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ADULT EDUCATION AS A SUPPORT SYSTEM FOR ADULT

OFFSPRING WITH AGING PARENTS

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ADULT EDUCATION AS A SUPPORT SYSTEM FOR ADULT

OFFSPRING WITH AGING PARENTS

By

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ABSTRACT

ADULT EDUCATION AS A SUPPORT SYSTEM FOR ADULT

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This exploratory study was designed to gain insight into the concerns of adult offspring as they face responsibilities of aging parents. Secondly, the adult offspring openness to education as a method for addressing their concerns along with the characteristics of those who seek information was explored. A sample of fifty mid-life adult offspring was interviewed.

The interview schedule linked possible areas of concern with methods of instruction. For each content area selected, respondents were asked to choose a method of instruction.

The younger the age of the respondent, the more requests for information. Similarly, the higher the level of education the more requests for additional information. All content areas were selected by over half the respondents. Information related to the aging process was of greatest concern. Instructional methods that allowed personal interaction were selected for content areas of a personal nature. Conversely, independent methods were selected for informational material.

DEDICATION

To my Mother

who taught her "caboose" about life

ACKNOWLEDGEMENTS

I wish to express special appreciation to the chairperson of my committee, Dr. Barbara Ames, for her understanding and encouragement. She gave unselfishly of her time, energy, and professional wisdom.

Appreciation is expressed to my committee members, Dr. E. Jane Oyer and Dr. Joseph Levine for their helpful suggestions.

Thank you to my husband whose precious love and support has given me the courage to keep going, and to my children for their good humor when dinner was late, mother was absent and her nerves raw.

Gratitude to the 50 adult offspring who so kindly gave of their time. I treasure our time together.

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CHAPTER I

INTRODUCTION

The American society is aging. The population over 65 is the country's fastest growing segment of the population. The situation confronting American families is unique because a large aging population simply did not exist at any previous time in history. The over 65 population is increasing both numerically and proportionally. In 1900, persons 65 years and over constituted about four percent of the total population of 3.1 million persons (Current Population Reports, 1979). By 1940, the over 65 popula-ation had nearly tripled to 9.0 million. It more than doubled again to 20.1 million by 1970. The number of persons 65 and over is expected to be approximately 31 million by the year 2000, and leap by 29% around 2010 to 2020 as the "baby boom" cohort reaches 65 (Current Population Reports, 1978, Spark and Brody).

This shift in population is a function of changing mortality, fertility, and migration rates. A larger proportion of each cohort is living at any given point in time. As death rates decline, there is the possibility of substantial further reduction of death rates of the older population (Current Population Reports, 1978). Successive cohorts of women have born fewer children than did their mothers and grandmothers. The ratio of older "dependent" to younger producers has risen (Treas, 1977). However, since

fertility is largely under voluntary control, fertility levels may fluctuate widely (Current Population Reports, 1978).

The older population has experienced both growth and change in composition. An older relative today is more likely to be a woman, a widow, and very old (Treas. 1977). The growth ratio of the female population to the male population for 1970-80 will be about three-quarters as a result of the higher male mortality rate (Current Population Reports, Jan.1978). Seventy-five percent (75%) of older men in 1978 were commonly married and living with their wives. Thirty-seven percent (37%) of the older women lived with their husbands. Among older women, the major reason for being unmarried is death of the husband. In 1978, 52% of the women 65 years and over, and 69% of those 75 and over, are widowed (Current Population Reports, 1979).

A rise is expected in the proportion of the total population age 75 and over; from four percent in 1975 to five and one-half percent by 2000 (Current Population Reports, 1978). Treas (1977) noted that no longer are the children of these "frail elderly" prime-age adults. The very old in the greatest need of care have offspring who are the "young old" with their declining energy, health, and finances. If family support systems are now taxed by the high ratio of aged to young family members, the future promises little relief.

Women still are considered the primary care givers of the elderly. The changing patterns of women's lives will impact upon the adult offspring/parent relationship. The overall annual labor force participation rate for women increased from 43% in 1970 to

about 50% in 1978. In June 1978, the monthly rate passed the 50% mark for the first time in U.S. history (Current Population Reports, 1980). Middle-aged women have been entering the work force at a rapid rate. Fifty-seven percent (57%) of all women age 45-54 are now working (Brody, 1979 - U.S. Department Labor Force Statistics, March 1978).

Over the past twenty years, a considerable body of research has modified the view of the relationship between the older person and family. This research has provided evidence that although most elderly do not live with their children, family ties usually are maintained. For those 75 years and older, the percentage living with their offspring has stabilized at between 20-25% of the total (Mindel, 1979). Shanas (1973) found that 84% of those over 65 lived less than an hour away from one of their children. Eighty-four percent (84%) had seen at least one of their children within the previous week, and 90% within the last month. An extended family helping network usually exists, ready to provide some assistance to older persons when the need arises (Shanas, 1973; Troll, 1971 and 1979; Silverman, 1977; Kaufman, 1980). Eighty percent (80%) of the supportive services received by elderly individuals living in the community is provided by family members (U.S.Department of Health and Human Services, 1980).

The demographic trends show an increased number of older family members who will potentially be in need of care. At the same time, the care-taker generation is becoming fewer in number, older, and more apt to be in the labor force. These trends indicate a need for supportive services for the aging family.

One possible method of support is educational groups that provide information about the physical and psychological aspects of the aging process, discussion of possible needs, and information about existing services and resources before the advent of a crisis, and reassurance to both middle-generation children and their aging parents (Ragan, 1979). Educational activities, such as educating all generations to understand the difference between the ages, may allay unwarranted fear.

A review of Educational Resources Information Center (ERIC), National Institute of Mental Health, and National Council of Family Relations indicates that the approach of educating the middle generation for better care of the elderly population is so new that it can be considered first round research. Silverman, (1979) in a demonstration project entitled, "As People Grow Older" presented sessions on the issues facing mid-life children and aging parents. She reports that many of the participants in the program felt they gained the ability to deal with their own aging as well as the aging process of their relatives. Without exception, all felt the experience was helpful.

The changing social structure, along with the retained value of parental care-giving, points up the need for further study in family needs and a method for using our knowledge to support the aging family. Supporting the middle generation will benefit both the parent and child. The middle generation can then be a model for their children for accepting aging as a natural part of the life cycle.

Objectives of the Study

In the past, much information has been gathered concerning the middle-life parent and adolescent offspring. However, the relationship on the opposite end of the spectrum, aging parent and adult offspring, is just beginning to come into focus as a time of concerns, stresses, and need for supportive and educational services. The nature of the problem is two-fold. First, today's adult offspring are pioneers in the sense that they face a unique set of concerns as they attempt to carry out their filial responsibility. Parents are living longer and caregivers are more apt to be older, employed, and fewer in number. More insight is needed as to the fears, concerns, and supportive needs of the adult offspring. Second, the adult offspring as learner is discriminating in the way information is received. A better understanding of the adult learner's preferences for modes of learning is needed so that the desired information can be presented in a manner that is both applicable and acceptable. Concerns need to be identified and appropriately addressed.

Research Questions

The Research questions are designed to clarify the ways the adult offspring perceive their own needs, and to identify the preferred method of instruction for the area of concern. This researcher is making two assumptions. First, the adult

offspring will perceive some problem areas as the needs of aging dependent parent/parents are faced. Second, as the adult offspring recognizes areas of concern, some will have an interest in seeking information and support from outside the family unit. Research questions are as follows:

1) What content areas are of concern to the adult offspring?

2) What format would the adult offspring find desirable for receiving information in the area of concern?

3) What are the characteristics of the adult offspring who seek information and support from outside the family unit?

Definition of Terms

Aging Parent: The person age 65 or over who belongs to the parent generation.

Adult Offspring: The person who belongs to the adult son or daughter generation. The offspring has reached mid-life and is at least 45 years of age.

Filial Responsibility: The adult offspring's obligations to meet the needs of the aging parent. "Duty" is emphasized, rather than satisfaction, and is usually connected with protection, care, and financial support (U.S. Department of Health and Human Services, 1980).

Adult Education: Adult education is any planned and organized activity provided by an individual, an institution, or

any other instrumentality that is intended specifically to assist any adult to learn and which is under the immediate and continuing supervision of an instructional agent who manages the conditions for learning in such a way as to facilitate the successful achievement of the learning objectives (Axford, 1980).

Educational Gerontology: The study and practice of instructional endeavors for and about aged and aging individuals (Sherron, 1978).

Matrix: A data collection system used with the interview schedule (see question 178.5 - 178.17 Appendix B). The content areas were listed on the vertical axis and methods of instruction on the horizontal axis. The participant was asked if he/she desired information and, if so a method of instruction was selected. The matrix facilitated a systematic comparison of content and format.

CHAPTER II

REVIEW OF LITERATURE

The review of literature is divided into three sections. The first section deals with the concerns and issues that face adult offspring as they take on filial responsibility. The second section deals with adult education and the characteristics of the adult learner. The third section explores the possibility of interaction between adult education and the perceived needs for information and support from outside the family unit by the adult offspring.

Issues and Concerns for Adult Offspring with Aging Parents

A review of the literature shows that certain issues and concerns already have been identified as being particularly relevant to the adult offspring/parent relationship. The adult offspring has the task of meeting his/her own developmental needs, including both physical and psychological changes. The inter-related issues of life style, financial responsibility, values, and level of caring come forth as possible sources of concern for the adult offspring as they face the needs of an aging parent. Consideration of the aging parent and the adult offspring responsibilities are an intricate part of the mid-life stage.

Havighurst (1948) describes a developmental task as a task which arrives at or about a certain period in the life of an individual, successful achievement of which leads to his/her happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks. A developmental task of middle age is adjusting to aging of parents. The nature of the task is to meet responsibility for the needs of aging parents in such a way as to make for a satisfying old age for the parent and also promote the happiness of the middle-age generation.

Neugarten (1973) provides evidence that middle age is perceived as a distinctive period of the life cycle, one which is different from other age periods. Reflection is a striking characteristic of the mental life of middle aged persons: the stocktaking, the heightened introspection, and above all, the structuring and restructuring of experience--that is, the conscious processing of new information in light of what one has already learned. The successful middle-aged person often describes himself/herself as no longer "driven" but as the "driver"--in short, "in command."

Cohen and Gans (1978) suggest that adjusting to the care of aging parents can amount to overload. They feel more and more middle aged people find themselves quite unprepared for the real-- and often destructive--feelings of anxiety, confusion, and guilt that they experience because of their parent's difficulties. The overall answers they must struggle to find for themselves have to

reflect a balance between the needs of the parent for care and attention and their own needs for living their own life with minimal guilt and maximum peace of mind. The question, "What about me?" presents itself forcefully. The mid-life crisis may be just as overwhelming and demanding as the identity crisis of adolescence. The crisis of middle age stems from many sources, all of which convey a strong message: "The future has now arrived!" Physical changes become apparent. Neugarten (Cohen and Gans, 1978) notes that middle aged persons stop seeing their lives in terms of "time-since-birth" and take on a "time-left-to-live" perspective.

Cohen and Gans (1978) further point out that aging parents fall on the doorsteps of middle-aged sons and daughters at the worst possible time. It is probably a universal impulse to feel that the parents are owed the sort of support they provided for the adult child in their childhood. The time and energy it takes to care for parents may be equivalent to the investment made in raising children. The personal difficulties one may have in relating to parents are serious limitations on the ability to provide effective care.

Spark and Brody (1965) note that observation of increased dependency needs of older people has led to incorrect formulation of "role reversal" and "second childhood." There can be no true role reversal and no second childhood. Half a century or more of adulthood cannot be wiped out. The child is himself in the beginning phase of the aging process, requiring major adaptations

on all levels of functioning. The expectation that he meet the parent's dependency needs implies a capacity which may not be present, achievable, or realistic. Performance of the filial task is qualified also by the aged person's capacity to be dependent, i.e., to permit the adult child to become filially mature. Thus, filial maturity requires that adult children have the capacity to accept and resolve what they cannot do as well as mature acceptance of what they can and should do in the filial role.

Strieb (1965), in a longitudinal study of 291 males, found that the data on family cohesion suggests an adult offspring feels closer to their own family of procreation than to their family of orientation. A much greater proportion of the parents wish to have more contact with their children than children wish to have contact with parents. Strieb found that both parent and adult offspring agree that affectional ties are more important than financial help.

Sanders and Seelbach (1981) looked at family versus non-family sources in regard to preferences for elderly care. No significant differences in the average age of respondents who preferred various care alternatives for the elderly were found. Furthermore, there were not significant differences noted among the broad age cohorts in their preferences for elderly care.

A study by Johnson (1977) suggests that good health for elderly people can be an important variable in how elderly parents and their adult children regard their relationship. Poor health may lead to poor family relationships. Poor family relationships

have implications for institutionalization of the elderly parent. Johnson suggests that time away from work and responsibility involved in the care of an aging parent who has health difficulties is often as much a necessity for the adult child as it is for the parent of a pre-school child.

Simos (1973) found that the most frequent cause of discomfort to the adult child was the parent's general unhappiness; parent depression was a second cause of discomfort. The adult child's involvement could take the form of attempting to console or comfort the parent, struggling with the negative feelings aroused by the parent, serving as a peacemaker with caretaking personnel and others, dealing with family disruptions set off by the parent, or in rare cases attempting to limit the parent's insatiable demands. Few children were aware that the social needs of the elderly might differ from those of middle age. They felt an urge to force parents into inappropriate social molds. The parental reaction to loss tended to go unrecognized or be misunderstood.

Alam (1978) indicated that one quarter of the calls that come into Andrus Gerontological Center are from middle aged offspring who are having problems with an aged mother or father. One set of problems was defined as generation gap problems, problems dealing with values. Another area deals with interference. A common result of parents needing assistance was tension between siblings. Problems arise from an absence of no clearly defined role expectation.

On a more positive note, Alam (1978) also found rewards were seen in the intergenerational relationship. One reward was the value of the older person's experience, wisdom and knowledge. Help between generations was valued. The older person was seen as making contributions to family continuity. Aging parents and adult children gain a great deal from their relationship with each other and frequently are among the most important people in each others lives.

Silverman (1979) suggested that adult children, often as a result of changing social values and forms, feel conflict between their filial responsibility and other obligations and responsibilities. Filial responsibility and conflicting values lead to guilt. These same adult children also are frequently caught up in lack of role models, conflict in role expectations, and stress from uncertainty and/or ignorance about the source of the problem.

Smith (1979) studied twenty-four females, many of whom felt confined due to their filial responsibility. Their spouses and children rarely provided respite. Some reported that siblings could not or would not share in filial responsibilities. Some expressed resentment that they alone had to assume total parent-caring responsibility. Half of the women in this study were providing high levels of unreciprocated help to both their off-spring and aged parents. Almost one-third indicated that their filial responsibilities were burdensome.

Robinson (1979) stressed that on the whole, the parents' successful aging in terms of active engagement and quiet

self-sufficiency was a source of comfort and reasurrance to the
child. It was not so much the actual activity involved in the
care of the parent which was viewed as burdensome, but the
routines and confinement that were brought about by the parent's
need: "The busy part about my mother does not bother me; it is
the tied-down part that gets me." The data suggests that adult
children have to be made more aware of the community resources
available, which may ease their own caretaking responsibilities
and sense of confinement.

Troll (1971) noted that people are living longer and are
spending a greater proportion of their lives in the post parental
phase. Both age of marriage and birth of the first child has been
decreasing steadily. Child rearing tends to be over at an earlier
age due to birth control and a trend toward fewer children per
family. Three generation families are turning into four-
generation families.

