particular test, perception of grandparents would receive a limited amount of the child's attention.

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\(^5\)Ibid., p. 60.

Development of instrument. As a result of the above findings, the method of gathering data in the current investigation was modeled after an instrument used by Franco. Franco studied the child's perception of "the teacher" as compared to his perception of "the mother." In order to gain expressions of the child's perception of "the teacher" and "the mother" incomplete stories were devised about teacher-pupil and mother-child situations to which the child was asked to respond to "What will teacher say or do?" and "What will mother say or do?". The stories cover a wide range of situations, centering, however, on the role of the authority figure (mother and teacher) as "disciplinarian" and as "helper," in order to compare the degree of similarity in perception of teacher and of mother in these two important functions.

For the present study incomplete stories were devised about grandmother-child and mother-child situations. Whenever appropriate, stories or situations used by Franco were incorporated. Eight stories depict the pre-teenager's misbehavior and eight stories depict pre-teenager's expressed needs. The types of misbehavior portrayed include criticism of adults, questioning or defiance of the adult's requests, hitting another child, or discussion of subjects which may be considered negative by the adult. The problems with which the child expresses his need for assistance include homework, inability to sleep, misplaced articles, money in addition to regular allowance, desire for new bicycle, fixing afternoon snack, smoking of older girls and boys, and household

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chores. Identical stories were used for boys and girls with the exception of one situation depicting the boy mowing the lawn while the girl was washing dishes. The grandmother-child situations were designed to be equable to the mother-child situations. Some stories present identical situations while other stories are similar in nature.

Five instructors in the Family and Child Development Division, The School of Home Economics, The Ohio State University assisted in evaluating the incomplete stories. The instructors were asked to (a) equate the grandmother-child and mother-child situations and (b) determine the appropriateness and meaningfulness of each adult-child situation for ten to twelve year old boys and girls. As a result of the instructors' suggestions, changes were incorporated in the stories which were designed to make them more equable and more meaningful for fifth and sixth grade children.

Pre-testing of the stories was conducted among children who did not meet all of the criteria of the study population, but who were enrolled in the fifth or sixth grade in one of the two elementary schools selected for the study. Most of the boys and girls included in this aspect of the study were from one-parent families. As a result of the pre-testing a few minor revisions were made to further clarify the meaning of the stories. A copy of the final form of the incomplete stories is included in the Appendix. See page 114.

Development of guides for evaluation. The incomplete stories were used to obtain expressions of the pre-teen child's perception of mothers' and maternal grandmothers' responses to children's misbehavior and
children's expressed needs. Each child was asked to respond to "what will mother say or do?" and "what will grandmother say or do?" in each situation. The child's answers to the stories were evaluated as his perception of mother's or grandmother's response. The evaluation of the child's reaction to each situation was modeled after Franco's evaluation system. In Franco's study, when the mother or teacher was represented as responding to the misbehaving child by various types of behavior, the evaluation ranged from undemocratic to a very marked degree to democratic to a very marked degree. When the mother or teacher was represented as responding to the child's expressed needs by various types of behavior, the evaluation ranged from unhelpful to a very marked degree to helpful to a very marked degree. Nine degrees or categories of helpfulness or lack of it, and nine degrees of democracy or lack of it were included within Franco's discipline and helpfulness scale.

In the present study, the guides for evaluating the adult's response to the child's misbehavior or the child's expressed needs were reduced from nine to five possible categories. A fewer number of categories seemed to reduce the ambiguity involved in discriminating between nine different categories. When mother or grandmother was represented as responding to the misbehaving child by various types of behavior, the evaluation ranged from extremely permissive to extremely nonpermissive. The terms permissive and nonpermissive were considered a clearer description of the behavior than the term democracy used by Franco. When mother or grandmother was represented as responding to the child's

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8 Ibid.
expressed needs by differing types of behavior, the evaluations ranged from extremely child oriented to extremely adult oriented. The terms child or adult oriented appeared to be a more accurate evaluation of the behavior described than the term helpfulness used by Franco. Clarification of these categories within the guides for evaluation is included in the ensuing section of this chapter.

**Definition of categories.** When mother or grandmother was represented as responding to the child's expressed needs by the following types of behavior the answer was evaluated as follows:

**Extremely Child Oriented.** Giving special consideration to child's feelings by showing willingness to indulge the child even at the cost of considerable sacrifice or inconvenience. Giving priority to the child's need rather than to her own convenience by dropping all other activity and doing immediately what the child needs or wants.

**More Child Oriented Than Adult Oriented.** Giving priority to the child's request rather than to her own convenience by indicating that she will attend to it "in a minute" or "right away." Promising the child, even if only vaguely or conditionally, that he will be helped or granted what he wants at some time in the future, as in "maybe," "if," or "tomorrow." Promising active help, through some positive action of her own after she is through with what she has to do.

**Balance between Child and Adult Oriented.** Partially meeting the child's need but in a way which does not require active participation on the part of the adult; as in the following: Urging the child to help himself; making a helpful suggestion involving the child himself or other people or some activity in which mother or grandmother would not have to become directly involved.

When adult is represented as doing anything to meet the child's need or express their inability to help but a reason is offered so that it does not sound like unwillingness to help.

When the response contains both a statement deserving an evaluation of more child oriented than adult oriented and one deserving an evaluation of more adult oriented than child oriented.

When the response seems too ambiguous to be rated with certainty either above or below the midpoint, as "I don't know" or "It depends."
More Adult Oriented Than Child Oriented. Explicit or implicit refusal to help or to meet the child's need without a reason being offered so that it sounds more like unwillingness rather than inability to help.

Extremely Adult Oriented. Expressing anger by hollering, name calling, or by other expressions of annoyance, rejection, or disapproval. Resorting to corporal punishment, other disciplinary measures, or deprivations or to threats of such punishment.

When mother or grandmother was represented as responding to the misbehaving child by the types of behavior described below, the answer was evaluated as follows:

Extremely Permissive. Allowing non-compliance or suggesting or offering a more pleasant alternative.

More Permissive Than Nonpermissive. Urging or encouraging the child to comply or to behave. Inquiring into the child's reasons for not wanting to comply or to behave, even if it sounds like a mild reproach.

Balance between Permissive and Nonpermissive. Objecting to "misbehavior" by interdictions, commands, orders to stop or direct physical intervention, provided these are not followed by a punitive measure but serve to point out the proper thing to do or not to do.

When the response seems too ambiguous to be evaluated with certainty either above or below the midpoint; as when the adult is represented as not handling the situation one way or the other; or "I don't know" or "It depends."

When the response contains one statement deserving an evaluation of more permissive than nonpermissive and one deserving an evaluation of more nonpermissive than permissive.

More Nonpermissive Than Permissive. Getting angry at the child by hollering, name calling, or some other expression of anger or of disapproval. Administering or threatening to administer punishment in the form of a "mild" disciplinary measure carried out by the authority figure in charge.

Extremely Nonpermissive. Administering or threatening to administer a "serious" disciplinary measure, that is, one which may lead to some physical hardship or one involving directly or indirectly another authority figure feared by the child besides the one in charge.

Administering or threatening to administer corporal punishment or an extreme form of rejection.
A complete copy of the guides for evaluation including examples of each category may be found in the Appendix. See page 117.

Reliability and validity of instrument. In order to gain a measure of the reliability of the guides for evaluation, the subjects' responses were re-evaluated by a qualified judge. The judge was an Assistant Professor of Child Development and Family Relations at University of Tennessee, Martin Branch, Martin, Tennessee. Using the Pearsonian Correlation formula, the correlation coefficient between the evaluation of the investigator and the independent judge was .99.

In discussing validity in relation to the method of "direct subjective inquiry" Ausubel points out that the data collected by this method, whether perceptions, attitudes or judgments, are themselves the phenomena under investigation and not some indirect measure of more global traits. Hence, since they are not "tests" in the usual sense of the term, the customary criterion of validity, that is, the extent to which they accurately reflect or sample the larger or more general universe of behaviors they purport to measure does not apply. The only relevant question that can be raised regarding their validity is the extent to which "verbal reports of subjective content correspond to actual subjective content." Correspondence to objective stimulus reality is not a relevant criterion of validity since perceptual instruments only purport to measure perceptions, not the stimuli that evoke them. Ausubel concludes that since no really independent measure of perceptual content is available, the best criterion of validity is test reliability.9

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Franco employed a measure of retest reliability in order to establish an indication of validity. Retest reliability did not seem feasible in the current investigation as the development of an instrument was not the main concern of the study. The possibility of further refinement of the instrument is discussed in the final chapter. In so far as the incomplete stories were designed to gain expressions of children's responses to actual practices of mother and grandmother and to reflect the child's projection of feelings, the stories may be considered valid since they elicited such responses. This may be substantiated by the fact that in the children's answers some reflection of actual practices and at the same time some projection of feelings were found. For example, one child replied, "She would kill me" in response to the depicted child's misbehavior.

As Jersild indicates, the perception a person has of his parents reflects something in his own subjective experience and is not simply a mirror reflection of what his parents actually felt or did. Each child has a perception of his parents (and each parent has his unique perception of his child and of himself) that may or may not reflect what they "really" are.

**Procedures Followed in Collecting Data**

Procedure used in gaining approval for study. As previously indicated, the decision to investigate the pre-teen child's perception of mothers' and maternal grandmothers' responses to children's misbehavior

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10 Franco, op. cit.

and children's expressed needs was based upon observed characteristics of the modern American family, a review of literature and the results of an exploratory study. As criteria for the study population was established, permission was sought to conduct the study within the Columbus Public Schools, Columbus, Ohio. During April 1966, the proposed study was presented to the Assistant Superintendent of Columbus Public Schools and the Director of the Child Study Department, Columbus Public Schools. After reviewing the proposed study, they identified the two schools which they considered more suitable and receptive to the present study than other schools in the city.

Following identification of the two elementary schools, the plans for the present investigation were presented to the principal of Indian Springs Elementary School and the principal of Clinton Elementary School. Permission was granted by each principal to have access to the fifth and sixth grade pupils' registration information. This source of data was necessary to establish each child's name, age, sex, grade, parents' name, address, and telephone number.

**Procedure used in communicating with parents.** On June 20, 1966 a letter which had been approved by the Assistant Superintendent of Columbus Public Schools and the principal of each elementary school was mailed to the parents of each child in these fifth or sixth grades during the 1965-66 school year. The letter briefly explained the purpose of the study and the nature of the proposed appointment with each child. The investigator was identified as a graduate student at The Ohio State University working under the advisement of a faculty member. The parents
were assured that no individual child's responses would be identified except in general terms. A copy of the letter is included in the Appendix. See page 112.

A form enclosed in each letter was completed and returned to the investigator by parents who were interested in having their child participate in the study. The information provided by these forms included the parents' name, address, and telephone number; the child's name, sex, and date of birth; and the proximity of the child's maternal grandmother's residence. A copy of the form enclosed in each letter is included in the Appendix. See page 113.

Of the 509 letters mailed, 204 forms were returned. No follow-up letter was mailed to parents who did not respond to the initial letter. Approval for the study had been granted on the basis that parents would not be pressured to participate in the study. Sixteen of the forms represented children who were unable to participate in the study because their families had recently moved from the city or were on extended vacations for the summer. Thirty-four forms reported that the child's maternal grandmother was deceased. The pre-testing was conducted among 13 children who did not meet all of the criteria for the study. Thus, 141 forms represented children who met the criteria for the study and individual appointments were subsequently scheduled with each child. These appointments were arranged through the parents and were scheduled in the subject's home. The individual sessions were scheduled during the last two weeks in July and the first two weeks in August 1966.

Procedure during individual sessions. The beginning of each meeting consisted of introductions of the investigator, the parents, and
the child. Informal conversation preceded the administration of the series of incomplete stories. Usually with the beginning of the stories, the parent(s) would go into another part of the house or resume their own activity, such as housekeeping, caring for other children, reading the paper, or working in the yard. A few parents asked if they could stay in the room or if they should leave. They were told that the important thing was for their son or daughter to feel at ease while completing the stories. Only a few parents chose to remain in the same room, and in these cases, the pre-teenager seemed to be unaware of his parent's presence and did not appear to be made uncomfortable. In no case did a parent interject his response or attempt to complete the stories for the child.

The administration of the stories was preceded by the following instructions: "I'm going to read you a group of short stories about children, mothers, and grandmothers. Each story ends with "What will mother say or do?" or "What will grandmother say or do?". I would like for you to complete each story; to tell me what you think the mother or grandmother would say or do."

The investigator then read each story and recorded the child's response. No additional questions or explanations were offered by the investigator in order to seek a more comprehensive response from the child. For example, if the subject responded, "Nothing" to the question "what will mother say?" his answer was recorded and the next story was read. If the child made no verbal response to a particular situation, this reaction was recorded and the investigator proceeded.
Each session required approximately 20 minutes. On occasions, a few minutes of informal conversation concerning the study or the child's relationship with his maternal grandmother followed the completion of the stories.

Procedures Followed in Evaluating Data

Following the appointment with each child, the responses were typed and labeled with the subject's sex, age, and proximity to the maternal grandmother for purposes of evaluation.

As indicated before, the child's responses to the stories were evaluated as his perception of mother's or grandmother's response to the misbehaving child or the child's expressed needs. The subjects' responses were evaluated by the investigator and re-evaluated by an independent judge. The latter evaluation was used to gain a measure of the reliability of the guides for evaluation.

The computation of the mean or average evaluation of the evaluation assigned each mother-child story concerned with the child's expressed needs (or misbehavior) and the mean evaluation of the evaluation assigned each grandmother-child story concerned with the child's expressed needs (or misbehavior) made possible a comparison of responses representing mother and grandmother. In order to determine if the difference in the two means was a significant difference, the t-test was employed. A similar comparison of the mean evaluation assigned grandmothers by 10 year old children, 11 year old children, and 12 year old children was used to test the influence of age on the child's perception. The influence of the sex of the pre-teen child on his perception of grandmothers'
responses was tested by comparison of the mean evaluation assigned
grandmothers by boys and girls. Finally, the significance of the
geographical distance of children's residence from that of their maternal
grandmother was tested by a comparison of the mean evaluation of those
children who live near their maternal grandmothers and those who live
far from their maternal grandmother. In each case the t-test was employed
to test the significance of the difference between the mean evaluations.

