

A Study on the Development and Effects of 'Three Generation Family-Madang Program' (Three Generational Integrative Program)

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Abstract : The two main purposes of this study were to develop the 'Three Generation Family-Madang Program' and to examine its effects on enhancing family functioning and strengthening family relationships. The 'Three Generation Family-Madang Program' consisted of six sessions, each of which included various types of activities and educational materials to evoke interests of the three-generation family members. Subjects of this study were 21 triples, consisting of mothers and their family members, each for the experimental group and the control group, respectively. Mean, Standard Deviation, MANCOVA, and Discriminant Analysis were carried out for the data analyses. Our results showed that the 'Three Generation Family-Madang Program' was effective in enhancing family adaptability and family relationships. Our program focused on the parent generation to have a better understanding and a more positive perspective toward other family members, which would enhance family functioning and family relationships. Our program also received positive feedback from the grandparent and grandchildren generation participants.

Key Words : generational integrity, family functioning, family relationship, three generation Family-Madang

I. Introduction

'Family' is a basic unit of socialization and exerts significant influences on the growth of family members. Family has been supporting the physiological and psychological needs of its members and has played a critical role in society regardless of social changes. However, recently in Korea, the functioning of family has been significantly weakened while going through radical social changes. Due to them, the gaps among different generations or age groups on social values, such as sex roles, childbearing, child rearing, divorce, remarriage, and cohabitation are

getting bigger. Such value differences among generations or age groups have been identified as a main factor that weaken family bonds and amplify generational conflicts (Koh, 2004; Kim, 1998; Bengtson *et al.*, 1985; Harris, 1980).

Family crimes such as child abuse and elderly abuse, high divorce rates and a declining birth rate, which have been reported frequently in the media, can also be outcomes of dysfunctional family relationships. For example, the younger generation of dual career families experience difficulty in child rearing and education, and prefer having few or no children. The older generation wants more grandchildren to maintain their family

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lineage. As another example, while the younger generation prefers taking equal role divisions between husband and wife, the older generation prefers taking rather traditional gender roles, which stress the woman's responsibility to the home. As a result, many working women living with their mothers-in-law, who maintain traditional values, are overworked and stressed. As these examples illustrate, differences in family values are a source of family conflict and crisis, and also weaken family bonds.

Despite the conflicts caused by these generation gaps in family values or function, the most important function of a family has consistently been emotional aspects of the family relationship, such as love, trust, and emotional stability between generations (Chung, Chung, Kim & Park, 2007; Tower & Kasl, 1996). In a similar context, emotional support is more meaningful than any other support in old age (Schaie & Wills, 1996). These results stress the importance of emotional functioning in family and family bonds in the future families as well.

There have been many research efforts to find out the consensus on family values and functions and use such consensus to strengthen family bonds, such as Stinnett's (1979) 'Strong Family Study', Lewis' (1976) 'Healthy Family Study', and Elkind's work on 'Vital Family', which stresses balance in the needs of all family members. The ideal family is one that satisfies all the family members' needs (Giddins, 2003), which suggests that one concept of the vital family can be a good model of mediating family conflicts. That emotional aspects of the family have been important over generations suggests such aspects can be a significant mediator to improve family bonds.

Especially in Korean families, mutually beneficial relationships among generations are a key characteristic and also the strength of traditional families. For instance, in spite of many day care centers that were recently established to help the increasing number of dual career families, child rearing is mostly done through these intergenerational dependent relationships. Still, many parents in Korean society would rather rely on grandparents for child rearing than on the excellent day

care centers provided. From the grandparents' perspective, with life expectancy increasing, it is highly likely they will need assistance from the younger family members. In this case as well, the majority of Koreans would prefer receiving help from family members rather than any excellent institution. In addition, such intergenerational dependent relationships enable grandchildren to get help from grandparents, and in turn grandparents get a lot of pleasure from their grandchildren's growth. These stable, warm, and supportive intergenerational family relationships can be the most essential resource for individual growth. Therefore, although we cannot go back to the ways of traditional extended families, we can strengthen family bonds through these intergenerational dependent relationships.

