

# A New Generation of English-speaking Grandparents?

A portrait of grandparents in Quebec's English-speaking community according to their relationship with their grandchildren, their health and well-being, and the services they receive



BY

Jacques Roy

Lead Researcher at Pôle d'expertise et de recherche en santé et bien-être des hommes and Associate Professor at Université du Québec à Chicoutimi

AND

Hélène Lahaie

Researcher and sociology student at Laval University

WITH THE COLLABORATION OF

Russell Kueber and Erica Botner

Community Health and Social Services Network

AND

Éric Pilote and Frantz Siméon

Professors and Researchers at

Université du Québec à Chicoutimi

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# 1- Introduction

Who are today's grandparents in Quebec's English-speaking community? Are they similar to or different from other Quebecers? Did this generation of grandparents break with those of the past, or are they carrying forward earlier ways? How do they relate to their grandchildren? Are there differences between grandmothers and grandfathers in their roles as grandparents? What are their needs and what are the existing services available for them? These are just some of the questions this research explores.

This study is the result of a close collaboration with the Pôle d'expertise et de recherche en santé et bien-être des hommes, the Université du Québec à Chicoutimi (UQAC), and the Community Health and Social Services Network (CHSSN). For the purposes of this research, the CHSSN contacted and supported various organizations in English-speaking communities to recruit grandparents for the survey questionnaire. It was thanks to this fruitful collaboration that the study was able to benefit from the broad participation of English-speaking grandparents (291 in total) from different regions of Quebec.

This research is an immediate follow-up of two other studies. The first, which was also carried out in collaboration with the CHSSN, the Regroupement pour la Valorisation de la Paternité, and the Pôle d'expertise et de recherche en santé et bien-être des hommes, provided a portrait of men and fathers belonging to the English-speaking community (Roy, Villeneuve, Kueber, Cech, & Johnson, 2021).

A second study focused specifically on male grandparenthood (Roy, Pilote *et al.*, 2021). It was carried out in close collaboration with the Association des retraitées et retraités de l'éducation et des autres services publics du Québec (AREQ) and the Pôle

d'expertise et de recherche en santé et bien-être des hommes. Comparisons can be made since the survey questionnaire was essentially the same.

The study report begins with a brief review of literature on grandparenting. This provides a better context for the results obtained among English-speaking grandparents. The objectives of the study and the methodology are then presented, followed by the results that form the basis of the report. This is followed by a discussion of the results and the presentation of recommendations to better support grandparents in their role. Finally, a summary of the study is reproduced as a conclusion.

## 2- Literature Overview

### Context

In 2017, there were around 750,000 grandfathers and 955,000 grandmothers in Quebec, for a total of 1,705,000 grandparents aged 45 and over.<sup>1</sup> That's 20% of Quebec's population. In the English-speaking community, there are an estimated 220,695 grandparents.<sup>2</sup> Despite these numbers, there is no tradition of research in the scientific literature on grandparenthood in Quebec, among either Francophones or Anglophones. Nevertheless, several recent studies, both in Quebec and elsewhere in the West, shed light on certain aspects of contemporary grandparenting. In Quebec, the few existing studies focus mainly on male grandparenthood.

### Social change

Studying grandparenthood means exploring the diversity of lifestyles in old age and the social frameworks that have a definite influence on the role of grandparents (gender, culture, local and national contexts) (Hummel, 2014). It also means taking into account certain social changes that affect the status of grandparenthood in our societies (Daure, 2020). For example, having fewer grandchildren means that grandparents have more time to spend with each child, making it easier to develop a meaningful relationship (Jappens and Van Bavel, 2019).

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<sup>1</sup> Extrapolation based on two sources:

Statistics Canada (2019) *Family History: Grandparents in Canada*.