Brody (1979) suggested that some middle-aged women can be
characterized as "women in the middle." They are in the middle
from a generational standpoint; they are in the middle age, they
are in the middle in being subjected to competing demands of work
and family, and they are in the middle with respect to the poten-
tially competing values of women working vis-a-vis family care of
the elderly. The amount of stress they experience and its effects
on them and their families have not received much attention.
There has been major public response to the predicament of the
young mother in the form, for example, of tax deductions and day-
care programs for young children. In sharp contrast, there

has been virtually no response to the needs of families involved in parent care. Women in the middle may be emerging as a high-risk group deserving of intensive study to determine what measures can mitigate their strain and supplement their caregiving activities.

Brody (1981) pointed to two major trends that have been taking place concurrently and have potential for affecting family care of the elderly. One trend is the greatly accelerated rate of increase in the very old population--those who are most vulnerable to the need for care. The second is the large-scale entry of women--not only young women--into the work force. The majority of middle-age women (the principal caregivers to the aged) now work. We do not know what future effect on parent care will result from the increase in single-parent families, the later ages at which some young women are having a first child, the increase in non-married couples and couples of the same sex, and the rising rates of divorce and remarriage (with their potential for different and complex patterns of filial loyalties). The "revised contract" that is needed cannot be solely between men and women. It must be negotiated between the family as a whole and the formal support system that only social policy can create.

Borland (1978) indicated that the most research attention has been paid to the extreme ends of the age cycle. Increased length the so-called postparental period is one of the most dramatic changes to have occurred in the family .

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More research in patterns of family caring and coping would assist in developing appropriate support systems. This research was designed to gain information into perceived areas of concern for adult offspring who are presently involved in or are anticipating caring for an older parent, and to ascertain the feasibility of using adult education as a method of assisting them in coping with their concerns. The educational system could possibly function as a linkage between the researcher, public policy, and the family unit.

Summary

The reviewed research underscores the complexity of the adult offspring/parent relationship. Society's demographic shifts-- longer life span, fewer children, women's participation in the work force--is changing the characteristics of caregiver and parent. The age shift in society brings about a situation where there are few role models for contemporary offspring to follow. The middle generation faces a potential conflict between the demands of their own children and their parents. There is con- flict between filial responsibility and their own needs. Never before have we had so many older persons with frail elderly parents. The aging population is growing faster than options for care. The severity of the stress in the adult offspring/parent relationship will, of course, differ from individual to individual However, it is generally agreed that some support should be made available to the mid-life caregiver upon whom the responsibility

of care is falling. More research in patterns of family caring would assist in developing appropriate support system.

Adult Education

The review of adult education topics suggests basic guiding principles. Knowles (1974) states that the basic difference between adults as learners and children as learners is their concept of self. A child sees himself as a dependent personality. However, to be adult means to be self-directing. This is the concept that lies at the heart of andragogy. Andragogy is based upon the insight that the deepest need an adult has is to be treated as an adult, to be treated as a self-directing person, and to be treated with respect. Keeping this in mind, adult education should be student-centered and problem-oriented.

Kidd (1973) suggests that more and more evidence has been accumulating that justifies a special attack on adult learning. Kidd illustrated ways in which adult learners may have a different perception or understanding of what they are learning than younger learners have, or the way in which they feel differently about it. Most of the significant problems faced by adults do not have a correct answer in the sense that the answer can be verified to the point that doubt and uncertainty is removed. Some answers are regarded as being correct in terms of tradition or cultural habits or religion or institution. Any solution that an adult

gives to a problem is likely to have its immediate effects upon other individuals. Expectations of the student and teacher are different. The adult may, and often does, bring quite different views to the classroom from those held by the teacher. A principle in adult learning is the comparatively richer experiences of the adult and what use is made of this in the learning transaction. Adults have more experiences, different kinds of experiences, and different experiential organization.

Kasworm (1978) suggested that education for older adults should not be oriented to decision, task-demanding production model learning. Although learning outcomes are of importance for older learners, there should be far greater emphasis on the environment, the process, and the association of the learning activities to self-esteem. To develop an effective learning environment for the older adult, the teacher must communicate, verbally and non-verbally, the awareness and sensitivity of each student's uniqueness, exhibit the patience and excitement of the learning process, and provide activities that enhance and support the self-image of the learner.

Houle (1961) classified the adult learner according to the following criteria:

1. The goal-oriented adult. If they do not obtain that goal they are frustrated, disappointed, and highly critical of the entire program.

2. The activity-oriented adult. They enjoy the social aspect of the experience. They find they experience fellowship, fraternity, and an intellectual climate to their liking. Their reasons for being in class are primarily unrelated to the class.

3. The learning-oriented adult. Learning for learning's sake seemed to be their objective. Houle found that the desire to know is the continual objective of the learning-oriented adult.

Knowles (1974) defines the adult educator as one who has the responsibility for helping the adult learn. The educator can range from an instructor in an evening college to a friend helping with a project. Among the educator's functions are:

1. Helping the learner to diagnose his/her needs for a particular learning with the scope of a given situation.

2. Planning with the learners a sequence of experiences that will produce the desired learning.

3. Creating conditions that will cause the learner to want to learn more.

4. Selecting the most effective methods and techniques for producing the desired learning.

5. Providing the human and material resources necessary to produce the desired learning

6. Helping the learner measure the outcomes of the learning experience.

Knox (1977) suggested that because adults typically want to use what they learn soon after they learn it, it is usually easy to establish connection between specific learning activities and the area of perfomance to which the new knowledge is to be applied. Substantial adult learning occurs informally as adults seek to understand and deal with changes in their roles as family members, workers, citizens, and use of leisure, as well as in more formalized educational and therapeutic settings. When adults are introduced to new material, prior learning may interfere with new learning. It may take longer to master a learning task because it is necessary to unlearn the interfering materials as well as to learn the new material. Older adults tend to experience more interference from conflicting prior learning, but they also obtain more assistance from facilitative prior learning, which largely reflects extent of experience with the topic instead of age itself.

Loege, McClusky, Jensen, and Hallenbeck (1963) outline some of the principles for guiding formal adult instruction.

> A balance must be maintained between the various types of socio-psychological interactions which insures that most of the energies of adult students and instructors are channelled into problem-solving and task interaction.

> Adult learners must assume full responsibility for their participation in the instructional enterprise in a manner which provides the most effective contribution toward achieving the instructional goals.

Cooperative (rather than competitive) problem-solving interactions must be developed between adult learners if the probabilities for the achievement of instructional goals are to be maximized.

The problem-solving interaction between adult students must provide for the use of objective, public methods for evaluating learning progress.

The authority and decision-making interaction between adult students and the instructor must be such that the adult students do not experience a loss of adult autonomy.

Adults must be free to assess and reject or accept the expert knowledge of the instructor in light of the realities of their life experience.

Adult learners must be free to influence the character and direction of the problem-solving and task inter-actions of the instructional group whenever they possess the skill and inclination to do so.

No disrespect must be shown to adult students who feel they are unable or not "ready" to participate in a learning venture. (This must be a group standard about participation).

Cross (1981) reports that there is a continual tug-of-war between the "bearish" versus the "bullish" stance toward changes in adult intelligence with age. Those bullish on adults as learners contend that, insofar as intelligence is a product of learning, it should increase from infancy to old age. If tests do not show this, the argument goes, something is wrong with the tests, since abilities that represent true intelligence should improve with learning and experience. The bearish use a more

improve with learning and experience. The bearish use a more biological approach, comparing intelligence to growth in stature. Intelligence, they say, should grow up to the late teens or early 20's and then remain stable until late years, when it should decline. Most investigators, however, probably agree that the practical intelligence--that is, the ability to learn--is affected by both inheritance and the accumulation of experience and knowledge. Which plays the most important role at any given time probably depends on the nature of the learning task, the physical condition of the learner, and the conditions of the learning.

Summary

The major concepts to consider when working with adult learners are respecting the adult's unique experiences, allowing the adult to have input into the learning experience, and focusing on the learner's goal for participation. Adults seek answers to problems and wish to apply what they have learned. An adult brings into the learning situation a unique set of experiences, and these experiences need to be recognized. The educational environment should enhance the self-image of the learner.

The problem-center-orientation of adults lends itself to working with adults as they face some issues and concerns of filial responsibility. An adult education classroom can be

structured so as to facilitate learning about adult development, community resources, and other relevant issues while using individual experiences.

Intergenerational Education

Educational gerontology is one of the most recent additions to the field of study and practice related to the process of human aging. Educational programs can be developed in a manner that addresses current needs and also incorporates the potential for longer term solutions to problems. The focus upon the potential of each individual offers hope for both long range and short range problem solving. Educational gerontology can blend the techniques of adult education with concerns of the mid-life adult offspring.

Brahce (1979) pointed out that contrary to the myth, recent research shows that many adult children are intensively involved in helping parents cope with a wide range of problems. A great unmet need in social services today is in providing assistance, through counseling (education), to these adult children to enable them to continue to provide the needed support of their elderly family members.

Brache (1979) discussed the Wingspread Conference. In 1980 a Wingspread Conference was held for the purpose of developing policy recommendations for bridging the gap between generations in order to restore a more health human ecology. It was sponsored by

the Johnson Foundation with the cooperation of other organiz-
ation. The cultural lack of understanding between generations in
contemporary society was one of the issues raised. When
considering the value of improved intergenerational rela-
tionships, the conference consensus was that these relationships
"provide a continuity of historical value as well as contribute to
the healthy well-being of individuals of all age groups."

Hudis (1977) reported on the "Natural Supports Program",
developed in an effort to propose new strategies and services that
would be supportive of maintaining the elder in the community.
The target audience was persons caring for and concerned about
aged relatives, not the aged themselves. Participants indicated
that they were finding the caring role difficult, often not
knowing what needed to be done. Some subject areas in which the
participants expressed an interest are as follows:

(1) information for increased understanding of the aging
    process

(2) strategies to help caring relatives cope with in-
    creasing disabilities and confusion of their older
    relatives

(3) skills for care and maintenance of a multiple dis-
    abled older person

(4) techniques for handling interactional family problems

(5) focus information about resources, entitlements, home
    services and institutionalization.

Eighty-four percent of the attendants expressed interest in future
sessions.

Silverman (1979) reported on the "As Parents Grow Older Program" that was presented by The Institute of Gerontology of the University of Michigan. Both an educational and a therapeutic model were used. They found that considerable apprehension and concern about the aging relative can be overcome when adults receive accurate information. The six content areas that were covered were:

1. increasing understanding of the psychological aspects of aging

2. chronic illness and behavioral changes with age

3. sensory deprivation and communication

4. decision-making and alternative living situations

5. availability and utilization of community resources

6. dealing with the situation and feelings

Kaufman (1980) found that programs developed in England tended to be crisis-oriented and geared toward replacing families that were unable or unwilling to care for dependent members rather than providing support to help families maintain their caring role. By not providing adequate support and assistance to families that were overburdened by the care members need, this policy subjected these families to stresses and strains that threatened the fabric and quality of individual members' lives.

Butler (1976) stressed that the middle-aged should be made aware of the benefits of becoming politically active on behalf of the elderly. According to Butler, they need the opportunity to recognize that assertiveness is one of the best antidotes to helplessness, to work through their own grief and anguish over

events in the parent's lives, and training to manage and rehabilitate older family members at home. They should be able to participate in an active way on behalf of older people in general, as well as their own relatives.

Families can learn to serve as linkages between the older person and the service network. Middle generation adults can be encouraged to take on this linkage role rather than function as the major service provider for the elderly parent. Relieved of such dependency, both the middle generation adult and the parent might enjoy the relationship more.

Summary

Adult education directed toward problematic intergenerational issues appears to be an effective way to supply support for the adult offspring caregiver. Some of the ideas that could be addressed are: home physical care, knowledge of the aging process, community support systems, access routes to service providers, and opportunities to share experiences with persons with similar problems.

The literature raises the question of what areas of concern are of importance to the adult offspring. The individual involved in an intergenerational relationship can give researchers and educators insights as to their information and support needs.

CHAPTER III

PROCEDURE

This chapter describes the procedure used, selection of sample, interview schedule, interview validity, methods of analysis and limitations of this study. As stated, the demographic changes of an aging population, fewer children in the caretaker generation, and more mid-life women in the labor force are impacting on the intergenerational relationships in contemporary society. A better understanding of the effects of these changes is needed. Further exploration into ways of assisting the adult offspring in meeting their filial responsibility could be helpful to both the adult offspring and parent. It has been suggested that through intergenerational education the adult offspring can gain skills and information for addressing their perceived concerns. This study explores intergenerational concerns and educational methods of addressing those concerns.

This chapter describes the procedure used, selection of sample, interview schedule, interview validity, methods of analysis and limitations of this study.

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Procedure Used

The data for this study is based on a larger intergenerational study[1]. The primary study was designed for assessing the quantity and characteristics of the caring and sharing between non-institutionalized parents and adult offspring. The study compares perceived need for supportive services by the parent and the adult offspring and investigates the parent-caring role of the middle-aged offspring and their perceived desire for educational opportunities involving intergenerational issues. This researcher was research assistant for the intergenerational study and participated in the development and implementation of the primary study.

The target population was non-institutionalized aging parents and their adult offspring who reside in the Eaton, Clinton and Ingham County (Tri-County) area of Michigan. The sample was a non-random volunteer sample of fifty pairs, age 45+ and 65+ respectively. Contacts with the volunteer participants were made through service organizations, community organizations and persons within the community who have contact with the aging population. Such resources as Title VII Nutrition Sites, AARP, Ingham, Clinton and Eaton County Cooperative Extension Services, Retired Teachers Association and churches were contacted.

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1. Barbara D. Ames, "Care of the Elderly by Adult Offspring" Research, Family and Child Ecology, Michigan State University,(1982)

This study concentrates on data gathered from the interviews with the fifty adult offspring. The focus is on data concerning the adult offsprings' perceptions of their unmet needs and their desire for information and support relevant to the care of their aging parent/parents through educational methods. The desired method of instruction for area of concern was explored.

Selection of Sample

The criteria for participation in the study were:

1. The adult offspring must be 45 years of age or older.

2. The parent must be 65 years of age or older.

3. The parent must not be institutionalized.

4. Both the adult offspring and parent must live within the Ingham, Clinton and Eaton County (Tri-County) area.

Due to the difficulty in acquiring volunteers, the first requirement was modified to include six participants below the age of 45. The remaining 42 offspring range in age from 45 to 69.

Special attention was given during the collection of the sample to gain a balance among economic levels, education levels, housing form and geographic location. Contacts were made with service organizations, community organizations and persons who had contact with aging families throughout the Ingham, Clinton and Eaton County (Tri-County) area. Service and community organizations such as the American Red Cross, Ingham Medical Center Auxiliary, Ingham, Clinton and Eaton County Cooperative Extension Service, Title VII Nutrition Sites, Waverly Forty-Niner Club, and Retired Teachers Association were contacted. Churches, senior clubs and other community members were contacted. The frequency of participants who came from the three methods of contact are as follows:

TABLE 1   Frequency Distribution of
             Categories of Contact Groups   (N = 50)

Group Category	Frequency
Service Organizations	11
Community Organizations	15
Interested Individuals	23
No Response	1
Total	50

The potential volunteer participants within the three categories were informed about the Intergenerational Study through a presentation at their meetings and/or a brochure (see Appendix B) explaining the study. The brochures included a tear-off section for the name, address, and phone number of the volunteer and the other member of the offspring/parent pair. The volunteer was asked to first contact the other member of the offspring/parent pair before volunteering the pair for the study. The tear-off was then mailed by the volunteer to the researchers in a stamped envelope. The responses were reviewed for match with the sample criteria (see Appendix C).