Among many different approaches to address family problems, the most popular method is to improve family functioning and relationships through education. While many programs are developed and executed to improve family relationships, the majority of them attempt to improve two-generation relationships. Moreover, while many researchers in social gerontology and family relations have studied intergenerational programs from the 1980's, research work about three-generation integrative programs is sparse. Intergenerational programs so far have focused mainly on grandparent and grandchildren relationships, after which positive changes have been observed in attitudes. Children enjoyed playing with their grandparents, and grandparents also enjoyed spending time with their grandchildren (Park *et al.*, 2004; Lim, 2001; Aday *et al.*, 1991; Aday *et al.*, 1991; Laney *et al.*, 1999). With existing work focusing mostly on two generations, and not much on the effect of three generations, our study for developing a three generation program to strengthen family relationships is important.

The Korean word 'Madang' means a garden, but not in a western sense. Rather it is a kind of cultural space and integrative life space that connects 'Anchae' (Living room) with 'Sarangchae' (Guest room), for performing wedding ceremonies or talking with family members.

Therefore, the purpose of this study is to encourage participants to restore the meaning of our traditional 'Madang' and to strengthen parent-child relationships through this program. Based on existing research efforts suggesting that emotional supports of family members are essential factors to improve family bonds, we aim to develop the 'Three Generation Family-Madang Program' and examine the effects of this program on family functioning and family relations.

Research questions for this study were as follows:

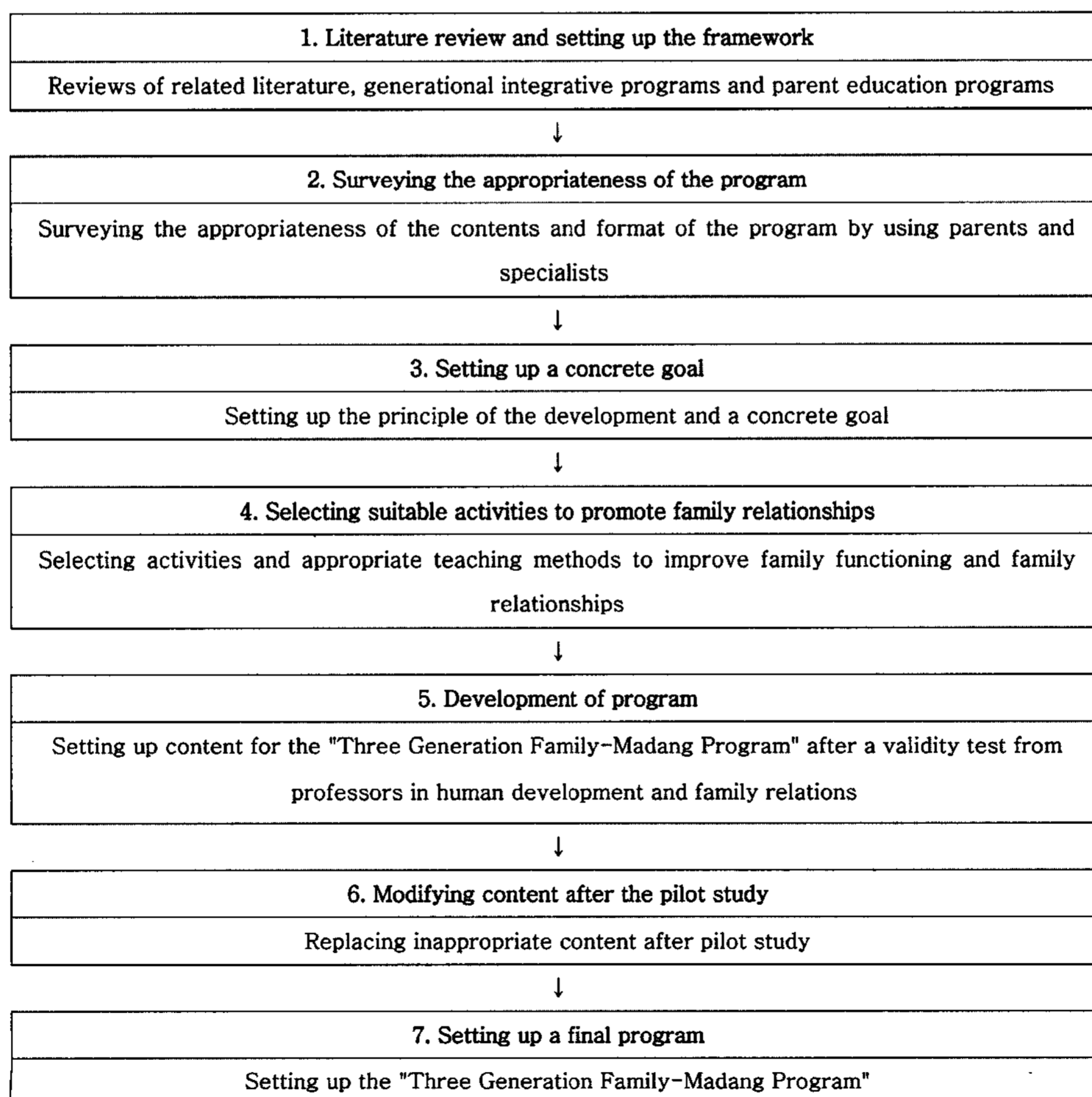
1. How to design the 'Three Generation Family-Madang Program'?
2. Can this program improve family functioning and intergenerational family relationships?