<https://www150.statcan.gc.ca/n1/fr/daily-quotidien/190207/dq190207a-fra.pdf?st=HXhTMjbb>

Institut de la statistique du Québec (2022a): <https://statistique.quebec.ca/fr/produit/tableau/population-variation-quinquennale-et-repartition-canada-et-provinces>

<sup>2</sup> Extrapolation based on 2016 Canadian census data.

Changes in societal values have also led to the emergence of new models of grandparenting, in particular through a less rigid and traditional conception of authority<sup>3</sup> (Attias-Donfut, 1999) and new representations of social and gender roles (Bertrand, Court, Mennesson and Zabban, 2015; Castelain-Meunier, 2012; Roy, 2019; Sorensen and Cooper, 2010). Thus, for example, according to Charpentier, Quéniart and Glendenning (2019): “(...) being a grandfather today seems to provide respondents with the opportunity to develop meaningful ties with their grandchildren and to take on the ‘positive’ identity, functions and roles of the contemporary ‘grandfather’ figure” (p. 10). In addition, a recent qualitative study of grandfather-grandson dyads (Pilote, Bergeron, Roy and Thivierge, to be published in 2023) found that grandparenthood provides a real opportunity to put into practice, transmit, redefine, and/or reconfirm one’s own model of masculinity and the way it is experienced. Furthermore, still from the perspective of models of masculinity, the research highlights the importance of the emotional role in the relationship between grandfathers and grandsons (Pilote *et al.*, to be published in 2023), in line with the evolution of masculinities over time (Olazabal, 2015).

To these dimensions, we can add the continuous progress in life expectancy over the last few decades. According to Battams (2016), we are in fact witnessing an unprecedented lengthening of the relationship between grandparents and their grandchildren, with the grandparent/grandchild relationship effectively lasting for decades (Bernhold, 2019). These demographic considerations, offering the possibility of more extended intergenerational links, mean that grandparents today can play an even more important and influential role in the lives of their grandchildren than before (Dunifon *et al.*, 2018; Jappens and Van Bavel, 2019).

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<sup>3</sup> In a paper presented to the Conseil de développement de la recherche sur la famille en France, Attias-Donfut reminded us that today’s young grandparents were liberal parents influenced by post-Sixties’ ideas.

## The importance of family ties

Also, in Quebec and elsewhere in the West, family relationships are a major factor in the social participation of seniors. According to Attias-Donfut and Segalen (2001), the special ties between grandparents and grandchildren have never been stronger. Studies echo this observation. Today's grandparents are more involved in the lives of their children and grandchildren than those of previous generations (Dunifon *et al.*, 2018; Jappens and Van Bavel, 2019). In addition, the intergenerational relationship between grandparents and grandchildren is said to be mutually beneficial and to contribute to the well-being of families (Bender-Tinguely *et al.*, 2020; Gair, 2017; Mansson, 2016).

In addition to these observations, according to the study by Côté, Gervais, Doucet, and Lafantaisie (2022) on the impact of social and health measures on the links between grandparents and grandchildren, it appears that young people are genuinely concerned about their grandparents' health and the fragility of their lives. According to the authors, this reflects the importance that grandchildren attach to their grandparents' role in their lives (Côté *et al.*, 2022). According to Gervais, Côté, Vallée-Ouimet, and de Montigny (2022), grandchildren's concerns about their grandparents' health confirm their exposure to and understanding of public health messages related to the pandemic.

The importance of family ties is also highlighted in recent research on male grandparenting among AREQ member grandfathers (Roy, Pilote *et al.*, 2021b). The study noted the importance of grandfather-grandchild relationships, although these were significantly reduced during the pandemic. For example, the proportion of grandfathers reporting weekly contact with their grandchildren fell from one third to one fifth (21%) during the pandemic. Before the pandemic, three quarters of grandfathers (75%) reported having contact with their grandchildren at least a few times a month, with a third (34%) having contact once a week. And the satisfaction rate among grandfathers regarding this contact with their grandchildren was very

high at the time, at 94%, with 61% saying they were “very satisfied” with this contact. The role of encouraging grandchildren and showing them affection would be by far the most important in the minds of grandfathers (Roy, Pilote *et al.*, 2021b).

