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THE RELATIONSHIP BETWEEN GRANDPARENT INVOLVEMENT
AND IDENTITY LEVEL IN LATE
ADOLESCENT FEMALES

by

Catherine DiNicolangelo Stogner

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

of

MASTER OF SCIENCE

in

Family and Human Development

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1993

DEDICATION

This thesis is dedicated to Horace Niven Stogner, Jr., my husband and best friend who never let me be anything but my best, and to my father, John Anthony DiNicolangelo, who taught me to value my mind above all else.

ACKNOWLEDGMENTS

I would like to express my heartfelt thanks to Dr. Steve Fulks who has served as my mentor (and tormentor when needed) throughout my work on this research. He has taught me so much about the value of academic endeavors.

I would also like to express my gratitude to Dr. Randy Jones for his insistence that I think more analytically than I ever thought possible and to Dr. Glen O. Jenson for his kindly support, encouragement, and patience.

Most of all, I thank my family: Horace, Dietrich, Owen, Nephi, and Erich for their tolerance and willingness to endure when most families would have begged "Mom" to give it up.

Catherine DiNicolangelo Stogner

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ABSTRACT

The Relationship Between Grandparent Involvement
and Identity Level in Late
Adolescent Females

by

Catherine D. Stogner, Master of Science
Utah State University, 1993

Major Professor: J. Steven Fulks
Department: Family and Human Development

Identity development is recognized as the key developmental task of late adolescence. The family is thought to serve as a facilitating factor in this development. Traditionally, reference to the family's role in adolescent identity development has alluded to the nuclear family and to parents in particular. However, a growing consensus that nuclear families are not emotionally and psychologically isolated from extended families has permitted greater acceptance of the extended family, especially grandparents, as an integral part of the family. The purpose of this study is to examine the relationship between grandparent involvement and adolescent identity development. Identity development was measured by the Extended Objective Measure of Ego Identity Status, which is based on the four identity statuses (Achieved, Moratorium,

Foreclosed, and Diffused). Grandparent involvement was measured quantitatively and qualitatively. A sample of 82 female participants in age group 18-20 was recruited from college freshmen enrolled in family and human development courses in the fall quarter 1991.

The results indicate when considering grandparent involvement qualitatively, commitment within identity development appeared to be the most prevalent contributory factor while crisis (i.e., exploration) seemed to contribute when examining the quantity of the relationship. This would seem to indicate that the time adolescent grandchildren and grandparents spend together is affected to a large extent by whether the adolescent is in the process of exploring his identity while the adolescent's attitude about grandparents is more affected by commitment in her sense of identity.

(90 pages)

INTRODUCTION

Erikson (1963) identified identity development as the key developmental task of late adolescence (Enright, Ganiere, Buss, Lapsley, & Olson, 1983; Marcia, 1980), although it may continue into adulthood (Kroger, 1988). Identity development is considered to be comprised of four statuses: Achieved, Moratorium, Foreclosed, and Diffused (Marcia, 1966). Marcia (1980) operationalized the four identity statuses and also concluded that in adolescence there is a gradual change in thinking in which one's perspective shifts from self to others.

The family is thought to provide a balance between connectedness with others and individuality, thus facilitating the development of a unique sense of self (Campbell, Adams, & Dobson, 1984; Cooper & Grotevant, 1987; Lapsley, Rice, & Fitzgerald, 1990). Traditionally, reference to the family's role in adolescent identity development has alluded to the nuclear family, and to parents in particular (Baronowski, 1982). This focus is the result of two factors. First, parents are seen as the single most significant others in an adolescent's development (Kamptner, 1988; Tinsley & Parke, 1983). Second, American families are considered to be isolated, nuclear units (Tinsley & Parke, 1983). However, there is a growing consensus that while structural isolation (i.e., living separate) of families is the norm, functional

isolation (i.e., family relations) from extended family is not (Tinsley & Parke, 1983).

This acceptance of extended family as an integral part of the family unit has permitted a greater acceptance of grandparents as an integral part of the family unit (Baronowski, 1982). Due to the increase in life expectancy, from about 47 years in 1900 to 75 in 1990 (National Center for Health Statistics, 1991), more individuals today have the opportunity to be and to have grandparents (Baronowski, 1982; Nimkoff, 1961; Troll, 1985). Most people become grandparents in mid-life rather than later life (Troll, 1985). This means that today the association between grandparents and their grandchildren can last for 20 to 30 years or more (Tinsley & Parke, 1983). The length of this relationship makes it virtually impossible to ignore its potential significance in the psychosocial development of a grandchild.

The purpose of this study was to examine the relationship between grandparenthood and adolescent identity development, and to explore whether any particular level of identity is more or less impacted by a particular aspect of grandparent involvement. This study will address which of the two elements (quantity and quality) of the grandparent relationship has the greater relationship to the psychosocial development of the adolescent grandchild. The

interrelationship between these variables is represented in a hypothetical model (Figure 1).

Conceptual Framework

Since the subject matter to be examined bridges two areas--adolescent identity development and the roles and meaning of grandparenthood--it is necessary to examine separately the conceptual framework of each.

Adolescent identity development can be conceptualized through two distinct but related approaches. The first involves the balance between individuation and connectedness within the family. Individuation includes the ability to have and to express a point of view of one's own as well as the ability to express how that point of view is different from other's (Cooper, Grotevant, & Condon, 1983). Connectedness involves an expression of openness to others' views with sensitivity and respect for those views (Cooper et al., 1983). Research regarding the processes of individuation and connectedness offers valuable insight into the dynamics of identity development, and a comprehensive discussion of adolescent identity development would not be possible without addressing the subject. However, it is not within the scope of this study to measure that process. It will, therefore, be discussed exclusively in the review of the literature.

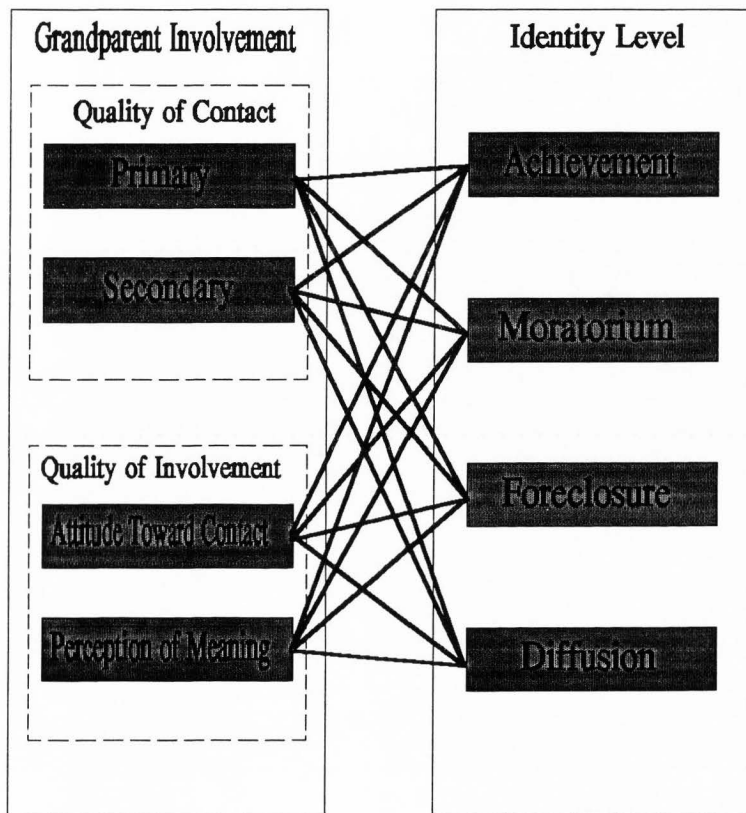


Figure 1. Model of grandparent involvement interaction with identity.

The second approach to conceptualizing identity development is through the use of Marcia's (1966) four identity statuses, which offer a means for operationalizing Erikson's (1963) concept of identity. The identity statuses are: (a) Achieved, (b) Foreclosed, (c) Moratorium, and (d) Diffused. Each is assessed according to the presence or absence of a period of exploration (or crisis); the degree of personal investment and willingness to express or defend choices (Raskin, 1984; Waterman, 1985); and the presence or absence of commitment to these choices (Marcia, 1980).

Initial investigations examined these processes in the ideological domains of religion, occupation, and politics (Marcia, 1980). Subsequently these areas were felt to be somewhat male dominant, and four interpersonal domains (friendship, dating, sex roles, and recreation) were added (Grotevant, Thorbecke, & Meyer 1982) with philosophical lifestyle added to the ideological domain (Grotevant & Adams, 1984). The term "crisis" has also evolved to imply more of an exploratory process rather than a clear-cut temporal event or threshold (Waterman, 1985).

The second area to be addressed in this study is grandparenthood. Neugarten and Weinstein (1964) conceptualized grandparenthood according to three dimensions of the grandparenting role. These include (a) degree of comfort with the role as perceived by the grandparent; (b) significance of the role; and (c) the style with which the

role is enacted. This third dimension divides style into five categories: formal, fun seeker, surrogate parent, reservoir of family wisdom, and distinct figure. Robertson (1976) operationalized the significance of the role through her measurement of the meaning of grandparenthood. This measure served as the basis for testing the significance of grandparenthood in this study. In addition, the quantity of grandparent-grandchild time together was measured.

The relationship between adolescent identity and grandparent involvement is a relatively unexplored area. Although the relationship has been studied theoretically, there has been virtually no effort to empirically test the relationship prior to this study.

Definitions

The following definitions relate to specific domains of this study:

An adolescent is an individual who is making the transition from childhood to adulthood and is between the ages of 18 and 20, having graduated from high school the previous spring or summer.

A grandparent is the natural parent of either of the adolescent's parents.

Identity is a dynamic, internal self-structure which incorporates drives, beliefs, and a personal history (Marcia, 1980).

The major independent variable is grandparent involvement, which includes two dimensions:

1. The quantity of time spent with an adolescent grandchild.
2. The quality of involvement based on the attitude about time together and perception of the grandparent role.

The major dependent variable is the identity level vis a vis the four identity statuses defined as follows:

1. Achievement - crisis prior to commitment.
2. Moratorium - crisis without commitment.
3. Foreclosure - commitment without crisis.
4. Diffusion - neither crisis nor commitment.

Objectives

The objective of this study was to examine the relationship of quality and quantity grandparent involvement to adolescent identity development. Specifically, the study was designed to:

1. Note any relationship between quantity and quality of grandparent involvement with the identity of the adolescent grandchild;
2. Specify which levels of identity are most affected if a relationship does exist;
3. Specify which factors of grandparent involvement have an effect.

REVIEW OF THE LITERATURE

Identity Development

The formation of identity is the single most important task of adolescence (Erikson, 1963; Marcia, 1966; Marcia, 1980). During this stage, Marcia (1980) notes a transition in approaching cognitive tasks, moral issues, and psychological concerns, for it is the first time that these areas merge to allow an individual to bridge the gap from childhood to adulthood. By incorporating, while at the same time transcending, identifications which were significant in childhood, there results a new and more coherent sense of self (Kroger, 1988). This is also a time when there exists a societal moratorium allowing adolescents to begin to solidify a definition of self which ideally will merge a sense of continuity, unity, and individuality (Craig-Bray & Adams, 1986).