II. Research Methods

The purpose of this study was to develop the 'Three Generation Family-Madang Program' and validate the effects of this program. In this section, research methods for developing and examining the effects of this program are described.

1. Development of the 'Three Generation Family-Madang Program'

<Figure 1> shows development procedure of the 'Three Generation Family-Madang Program'. As shown in <Figure 1>, we first set up a study framework through reviews of related literature, generational integrative



<Figure 1> Development procedures of the 'Three Generation Family-Madang Program'.

programs, and parent education programs. Second, we surveyed the appropriateness of the contents and format of the program through family members and specialists. Third, we set up a more concrete goal of the 'Three Generational Integrative Program' based on the literature review and survey. Fourth, we selected activities and educational materials for improving family functioning and family relationships. Fifth, we set up preliminary program content and examined its validity by using specialists. Sixth, we executed the program in advance to replace inappropriate content with new materials. Finally, we presented the final elements of the 'Three Generation Family-Madang Program'.

2. The effects of the 'Three Generation Family-Madang Program'

1) Subjects

The subjects of this study were elementary school children in Seoul along with their parents and grandparents. We used 21 triples, consisting of mothers, their children, and their grandparents, each for an experimental group and a control group respectively. Originally 33 mothers and their family members joined our program, but we only included mothers who participated for more than four sessions. Our program consisted of six sessions, in which the parents were required to attend all six sessions, and the children and the grandparents were only required to attend three. After a pilot study we had to reduce the total number of sessions, because children were so busy with their studies, they couldn't attend to all six. Moreover, parents didn't want their children to be absent from their English or math institutes by reason of attending this program. Also, parents were unwilling to take their own parents for all six sessions. Considering these requirements, we sampled middle class families, who had enough time and interest to participate.

2) Experimental Design

We assigned the mothers of our subjects into the

<Table 1> Experimental design of examination the effect of the 'Three Generation Family-Madang Program'

Group	Experiment		
Experimental group	O ₁	X	O ₂
Control group	O ₁		O ₂

O₁: (pretest) family functioning test, parents-children relationship test, grand parents-parents relationship test

O₂: (post test) family functioning test, parents-children relationship test, grand parents-parents relationship test

X: treatment of the 'Three Generation Family-Madang Program'

experimental group and the control group, respectively, to examine the effects of the program. Validation of effects was based on nonequivalent control group pretest-post test design (Campbell & Stanley, 1966). After a pretest, we performed the experiment and the post test. <Table 1> shows the procedure.

3) Measures

The FACES III (Family Adaptability and Cohesion Evaluation Scale) (Olson, 1986) was used to assess family functioning. The FACES questionnaire consists of 20 statements that invite family members to comment on their relationships and attitudes to family life, such as "Children having a say in their discipline" and "Family members avoiding each other at home". Of the two major parameters of family functioning that are explored, the essence of cohesion is sought through questions such as "Family members know each other's close friends" and "Our family does things together", whereas adaptability is explored through questions such as "When problems arise we compromise" and "Family members say what they want". Each statement offers a 5-point response which ranges from 'almost never', scoring 1, to 'almost always', scoring 5. FACES has been shown to have reasonable reliability and validity. In this study internal reliability was .85 for family adaptability and .74 for family cohesion.