In Chapter III there has been an attempt to relate the design of
the current study. The selection and description of the study population
was reported. Second, the development of the instrument used in collect­
ing data and the development of the guides for evaluation of the data
were presented. The categories within the guides for evaluation were
defined and the reliability and validity of the instrument was discussed.
Finally, the procedures followed in collecting and evaluating the data
were reported. The procedures outlined included those employed in gaining
approval for the study, in communicating with parents, in conducting the
individual sessions, and in evaluating the data.

The primary emphasis of Chapter IV is to provide the results of
the statistical analysis of the data as well as an interpretation of the
data collected in this investigation.
CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Data for the present study were obtained from 141 boys and girls who were 10 to 12 years of age. Each boy or girl was asked to respond to incomplete stories about grandmother-child and mother-child situations. The child's completion of the stories was evaluated as his perception of mother's or grandmother's response to the misbehaving child or the child's expressed needs. The evaluation of the response to each discipline situation ranged from extremely nonpermissive to extremely permissive. The responses to the child's expressed needs were evaluated from extremely adult oriented to extremely child oriented. Thus the evaluation of the 141 subjects' responses to each situation formed the data for the present study. The data for each subject was transferred to cards for the purpose of statistical computation. In Chapter IV the results of the computation of the data are reported, analyzed, and interpreted.

The frequency distribution of the responses to each incomplete story or adult-child situation provided the number and per cent of the subjects' responses which were evaluated as being within certain categories. The frequency distribution made possible the comparison of the child's perception of mothers' responses with those of grandmothers' responses.

The computation of the mean or average evaluation of the evaluation assigned each mother-child story concerned with the child's
expressed needs (or misbehavior) and the mean evaluation of the evaluation assigned each grandmother-child story concerned with the child's expressed needs (or misbehavior) made possible a further comparison of responses representing mother and grandmother. The t-test which utilized the mean evaluations was used to test each of the hypotheses. The formula for the t-test may be found in the Appendix. See page 157.

The mean evaluations assigned responses depicting mother and grandmother were used to test the first two hypotheses: (1) Maternal grandmothers are seen by pre-teen children as responding to the child's expressed needs by being more child oriented than mothers, and (2) maternal grandmothers are seen by pre-teen children as responding to the misbehaving child with less permissive discipline than mothers.

A similar comparison of the mean evaluation assigned grandmothers by 10 year old children, 11 year old children, and 12 year old children was used to test the third and fourth hypotheses: (3) Older pre-teen children perceive maternal grandmothers as being less child oriented than do younger pre-teen children, and (4) older pre-teen children perceive maternal grandmothers as being less permissive than do younger pre-teen children.

The influence of the sex of the pre-teen child on his perception of grandmother's responses was tested by comparison of the mean evaluation assigned grandmothers by boys and girls. The fifth hypothesis proposed that pre-teen girls perceive maternal grandmothers as being more child oriented than do pre-teen boys. The sixth hypothesis stated that pre-teen girls perceive maternal grandmothers as being less permissive than do pre-teen boys.
Finally the significance of the geographical distance of children's residence from that of their maternal grandmother was tested by a comparison of the mean evaluation of those children who live near their maternal grandmother and those who live far from their maternal grandmother. The seventh hypothesis follows: Pre-teen children who live near (within 50 miles) their maternal grandmother perceive maternal grandmothers as being less child oriented than do pre-teen children who live far (more than 50 miles) from their maternal grandmother. The eighth hypothesis proposed that pre-teen children who live near (within 50 miles) their maternal grandmother perceive maternal grandmothers as being less permissive than do pre-teen children who live far (more than 50 miles) from their maternal grandmother.

Frequency Distribution of Mothers' and Grandmothers' Responses to Child's Expressed Needs as Perceived by Pre-teen Children

The evaluation of the adults' responses to the child's expressed needs as perceived by pre-teen children ranged from extremely adult oriented to extremely child oriented. The description of each of the five categories may be found in the Appendix. See page 118. The children's perception of the mothers' responses to the child's expressed needs in each incomplete story or mother-child situation are presented in Table 6. Table 7 presents the frequency distribution of the children's perception of the grandmothers' responses to the child's expressed needs in each grandmother-child situation.

In the first story in Table 6 the child expresses unhappiness with "so much homework to do." The majority of the subjects perceived
### Table 6

Mothers' Responses to Child's Expressed Needs as Perceived by Pre-teen Children by Number and Per Cent

<table>
<thead>
<tr>
<th>Incomplete Story Number</th>
<th>Extremely Adult Oriented</th>
<th>More Adult Than Child Oriented</th>
<th>Balance Between Adult and Child Oriented</th>
<th>More Child Than Adult Oriented</th>
<th>Extremely Child Oriented</th>
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<tr>
<td></td>
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<td>Per Cent</td>
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<td>Per Cent</td>
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</tr>
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<td>14.89</td>
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<td>1.42</td>
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<td>6</td>
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<td>10.54</td>
<td>69</td>
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<td>6</td>
<td>4.26</td>
<td>52</td>
<td>36.88</td>
<td>49</td>
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<tr>
<td>8</td>
<td>1</td>
<td>.71</td>
<td>49</td>
<td>34.75</td>
<td>44</td>
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</table>


<table>
<thead>
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<th>Incomplete Story Number</th>
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<th>Balance Between Adult and Child Oriented</th>
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<th>Extremely Child Oriented</th>
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<tbody>
<tr>
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<td>No.</td>
<td>Per Cent</td>
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<td>25.53</td>
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</table>
mothers and grandmothers as balanced between an adult and child oriented response. Often a helpful suggestion involving the child himself was offered by mother or grandmother. Common responses were "Do part of it after supper," or "Get it done so you can play." In these cases the adult would not have to become directly involved in assisting the child. More than one-third of the children perceived grandmothers as being more child than adult oriented or extremely child oriented while only one-fifth of the mothers' responses were so classified.

The child's inability to sleep is depicted in the second story. Over 50 per cent of the subjects portrayed mothers and grandmothers as being extremely child oriented or giving special consideration to the child's feelings. Often the child responded that the adult would stay with the child, talk with the child, sleep with the child, or give the child "something to help him sleep." Apparently no child felt that mother or grandmother would delay assistance. Approximately one-third of the children perceived the adult making a helpful suggestion which would not involve the adult; such as, telling the child to read a book, lie still, count sheep, or listen to the radio.

As may be seen in Tables 6 and 7, approximately 70 per cent of the children interpreted mothers and grandmothers as being extremely child oriented in response to the child's request for assistance in finding a library book. A common completion of the third incomplete story was "She would help her find it" or "She would help him look for it." Only two children saw grandmothers as being more adult than child oriented or extremely adult oriented while eight children placed mothers
in these categories. These classifications included responses such as, "You look for it yourself," "Do without it," or "I'm going to take your library card away."

After spending his allowance for the week, the pre-teen child in the fourth story requests money to go to the movie. Over 43 per cent of the children represented mothers being balanced between a child and adult oriented response by offering a reason for not complying with the child's request. Approximately 30 per cent of the subjects indicated that mothers would be more child oriented than adult oriented by granting the money conditionally. Common conditions included giving the money if the child would pay it back, as a loan, out of next week's allowance, or if the child would earn part of it. Approximately the same percentage of grandmothers as mothers were described as offering a reason for not complying with the child's request. However, over 40 per cent of the grandmothers were depicted as extremely child oriented while only 8 per cent of the mothers fulfilled the child's request without question.

In response to the child's request for a new bicycle the majority of mothers and grandmothers were perceived as being balanced between adult and child oriented or more child than adult oriented. Of the 141 children, 135 children felt that mother would give a reason for not getting the new bicycle or would promise the child that he would be granted what he wanted in the future or on the basis of certain conditions. A typical response was "Wait until your birthday or Christmas." Some children expressed the view that grandmother would refer the child to the parent in this situation by responding, "Take that up with your
mother and dad," "That's none of grandmother's business," or "It's not up to grandmother; but she might drop the hint to mother."

The sixth story depicts the child and his friend wanting to fix a snack in the kitchen even though the adult is busy preparing dinner. Over 58 per cent of the subjects responded that grandmother would immediately grant the child's request or would do so conditionally. As indicated in Table 5, almost one-half of the mothers gave a reason for denying the snack. Often the reason reported by the children was "It's too near time for dinner," or "You will ruin your appetite for supper." Fourteen per cent of the children perceived that mothers would refuse to comply without a reason being offered. Only 4 per cent of the grandmothers were depicted as refusing the child's request for a snack without offering a reason.

After the pre-teen child in the seventh story tells the adult that some of the older children smoke, he asks if he might smoke when he is older. This request receives a more adult than child oriented response by 37 per cent of the mothers and 35 per cent of the grandmothers according to the pre-teen children. In these cases, the subjects responded that the child would be denied his request with no explanation or reason being offered. A reason is offered for the adult's refusal or the child's request is promised consideration in the future by 71 of the mothers and 77 of the grandmothers represented in this study. In this situation as in the fifth story, several children perceived the issue as follows: "Grandmother doesn't have any 'say so,'" "That's for mother to decide," or "Talk it over with your parents."
In the final story concerned with children's needs the child requests assistance in finishing a household chore so that he can go bicycle riding with a friend. According to the subjects in this study, approximately two-thirds of the mothers would refuse to assist with one-third of them offering a reason and one-third offering no reason. This is compared to one-half of the grandmothers who were depicted as refusing to assist with one-fourth of them offering a reason and one-fourth offering no reason. Approximately equal numbers of mothers and grandmothers were perceived as more child than adult oriented. These mothers and grandmothers were represented as agreeing to help finish the chore on the condition that the child complete the chore by himself on the following day, or that the child return the favor. Forty-nine of the grandmothers were presented as being extremely child oriented while only 28 of the mothers agreed to assist the child without hesitation.

The following summary of the incomplete stories concerned with the child's expressed needs reveals that the perception of grandmothers' and mothers' responses varied in the different adult-child situations.

The majority of the subjects agreed that the adult in the first story would offer a helpful suggestion for completing homework which would not directly involve the adult. However, several children felt that grandmothers would be more child oriented than mothers. The distribution of the adults' responses to the child's inability to sleep is similar for mother and grandmother in the second story. The situation receiving the most child oriented response by mother and grandmother as perceived by pre-teen children is the immediate involvement of the adult in helping to find a misplaced library book. Perhaps this is due to the
fact that this situation involves property not belonging to the family. This may bring about a united family effort to resolve the situation.

In the fourth story over 40 per cent of the grandmothers were depicted as unconditionally giving the child money in addition to his allowance while only 8 per cent of the mothers were perceived as being child oriented to this degree. In response to the child's request for a new bicycle, the majority of the subjects perceived the adult either offering a reason for not fulfilling the request or promising the bicycle in the future.

Grandmother is represented by the majority of the subjects as being more child oriented than mothers in response to the sixth story. However, almost one-half of the mothers were portrayed as giving a reason for denying the afternoon snack. The seventh story received the largest percentage of more adult than child oriented evaluations. Approximately 35 per cent of the adults were depicted as denying the child's request "to smoke when he is older" without offering an explanation or reason.

In the eighth story fewer grandmothers than mothers were portrayed as refusing to assist the child in completing a household chore. Also, more grandmothers than mothers were evaluated as being extremely child oriented in this situation.

Further analysis and interpretation of the subjects' responses to these adult-child situations is presented in the discussion of the first hypothesis which follows.
The First Hypothesis

The first hypothesis was stated as follows: Maternal grandmothers are seen by pre-teen children as responding to the child's expressed needs by being more child oriented than mothers. Tables 6 and 7 reveal the number and per cent of subjects whose responses were evaluated in each category from extremely adult oriented to extremely child oriented. After this frequency distribution had been established, a mean or average evaluation was computed for each of the eight stories concerned with the child's expressed needs. This information is presented in Table 8.

**Table 8**

**The Mean Evaluation Assigned Stories of Child's Expressed Needs**

<table>
<thead>
<tr>
<th>Incomplete Story Number</th>
<th>Mothers' Responses</th>
<th>Grandmothers' Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.8582</td>
<td>3.2199</td>
</tr>
<tr>
<td>2</td>
<td>3.8440</td>
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</tr>
<tr>
<td>4</td>
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<td>5</td>
<td>3.4468</td>
<td>3.3475</td>
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<td>6</td>
<td>3.2057</td>
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<tr>
<td>7</td>
<td>2.8723</td>
<td>2.8440</td>
</tr>
<tr>
<td>8</td>
<td>3.1702</td>
<td>3.5532</td>
</tr>
</tbody>
</table>

Mean of all evaluations 3.3794 3.6472
The comparison of the mean evaluation of the evaluation assigned each of the eight mother-child stories concerned with the child's expressed needs and the mean evaluation of the evaluation assigned each of the eight grandmother-child stories concerned with the child's expressed needs was used to test the first hypothesis. As indicated in Table 8 the mean evaluation representing the mothers' responses to the child's expressed needs was 3.379. The mean evaluation of the grandmothers' responses to similar adult child situations as perceived by the pre-teen children was 3.6472.

In order to determine if the difference in the two means was a significant difference the t-test was employed. The results of the t-test were as follows: The value derived after following the formula for the t-test was 5.8226. Since this value is larger than the .001 percent level (3.291), the hypothesis can be accepted as stated.