Adolescent identity development is a dynamic process rather than a static state (Enright et al., 1983; Harter, 1990; Marcia, 1980). The process can be viewed as a series of progressive developmental shifts (Waterman, 1982) which first become salient during adolescence but continue through to the adult years (Archer, 1989).

Identity development is also more than an emotional or societal process. Harter (1990) noted that the development of identity is intimately related to the evolution of

cognitive abilities in which there is an actual change in cognitive complexity and organization (Laursen & Collins, 1988). These changes appear to be hierarchial as they occur in the same order in all individuals (Enright et al., 1983). This development allows adolescents to become aware of the discrepancy between the actual and the possible, an essential element in establishing a sense of identity (Laursen & Collins, 1988).

Adolescence as a time of self-identification is characterized by a preoccupation with oneself and how one looks to others (Harter, 1990). Harter summarized by saying that the exploring, contemplating, and integrating required of individuals at this time in their lives more than amply explains this need for preoccupation with self.

Although the exploration of identity occurs throughout adolescent years, this study focused on later adolescence. Kroger (1988) has noted that there are both age and interpersonal differences in the issue of identity development but that if the age is limited or specified, the diversity of subjects will be much lower. Waterman (1982) and Waterman, Geary, and Waterman (1974) noted that the greatest development in identity takes place in the college years, and Adams and Jones (1983) suggested that both longitudinal and cross-sectional research provide support for the underlying theoretical assumptions in identity formation.

Operationalization of Identity Development

Although it might be possible to discuss in general terms the concept of identity without a form of operationalization, it is virtually impossible to discuss it in specific terms. Such an operationalization has been offered by Marcia (1966) in the form of four identity statuses which include Achievement, Moratorium, Foreclosure, and Diffusion. These statuses are based present or past exploration (crisis) and the degree of personal investment (commitment) as indicated in Figure 2 below.

Achieved Crisis + Commitment +	Moratorium Crisis + Commitment -
Foreclosed Crisis - Commitment +	Diffused Crisis - Commitment -

Figure 2. Presence/Absence of crisis or commitment in identity levels.

Within these levels are two sublevels for each level. The ideological sublevel includes the domains of religion, politics, occupation, and philosophical life style. Since these domains have been argued to be male dominant, Grotevant et al. (1982) introduced an interpersonal sublevel which includes three domains: friendship, dating, and sex roles. This addition was intended to reduce gender bias. Archer (1989), Kroger (1988), and Waterman (1982) noted that the manner in which males and females utilize the process of

exploration and commitment is similar. Rogow, Marcia, and Slugowski (1983) reported interpersonal and sex-role issues are equally important to men and women.

Previous research has noted that identity status is not a fixed entity. Grotevant et al. (1982) noted that an adolescent's identity status can vary depending on the particular domain. Kroger (1988) has suggested that this is due to the fact that individual adolescents place varying degrees of emphasis on different domains and that identity formation must be looked at as a process of resolutions rather than a unified structure. Rogow et al. (1983) stated that the areas (i.e., domains) that an individual is working on vary not only from person to person but also from time to time with each individual. This is further supported by the finding of Kroger (1988) that by late adolescence only one-third of her subjects had reached achievement in any given domain. Findings regarding the variability of domain exploration in identity suggest that it is preferable to look at identity as a profile or a process (Archer, 1989; Kroger, 1988) rather than conceptualizing by global assessment.

It is worth noting that individual statuses do offer a view of certain traits or qualities common even to individuals who may fall into more than one status. Marcia (1980) noted Achieved and Moratorium adolescents to be more internally oriented and more reflective in their thinking

process. This may be a result of being permitted to think independently in a supportive environment (Campbell et al., 1984). Marcia (1980) also reported that Achieved and Moratorium adolescents are viewed more favorably by others while Diffused are more withdrawn from both peers and authority figures.

Kroger (1988), in a longitudinal study, noted no change in adolescent subjects' identity statuses in regard to religion. However, there was a change over time toward Achievement in the political domain for all subjects and in sex roles for women. Although Prager (1985) reported more identity diffusion at all levels of college students, Waterman and Waterman (1971) noted an increase in Achievement and a movement away from diffusion during the college years. It is possible that the difference in these findings could be attributed to methodological or historical factors.

Research conducted by Rogow et al. (1983) indicated that religion contributes more to overall status than occupation, and they explained this by suggesting that religion may not be bound to external time pressures, reflecting more the actual personality characteristics of the adolescent. Occupation might also be more reflective of pragmatic concerns. Kroger (1988), on the other hand, found occupation and politics to be the best predictors of overall identity within her research.

It should be emphasized again that these statuses are neither fixed nor static. They are used as a strategy for developing a sense of self (Enright et al., 1983).

Erikson's (1963) conceptualization of identity development and Marcia's (1966) operationalization of the four identity statuses serve as the basic conceptual framework from which this study examines adolescent identity and, consequently, the factors which influence that development. This framework reflects an individual's psychological strategy for developing a sense of self. This perspective suggests that, although external factors are influential, identity development is, for the most part, an internal process. It is, however, important to note that part of developing a sense of identity involves an adolescent's developing a clear understanding of how he is unique from and like others (Enright et al., 1983). This requires establishing a balance between differentiation and connectedness with significant others. Quintana and Lapsley (1990) defined this as *rapprochement*--the task of developing a sense of unique individuality in the context of ongoing relationships. They further emphasized that separateness and connectedness are related and are not negatively so since they are, in essence, two sides of the same coin. While this perspective of identity development adds an additional and valuable facet to the picture of identity development, it was not operationalized in this study, and

will be referred to only as a complement to factors influencing identity development.

Family Impact on Identity Development

While some may see identity development as an individual process, family systems theorists find it to be a process which includes active involvement of the family (Anderson & Flemming, 1986). This study focuses on familial influences, specifically grandparent influence. There are three ways of viewing the grandparent influence on adolescents. The first is to examine the grandparent role as a separate and unique relationship. This perspective will be discussed in a later section. The second is to consider the grandparent relationship to be similar to or an extension of the parent-adolescent relationship. This, too, will be discussed in further detail in a later section.

The third way of viewing this relationship is to see the grandparent relationship as part of the overall family influence. Rakoff (1981) noted that identity is a gradually accumulated definition of self based on social and cultural experiences. The family is a major source of both such experiences (Frank, Pirsch, & Wright, 1990). Therefore, any complete account of adolescent development must take into account the organization and operation of the family (Lapsley et al., 1990). The family impacts identity development by supporting the psychosocial, cognitive and

physical processes taking place in adolescence. During this period an adolescent progresses toward greater autonomy and differentiation from his/her family of origin (Anderson & Flemming, 1986) while at the same time redefining a close relationship with parents and family (Peterson, 1986). Successful accomplishment of this task is largely dependent on the family's ability to support the needs and exploration of the adolescent (Kamptner, 1988).

Although it is possible to discuss in a very general way the family as an aid and support to identity development, the majority of research focuses on the parent-adolescent relationship, for it is the parents from whom the adolescent must discover his distinctness and autonomy (Lapsley et al., 1990). Gavazzi and Sabatelli (1990) noted that an adolescent needs to develop this sense of autonomy and identity in order to make commitments which are necessary to adult roles and responsibilities.

Identity development is sensitive to parenting styles (Quintana & Lapsley, 1990), and Frank et al. (1990) noted that adolescents worry more about parental approval than do younger children. Peterson, Rollins, and Thomas (1985) have suggested that parents who tend to support and teach rather than coerce or force compliance offer a more positive impact on identity development. This type of supportive parenting lends itself to a balance between subjective gains in autonomy with a continued sense of connection with parents.

This is an ideal environment for identity development (Frank et al., 1990). Kamptner (1988) suggested that security in family relationships has a two-fold impact on identity development. First, it allows the adolescent the safety needed for exploration. Second, it indirectly aids identity development by improving social confidence and interpersonal affiliation (Kamptner, 1988).

There can be little doubt as to the impact of parental influence on adolescents. It should be noted, however, that changes during adolescence in parent-child relationships--as well as other family relationships--are in part determined by changes in cognitive functioning of adolescents themselves. Maturing of cognitive abilities results in changes in concepts of an adolescent about himself, his parents, and their relationship (Laursen & Collins, 1988). During this time an adolescent begins to abandon childhood attachments and no longer sees parents (and grandparents) as omnipotent. Parents are seen as people rather than simply parents (Laursen & Collins, 1988), and grandparents are seen in the same new perspective. Waterman (1982) noted that the greater the identification with parents, the better the likelihood that an adolescent will form and maintain personal commitments. Adams (1985) has suggested that adolescents' observations of their parents allow them a model as a standard for development.

As important as the parents' actual role and behavior are, the adolescent's perceptions of the family's valuation also plays an important part in identity development. If an individual perceives a sense of competence and worth from family members, his/her confidence in the ability to explore and commit to values will increase (Margolin, Blyth, & Carbone, 1988) as will his/her feelings of self-worth (Adams, 1985).

Grandparent Influence on Identity Development

An Extension of the Parent-Child Relationship

Literature indicates that the family is a major source of influence on adolescent identity development. Although there is little empirical evidence to show that the grandparent relationship can serve as an extension of the family, there is a hypothetical foundation for such an assumption. Waterman (1982) stated that the greater the extent of identity alternatives the greater the likelihood of undergoing an identity crisis. Further, he stated that the greater the availability of role models whom adolescents perceive as having lived successfully, the greater the chance of forming commitments. Grandparents, as well as parents, can serve as both identity alternatives and as role models. Gavazzi and Sabatelli (1990) suggested that part of the process of individuation includes building a foundation of self-understanding in relation to all other people with

whom the adolescent interacts over the course of his/her life. Again, grandparents would seem to fit this description nearly as well as parents. Kahana and Kahana (1970) further support the idea that an adolescent's changing perception of significant adults is essential to determining his/her relation to the adult world.

Based on these findings, it would appear reasonable to conclude that grandparents serve to influence identity development in a similar, though perhaps less dramatic, way to parents.

Grandparents and Their Distinct Role and Influence

It has been noted that grandparenthood is influenced by both the attitudes of individuals about the role as well as their degree of comfort with that role (Neugarten & Weinstein, 1964). This combination of factors will, to a large extent, determine how the role is enacted.

Factors Contributing to Grandparenthood

There is a myriad of factors which contribute to the attitude of individual grandparents. Before noting these factors, it is important to emphasize that grandparenthood is one of many roles which an individual is filling at any given time.