The NRI (Network of Relationships Inventory) was used to assess perceptions of experiences in close relationships (Furman & Buhrmester, 1985). The NRI included 33 questions about each of the five different

aspects of social support, punishment / relative power, intimacy, conflict, and companionship. Participants were asked to rate how much each feature occurred in each relationship, using the standard 5-point Likert scale. For instance, one companionship question was "How much free time do you spend with each of these persons?" and one conflict question was "How much do you and this person disagree and quarrel?" Participants were asked to answer each question about relationships with their children and grandparents. Validation evidence is summarized in Furman (1996). In this study, internal reliability was .92 for social support, .78 for punishment / relative power, .84 for intimacy, .79 for conflict, and .88 for companionship.

4) Procedure

We executed a pilot study for grandparents, parents, and children using 4th and 5th session activities of our main program. After this pilot study, we replaced inadequate questions that were too difficult to understand, and added new items suggested by the participating parents. We executed the pretest before the 'Three Generation Family-Madang Program'. In the pretest, the family functioning test, parents-children relationship test, and grandparents-parents relationship test were executed for the both the experimental and the control group from July 19th to July 28th, 2007.

The 'Three Generation Family-Madang Program' took place in a large classroom at the university every Thursday, for six sessions, from July 19th to August 23rd, 2007. Sessions 1-3 each lasted for 1 hour and 40 minutes and sessions 4-6 each lasted for a little more than two hours. The parents participated in sessions 1-6, and all three generations participated in sessions 4-6.

We executed the post-test after the 'Three Generation Family-Madang Program'. In the post-test, the family functioning test, and parent-child relationship test, grandparent-parent relationship test were executed for the experimental and the control group under the same conditions as the pretest. In addition, program evaluation tests were executed for all participants.

5) Data Analyses

SPSS Win 12.0 was used for statistical analyses. Mean and standard deviation scores were obtained, and MANCOVAs were carried out to compare the experimental and the control group for family functioning, parents-children relations, and grandparents-parents relations. Discriminant Analyses were carried out for post-hoc analysis when MANCOVA was significant. Also, frequencies and percentiles were obtained for closed questions, and frequencies for open questions in the questionnaire for program estimation.

III. Results

1. The study on developing the 'Three Generation Family-Madang Program'

The aim of the 'Three Generation Family-Madang Program' was to enhance emotional bonds among family members and to strengthen family functioning, spanning three generations. This program focuses on helping family members to recognize the importance of family and to improve the relationship among them.

The main aspects of this program were to encourage parents to have positive attitudes toward themselves as well as to learn desirable social skills such as effective communication skills and strategies to solve conflicts. During the sessions, parents were encouraged to search for positive aspects of themselves and to acknowledge the importance of their role and those of other family members. Once they realize and appreciate this factor, it contributes to improving the health of the whole family. In addition to learning how to read the feeling of other family members, it was also to teach parents how to create an open and friendly family environment. Second, it is thought that, not only the physical environment is important, but also the psychological part plays a huge role in determining the strength of bonds that are formed between family members. This program was designed to create an open and comfortable atmosphere, where they

could share life experiences and knowledge freely. It also gave the grandparents and their grandchildren a chance to play and interact with each other. The lecturer's role was to facilitate the following: Lecturer spent most of the time guiding family members in active discussions rather than teaching, and adapted various instructions to increase participants' interest and excitement. During these sessions, families bonded closely with other families, and this contributed to enhancing each family's cohesion and adaptability.

The 'Three Generation Family-Madang Program' consisted of six sessions. <Table 2> below represents the activities, purpose, and teaching methods for each session. The topics of each session were independent but integrated nevertheless.

The characteristics of this program are as follows. First, it provides an opportunity to create a positive relationship among family members. In our rapidly-changing modern society, the meaning and value of 'family' is also changing, and the bonds among family members are also weakening. This program places the parents as the focus to create positive relationships among family members over three generations: grandparents, parents, and children. If each member realizes the real meaning of "together with my family"

and also understands his/her exact role within their family and appreciates it, they will be able to be more responsible and solve problems more effectively. The family members should also approach the problems that arise in our everyday lives, such as in school or at work, not as "intolerable", but as a "challenge that can be faced together." This will bring about a more positive manner toward problem solving. Accordingly, this program was developed to help family members participate fully in activities and interact with one another better.

Second, this program provides an easy, applicable teaching plan. It was designed so lecturers could easily direct participants according to the teaching plan provided. It promotes activities by separate instruction sheets for both parents and lecturers, so it can be done without much preparation on the lecturer's part. Sessions 4-6 are connected together in theme, but also can be used independently if the whole program cannot be done.