When it comes to the most common activities with grandchildren, the study found that entertaining grandchildren at home (95%), cultural activities (77%), educational activities (75%), babysitting grandchildren at home (71%), and accompanying them in leisure and sports activities (70%) were the most common. Finally, three quarters of grandfathers with grandchildren of different genders (74%) said they did the same activities (“often” or “very often”) regardless of the gender of their grandchildren. Some grandfathers who noted gender differences pointed out that these can vary depending on the age of the grandchildren. And where differences did exist, they were mainly to do with more sporting activities with grandsons and more socio-cultural activities with granddaughters (cinema, dance, art, etc.).

## **Reciprocal intergenerational support**

The close relationship, characterized by affection and trust, is very often beneficial for both grandparents and grandchildren (Côté *et al.*, 2022; Mansson, 2020). In this respect, there is a form of reciprocity, and intergenerational contacts represent a significant source of emotional, social, financial, and physical support not only for grandchildren, but also for the children who are their parents (Arpino, Pasqualini, Bordone, and Solé-Auró, 2021; Mansson, 2016). With regard to their children, grandparents can also help them exercise their parental role and support them in the event of family crises (Dunifon *et al.*, 2018; Jappens and Van Bavel, 2019). In adolescence and pre-adolescence, when conflicts between children and parents are more likely, they can be a definite source of mediation (Yorgason, Padilla-Walker, and Jackson, 2011).

In short, in terms of support, grandparents can play a variety of supportive roles in the lives of their grandchildren: friends, mentors, advisors, and motivators in particular



(Bernhold and Giles, 2020; Yorgason *et al.*, 2011). And this support is generally not one-sided. For example, grandchildren can support their grandparents both emotionally and in terms of various services rendered (Monserud, 2010; Pilote *et al.*, forthcoming 2023).

In the study by Roy, Pilote *et al.* (2021), which will serve as a point of comparison later, the dimension of “support, help, and guidance for grandchildren” and that of listening to them and being receptive and available to them came out first in terms of the significance attributed to the role of grandfather. The role of encouraging grandchildren in their development and showing them affection were by far the most important. The disciplinary role came last. Finally, the roles of transmitters of knowledge and skills, as well as utilitarian and playful roles, were given medium ratings according to the preferences of grandfathers.

## Children’s geographical mobility

The geographical and professional mobility of parents poses new challenges in time and space to the relationship between grandparents and their grandchildren.<sup>4</sup> This necessarily has an impact on intergenerational support and contact with parents and grandchildren. According to the study by Roy, Pilote *et al.* (2021b) on grandfathers, the first factor that can hinder contact with grandchildren is the geographical distance between the grandfather’s home and that of the grandchildren. Six out of ten grandfathers (63%) in the study identified this as the main nuisance factor (Roy, Pilote *et al.*, 2021b), far ahead of the other factors.

In this research, the importance of this factor is likely amplified by the geographical mobility of the children of elderly English-speaking parents. Since the mid-1970s, the “mobility of English speakers” within Canada has had a significant influence on the

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<sup>4</sup> Statistics Canada census data continues to document the growth of this phenomenon, which is largely dependent on changes in the labour market and the geographical mobility of the workforce.<sup>5</sup> Subject to the small sample of English-speaking grandfathers obtained. Only statistically significant links, i.e. a  $p \leq .05$ , are retained.

evolution of Quebec's English-speaking population, along with international immigration (Corbeil, Chavez, and Pereira, 2010).