Age has been noted to impact the nature of grandparenting. Troll (1985) pointed out that today most

people become grandparents in middle rather than later life and, thus, have changed in the roles they may fulfill for their grandchildren. It is unclear from the literature whether this is due to an actual shift in age of becoming a grandparent or to a conceptual shift in the definition of middle versus old age. Rather than being an elderly lap on which to sit, a grandparent may be able to be more of a companion in activities. Troll (1985) stated that younger grandparents are more involved with their grandchildren than older grandparents. Yet, Bengston (1985) noted that the "premature" or very young grandparents do not cope with the role as well. This may be due to conflict with other factors in their particular stage of life. The age of the adolescent grandchild is also a contributing factor with increased involvement in late adolescence (Baronowski, 1982). It has been suggested that older adolescents have a more balanced and differentiated view of their grandparents. Because of this perspective, they are better able to perceive grandparents as individuals with unique personalities and characteristics (Baronowski, 1982).

Bengston (1985) referred to gender differences in the grandparent role as did Hagestad (1985), who noted that grandmothers are more expressive in the relationship. Grandmothers are also reported to have adjusted better to the changing roles of men and women in society (Hagestad, 1985) although they tend to prefer early career choices for

women and a continued sense of responsibility to home (Roscoe & Peterson, 1989). Grandfathers prefer to offer advice regarding instrumental subjects such as money and other tangible responsibilities. There is an overall trend toward a closer relationship with maternal grandmothers (Matthews & Sprey, 1985), which could be attributed to the more expressive nature of the relationships or to the fact that middle generation women appear to view kinship ties as more important than middle generation males (Baronowski, 1982).

Geographical distance from (Cherlin & Furstenburg, 1986) and frequency of contact with grandparents (Kahana & Kahana, 1970; Matthews & Sprey, 1985) have been seen as a definite influencing factor in grandparent-grandchild relationships in general. However, there is little information addressing the question as to whether infrequent but high quality contact has a different type or degree of influence than frequent, low quality contact.

Societal norms and expectations impact the relationship (Conroy & Fahey, 1985). Baronowski (1982) suggested that, in this time period in our society, family obligations are most often seen to extend only to the nuclear family going so far as to imply a new "social contract." This contract serves as a noninterference treaty between parents and grandparents in regard to the rearing of grandchildren. On the other hand, he noted that since most grandparents no

longer live with their children and grandchildren, they have been removed from a direct line of authority in which they might serve in an autocratic or authoritarian role. Since such roles neither promote close relations nor encourage independent decision-making by the adolescent, the grandparent can now be closer to and more supportive of an adolescent's identity development. However, Rogow et al. (1983) noted that adolescents who are in a foreclosed identity status prefer authoritarian values. This might result in foreclosed adolescents feeling more comfortable with authoritarian grandparents and moratorium (or achieved) youth valuing them less (Rogow et al., 1983).

Other roles which the grandparent is concurrently filling will also have an impact on grandparenting (Matthews & Sprey, 1985). Some of these roles may be complementary while others may be conflicting. One role which most significantly influences that of grandparenting is that of being a parent to middle generation (Baronowski, 1982). The relationship between the grandchild's parent and grandparent determines not only the extent of contact with a grandchild (Troll, 1986) but also influences the grandchild's perception of closeness to and significance of the grandparent (Matthews & Sprey, 1985).

As can be seen from the literature reviewed thus far, there are several factors which may influence adolescent identity development as well as factors which influence the

grandparenting role. These two variables in combination hold the potential for numerous possibilities for a grandparent-grandchild relationship. The combinations also impact the influence of a grandparent on an adolescent's identity development. This relationship may range from one which is virtually nonexistent to one in which the potential for influencing development may be very strong.

Function of the Grandparent-Grandchild Relationship

Having established the potential for and factors influencing the grandparent - grandchild relationship, the question remains as to the precise functions which grandparents fill in this relationship and how the relationship influences identity development.

One of the primary influences that grandparents can have is on the grandchild-parent relationship. They do this by helping to make parents more real and more easily understood to a grandchild (Hagestad, 1985). Telling stories about the parent's childhood, concerns, and values can help the child to understand the parent's attitudes and behaviors (Baronowski, 1982). If an adolescent is able to see a parent in this way may, perception may enhance the mutual role-taking which Lapsley et al. (1990) noted is essential in developing mutual tolerance and respect between adolescent and parents and which Kahana and Kahana (1970)

stated is essential to determining relations to the adult world in general.

When conflict arises between parents and children, grandparents serve as mentors, arbitrators, and even protectors (Baronowski, 1982; Bengston, 1985). This role is facilitated by the fact that because a grandparent is not directly responsible for a grandchild, he can be more at ease in helping solve problems (Baronowski, 1982).

Grandparents, particularly grandmothers, serve as kinkeepers and wardens of culture within the family (Dellman-Jenkins, Papalia, & Lopez, 1987; Robertson, Tice, & Loeb, 1985). Martin, Hagestad, and Diedrick (1988) noted that, by telling family stories, grandparents offer a point of orientation about the values of a particular family. Roscoe and Peterson (1989) suggested that transmission of family values across generations is more consistent than values related to other areas of adult life.

In most situations grandparents are not the primary adult figures in their grandchild's life. As such, they are one step removed and can better serve as a family watchdog of sorts (Link, 1987; Troll, 1986). They can also provide support in problematic times (Cherlin & Furstenburg, 1986) such as divorce (Troll, 1986). In addition, they function as a safety net by serving as nurturers if parents cannot meet this need (Kornhaber, 1985).

Grandparents, by virtue of their particular stage in life, tend to be the major contributors to the grandparent-grandchild relationship (Baronowski, 1982). While the major emphasis of this study follows this direction of grandparent to grandchild, it is important to note that the grandparent-grandchild relationship involves mutual influence and reciprocity, particularly in later adolescence (Baronowski, 1982). Such an egalitarian relationship may be attributed to the fact that a grandchild is not as dependent on grandparents as he is on parents, and yet, is not independent of them either. This allows for a close but more balanced, interdependent relationship (Konopka, 1976). One aspect of such a reciprocal relationship involves the mutual support for an environment in which both grandparent and grandchild may be accepted and permitted to explore new roles (Baronowski, 1982). This aids the grandparent in his particular changes associated with aging. At the same time it allows the adolescent to explore his own identity as well as define an attitude about aging which will help him in later life (Baronowski, 1982). Robertson (1976) and Dellman-Jenkins et al. (1987) found that adolescents enjoy the reciprocal nature of the relationship.

Grandparent Influence on Identity

It has been demonstrated that there is a great deal that grandparents can offer their adolescent grandchildren. The question remains as to precisely what impact this

relationship has on the adolescent grandchild's development. Although largely theoretical in nature, there is substantial evidence that grandparents have the ability to influence values as well as identity development. Bengston (1985) stated that because grandparents have a greater investment in a grandchild's continuity with the past, they contribute to "identity molding" through a "social construction of biography" (p. 24). Grandparents are better able to do this since parents are often too involved in an authority role to provide as much expressive support (Bengston, 1985). Conroy and Fahey (1985) presented the idea that values are prescribed by the older generation to the younger in sustaining cultural bonds rather than values which are prescribed by law. Grandparents provide an ethical continuity or sense of right and wrong by which a grandchild can retain a sense of position in a changing world (Robertson, 1976).

Robertson (1976) noted that in addition to contributing to the development of personal values, grandparents facilitate the construction of personal histories. An adolescent in the process of identity formation is concerned with questions of personal lineage, descent, and legitimacy. In order to integrate past and present identities, an adolescent must be exposed to those influences which contribute to a perception of uniqueness as well as those which contribute to a sense of sameness. There must be an

overall sense of continuity of self. Part of this is a historical sense of self which can be reinforced by others (Kilpatrick, 1974). Baronowski (1982) stated that this is particularly important in a "configurative culture" (p. 577) in which there is a rapidly changing technology and social milieu. Grandparents are best able to offer this sense of history and continuity by virtue of the fact that they have lived through more changes than any other living generation with the exception of great-grandparents (Baronowski, 1982).

In addition to contributing to values and a historical sense of self, grandparents as an integral part of the adolescent's family influence identity development. Lapsley et al. (1990) stated that the family helps make possible the completion of adolescent developmental tasks. Frank et al. (1990) stated that gains in autonomy are most likely to occur in the context of close relationships. Within the family structure, the adolescent coordinates a sense of self and others into a social perspective which leads to autonomy and, ultimately, interdependence. The family allows a renegotiation of areas of independence versus areas of authority. (Lapsley et al., 1990).

Using Marcia's four identity statuses to examine the influence of the family on identity, Waterman (1982) has suggested that there is a difference in adolescents in the four statuses and their perceptions of family. Foreclosures were found to have the closest relationship with their

parents while Diffusions have the most distant. Moratoriums and achieved were found to be the most critical of families.

Although there is little research to indicate the same associations exist in perceptions of grandparents, the literature which suggests the commonality of parent and grandparent influence as cited previously would seem to allow for a hypothesis that similar associations are likely. This is supported by Waterman (1982), who noted that members of extended families (including grandparents) can be the source of an adolescent's foreclosed identity.

This literature provides a foundation for the development of hypotheses regarding the relationship between grandparent involvement and adolescent identity development. This research agenda remains in its infancy with the exception of certain research such as that of Robertson (1977) and Robertson et al. (1985). The intention of this study is to further the effort.

METHODS

The purpose of this study was to examine the relationship of grandparent involvement and adolescent identity development. Grandparent involvement was viewed both quantitatively and qualitatively. Age and gender of the adolescent were held constant in the sample. Adolescent identity was considered from the perspective of the four identity levels. Since this study was concerned with the overall relationship of grandparent involvement and identity, identity was viewed as a global construct rather than as a graded score for each individual subject.

Hypotheses

Five specific hypotheses were tested in this research. They were:

1. There is no relationship between adolescent identity level and the quantity of grandparent involvement as seen in primary contact.

Effect of grandparent involvement was measured by association of identity level with amount and type of contact. Amount of contact was measured by frequency of contact (high, moderate, low, none). Type of contact was delineated as primary contact (face to face time). Identity level was measured using the Extended Objective Measure of Ego Identity Status.

2. There is no relationship between adolescent identity level and the quantity of grandparent involvement as seen in secondary contact (telephone calls and letters). Again, identity level was measured using the Extended Objective Measure of Ego Identity Status.

3. There is no relationship between adolescent identity level and the quality of grandparent involvement as reflected by attitude of the adolescent toward contact with the grandparent. Attitude toward the contact was categorized as an obligation, a pleasure, or a combination.

4. There is no relationship between adolescent identity level and the quality of grandparent involvement as reflected by adolescent perception of the meaning of grandparenthood.

5. There is no relationship between adolescent identity level based on age of the grandparent.

In these hypotheses adolescent identity level is the dependent variable as delineated by Achievement, Moratorium, Foreclosure, and Diffusion. Quantity of contact was comprised of primary and secondary contact as independent variables. Quality of contact was comprised of attitude toward contact and perception of meaning as the independent variables.

In the fifth hypothesis grandparent age was the independent variable and adolescent identity level was the dependent variable. Age of grandparent was also examined by

age group in order to determine possible differences within age cohorts.

Design

The research questions and hypotheses of this study required a multiple analysis (see Figure 1) which proceeded in the following steps:

1. Frequencies to test the distribution of the subjects within the variables.

2. Tests for relationship between each independent and dependent variable. Quantity (primary and secondary contact) and quality (attitude and meaning) of grandparent involvement as independent variables were tested with each identity level as the dependent variable.