Interview Schedules

The data was gathered by using a semi-structured interview schedule in a one-to-one interview. Patterns of family interaction, health concerns, financial needs, use and non-use of community resources, living arrangements, attitudes, and perceived needs of the adult offspring as they face filial responsibility were explored. These variables are similar to those chosen by Johnson (1977); health, financial indicators, living arrangement, and attitude. Similarly, Brody, et.al. (1979) studied attitudes and preferences for service providers based on the subjects present and projected needs.

The interview schedule included a matrix which linked possible content areas of concern with methods of instruction. The matrix, which appeared only in the adult offspring interview schedule, was the primary focus of this research. The content areas in the matrix were selected from areas of concern most frequently expressed in existing gerontological research. The concerns are similar to those found throughout the rest of the interview schedule. They are as follows: knowledge of the aging process, dealing with chronic illness, coping with stress, community resources, physical care of the elderly, emotional needs of self and elderly, making the home safe, intergenertional relationships, coping with death and loss, the family as a support system, improved communications, time use/family and work, and nurturance and love. The adult offspring were asked if they wished information on the content area of concern. For each affirmative response they were asked to choose a preferred method of instruction for that area of concern.

The six methods of instruction listed in the matrix are representative of those used in adult education. The six methods of instruction range from those which have a high degree of involvement between the adult offspring and another person or group to methods the adult offspring can carry out independently. The methods of instruction are as follows: small group seminars, workshops with those with similar problems, reference materials, media (T.V., radio), mini-course (lecture), and one-to-one counseling. The matrix format is similar to one

used by Apolonio (1981) in an assessment of educational needs. The assessment was directed at family professionals, but it can be adapted to survey the family (see Appendix B).

The purpose of the research, interview schedule, consent statement, sampling method, and target audience was given approval by the University Committee of Research Involving Human Subject prior to beginning the study. Michigan State University requires that approval be given to all research that uses human subject.

The technique selected for collecting the data was the personal interview. The personal interview offered advantages over mailing a questionnaire. The questionnaire is completed by the interviewer and thereby returned. With an interview the respondent is less likely to leave questions unanswered. Appropriate problem questions can encourage answering. Increased information can be obtained by the observations of the interviewer (see Appendix A, Questions 179-184). The personal interview reduced the possibility of the participants collaborating with another on their responses. The age range for the adult offspring participants was 34-69. Persons in the upper age group were as old as some of those in the parent generation. They were as likely to have physical limitations, such as impairment of vision or arthritis, which could interfere with completion of a questionnaire. Finally, the personal interview prevented the participant from changing responses.

Interview Sequence

The interviews were carried out in the following sequence:

a. A contact was made with the potential volunteer through service organizations, community organizations and individuals who work with elderly persons.

b. The potential volunteer returned from the tear-off section of the brochure in an enclosed stamped and addressed envelope.

c. Each qualified volunteer was contacted by phone to set an appointment time for the interview. An attempt was made to schedule each member of the pair as closely together as conveniently possible in order to reduce sharing of the questions and responses.

d. A postcard was mailed to the volunteer reminding them of the appointment time.

e. Preceding each interview the participant was asked to sign a written consent form. The consent form assured the participants that their responses would be held in confidence (See Appendix D).

f. An interview of approximately one hour in length was conducted in the home of the volunteer participant or at an alternative location chosen by the volunteer participant. The questions on the interview schedule were asked in sequence, and the verbal response recorded.

g. A thank you note (see Appendix E) was mailed to the volunteer participant upon completion of the interview.

h. A brief analysis of the findings will be sent to the volunteer participants upon the completion of the study.

Interviewer Reliability

The one hundred interviews of the primary study were conducted by five individuals. Each interviewer interviewed only one member of the pair so they would have no previous impressions upon entering the interview. Six pilot interviews were conducted. One interview was taped for training purposes. Each interviewer listened to the tape and marked responses on the interview schedule. The interview schedules were compared for consistency. The tape was used in training sessions to help assure agreement among interviews. The interviewers met regularly to maintain consistency.

Methods of Analysis

One code book was constructed that combined the questions from both adult offspring and parent interview schedules. Each question was assigned a variable number, a label, a value, and a column number or numbers for the computer card. The value corresponds to the response options. The raw data for each variable were hand coded onto a fortran computer sheet by the research assistants. The data were then key punched by the computer service office at Michigan State University. Analyses were run at

the Michigan State University Computer Center using the Statistical Package for the Social Sciences, version 8.0 (Nie, et.al. 1975).

Since the study is exploratory in nature, and since the number of adult offspring is fifty, primarily descriptive procedures are used to analyze the data. The nominal and ordinal data are analyzed using frequency, medians, modes, and cross tabulations. Means are computed for continuous data. In order to test the difference between the age means of persons with high interest and low interest in the content areas, a paired t-test for related samples was used. The t-test allows for testing between dependent means.

The participants responded "Yes" or "No" to interest in content areas of concern. Binomial probability distributions approximate a normal curve when using greater than 25 cases. The null hypothesis states that the probability of choosing "yes" is equal to the probability of choosing "no" for any one content area. A one sample Z test of proportion is an appropriate statistical test for testing the null hypothesis.

Descriptive summaries for each of the research questions will appear in the following chapters along with discussion of the research questions.

Limitations

Characteristics of the subject and the manner in which the sample is gathered determines how extensively the findings can be generalized. In this study the sample was volunteer

participants from a university community. Those who volunteer may be likely to feel positive about their relationship with their parent/parents and their ability to cope with the aging parent/parents. Conversely, those persons who refuse to volunteer may do so out of negative attitudes, fear or guilt. It might be reasoned, however, that individuals may not avail themselves of community resources for the same reasons they would not volunteer.

The fact that the sample was drawn from within proximity of a university may change the volunteer participants' perception of education and their openness to self-development concepts and educational programs. This was controlled for, to some extent, by drawing from small town and rural areas included in the Ingham, Eaton and Clinton County (Tri-County) area.

The sample was Caucasian, predominantly female and middle class. This limits the ability to generalize the findings.

This pilot study dealt with the sensitive issue of personal relationships. For this reason, the participants may have been hesitant to express themselves.

CHAPTER IV

ANALYSIS AND DISCUSSION

The objective of this study was to explore the perceived stresses, concerns and supportive and educational needs of the adult offspring as they face filial responsibility. Secondly, the study sought to gain a better understanding of the adult learners' preference for dissemination of desired information so concerns can be appropriately addressed. This is an exploratory study and descriptive methods were used to analyze the data. This chapter is divided in sections covering descriptive analysis and discussion of the findings.

Descriptive Analysis

The descriptive analysis is presented in four parts; Research Question 1, Research Question 2, the Interaction Between Questions 1 and 2, and Research Question 3. The sample is non-random and the data primarily nominal and ordinal. The descriptive analysis uses frequency, median mode, and cross tabulations. Means are used for continuous data.

<u>Research Question 1</u>   What Content Areas are of Concern
                                 to the Adult Offspring?

        Information regarding the content areas was secured by asking

the adult offspring to indicate desired content area. The adult

offspring selected their responses from thirteen general content

areas: knowledge of the aging process, the family as a support

system, coping with loss/death, physical care of the elderly,

emotional needs of self/elderly, coping with stress, making the

home   safe,   nurturance/love,   time   use/family   and   work,

intergenerational relationships, community resources, improved

communications, and dealing with chronic illness. The content

areas represent concerns found most frequently in the gerontologi-

cal literature.   If an affirmative response was given to a

content area, the respondents were then asked to choose from six

methods of instruction. Table 2 ranks the chosen content areas

from the most frequently chosen to the least frequently chosen.

TABLE 2.   Summary of Content Area Selection
             by Frequency and Z Statistic*   (N= 50)

Subject Area	Frequency	Z Statistic
1. Knowledge of the aging process	43	5.09**
2. Dealing with chronic illness	43	5.09**
3. Coping with stress	42	4.81**
4. Community resources	41	4.53**
5. Physical care of the elderly	40	4.24**
6. Emotional needs of self/elderly	39	3.96**
7. Making the home safe	38	3.68**
8. Intergenerational relationships	37	3.39**
9. Coping with death and loss	35	2.83**
10. The family as a support system	34	2.55**
11. Improved communication	33	2.26**
12. Time use/family and work	30	1.41
13. Nurturance and love	28	.84
TOTAL	483	

**$p.<.05$

   *The proportion of "yes" responses to each category was tested using the binomial approximation to the normal distribution. The null hypothesis states that the probability of chosing "yes" is equal to the probability of chosing "no" for any one subject area. The null hypothesis was tested using a one sample Z test of proportions. The critical value of the Z statistic for a two tailed test with $p.<.05$ is 1.96. The null hypothesis was rejected for those subject areas chosen by 33 or more participants.

In summary, the content areas were selected by 56% to 86% of the sample population. There were 483 requests for additional information out of a possible 650.

The number of persons who selected a given subject area was significant at $p. < .05$ using a Z statistic for eleven of the thirteen subject areas. The content areas that were indicated as significant in descending order included: knowledge of the aging process, dealing with chronic illness, coping with stress, community resources, physical care of the elderly, emotional needs of self/elderly, making the home safe, intergenerational relationships, coping with death and loss, the family as a support system, and improved communications. Time use/family and work and nurturance and love were not significant (see Table 2). The median point for number of requests for content areas was 11.5 of 13.

Research Question 2   What Format Would the Adult Offspring
                            Find Desirable for Receiving
                            Information in their Area of Concern?

Information regarding the most desired method of instruction for content area information was secured by asking the participant to choose from six options. The six options included: workshop with those with similar problems, small group seminars, reference materials, one-to-one counseling, mini-course (lecture), and media (T.V., radio). The methods represented a continuum of degrees of involvement of the participant with others outside the family unit. One-to-one counseling represented personal involvement with a professional such as a physician, therapist, or counselor. Workshop with those with similar problems was presented as being a form of a support group. Small group seminars were presented as a discussion group where member may or may not be sharing the same problem. A mini course was described as a lecture format. Reference materials were described as written materials that could be obtained through requests from a community agency or group. Finally, the media (T.V., radio) was offered as a means of addressing subject matter. Participants also were given the option of indicating that they did not need information on the subject. Table 3 illustrates the frequency of requests for each option.

TABLE 3.   Frequency Distribution for
             Methods of Instruction**   (N = 50)**

Method	Frequency
Workshop with those with similar problems	104
Small group seminars	99
Reference materials	99
One-to-one counseling	90
Mini-course (lecture)	47
Media (T.V., radio)	<u>44</u>
Total Requests	483
No additional information	<u>167</u>
TOTAL RESPONSES	650

(**Based on 50 participants.)

*The mode for method of instruction was workshop with similar problems. The least frequently chosen method was media (T.V., radio).

Workshops with those with similar problems, small group seminars, reference materials and one-to-one counseling offered the learner some control over the material discussed and presented. These methods represent 81% of the 483 responses. The media and mini-course, in which the material used and the manner of presentation are controlled via someone other than the adult learner, represented 19% of the responses.

The preferences for instructional methods take on increased meaning when analyzed with the content area requests. The following section explores this interaction.

Interaction between Questions 1 and 2

| What Content Areas are of concern to the Adult Offspring? | What Format Would the Adult Offspring Find Desirable for Receiving Information in their Area of Concern? |

Tables 4-16 illustrate the number of participants who selected each method of instruction for each content area. They are listed in descending order. Table 17 ranks the six methods of instruction from those that involve the adult offspring and another person or group to individual. The methods of instruction are as follows: one-to-one counseling, workshop with those with similar problems, small group seminars, mini-course (lecture), reference materials, and media (T.V., radio).

The data suggests two possible subgroupings of the content areas, personal and informational. The parent is a "significant other" in the life of the adult offspring, and certain of the content areas involve personal and emotional aspects of the parent/offspring relationship. Areas in which personal feeling are most likely to be involved are as follows: chronic illness, coping with stress, emotional needs, coping with death and loss, love and nurturance, communication, intergenerational relationships, and time use for family and work.

Another subgroup is informational subject matter. Content areas such as community resources, making the home safe, and physical care for the elderly things like giving bed baths are more factual and less personal.

Knowledge of the aging process includes aspects that are both personal and factual in nature. Physical care of the elderly includes such things as instruction on how to care for bedridden patients and restricted diets.

Methods of instruction that are at the personal interaction end of the continuum were preferred where the subject matter was personal. A workshop with those with similar problems was the mode for personal subject matter. Methods of instruction which required little or no involvement with another person or group was preferred for informational subject matter. Reference material was the mode for informational subjects. For knowledge of the aging process responses were divided between personal and informal methods of instruction.

TABLE 4.　　Frequency Distribution
　　　　　　Knowledge of the Aging Process
　　　　　　By Methods of Instruction*　　　(N = 50)

Method	Frequency
Reference Materials	15
Workshop with those with similar problems	12
Mini-course	6
Small group seminars	4
One-to-one counseling	4
Media (T.V., radio)	3
Total Requests	43
No additional information requested	7
TOTAL	50

*Forty-three (86%) percent of the adult offspring requested knowledge of the aging process. The mode for instruction was reference material.

TABLE 5.   Frequency Distribution
            Dealing with Chronic Illness*   (N = 50)
            By Method of Instruction

Method	Frequency
One-to-one counseling	15
Workshop with those with similar problems	9
Small group seminars	8
Reference materials	6
Mini-course	3
Media (T.V., radio)	2
Total Requests	43
No additional information requested	7
TOTAL	50

*Dealing with chronic illness was requested by 43 (86%) of the adult offspring. The mode for information was one-to-one counseling.

TABLE 6.   Frequency Distribution
            Coping with Stress*   (N = 50)
            By Method of Instruction

Method	Frequency
One-to-one counseling	15
Workshop with those with similar problems	13
Small group seminars	6
Reference materials	4
Mini-course	4
Media (T.V., radio)	--
Total Requests	42
No additional information requested	8
TOTAL	50

*Forty-two (84%) of the adult offspring requested more information about coping with stress. One-to-one counseling was the mode of instruction.

TABLE 7.   Frequency Distribution
                Community Resources*   (N = 50)
                By Method of Instruction

Method	Frequency
Reference materials	19
Media (T.V. radio)	15
Small group seminars	4
One-to-one counseling	2
Mini-course	1
Workshop with those with similar problems	--
Total Requests	41
No additional information requested	9
TOTAL	50

*Information concerning community resources was seen as being needed by 41 (82%) of the adult offspring. Reference material was the mode.

TABLE 8. Frequency Distribution
Physical Care of the Elderly* (N = 50)
By Method of Instruction

Method	Frequency
Mini-Course	12
Workshop with those with similar problems	8
Small group seminars	6
Reference materials	6
One-to-one counseling	6
Media (T.V., radio)	2
Total Requests	40
No additional information requested	10
TOTAL	50

*The next most frequently chosen topic was physical care of the elderly, chosen by 40 (80%) of the respondents. A mini-course was the mode of instruction.

TABLE 9.   Frequency Distribution
               Emotional Needs of Self/Elderly*   (N = 50)
               By Method of Instruction

Method	Frequency
Workshop with those with similar problems	15
Small group seminars	11
One-to-one counseling	11
Reference materials	2
Mini-course	--
Media (T.V., radio)	--
Total Requests	39
No additional information requested	11
TOTAL	50

*Thirty-nine (78%) respondents indicated the desire for further information concerning emotional needs of themselves and/or parents. A workshop with those with similar problems was the mode of instruction.

TABLE 10.   Frequency Distribution
             Making the Home Safe*   (N = 50)
             By Method of Instruction

Method	Frequency
Reference Materials	23
Media (T.V., radio)	7
Small group seminars	4
One-to-one counseling	3
Mini-course	1
Workshop with those with similar problems	--
Total Requests	38
No additional information requested	12
TOTAL	50

*Making the home safe was requested by 38 (76%) of the adult offspring. Reference materials was the mode of instruction.