In the context of the pandemic, to compensate for geographical and physical distance, the use of virtual communications such as *Face Time*, *Zoom*, and *Messenger* grew significantly. In fact, these virtual contacts between grandchildren and grandparents during a pandemic have been well documented (Arpino *et al*, 2021; Côté *et al*, 2022; Gilligan, Sutor, Rurka, and Silverstein, 2020; Glazer, 2020; McDarby, Ju, and Carpenter, 2021). There is also the phenomenon of grandchildren growing up (less available in adolescence and adulthood), which could play in favour of technological communications, given their social life and the occupation of their time, or geographical distance. The ease with which grandparents and their grandchildren were able to use different modes of communication via technology could also be explained by the increased use of the internet by older people over the last decade (Côté *et al.*, 2022; Smith and Anderson, 2018).

According to Schneider, Claudel, and Tazouti (2020), these online communications may help enrich the relationship between grandchildren and their grandparents, especially when grandchildren are far from their grandparents due to geographical distance. In the present study, virtual communications between grandparents and grandchildren could merit further attention given the geographical mobility of children in English-speaking communities.

## The English-speaking community

As far as we know, no study of the English-speaking community in Quebec has focused specifically on the phenomenon of grandparenthood. However, based on the works consulted, the following hypotheses are worth exploring in this research. Compared to the Francophone majority in Quebec:

- a) Geographic distance and professional mobility outside Quebec for the children of English-speaking seniors are factors that may be more of a barrier for grandparents in this community when it comes to contact with their grandchildren.
- b) According to the literature, education, a value that is more favoured in Anglo-Saxon culture, may be an important element in the transmission of values between grandparents and grandchildren.
- c) The family appears to be more of a primary reference for English-speaking grandparents in the transmission of values to their grandchildren.
- d) The lower socio-economic status of grandparents belonging to the English-speaking community may be a factor that makes their overall situation even worse.

These various dimensions need to be examined to gain a better knowledge and understanding of the potentially different experiences of grandparents in English-speaking communities.

## 3- Study Objectives and Methodology

### 3.1 Aims of the study

#### General objective

To draw a portrait of grandparenthood in the English-speaking community for the purposes of intervention, improving services, and developing knowledge.

#### Specific objectives

- Draw a general portrait of grandparents and their relationships with their children and grandchildren;
- Describe the observed gender differences in grandparenting;
- Identify aspects of grandparenting that are specific to the English-speaking community;
- Present recommendations to ensure that services better meet the needs expressed by English-speaking grandparents.

### 3.2 Methodology

The study is based on an online questionnaire sent to a random, representative sample of grandparents from the English-speaking community in various regions of Quebec. A total of 291 grandparents completed the questionnaire, providing a 90% confidence interval for the results.

In collaboration with the CHSSN, local organizations worked together to find grandparents willing to answer the questionnaire. Guarantees of confidentiality were given to participants, as were the objectives of the study (see the questionnaire in Appendix 2). The research team did not have access to the names of those who completed the questionnaire. A sequential number was assigned to each questionnaire for computer processing and statistical purposes.

Essentially, we used the same questionnaire as in the Roy, Pilote *et al.* study (2021b), with minor adjustments to reflect existing services and the reality of grandparents from English-speaking communities. The advantage of this formula is that it enables a comparison with the study in question.

The questionnaire includes the following sections:

- Personal characteristics of grandparents;
- The role of grandparents according to their perceptions and relationships with their grandchildren;
- Needs expressed and services related to the role of grandparent;
- Health, well-being, and social life.

The questionnaire is reproduced in Appendix 2. The introduction includes a presentation of the aim of the study, the method of selecting participants, and the guarantee of confidentiality of the results.

Throughout the study, particular attention was paid to the differences between grandparents by gender<sup>5</sup> and a comparison with other Quebec grandparents on the basis of recent research and literature on the subject. Bivariate analyses were carried out to better calibrate the differences observed between grandmothers and grandfathers.

Simple frequency tables were drawn up. For technical reasons, questions 8 and 9 of the questionnaire could not be processed. However, question 21, on grandchildren not living in the same region as their grandparents, contains most of the information to be gathered on this subject.