The principal independent variables were:

1. Quantity of grandparent involvement, which is the time grandparent and grandchild spend together and the type of contact which they have either face to face or via letters or phone calls. It was measured in two ways.

- (a) Actual contact: high - contact daily to weekly; medium - contact less than weekly but more than every two months; low - contact less than every two months but more than two times per year; none - less than twice a year or obligatory visits.

- (b) Type of contact: letters; phone calls; visits.

2. Quality of grandparent involvement, which was based on the attitude of the adolescent about time together and adolescents' perceptions of the significance of grandparenthood.

The principal dependent variable was adolescent identity level. Adolescent identity was delineated into four identity levels (Achievement, Moratorium, Foreclosure, and Diffusion). As previously stated, quantity and quality grandparent involvement were also examined as dependent variables when grandparent age served as the independent variables.

Model

This study was based on the hypothetical models shown in Figure 1 (see page 3). The three general theoretical constructs with anticipated relationships are depicted. These constructs are (a) quantity of grandparent involvement; (b) quality of the grandparent involvement; and (c) adolescent identity (see Figure 1). Each of the grandparent involvement variables was examined for impact on each of the identity levels.

Sample

The target sample consisted of 125 adolescent subjects in their first quarter at Utah State University. A total of 94 adolescents completed questionnaires, resulting in a 75% return rate. Since only 12 males responded, the 82 female

respondents comprised the final sample. Although this resulted in losing a male perspective, it was felt that while the small number of males might affect the results, males did not comprise a large enough portion of the sample to make it possible to generalize findings to both genders.

Each adolescent subject selected the grandparent with whom she had the closest relationship. Again, there was concern regarding the potential for selecting a disproportionate number of grandmothers since the subjects were all female. However, trying to obtain a sample of grandparents which was balanced by gender would have required some subjects to respond about a grandparent other than the one to whom they actually felt the closest. In fact, ten students asked to be permitted to respond based on grandparents who were deceased. Again, this was permitted since it was preferable to have a response based on the closest grandparent relationship rather than one chosen by default. It was recognized that by allowing subjects to select a deceased grandparent, the responses might be biased toward the positive due to the tendency to glorify an individual after death.

The sample was attending school at a university which is relatively homogeneous regarding socioeconomic status, race, and religion. This sample was selected for two reasons. First, it was convenience. Second, by virtue of its being as homogeneous as it is, there was less of a

potential for extraneous variables in the research. This issue is further addressed below.

Criteria for adolescent subjects were as follows:

a) Subjects had to be first quarter freshmen having graduated from high school the previous spring. This eliminated a difference in time having lived away from home and possible diminishing of family influence. b) Subjects could never have been married and could have no children. This reduced the possible alteration in perspective of older generations by being placed in an adult role.

Each of these criteria was chosen to further control for extraneous variables. It is acknowledged that this reduced generalizability, but it was felt necessary in order to reduce error variance. Another factor which reduced error variance was the high percentage of subjects who were members of the Church of Jesus Christ of Latter-Day Saints (Mormon). Such religious homogeneity had certain advantages. The majority of the subjects were reared with similar religious values and attitudes regarding familial relationships and responsibilities. It is hoped that this reduced the variance resulting from diverse family values.

Subjects were recruited from freshman-level classes in the department of Family and Human Development, which had a total population of approximately 600 students. This convenience sample was utilized for two reasons. The first was the accessibility of first quarter freshman since these

courses are taken by students from a wide variety of majors. The second was the ease of follow-up in locating students if needed.

Measurement and Materials

All adolescent subjects received a questionnaire (see Appendix A). Demographic questions were included to provide an accurate profile of subjects. Questions regarding frequency and type of contact were included to assess quantity of contact. Questions regarding nature of activities, type of contact, and initiator of contact were used as an indicator of attitudes about time spent with grandparent. The set of questions pertaining to the adolescent subject's perception of roles which her specific grandparent filled were included as part of the quality of the relationship to be addressed in subsequent research.

Thirty-one items in the student questionnaire were the measurement entitled "The Meaning of Grandparenthood" developed by Robertson (1976). The Likert scale items had a range of 1 (strongly agree) to 5 (strongly disagree). They were revised from the original measurement to reflect first person for the adolescent grandchildren's perceptions of grandparenthood as well as their beliefs regarding their grandparents' perceptions (Appendix A, part D). Results from a factor analysis (Robertson, 1977) revealed two dimensions--the grandparent role in normative terms and the personal meaning of grandparenthood. Both dimensions were

considered contributory factors to the adolescent's perception of the meaning of grandparenthood. Therefore, a global score was used in this study. Since Robertson considered her research to be descriptive in nature, no further analysis was performed (Robertson, 1977). For the purposes of this study, a Cronbach's alpha=.82 was deemed acceptable.

The Extended Objective Measure of Ego Identity Status (EOMEIS), which was incorporated into the student questionnaire (see Appendix A, part E), is a 64-item Likert scale with a range of 1 (strongly agree) to 6 (strongly disagree). Each item examines exploration (crisis) and commitment. Each identity status was examined on ideological and interpersonal domains. Bennion and Adams (1986) reported Cronbach alphas ranging from .62 to .75 on the ideological subscales and .58 to .80 on the interpersonal subscales when this measure was used on a sample of 80 college students. Grotevant and Adams (1984) reported Chronbach alphas on the ideological and interpersonal subscales ranging from .37 to .77 on a sample taken in part from the same university as the present study. Cronbach's alpha on the ideological and interpersonal subscales ranges from .40 to .63 in the present study. Since the purpose of the study was to look at the overall influence of grandparent involvement on adolescent identity

development, each adolescent was not given an identity score as such. Instead, overall relationships were noted.

Data Collection Procedures

Initial contact with the adolescent subjects was made during class period in the first month of their first quarter in college. The criteria for participating in the study were explained. Students meeting the previously stated criteria were asked to participate. Participation was voluntary, and approximately 25% agreed to participate. The nature of the study was explained, including its purpose (i.e., to learn more about grandparent-grandchild relationships) and what participation would entail. Subjects were assured of confidentiality. Frequencies were generated in order to categorize the subjects based on demographic data and quantity of grandparent involvement. Adolescents were classified by high to none on grandparent involvement.

RESULTS

The sample consists of 82 female college freshmen in the Family and Human Development introductory courses at Utah State University. The age range of adolescent subjects is 18 to 20 years with a mean age of 18.23 years. Grandparent age ranges from 56 to 92 years with a mean of 71.93. The grandparent group selected by the adolescent subjects is comprised of 94.60% (n=77) grandmothers and 5.40% (n=6) grandfathers. Of the grandparents identified by the adolescent subjects as the one to whom they felt the closest, 12.00% (n=10) were deceased at the time of the study (Table 1). Two of the deceased grandparents were male, and eight were female.

Correlations between the four identity status levels (Achievement; Moratorium; Foreclosure; and Diffusion) are presented in Table 2. Significant correlations noted are positive for Moratorium and Diffusion and negative for Moratorium and Achievement as well as Moratorium and Foreclosure. These correlations suggest that the most common factor contributing to the significant correlations may be commitment since commitment is absent in both the Moratorium and Diffusion statuses where a positive correlation exists. This is also the strongest correlation noted. Commitment is present in the Achievement status and absent in the Moratorium status where a negative correlation is shown.

Table 1

Demographic Variables Used in the Study

	N	%
Adolescent Age		
18 year olds	71	85.5
19 year olds	9	10.8
20 year olds	2	3.6
	range: 18 to 20	mean: 18.23
Grandparent Age		
Under 69	29	34.9
70 to 79	33	39.8
Over 80	10	13.3
	range: 56 to 92	mean: 71.93
Grandparent Gender		
Female	77	94.6
Male	5	5.4
Deceased	10	12.0

Correlations between the identity subscale scores are supportive of previous findings (Bennion & Adams, 1986; Grotevant & Adams, 1984), although they are somewhat weaker than expected. The positive correlation between Moratorium and Diffusion indicates that, within this sample, commitment is a strong contributing factor to identity scores. The same type of association can be noted in the weaker but negative correlation between Achievement and Moratorium scores where commitment is the factor which is integral to Achievement and absent in Moratorium. The stronger negative

correlation between Moratorium and Foreclosure is supportive of this pattern. The higher correlation may be due to the fact that both commitment and crisis are opposites in these two identity levels.

Table 2

Correlations Between Identity Levels

	Achieved	Moratorium	Foreclosed	Diffused
Achieved		*-.2443 (78)	.0125 (81)	-.0849 (79)
Moratorium			***-.3596 (78)	***.4648 (76)
Foreclosed				-.1447 (79)
Diffused				

* $p < .05$

*** $p < .001$

The only relationship which was anticipated but did not emerge as significant was a negative correlation between Achievement and Diffusion. This correlation was expected because of the polarity of crisis and commitment as is seen between Moratorium and Foreclosure. However, in Moratorium and Foreclosure there is an absence of either crisis or commitment and a presence of the other, whereas, in Achievement there is the presence of both and in Diffusion there is the absence of both. (See Figure 2.)

Adolescent attitude towards contact with grandparents is measured on an ordinal scale based on whether the grandchild considers the time spent with the grandparent to be an obligation (0), a pleasure (2), or a combination of the two (1). Of the total sample, only 1.20% (n=1) reported that contact was totally obligatory. Of the remaining subjects, 32.90% (n=27) reported that contact was a combination of obligation and pleasure and 65.90% (54) felt that it was a pleasure without obligation.

Perception of the meaning of grandparenthood is a composite score of the items taken from the Robertson (1977) instrument, which has 31 items on a 5-point scale. With a possible range of 31-155 on an interval scale, this sample fell in a range of 83 to 142. In order to distinguish groups in this sample on the perception of meaning, the subjects were divided into three groups: low (less than 105), moderate (106 to 123), and high (124 and above). It should be noted that the low group for this sample scored between 83 and 104. No subjects scored below 83. Therefore, the low group for this sample was categorized as those with scores of less than 105.

Of the adolescent subjects 40.50% (n=32) scored in the high range on this scale (124 or higher). This indicates that they either strongly agree or agree with those items that indicate a positive perception of grandparenthood and strongly disagree or disagree with those items that reflect

a negative attitude. Forty-three subjects (54.40%) scored in the moderate range (106 to 123). Four subjects (5.10%) scored in the range indicating a low perception (105 or lower) of grandparenthood. While the low group was very small, it was determined that altering the cutoff point would not delineate between moderate and low contact as well.

Quantity of contact with grandparent is categorized as either primary or secondary. This distinction was made based on the premise that deeper (i.e., less superficial) communication (such as discussing religion, values or the importance of an education) can take place face to face while at the same time secondary contact might require more effort and initiation on the part of the adolescent. Primary contact is reported by 30.00% (n=24) to occur in the high (daily to weekly) range; by 42.60% (n=34) to occur in the moderate (less than weekly but more than every two months) range; by 25.10% (n=20) to occur in the low (less than every two months but more than two times per year); and by 2.50% (n=2) to occur in the no contact (less than two times per year) range. There should be no confusion on the absence of those adolescents with deceased grandparents in the no contact group, since subjects were instructed to answer questions based on the relationship when their grandparents were alive. This distinction is necessary in

order to prevent inconsistency in correlating quantity of contact with other variables.