TABLE 11.   Frequency Distribution
             Intergenerational Relations   (N = 50)
             By Method of Instruction

Method	Frequency
Workshop with those with similar problems	11
Reference materials	8
Small group seminars	7
One-to-one counseling	5
Mini-course	3
Media (T.V., radio)	3
Total Requests	37
No additional information requested	13
TOTAL	50

*There were 37 (72%) responses for information on intergenerational relations. A workshop was the mode of instruction.

TABLE 12.   Frequency Distribution
            Coping with Loss or Death*   (N = 50)
            By Method of Instruction

Method	Frequency
Small group seminars	12
Workshop with those with similar problems	8
One-to-one counseling	8
Reference materials	3
Mini-course	3
Media (T.V., radio)	<u>1</u>
Total Requests	35
No additional information requested	<u>15</u>
TOTAL	50

*Thirty-five (70%) of the respondents desired additional
information concerning coping with loss or death. Small group
seminars was the mode of instruction.

TABLE 13.   Frequency Distribution
             The Family as a Support System*   (N = 50)
             By Method of Instruction

Method	Frequency
Small group seminar	11
Workshop with those with seimilar problems	7
Reference Materials	6
Media (T.V., radio)	4
Mini-course	4
One-to-one counseling	2
Total Requests	34
No additional information requested	16
TOTAL	50

*Family as a support system was indicated by 34 (68%) of the adult offspring as being a subject area where more information was desired. Small group seminars was the mode of instruction.

TABLE. 14   Frequency Distribution
              Improved Communications*   (N = 50)
              By Method of Instruction

Method	Frequency
Small group seminars	11
One-to-one counseling	7
Workshop with those with similar problems	6
Mini-course	4
Media (T.V., radio)	3
Reference materials	_2_
Total Requests........................	33
No additional information requested.....	_17_
TOTAL	50

*Improved communication was selected by 33 (66%) of the respondents. Small group seminars was the mode of instruction.

TABLE 15.   Frequency Distribution
             Time Use/Family and Work*   (N = 50)
             By Method of Instruction

Method	Frequency
Workshop with those with similar problems	9
Small group seminars	8
Mini-course	4
One-to-one counseling	4
Media (T.V., radio)	3
Reference materials	2
Total Requests	30
No additional information requested	20
TOTAL	50

*Thirty (60%) requested additional information concerning
time use in the family and work place. A workshop with those
with similar problems was the mode of instruction.

TABLE 16.   Frequency Distribution
             Nurturance and Love*   (N = 50)
             By Method of Instruction

Method	Frequency
One-to-one counseling	9
Small group seminars	7
Workshop with those with similar problems	6
Reference materials	3
Mini-course	2
Media (T.V., radio)	<u>1</u>
Total Requests	28
No additional information requested	<u>22</u>
TOTAL	50

*Nurturance and love was selected the fewest number of times. Twenty eight (56%) chose this area. One-to-one counseling was the mode of instruction.

TABLE 17. Frequency Distribution for the Methods of Instruction by Content Area (Based on 50 Participants)

Subject	Counseling	Workshop	Seminar	Mini Course	Reference Material	Media
Personal						
Chronic Illness	15	9	8	3	6	2
Stress	15	13	6	4	4	--
Emotional Needs	11	15	11	--	2	--
Intergeneration Relationships	5	11	7	3	8	3
Loss/Death	8	8	12	3	3	1
Family Support	2	7	11	4	6	4
Communications	7	6	11	4	2	3
Time Use	4	9	8	4	2	3
Nurturance/Love	9	6	7	2	3	1
SUBTOTAL	76	84	81	27	36	17
Informational						
Community Resources	2	--	4	1	19	15
Physical Care	6	8	6	12	6	2
Home Safe	3	--	4	1	23	7
SUBTOTAL	11	8	14	14	48	24
Personal/Informational						
Aging Process	3	12	4	6	15	3
TOTAL	90	104	99	47	99	44

In summary, workshop with those of similar problems was the mode for the method of instruction. Media was the least frequently selected method of instruction. Instructional methods which permitted the adult offspring some control over the presentation of material were preferred over methods in which the presentation was controlled by another individual.

The method of instruction was examined in relationship to the nature of the subject material. When the subject material was more personal in nature, the adult offspring preferred methods of instruction which involved personal interaction. Conversely, when the subject material was informational, individual learning methods were preferred.

Research Question 3   What are the Characteristics of the Adult
                            Offspring who Seeks Information and
                            Support from Outside the Family Unit?

All respondents chose at least one content area in which they desired to receive additional information. Based on a possible 13 topic the median point for number of areas chosen was 11.51. For analyzing the characteristics of adult offspring who sought additional information. The sample population was divided at the median point. The adult offspring that chose 1-11 content areas were categorized as low interest. Those who chose 12-13 content areas were categorized as high interest. Twenty-three adult offspring are in the low interest group and 27 in the high interest group. Table 18 illustrates the frequencies for the total sample population. Low interest groups and the high interest groups across the characteristics of sex, marital status, educational level, age and family income are detailed in Table 18.

TABLE 18.   Demographic Characteristics by Frequency
              Distribution of Adult Offspring Who Expressed
              High and Low Interest   (N = 50)

Characteristic	Total Respondents	Low Interest	High Interest
SEX			
Female	44	21	21
Male	6	2	4
MARITAL STATUS			
Married	42	21	21
Widow/Widower	3	--	3
Other	5	2	3
AGE*			
35 - 39	2	--	2
40 - 44	6	1	5
45 - 49	19	8	11
50 - 54	8	4	4
55 - 59	8	4	4
60 - 64	6	5	1
65 - 69	1	1	--
*Mean	50.5	53.0	48.3
Standard Deviation	7.09	7.30	6.25
RACE			
Caucasian	50	23	27
Black	--	--	--
Other	--	--	--

TABLE 18 - Continued

Characteristic	Total Respondents	Low Interest	High Interest
EDUCATIONAL LEVEL			
9 - 11 Completed	1	--	1
High School Graduate	9	7	2
Some College or Vocational	13	7	6
Bachelors Degree	12	3	9
Some Graduate Work	8	2	6
Masters Degree	4	3	1
Beyond Masters	1	--	1
Ph.D.	1	--	1
No Response	--	--	1
FAMILY INCOME			
5,000 - 9,999	2	1	1
10,000 - 19,000	6	3	3
20,000 - 29,000	13	5	8
30,000 - 39,999	12	5	7
Over 40,000	12	5	7
Median No Comment	5	4	1

TABLE 19.   Scatter Diagram for Average Age by Number of Content Areas Selected* (N = 50)

Average Age

Average Age	1	2	3	4	5	6	7	8	9	10	11	12	13
56.6				3									
56.3	1												
56.0						1							
55.5			2										
52.6									4				
52.0								3					
51.3											4		
50.0		1											
47.5												13	
47.0					1								
46.0							1						
44.5													14

Number of Subject Areas

*The average age of the person who selected a given number of content areas is on the vertical axis. The numbers in the body represent the number of persons who selected a given number of content areas. The number of content areas selected is on the horizontal axis. As the age decreases the number of content areas chosen tends to increase.

In summary, the sample was divided at the median point into those offspring with low interest and those with high interest in receiving additional information in the content areas. A t-test of comparison of means indicated the age means where significantly different at p.<.05. As age decreased, the requests for additional information increased.

The level of formal education may be a possible indicator of low or high interest in additional information. Those adult off-spring who had higher levels of education showed a higher interest in receiving additional information. There was no difference between high and low interest among sex or income levels.

DISCUSSION

The discussion is presented in three sections 1) Research Question 1, 2) Research Question 2 and the Interaction Between Questions 1 and 2, and 3) Research Question 3.

Research Question 1: What Content Areas are of Concern to the
                      Adult Offspring?

An interest in additional information was expressed in all areas of concern; knowledge of the aging process, dealing with chronic illness, coping with stress, community resources, physical areas of the elderly, emotional needs of self/elderly, making

the home safe, intergenerational relationships, coping with death and loss, the family as a support system, improved communications, time use/family and work, nurturance and love. Each of the content areas was indicated by at least 56% of the sample as being of concern. Any content area chosen 33 times or more could not have happened by chance alone. (see Table 15). The median for the number of subject areas chosen was 11.5.

The high level of interest for additional information by the adult offspring may reflect two factors. One, parents frequently continue to be a significant other in the life of their children (Alam, 1978). Any information that can lead to a better quality of life for the parent might strike a responsive note. Secondly, the research was being done by an interviewer from a university that supports an adult education program. The participants may have felt that an affirmative response would lead to having information made available. The level of response will be addressed further in question three.

The data suggests another line of inquiry. Eleven of the 13 content areas could not have been selected at such a high frequency level by chance alone. Similarities within the content areas give some indication of the reasons for the ranking order. Knowledge of the aging process and dealing with chronic illness were bi-models. Both content areas are related to physical aspects of aging. Physical changes and illness are an integral part of the aging process.

Kasworm (1978) suggests that adult learners wish information that is directly related to the immediate concern of daily lives. The adult offspring of this study, as well as the parents, are at the age where the results of the aging process is relevant. The mean age of the adult offspring and parent are 50.50 and 76.88 respectively. Havighurst (1948) described the developmental task of middle-age as meeting the responsibility for needs of the aging parent. Neugarten (Cohn and Gans, 1978) suggested that physical changes are apparent to the mid-life person, and they begin to count time as time-left-to-live rather than time-from-birth. Sixty-eight percent (68%) of the sample population indicated they were concerned about the general health of their parents (Appendix B, Question 117). Johnson (1977) suggested that good health of the elderly is an important variable in how elderly parents and their adult offspring regard one another. Robinson (1978) stressed that adult offspring feel a sense of confinement when parents become ill. How well a parent ages and copes with illness impacts on the adult offspring. Knowledge of the aging process and dealing with chronic illness might be of interest to adult offspring for both personal and parental reasons.

The content area of coping with stress was selected by 42 adult offspring. Question 173.3 (see Appendix B) asked the participants what their greatest stress was when considering parents becoming dependent. Emotional stress was cited by 25 adult offspring. Physical stress was cited by seven adult offspring. Time stress was indicated by 13 adult offspring.

Financial stress was indicated by one. No concern was indicated for financial stress. Combining emotional, physical stress and financial 92% indicated a concern.

The content areas of family as a support system and improved communication were significant at the $p. < .05$ level, but rank 10 and 11 (see Table 15). The content areas of time use for family and work and love and nurturance were not chosen at a significant level. The subject material in these four areas can be viewed as aspects of the interpersonal relationship of the adult offspring and their parent. This relationship is one of involvement and satisfaction for the adult offspring. The data suggests the adult offspring and their parents were communicating. Ninety percent of the adult offspring visit with their parents weekly (see Appendix B, Question 24). Thirty-nine respondents (78%) indicated they have a regular telephone conversation with their parents (see Appendix B, Question 43). The adult offspring indicated weekly sharing through time spent with the parent, meals, and family activities (see Appendix B, Questions 24-38.1). Gifts for special occasions were part of the sharing pattern. The relationship was rated as satisfying by 96% of the adult offspring (see Appendix B, Question 76). The communication, visiting, and nurturing patterns found in this sample correspond with the findings of Shanas (1973). Shanas reported 84% of those 65 and over had seen at least one child within the previous week, and that 80% of the supportive care was done by the family.

In summary, there was a significant level (p.<.05) of requests for additional information in eleven of the thirteen content areas. The significant level of responses could be a result of the regard and concern the adult offspring hold for their parents. Knowledge of the aging process and dealing with chronic illness were bi-modal. Both are relevant to the life of the adult offspring as well as to the parent. The four content areas that were less frequently selected (i.e., family as a support system, improved communications, time use for family and work, and love and nurturance) relate to aspects of the personal adult offspring/parent relationship. The lower response rate in these content areas may reflect the adult offspring's satisfaction with their parent relationship.

Research Question 2, and Interaction Between Questions 1 and 2:

Research Question 2:   What format would the adult offspring find desirable for receiving information in their area of concern?

The respondents showed a preference for methods of instruction that allowed them a measure of control over the material and its presentation. Knowles (1974) suggested the greatest difference between children and adults is that children see themselves as a dependent personality; however, adults are self-directing. Andragogy is based on the adult being self-directing and treated with respect. The adult educator should plan with the adult learner a sequence of experiences that will produce the desired learning.

Loege, et. al. (1963) suggested that adults must be free to assess and reject the expert knowledge of the instructor in light of the results of their own experience.

A workshop with those with similar problems, was the mode of instruction selected by respondents. Workshops offer both control and support to the adult learner. Seminar with small groups offer an interaction in which the learner can exercise some control. Adult learners are in control of the type of reference materials they desire and from whom they receive them. One-to-one counsel is a personal interaction that offers a degree of control to the participant.

Conversely, a mini-course (lecture) involves the material which is prepared and presented entirely by another. Media was the least desired method of instruction. With media not only is the material prepared and presented by another, there is no opportunity for questions. Apolonio (1981), in the National Assessment of Family Education Needs, used a sample of family professionals. These professionals listed among the most needed support services "Educational Television Programs with Family Themes." The findings of this study, however, suggest the adult does not wish to use media as a learning method for interpersonal relationships. More personal methods of instruction may have been preferred because they offer both personal interaction with another person or group and allow the adult offspring to be partner in the learning experience.

The care of a parent is a personal and sometimes an emotional experience. The selection of methods of instruction for areas of concern reflected this. The workshop with those with similar problems was perceived as having elements of a support system. Ragan (1979), stated that support groups for middle-generation caretaking adults allows peers to discuss their concerns about the various adjustments they are called upon to make, and to share strategies for coping with their parents' aging. Such groups provide opportunity to air feelings of frustration, guilt and conflict evoked by trying to fulfill aging parent's expectations, while struggling to maintain time for the realization of personal expectations.

The content areas which may evoke an emotional response are chronic illness, coping with stress, emotional needs, coping with loss and death, intergenerational relationships, communication, love and nurturance, and time use. For these content areas the method of instruction was skewed toward the end of the continuum that allows personal involvement.

Reference materials was the selected mode for subjects that were informational in nature, such as community resources, making the home safe and physical care. The adult offspring chose to be self directed where support was not perceived as a part of the educational experience.

Research Question 3:   What are the Characteristics of the Adult Offspring Who Seeks Information and Support from Outside the Family Unit?

The primary characteristic that divided those who indicated low interest (chose additional information in 1-11 content areas) and those who indicated high interest (chose additional information in 12-13 content areas) was the age of the adult offspring. The mean age for the adult offspring who indicated low interest was 53. The mean age for those who showed a high interest was 48.3. The number of content areas selected tended to increase as age decreased. Brody (1979) suggested that some middle-aged women can be characterized as "women in the middle." They are in the middle between the demands of their parents and children. The 48-year-old may be more apt to have the last of her children at home and be adjusting to the absence of those who have left home or are in the process of leaving. They are women who are feeling the conflicts of transition. The 53-year-old may be more likely to have made the major part of the adjustments to the "empty nest" stage and would not be experienc- ing as much stress within the nuclear family.

Fifty-seven percent (57%) of all women age 45-54 are now in the labor force. (Brody, 1970 - U.S. Department of Labor Force Statistics, March, 1978). Silverman (1978) proposed that such changes in social values and forms as are indicated by the in- creasing participation of middle-aged women in the labor force

can lead to conflict and guilt. The women are again in the middle between demands. The younger age of the adult offspring who shows the higher interest in information and support from outside the family unit may be related to the stage of the nuclear family and increased participation of women in the work force, both of which might put stress on the female caregiver.