This finding appears to be in agreement with the ideas expressed by the following investigators. According to Apple, grandparents in American society are often said to spoil their grandchildren and ethno-logical reports from many other cultures show that this indulgent relationship is widespread. Winch observed that the most familiar characteristic which is commonly attributed to the grandparent-grandchild relationship is warmth and indulgence. Generally speaking American grandparents do not have parental responsibilities with respect to their grandchildren, and the result is the stereotype of the doting grandparent. The stereotypic grandparent provides gratification for the child but does not punish him. In this way, the grandparent serves as a kind of a

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1 Apple, op. cit.
parent—but only as a pleasure-giving parent (performing the nurturant function) and not as pain-causing (not performing the controlling function). 2

The results of the current study indicate that pre-teen children perceive grandmothers as being more child oriented in response to the child's expressed needs than are mothers. Thus the data seem to confirm the existence of a warm and indulgent grandparent-grandchild relationship.

Frequency Distribution of Mothers' and Grandmothers' Responses to Child's Misbehavior as Perceived by Pre-teen Children

The pre-teenager's perception of the adults' responses to the child in discipline situations was evaluated from extremely nonpermissive to extremely permissive. The description of each of the five categories may be found in the Appendix. See page 127. The children's perception of the mothers' responses to the child's misbehavior in each incomplete story or mother-child situation are presented in Table 9. Table 10 presents the frequency distribution of the children's perception of the grandmothers' responses to the child in each discipline situation involving grandmother and child.

In the first story the child indicates he hates to go for a drive or to visit grandmother. He states his preference for his peers' companionship. Sixty-two per cent of the mothers were represented as objecting to the child's behavior but not exerting any punitive measure. Often mother was represented as explaining that the drive was already planned or that it was important for the family to be together.

2 Winch, op. cit., p. 544.
<table>
<thead>
<tr>
<th>Incomplete Story Number</th>
<th>Extremely Nonpermissive</th>
<th>More Nonpermissive Than Permissive</th>
<th>Balance Between Permissive and Nonpermissive</th>
<th>More Permissive Than Nonpermissive</th>
<th>Extremely Permissive</th>
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</thead>
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<td>No. Per Cent</td>
<td>No. Per Cent</td>
<td>No. Per Cent</td>
<td>No. Per Cent</td>
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<td>7.22</td>
<td>43.97</td>
</tr>
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<td>25.24</td>
<td>63.83</td>
<td>4.96</td>
<td>4.96</td>
</tr>
<tr>
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<td>2.84</td>
<td>35.46</td>
<td>9.93</td>
<td>51.77</td>
</tr>
<tr>
<td>8</td>
<td>2.84</td>
<td>39.01</td>
<td>38.30</td>
<td>17.73</td>
<td>2.13</td>
</tr>
<tr>
<td>Incomplete Story Number</td>
<td>Extremely Nonpermissive</td>
<td>More Nonpermissive Than Permissive</td>
<td>Balance Between Permissive and Nonpermissive</td>
<td>More Permissive Than Nonpermissive</td>
<td>Extremely Permissive</td>
</tr>
<tr>
<td>-------------------------</td>
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</tr>
<tr>
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<td>No.</td>
<td>Per Cent</td>
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</tr>
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<tr>
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<td>3.55</td>
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<td>21.99</td>
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<td>6.38</td>
<td>23</td>
<td>15.31</td>
<td>66</td>
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</tbody>
</table>
Eighty-six of the grandmothers were evaluated as more permissive than nonpermissive or extremely permissive while only 49 of the mothers were so classified. In these categories the child was permitted to spend the time with his friends or was merely encouraged to join the family.

The pre-teenager's charge that his teacher is "dumb and doesn't know anything" is the basis for the second story. The majority of the children apparently felt that the mothers' and grandmothers' responses would be balanced between permissive and nonpermissive discipline as the adult objected to the misbehavior but employed no punitive measure. Often the adult was presented as defending the teacher by saying, "She will teach you a lot of things before the year is over," "She has her education," or "She is trying to help you." As indicated in Tables 9 and 10, 11 per cent of the mothers were depicted as expressing anger toward the child, or administering or threatening to administer punishment while only 4 per cent of the grandmothers' responses were placed in these two categories. Thirty-two of the grandmothers were considered more permissive than nonpermissive or extremely permissive while 28 of the mothers' responses were so classified.

The third story describes a pre-teenager who gets mad and hits his sibling. Fifty-four per cent of the children represented mothers' responses as more nonpermissive than permissive or extremely nonpermissive. The majority of the subjects perceived mothers as becoming angry, punishing, or threatening to punish the child. About 30 per cent of the grandmothers were placed in these two categories while 54 per cent of the grandmothers' responses were evaluated as balanced between
permissive and nonpermissive discipline. In these cases the grandmother was perceived as voicing her objection to the child's behavior but employing no punitive measure. Twenty-two of the grandmothers were depicted as allowing non-compliance or inquiring into the child's reason for hitting the other child while only nine mothers were permissive to this degree.

The child's objection to wearing rubber boots "because none of the other kids have to wear them" is the theme of the fourth story. Tables 9 and 10 reveal that 86 per cent of the mothers and 84 per cent of the grandmothers were represented as objecting to the misbehavior but not punishing the child. Common responses were "wear your boots; they make your shoes last longer," "Just because other kids don't is no reason," or "wear your boots so you won't get a cold." Approximately the same percentage of mothers and grandmothers were evaluated as more permissive than nonpermissive or extremely permissive. In these categories the adult merely encouraged the child to comply or allowed non-compliance. Nine grandmothers were pictured as being extremely nonpermissive while only one mother was so classified. Discipline involving directly or indirectly another authority figure feared by the child besides the one in charge is evaluated extremely nonpermissive. Several children described grandmother as threatening to tell the child's mother in the situation portrayed in the fourth story.

In the fifth story the adult hears the child and his friend talking about a "secret joke" that they would not want the adult to hear. The majority of the children described grandmothers' response as being
extremely permissive and thus indicating that the grandmother would
voice no objection to the "secret joke." According to the subjects in
this study, 44 per cent of the mothers' responses were extremely permis­
sive and 44 per cent of the mothers would object to the misbehavior but
exercise no punitive measure. Typical responses in this category were
"You shouldn't tell jokes if you can't tell them to me," or "It's not
polite to tell secrets."

The pre-teenager's non-compliance with the adult's request that
the child allow the adult to finish watching a certain program on tele­
vision before turning the channel to the child's choice is the subject
of the sixth story. Forty-three of the grandmothers were depicted as
allowing non-compliance or merely encouraging the child to comply. Only
eight mothers were perceived as being permissive to this degree. Tables
9 and 10 reveal that the majority of the children felt that mothers and
grandmothers objected to the child's behavior, directed the child to turn
the channel back, but did not punish the child. However, 31 per cent of
the mothers and 11 per cent of the grandmothers were portrayed as
becoming angry at the child, administering or threatening to administer
punishment as a result of the child's behavior.

In the seventh story the adult hears a pre-teenager and his
friend talking about a movie shown in school which was about how a baby
grows inside its mother. The frequency distribution of the evaluation of
the mothers' and grandmothers' responses as perceived by the child was
quite similar. Fifty-two per cent of the mothers and grandmothers were
depicted as extremely permissive by allowing or encouraging the children
to continue their discussion. Approximately one-third of the children
felt that mothers and grandmothers objected to the children's discussion but offered no punishment. Typical responses in this category included "Kids shouldn't talk about that sort of thing," "Talk about it when you are older," or "It isn't very nice to talk about things like that when you are young like this."

In the final situation, the pre-teenager stops to have a "coke" after school even though he was supposed to have come directly home or to his grandmother's house. Fifty-four of the mothers were represented as objecting to the disobedience but employing no punitive measures, while 59 of the mothers were depicted as becoming angry, or administering or threatening to administer punishment. Typical reactions in the latter cases were "You can't ride your bike to school next week," "No allowance for you," or "No cokes for the rest of the month." Only 32 of the grandmothers were represented as being nonpermissive to this degree. Forty-one of the children felt that grandmothers would allow non-compliance or merely inquire into the child's reason for not wanting to comply. Only 28 of the mothers were seen as being permissive to this degree.

The following summary of the children's perceptions of the adults' reaction to the child's misbehavior emphasizes the differences as well as the similarities between the mothers' and grandmothers' responses in various discipline situations.

In the first story the child expresses his preference for peer companionship over a family drive or a visit to grandmother's home. More of the grandmothers than mothers were represented as permitting the child to spend the time with his friends or merely encouraging him to join the family. Both mothers and grandmothers were presented by the majority of
the subjects as objecting to the child's derogatory remarks about his teacher in the second story. More mothers than grandmothers were seen as nonpermissive in this situation. The grandmothers' more permissive responses are also evident in the third story which describes a pre-teenager hitting his sibling. Twenty-two of the children pictured grandmother voicing no objection to the child's behavior or inquiring into the child's reason for hitting while only nine mothers were evaluated as being permissive to this degree. The distribution of responses to the fourth adult-child situation was similar for both mother and grandmother. The exception to this pattern was nine grandmothers who were evaluated as being extremely nonpermissive because of their threat to tell the child's mother about the child's failure to wear his rubber boots. More grandmothers than mothers were represented as voicing no objection to the "secret joke" in the fifth situation. In the sixth story 40 of the grandmothers were depicted as allowing non-compliance or merely encouraging the child to comply with the adult's request concerning the use of the television. Only eight mothers were seen as being permissive to this degree. According to the subjects in this study, mothers and grandmothers responded in a similar pattern to the child's discussion of a school film about how a baby grows inside its mother. In the final situation more mothers than grandmothers were depicted as being nonpermissive in response to the child's failure to come directly to his home or grandmother's house after school.

The discussion of the second hypothesis which follows will provide further analysis and interpretation of these discipline situations.
The Second Hypothesis

The second hypothesis was stated as follows: Maternal grandmothers are seen by pre-teen children as responding to the misbehaving child with less permissive discipline than mothers. Tables 9 and 10 reveal the number and per cent of subjects whose responses were evaluated in each category from extremely nonpermissive to extremely permissive. After this frequency distribution had been established, a mean or average evaluation was computed for each of the eight stories concerned with the child's misbehavior. This information is presented in Table 11. The comparison of the mean evaluation of the evaluation assigned each of the eight mother-child stories concerned with the child's misbehavior and the mean evaluation of the evaluation assigned each of the eight grandmother-child stories concerned with the child's misbehavior was used to test the second hypothesis.

As indicated in Table 11 the mean evaluation representing the mothers' responses to the child's misbehavior as perceived by pre-teenagers is 3.2154. The mean evaluation assigned the grandmothers' responses to the child in similar discipline situations is 3.4663. Thus, the second hypothesis must be rejected. In order to determine if the difference in the two means was a significant difference the t-test was employed. The value derived after following the formula for the t-test was 5.7848. Since this value is larger than the .001 per cent level (3.291), the data from this study indicate that grandmothers are represented as being more permissive than are mothers.

This finding appears to be in contrast with results of research conducted by the following investigators. Bond studied the relationship
TABLE II
THE MEAN EVALUATION ASSIGNED STORIES OF CHILD'S MISBEHAVIOR

<table>
<thead>
<tr>
<th>Incomplete Story Number</th>
<th>Mothers' Responses</th>
<th>Grandmothers' Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3.5674</td>
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</tr>
<tr>
<td>Mean of all evaluations</td>
<td>3.2154</td>
<td>3.4663</td>
</tr>
</tbody>
</table>

between fears expressed by mothers toward child rearing, and certain attitudes toward child rearing expressed by the mothers of these mothers (the maternal grandmothers). Mothers appeared more permissive than grandmothers in every aspect of child rearing measured by Bond.\(^3\) Staples and Smith found that grandmothers as a group have the more strict, authoritative and punitive attitude toward child rearing while mothers are much more permissive in their ideas of adult control of children.\(^4\)

\(^3\) Bond, op. cit.
\(^4\) Staples and Smith, op. cit., pp. 91-97.
Perhaps the grandmothers' nonpermissive attitudes toward child
rearing in general are not practiced in their relationship with their
own grandchildren. Duvall acknowledges that grandmother's role in
disciplining the children of the family is a difficult one. She suggests
that grandmother keep close enough contact with the children's parents so
that she may quietly discuss any matters that seem important with them
from time to time.  

On the other hand, the pre-teen child may not perceive nonper-
missive attitudes which are present in grandmothers. However, Winch
points out that in matriarchal families of the Negro lower class, maternal
grandmothers frequently exercise parental authority over their grand-
children. A study involving subjects from various socioeconomic back-
grounds might reveal pre-teenage children's perceptions of grandmothers
in discipline situations as being less permissive than the grandmothers
in the present study were represented.

Finally, the discipline situations presented in the current
investigation may have failed to elicit such nonpermissive attitudes as
may exist. Recommendations concerning further development of the instru-
ment used in this study are presented in the final chapter.

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6 Winch, op. cit., p. 544.
The Third Hypothesis

The third hypothesis was stated as follows: Older pre-teen children perceive maternal grandmothers as being less child oriented than do younger pre-teen children.

Table 12 reveals the distribution of the grandmothers' responses to the child's expressed needs as perceived by pre-teen children. Included in the study population were 28 ten year old children or about 20 per cent of the sample. Seventy 11 year old children comprised almost 50 per cent of the subjects while 43 or 30.50 per cent of the subjects were 12 years old.

The mean evaluation assigned the grandmothers' responses by 10 year old children was 3.6071, the mean evaluation for 11 year old children was 3.6449, while 12 year old children's mean evaluation was 3.7074. These figures indicate that the third hypothesis must be rejected.

According to the results from this study, the older age group does not perceive grandmother as being less child oriented than the younger age group. The t-test was employed to determine if there was a significant difference between the means. The value derived as a result of the t-test comparing children who are 10 years old with those who are 11 years old was .8818. The value comparing children who are 10 years old with those who are 12 years old was 1.5170. The value derived as a result of the t-test comparing 11 year old children and 12 year old children was 1.0379. Thus, according to the t-test there is no significant difference between the means. Therefore, any difference recorded in this study may be due to chance and it is not possible to state that
older pre-teen children perceive grandmother as being more child oriented than do younger pre-teen children.