Secondary contact was reported by 9.50% (n=5) to occur in the high range; by 54.70% (n=29) in the moderate range; by 30.20% (n=15) in the low range; and by 5.7% (n=3) in the no contact category. Both primary and secondary contact were reported most frequently in the moderate range. Surprisingly, 20.20% more subjects reported high primary contact than high secondary contact.

As seen from the frequencies reported above, the sample of subjects in this study was not normally distributed across the dependent variables and across gender. For this reason, analyses of relationships were performed using non-parametric measures. Analyses of difference employed \underline{t} tests. A cautionary note to the reader. Although Kruskal-Wallis ANOVAs and \underline{t} tests were used to analyze the relation between each of the independent and dependent variables, a comparison between the two methods of analysis would not be appropriate since the Kruskal-Wallis is a distribution-free test based on ranks while \underline{t} tests measure differences in the means of two groups. Analyses of relationships were performed using nonparametric measures.

Hypothesis 1: There is no difference between adolescent identity level and the quantity of grandparent involvement as seen in primary contact. Due to the very low

number of subjects with no contact (2.5%), this group was omitted from further analyses.

A Kruskal-Wallis one-way ANOVA was performed on each of the four identity levels with high, moderate, and low primary contact as the independent variable. No significant differences emerged (see Table 3).

In order to note any distinction between adolescents experiencing low primary contact with grandparents and those who experienced more moderate to frequent contact, primary contact was recoded and a χ^2 test was performed to test for differences between the two groups. No significance was found (see Table 4). Based on the findings, the first null hypothesis was not rejected.

Table 3

Kruskal-Wallis One-way ANOVAs: Identity Levels by Primary Contact

	Chi Square	Low	Mod	High
Achieved by Primary Contact	2.42	28.61 (n=33)	11.25 (n=2)	29.98 (n=21)
Moratorium by Primary Contact	.12	27.39 (n=30)	24.00 (n=2)	28.00 (n=20)
Foreclosed by Primary Contact	.85	27.39 (n=33)	22.50 (n=2)	30.81 (n=21)
Diffused by Primary Contact	1.27	27.44 (n=32)	40.50 (n=2)	27.67 (n=21)

Table 4

T Tests for Identity Levels by Primary Contact

	Low	Moderate/ High	t-value
Achieved	71.24 (33) SD 7.89	71.91 (21) SD 6.65	-.33
Moratorium	50.97 (31) SD 9.47	51.91 (21) SD 11.04	-.32
Foreclosed	49.12 (33) SD 14.00	51.95 (21) SD 11.02	-.83
Diffused	38.28 (32) SD 9.70	38.52 (21) SD 7.90	-.10

* $p < .05$

Hypothesis 2: There is no difference in adolescent identity level and the quantity of grandparent involvement as seen in secondary contact. Due to the very low number of subjects with no contact (5.7%), this group was omitted from further analyses. A Kruskal-Wallis one-way ANOVA was performed on each of the identity levels with high, moderate, and low secondary contact as the independent variable (see Table 5).

Significant findings were noted between Achievement scores and secondary contact and Moratorium scores and secondary contact. Examination of the ranks indicates that the Achievement level of identity has a significantly lower mean rank for low secondary contact than for moderate or

high. The findings also indicate that the Moratorium level of identity development has a lower mean rank for low and moderate secondary contact than for high secondary contact.

Table 5

Kruskal-Wallis One-way ANOVAs: Identity Level by Secondary Contact

	Chi Square	Low	Mod	High
Achieved by Secondary Contact	*6.99	7.96 (n=14)	15.50 (n=2)	15.83 (n=3)
Moratorium by Secondary Contact	*6.09	8.96 (n=13)	4.00 (n=2)	15.50 (n=3)
Foreclosed by Secondary Contact	.26	10.07 (n=14)	8.25 (n=2)	10.83 (n=3)
Diffused by Secondary Contact	4.33	8.61 (n=14)	10.75 (n=2)	16.00 (n=3)

* $p < .05$

No significant findings were found between Foreclosure scores and secondary contact and Diffusion scores and secondary contact (see Table 5).

In order to note any distinction between adolescents experiencing low secondary contact with grandparents and those who experienced more moderate to frequent contact, secondary contact was recoded and a χ^2 test was performed to test for differences between the two groups. Although the

findings of the t test for Diffusion scores and secondary contact were significant, the low group had only 3 subjects. This called to question the significance of the findings (see Table 6). Based on these findings, the second null hypothesis was rejected.

Table 6

T Test for Identity Levels by Secondary Contact

	Low	Moderate/ High	t -value
Achieved	68.29 (16) SD 8.7	77.33 (3) SD 1.5	-1.75
Moratorium	47.39 (15) SD 9.08	57.67 (3) SD 7.57	-2.04
Foreclosed	46.43 (16) SD 14.39	47.33 (3) SD 8.02	-.15
Diffused	*40.71 (16) SD 6.29	*53.00 (3) SD 10.58	-1.94

* $p < .05$

Hypothesis 3: There is no difference between adolescent identity level and the quality of grandparent involvement as reflected by the attitude of the adolescent toward contact with the grandparent.

A Kruskal-Wallis one-way ANOVA was performed on each of the identity levels with the three levels of attitude toward contact. Only one subject (1.20%) fell into the

category of contact as an obligation. For this reason, obligation was recoded to be included in the combination pleasure and obligation group. No significant findings were noted between Achievement, Moratorium, and Foreclosure scores and attitude toward contact and Foreclosure scores and attitude toward contact (see Table 7).

Significant findings were noted between Diffusion scores and attitude toward contact with a chi square of 4.05 ($p < .05$). This indicates that the Diffusion scores yielded have a lower mean rank for contact as a pleasure (36.26) than as having some obligation associated with contact (47.20). The findings between Moratorium scores and attitude toward contact was not significant at the .05 level.

In order to note any further distinction between groups in adolescent attitude toward contact, group one was merged with group two (a combination of obligation and pleasure), and a χ^2 test was performed to test for differences between the two groups. No significance was noted between Achievement and attitude and Foreclosure and attitude. Significant findings were noted between Moratorium and attitude and Diffusion and attitude (see Table 8). These findings indicate that there is a difference in the Moratorium and Diffused levels with a higher mean in the group finding contact to have some quality of obligation associated with contact. This finding is a further support

of those found in the Kruskal-Wallis one-way ANOVA performed on the same variables. Based on the findings, the third null hypothesis was rejected.

Table 7

Kruskal-Wallis One-way ANOVAs: Identity Levels by Attitude Toward Contact

	Chi Square	Obligation	Combination
Achieved by Attitude Toward Contact	1.46	36.66 (n=28)	43.29 (n=53)
Moratorium by Attitude Toward Contact	3.64	46.22 (n=27)	35.94 (n=51)
Foreclosed by Attitude Toward Contact	.32	38.98 (n=28)	42.07 (n=53)
Diffused by Attitude Toward Contact	*4.05	47.20 (n=27)	36.26 (n=52)

Hypothesis 4: There is no relationship between adolescent identity level and the quality of grandparent involvement as reflected by adolescent perception of the meaning of grandparenthood.

As previously noted, the meaning of grandparenthood was initially analyzed as an interval measure. Due to the wide dispersment of subjects, there were a number of empty or low count cells. Therefore, the cells were collapsed, and

subsequent analysis was performed using three categories of the meaning of grandparenthood variable.

Table 8

T-Test for Identity Levels by Adolescent Attitude Toward Contact

	Combination	Pleasure	t-value
Achieved	69.43 (28) SD 9.50	72.00 (53) SD 6.80	-1.41
Moratorium	*54.89 (27) SD 10.27	*50.25 (51) SD 8.36	2.02
Foreclosed	47.54 (28) SD 12.84	49.54 (53) SD 12.24	- .68
Diffused	*42.70 (27) SD 9.12	*38.50 (52) SD 8.62	1.97

* $p < .05$

In order to note any correlation between adolescent perception of grandparenthood and identity level, Spearman Rho Correlations were performed between each of the identity levels and the three categories of perception of meaning. A positive correlation between Achievement scores and meaning (.22) was found but failed to yield significance at the .05 level. The positive correlation between Foreclosed and meaning (.28) was significant ($p < .05$). Correlations between Moratorium and meaning (-.28) ($p < .05$) and Diffused and

meaning (-.31) ($p < .01$) were negative and significant. Based on these findings, the fourth null hypothesis was rejected.

Hypothesis 5: There is no relationship between adolescent identity level based on the age of the grandparent.

In order to prevent too wide a dispersement of subjects across the age range, grandparent age was categorized by decade with the one grandparent under 60 included in the 60 age group.

A Kruskal-Wallis one-way ANOVA was performed on each of the identity levels with the three age groups. No significant findings were noted. (See Table 9.) Age was also divided by under 75 years and 75 and older as young-old and old-old. T tests were performed to note any differences. Again none were noted (see Table 10). Based on these findings, the fifth null hypothesis was rejected.

Table 9

Kruskal-Wallis One-way ANOVAs: Identity Levels by
Grandparent Age Group

	Chi Square	60 & under	70's	80 & over
Achieved by Grandparent Age Group	2.36	34.14	35.64	45.27
Moratorium by Grandparent Age Group	4.46	29.28	38.34	42.50
Foreclosed by Grandparent Age Group	5.58	43.09	30.42	36.82
Diffused by Primary Contact	2.39	33.09	39.56	30.18

Table 10

T Test for Identity Levels by Grandparent Age: Young-Old
and Old-Old

	Young-Old	Old-Old	t-value
Achieved	70.40 (48) SD 7.72	72.68 (25) SD 8.64	-1.15
Moratorium	50.40 (46) SD 9.00	54.00 (24) SD 10.07	-1.54
Foreclosed	50.29 (48) SD 12.40	46.32 (25) SD 12.12	1.31
Diffused	39.00 (47) SD 8.62	40.92 (24) SD 10.13	-.83

DISCUSSION

The demographic profile of subjects reveals some interesting findings about grandparenthood and gender influence on family relationships. The fact that 94.6% of the subjects selected grandmothers as the grandparent to whom they felt the closest supports previous findings that kinship ties are maintained through female family members (Bengston, 1985; Hagestad, 1985; Robertson et al., 1985; Dellman-Jenkins et al., 1987). This finding might also be attributed to the fact that the sample was comprised totally of females. This suggests that granddaughters feel closer to grandmothers than to grandfathers.

Since only two of the deceased grandparents were males, the possibility that more grandmothers were alive and, therefore, significant to their grandchildren is unlikely. However, it is possible that if this study had included male adolescents, a somewhat higher proportion would have selected grandfathers. It is anticipated that more grandsons would have selected grandmothers since grandmothers are traditionally the kinskeepers within families.