Education level gave some indication as to whether the adult offspring would demonstrate a low or high interest in receiving information on the topics. Seventy (70%) percent of those participants who had a high school education or less selected a low interest in further information. Sixty-two (62%) percent with education beyond high school indicated a high interest in further information. The two persons with Ph.D. degrees had a high interest level. Cross (1981) reported that one of the most consistently reported findings on adult learning is that the desire for learning is apparently additive and insatiable. The people taking advantage of learning opportunities are those who are already among the most educated. The findings of this research seem to be in agreement with Cross. Seventy-eight (78%) of the sample had at least some education beyond high school. The median number of content areas in which additional information was requested was 11.5 out of a possible 13. This response level was significant at p.< .05 in 11 of the 13 subject areas. Age is a possible indicator for those who seek additional information outside the family unit. The data suggests education level might prove to be an indicator. This research did not cite any other characteristic that could be used as an indicator.

In summary, an interest in additional information was expressed in all thirteen content areas. Knowledge of the aging process and dealing with chronic illness were bi-modal. Each of these content areas dealt with aspects of the aging process and related to both the adult offspring and the parent. The adult offspring indicated satisfaction with their parent relationship. Content areas that dealt with aspects of the interpersonal relationship were requested less frequently. The level of requests for eleven of the thirteen content areas were significant at $p. < .05$ using a Z statistic.

The mode for method of instruction was workshop with those with similar problems. Media was the least requested method of instruction. The adult offspring selected instructional methods that allowed for personal interaction for subject material that was personal in nature. Independent forms of instruction were selected for material that was informational in nature. The adult offspring preferred methods of instruction that involved them in the presentation of the material.

The age of the adult offspring was an indicator of a high or low interest in additional information. As age decreased the requests for additional information increased. Formal educational level may be a possible indicator of interest in additional information. The higher the education level the greater the interest in additional information.

CHAPTER V

SUMMARY, IMPLICATIONS, CONCLUSIONS

The study being reported was a pilot study that explored the concerns of adult offspring facing filial responsibility and the potential of educational gerontology as a method of addressing concerns. It only has been recently that the adult offspring/ parent relationship has been given attention through research. Educational gerontology is one of the most recent additions to the field of study and practice related to the process of human aging. A review of Educational Resources Information Center (ERIC), National Institute of Mental Health, and National Council of Family Relations indicated that the approach of educating the middle generation for better care and understanding of the elderly population is so new that it can be considered first round research.

SUMMARY

Fifty (50) adult offspring age 45 plus were interviewed in a one-to-one interview. The interview schedule explored patterns of family interaction, health care, use and non-use of community

resources, living arrangements, attitudes and perceived needs of the adult offspring as they face filial responsibility.

The interview schedule used a matrix to record the data. This allowed the linking of possible content areas of concern with methods of instruction. The matrix was the primary focus of this research. The content areas were selected from areas of concern most frequently occurring in existing gerontological literature. The content areas are as follows: knowledge of the aging process, dealing with chronic illness, coping with stress, community resources, physical care of the elderly, emotional needs of self and elderly, making the home safe, intergenerational relationships, coping with death and loss, the family as a support system, improved communications, time use/family and work, and nurturance and love.

The adult offspring were asked if they wished additional information on the content area of concern. If an affirmative response was given, they were asked to choose a preferred method of instruction. The six methods of instruction listed in the matrix represent those used in adult educational programming. The methods of instruction are as follows: one-to-one counseling, workshops with those with similar problems, small group seminars, mini-course (lecture), reference materials, and media (T.V., radio). The methods from those which have a high degree of involvement between the adult offspring and another person or group to methods the adult offspring can carry out independently.

The number of persons who selected a given content area was significant for eleven of the thirteen content areas. Using a Z statistic with p.<.05 the significant content areas are in descending order: knowledge of the aging process, dealing with chronic illness, coping with stress, community resources, physical care of the elderly, emotional needs of self/elderly, making the home safe, intergenerational relationships, coping with death and loss, the family as a support system, and improved communications. Time use/family and work and nurturance and love are not significant using a Z test of proportion with p.<.05. The median number of requests was 11.5.

One possible explanation for the demonstrated interest in additional information is the degree of caring indicated by the adult offspring for their parent. All 50 participants lived within an hour of the parent and were communicating, sharing meals and activities and spending time with their parent on a regular basis. The parent/adult offspring relationship was seen as satisfying. The parents quality of life is a concern of the adult offspring.

The sample was divided at the median point. Those who requested 1-11 content areas were indicated as having low interest. Those who requested 11-13 content areas were indicated as having high interest. There was a significant difference between the age of those with high and low interest using a t-test (p.<.05). The younger the adult offspring, the more likely they were to request a greater number of content areas. The existing research

suggested reasons for this interest by the younger offspring. The younger adult offspring are more apt to be in the middle between his/her nuclear family and the family of origin. The women age 45-54 are in the labor force at an unprecedented level (57%), placing them in the middle between career and home obligations. Mid-life adults are in the developmental stage of learning to cope with both their own and parents' aging process.

Education also was cited as a possible indicator for the level of responses to the content areas. The median educational level for the sample was a completed bachelor's degree. Of the adult offspring with a high school education or below, 70% indicated a low interest level. Of the adult offspring with education levels beyond high school, 62% indicated a high level of interest. The two persons with Ph.D. degrees had a high interest level. The respondents with the most years of formal schooling indicated the greatest interest for additional information in areas of concern.

Knowledge of the aging process and dealing with chronic illness was selected by 43 adult offspring. Both content areas relate to the concern of the aging process. The mid-life offspring may find additional information about aspects of aging relevant to their own lives as well as to the life of their parent.

The request rate was lower for content areas that are related to aspects of the adult offspring/parent relationship; family as a support system, improved communication, time

use/family and work, and nurturance and love. Response to questions about communication patterns indicate that 90% of the adult offspring are visiting with the parent at least weekly, 78% communicating by telephone and all sharing activities. The adult offspring indicated they are sharing time, gifts, and supportive services. The relationship is perceived as satisfying 96% of the sample population. It is suggested that the adult offspring have a feeling of confidence in their abilities to love, manage time, communicate with the parent and be supportive.

There was a relationship between the nature of the content area chosen and method of instruction. In content areas that were more personal, such as dealing with illness and coping with stress, the method of instruction selected also tended to be more personal. Personal methods of instruction are workshops with those with similar problems, small group seminars and one-to-one counseling. Conversely, non-personal methods such as reference material, mini-course (lecture) and media were preferred for informational material.

Methods of instruction that allow the adult learner control and interaction such as workshops, seminars and use of reference materials were preferred over those which were controlled by another. Material and presentation are controlled by another in media and mini-course.

IMPLICATIONS

The findings of this exploratory research study have implications for gerontology, adult education, and for future research.

Gerontology: Gerontology is concerned with all aspects of the person and family living during the latter half of the life cycle. However, middle-aged men and women generally have been overlooked as a group. The result of this research indicates that the elder generation is not the only generation concerned about aspects of aging. The mid-life offspring showed a high interest level for additional knowledge of the aging process and dealing with chronic illness and stress. The overall pattern of interest for additional information coupled with the level of communication, visiting, and sharing of the parent and offspring indicate that the adult offspring are taking their filial responsi bility and seeking support outside the family unit. Family life education is needed to teach the aging family. Extension programs within the community could give support to the mid-life offspring and thereby aid the middle and elderly generation.

This study has implications for those who are involved in health care. The adult offspring requested information about such content areas as chronic illness, physical care of the elderly, and coping with death and loss. Workshops with those with similar problems was the selected mode for learning. Clinics, nursing

home and hospitals should take the adult offspring into consideration when dealing with the physical and psychological problems of the aged. Seminars or workshops for families could offer support to the family as they face problems of aging parents. The informed offspring would be better prepared to understand and work with treatment programs.

The study indicates that the adult offspring are willing to assist their elderly parents. This willingness has implications for policy makers. Programs and policies that offer assistance to the adult offspring with aging parents may be more beneficial in the long run than programs that bypass the offspring. For example, a change in funding for Medicare to allow expenses incurred in adapting a home for an elderly parent may be much less costly and address family needs more effective than sending the elderly person to a nursing home. The development of such programs as day care for the elderly would assist the working caretaker. Providing needed assistance to the offspring may well be cost effective. A supportive family is a valuable asset for the elderly.

Adult Education/Intergenerational Education: The high interest in additional information may well indicate a target audience for adult education programming. Content areas frequently requested were aging, health care, coping with stress and coping with emotional needs.

The findings of this study support previous research in adult education. The adult learner is problem centered, self-directed,

interested in learning what has immediate application, and wants to have control. Education can blend the techniques of adult education with the concerns of the mid-life offspring. This would allow the adult offspring to utilize their own experiences while learning.

Educational gerontology is a new area of endeavor. A pilot program offering a selection of subjects from, for example, the five most frequently mentioned areas of concern, and using a workshop format could offer an opportunity to test this study. Both the adult offspring and researcher in education might benefit. A pre-test, post-test and evaluation would be a critical part of the program.

The interest in a workshop with those of similar problems not only suggests a method of instruction, but also suggests a way to promote the educational opportunity. Promotion may highlight the opportunity to join those with similar concerns.

A program could give an opportunity to involve the larger community. Representatives from health care industries, social services and community organizations that offer services for the elderly could be included to give a diversified program and build a community support network for the adult offspring.

Women are the primary caregivers for the elderly. Today's woman is apt to be employed because more middle aged women are in the labor force than at any previous time in history. Special attention should be given to when and where the program would be presented. Further research may be needed to get the proper combination of location and time.

Organizations such as NOW and Women's Resource Center offer a ready-made avenue for informal learning opportunities. Organizations directed at the needs of women can be both supportive and informative.

Media was the least frequently selected method of instruction. The lower response level for media may indicate that it is not an acceptable avenue for teaching material that is as personal as aging and adult offspring/parent relationships.

Future Research: The selected content areas were based on areas of concern that were found in the existing literature. They proved to be of concern for the sample population of this study. The range of methods of instruction allowed participants to choose the degree of involvement they thought appropriate and non-threatening.

The one-to-one interview in the home of the adult offspring allowed a relaxed and open exchange. The interview was a learning experience for the participant. Concerns were verbalized and in some cases questions answered. If at all possible, it is helpful if the interviewer can have copies of directories of community services for the participant.

Analysis would be more productive if more of the responses were recorded as interval or ratio data to allow for more sophisticated statistical procedures. Variables should be identified using the same terminology throughout the interview schedule.

It would be helpful to ask the adult offspring to rate their interest in the content area instead of responding yes or no. They may have responded in the affirmative when in reality there interest level was low.

The sample was homogenous; Caucasian, predominantly female and predominantly college educated. The addition to the research team of interviewers from the minority communities might increase minority participation. Representation of the minority population would give a more representative sample. The sample was drawn from the Michigan State University community. Even though three counties were covered the overall education level is high. A replicated study in a rural or blue collar community would allow for comparisons that cannot be made with this sample.

The research raises the question as to why the adult offspring whose mean age is 48 is more interested in additional information than those with a mean age of 53. A longitudinal study of those persons with high interest might give insight. The interview could be repeated in five years. This researcher suggests that if the high request rate was due to pressure created by the "emptying nest" phase and mid-life developmental needs, the need for information will decrease. If the high level of response was created by pressures from the unprecedented number of women in the labor force and the increased number of elderly needing care, the interest level should remain high.

Further research might be aimed at the correlation between the desire for information and level of education. Collecting education level data on a ratio level would allow for closer examination. It might be suggested that persons with lower educational level seek less information because the educational options are threatened because they perceive less need or do not consider education effective.

This sample was predominantly mothers and daughters. Research of the relationship between fathers and sons is an unexplored area. A similar research study using a sample of fathers and sons could add further insight to the families involvement in parent care. Are the concerns of males different from those expressed by the female population? As females increase their participation in the labor force male involvement in parent care may be of increased importance.

CONCLUSION

Few studies have addressed the education of adult offspring for their role with aging parents. It only has been recently that the concerns of this adult offspring/parent relationship has begun to come into focus.

The overall objectives of this study were to address questions about (1) the areas of concern for adult offspring as they face filial responsibility, (2) the preferred instructional

method for information in the area of the concern, and (3) the characteristics of those who seek additional information outside the family unit. Following are the conclusions for each question.

1. Content Areas of Concern to both the mid-life adult offspring and the parent were selected most frequently. Knowledge of the aging process, dealing with chronic illness and coping with stress were highly significant, using a Z test of proportions at p.<.0000068. The selection of time use and love and nurturance could have occurred by chance alone. Twenty-seven of the 50 adult offspring selected 12-13 of the 13 subject areas as being areas of concern, the median was 11.5. The adult offspring have concerns about several aspects of their relationship with the aging parent.

2. Methods of Instruction which allowed personal interaction were preferred for content areas which were more personal in nature. Workshops with those with similar problems, small group seminars, and one-to-one counseling were chosen most frequently. For material of an informational nature, instructional methods that allowed the adult offspring a degree of control over the presentation were preferred over mini-course (lecture) or media.

3. The Characteristic of age was found to be an important indicator of those who sought information outside the family unit. The younger the mid-life respondent, the higher the interest in additional information.

Education level was not tested for significance, but tended to be an indicator for the number of requests for additional information. The more formal education, the more open the respondents were to additional information. Neither sex nor income were indicators for the amount of information sought by the adult offspring.

This is an exploratory study which suggests the family is a caring unit and is interested in additional information and support through education. Further research should test the relationship between age, education, sex and race and the desire for further education. Collecting education level data on a ratio level would allow for closer examination. This research hypothesizes that persons with lower educational level seek less information because the educational options are threatening and they consider education too impersonal to be effective.

This sample was predominantly mothers and daughters. Research of the relationship between fathers and sons is an unexplored area. A similar research study using a sample of fathers and sons could add further insight to the family's involvement in parent care. This researcher hypothesizes that males would express a desire for less personal and more informational material. As females increase their participation in the labor force, male involvement in parent care may be of increased importance.

Pilot studies in formal and informal settings would give important insight to the adult offspring's needs. The middle

generation has accepted responsibility and deserves support. The findings of gerontology coupled with the principles of adult education can offer many options to the mid-life adult facing filial responsibility.