**TABLE 12**

INFLUENCE OF AGE ON GRANDMOTHERS' RESPONSES TO CHILD'S EXPRESSED NEEDS AS PERCEIVED BY PRE-TEEN CHILDREN

<table>
<thead>
<tr>
<th>Age of Subjects</th>
<th>Extremely Adult Oriented</th>
<th>More Adult Than Child Oriented</th>
<th>Balance Adult and Child Oriented</th>
<th>More Child Than Adult Oriented</th>
<th>Extremely Child Oriented</th>
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<td>12 years</td>
<td>2.03</td>
<td>9.30</td>
<td>37.79</td>
<td>15.70</td>
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</tr>
</tbody>
</table>

Dubin and Dubin point out that research results indicate that age is a significant determinant of realism of perceptions. With increasing age, children's perceptions of adults become more realistic, that is, correspond more accurately with objective characteristics of persons. At the same time distinctions among adults become grounded in more subtle perceptual characteristics. However, Dubin and Dubin observe that mother persists as the preferred parent in spite of perceptions of adults becoming more realistic and subtle with increasing age. Dubin and Dubin suggest that perhaps such a strong perceptual set becomes established so early that even increasing perceptual realism cannot overcome it. They expressed the need for some kind of theoretical
model to link processes of perceptual maturation with processes of perceptual set.\(^7\)

The child's perception of grandmother may be established early in life and remain fairly consistent throughout the pre-teen years.

**The Fourth Hypothesis**

The fourth hypothesis was stated as follows: Older pre-teen children perceive maternal grandmothers as being less permissive than do younger pre-teen children.

Table 13 indicates the distribution of the grandmother's responses to the child's misbehavior as perceived by pre-teen children. The mean

**TABLE 13**

**INFLUENCE OF AGE ON GRANDMOTHERS' RESPONSES TO CHILD'S MISBEHAVIOR AS PERCEIVED BY PRE-TEEN CHILDREN**

<table>
<thead>
<tr>
<th>Age of Subjects</th>
<th>Extremely Non-permissive</th>
<th>More Non-permissive Than Permissive</th>
<th>Balance Between Permissive and Non-permissive</th>
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<td>7.14</td>
<td>51.07</td>
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<td>12 years</td>
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<td>6.40</td>
<td>52.91</td>
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</tbody>
</table>

\(^7\)Dubin and Dubin, *op. cit.*, pp. 830-838.
evaluation assigned the grandmothers' responses by 10 year old children was 3.4063, the mean evaluation for 11 year old children was 3.4855, while 12 year old children's mean evaluation was 3.5284. These mean evaluations indicate that the fourth hypothesis must be rejected. According to the results from this study, the older pre-teen children do not perceive grandmother as being less permissive than do younger pre-teen children.

The value derived as a result of the t-test comparing 10 and 11 year old children was .9725. The value comparing 10 year old children with 12 year old children was 1.4289. The comparison of 11 year old children with 12 year old children resulted in a value of .6202. Since none of these values indicate a significant difference between the means, the results of this study do not imply that older pre-teen children perceive grandmothers as being more permissive than do younger pre-teen children.

Thus age did not appear to be an influential factor in the pre-teen child's perception of grandmother's responses to the child's expressed needs or misbehavior. The third and fourth hypotheses were based on Tuckman and others finding that by the time a child reaches the age of 12 or 13 years he has acquired certain negative attitudes toward aging which are found among adults. However, the older pre-teen child may be influenced by the stereotype of the indulgent grandmother and his perception may fail to reflect less permissive or less child oriented attitudes which exist in grandmothers. Finally, a study involving a

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wider age variation among the subjects might be more successful in
demonstrating the influence of age on children's perceptions of grand-
mothers.

The Fifth Hypothesis

The fifth hypothesis proposed that pre-teen girls perceive
maternal grandmothers as being more child oriented than do pre-teen boys.

Table 14 reveals the influence of the sex of the pre-teen child
on his perception of grandmothers' responses to the child's expressed
needs. The study population was rather evenly divided with 65 boys and
76 girls participating.

<table>
<thead>
<tr>
<th>TABLE 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFLUENCE OF SEX ON GRANDMOTHERS' RESPONSES TO CHILD'S</td>
</tr>
<tr>
<td>EXPRESSED NEEDS AS PERCEIVED BY PRE-TEEN CHILDREN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex of Subjects</th>
<th>Extremely Adult Oriented</th>
<th>More Adult Than Child Oriented</th>
<th>Balance Between Adult and Child Oriented</th>
<th>More Child Than Adult Oriented</th>
<th>Extremely Child Oriented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>1.15</td>
<td>14.62</td>
<td>42.31</td>
<td>15.38</td>
<td>26.54</td>
</tr>
<tr>
<td>Girls</td>
<td>1.48</td>
<td>8.72</td>
<td>36.68</td>
<td>18.59</td>
<td>34.54</td>
</tr>
</tbody>
</table>

The mean evaluation assigned the grandmothers' responses by boys
was 3.5538, while the mean evaluation for girls was 3.7451. The t-test
was used to determine the significance of the difference between the
means. The value derived was 3.0743. Since this value is larger than
the .01 per cent level (2.576), the fifth hypothesis may be accepted as
stated. According to the data from this study, pre-teen girls perceive maternal grandmothers as being more child oriented than do pre-teen boys. This finding appears to be in agreement with Dubin and Dubin's report that girls tend to be more favorably oriented than boys toward significant persons, including parents. Furthermore, girls more frequently than boys report satisfactory relations with parents. According to Thompson, "Children's attitudes toward parents are an interesting and highly significant consequence of child-rearing antecedents. These attitudes tend to generalize across the social spectrum."

The Sixth Hypothesis

The sixth hypothesis proposed that pre-teen girls perceive maternal grandmothers as being less permissive than do pre-teen boys.

Table 15 reveals the boys' and girls' distribution of grandmothers' responses to the child in discipline situations. The mean evaluation assigned grandmothers' responses by boys was 3.4808, while the evaluation of girls was 3.4852. These figures indicate that the sixth hypothesis must be rejected. The results from this study imply that pre-teen girls do not perceive grandmothers as being less permissive than do boys. The value derived from the t-test comparing the means was .0725. Thus, there is no significant difference between the means and it is not possible to state that pre-teen boys perceive maternal grandmothers as being less permissive than do pre-teen girls.

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9 Dubin and Dubin, op. cit., pp. 830-838.
10 Thompson, op. cit., p. 650.
TABLE 15

INFLUENCE OF SEX ON GRANDMOTHERS' RESPONSES TO CHILD'S MISBEHAVIOR AS PERCEIVED BY PRE-TEEN CHILDREN

<table>
<thead>
<tr>
<th>Sex of Subjects</th>
<th>Extremely Non-permissive</th>
<th>More Non-permissive Than Permissive</th>
<th>Balance Between Permissive and Non-permissive</th>
<th>More Permissive Than Non-permissive</th>
<th>Extremely Permissive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>-----------------</td>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Per Cent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>3.08</td>
<td>8.27</td>
<td>51.54</td>
<td>11.92</td>
<td>25.19</td>
</tr>
<tr>
<td>Girls</td>
<td>4.28</td>
<td>6.25</td>
<td>52.96</td>
<td>12.66</td>
<td>23.85</td>
</tr>
</tbody>
</table>

The sixth hypothesis was partially based on Dubin and Dubin's report. They noted that the stronger positive orientations that girls have toward significant persons, when compared with boys, occur in spite of the fact that girls exceed boys in reporting strong parental control of their behavior and limitations of their personal freedom. The results of the present investigation indicate that pre-teen girls do not perceive grandmothers as exercising control over their behavior to any greater extent than do pre-teen boys. As reported in the discussion of the second hypothesis, the pre-teen subjects represented grandmother as being significantly more permissive than mother in response to the child's misbehavior.

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The Seventh Hypothesis

The seventh hypothesis was stated as follows: Pre-teen children who live near (within 50 miles) their maternal grandmother perceive maternal grandmothers as being less child oriented than do pre-teen children who live far (more than 50 miles) from their maternal grandmothers.

Table 16 indicates the distribution of grandmothers' responses to the child's expressed needs by those subjects who lived within 50 miles and those who lived more than 50 miles from their maternal grandmothers. Of the 141 subjects participating in the study, 61 lived within 50 miles of their maternal grandmother and 80 lived more than 50 miles from their maternal grandmother.

**TABLE 16**

INFLUENCE OF DISTANCE ON GRANDMOTHERS' RESPONSES TO CHILD'S EXPRESSED NEEDS AS PERCEIVED BY PRE-TEEN CHILDREN

<table>
<thead>
<tr>
<th>Distance From Maternal Grandmother</th>
<th>Extremely Adult Oriented</th>
<th>More Adult Than Child Oriented</th>
<th>Balance Between Adult and Child Oriented</th>
<th>More Child Than Adult Oriented</th>
<th>Extremely Child Oriented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 50 miles</td>
<td>1.84</td>
<td>11.68</td>
<td>35.45</td>
<td>19.47</td>
<td>31.56</td>
</tr>
<tr>
<td>More than 50 miles</td>
<td>.94</td>
<td>11.25</td>
<td>42.19</td>
<td>15.31</td>
<td>30.31</td>
</tr>
</tbody>
</table>
The mean evaluation assigned those children within 50 miles was 3.6906, while those subjects who lived more than 50 miles was 3.5313. These results indicate that the seventh hypothesis must be rejected. Apparently pre-teen children who live near their maternal grandmothers do not perceive them as being less child oriented than do those who live far from their maternal grandmothers. Using the t-test to determine the significance of the difference between the means resulted in the value of -.9436. According to the t-test there is no significant difference between the means and it is not possible to state that children who live far from their maternal grandmothers see them as being less child oriented than do those children who live near maternal grandmothers.

The seventh hypothesis was partially based on Apple's finding that the more removed the grandparents are from family authority, the more likely they are to have an equalitarian, or indulgent and warm relationship with the grandchildren.\(^{12}\) Apparently the geographical distance of maternal grandmothers does not serve as an accurate indication of the maternal grandmother's role in family authority. Perhaps geographical distance is interrelated with other factors in determining the maternal grandmother's role in family authority. The rapidity of modern transportation and communication may tend to erase differences in children's perceptions of grandmothers who live near as opposed to those who live far from them.

\(^{12}\)Apple, op. cit.
The Eighth Hypothesis

The eighth hypothesis was stated as follows: Pre-teen children who live near (within 50 miles) their maternal grandmothers perceive maternal grandmothers as being less permissive than do pre-teen children who live far (more than 50 miles) from their maternal grandmothers.

Table 17 portrays the grandmothers' responses to the child's misbehavior by those subjects who lived within 50 miles and those who lived more than 50 miles from their maternal grandmothers. The mean evaluation assigned grandmothers' responses by children living within 50 miles was 3.5020, while the mean evaluation of those living more than 50 miles was 3.4688. These figures imply that the eighth hypothesis must be rejected. The data from the current study indicate that those pre-teen

<table>
<thead>
<tr>
<th>TABLE 17</th>
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<tbody>
<tr>
<td>INFLUENCE OF DISTANCE ON GRANDMOTHERS' RESPONSES TO CHILD'S MISBEHAVIOR AS PERCEIVED BY PRE-TEEN CHILDREN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distance From Maternal Grandmother</th>
<th>Extremely Non-permissive</th>
<th>More Non-permissive Than Permissive</th>
<th>Balance Between Permissive and Non-permissive</th>
<th>More Permissive Than Non-permissive</th>
<th>Extremely Permissive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 50 miles</td>
<td>3.89</td>
<td>7.99</td>
<td>50.20</td>
<td>12.50</td>
<td>25.41</td>
</tr>
<tr>
<td>More than 50 miles</td>
<td>3.59</td>
<td>6.56</td>
<td>53.91</td>
<td>12.19</td>
<td>23.75</td>
</tr>
</tbody>
</table>
children who live near their maternal grandmother do not perceive them as being less permissive than do those who live far from their maternal grandmother.

The value derived as a result of the t-test was $-0.5439$ and indicates no significant difference between the means. Thus, it may not be stated that children who live far from their maternal grandmothers see them as being less permissive than do those who live near their maternal grandmothers.

As indicated in the discussion of the seventh hypothesis, the geographical distance between the pre-teen subject's residence and his maternal grandmother's residence does not appear to be a significant factor influencing the child's perception of grandmother's response to the child's expressed needs or to the child's misbehavior. However, a study involving subjects living in three-generation homes as compared to subjects in separate residences from their maternal grandmother might more effectively demonstrate the influence of "distance" on the child's perception of grandmother.

In Chapter X V the results of the data collected in the current study are reported, analyzed, and interpreted. The final chapter is an attempt to summarize the study, form conclusions as a result of the investigation, and recommend further research in the area of grandparent-grandchild relationships.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V includes a summary of the present investigation, conclusions which may be drawn from the analysis of data collected in the study, and certain recommendations for further research in the area of grandparent-grandchild relationships.

Summary

The purpose of this study was to investigate pre-teen children's perception of mothers' and maternal grandmothers' responses to children's misbehavior and children's expressed needs in certain situations. The degree of permissiveness attributed to mother or grandmother in discipline situations and the degree to which mother or grandmother was seen as child oriented or adult oriented in response to the child's expressed needs was explored.

More specifically, the purposes of this study were to determine
1. How maternal grandmothers are seen by pre-teen children as responding to the child's expressed needs.
2. How maternal grandmothers are seen by pre-teen children as responding to the misbehaving child.
3. How mothers are seen by pre-teen children as responding to the child's expressed needs.
4. How mothers are seen by pre-teen children as responding to the misbehaving child.

5. How the age of the pre-teen child influences his perception of maternal grandmother's responses.

6. How the sex of the pre-teen child influences his perception of maternal grandmother's responses.

7. How the geographical distance from his maternal grandmother influences the pre-teen child's perception of maternal grandmother's responses.