The fact that 65% of the subjects reported a willingness to spend time with grandparents might be explained in one of two ways. It is possible that because these subjects are in later adolescence, there is a decreased need for individuation from family. In this case,

they would be more likely to accept family members (including grandparents) as an integral part of their social structure. The second explanation is that this willingness to spend time with grandparents is an intrinsic quality to this particular sample. Since these subjects come from a religious culture which places great importance on family and ancestry, it is likely that valuing time with grandparents has been a constant throughout their developmental process. Therefore, although no subjects reported their attitude toward contact with grandparents as an involuntary obligation, it would be erroneous to assume this finding is generalizable to all adolescent grandchildren. It would be more appropriate to conclude that this finding is a result of self-selection. Adolescent grandchildren who have a negative attitude toward contact with grandparents are highly unlikely to volunteer to participate in a study on grandparenthood. Although there were not any adolescents who actively refused to participate in the study, it is possible that the incentive to participate was not sufficient to overcome an unwillingness to participate if they had a negative relationship with grandparents.

The same self-selection assumption can be made regarding the absence of subjects with a low perception of the meaning of grandparenthood. It is possible that individuals in later adolescence have begun to value family

relationships more. However, it is more likely that subjects with a low perception of the meaning of grandparenthood are simply unlikely candidates to volunteer in a study of this nature.

The results which indicate that almost 61% of the subjects were moderate in their perception would suggest that, although grandparenthood is important to them, it is not a dominant relationship for them in late adolescence. This would support previous literature which indicates that identity exploration is still present to some extent in this developmental stage (Archer, 1989), although perhaps to a lesser degree than in early adolescence.

The relatively high percentage of adolescents falling into the higher ranges for attitude toward contact and meaning of grandparenthood does suggest that many adolescents in this study do find their grandparents to be important in their lives and their relationship to be one of high if not of primary importance in adolescence. This would support prior research which indicates that grandparents can serve as an extension of parental relationships (Roscoe et al., 1990; Conroy & Fahey, 1985; Gavazzi & Sabatelli, 1990; Kahana & Kahana, 1970). The contribution of religious and cultural values must again be considered as mentioned earlier.

Frequency of contact--both primary and secondary--and the relationship of that contact to identity level pose some

interesting interpretations. Moderate to high primary contact was reported by 72.6% of the sample with only four missing subjects. Moderate to high secondary contact was reported by 64.2% of the sample but with 31 subjects missing. And yet, none of the analyses between primary contact (the type of contact with a higher frequency) and identity level emerged as significant. At the same time, two of the four Kruskal-Wallis one-ways between secondary contact and identity level yielded significance. It is also possible that primary contact is arranged by parents. In this case, although adolescents may participate willingly, they may not have the emotional investment in this type of contact with grandparents.

In the Kruskal-Wallis one-way analyses performed between secondary contact and the four identity levels, Achieved and Moratorium emerged as significant. The unique quality of secondary contact (phone calls and written correspondence) as opposed to primary contact supports the possibility that this type of contact is more likely to be initiated by either the grandchild or grandparent rather than by an intervening parent. It is possible that such communication requires more active involvement on the part of both grandchild and grandparent and has a greater potential for impacting the relationship as well as identity development.

Since the common factor in Achievement and Moratorium is the presence of crisis (i.e., exploration), it is likely that it is crisis which contributes to the means in these two groups being different from the others in relation to secondary contact. Both identity subscales showed higher means for high secondary contact. This suggests at least two possible explanations, depending on the perspective from which the relationship is viewed. If Achievement and Moratorium adolescents initiate greater participation in secondary contact, it may be because they appreciate contact with grandparents as an integral part of the exploration process. If grandparents more often seek contact with Achievement and Moratorium grandchildren, it may be because they find youthful exploration and questioning a valuable quality in their progeny.

The failure of the χ^2 tests between secondary contact groups with Achieved and Moratorium to fully support the findings of the Kruskal-Wallis ANOVAs can be attributed to the grouping of two categories of contact which diluted the effect of low, moderate, and high contact groups. This indicates that the distinction among different categories of contact should be kept as discrete as possible.

The significant finding in the relationship between Diffusion subscales and adolescent attitude toward contact with both the Kruskal-Wallis and the χ^2 test indicated that there is a lower attitude toward contact with this identity

level. Again, there are two possible explanations for this, depending upon perspective. If Diffusion implies an inability or unwillingness to explore and to commit to issues, it is possible that associating with grandparents (who at least expect a questioning of who one is if not a decision as to who one is going to become) is very uncomfortable if one is uncommitted on issues. This would be particularly true if grandparents took the initiative or interest to write or call and inquire about a grandchild's progress. The anonymity of family gatherings is lost in such contact. On the other hand, grandparents may find themselves uncomfortable communicating with grandchildren whom they perceive as floundering or uncommitted to many issues in life. This may be true particularly if these grandparents were married by late adolescence and had accepted adult responsibilities.

Although the Kruskal-Wallis failed to show significance between attitude toward contact and Moratorium scores, the subsequent t test found a higher mean for attitude involving some element of obligation than for attitude considered to be a total pleasure. This can be explained in somewhat the same way as the findings for Diffusion in that failure to commit may make association with grandparents less pleasurable (i.e., more uncomfortable) for either grandchildren, grandparents, or both.

The lack of significant findings in the relationship with grandparents' age group was somewhat surprising. From previous research in the area of styles of grandparenting (Bengston, 1985; Troll, 1985), it would seem that younger grandparents would be more comfortable with exploration while older grandparents would be more comfortable with commitment. It is possible that grandparents from this sample were more traditional than a more representative sample might be. This can be attributed to the very traditional family roles taught within the Mormon religion.

The most frequent significant findings were found in relating the adolescents' perception of the meaning of grandparenthood and the identity levels. These results support previous research (Margolin et al., 1988) which indicates that an adolescent's perception of a relationship is of paramount importance.

The negative correlations between Moratorium and Diffusion scores with perception of meaning seem to offer further support for the relationships found with attitude toward contact. It is possible that failure to commit causes a dissonance in the grandchild-grandparent relationship. The adolescent may attempt to reduce this dissonance by discounting the importance of grandparents in his/her life. By the same token, it is possible that adolescents who have not yet committed to identity issues

also do not have a solid perception of the importance of family relationships.

The positive correlation between perception of meaning and Foreclosure can be interpreted to further support the relationship between having formed a commitment in identity exploration and finding grandparenthood to be important. While not having formed a commitment may result in dissonance, having formed a commitment may make the adolescent perceive family relationships as important or at least not incongruent with current identity issues. This would seem especially true in adolescents who have committed without having explored beyond traditional lessons learned from family, including parents and grandparents.

Summary

In spite of the fact that the convenience sample of this study failed to yield a normal distribution on the independent variables, certain significant findings emerged even when using nonparametric statistics. When considering all of the significant findings, it appears that when considering the quantity of time that is spent between granddaughters and grandparents, exploration (or its absence) is the strongest contributing factor. When considering the qualitative aspects of the relationship, commitment appears to contribute the most strongly. This would seem to indicate that the relationship between

adolescent grandchildren and grandparents is affected to a large extent by whether the adolescent has formed some sort of commitment in his or her sense of identity or whether he is still exploring. Again, this may have to do with the lack of comfort of grandchildren and grandparents with one another when the grandchild is still exploring or "floundering."

It would appear from these findings that the adolescent-grandparent relationship has some association to identity development in the adolescent. In other words, grandparents do make a difference. It would also seem that how adolescent grandchildren perceive that their grandparents feel about the relationship and the grandchild is important. A grandparent who is willing to accept exploration and questioning as part of a normal and healthy developmental process will keep the doors to the relationship open and allow the granddaughter to feel accepted. A grandparent who sees the exploration and questioning as floundering and immaturity may well make the grandchild feel uncomfortable and unwilling to be a part of the relationship.

Limitations

Having discussed the possible conclusions which may be drawn from the findings of this research, it seems advisable to insert a "let the buyer beware" of sorts. There are

certain unique features in this study which require addressing.

First is the fact that the sample for this study was comprised totally of female students. Again, the argument could be made for the fact that an all female volunteer sample is revealing in that it may reflect a higher importance of family to females. However, this cannot be supported without examining the attitudes of males. For this reason, it is impossible to do anything but confine any conclusions of this study exclusively to females. In future research, male adolescents would most certainly be included to note not only the gender of the grandparent to whom they felt the closest but also any differences between males and females in the relationship of the independent and dependent variables.

The second limitation of this study is the lack of subjects who had low to no contact with grandparents and who measured low in their perception of the meaning of grandparenthood. It would seem that these two variables are integrally related since grandchildren with little contact with grandparents have little opportunity to develop a vested interest in the relationship. By the same token, adolescents with a low opinion of the importance of grandparenthood are not likely to spend much time with their own grandparents. Unfortunately, it is not possible to draw

any conclusions from this study because there is no point of comparison.

One reason that it may have proven so difficult to find subjects falling in the low categories is addressed by the third limitation. The university at which this study was conducted is in northern Utah, and the majority of the students are from the surrounding geographical area. It was still surprising to find that 99% of the sample were members of the Church of Jesus Christ of Latter-Day Saints (Mormon). Due to the strong emphasis on the family within this religion, it is possible that a higher proportion of Mormon students elect to take courses which focus on the family. This may have lead to a greater number of Mormon students being offered the chance to participate in the study. Such a bias could be rectified in future research by recruiting subjects from basic math, science, and liberal arts classes. The high percentage did serve as an advantage in that it helped to reduce the possibility of extraneous variables such as varying value systems and family values. It does, however, result in the fact that the findings of this study may, indeed, only apply to those individuals with comparable religious and family values.

Although the focus on the adolescent perspective was intentional, this may have reduced the potential for examining the impact of the grandparent's perspective of the relationship on identity development or what grandparents do

to make the relationship what it is. Such a perspective in the future would lend itself to a more multifaceted view of the relationship. It would also be interesting to ask the grandparent to identify his or her favorite grandchild to determine if the same grandchild is selected.

Still another limitation that must be noted is the risk of implying causality. The subjects in this study were all in later adolescence and were in all likelihood nearing the final stages of identity development. It is impossible, therefore, to ascertain whether any relationship between grandparent involvement and adolescent identity was due to the particular adolescents' identity level or to the quantity or quality of the grandparent involvement.

The final set of limitations which require addressing involve the research methods involved in this study. The research design in this study was a one-time observation of the effect of a "treatment" (grandparent involvement) on the identity of adolescent grandchildren. Due to the time constraints of this study, this was the most pragmatic approach. However, it was not possible to address the question of whether the identity level of an adolescent had impacted the grandparent-grandchild relationship. This could only have been accomplished by observing the relationship before adolescence, as previously stated.

As well as looking at the longitudinal relationship, another element which would have strengthened this study

would have been the assessment of the parental involvement in the grandparent-grandchild dyad. Introducing this variable may have addressed the question of the extent to which parental intervention contributed to the high level of grandparent-grandchild involvement.

The measurements used in this study presented some concerns. The EOMEIS is an instrument which has been used frequently in measuring identity in adolescents. However, it seems to contradict the idea that adolescents can be working on various issues simultaneously (Grotevant et al., 1982; Kroger, 1988; Rogow et al., 1983). By requiring that adolescents be given a fixed score, it would seem that the idea of fluidity is lost. For this reason, the instrument but not the traditional scoring methods were used in this study. This reduced the potential for comparing this study to others that have explored factors impacting adolescent identity.