Third, the program adapts and uses diverse teaching methods, multimedia materials, and mediated activity to promote participants' motivation and interest. For example, When using PMI, which is a type of creative thinking skill, participants can try to find the good points (P = plus), the bad points (M = minus), and the interesting

<Table 2> The 'Three Generation Family-Madang Program'

Activities	Purpose	Teaching methods
Session 1. Diagnose our family	1. Diagnose our family situation-family relationship and family function 2. Think of positive aspects of our family	Creative thinking skills such as Brainstorming and PMI Discussion
Session 2. Please, listen carefully	1. Learn how to recognize an other's feelings, listen and empathize with other family members 2. Practice how to recognize an other's feelings, listen and empathize with other family members	Brainstorming Role Play Discussion
Session 3. Communicate like this	1. Learn effective communication skills 2. Practice effective communication skills	Role Play Discussion
Session 4. Play together	1. Understand the similarities and differences of the culture among the three generations 2. Share playful experience among the three generations	Play Game
Session 5. Happy together	1. Recognize the importance of family by sculpture 2. Enhance our family's strengths	Art (Sculpture) Game
Session 6. Healthy family	1. Think of how to sustain a better family relationship 2. Endeavor to make the family healthy	Art (drawing) Music Discussion

points (I = interesting) about their family. As PMI is easy and fun to use, the participants could enjoy its activities. Also, the participants had opportunities to assume a various roles, like daughter, husband, and grandparents, doing Role Play, which is easy and interesting to do. Role Play also helped them to understand other family members better.

To promote interest and motivate the participants, usage of multimedia materials was required. In the whole program, Power Point Presentations were prepared, and different media (video, movies, music, etc) were used to enhance the participants' interests. In addition, levels of understanding were checked. To encourage participants to express their feelings and opinions, the group was divided into several smaller groups for discussion or to do a skit. To provide an exciting and an enjoyable atmosphere, we provided games in between, with appropriate music.

2. The study on the effect of the 'Three Generation Family-Madang Program'

In order to examine the improvement of the family's functioning, a non equivalent pretest and post-test design was utilized, and multivariate analysis of covariance (MANCOVA) was used for the statistical analysis. The use of MANCOVA design was to control statistically

any initial differences in the parents that might have been present and which might confound differences between two groups of the parents.

<Table 3> presents the means and standard deviations of the pretest and post-test scores as measured by FACES instrument.

The results of the MANCOVA for family functioning showed marginal differences in family adaptability between the experimental group and the control group ($F_{(1,38)} = 5.35, p = .021$). However, as shown <Table 4>, there was no significant difference in family cohesion between the experimental group and the control group ($F_{(1,38)} = 3.70, p = .061$).

<Table 5> presents the means and standard deviations of the pretest and post-test scores measured by NRI instrument. MANCOVA was used to examine the enhancement of the grandparent-parent relationship <Table 6>. The use of MANCOVA design was to control statistically any initial differences in the parents that might have been present, and which might confound differences between two groups of the parents.

Overall, there was a statistically significant difference between the groups in their relationship with the grandparents (Hotelling's $T^2 = 22.80, F_{(5,31)} = 3.56, p < .05$). There were statistically significant differences between the groups in social support ($F_{(1,35)} = 13.20, p < .01$), intimacy ($F_{(1,35)} = 4.29, p < .05$), and companionship ($F_{(1,35)} = 6.55, p < .05$). This means that the experimental

<Table 3> Means and standard deviations of family functioning measured by FACES

Subscale	Experimental group (n = 21)		control group (n = 21)		
	Pretest	Post-test	Pretest	Post-test	
Family Functioning	Cohesion	M 4.40	4.38	4.32	4.12
		SD .49	.48	.53	.43
	Adaptability	M 3.85	3.89	3.87	3.69
		SD .57	.71	.57	.53

<Table 4> MANCOVA of family functioning measured by FACES

Treatment	Dependent variable	Hotelling's T ²	SS	df	MS	F	p
Program	Cohesion	6.8	.59	1,38	.59	3.70	.061
	Adaptability		.48	1,38	.48	5.35	.021

<Table 5> Means and standard deviations of grandparent-parent relationships as measured by NRI