APPENDICES

APPENDIX A

Sex of Interviewee: female ___
                      male   ___

Group: a: service   ___
         b: community   ___
         c: individual ___

CARE OF ELDERLY BY ADULT OFFSPRING

INTERVIEW SCHEDULE

Barbara D. Ames, Principal Investigator
Betty J. McMahon, Research Assistant

G-1

DEMOGRAPHIC

1. What is your marital status?
   a: married   ___
   b: widow/widower   ___
   c: divorced   ___
   d: single   ___
   e: separated   ___

2. With whom do you live?
   a: spouse only   ___
   b: spouse and child/children ___
   c: child only   ___
   d: child and their family   ___
   e: other relative   ___
   f: non-relative   ___
   g: alone   ___
   h: parent   ___

3. In which of the following age groups are you:
   a: 40 - 44   ___
   b: 45 - 50   ___
   c: 51 - 55   ___
   d: 56 - 60   ___
   e: 61 - 65   ___
   c: 66 - 70   ___
   g: 71 - 75   ___
   h: 76 - 80   ___

4. How many living brothers in your family?
   a: none   ___
   b: one   ___
   c: two   ___
   d: three   ___
   e: four   ___
   f: more than four ___

5. How many living sisters in your family?
   a: none   ___
   b: one   ___
   c: two   ___
   d: three   ___
   e: four   ___
   f: more than four ___

G-1   -2-

6. How many of your brothers live in the Tri-County area?
   a: none   ___
   b: one   ___
   c: two   ___
   d: three   ___
   e: four   ___
   f: more than four ___

7. How many of your sisters live in the Tri-County area?
   a: none   ___
   b: one   ___
   c: two   ___
   d: three   ___
   e: four   ___
   f: more than four ___

8. How many living daughters do you have?
   a: none   ___
   b: one   ___
   c: two   ___
   d: three   ___
   e: four   ___
   f: more than four ___

9. How many living sons do you have?
   a: none   ___
   b: one   ___
   c: two   ___
   d: three   ___
   e: four   ___
   f: more than four ___

10. Do you have a son/daughter living in your home?
   a: none   ___
   b: one   ___
   c: two   ___
   d: three   ___
   e: four   ___
   f: more than four ___

11. What is the age of your youngest child?
   a: under 25   ___
   b: 26-35   ___
   c: over 35   ___

12. What is the age of your oldest child?
   a: under 25   ___
   b: 26-35   ___
   c: over 35   ___

6-1

13) What family members live in the Tri-County area? (Interology - fill in number)

  a. spouse
  b. siblings - male ___ female ___
  c. children - male ___ female ___
  d. grandchildren - male ___ female ___
  e. parents ___
  f. parents of spouse ___
  g. aunts and/or uncles ___
  h. cousins and/or nieces and nephews ___

14) How close do you live to your son/daughter who is participating in the interview?

  a. walking distance
  b. five minutes drive
  c. fifteen minutes drive
  d. thirty minutes drive
  e. over thirty minutes

15) What modes of transportation are available to you?

  a. drive self
  b. public transportation
  c. ride with others
  d. with ___
  e. other

16) Are you currently employed outside the home?

  a. yes
  b. no

17) How many hours a week do you work?

  a. not applicable
  b. 1-20
  c. 21-40
  d. over 40

18) In what type of employment are you engaged?

  a. manual
  b. sales
  c. office
  d. management
  e. professional
  f. other
  g. not applicable

6-1

19) Is your spouse currently employed outside the home?

  a. yes
  b. no
  c. not applicable

20) How many hours a week does your spouse work outside the home?

  a. not applicable
  b. 1-20
  c. 21-40
  d. over 40

21) In what type of employment is your spouse engaged?

  a. manual
  b. sales
  c. office
  d. management
  e. professional
  f. other
  g. not applicable

22) This is an optional question. What is your family's general range of annual income? (Answer will be given back in a sealed envelope)

  a. 0 - 4,999
  b. 5,000 - 9,999
  c. 10,000 - 19,999
  d. 20,000 - 29,999
  e. 30,000 - 39,999
  f. 40,000 or over
  g. no comment

23) What is the highest grade in school which you completed?

  a. less than 8th grade
  b. completed 8th grade
  c. 9 - 11 years
  d. high school graduate
  e. some college or training beyond high school
  f. completed bachelor's degree
  g. some graduate work
  h. completed master's degree
  i. some work beyond master's degree
  j. completed Ph.D. or equivalent

EXCHANGE

24) How frequently do you see the son/daughter participating in this interview?

  a. less than once a month
  b. monthly
  c. bi-monthly
  d. weekly
  e. 3-4 times a week
  f. daily

6-1

-5-

25. How long is the average visit?

   a. less than 30 minutes
   b. half hour
   c. hour
   d. several hours
   e. it varies according to need and/or time
   f. overnight/weekend

I will list some family activities. Please tell me how much time you and your son/daughter spend together in each activity?

1 barely or never
2 less than once a month
3 once a month
4 2 - 3 times a month
5 at least weekly

CIRCLE

	1	2	3	4	5
26. attend church	1	2	3	4	5
27. attend church related activities	1	2	3	4	5
28. attend club meetings	1	2	3	4	5
29. visit with each other	1	2	3	4	5
30. go together to visit others	1	2	3	4	5
31. attend sporting events as a spectator	1	2	3	4	5
32. do crafts	1	2	3	4	5
33. attend plays or movies	1	2	3	4	5
34. have a meal in a restaurant	1	2	3	4	5
35. have a meal in each other's home	1	2	3	4	5
36. go on a picnic	1	2	3	4	5
37. go shopping for groceries	1	2	3	4	5
38. take vacations or short trips	1	2	3	4	5
39. share a summer place	1	2	3	4	5
40. overnight visits (include grandchild)	1	2	3	4	5
41. go to appointments	1	2	3	4	5
42. business (bills - banking)	1	2	3	4	5
43. talk on the phone	1	2	3	4	5
44. other	1	2	3	4	5

6-1

-6-

What kind of activities do you do for your son/daughter? (Use same scale)

	1	2	3	4	5
45. transportation	1	2	3	4	5
46. shop	1	2	3	4	5
47. clean	1	2	3	4	5
48. cook	1	2	3	4	5
49. personal care	1	2	3	4	5
50. business affairs	1	2	3	4	5
51. yard work - heavy work	1	2	3	4	5
52. seek information concerning problems	1	2	3	4	5
53. listen to problems	1	2	3	4	5
54. on call in emergencies	1	2	3	4	5
55. consults with another person in household	1	2	3	4	5
56. house sit	1	2	3	4	5
57. sewing/mending	1	2	3	4	5
58. decision-making	1	2	3	4	5

What kind of activities does your son/daughter do for you? (Use same scale)

	1	2	3	4	5
45a. transportation	1	2	3	4	5
45b. shop	1	2	3	4	5
45c. clean	1	2	3	4	5
45d. cook	1	2	3	4	5
45e. personal care	1	2	3	4	5
45f. business affairs	1	2	3	4	5
45g. yard work - heavy work	1	2	3	4	5
45h. seek information concerning problems	1	2	3	4	5
45i. listen to problems	1	2	3	4	5
45j. on call in emergencies	1	2	3	4	5
45k. consults with another person in household	1	2	3	4	5
45l. house sit	1	2	3	4	5
45m. sewing/mending	1	2	3	4	5
45n. decision-making	1	2	3	4	5

6-1

59. How many hours per week would you estimate your son/daughter spends on these activities?

  a. 0 - 5   d. 21 - 30
  b. 6 - 10   e. 30+
  c. 11 - 20

60. Is there a special time of the day or week set aside for shared activities?

  a. yes
  b. no

61. Are certain types of activities reserved for doing with your son/daughter?

  a. yes
  b. no

062. If yes, what type of activities are reserved for special times?

8.

Generally, what activities do you find positive and which negative?

  1. negative
  2. slightly negative
  3. a combination of negative and positive
  4. moderately positive
  5. positive

CIRCLE

6-1

63. shared meals	1	2	3	4	5
64. discussion of problems	1	2	3	4	5
65. support of son/daughter in time of [pain/emotional] stress	1	2	3	4	5
66. routine tasks (e.g. shopping, appointments)	1	2	3	4	5
67. family visits	1	2	3	4	5
68. holidays	1	2	3	4	5
69. physical care	1	2	3	4	5
70. cooking	1	2	3	4	5
71. cleaning	1	2	3	4	5
72. yard/heavy work	1	2	3	4	5
73. sewing/mending	1	2	3	4	5
74. counselling	1	2	3	4	5
75. people care	1	2	3	4	5

76. Compared to other families you know, how would you describe your overall relationship with your son/daughter?

  a. very stressful   d. satisfying
  b. stressful   e. very satisfying
  c. both stressful and satisfying

77a. Are there older (family) members in the Tri-County area with whom you have contact?

  a. in-laws   d. siblings
  b. parents   e. combination of above
  c. aunts/uncles

93

G-1

As a proportion of your week, how much time would you say you devote to each of the following?

1. none
2. very little
3. moderate amount
4. great deal
5. varies over the course of month

CIRCLE

77. spouse	1	2	3	4	5
78. parent	1	2	3	4	5
79. daughter/son	1	2	3	4	5
80. daughter-in-law/son-in-law	1	2	3	4	5
81. sister/brother	1	2	3	4	5
82. sister-in-law/brother-in-law	1	2	3	4	5
83. aunt/uncle	1	2	3	4	5
84. work outside the home	1	2	3	4	5
85. work within the home	1	2	3	4	5
86. friends	1	2	3	4	5
87. community	1	2	3	4	5
88. leisure-time activities	1	2	3	4	5
89. organizations/church	1	2	3	4	5

90. How do you cope when things are not going "right"? (open-ended)
   f. change environment ___
   g. spend money ___
   h. prayer ___
   i. confide in friend ___
   j. confide in family ___
   k. other ___

91. Do you share with your son/daughter through gift(s)?
   a. holiday gifts/birthdays ___
   b. an extra gift of clothing ___
   c. take a meal ___
   d. take on a trip or weekend ___
   e. other ___

G-1

92. What proportion of your son/daughter financial needs do you provide with direct monetary aid?
   a. no aid ___
   b. occasional aid but less than half ___
   c. half of all needs ___
   d. three-fourths of their expenses ___
   e. complete support ___

93. What do you feel are your most critical needs?
   a. social/emotional (i.e. confidante) ___
   b. (financial) ___
   c. health/personal care ___
   d. all of the above ___
   e. none ___

94. Do you feel that most adult children are supportive of their parents?
   a. yes ___
   b. no ___
   c. undecided ___

95. If yes, to what degree?
   a. very little ___
   b. moderately ___
   c. a great deal ___

96. Generally, do you feel that there is a "generation gap" between parents and their adult children?
   a. yes ___
   b. no ___
   c. in some areas ___
   d. do not know ___
   What areas?

97. Do you feel that there is a "generation gap" between you and your son/daughter?
   a. yes ___
   b. no ___
   c. in some areas ___
   d. do not know ___
   What areas?

94

6-1
EXCHANGE - TWO GENERATION (PARENT-ADULT OFFSPRING) HOUSEHOLD

98. What prompted the decision to share a home with your child?
(open-ended)
a. change/health
b. death of spouse/housemate
c. finances
d. needs within the adult child's family
e. other
f. n/a

99. How does living with your child make you feel?
a. needed
b. accepted
c. fortunate
d. imposing/imposed upon
e. isolated
f. angry/resentful
g. conflict in roles
h. loss of identity

100. How has living with your son/daughter affected your financial status?
a. not at all
b. created slight hardship
c. created considerable hardship
d. has been helpful
e. n/a

What is the nature of changes that have taken place in your environment since you joined your son/daughter's home?

	CIRCLE					
101. temperature of house	1	2	3	4	5	6
102. space in house	1	2	3	4	5	6
103. noise in house	1	2	3	4	5	6
104. use of TV/radio	1	2	3	4	5	6
105. discipline	1	2	3	4	5	6
106. social life with non-family members	1	2	3	4	5	6
107. private, intimate life	1	2	3	4	5	6
108. cleanliness	1	2	3	4	5	6
109. food	1	2	3	4	5	6
110. family vacations	1	2	3	4	5	6
111. individual leisure time	1	2	3	4	5	6
112. professional or occupational activities	1	2	3	4	5	6
113. civic activities	1	2	3	4	5	6
114. intellectual or educational activities	1	2	3	4	5	6

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6-1
115. Do you feel your son/daughter should change the amount of time he/she spends in the home?
a. yes - more
b. yes - less
c. no
d. do not know
e. n/a

115a. Should your grandchildren change the amount of time they spend at home?
a. yes - more
b. yes - less
c. no
d. do not know
e. n/a

EXCHANGE - TWO INCOME FAMILY

115b. Do you feel both your son/daughter and his/her spouse should be working?
a. yes
b. no
c. their decision
d. undecided
e. n/a

HEALTH

116. Compared to others your age, how would you judge your health?
a. excellent
b. good
c. average
d. below average
e. poor

116a. Are you physically able to do the activities that you wish?
a. yes
b. yes, with restriction
What activity?
c. no

6-1

173. What is the most important way your daughter/son can be of help to you?

   a. financial support
   b. housing
   c. physical support in case of illness
   d. emotional
      participation in holiday events
      leisure-time activity
      (list some) _____
      _____
      continuation of family values and traditions
      signs of caring (gifts, telephone, etc.)
   e. others

174. What do you feel children owe their parents in old age? (open-ended)

   a. financial support
   b. housing
   c. physical support in case of illness
   d. emotional:
      participation in holiday events
      leisure-time activity
      (list some) _____
      _____
      continuation of family values and traditions
      signs of caring (gifts, telephone, etc.)
   e. others
   f. nothing

On a 1 - 10 scale, please rate the degree of your independence for each dimension.

	Dependent	CIRCLE	Independent
175. physical	1 2 3 4 5 6 7 8 9 10		
176. emotional	1 2 3 4 5 6 7 8 9 10		
177. economic	1 2 3 4 5 6 7 8 9 10		

6-2

178. Considering both your needs and the needs of your son/daughter, what type of living arrangement do you think would be ideal? (open-ended)

   a. in different communities
   b. same community but individual housing
   c. same house
   d. other

TO BE COMPLETED BY THE INTERVIEWER

179. As observed by the interviewer, this respondent seemed to:

   a. be in good health
   b. be hard of hearing
   c. have difficulty seeing
   d. be limited by physical disabilities

180. Race of respondent:

   a. Caucasian
   b. Black
   c. American Indian
   d. Mexican-American
   e. First generation ethnic (Italian, Polish, etc.)

181. What is the relationship between 6-1 and 6-2 interviewee?

   a. mother/daughter
   b. mother/son
   c. father/daughter
   d. father/son
   e. mother-in-law/daughter-in-law
   f. mother-in-law/son-in-law
   g. father-in-law/daughter-in-law
   h. father-in-law/son-in-law

182. Housing:

   A. a. single
      b. mobile home
      c. duplex
      d. condominium
      e. apartment
      f. room

G-1

GENERAL

160. Would you please share some information about your parents? In their later years, did your mother:
a. live independently___
b. live with your family___
c. live with mother family member___
d. institutionalized___
e. n/a___

161. How frequently did your children see their maternal grandparents?
a. less than once a year___
b. less than once a month___
c. monthly___
d. weekly___
e. more than once a week___
f. n/a___

162. How frequently did your children see their paternal grandparents?
a. less than once a year___
b. less than once a month___
c. monthly___
d. weekly___
e. more than once a week___
f. n/a___

163. In what type of community did your parents live while you were a child?
a. rural___
b. small town___
c. medium city___
d. large city___
e. suburban___
f. n/a___

164. In their later years, did your father's parents:
a. live independently___
b. live with your family___
c. live with another family member___
d. institutionalized___
e. n/a___

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G-1

165. What type of community did your spouse's parents live in during childhood?
a. rural___
b. small town___
c. medium city___
d. large city___
e. suburban___
f. n/a___

166. Are either of your parents still living?
a. yes___
b. no___

If so, where are they presently living?
1. alone
2. spouse
3. family member other than spouse
4. non-family
5. institution

CIRCLE

167. mother   1 2 3 4 5
168. father   1 2 3 4 5
169. spouse's mother   1 2 3 4 5
170. spouse's father   1 2 3 4 5

171. On a scale of 1 to 5, how would you rate your relationship with your parents while you were growing up?

Negative 1   2   3   4   Positive 5

172. Do you remember being:
a. praised___
b. criticized___
c. neither___
d. both___

-10-

G-1

-15-

103. Why have you not used the services offered? (open-ended)

   a. no need
   b. did not know about them
   c. heard negative things about the services from others
   d. embarrassed
   e. not qualified
   f. not helpful
   g. too much "red tape"
   h. distance

How do you feel about the following statements:

   1. strongly agree
   2. agree
   3. neutral
   4. disagree
   5. strongly disagree

CIRCLE

144. Medicare should provide financial aid to compensate children who bring parents into their own home for nursing care rather than send them to a nursing home.   1 2 3 4 5

There should be government funded day care for the elderly of families where both child and spouse work.