The Meaning of Grandparenthood measurement was developed as part of a descriptive study involving the attitudes of grandparents. This instrument was used in this study in an effort to examine the attitudes of adolescents. It is possible that other questions may have tapped the adolescents' attitudes more accurately. Unfortunately, no such instrument was available.

The selection of subjects and data collection were problematic in that it was necessary to use a convenience

sample. Although using subjects exclusively from this particular university may have increased the homogeneity of the sample, selecting students exclusively from Family and Human Development classes may have reduced the opportunity to find subjects who were normally distributed across the range of the independent variables. Future research would be better served by using students from other disciplines, if not other institutions.

Recommendations

The study performed was the beginning of the exploration process into the relationship between the identity level of adolescent grandchildren and their relationship with the grandparent to whom they feel the closest. The emphasis should be on the idea of beginning because this study has generated more questions and ideas for further research than it has answered. These questions and ideas fall into recommendations for research as well as for practical family relationships.

Recommendation for Further Research

While the distribution of this sample was to a certain extent unavoidable within this particular university population, further research should make every effort to assure a normal distribution across all cells of grandparent

involvement. This will allow for more confidence in the generalizability of the findings.

A cross-sectional study such as this makes it difficult, if not impossible, to hypothesize causation between adolescent identity level and grandparent involvement. Within the context of this study, it was not possible to determine whether: (a) adolescents at a certain identity level initiate and prefer contact with grandparents; (b) grandparents prefer contact and association with adolescents at a certain identity level; or (c) grandparent involvement encourages or nurtures a certain type of identity level. Longitudinal research which distinguishes the type of grandparent involvement prior to adolescence and follows the relationship through adolescence would go far in addressing these concerns.

This study involved all volunteer subjects, which ultimately resulted in involving all female subjects. The fact that only females volunteered may have resulted from two factors. First, the family and human development courses in which the subjects were enrolled generally have a higher female enrollment, which may be due to the nature of the material covered. Second, this may indicate that females in this age group find family relationships more important and are more interested in studying them. If this is the case, it might indicate a greater emphasis on family relationships by females, no solid conclusions can be

reached until research including both genders can be conducted.

In sum, the major flaws in this research seem to be methodological. Hindsight always being better, the following changes would be made in any future effort to replicate this research:

1. Obtaining a sample from a more diverse population of students by recruiting from other departments and disciplines at the university.

2. Obtaining a balance of male and female subjects. This will either be addressed by the broader based recruiting or by stratifying the sample by gender.

3. Obtaining a more evenly distributed sample within the groups for each of the independent variables. This would allow greater assurance in the accuracy of the significant findings and the possible generalizability.

Although the subsample of subjects having selected deceased grandparents (12%) is too small to allow any conclusions, it does raise the question as to the extent of impact of grandparents beyond death. This finding does support the need for further research to answer such questions as: to what degree do dead grandparents continue to impact the lives of grandchildren? How long after death does the impact continue? How old must grandchildren be before this impact can be significant? The potential risk in such research would be in the propensity of most people

to grandise the dead, which might result in inaccurate perceptions of the relationship.

The sample used in this study came exclusively from intact families. With the high level of divorce and the subsequent potential decrease in the average amount of contact with grandparents, there is a need for further research which compares the relationship between grandchildren and grandparents from intact and divorced families. Such research would make a valuable contribution to further understanding the impact of divorce on adolescent grandchildren.

Implications for Family and Developmental Experts

From the findings of this study, it would seem safe to say that there is some relationship between the identity level of female adolescent grandchildren and their relationship with their grandparents. While the temptation might be for grandparents to move away from grandchildren during adolescence when the grandchildren seem to need and want "space," this research indicates that the continuation of a relationship can be of value to grandchildren. Grandparents and grandchildren also need to realize that phone calls and visits may be even more important at this particular time in life.

It would seem that there is a need for grandchildren and grandparents to understand that a lack of commitment to

identity issues may serve as a source of discomfort in their relationship. Understanding that such a lack of commitment is "normal" -- perhaps even preferable at this time in a grandchild's life -- may allow both grandparents and grandchildren to be more comfortable with one another.

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APPENDICES

APPENDIX A: STUDENT QUESTIONNAIRE

STUDENT QUESTIONNAIRE

This is a study about Grandparent-Grandchild relationships. It will involve the completion of short answer questionnaires--two will be complete by you: one by the grandparent with whom you have the closest relationship or the most contact. We also need participants who have little or no contact with grandparents. All answers will be confidential and no answers will be specifically tied to you, nor will any published research identify individual subjects.

To participate further, you must be a first quarter freshman, never married, and without children.

On the enclosed index card, please list: your name, course, section number, your grandparent's name and address, and your parent's name and address.

PART A. Some questions about you.

1. Name: _____
2. Age: _____
3. What is your gender: _____ MALE _____ FEMALE
4. Have you lived with both natural parents your entire life?
 YES NO
5. What religion are you? _____
6. How important is religion to you?
 NOT IMPORTANT AT ALL SOMEWHAT IMPORTANT VERY IMPORTANT
7. Have you chosen a specific occupation?
 YES NO IF SO, WHAT IS IT? _____

PART B. Some questions about your grandparent. Please select the grandparent to whom you feel the closest.

1. Is this your: _____ GRANDMOTHER _____ GRANDFATHER
 _____ STEP-GRANDMOTHER _____ STEP-GRANDFATHER

(WHAT AGE WERE YOU WHEN THIS PERSON BECAME YOUR
 STEP-GRANDPARENT _____

2. Is this your: _____ MOTHER'S PARENT _____ FATHER'S PARENT
3. How many grandchildren does your grandparent have? (including you)
 _____ GRANDSONS _____ GRANDDAUGHTERS

4. How many children does your grandparent have? (including your parent)

___ SONS ___ DAUGHTERS

5. What is your grandparent's approximate age in years: _____

6. What is your grandparent's gender: ___ MALE ___ FEMALE

7. What religion is your grandparent? _____

8. How important is religion to your grandparent?

___ NOT IMPORTANT AT ALL ___ SOMEWHAT IMPORTANT ___ VERY IMPORTANT

9. What occupation is this grandparent? _____

10. Circle Hi, Med., Low, or None according to the amount of time you spend with your grandparent.

HI - daily to weekly MED. - less than weekly but more than every 2 months

LOW - less than every two months but more than twice a year (or one significant visit per year)

NONE - less than twice a year (obligatory visits)

11. Is the time you spend with this grandparent:

___ AN OBLIGATION ON YOUR PART ___ A PLEASURE FOR YOU
___ A COMBINATION

12. Would you spend time with your grandparent if it was not expected of or scheduled for you?

___ YES ___ NO

13. Who initiates what percentage of the contact between you and your grandparent? (state percentage 0 - 100%)

___ YOU ___ YOUR PARENT ___ YOUR GRANDPARENT

14. How far did you live from your grandparent before coming to school? _____ miles

15. How often do you have the following types of contact with this grandparent?

L = LETTERS P = PHONE V = VISITS

___ DAILY TO WEEKLY

___ LESS THAN WEEKLY; MORE THAN EVERY 2 MONTHS

___ LESS THAN EVERY 2 MONTHS; MORE THAN 2 TIMES A YEAR

___ LESS THAN 2 TIMES A YEAR

16. How would you best describe the activities you do together with your grandparent?
(number in order of importance)

_____ FAMILY VISITS _____ SEEKING/GIVING ADVICE
 _____ SHARING EXPERIENCES _____ RECREATION
 _____ OTHER

PART C. Questions about your Parent. Please answer based on your parent who is the child of the grandparent you chose for Part B.

- Are your natural parents still married to each other:
 _____ YES _____ NO
- What religion is your parent? _____
- How important is religion to your parent?
 _____ NOT IMPORTANT AT ALL _____ SOMEWHAT IMPORTANT _____ VERY IMPORTANT
- What occupation is this parent? _____
- What is your parent's highest education level? (Circle one)
 GRADE SCHOOL SOME HIGH SCHOOL HIGH SCHOOL GRADUATE
 SOME COLLEGE COLLEGE GRADUATE GRADUATE SCHOOL
 TECHNICAL/BUSINESS SCHOOL

Part D. For each statement please mark the scale based on how much you agree or disagree with the statement.

1. STRONGLY AGREE 2. AGREE 3. AGREE AND DISAGREE 4. DISAGREE 5. STRONGLY DISAGREE

- I am important to my grandparent because I provide him/her with a way to see his/her blood line carried on.
 1 2 3 4 5
- The greatest happiness is found in a family where all members work together as a group.
 1 2 3 4 5
- Going to visit a friend for Christmas is more enjoyable than having Christmas with one's family.
 1 2 3 4 5
- It is important for my grandparent that I "respect my elders."
 1 2 3 4 5
- My grandparent believes that love and companionship are more important to a successful marriage than money.
 1 2 3 4 5

1. STRONGLY AGREE 2. AGREE 3. AGREE AND DISAGREE 4. DISAGREE 5. STRONGLY DISAGREE
6. Life would be very lonely for me without my grandparent.
1 2 3 4 5
7. I feel my grandparents should do what is morally right to set a good example for me.
1 2 3 4 5
8. My grandparent would like me to choose my own occupation regardless of whether my parents agree or disagree with my choice.
1 2 3 4 5
9. My grandparent wants to give me whatever he/she can without being worried about spoiling me.
1 2 3 4 5
10. I am important to my grandparent because I make him/her feel young again.
1 2 3 4 5
- 10a. My grandparent is important to me because I like being with him/her.
1 2 3 4 5
11. I feel that I bring a sense of satisfaction to my grandparent.
1 2 3 4 5
12. My grandparent encourages me to enjoy being young and to worry about getting a job later.
1 2 3 4 5
13. What I do is important to my grandparent because it affects my family's reputation.
1 2 3 4 5
14. Watching me grow up seems to give my grandparent a sense of satisfaction in how he/she raised my parent.
1 2 3 4 5
15. The most important thing my grandparent expects from me is respect.
1 2 3 4 5
16. I feel very close to my grandparent.
1 2 3 4 5
- 16a. My grandparent feels very close to me.
1 2 3 4 5
17. My grandparent has a life of his/her own and doesn't have much time to be involved in my life.
1 2 3 4 5
18. My grandparent expects me to give more consideration to him/her than to my friends.
1 2 3 4 5
19. Religious beliefs are very important to my grandparent.
1 2 3 4 5
20. My grandparent does not care if I think of him/her more as a friend than as an adult whom I respect.
1 2 3 4 5

1. STRONGLY AGREE 2. AGREE 3. AGREE AND DISAGREE 4. DISAGREE 5. STRONGLY DISAGREE

21. My grandparent considers family background an important consideration in marriage.
1 2 3 4 5
- 21a. I consider family background an important consideration in marriage.
1 2 3 4 5
22. As my grandparent gets older, grandparenthood provides him/her the most enjoyable way to occupy his/her time.
1 2 3 4 5
23. It would have been an unhappy life for my grandparent if he/she didn't have grandchildren.
1 2 3 4 5
- 23a. It would be a very unhappy life for me if I didn't have my grandparent.
1 2 3 4 5
24. Being a grandparent seems to make him/her feel old.
1 2 3 4 5
25. Grandparents and grandchildren should treat each other as equals.
1 2 3 4 5
26. When times are hard for my grandparent, his/her grandchildren give him/her something to think about.
1 2 3 4 5
- 26a. When times are hard for me, my grandparent gives me something to think about.
1 2 3 4 5
27. Grandparenthood doesn't seem to mean much to my grandparent now.
1 2 3 4 5
28. My grandparent doesn't mean much to me now--maybe later.
1 2 3 4 5
29. I'm so busy with my own interests, I don't have time to become involved in my grandparent's life.
1 2 3 4 5
30. My grandparent is so busy with his/her own interests, he/she doesn't have time to become involved in my life.
1 2 3 4 5
31. If he/she feels it is needed, my grandparent feels free to discipline me.
1 2 3 4 5

Part E.