The subjects in this study included 141 children who were from 10 to 12 years of age. Sixty-five boys and 76 girls participated in the study. Each child was enrolled in the fifth or sixth grade of one of two elementary schools within the Columbus Public Schools, Columbus, Ohio, during the 1965-66 school year. At the time of the study none of the participants were from homes broken by divorce or death of parent(s). The maternal grandmother of each child lived in a separate household from the family. Of the 141 subjects involved in the study, 61 lived within 50 miles of their maternal grandmother and 80 lived more than 50 miles from their maternal grandmother.

The method of collecting and evaluating data in the current investigation was modeled after an instrument used by Franco. Each child was asked to complete a series of incomplete stories about grandmother-child and mother-child situations. Eight stories depict the pre-teenager's misbehavior and eight stories depict pre-teenager's expressed needs. The child's response to the stories was evaluated as

\(^1\)Franco, op. cit.
his perception of mother's or grandmother's response to the misbehaving child or the child's expressed needs.

When mother or grandmother was represented as responding to the misbehaving child by various types of behavior, the evaluation ranged from extremely permissive to extremely nonpermissive. When mother or grandmother was represented as responding to the child's expressed needs by differing types of behavior, the evaluation ranged from extremely child oriented to extremely adult oriented.

The data for each subject was transferred to cards for the purpose of statistical computation by the Computer Center, Memphis State University, Memphis, Tennessee. The frequency distribution of the responses to each incomplete story or adult-child situation provided the number and per cent of the subjects' responses which were evaluated as being within certain categories. The t-test which utilized the mean evaluation assigned the adult-child situations was used to test each of the hypotheses.

This study was designed to test the following hypotheses:

1. Maternal grandmothers are seen by pre-teen children as responding to the child's expressed needs by being more child oriented than mothers.

2. Maternal grandmothers are seen by pre-teen children as responding to the misbehaving child with less permissive discipline than mothers.

3. Older pre-teen children perceive maternal grandmothers as being less child oriented than do younger pre-teen children.
4. Older pre-teen children perceive maternal grandmothers as being less permissive than do younger pre-teen children.

5. Pre-teen girls perceive maternal grandmothers as being more child oriented than do pre-teen boys.

6. Pre-teen girls perceive maternal grandmothers as being less permissive than do pre-teen boys.

7. Pre-teen children who live near (within 50 miles) their maternal grandmothers perceive maternal grandmothers as being less child oriented than do pre-teen children who live far (more than 50 miles) from their maternal grandmothers.

8. Pre-teen children who live near (within 50 miles) their maternal grandmothers perceive maternal grandmothers as being less permissive than do pre-teen children who live far (more than 50 miles) from their maternal grandmothers.

A brief discussion of the findings related to each hypothesis follows.

The first hypothesis. Maternal grandmothers are seen by pre-teen children as responding to the child's expressed needs by being more child oriented than mothers.

The mean evaluation representing the child's perception of the mothers' responses to the child's expressed needs was 3.3794. The mean evaluation of the child's perception of grandmothers' responses to similar adult-child situations was 3.6472. The value derived after following the formula for the t-test was 5.8226. Since this value is larger than .001 per cent level (3.291), the hypothesis can be accepted as stated.
Thus the data from this study seem to confirm the existence of a warm and indulgent grandparent-grandchild relationship. Winch observed that the relationship between grandparent and grandchild is normally good in American society because the grandparent usually carries out only the nurturant (pleasure-giving) function and not the controlling (pain-giving) function.\textsuperscript{2} Certain adult-child situations in the current study displayed the warm and indulgent relationship between grandparents and grandchildren. For example, in the fourth story over 40 per cent of the grandmothers were depicted as unconditionally giving the child money in addition to his allowance while only 8 per cent of the mothers were evaluated as being child oriented to this degree. In the sixth story the majority of the subjects represented grandmother as fulfilling the child's request for a late afternoon snack while almost one-half of the mothers gave a reason for denying the snack.

The second hypothesis. Maternal grandmothers are seen by pre-teen children as responding to the misbehaving child with less permissive discipline than mothers.

The mean evaluation representing the child's perception of the mothers' responses to the child's misbehavior is 3.2154. The mean evaluation assigned the child's perception of the grandmothers' responses to the child in similar discipline situations is 3.4653. Thus the second hypothesis must be rejected. In order to determine if the difference in the two means was a significant difference the t-test was employed. The value derived after following the formula for the t-test was 5.7848.

\textsuperscript{2}Winch, op. cit., p. 561.
Since this value is larger than the .001 per cent level (3.291), the data from this study indicate that grandmothers are represented as being more permissive than are mothers.

Examples of the adult-child situations revealing the child's perception of grandmothers' permissive responses include the third story and the sixth story. In the third story the pre-teen child hits his sibling. Twenty-two of the children perceived grandmothers as voicing no objection to the child's behavior or inquiring into the child's reason for hitting. Only nine mothers were represented as being this permissive. In the sixth story 43 of the grandmothers were seen as allowing non-compliance or merely encouraging the child to comply with the adult's request concerning the use of the television. Only eight mothers were perceived as being permissive to this degree.

The findings of the current study appear to be in contrast with results of research conducted by Bond and Staples and Smith which depict mothers as being more permissive in their attitude toward child rearing than are grandmothers.³ ⁴

Perhaps the grandmothers' nonpermissive attitudes toward child rearing in general are not practiced in their relationship with their own grandchildren. Albrecht observed that the local culture holds parents accountable for their children but relaxes expectations, blames and gains with each successive generation.⁵ However, Winch points out that in

³Bond, op. cit.
⁴Staples and Smith, op. cit., 91-97.
matriarchal families of the Negro lower class, maternal grandmothers frequently exercise parental authority over their grandchildren. A study involving subjects from various socioeconomic backgrounds might reveal pre-teen children's perceptions of grandmothers in discipline situations as being less permissive than the grandmothers in the present study were represented.

The third hypothesis. Older pre-teen children perceive maternal grandmothers as being less child oriented than do younger pre-teen children.

The mean evaluation assigned the grandmothers' responses by 10 year old children was 3.6071, the mean evaluation for 11 year old children was 3.6449, while 12 year old children's mean evaluation was 3.7074. These figures indicate that the third hypothesis must be rejected. According to the results from this study, older pre-teen children do not perceive grandmother as being less child oriented than do younger pre-teen children. The t-test was employed to determine if there was a significant difference between the means. None of the values derived indicated a significant difference between the means. Therefore, any difference recorded in this study may be due to chance and it is not possible to state that older pre-teen children perceive grandmother as being more child oriented than do younger pre-teen children.

Thus, age did not appear to be an influential factor in the pre-teen child's perception of grandmother's responses to the child's expressed needs. The third hypothesis was based on Tuckman and others.

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6Winch, op. cit., p. 544.
finding that by the time a child reaches the age of 12 or 13 years he has acquired certain negative attitudes toward aging which are found among adults. In spite of perceptions of adults becoming more realistic and subtle with increasing age, Dubin and Dubin observe that mother persists as the preferred parent. They suggest that perhaps such a strong perceptual set becomes established so early that even increasing perceptual realism cannot overcome it. The child's perception of grandmother may be established early in life and remain fairly consistent throughout the pre-teen years.

The fourth hypothesis. Older pre-teen children perceive maternal grandmothers as being less permissive than do younger pre-teen children.

The mean evaluation assigned the grandmothers' responses to the child in discipline situations by 10 year old children was 3.4064, the mean evaluation for 11 year old children was 3.4855, while 12 year old children's mean evaluation was 3.5284. These mean evaluations indicate that the fourth hypothesis must be rejected. According to the results from this study the older pre-teen children do not perceive grandmother as being less permissive than do younger pre-teen children. Since none of the values derived as a result of the t-test indicate a significant difference between the means, the results of this study do not imply that older pre-teen children perceive grandmothers as being more permissive than do younger pre-teen children.

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8Dubin and Dubin, op. cit., pp. 830-838.
As brought out in the discussion of the third hypothesis, age does not appear to be an influential factor in the pre-teen child's perception of grandmother's response to the child's expressed needs or the child's misbehavior. The older pre-teen child may be influenced by the stereotype of the indulgent grandmother and his perception may fail to reflect less permissive attitudes which exist in grandmothers. However, a study involving a wider age variation among the subjects might be more successful in demonstrating the influence of age on children's perceptions of grandmothers.

The fifth hypothesis. Pre-teen girls perceive maternal grandmothers as being more child oriented than do pre-teen boys.

The mean evaluation assigned the grandmothers' responses to the child's expressed needs by boys was 3.5538, while the mean evaluation for girls was 3.7451. The t-test was used to determine the significance of the difference between the means. The value derived was 3.0743. Since this value is larger than the .01 per cent level (2.576), the fifth hypothesis may be accepted as stated. According to the data from this study, pre-teen girls perceive grandmothers as being more child oriented than do pre-teen boys.

This finding appears to be in agreement with Dubin and Dubin's report that girls tend to be more favorably oriented than boys toward significant persons.\(^9\)

The sixth hypothesis. Pre-teen girls perceive maternal grandmothers as being less permissive than do pre-teen boys.

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\(^9\) Dubin and Dubin, op. cit., pp. 830-838.
The mean evaluation assigned grandmothers' responses in discipline situations by boys was 3.4808, while the evaluation of girls was 3.4852. These figures indicate that the sixth hypothesis must be rejected. The results from this study imply that pre-teen girls do not perceive grandmothers as being less permissive than do pre-teen boys. The value derived from the t-test comparing the means was .0725. Thus, there is no significant difference between the means and it is not possible to state that pre-teen boys perceive grandmother as being less permissive than do pre-teen girls. The sex of the pre-teen subject does not appear to be a significant factor influencing the child's perception of grandmother's response to the child's misbehavior.

The sixth hypothesis was partially based on Dubin and Dubin's report. They noted that the stronger positive orientations that girls have toward significant person, when compared with boys, occur in spite of the fact that girls exceed boys in reporting strong parental control of their behavior and limitations of their personal freedom. The results of the present investigation indicate that pre-teen girls do not perceive grandmothers as exercising control over their behavior to any greater extent than do pre-teen boys. As reported in the discussion of the second hypothesis, the pre-teen subjects represented grandmother as being significantly more permissive than mother in response to the child's misbehavior.

The seventh hypothesis. Pre-teen children who live near (within 50 miles) their maternal grandmother perceive maternal grandmothers as

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being less child oriented than do pre-teen children who live far (more than 50 miles) from their maternal grandmothers.

The mean evaluation assigned those children within 50 miles was 3.6906, while those subjects who lived more than 50 miles was 3.6313. These results indicate that the seventh hypothesis must be rejected. Apparently pre-teen children who live near their maternal grandmothers do not perceive them as being less child oriented than do those children who live far from their maternal grandmothers. The value derived as a result of the t-test implied that there is no significant difference between the means and it is not possible to state that children who live far from their maternal grandmothers see them as being less child oriented than do those children who live near maternal grandmothers.

The seventh hypothesis was partially based on Apple's finding that the more removed the grandparents are from family authority, the more likely they are to have an equalitarian, or indulgent and warm relationship with the grandchildren. Apparently the geographical distance of maternal grandmothers does not serve as an accurate indication of the maternal grandmother's role in family authority. Perhaps geographical distance is interrelated with other factors in determining the maternal grandmother's role in family authority. The rapidity of modern transportation and communication may tend to erase differences in children's perceptions of grandmothers who live near as opposed to those who live far from them.

\(^{11}\) Apple, op. cit.
The eighth hypothesis. Pre-teen children who live near (within 50 miles) their maternal grandmothers perceive maternal grandmothers as being less permissive than do pre-teen children who live far (more than 50 miles) from their maternal grandmothers.

The mean evaluation assigned grandmothers' responses by children living within 50 miles was 3.5020, while the mean evaluation of those living more than 50 miles was 3.4568. These figures imply that the eighth hypothesis must be rejected. The data from the current study indicate that those pre-teen children who live near their maternal grandmother do not perceive them as being less permissive than do those who live far from their maternal grandmother. The value derived as a result of the t-test implies no significant difference between the means. Thus, it may not be stated that children who live far from their maternal grandmothers see them as being less permissive than do those who live near their maternal grandmothers.

As reported in the discussion of the seventh hypothesis, the geographical distance between the pre-teen subject's residence and his maternal grandmother's residence does not appear to be a significant factor influencing the child's perception of grandmother's response to the child's expressed needs or the child's misbehavior. However, a study involving subjects living in three-generation homes as compared to subjects in separate residences from their maternal grandmothers might more effectively demonstrate the influence of "distance" on the child's perception of grandmother.
Conclusions

As a result of the analysis of data collected in this investigation, the following conclusions may be drawn:

1. Maternal grandmothers are seen by pre-teen children as responding to the child's expressed needs by being more child oriented than mothers.

2. Maternal grandmothers are seen by pre-teen children as responding to the misbehaving child with more permissive discipline than mothers.

3. The age of the pre-teen child does not appear to be a significant factor influencing the child's perception of grandmother's responses to the child's expressed needs or the child's misbehavior.

4. Pre-teen girls perceive maternal grandmothers as being more child oriented in response to the child's expressed needs than do pre-teen boys.

5. The sex of the pre-teen subject does not appear to be a significant factor influencing the child's perception of grandmother's response to the child's misbehavior.

6. The geographical distance between the pre-teen subject's residence and his maternal grandmother's residence does not appear to be a significant factor influencing the child's perception of grandmother's responses to the child's expressed needs or misbehavior.

Recommendations for Further Research

The review of literature related to the present investigation as well as the results of the current study seem to indicate the need for
additional research in the area of the grandparent-grandchild relationship. Thus, the following recommendations are offered.

1. The further development of the instrument used in the current study is recommended as a possible contribution to the study of children's perceptions of grandparents.