Subscale		Experimental group (n = 21)		Control group (n = 21)	
		Pretest	Post-test	Pretest	Post-test
Social Support	<i>M</i>	4.05	4.08	3.69	3.43
	<i>SD</i>	.45	.48	.52	.42
Punishment / Relative Power	<i>M</i>	2.86	3.30	2.87	2.94
	<i>SD</i>	.81	.62	.81	.77
Intimacy	<i>M</i>	3.08	3.18	2.86	2.63
	<i>SD</i>	1.22	1.19	.94	.78
Companionship	<i>M</i>	2.76	3.16	2.84	2.64
	<i>SD</i>	.84	.74	1.06	.81
Conflict	<i>M</i>	2.13	2.20	2.35	2.65
	<i>SD</i>	.71	.87	.78	.58

<Table 6> MANCOVA of grandparent-parent relationship as measured by NRI

Treatment	Dependent variable	Hotelling's T ²	SS	df	MS	F	p	SDFC ²
Program	Social Support	22.8*	1.38	1,35	1.38	13.20	.001	-.69
	Punishment / Relative Power		.92	1,35	.92	2.96	.094	-.21
	Intimacy		1.71	1,35	1.71	4.29	.046	-.09
	Companionship		1.80	1,35	1.80	6.55	.015	-.29
	Conflict		.77	1,35	.77	3.64	.064	.37

* p < .05

<Table 7> Means and standard deviations of parent-child relationship as measured by NRI

Subscale		Experimental group (n = 21)		Control group (n = 21)	
		Pretest	Post-test	Pretest	Post-test
Social Support	<i>M</i>	4.11	4.15	3.95	3.81
	<i>SD</i>	.51	.48	.51	.48
Punishment / Relative Power	<i>M</i>	3.14	3.02	2.87	3.06
	<i>SD</i>	.74	.65	.67	.52
Intimacy	<i>M</i>	3.22	3.23	3.27	2.88
	<i>SD</i>	.85	.85	.87	.76
Companionship	<i>M</i>	4.19	4.32	3.90	3.77
	<i>SD</i>	.59	.57	.79	.69
Conflict	<i>M</i>	2.56	2.98	2.83	3.14
	<i>SD</i>	.80	.81	.59	.69

group had a better relationship with the grandparents than in the control group.

For a follow-up test, two-group discriminant linear function analysis was used. To find out where the significant differences lie, the coefficients from the discriminant function analysis were examined. Standard discriminant function coefficients (SDFC) listed in Table 6, show one large contributor, Social Support. That

means the Social Support subscale stands out as the most influential factor (-.69).

<Table 7> presents the means and standard deviations of the pretest and post-test scores as measured by the NRI instrument. To examine the improvement of the parent-child relationship, MANCOVA was used <Table 8>. There was a statistically significant difference between the groups in their relationship with children

<Table 8> MANCOVA of parent-child relationship measured by NRI

Treatment	Dependent Variable	Hotelling's T ²	SS	df	MS	F	p	SDFC
Program	Social Support	22.00*	.44	1,35	.44	4.76	.036	-.22
	Punishment / Relative Power		.21	1,35	.21	1.24	.274	.11
	Intimacy		1.57	1,35	1.57	5.47	.025	-.64
	Companionship		.94	1,35	.94	8.91	.005	-.74
	Conflict		.04	1,35	.04	.13	.722	-.17

* p < .05

(Hotelling's $T^2 = 22.20$, $F_{(5,31)} = 3.39$, $p < .05$). There were statistically significant differences between the groups in social support ($F_{(1,35)} = 4.76$, $p < .05$), intimacy ($F_{(1,35)} = 5.47$, $p < .05$), and companionship ($F_{(1,35)} = 8.91$, $p < .01$). This means that the experimental group had a better relationship with the grandparents than the control group.

To determine which group differences for dependent variables contributed to the rejection of the null hypothesis, two-group discriminant linear function analysis was used. To compare the groups, the coefficients from the discriminant function analysis were examined. Standard discriminant function coefficients (SDFC) listed in Table 8 show two large contributors, Companionship (-.74) and Intimacy (.64). That means the experimental group differed considerably from the control group in Companionship and Intimacy.

IV. Discussion and Conclusion

This study was aimed to develop the 'Three Generation Family-Madang Program' and validate the effects of this program. Discussion of the results is below.