145. - with income guidelines   1 2 3 4 5
146. - without income guidelines   1 2 3 4 5
147. Business should provide discounts to the elderly.   1 2 3 4 5
148. There should be tax credits for housing modifications which accommodate older family members   1 2 3 4 5

G-1

-16-

Compare the services in the Lansing area with services in other communities of similar size.

   1. very good
   2. good
   3. fair
   4. poor
   5. very poor
   6. not aware of

CIRCLE

180. general medical care   1 2 3 4 5 6
181. hospital care   1 2 3 4 5 6
182. intermediate care between hospital and home   1 2 3 4 5 6
183. help for the home-bound person   1 2 3 4 5 6
184. access to public buildings for the elderly and handicapped   1 2 3 4 5 6
185. social activities where the elderly feel welcome   1 2 3 4 5 6
186. jobs for the elderly   1 2 3 4 5 6
187. access to libraries   1 2 3 4 5 6
188. volunteer opportunities where the elderly feel useful and welcome   1 2 3 4 5 6
189. help for families of older persons   1 2 3 4 5 6

190. Would you like to see any of the following services provided by the community?

   a. directory of services
   b. on-call companion
   c. seminar on aspects of aging
   d. classes for families about home care for the elderly

C-1

Following are problem areas that confront many older people. Are you concerned about the effects of any of these on you or your spouse's life?

1. very little or none
2. minimal
3. moderate
4. considerable
5. extreme

CIRCLE

117. general physical decline	1	2	3	4	5
118. sleep problems	1	2	3	4	5
119. depression	1	2	3	4	5
120. impaired memory	1	2	3	4	5
121. confusion	1	2	3	4	5
122. grief, loss	1	2	3	4	5
123. living in the past	1	2	3	4	5
124. loss of appetite	1	2	3	4	5
125. lack of interests	1	2	3	4	5
126. loneliness	1	2	3	4	5
127. change of attitude toward family	1	2	3	4	5
128. major illness	1	2	3	4	5

Q129. What is the illness? _____

130. Do you have restricted hearing?
a. serious
b. moderate
c. slight ___
d. none ___

Have you considered the following?

131. devices for increasing volume on TV, telephone, etc.   yes___   no___
132. hearing evaluation by professionals   yes___   no___
133. hearing aid   yes___   no___
(have information as to where these may be obtained)

134. Do you have restricted eye sight?
a. serious
b. moderate
c. slight ___
d. none ___

C-1

Have you considered the following?

135. large print books   yes   no
136. talking book machines   yes   no
137. Readers Service   yes   no
138. ramps   yes   no

139. When was the last time you had a physical?
a. within six months ___
b. six months to a year ___
c. one to two years ___
d. two to three years ___
e. over three years ___
f. don't know ___

SERVICES

Q100. Do you participate in any community organizations, and if so, which ones?

Q101. Do you use any of the services of federal, state, or local government agencies? If so, which ones? (give best listing services in the area)

102. From whom did you learn about the services you use?
a. friend/neighbor   d. phone book
b. medical staff   e. other
c. social worker

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C.1

103. B.   a. own home
        b. child's home
        c. friend's home
        d. other relative's home

104. Does respondent reside in housing intended specifically for older/retired people?

    a. yes
    b. no

APPENDIX B

Sex of Interviewer: female ___   Group: a. service ___
male ___   b. community ___
                                         c. individual ___

CARE OF ELDERLY BY ADULT
OFFSPRING
INTERVIEW SCHEDULE

Barbara D. Ames, Principal Investigator
Betty J. McMahon, Research Assistant

0-2

DEMOGRAPHIC

1. What is your marital status?
   a. married ___   d. single ___
   b. widow/widower ___   e. separated ___
   c. divorced ___

2. With whom do you live?
   a. spouse only ___   e. other relative ___
   b. spouse and child/children ___   f. non-relative ___
   c. child only ___   g. alone ___
   d. child and his/her family ___   h. parent ___

3. In which of the following age groups are you?
   a. 40-44 ___   e. 61-65 ___
   b. 45-50 ___   f. 66-70 ___
   c. 51-55 ___   g. 71-75 ___
   d. 56-60 ___   h. 76-80 ___

4. How many living brothers in your family?
   a. none ___   d. three ___
   b. one ___   e. four ___
   c. two ___   f. more than four ___

-2-

0-2

5. How many living sisters in your family?
   a. none ___   d. three ___
   b. one ___   e. four ___
   c. two ___   f. more than four ___

6. How many of your brothers live in the Tri-County area?
   a. none ___   d. three ___
   b. one ___   e. four ___
   c. two ___   f. more than four ___

7. How many of your sisters live in the Tri-County area?
   a. none ___   d. three ___
   b. one ___   e. four ___
   c. two ___   f. more than four ___

8. How many living daughters do you have?
   a. none ___   d. three ___
   b. one ___   e. four ___
   c. two ___   f. more than four ___

9. How many living sons do you have?
   a. none ___   d. three ___
   b. one ___   e. four ___
   c. two ___   f. more than four ___

10. How many of your children are living at home?
    a. none ___   d. three ___
    b. one ___   e. four ___
    c. two ___   f. more than four ___

11. What is the age of your youngest child?
    a. under 25 ___   c. over 35 ___
    b. 26-35 ___

12. What is the age of your oldest child?
    a. under 25 ___   c. over 35 ___
    b. 26-35 ___

G-2

13. What family members live in the Tri-County area?
   a. spouse
   b. siblings - male ___ female ___
   c. children - male ___ female ___
   d. parents of spouse ___
   e. aunts and/or uncles ___
   f. grandchildren - male ___ female ___
   g. other ___

14. How close do you live to the parent participating in the interview?
   a. walking distance ___
   b. five minutes drive ___
   c. fifteen minutes drive ___
   d. thirty minutes drive ___
   e. over thirty minutes ___

15. What modes of transportation are available to you?
   a. I drive ___
   b. public transportation ___
   c. ride with others ___
   d. walk ___
   e. other ___

16. Are you currently employed outside the home?
   a. yes ___
   b. no ___

17. How many hours a week do you work? Volunteer?
   a. not applicable ___
   b. 1-20 ___
   c. 21-40 ___
   d. over 40 ___

18. In what type of employment are you engaged?
   a. manual ___
   b. sales ___
   c. office ___
   d. management ___
   e. professional ___
   f. other ___
   g. not applicable ___

G-2

19. Is your spouse currently employed outside the home?
   a. yes ___
   b. no ___
   c. not applicable ___

20. How many hours a week does your spouse work outside the home?
   a. not applicable ___
   b. 1-20 ___
   c. 21-40 ___
   d. over 40 ___

21. In what type of employment is your spouse engaged?
   a. manual ___
   b. sales ___
   c. office ___
   d. management ___
   e. professional ___
   f. other ___
   g. not applicable ___

22. This is an optional question. What is your family's general range of annual income? (Answer will be returned in a sealed envelope.)
   a. 0-4,999 ___
   b. 5,000-9,999 ___
   c. 10,000-19,999 ___
   d. 20,000-29,999 ___
   e. 30,000-39,999 ___
   f. 40,000 or over ___
   g. no comment ___

23. What is the highest grade in school which you completed?
   a. less than 8th grade ___
   b. completed 8th grade ___
   c. 9 - 11 years ___
   d. high school graduate ___
   e. some college or training beyond high school ___
   f. completed bachelor's degree ___
   g. some graduate work ___
   h. completed master's degree ___
   i. some work beyond master's degree ___
   j. completed Ph.D. or equivalent ___

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E-2
EXCHANGE

24. How frequently do you see the parent participating in the interview?

a. less than once a month   d. weekly ___
b. monthly ___   e. 3-4 times a week ___
c. bi-monthly ___   f. daily ___

25. How long is the average visit?

a. less than 30 minutes ___   d. several hours ___
b. half hour ___   e. it varies according to
c. hour ___   need and/or time ___
                                    f. overnight/weekend ___

I will list some family activities. Please tell me how much time you and your parents spend together in each activity. (Please tell how often you do each activity.)

1. barely or never
2. less than once a month
3. once a month
4. 2-3 times a month
5. at least weekly

CIRCLE

26. attend church | 1 | 2 | 3 | 4 | 5 |
27. attend church related activities | 1 | 2 | 3 | 4 | 5 |
28. attend club meetings | 1 | 2 | 3 | 4 | 5 |
29. visit with each other | 1 | 2 | 3 | 4 | 5 |
30. go together to visit others | 1 | 2 | 3 | 4 | 5 |
31. attend sporting events as a spectator | 1 | 2 | 3 | 4 | 5 |
32. do crafts | 1 | 2 | 3 | 4 | 5 |
33. attend plays or movies | 1 | 2 | 3 | 4 | 5 |
34. have a meal in a restaurant | 1 | 2 | 3 | 4 | 5 |
35. have a meal in each other's home | 1 | 2 | 3 | 4 | 5 |
36. go on a picnic | 1 | 2 | 3 | 4 | 5 |
37. go shopping for groceries | 1 | 2 | 3 | 4 | 5 |
38. take vacations or short trips | 1 | 2 | 3 | 4 | 5 |
39. share a summer place | 1 | 2 | 3 | 4 | 5 |
40. overnight visits (include grandchild) | 1 | 2 | 3 | 4 | 5 |
41. go to appointments | 1 | 2 | 3 | 4 | 5 |
42. business (bills-banking) | 1 | 2 | 3 | 4 | 5 |
43. talk on the phone | 1 | 2 | 3 | 4 | 5 |
44. other | 1 | 2 | 3 | 4 | 5 |

-6-

E-2
What kind of activities do you do for your parents? (Use same scale)

45. transportation | 1 | 2 | 3 | 4 | 5 |
46. shop | 1 | 2 | 3 | 4 | 5 |
47. clean | 1 | 2 | 3 | 4 | 5 |
48. cook | 1 | 2 | 3 | 4 | 5 |
49. personal care | 1 | 2 | 3 | 4 | 5 |
50. business affairs | 1 | 2 | 3 | 4 | 5 |
51. yard work - heavy work | 1 | 2 | 3 | 4 | 5 |
52. seek information concerning problems | 1 | 2 | 3 | 4 | 5 |
53. listen to problems | 1 | 2 | 3 | 4 | 5 |
54. on call in emergencies | 1 | 2 | 3 | 4 | 5 |
55. consult with another person in household | 1 | 2 | 3 | 4 | 5 |
56. house sit | 1 | 2 | 3 | 4 | 5 |
57. sewing/mending | 1 | 2 | 3 | 4 | 5 |
58. decision-making | 1 | 2 | 3 | 4 | 5 |

58.1 How many hours per week would you estimate you spend on these activities?

a. 0 - 5 ___   d. 21 - 30 ___
b. 6 - 10 ___   e. 30+ ___
c. 11 - 20 ___

59. How long have you and your parent been at the current level of involvement?

a. 6 month ___   c. 2 - 5 years ___
b. 1 - 2 years ___   d. 5+ ___

60. Is there a special time of the day or week set aside for shared activities?

a. yes ___
b. no ___

61. Are certain types of activities reserved for doing with your parents?

a. yes ___
b. no ___

62. If yes, what type of activities are reserved for special times?

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62.7

62.1 Do you feel that your parents could be more independent?

  a. yes

  b. no

  c. undecided

62.2 If yes, in what way?

  a. physical

  b. emotional/decision-making ___

  c. in accepting responsibility for everyday activities ___

  d. other

Generally, what activities do you find positive and which negative?

  1. negative

  2. slightly negative

  3. a combination of negative and positive

  4. slightly positive

  5. positive

		CIRCLE			
63. shared meals	1	2	3	4	5
64. discussion of problems	1	2	3	4	5
65. support of parent in time of	1	2	3	4	5
emotional stress					
66. routine tasks (e.g.--shopping	1	2	3	4	5
-appointments)					
67. family visits	1	2	3	4	5
68. holidays	1	2	3	4	5
69. physical care	1	2	3	4	5
70. cooking	1	2	3	4	5
71. cleaning	1	2	3	4	5
72. yard/heavy work	1	2	3	4	5
73. sewing/mending	1	2	3	4	5
74. counseling	1	2	3	4	5
75. people care	1	2	3	4	5

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62.7

75.1 Does another member of the family share in the care-giving activities?

  a. brother ___

  b. sister ___

  c. child/children ___

  d. aunt/uncle ___

  e. spouse

  f. parent's spouse

  g. combination of above

Q75.2 Which activities can be most easily delegated to other family members?

76. Compared to other families you know, how would you describe your overall relationship with your parents?

  a. very stressful ___

  b. stressful ___

  c. both stressful and satisfying ___

  d. satisfying ___

  e. very satisfying

76.1 Do you have older family members (other than parents) in the Tri-County area who also need attention?

  a. in-laws

  b. grandparents

  c. aunts/uncles

  d. child/children

  e. combination of above

104

Q-2

As a proportion of your week, how much time would you say you devote to each of the following:

1. none
2. very little
3. moderate amount
4. great deal
5. varies over the course of month   CIRCLE

77. spouse	1	2	3	4	5
78. parent	1	2	3	4	5
79. daughter/son	1	2	3	4	5
80. daughter-in-law/son-in-law	1	2	3	4	5
81. sister/brother	1	2	3	4	5
82. sister-in-law/brother-in-law	1	2	3	4	5
83. aunt/uncle	1	2	3	4	5
84. grandparent	1	2	3	4	5
85. work outside the home	1	2	3	4	5
86. work within the home	1	2	3	4	5
87. friends	1	2	3	4	5
88. community	1	2	3	4	5
89. leisure-time activities	1	2	3	4	5
organizations/church	1	2	3	4	5

90. How do you cope when things are not going "right"? (open-ended)

a. depression
b. eating
c. screaming
d. drugs/drink
e. physical activity
f. change environment
g. spend money
h. prayer
i. confide in friend
j. confide in family
k. other

91. Do you share with your parents through gifts?

a. holiday gifts/birthdays
b. an extra gift of clothing
c. take a meal
d. take on a trip or weekend
e. other

-10-

92. What proportion of your parent's financial needs do you provide with direct monetary aid?

a. no aid
b. occasional aid, but less than half
c. half of all needs
d. three-fourths of their expenses
e. complete support

93. What do you feel are your parent's most critical needs?

a. social/emotional (i.e. confidante)
b. financial
c. health/personal care
d. all of the above
e. none

94. Do you feel that most adult children are supportive of their parents?

a. yes
b. no
c. undecided

95. If yes, to what degree?

a. very little
b. moderately
c. a great deal

96. Generally, do you feel that there is a "generation gap" between parents and their adult children?

a. yes
b. no
c. in some areas   What areas?
d. do not know

97. Do you feel that there is a "generation gap" between you and your parent?

a. yes
b. no
c. in some areas   What areas?
d. do not know

-11-

6-7
097.1 How do you feel your parent's aging has affected the way you look
at your own aging process? (open-ended)

How has your relationship with your parents affected your interaction
with other members of your family?

0. not applicable
1. negatively
2. slightly negatively
3. not at all
4. slightly positively
5. positively

CIRCLE

97.2 spouse	0	1	2	3	4	5	6
97.3 child/children	0	1	2	3	4	5	6
97.4 brother	0	1	2	3	4	5	6
97.5 sister	0	1	2	3	4	5	6
97.6 aunt	0	1	2	3	4	5	6
97.7 uncles	0	1	2	3	4	5	6
97.8 other	0	1	2	3	4	5	6

EXCHANGE - TWO GENERATION (PARENT-ADULT OFFSPRING) HOUSEHOLD

98. What prompted the decision to move your parent/parents into your home?
(open-ended)

a. change/health
b. death of spouse/housemate
c. finances
d. needs within the adult child's family
e. other
f. n/a

-12-

6-7
99. How does having your parent living in your home make you feel?

a. needed
b. accepted
c. fortunate
d. imposing/imposed upon
e. isolated
f. angry/resentful
g. conflict in roles
h. loss of identity

How does having your parent living in your home make your family members
feel?