The current study was limited to children from unbroken, middle-class homes. A study involving subjects from various socioeconomic backgrounds would be necessary in order to insure a more complete range of possible responses to the series of incomplete stories.

Pre-teen children were chosen as the age subjects in the present study. A wider age variation among the subjects might improve the possibility of acquiring a full range of responses to the incomplete stories. In addition, the wider age variation might effectively demonstrate the influence of age on children's perception of grandparents.

Epstein's and Komorita's description of the development of a scale of parental punitiveness toward aggression might be useful in the further development of the instrument used in the current study. The first step in the development of the scale was to determine the nature of parental punishment toward aggression as perceived by children. Children were asked to complete semi-projective stories depicting a child whose verbal, physical, or indirect aggression merited a parental response. Content analysis of the responses yielded a list of those discipline techniques which were most frequently attributed to parents. In the second step, children's ratings of the relative severity of these discipline techniques were obtained. Four discipline techniques were
selected to serve as response alternatives for each item in the
scale.12

Similar procedures could be followed in an attempt to refine
the instrument used in the current study to gain children's perceptions
of mother's and grandmother's responses to the child's expressed needs
and the child's misbehavior.

2. Research concerning the influence of three-generation living
upon young children is recommended as an important aspect of a compre­
prehensive knowledge of the grandparent-grandchild relationship. This
relatively unknown influence probably contributes to the ambivalence
expressed toward the formation of three-generation households.

According to Streib the term "three-generation family" is used
primarily to describe the situation in which older parents reside in the
households of their adult children, but the census data show clearly that
the opposite type of family arrangement, in which adult children live in
the household of their elderly parents, is almost as prevalent.13

The results of the present study which was limited to children
whose maternal grandmothers lived in a separate household observed no
significant difference in children's perceptions of grandmother who lived
near or far from the child. A study including subjects living in three-
generation homes might be more successful in revealing the influence of
"distance" on the child's perception of grandparents.

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12 Ralph Epstein and S. S. Komorita, "The Development of a Scale
of Parental Punitiveness toward Aggression," Child Development, XXXVI
(March, 1965), 129-142.

13 Streit, op. cit., p. 449.
3. Studying the role of grandparents is recommended as it appears to be a vital part of understanding the grandparent-grandchild relationship.

The current study might be interpreted as the child's perception of the grandparental role in certain situations. The review of literature emphasizes the importance of understanding the role of grandparents. According to Duvall, grandmothers are generally concerned about their roles. They are confused about what is expected of them.14

The role-demands and expectations made upon a person occupying a particular status may not coincide with the person's own conception of his role; and neither his conception nor the expectation of others may match his actual role performance. The size of the discrepancy between role-demands, role-conception, and role-performance is a measure of the conflict experienced by a person in a particular status according to Musgrove.15 The role conflict of grandparents could be assessed by asking the subjects to indicate how they would behave ideally as grandparents, how they thought they in fact behaved, and how they thought their children and grandchildren expected them to behave.

According to Rose, the life satisfaction of middle-class women as they enter middle age is a function of the degree to which they are able to assume another central role to substitute for their necessarily

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15 F. Musgrove, "Role-Conflict in Adolescence," *British Journal of Educational Psychology*, XXXIV (February, 1964), 34-42.
declining role as homemakers. To what degree does the grandparental role contribute to the "life satisfaction" of middle-class women?

Neugarten and Weinstein suggest a study of the "expectant" grandmother when they observe that the anticipation and first adjustment to the role of grandmother has not been systematically studied.

The significance of the grandparental role may be enhanced during periods of disorganization or stress within the nuclear family. Kirkpatrick discusses the barriers between grandparents and their married offspring which occur because of neolocal residence, privacy of the nuclear family, educational differences, in-law trouble, differential acceptance of social change, and conflicting standards of child rearing. These barriers may tend to be broken down and the grandparental role may become more significant when there are "periods of disorganization or stress" within the nuclear family. The parents or children may "reach beyond" the nuclear family or the grandparent may be brought within the nuclear family during such periods as the birth of a new baby, employment of mother, unemployment of father, divorce of parents, or illness or death of parent(s).

4. Research to ascertain the present emphasis given the grandparent-grandchild relationship within the study of the family is recommended as it may point up certain areas of neglect. Do secondary


17 Neugarten and Weinstein, op. cit.

18 Kirkpatrick, op. cit., p. 544.
schools and/or college courses provide students with a background of knowledge and understanding of this intergenerational relationship? A survey of textbooks might reveal one measure of the extent and the quality of the available reading material concerning three-generational relationships.

In 1949 Beard charged that there was little mention in the textbooks of the basic conflicts between the expectations and wishes of older people and the social attitudes and social patterns relating to the aged. Could the same charge be placed against current textbooks? One recent text advises that "Grandparents should listen sympathetically and speak words of reassurance to one and all in times of trouble only when such services are needed and requested."20

Streib and Shanias note that the tendency to neglect the later phases of the life cycle as these pertain to intergenerational relations stems in part from the over emphasis in the social and psychological sciences on the early stages of the family. The social and emotional problems of older persons have received less attention. Sociologists of the family in particular have neglected this important area, perhaps because of their concern with courtship, dating, marriage, and child rearing practices, and their emphasis on the nuclear family rather than intergenerational relations and the kin network.21

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19 Belle S. Beard, "Are the Aged Ex-Family?" Social Forces, XXVI (March, 1949), 274-279.


21 Streib and Shanias, op. cit., p. 3.
APPENDIXES

A. Letter to Parents

B. Form Returned by Parents

C. Incomplete Stories

D. Directions and Guides for Evaluation

E. Formula for t-Test
APPENDIX A

LETTER TO PARENTS

June 20, 1966

Dear Parents:

How important are grandparents to fifth and sixth grade children? We would like to know. Recently as a doctoral student at Ohio State University, I questioned college students about their grandparents. Many of these young adults responded that grandmother was a very important person to them when they were pre-teenagers.

You are parents of a pre-teenager. You could help us discover some new knowledge about grandmother-grandchild relationships by allowing your child to be interviewed for this study. Parents of all fifth and sixth grade children in Clinton Elementary and Indian Springs School during the 1965-66 school year are being contacted.

The interview will consist of a series of stories about children, mothers, and grandmothers. The children will be asked to respond to these situations. The purpose of the study is to learn more about the relationship between children and grandmothers. No individual child's answer will be identified, nor will any family be identified except in general terms such as Child A or Family B.

After you have completed the enclosed form please return it in the stamped, self-addressed envelope if we may schedule an appointment to talk with your child. The interview will require approximately 15-20 minutes and will be scheduled in your home at your convenience. If you have any questions concerning this study please feel free to phone 263-5556 or 293-4755.

Mrs. Gertrude Kircher, Principal, Indian Springs School and Mr. R. E. Snide, Principal, Clinton Elementary School have granted permission to request your cooperation in this endeavor. My adviser, Dr. Norejane Hendrickson, Associate Professor of Family and Child Development joins me in inviting your participation in this study. Your assistance is vital and will be greatly appreciated.

Sincerely yours,

(Mrs.) Dixie Crase

Dr. Norejane Hendrickson
Associate Professor
Division of Family and Child Development
APPENDIX C

FORK RETURNED BY PARENTS

Name of Parents__________________________________________________________

Phone Number

Address______________________________________________________________

Date of

Name of Child__________________________ Sex_____ Birth _______________________

Child's Maternal Grandmother

_____ lives in household with family

_____ lives within 50 miles of Columbus

_____ lives within 100 miles of Columbus

_____ lives within 250 miles of Columbus

_____ lives more than 250 miles from Columbus

_____ is deceased
### Mother's Response

<table>
<thead>
<tr>
<th>Child's Needs</th>
<th>Grandmother's Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A girl is unhappy because she has so much homework to do. She tells her mother about it. What will mother say or do?</td>
<td>1. A girl is having dinner with her grandmother. The girl is very unhappy because she has so much homework to do. She tells her grandmother about it. What will grandmother say or do?</td>
</tr>
<tr>
<td>2. A girl wakes up at night and calls for her mother. She tells her she can't go back to sleep. What will mother say or do?</td>
<td>2. While spending the night with grandmother, a girl wakes up and calls for grandmother. She tells her she can't go back to sleep. What will grandmother say or do?</td>
</tr>
<tr>
<td>3. It is almost time to go to school and a girl can't find her library book. She asks her mother to help her find it. What will mother say or do?</td>
<td>3. It is almost time to leave grandmother's house and go to school. A girl can't find the library book she brought with her. She asks grandmother to help her find it. What will grandmother say or do?</td>
</tr>
<tr>
<td>4. A girl has spent her allowance for the week. She asks her mother for money to go to the movie. What will mother say or do?</td>
<td>4. A girl has spent her allowance for the week. The girl asks her grandmother for money to go to the movie. What will grandmother say or do?</td>
</tr>
<tr>
<td>5. A girl tells her mother she wishes she could have a new bicycle like all the other kids are riding. What will mother say or do?</td>
<td>5. A girl tells her grandmother she wishes she could have a new bicycle like all the other kids are riding. What will grandmother say or do?</td>
</tr>
<tr>
<td>6. After school a girl and her friend want to fix a snack in the kitchen but mother is busy preparing dinner. What will mother say or do?</td>
<td>6. While a girl and her friend are playing at grandmother's house, they want to fix an afternoon snack in the kitchen. Grandmother is busy preparing dinner. What will grandmother say or do?</td>
</tr>
</tbody>
</table>
7. A girl tells her mother that some of the older girls smoke cigarettes. She asks her mother if she can smoke when she is older. What will mother say or do?

8. A girl is washing dishes when her friend phones to ask her to go bicycle riding. The girl asks her mother to help her finish the dishes. What will mother say or do?

Child's misbehavior

1. One afternoon a girl wants to go to a friend's picnic. When mother tells her the family had planned to take a drive, the girl says, "I hate to go for a drive. I want to go to the picnic with my friends." What will mother say or do?

2. A girl is feeling very angry with her teacher. She tells her mother the teacher is dumb and doesn't know anything. What will mother say or do?

3. A girl gets mad at her sister and hits her. What will mother say or do?

4. On a rainy day mother reminds her daughter to wear her rubbers. The girl tells her mother she doesn't want to wear her rubbers because none of the other kids have to wear them. What will mother say or do?

5. Mother hears a girl and her friend talking about a "secret joke" that they would not want mother to hear. What will mother say or do?
6. A girl wants to see cartoons on television. Her mother says, "Wait until this program is over." The girl turns the set to the cartoons. What will mother say or do?

7. Mother hears a girl telling her friend about a movie shown in school. It was a movie about how a baby grows inside its mother. What will mother say or do?

8. A girl stopped to have a coke after school even though she was supposed to come straight home. What will mother say or do?

Identical incomplete stories were used for boys and girls with the exception of the eighth story of the child's needs. This story depicted the boy mowing the lawn while the girl was washing dishes. The incomplete story for the boys follows:

6. A girl wants to see cartoons on television while she is visiting grandmother. Grandmother says, "Let's finish watching the news first." The girl turns the set to cartoons. What will grandmother say or do?

7. Grandmother hears a girl telling her friend about a movie shown in school. It was a movie about how a baby grows inside its mother. What will grandmother say or do?

8. A girl stopped to have a coke after school even though she was supposed to come straight to grandmother's house. What will grandmother say or do?
APPENDIX D

DIRECTIONS FOR EVALUATION

I. Read the GUIDE FOR EVALUATING ADULT'S RESPONSE TO CHILD'S EXPRESSED NEEDS AS PERCEIVED BY THE CHILD. The guide includes a definition of categories followed by the eight incomplete stories which the child was asked to complete for mother and grandmother. On the page with each incomplete story are examples of the subjects' responses and how they are evaluated.

A. Read the first subject's response to the first situation, evaluate and assign a number (1-5) to the response for mother and a number to the response for grandmother.

B. Read the second subject's response to the first situation and evaluate.

C. Continue until all responses to the first situation have been evaluated.

D. Read the first subject's response to the second situation, evaluate and assign a number (1-5) to the response for mother and a number to the response for grandmother. Continue until all responses to the second situation have been evaluated.

E. Continue until all responses on the top half of each subject's sheet have been evaluated.

II. Read the GUIDE FOR EVALUATING ADULT'S RESPONSE TO CHILD'S "MISBEHAVIOR" AS PERCEIVED BY THE CHILD. The guide includes a definition of categories followed by the eight incomplete stories which the child was asked to complete for mother and grandmother. On the page with each incomplete story are examples of the subject's responses and how they are evaluated.

A. Read the first subject's response to the first situation. Evaluate and assign a number (1-5) to the response for mother and a number to the response for grandmother.

B. Read the second subject's response to the first situation and evaluate.

C. Continue until all responses to the first situation have been evaluated.

D. Read the first subject's response to the second situation. Evaluate and assign a number (1-5) to the response for mother and a number to the response for grandmother. Continue until all responses to the second situation have been evaluated.

E. Continue until all responses on the lower half of each subject's sheet have been evaluated.
GUIDE FOR EVALUATING ADULT'S RESPONSE
TO CHILD'S EXPRESSED NEEDS AS PERCEIVED BY THE CHILD

When mother or grandmother is represented as responding to the child's expressed needs by the following types of behavior, the answer will be evaluated as follows:

5. **Extremely Child Oriented.** Giving special consideration to child's feelings by showing willingness to indulge the child even at the cost of considerable inconvenience or sacrifice.
   - Giving priority to the child's need rather than to her own convenience by dropping all other activity and doing immediately what the child needs or wants.

4. **More Child Oriented Than Adult Oriented.** Giving priority to the child's request rather than to her own convenience by indicating that she will attend to it "in a minute" or "right away."
   - Promising the child, even if only vaguely or conditionally that he will be helped or granted what he wants at some time in the future, as in "maybe," "if," or "tomorrow."
   - Promising active help, through some positive action of her own after she is through with what she has to do.