1. Development of the 'Three Generation Family-Madang Program'

Our program aimed to strengthen emotional bonds and family functioning among three generations. To achieve goals for this program, we encouraged parents

to understand the significance of 'family', to find out its strength, and to explore ways to strengthen their family relationship. We encouraged family members to recognize the importance of family and family relations by focusing on the positive aspects of family rather than the negative. This approach aligns with recent approaches stressing the positive and strong aspects of family rather than the problems and pathology (Chung *et al.*, 2005).

We executed a pilot study before the main study. Through the pilot study, we recognized that it was important to sustain an open and acceptable atmosphere to induce mutual collaboration. Activities without such collaboration were either restricted to individual activities or performed under parents' direction, which could not encourage positive intergenerational exchanges. Therefore, we selected active activities to encourage physical contact and mutual assistance through sessions 4-6. We induced active and cheerful interactions by introducing games and songs in every activity. This design can be supported by the intergenerational program study (Park *et al.*, 2004), suggesting that children prefer active activities to passive activities with their grandparents.

We also introduced activities that recognize the differences and similarities across generations. Cultures across generations clearly differ due to differences in historical and social backgrounds and experiences. However, our program shows that, despite such differences, there are similarities over generations. We also encouraged family members to recognize the differences and specialties, as well as similarities and communalities of each generation culture. This approach

is similar to the concept of vital family (Elkind, 1999), which recognizes the diversities of family members as well as respects the needs of all family members. Our program encouraged family members to recognize both common and unique aspects of each generation, introducing activities that: 1) all generations can do well, and 2) a single generation is especially good at.

Participants in our study answered these activities and helped family members to understand both unique aspects of each generation's culture and common aspects of their own family culture.

Finally, our program focused on the active role of mothers. As the mediator of the three generations, parents performed a social lubricant's role to evoke intergenerational transactions. We also supported mothers in their efforts to shape positive self concept and enhance self efficacy. Positive self concept and self efficacy transmit to better relationships with other family members. Fein (1980) reported that the goal of parent education is to change the behaviors and attitudes of parents themselves. The changes of parents' attitudes evoke more efficient interactions with their children and positive influences on their children. Mothers in our study answered that they recognized changes in their behaviors and attitudes, which will positively influence their child rearing.

2. The effects of the 'Three Generation Family-Madang Program'

The effects of the 'Three Generation Family-Madang Program' on family functioning and family relations are as follows. First, there was significant positive effect on the adaptability as reported by the mothers. This suggests that every family member can, more independently and effectively, cope with various problems of the family and solve them better. We believe this program helped family members to focus on positive aspects of other members, and minimized mutual conflicts by learning effective communication skills.

Alternatively, there was no significant improvement in

family cohesion. These results reflect characteristics of modern society. The concept of cohesion, in our study, refers to both the psychological and the physical cohesion of family members, which includes temporal and spatial cohesion. But it is harder for family members to get together in our busy modern society. Even though family members are involved in making a decision on something important, they may have no time to get together physically. We could confirm this observation with the children in our study: most of them could not have meals with their families because of their busy schedules.

Second, there was a statistically significant enhancement effect on their relationship with their grandparents, as reported by their mothers. Significant discriminant factors to differentiate the experimental and the control group of our study were 'social support' and 'conflict'. Mothers in the experimental group perceived that they had more support, satisfaction, and encouragement from their parents when compared to the control group.

Generally, most of the parents accept that they have to aid their own elderly parents in various aspects. Most of the elderly experience physical problems due to senescence and illness, and go through a dependent period regarding their economic and psychological problems, which calls for help and the emotional support of their sons and / or daughters (Chung *et al.*, 2005). The experimental group's parents appreciated the improvement in the awareness of others' emotional state, and the growth in communication skills and knowledge, as they affect developmental characteristics of old age, which enabled them to better understand each other. They could have more satisfying relationships with their parents as compared to the control group, through redefining their parents as important people rather than a burden. Such satisfaction was felt both by parents for their grandparents, and by grandparents for their children and grandchildren. The experimental group's grandparents showed more satisfaction with their sons and / or daughters compared to the control group. Specifically, in relationships with their sons and / or daughters-in-law,

their responses included: "We understand each other better.", "We communicate more.", "We want to take care of our children and grandchildren better.", and "We want to provide our grandchildren with help that their busy parents cannot provide." Not only did the parents appreciate the improvement in the relationship with the grandparents, the grandparents also appreciated the improvement in the relationship with their children and their grandchildren. Furthermore, they began to explore many ways to support and care for their grandchildren.