DIRECTIONS: Each of the following statements reflect personal feelings held by some people in this society. We are interested in how much you agree with each statement. Because these statements reflect personal feelings and attitudes, there are no right and wrong answers. The **BEST** response to each of the following statements is your **PERSONAL OPINION**. We have tried to cover many points of view. You may find yourself agreeing with some of the statements and disagreeing with others. Regardless of how you feel, you can be sure that many others feel the same as you do.

RESPOND TO EACH STATEMENT ACCORDING TO YOUR PERSONAL FEELINGS BY CIRCILING THE ANSWER THAT BEST REFLECTS YOUR OPINION

	1	2	3	4	5	6
STRONGLY DISAGREE	MODERATELY DISAGREE	DISAGREE SOMEWHAT	AGREE SOMEWHAT	MODERATELY AGREE	STRONGLY AGREE	
1-My parents know what's best for me in terms of how to choose friends.				1	2	3 4 5 6
2-In finding an acceptable viewpoint to life itself, I often exchange ideas with friends and family.				1	2	3 4 5 6
3-All my recreational preferences were taught to me by my parents and I haven't really felt a need to learn any others.	1	2	3	4	5	6
4-I have lots of different ideas about how a marriage might work, and now I'm trying to arrive at some comfortable position.	1	2	3	4	5	6
5-I know what my parents feel about men's and women's roles, but I pick and choose what my own lifestyle will be.		1	2	3	4	5 6
6-After a lot of self-examination, I have established a very definite view on what my own lifestyle will be.		1	2	3	4	5 6
7-My own views on a desirable lifestyle were taught to me by my parents and I don't see any reason to question what they taught me.		1	2	3	4	5 6
8-I really have never been involved in politics enough to have made a stand one way or another.		1	2	3	4	5 6
9-My parents had it decided a long time ago what I should go into for employment and I'm following their plans.		1	2	3	4	5 6

	1	2	3	4	5	6
	STRONGLY DISAGREE	MODERATELY DISAGREE	DISAGREE SOMEWHAT	AGREE SOMEWHAT	MODERATELY AGREE	STRONGLY AGREE
10-I guess I just kind of enjoy life in general, I don't see myself living by any particular viewpoint to life.					1 2 3 4 5 6	
11-Even if my parents disapproved, I could be a friend to a person if I thought she/he was basically good.					1 2 3 4 5 6	
12-When I'm on a date, I like to "go with the flow."					1 2 3 4 5 6	
13-Religion is confusing to me right now. I keep changing my views on what is right and wrong to me.					1 2 3 4 5 6	
14-I just can't decide what to do for an occupation. There are so many that have possibilities.					1 2 3 4 5 6	
15-I haven't thought much about what I look for in a date--we just go out to have a good time.					1 2 3 4 5 6	
16-I've been thinking about the roles that husbands and wives play a lot these days, but I haven't made a final decision for myself yet.					1 2 3 4 5 6	
17-I guess I'm pretty much like my folks when it comes to politics. I follow what they do in terms of voting and such.					1 2 3 4 5 6	
18-Men's and women's roles seem very confused these days, so I just "play it by ear".					1 2 3 4 5 6	
19-I'm really not interested in finding the right job, any job will do. I just seem to go with what is available.					1 2 3 4 5 6	
20-While I don't have one recreational activity I'm really committed to, I'm experiencing numerous activities to identify one I can truly enjoy.					1 2 3 4 5 6	
21-I am not completely sure about my political beliefs, but I'm trying to figure out what I truly believe in.					1 2 3 4 5 6	

	1	2	3	4	5	6			
STRONGLY DISAGREE	MODERATELY DISAGREE	DISAGREE SOMEWHAT	AGREE SOMEWHAT	MODERATELY AGREE	STRONGLY AGREE				
22-I've thought my political beliefs through and realize that I can agree with some and not other aspects of my parent's beliefs.				1	2	3	4	5	6
23-I know my parents don't approve of some of my friends, but I haven't decided what to do about it yet.				1	2	3	4	5	6
24-I'm not sure what religion means to me. I'd like to make up my mind, but I'm not done looking yet.				1	2	3	4	5	6
25-I've come through a period of serious questions about faith and can now say that I understand what I believe as an individual.				1	2	3	4	5	6
26-Some of my friends are very different from each other. I'm trying to figure out exactly where I fit in.				1	2	3	4	5	6
27-When it comes to religion, I haven't found anything that appeals to me and I really don't feel the need to look.				1	2	3	4	5	6
28-I've tried numerous recreational activities and have found one I really love to do by myself or with friends.				1	2	3	4	5	6
29-I couldn't be friends with someone my parent's disapprove of.				1	2	3	4	5	6
30-My parent's recreational activities are enough for me--I'm content with the same activities.				1	2	3	4	5	6
31-My parent's views on life are good enough for me, I don't need anything else.				1	2	3	4	5	6
32-I don't give religion much thought and it doesn't bother me one way or another.				1	2	3	4	5	6
33-I've been experiencing a variety of recreational activities in hopes of finding one or more I can enjoy for sometime to come.				1	2	3	4	5	6

	1	2	3	4	5	6
	STRONGLY DISAGREE	MODERATELY DISAGREE	DISAGREE SOMEWHAT	AGREE SOMEWHAT	MODERATELY AGREE	STRONGLY AGREE
34-My dating standards are flexible, but in order to change, it must be something I really believe in.					1 2 3 4 5 6	
35-I've had many different kinds of friends, but now I have a clear idea of what I look for in a friendship.					1 2 3 4 5 6	
36-I don't have any close friends--I just like to hang around with the crowd and have a good time.					1 2 3 4 5 6	
37-A person's faith is unique to each individual. I've considered it myself and know what I believe.					1 2 3 4 5 6	
38-I've never really questioned my religion. If it's right for my parents it must be right for me.					1 2 3 4 5 6	
39-There are many ways that married couples can divide up family responsibilities. I've thought about lots of ways, and know how I want it to happen for me.					1 2 3 4 5 6	
40-My ideas about men's and women's roles are quite similar to those of my parents. What's good enough for them is good enough for me.					1 2 3 4 5 6	
41-I would never date anyone my parents disapprove of.					1 2 3 4 5 6	
42-I've never had any real close friends --it would take too much energy to keep a friendship going.					1 2 3 4 5 6	
43-Sometimes I wonder if the way other people date is the best way for me.					1 2 3 4 5 6	
44-I haven't really considered politics. It just doesn't excite me much.					1 2 3 4 5 6	
45-After considerable thought, I've developed my own individual viewpoint of what is an ideal 'lifestyle' and don't believe anyone will be likely to change my perspective.					1 2 3 4 5 6	

	1	2	3	4	5	6
	STRONGLY DISAGREE	MODERATELY DISAGREE	DISAGREE SOMEWHAT	AGREE SOMEWHAT	MODERATELY AGREE	STRONGLY AGREE
46-I haven't chosen the occupation I really want to get into, and I'm just working at whatever is available until something better comes along.					1 2 3 4 5 6	
47-The standards or 'unwritten rules' I follow about dating are still in the process of developing--they haven't completely gelled yet.					1 2 3 4 5 6	
48-My folks have always had their own political and moral beliefs about issues like abortion and mercy killing and I've always gone along accepting what they have.					1 2 3 4 5 6	
49-My rules or standards about dating have remained the same since I first started going out and I don't anticipate that they will change.					1 2 3 4 5 6	
50-I'm not ready to start thinking about how married couples should divide up family responsibilities yet.					1 2 3 4 5 6	
51-There's no single 'lifestyle' which appeals to me more than another.					1 2 3 4 5 6	
52-It took me a while to figure it out, but now I really know what I want for a career.					1 2 3 4 5 6	
53-I'm still trying to decide how capable I am as a person and what jobs will be right for me.					1 2 3 4 5 6	
54-Politics is something that I can never be too sure about because things change so fast. But I do think it is important to know what I politically stand for and believe in.					1 2 3 4 5 6	
55-I might have thought about a lot of different jobs but there's never really been any questions since my parents said what they wanted.					1 2 3 4 5 6	

APPENDIX B: Relevant Document



STATE UNIVERSITY OF NEW YORK

OFFICE OF THE VICE PRESIDENT
FOR RESEARCH
Telephone (801) 750-1180

MEMORANDUM

TO: Dr. Steven Fulks and Catherine D. Stogner

FROM: Sydney Peterson

DATE: October 16, 1991

SUBJECT: Proposal titled, "The Impact of Grandparent Involvement on Adolescent Identity Development"

The above referenced proposal has been reviewed by this office and is exempt from further review by the Institutional Review Board. However, the IRB strongly recommends that you, as a researcher, maintain continual vigil of the importance of ethical research conduct. Further, while your research project does not require a signed informed consent, you should consider (a) offering a general introduction to your research goals, and (b) informing, in writing or through oral presentation, each participant as to the rights of the subject to confidentiality, privacy or withdrawal at any time from the research experience.

The research activities listed below are exempt from IRB review based on HHS regulations published in the Federal Register, Volume 46, No. 16, January 26, 1981, p. 8387.

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) instruction techniques, curricula, or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), if information taken from these sources is recorded in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
3. Research involving survey or interview procedures, except where all of the following conditions exist: (a) responses are recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects, (b) the subject's responses, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's

Dr. Steven Fulks and Catherine D. Stogner
October 16, 1991
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financial standing or employability, and (c) the research deals with sensitive aspects of the subject's own behavior, such as illegal conduct, drug use, sexual behavior, or use of alcohol. All research involving survey or interview procedures is exempt without exception, when the respondents are elected or appointed public officials or candidates for public office.

4. Research involving the observation (including observation by participants) of public behavior, except where all of the following conditions exist: (a) observations are recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects, (b) the observations recorded about the individual, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability, and (c) the research deals with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

5. Research involving the collection or study of existing data, documents, records, pathological specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Your research is exempt from review based on exemption number 3.

Sydney Peterson
Sydney Peterson
Staff Assistant