3. **Balance between Child and Adult Oriented.** Partially meeting the child's need but in a way which does not require active participation on the part of the adult; as in the following: Urging the child to help himself; making a helpful suggestion involving the child himself or other people or some activity in which mother or grandmother would not have to become directly involved.
   - When adult is represented as not doing anything to meet the child's need or express their inability to help but a reason is offered so that it does not sound like unwillingness to help.
   - When the response contains both a statement deserving an evaluation of 4 and one deserving an evaluation of 2.
   - When the response seems too ambiguous to be rated with certainty either above or below the midpoint, as "I don't know," "It depends . . . ."

2. **More Adult Oriented Than Child Oriented.** Explicit or implicit refusal to help or to meet the child's need without a reason being offered so that it sounds more like unwillingness rather than inability to help.

1. **Extremely Adult Oriented.** Expressing anger by hollering, name calling, or by other expressions of annoyance, rejection, or of disapproval.
   - Resorting to corporal punishment, other disciplinary measures, or deprivations (as described under evaluations 1 or 2 in the Guide for Evaluating Adult's Response to Child's Misbehavior as Perceived by the Child) or to threats of such punishment.

**Note:** The responses given to each of the following situations are representative of the 141 subjects' responses to the particular adult-child situation.
1. A girl is unhappy because she has so much homework to do. She tells her mother about it. What will mother say?

A girl is having dinner with her grandmother. The girl is very unhappy because she has so much homework to do. She tells her grandmother about it. What will grandmother say?

5 - I'll help you. Can I help you with it?
5 - Explain it
5 - Talk to teacher

4 - Wait and I'll see if I can help you
4 - Maybe later, I will help you

3 - Do part of it now and part of it after supper
3 - Do part of it in the morning and when you get to school
3 - Think of something fun to do; they study

3 - There will be plenty of time
3 - Don't worry
3 - She is sorry but you have to do it
3 - Get it done so you can play, ... get good grades, ... watch TV
3 - ... go to college, ... have a better life
3 - Tell Dad to help you
3 - It's up to your mother (grandmother's response)

3 - You should have homework. Homework is good for you.
3 - I don't know
3 - What is your problem

2 - Do it
2 - Hurry up
2 - Get it over with
2 - Concentrate
2 - It's your work

1 - If you don't do homework you can't stay with me, ... no TV,
1 - ... you'll get bad grades, ... you'll have trouble in life
1 - Why didn't you finish it in school
1 - She should have done it ahead of time
1 - You should get it done in school
1 - She used to have twice as much homework to do
2. A girl wakes up at night and calls for her mother. She tells her she can't go back to sleep. What will mother do?

While spending the night with grandmother, a girl wakes up and calls for grandmother. She tells her she can't go back to sleep. What will grandmother do?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Doing something with child</td>
</tr>
<tr>
<td></td>
<td>Read her a story</td>
</tr>
<tr>
<td></td>
<td>Play cards with her</td>
</tr>
<tr>
<td></td>
<td>Stay with her</td>
</tr>
<tr>
<td></td>
<td>Sleep with her</td>
</tr>
<tr>
<td></td>
<td>Talk to her</td>
</tr>
<tr>
<td></td>
<td>Reassure, nothing to be scared of, comfort her</td>
</tr>
<tr>
<td></td>
<td>Sympathize, feel sorry for him</td>
</tr>
<tr>
<td></td>
<td>Ask why, Ask what's bothering him</td>
</tr>
<tr>
<td></td>
<td>Give her a drink of water, ... refreshments, ... an aspirin</td>
</tr>
<tr>
<td></td>
<td>Rub her back, wash her face</td>
</tr>
<tr>
<td></td>
<td>Turn on closet light</td>
</tr>
<tr>
<td></td>
<td>Make room cooler</td>
</tr>
<tr>
<td>3</td>
<td>Tell him to think of something nice</td>
</tr>
<tr>
<td></td>
<td>Lie still</td>
</tr>
<tr>
<td></td>
<td>Count sheep</td>
</tr>
<tr>
<td></td>
<td>Just rest</td>
</tr>
<tr>
<td></td>
<td>Read a book</td>
</tr>
<tr>
<td></td>
<td>Watch television</td>
</tr>
<tr>
<td></td>
<td>Listen to radio</td>
</tr>
<tr>
<td></td>
<td>Stay up</td>
</tr>
<tr>
<td></td>
<td>Take a rosary and pray</td>
</tr>
<tr>
<td></td>
<td>I don't know; No answer</td>
</tr>
<tr>
<td>2</td>
<td>Go back to bed</td>
</tr>
<tr>
<td></td>
<td>Try again</td>
</tr>
<tr>
<td></td>
<td>Try to sleep</td>
</tr>
<tr>
<td></td>
<td>Go to sleep as best you can</td>
</tr>
<tr>
<td>1</td>
<td>You haven't tried yet</td>
</tr>
<tr>
<td></td>
<td>If you don't sleep you'll be late for school, ... you'll be grumpy</td>
</tr>
</tbody>
</table>
3. It is almost time to go to school and a girl can't find her library book. She asks her mother to help her find it. What will mother do?

It is almost time to leave grandmother's house and a girl can't find the library book she brought with her. She asks grandmother to help her find it. What will grandmother do?

5 - Help her find it
5 - Help her look for it; Look for it; Look in the desk
5 - Bring it to school after looking for it at that time
5 - Pay overdue fees
5 - Write a note to teacher or librarian

4 - She will look for it later
4 - Go on and I'll send it
4 - Send it to child or she can get it next time she comes

3 - Suggest places to look
3 - Did you check everywhere for it?
3 - Where did you have it last?
3 - Help her some but it is not her responsibility
3 - Try to think where you had it last
3 - Where did you leave it?

3 - Help her look for it if it wasn't too late
3 - Look yourself because I'm busy
3 - I don't know

2 - You look for it yourself
2 - Go without it

1 - It wasn't wise to leave it where you couldn't find it
1 - You should have put it where it wouldn't get lost
1 - Why don't you have it in a place you can find it
1 - I'm going to take your library card away
4. A girl has spent her allowance for the week. She asks her mother for money to go to the movie. What will mother say?

A girl has spent her allowance for the week. The girl asks her grandmother for money to go to the movie. What will grandmother say?

5 - Here is 50¢; I wish I were young now
5 - Give her the money
5 - Give her the money without any questions
4 - Give her the money . . . conditionally
4 - But next time she must earn it
4 - Just this one time
4 - If she will pay it back
4 - As a loan
4 - Out of next week's allowance
4 - And she can work it off
4 - Earn part of it
4 - And tell her not to tell her dad
3 - Ask your father, grandfather, parents, mother
3 - Earn the money
3 - She will see
3 - It depends on the movie and who she is going with
3 - Depends on what she spent her allowance for
3 - Depends if the money for movies was supposed to come from allowance
3 - How much would you need?
3 - You think you deserve it?
3 - Have you earned it?
3 - You spent your allowance; you should have saved your money
3 - No; try to keep more of your allowance
3 - No; your mother says no
3 - I don't think she will let her have it because grandmother is not supposed to pay for movies
3 - I don't know
3 - I'm not sure
2 - No
2 - I'm sorry but you can't have the money
2 - Wait for next week
2 - She won't let me
1 - No; nuts to you
1 - No; you've wasted your money already
1 - I don't think you deserve to go to the movies
5. A girl tells her mother she wishes she could have a new bicycle like all the other kids are riding. What will mother say?

A girl tells her grandmother she wishes she could have a new bicycle like all the other kids are riding. What will grandmother say?

5 - buy it

4 - You can have one for your birthday
4 - Wait until Christmas or your birthday
4 - Wait until Dad gets another commission
4 - Wait a little longer
4 - Wait until your bike is worn out
4 - You'll probably get one later
4 - When you are older
4 - Take good care of the one you have now and get a new one later

4 - We'll get one if . . . conditionally
4 - pay for half
4 - get better grades
4 - you do your chores
4 - you learn to ride better
4 - you are good

3 - You earn enough and buy your own
3 - Work for it
3 - You save enough and buy your own

3 - No, because you have a perfectly good bike
3 - No, because the bike you have now is good enough
3 - No, because bikes cost too much and you wouldn't use it
3 - No, because it doesn't matter what the other kids have
3 - We'll think about it
3 - We'll talk about it
3 - Depends on whether she needs one
3 - Depends on the condition of the old bike
3 - Are you sure you would want to get this bike? Aren't you satisfied with your old one?
3 - You should be happy with what you have. What's the matter with your old bike?
3 - That's none of grandmother's business; It's not up to grandmother, but she might drop the hint to Mother
3 - Ask mother, take it up with mother and daddy, ask grandfather, ask father
3 - I don't know

2 - No
2 - Ride your old bike
6. After school a girl and her friend want to fix a snack in the kitchen but mother is busy preparing dinner. What will mother say?

While a girl and her friend are playing at grandmother's house, they want to fix an afternoon snack in the kitchen. Grandmother is busy preparing dinner. What will grandmother say?

5 - I'll make one for you
5 - Okay
5 - Fix it for yourself
5 - Here's a couple of cookies
5 - Go ahead
5 - I suppose so

4 - Get it as long as . . . conditionally
4 - you don't get in my way
4 - they don't spend too much time
4 - go outside with it
4 - go someplace else in the kitchen
4 - you clean up
4 - it is a real little snack

4 - I'll get it for you later
4 - Wait until I'm finished
4 - Maybe tomorrow
4 - After supper you can

3 - Ask if they could wait; if not, give it to them
3 - There is candy in the living room
3 - Invite your girl friend to dinner
3 - Go to friend's home and fix it
3 - Go to some store and get some candy

3 - No; because you won't be hungry for supper
3 - No; because it's too close to supper
3 - No; it will mess up the kitchen
3 - No; I'm busy
3 - No; I'm working

2 - No
2 - You can't have one

1 - Go out in the backyard and get lost
1 - Go play in the street
1 - Get out of the kitchen
A girl tells her mother that some of the older girls smoke and she is wondering if she can smoke when she is older. What will mother say or do?

A girl tells her grandmother some of the older girls smoke and she is wondering if she can smoke when she is older. What will grandmother say or do?

5 - You may
5 - It's your privilege
5 - If you want to try it, it's okay
5 - It is up to her to decide
5 - I don't care
5 - If you want to
5 - If you think you should
5 - It is up to you but I don't really want you to

4 - Maybe
4 - When you are older
4 - When you are on your own

3 - No; because it's not a good idea
3 - No; because that would be too young
3 - No; because it isn't good for you
3 - No; not just because other kids do
3 - No; it's not very nice to see young boys smoking

3 - That's for mother to decide
3 - Talk it over with father
3 - Talk it over with your parents
3 - Grandmother doesn't have any "say so"

2 - No
2 - No; of course not

1 - Slap me across the face
1 - Might faint or drop dead
1 - What a silly thing to do
1 - Threaten: You know what happened to your grandfather (cancer)
1 - Threaten: If you want to follow in your father's footsteps
A girl is washing dishes when her friend phones to ask her to go bicycle riding. The girl asks mother to help her finish the dishes. What will mother say or do?

A girl is washing dishes at grandmother's house. Her friend phones to ask her to go bicycle riding. The girl asks grandmother to help her finish the dishes. What will grandmother say or do?

A boy is mowing the lawn when his friend phones to ask him to go bicycle riding. The boy asks his mother to help him finish the lawn so he can go riding. What will mother say or do?

A boy is mowing the lawn when his friend phones to ask him to go bicycle riding. The boy asks grandmother to help him finish the lawn so he can go riding. What will grandmother say or do?

5 - Yes
5 - Okay
5 - I'll do it
5 - Help her
5 - Help him finish

4 - Help him if he gets home early . . . conditionally
4 - today, but tomorrow do them by yourself
4 - just this time
4 - if she will pay the favor back
4 - if the girl does them often

3 - Do part of it later
3 - Ask grandfather to help
3 - Ask friend to help
3 - Ask brother to help

3 - No; because I'm busy
3 - I'm sorry I don't have time
3 - You are younger than I am
3 - Work before play
3 - It's your job so you can do it
3 - No; if you finish it yourself you can stay longer

2 - After you finish
2 - Finish first
2 - Tell friend she would be out later
2 - Hurry up

1 - Threaten: Either you do it or you'll never get to cut my grass again
1 - Threaten: If you don't finish you won't get paid
GUIDE FOR EVALUATING ADULT'S RESPONSE
TO CHILD'S MISBEHAVIOR AS
PERCEIVED BY THE CHILD

When mother or grandmother is represented as responding to the misbehaving child by the types of behavior described below, the answer will be evaluated as follows:

5. **Extremely Permissive.** Allowing non-compliance or suggesting or offering a more pleasant alternative.

4. **More Permissive Than Nonpermissive.** Urging or encouraging the child to comply or behave.
   - Inquiring into the child's reasons for not wanting to comply or to behave, even if it sounds like a mild reproach.

3. **Balance between Permissive and Nonpermissive.** Objecting to misbehavior by interdictions, commands, orders to stop or direct physical intervention, provided these are not followed by a punitive measure but serve to point out the proper thing to do or not to do.
   - When the response contains one statement deserving an evaluation of 1 and one deserving an evaluation of 2.
   - When the response seems too ambiguous to be evaluated with certainty either above or below the midpoint; as when the adult is represented as not handling the situation one way or the other such as "it depends . . ." "I don't know," etc.

2. **More Nonpermissive Than Permissive.** Getting angry at the child by hollering, name calling, or some other expression of anger or of disapproval.
   - Administering or threatening to administer punishment in the form of a mild disciplinary measure carried out by the authority figure in charge.

1. **Extremely Nonpermissive.** Administering or threatening to administer a serious disciplinary measure, that is, one which may lead to some physical hardship or one involving directly or indirectly another authority figure feared by the child besides the one in charge.
   - Administering or threatening to administer corporal punishment or an extreme form of rejection.