1. resentful
2. needed
3. accepted
4. combination of the above
5. unknown
6. n/a

CIRCLE

99.1 spouse	1	2	3	4	5	6
99.2 children	1	2	3	4	5	6

100. How has your parent's living with you affected your financial status?

a. not at all
b. created slight hardship
c. created considerable hardship
d. has been helpful
e. n/a

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6-2

What is the nature of changes that have taken place in your household since your parents have joined your home?

1. decline
2. slight decline
3. no change
4. slight increase
5. increase
6. n/a

CIRCLE

	1	2	3	4	5	6
101. temperature of house	1	2	3	4	5	6
102. space in house	1	2	3	4	5	6
103. noise in house	1	2	3	4	5	6
104. use of TV/radio	1	2	3	4	5	6
105. discipline	1	2	3	4	5	6
106. social life with non-family members	1	2	3	4	5	6
107. private, intimate life	1	2	3	4	5	6
108. cleanliness	1	2	3	4	5	6
109. food	1	2	3	4	5	6
110. family vacations	1	2	3	4	5	6
111. individual leisure time	1	2	3	4	5	6
112. professional or occupational activities	1	2	3	4	5	6
113. civic activities	1	2	3	4	5	6
114. intellectual or educational activities	1	2	3	4	5	6

115. Do your parents feel you should change the amount of time you spend in the home?

a. yes-more
b. yes-less
c. no
d. do not know
e. n/a

115.1 Do you feel your parent should change the amount of time he/she spends in the home?

a. yes-more
b. yes-less
c. no
d. do not know
e. n/a

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6-2

115.2 Does another member of the family share in the housing of your parents?

a. brother
b. sister
c. aunt
d. uncle
e. son
f. daughter
g. other
h. n/a

EXCHANGE - TWO INCOME FAMILY

115.3 How does being a two job family affect the amount of time you are able to spend with your parent? (open-ended)

a. it limits the amount of time I can spend
b. I have to structure my time and plan activities
c. no effect
d. I probably spend more time because we make a greater effort
e. n/a

115.4 How does working make you feel about the time you spend with your parent?

a. my time is precious and I resent sharing it
b. no effect
c. causes me to appreciate our time more
d. makes me feel guilty because it is limited
e. n/a

115.5 How does being a two job family affect your emotional ability to handle your parent's needs?

a. reduces my ability
b. no effect
c. increases my ability
d. n/a

115.6 How does being a two job family affect your financial ability to deal with your parent's needs?

a. even two incomes do not cover the needs
b. could not help without both of us working
c. second check only offsets my expenses created by working
d. it does not make a difference
e. they don't need financial help
f. it allows me to do extras for them
g. n/a

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G.7
Do other members of your family do more with your parents because you work?

1. a great deal less
2. slightly less
3. about the same
4. slightly more
5. a great deal more
6. n/a

CIRCLE

115.7 spouse
115.8 child/children
115.9 brother
115.10 sister
115.11 other

HEALTH

116. Compared to others your age, how would you judge your health?
a. excellent
b. good
c. average
d. below average
e. poor ____

116.1 Compared to other persons his/her age, how would you judge the health of your parent who is participating in the interview?
a. excellent
b. good
c. average
d. below average
e. poor ____

116.2 Is he/she physically able to do the activities that he/she would like?
a. yes
b. yes, with restriction
c. no
what activity? _____

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G.2
Are you concerned or distressed over the effect of your parent participating in the interview in any of the following problem areas that confront many older people? If so, how keen is your concern or distress?

1. very little or none
2. minimal
3. moderate
4. considerable
5. extreme

CIRCLE

117. general physical decline
118. sleep problems
119. depression
120. impaired memory
121. confusion
122. grief, loss
123. living in the past
124. loss of appetite
125. lack of interests
126. loneliness
127. change of attitude toward family
128. major illness

Q129. What is the illness? _____

130. Does your parent have restricted hearing?
a. serious
b. moderate
c. slight
d. none

Have you considered the following?
131. device for increasing volume on TV, telephone, etc.   yes   no
132. hearing evaluation by professionals   yes   no
133. hearing aid   yes   no
(Have information as to where these may be obtained.)

G-2

-11-

134. Does your parent have restricted eyesight?
    a. serious   c. slight ___
    b. moderate   d. none ___

Have you considered the following?
135. large print books   yes ___ no ___
136. talking book machines   yes ___ no ___
137. Readers Service   yes ___ no ___
138. ramps   yes ___ no ___

138.1 Do you join your parents when they have a conference with their physician?
    a. yes ___
    b. no ___
    c. sometimes ___

138.2 Are you aware of the medications your parents are taking?
    a. yes ___
    b. no ___
    c. generally ___

138.3 Are you aware of possible side effects of the medication?
    a. yes ___
    b. no ___
    c. some of them ___

139. When was the last time your parent had a physical?
    a. within six months ___   d. two to three years ___
    b. six months to a year ___ e. over three years ___
    c. one to two years ___   f. I don't know ___

SERVICES

8140. Does your parent participate in any community organizations, and if so, which ones?

G-2

-10-

8140.1 Are you a member of any organization geared to the needs of persons in your parent's age range? If so, which ones?

8141. Do you use any of the services of federal, state, or local government agencies? If so, which ones? (give book listing services in area)

142. From whom did you learn about the services you use?
    a. friend/neighbor ___   d. phone book ___
    b. medical staff ___   e. other ___
    c. social worker ___

143. Why have you not used the services offered?
    a. no need ___   e. not qualified ___
    b. did not know about them ___   f. not helpful ___
    c. heard negative things about   g. too much "red tape" ___
       the service from others ___   h. distance ___
    d. embarrassed ___

-20-

G-3

Compare the services in the Lansing area with services in other communities of similar size.

1. very good
2. good
3. fair
4. poor
5. very poor
6. not aware of

CIRCLE

149. general medical care	1	2	3	4	5	6
150. hospital care	1	2	3	4	5	6
151. intermediate care between hospital and home	1	2	3	4	5	6
152. help for the home-bound person	1	2	3	4	5	6
153. access to public buildings for the elderly and handicapped	1	2	3	4	5	6
154. social activities where the elderly feel welcome	0	2	3	4	5	6
155. jobs for the elderly	1	2	3	4	5	6
156. access to libraries	1	2	3	4	5	6
157. volunteer opportunities where the elderly feel useful and welcome	1	2	3	4	5	6
158. help for families of older persons	1	2	3	4	5	6

159. Would you like to see any of the following services provided by the community?

a. directory of services
b. on-call companion
c. seminar on aspects of aging
d. classes for families about home care for the elderly

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G-2

How do you feel about the following statements?

1. strongly agree
2. agree
3. neutral
4. disagree
5. strongly disagree

CIRCLE

144. Medicare should provide financial aid to compensate children who bring parents into their home for nursing care rather than send them to a nursing home.	1	2	3	4	5
There should be government funded day care for the elderly of families where both child and spouse work.					
145. with income guidelines	1	2	3	4	5
146. without income guidelines	1	2	3	4	5
147. Businesses should provide discounts to the elderly.	1	2	3	4	5
148. There should be tax credits for housing modifications which accommodate older family members.	1	2	3	4	5

6-2
GENERAL

160. Would you please share some information about your grandparents? In their later years, did your mother's parents:
a. live independently
b. live with your family
c. live with another family member
d. institutionalized
e. n/a

161. How frequently did you see your grandparents? (maternal)
a. less than once a year ___
b. less than once a month ___
c. monthly ___
d. weekly ___
e. more than once a week ___
f. n/a ___

162. How frequently did you see your grandparents? (paternal)
a. less than once a year ___
b. less than once a month ___
c. monthly ___
d. weekly ___
e. more than once a week ___
f. n/a ___

163. In what type of community did your mother's parents live while your mother was a child?
a. rural
b. small town
c. medium city
d. large city ___
e. suburban ___
f. n/a ___

164. In their later years did your father's parents:
a. live independently
b. live with your family
c. live with another family member ___
d. institutionalized ___
e. n/a ___

165. In what type of community did your father's parents live while your father was a child?
a. rural
b. small town
c. medium city
d. large city ___
e. suburban ___
f. n/a ___

6-2

166. Are any of your grandparents still living?
a. yes ___
b. no ___

If so, where are they presently living?
1. alone
2. spouse
3. family member other than spouse
4. non-family
5. institution
6. n/a

CIRCLE

	Negative			Positive		
167. grandmother (m)	1	2	3	4	5	6
168. grandfather (m)	1	2	3	4	5	6
169. grandmother (p)	1	2	3	4	5	6
170. grandfather (p)	1	2	3	4	5	6

171. On a scale of 1 to 5, how would you rate your relationships with your parents while you were growing up?

Negative			Positive	
1	2	3	4	5

172. Do you remember being:
a. praised ___
b. criticized ___
c. neither ___
d. both ___

173. How do you think you can be the most helpful to your parents?
a. financial support ___
b. housing ___
c. physical support in case of illness ___
d. emotional:
   ___ participation in holiday events
   ___ leisure-time activity
   ___ continuation of family values and traditions
   ___ signs of caring (gifts-telephone, etc.)
e. others (List some)

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6-2

174. What do you feel children owe their parents in old age? (open-ended)

a. financial support _
b. housing _
c. physical support in case of illness _
d. emotional: _

participation in holiday events _ (list some _)
leisure-time activity _
continuation of family values
and traditions _
signs of caring (gifts-telephone, etc.) _

e. others _
f. nothing _

On a 1-10 scale, please rate the degree of your parent's independence for each dimension.

	Dependent	CIRCLE	Independent
175. physical	1 2 3 4 5 6 7 8 9 10		
176. emotional	1 2 3 4 5 6 7 8 9 10		
177. economic	1 2 3 4 5 6 7 8 9 10		

178. Considering both your needs and the needs of your parents, what type of living arrangement do you think would be ideal? (open-ended)

a. in different communities _
b. same community but individual housing _
c. same house _
d. other _

178.1 I would feel more positive about being faced with the care of elderly family if I knew I could get support from:

a. I don't need support _
b. other family member _
c. a group that faces a similar
situation _
d. a community resource for
information _
e. community resources for
physical assistance _

178.2 I wish I were better able to handle:

a. anger _
b. guilt _
c. my time _
d. physical care of another _
e. satisfy my parents _
f. none _

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6-2

178.3 My greatest concern when I consider my parent becoming dependent is:

a. emotional stress _
b. physical stress _
c. time stress _
d. financial stress _
e. no concerns _

178.4 I feel the best source for information to deal with health care problems is:

a. other people _
b. my doctor _
c. course in the subject area _
d. handouts in the subject
area _
e. combination _
f. n/a _

G-2

TO BE COMPLETED BY THE INTERVIEWER

179. As observed by the interviewer, this respondent seemed to:
a. be in good health
b. be hard of hearing
c. have difficulty seeing
d. be limited by physical disabilities

180. Race of respondent:
a. Caucasian
b. Black
c. American Indian
d. Mexican-American
e. First generation ethnic (Italian, Polish, etc.)

181. What is the relationship between G-1 and G-2 interviewee?
a. mother/daughter
b. mother/son
c. father/daughter
d. father/son
e. mother-in-law/daughter-in-law
f. mother-in-law/son-in-law
g. father-in-law/daughter-in-law
h. father-in-law/son-in-law

182. Housing:
A. a. single
b. mobile home
c. duplex
d. condominium
e. apartment
f. room

183. B. a. own home
b. parent's home
c. friend's home
d. other relative's home

184. Does respondent reside in housing intended specifically for older/retired people?
a. yes
b. no

G-2

Are there any of the following topics that would be helpful to you?
What method of receiving the information would be most useful?

	family group seminars	workshops with those with similar problems	reference materials	media, TV, radio	mini-course	one-to-one counseling	n/a
178.5 Knowledge of the aging process							
178.6 The family as a support system							
178.7 Coping with death/dying							
178.8 Physical care of the elderly							
178.9 Emotional needs of the elderly							
178.10 Coping with stress							
178.11 Making the home safe							
178.12 Nutrition/food							
178.13 Time use/family and work							
178.14 Intergenerational relations							
178.15 Community resources							
178.16 Improved communications							
178.17 Dealing with chronic illness							

APPENDIX C
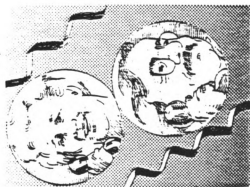
INTERGENERATIONAL STUDY

Interaction between parents and adult children

Dr. Barbara D. Ames
Principal Investigator

Betty J. McMahon
Research Assistant

Family and Child Ecology
College of Human Ecology
Michigan State University
East Lansing, MI 48824

Questions? Call (517) 353-9755

PHONE _____ AGE _____

ADDRESS
Street/Road _____ City/Town _____ Zip Code _____

NAME _____

study is:

My parent/adult child in the Tri-County area who may be willing to participate in this

PHONE _____ AGE _____

ADDRESS
Street/Road _____ City/Town _____ Zip Code _____

NAME _____

I wish to participate in the Intergenerational Study.

INTERGENERATIONAL STUDY

April, 1981

The American family is changing. Older persons are living longer, more active lives, and are more apt to be living independently. The reduced birth rate has resulted in fewer children, and women are more likely to be in the work force. If educational institutions and service agencies are to be of any real value to the family of the future, they need to be aware of the effect these changes are having upon families and their older members.

We would like your assistance with an intergenerational study. The purpose of the study is to learn more about the relationship between older adults and their sons and daughters (or sons and daughters-in-law), and to assess their needs for supportive services. The information gathered from this study will be used as a basis for further study and will be shared with service agencies that provide for older persons and their families.

To participate in the interview, the parent and child should be at least 65 and 45 respectively and reside within the Eaton-Ingham-Clinton County area. Parents should not require full-time skilled nursing care. The interview will take place in your home at your convenience and will be approximately one hour in length. You will be free to ask questions, not answer any questions or stop the interview at any time. All information will be strictly confidential, and you and your parent/child will be interviewed by different persons. We hope you will be willing to assist us in gathering information on this important topic.

APPENDIX D

CONSENT STATEMENT

I would like your help in learning more about the relationships
between older adults and their children. I am asking you to let me
visit you in your home and ask you questions about your needs for
services, use of public services, and general living situation. During
our visits you are free to not answer any question, ask questions of me,
and end our visit at any time. Our discussion will be between you and
me, with no one else seeing your answers with your name, including your
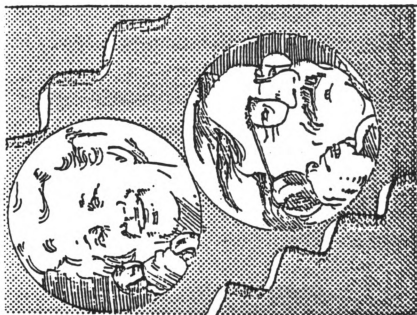son or daughter who is also participating in the study.

PLEASE READ THE FOLLOWING STATEMENT AND SIGN BELOW:

I have read the above statement and completely understand what is being
asked of me. I would like to participate in this project.

_____   _____
      Date   Signature

APPENDIX E

Dear

Thank you for participating
in the Intergenerational Study.
We appreciated your cooperation
and your willingness to share
your ideas. The information
you have shared will be most
helpful in developing future
programs.

Sincerely,

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