These results reflect the interdependence of each generation. Other studies show that family functioning and relationships can be improved through psychological, social, and physical interchanges and support among generations (Crosnoe & Elder, 2002; Daniewicz, 1995). Our program suggests that family functioning and relationships can be improved by providing proper time and space to share activities, even if the generations cannot live together.

Third, there was a statistically significant enhancement effect on mothers' relationships with their children. Significant discriminant factors to differentiate the experimental and the control group of our study were 'companionship' and 'intimacy'. Mothers in the experimental group spent much more time and kept a more intimate relationship with their children compared to the those in control group.

Childhood is an important period for one's social, emotional, and cognitive development. Although rapid cognitive development is a key characteristic of childhood, children in Korean society experience excessive pressure and stress to pursue academic success. As a result, despite children's needs for self-directed learning through diverse experiences and creative exploration, parents often direct their children's learning to rote memorization. It is no exaggeration to say that such different perspectives on learning are the main cause of conflicts between parents and children. Such difference is clearly shown in the perception on the parental role as well. While parents noted "developing children's cognitive ability" as their most important

parental role, children noted "developing children's economic and social ability" as the most important parental role (Chung *et al.*, 2007). Through our program, mothers in the experimental group began to recognize what their children really wanted and tried to understand their children, which helped to reduce and overcome intergenerational conflicts. By providing time and space to communicate and enjoy time together with their children, mothers began to form more intimate relationships with their children and encouraged their children's strengths, which they did not recognize as much before.

Children also commented that their mother's attitudes have been changed. They expressed, for example, their mother's change with the following responses: "My mother attempts to communicate with me more frequently", "It is fun to play with my mother", "My mother does not blame me for not studying", or "My mother is easy now". Based on these responses, we can conclude that the children's relationship with their mother has been positively changed and both mothers' and children's perception of their relationships were changed. Since relationships are bidirectional, not unidirectional, changes in mothers' attitudes and behaviors encourage children to make efforts to improve their relationships. Therefore, positive interaction between mothers and children create a positive synergy effect to improve family culture, and in turn the entire society.

Furthermore, children in the experimental group expressed satisfaction in their relationships with their grandparents, with the following responses: "My grandmother could answer the question I could not answer, which is cool", "It is fun to share activities with my grandparents", "It was nice to share common activities with all family members." They were therefore satisfied to share different activities with their grandparents. These results align well with a prior study (Lee & Seefeldt, 1989; Crosnoe & Elder, 2002), which reported that grandchildren's attitudes and perceptions for their grandparents are influenced by their more positive experiences with their grandparents. Providing

such positive experiences is one of the main goals of the study.

Based on these observations, we now conclude our work. The effect of the "Three Generation Madang Program" has been shown to improve family relationships. The ultimate goal of this program was to strengthen family functioning and enhance family relationships by helping parents to have positive attitudes for themselves and their families, and to acquire necessary social skills. Our program received positive feedback from participants, and was effective in enhancing family functioning and improved family relationships over three generations. Furthermore, another significant outcome of this project was to provide proper time and space for participants to improve their family relationships across generations.

Finally, the program has some limitations, which form the basis for future study. First, we limited our participants to the middle class of a metropolitan area to control extraneous variables and keep the homogeneity of samples. As a result, our findings may not generalize to a lower sociometric class or some specific group. Though all sessions of our program were related, some parts can be flexibly taken out, such as sessions 4~6 requiring all three generations to participate, and can be used in some specific group such as social welfare institutions, daycare centers, and kindergartens aiming at improving intergenerational family relationships.

Second, the results of our study mainly focus on the change of family functioning and relationships perceived by mothers. Since the grandparents and the grandchildren participated in three sessions, we thought it was too short of a period to examine the effectiveness of our program. We thus used open-type questionnaires rather than standardized quantitative measurements to analyze their feedback. As a result, we could not adequately quantify the improvement of relationships as reported by the grandparents and the grandchildren. Based on this observation, we suggest extending the research method in order to quantify the improvement reported by the grandparents and their grandchildren.

Third, the most difficult part of the study was recruiting participants from three generations. Although most showed satisfaction and had a good time with their family members during the study, parents hesitated due to having their children skip after-school activities in order to participate. Considering this problem, we suggest making a 'three generation day' every month, to provide proper occasion and opportunity for the family to get-together.

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