Note: The responses given to each of the following situations are representative of the 141 subjects' responses to the particular adult-child situation.
1. One afternoon a girl wants to go to a friend's picnic. When mother tells her the family had planned to take a drive, the girl says, "I hate to go for a drive. I want to go to the picnic with my friends." What will mother say or do?

5 - Let me go to the picnic
5 - Let me go for a little while; then to drive
5 - Let me go after the drive
5 - Let me go but try to plan ahead next time
5 - Yes if you will be good
5 - Let me decide

4 - We could take your friends on the drive
4 - I'd rather have us all together
4 - We are going to a place where you have not gone
4 - We have a surprise for you

3 - We will see
3 - It depends on where you are going for the drive
3 - It depends on which is important
3 - It depends on which is planned first
3 - It depends if mother is in a good mood
3 - It depends on time of drive and picnic
3 - Ask your dad

3 - No; go on the drive because the drive is already planned
3 - You're coming with us
3 - No because the family could be together
3 - No the family comes first
3 - No the family is more important than friends
3 - No, you can do without your friends for once
3 - No, go to picnic another time

2 - Get kind of mad
2 - If you feel that way you won't go to either
2 - Go with us or stay home
1. One afternoon grandmother phones to invite a girl and her family to visit her. The girl says, "I hate to go visiting, I'd rather play with my friends this afternoon, Grandmother." What will grandmother say or do?

5 - Well that's okay
5 - It's all right with me
5 - Go ahead and play with your friends
5 - She wouldn't try to interfere; just let you go ahead
5 - Well if that's the way you want it
5 - If you really want to play with your friends more
5 - She wouldn't mind; She wouldn't say anything
5 - Come to my house next week
5 - All right, but she would be hurt
5 - Okay, but she would feel bad after she hung up

4 - Bring your friends here
4 - There might be someone to play with here
4 - I have something nice to show you
4 - I would like to see you
4 - I wish you would
4 - You don't come here very often
4 - Isn't grandmother more important once in a while than friends all the time?
4 - Don't you love me?
4 - Don't you like me anymore?
4 - Ask why she doesn't want to come

3 - Go visiting
3 - You come on along
3 - Go visiting a little while
3 - It depends if it had been a long time
3 - It depends if the visit was important
3 - It depends which one was scheduled
3 - It's up to the parents; Mother might make her go
3 - That is hardly a decision for grandmother
3 - Grandmother would be surprised; disappointed; sad
3 - I don't know; I wouldn't say that; I don't see how she had the nerve to say that
3 - I wouldn't want to offend grandmother; I like to go visit her

2 - You won't go to either
2. A girl is feeling very angry with her teacher. She tells her mother the teacher is dumb and doesn't know anything. What will mother say or do?

Grandmother asks a girl, "What did you do today in school?" The girl says, "Nothing, our teacher is dumb and doesn't know anything." What will grandmother say or do?

5 - Go to teacher and talk to both and try to solve problems
5 - Sympathize with her; That's too bad
5 - Did you have a hard time and maybe you are tired and don't want to talk about it
5 - Maybe you'll get a better teacher next year

4 - Why did you say that?
4 - What do you mean by that
4 - Talk to her and ask her questions
4 - Are you sure? Really what did you do? Didn't you watch a movie?

4 - Maybe you should have a talk with the teacher
4 - Try to adjust to her; do what she tells you
4 - Study; listen to her; pay attention; get to know her better
4 - Take your time and maybe you will learn to like her

3 - The teacher must know something
3 - You had to do something
3 - She's trying to help him
3 - She will teach you a lot of things before the year is over
3 - Your teacher isn't dumb
3 - Stick up for the teacher

3 - She would change the subject
3 - I'm not sure about that
3 - I don't know

3 - Just because the girl is angry, she shouldn't act that way
3 - She should be more respectful to teachers
3 - She shouldn't be impolite
3 - Maybe you are upset over a small thing
3 - I don't think you want to talk like that

2 - Maybe you are the one that is dumb
2 - It's you who doesn't know anything
2 - Nonsense
2 - What did you do? In a madder voice

1 - It isn't my problem
1 - I really can't help it if the teacher doesn't like you
1 - That is his touch luck
1 - Threaten: You better obey the teacher or you won't get A's or your dollar
1 - You'll never be a teacher unless you do what she says
1 - Tell boy what teacher would think if she told the teacher
3. A girl gets mad at her sister and hits her. What will mother say or do?

While a girl and her sister are visiting grandmother, the girl gets mad at her sister and hits her. What will grandmother say or do?

5 - Nothing; She probably wouldn't do anything
5 - Not scold them or anything
5 - Let them settle the argument
5 - If you are going to fight, you had better do it in the backyard
5 - Take pity on girl who is hit

4 - Ask why
4 - Find out what the fight was about
4 - Get to the base of the hitting
4 - Ask what annoyed them
4 - Find out who started it

3 - Talk it over and tell her not to
3 - Correct them both; Try to settle the argument; break up the fight
3 - Stop it
3 - Tell him not to do it again
3 - You're not supposed to hit even when you get mad
3 - You might hurt her; You should not have done that
3 - It depends if they argued a lot, punish them
3 - If it was spur of the moment, ask what the problem was
3 - If no reason, take TV and radio away
3 - If serious, tell mother
3 - If she doesn't stop, send her home

2 - Scold him
2 - Give him a lecture
2 - Punish slightly
2 - Send to room; no one to come and play; to stand in corner
2 - Take a privilege away; have to do dishes
2 - Get mad
2 - Yell at her
2 - You ought to be ashamed of yourself

1 - Stop it or I'll tell grandfather; tell parents; tell mother
1 - Tell mother so she can discipline; hint to mom
1 - Father talks to him; Wait until father gets home
1 - Punish her real bad
1 - Hit me; get a ruler and start hitting
1 - Give him a whipping; spank him
4. On a rainy day mother reminds her daughter to wear her rubber boots. The girl tells her mother she doesn't want to wear her boots because none of the other kids have to wear them. What will mother say or do?

One rainy afternoon a girl stops at her grandmother's house. Grandmother asks her why she is not wearing her rubbers. The girl says she left them at school because none of the other kids were wearing them. What will grandmother say or do?

5. Grandmother wouldn't mind
   5. She wouldn't have to
   5. She shouldn't have left them but it was okay
   5. Use your own judgment
   5. Do as you want to but don't blame me when you get a cold
   5. Make me take them along; carry them if you don't want to wear them
   5. You can wear your old shoes but if they get wet it is not her fault
   5. I could wear my combat boots
   5. Wear some of my (grandmother's) boots

4. You wear them today and maybe we will get you some different ones
4. You will probably find others are wearing them

3. Wear your boots
3. Go back and get them
3. I don't care if you want to or not; wear them
3. They make your shoes last longer
3. Your feet will get cold and wet
3. I'm concerned about your health
3. Just because other kids don't is no reason; you should be different
3. You listen to me, not to what the other kids say
3. You're in our family, not the other kid's family
3. Stop arguing; you use your common sense
3. I don't know; I can't imagine

2. You stupid idiot, go back and get them
2. That was a very stupid mistake
2. Don't be stupid like your friends
2. You probably left them on purpose
2. You ought to try paying your own doctor bills sometimes
2. A big long speech about do you want to get sick and you're out of your mind
2. She is angry and wants her child to wear boots
2. If you don't, I won't put cookies in your lunch
2. If you don't, you won't get another pair of shoes for awhile
2. You'll have to buy a pair of shoes with your own money

1. Don't come home if you get your shoes wet
1. I'll tell your mother
1. I'll call your mother when she gets home
1. Mother told you to wear them. She will get angry with you.
5. Mother hears a girl and her friend talking about a "secret joke" that they would not want her to hear. What will mother say or do?

Grandmother hears a girl and her friend talking about a "secret joke" that they would not want her to hear. What will grandmother say or do?

5 - She wouldn't mind
5 - She probably wouldn't say anything
5 - Nothing; Nothing unless I brought it up
5 - Keep quiet about it; keep it a secret
5 - She wouldn't bother about it; ignore it
5 - That's their privilege; not try to hear
5 - Are you boys having fun? You don't have to tell me
5 - Laugh about it; let them have their fun; go along with it
5 - Let us have our secrets; It's all right to keep secrets
5 - Not spoil their secret joke

4 - I wish you wouldn't want to tell secret jokes
4 - Why are you keeping it a secret?
4 - Ask what is going on
4 - Is that joke bad?

3 - Tell the joke
3 - You will have to tell father or me
3 - You shouldn't tell jokes if you can't tell them to me
3 - You shouldn't keep secrets from parents
3 - Break it up you guys
3 - It's not polite to tell secrets
3 - Depends if it is a dirty joke or a club joke
3 - Depends if mother is in a good or bad mood
3 - I don't know; I'm not sure

2 - Burst in and tell her it wasn't nice and stuff
2 - She is very disappointed and gives him a big lecture
2 - Punish her daughter
2 - If I hear you talking like that again, I'll wash your mouth out with soap

1 - Tell parents about it
1 - Might not say anything to girl but she might talk to her mother
6. A girl wants to see cartoons on television. Her mother says, "Wait until this program is over," but the girl turns the set to the cartoons. What will mother say or do?

A girl wants to see cartoons on television while she is visiting grandmother. Grandmother says, "Let's finish watching the news, first," but the girl turns the set to cartoons. What will grandmother say or do?

5. Leave it on cartoons
5. My grandmother would give up (give in to toy)
5. Might let her watch it
5. She would be upset but let me do it
5. She won't say anything
5. She won't bother him
5. Let it pass by
5. Get a little upset and wonder why I did it
5. She would try to get news on the radio
5. Sit there angrily but she won't start a fight with her grandchild

4. Don't you want to find out what is happening?
4. I would rather see the news; let's finish watching the news

3. Make him turn it back
3. Tell him not to do it again
3. Tell her it was wrong
3. Tell her that is not nice
3. Switch channel back
3. Go watch another television
3. You should watch educational shows
3. No answer; I wouldn't do that

2. Get angry
2. Can't watch cartoons after news is over
2. Punish me
2. Send him to his room
2. Go play outside
2. Get mad
2. Sit in a chair until program is over
2. Turn television off
2. Go to bed or watch my show
2. Look at her in a mean way

1. Spank her; hit him; slap him; "kill him for it"
1. Tell father when he comes home
1. She wouldn't argue too much but she tells my mom an awful lot
1. Tell mother
1. Call mother and ask for advice
7. Mother hears a girl tell her friend about a movie shown in school. It was a movie about how a baby grows inside its mother. What will mother say when she hears the girls talking about the movie?

Grandmother hears a girl tell her friend about a movie shown in school. It was a movie about how a baby grows inside its mother. What will grandmother say when she hears the girls talking about the movie?

3 - Talk it over with me
4 - Ask to hear more about it
4 - Why didn't you tell me about it?
4 - If I didn't tell her about it she would ask me why and tell her what it is about
4 - Give him kind of a quiz and see if he was right
4 - She should have told her about it but she would ask if she understood and explain it
4 - Ask what we were studying at school

3 - Tell them not to talk about it
3 - You shouldn't talk about it to other people
3 - Kids shouldn't talk about that sort of thing
3 - It isn't very nice to talk about things like that when you are young like them
3 - Talk about it when you are older
3 - You shouldn't tell them about the movie if they are too young
3 - A lot of children's mothers don't want them to know
3 - Mother should talk it over with girl before friends
3 - Grandmother says girl should talk it over with mother
3 - Tell me not to because it is personal
3 - She would have something to say but I don't know what it would be
3 - It depends on what they are saying
3 - I don't know

2 - Stare at them a little and not say anything
2 - She wouldn't say anything and she wouldn't like it
2 - Why do they show movies like that? (disapproval)
2 - Cut it out
2 - Get out of here

1 - Grandmother might tell mother; I think your mother would not like that
8. A girl stopped to have a coke after school even though she was supposed to come straight home. What will mother say or do?

A girl stopped to have a coke after school even though she was supposed to come straight to grandmother's house. What will grandmother say or do?

5 - Not do anything
5 - Forget about it. The girl probably didn't remember
5 - I don't think she will be mad. Coke doesn't take that long
5 - I'm old enough to stop and have a coke
5 - Just ask why she was late and say that's all right
5 - Just say you're a little late and not ask me why
5 - Tell her it was all right if she was real thirsty

4 - Ask her where she had been
4 - Why she is so late getting home
4 - What took you so long
4 - Why she stopped
4 - If he had a nice trip home
4 - Ask where she got the money and not to do it anymore

3 - Talk to her about it; explain to her that she should come home when she is told to
3 - Next time call or ask first; let me know
3 - She told him to come straight home and next time he had better come
3 - Tell him not to do it again
3 - She wasn't supposed to stop. They could have coke at home
3 - You shouldn't spend your allowance that way
3 - You shouldn't have coke. It is not good for your teeth
3 - Say she is disappointed; she was worried; she looked for him; we can't trust you; there is a danger of kidnappers
3 - It depends if they were going to go somewhere after school
3 - If her mother had nothing for her to do she wouldn't get mad
3 - If he had let her know it would be okay
3 - If she had to come home for something (planned) her mother would get mad
3 - If she found out about it, she might be a little upset
3 - I don't know

2 - Just yell a little; scold a little
2 - Get angry; get mad
2 - Punish her: go to bed, come home two days in a row, no TV, ground her for 3 weeks, restrict stores from him, take away a privilege, she won't be able to have a treat now
2 - Send him straight home (from grandmother's house)
2 - Can't ride bike next week, no allowance, no cokes for the rest of the month
2 - Good talking to; lecture him

1 - Spank him
1 - You can't come to grandmother's house anymore
1 - Tell father; parents; mother
APPENDIX E

Formula for t-Test

\[ t = \left( \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{(N_2-1)S_1^2 + (N_2-1)S_2^2}{N_1N_2(N_1+N_2-2)}}} \right) \left( \frac{N_1N_2(N_1+N_2-2)}{N_1 + N_2} \right) \]
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