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<sup>5</sup> Subject to the small sample of English-speaking grandfathers obtained. Only statistically significant links, i.e. a  $p \leq .05$ , are retained.

In addition to the frequency tables, two categories of comments from grandparents are presented in summary form: a) comments accompanying various questions in the questionnaire (544 comments recorded); b) comments that were the subject of a content analysis (703 comments), namely those relating to question 11, which reads as follows: “What does being a grandparent mean to you personally and what does it involve in your life?” A total of 1,248 comments were examined. Specifically for question 11, a total of 280 grandparents provided comments, representing 96% of survey respondents.

For the purposes of content analysis, the comments provided in question 11 were grouped into five main categories and 45 subcategories. For each category and subcategory, the results are displayed according to the number of participants and the gender of the grandparents. Also, given the nature of question 11, for each of the subcategories it is mentioned that it relates either to the meaning participants express about being a grandparent or to the involvement arising from the role of grandparent. The boundaries between the two categories are sometimes porous, but overall, the exercise sheds relevant qualitative light on the results.

The five main categories used for the content analysis are as follows:

- What grandparents give;
- What grandparents receive;
- Intergenerational interaction;
- Obstacles to grandparenting;
- Other comments about the roles.

Appendix 3 contains a detailed table of the results by category and subcategory, with the number of respondents and a breakdown by gender.

An ongoing dialogue between questionnaire responses and the comments made is underway to identify areas of convergence, new ideas and approaches, points of view expressed in the comments, and any contradictions. In the results presentation,

comments accompanying various questions in the questionnaire are distinguished from those that were the subject of a content analysis.

Finally, the four working hypotheses set out in section 2 (Literature Overview) above were examined for the first time, considering the limitations of the available data.

Two methodological remarks:

- When the results of this study are sometimes compared with those of the study that looked at a sample of 323 AREQ member grandfathers (Roy *et al.*, 2021b), caution must be exercised in terms of interpretation, because unlike the present study, the Roy *et al* study focused exclusively on grandfathers who are retired from the education sector, and therefore not necessarily representative of grandparents in Quebec.
- Grandparents were selected from various regions of Quebec. The study reproduces the results for all these regions. Here again, care must be taken, as the general findings cannot be attributed to a specific region. For example, some results may vary depending on whether the grandparents live in Montreal or the Gaspé region. Additionally, fluctuations may exist within regions.

## 4-Results

The results are presented in the following four sections: grandparents' personal characteristics (including socio-economic status); their state of health and well-being as well as their social life; the role of grandparents according to their perceptions and relationships with their grandchildren; and finally, the needs expressed by grandparents and the services related to the role of grandparent. Occasionally, where relevant, links are made between the results of this study and those of the 323 AREQ member grandfathers (Roy *et al.*, 2021b), as well as various public data sources.

### 4.1 Personal characteristics of grandparents

From the outset, the geographical diversity of the grandparents who responded to the online questionnaire survey should be emphasized: 14 of Quebec's 17 administrative regions are represented in the sample. The Montreal metropolitan region<sup>6</sup> accounted for 53% of respondents. Nearly half of the other respondents (47%) were scattered across nine regions of Quebec (see appendix for details). In addition, grandparents living on the Island of Montreal are underrepresented in the sample in proportion to their population,<sup>7</sup> which is not the case for the other four regions in the Montreal metropolitan area.

The sample of respondents included 245 grandmothers and 46 grandfathers. Despite the large numerical difference between the two, the study was able to make statistically significant comparisons by gender.<sup>8</sup> These comparisons will be used throughout the presentation of the results.

In terms of age, nearly one grandparent in two (48%) is aged 75 and over, 41% from 65 to 74, and 11% from 50 to 64. Compared to the study of AREQ member

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<sup>6</sup> Including Île-de-Montréal, Laval, Montérégie, Laurentides, and Lanaudière.

<sup>7</sup> In 2021, 55% of the English-speaking population lived on the Island of Montreal (Île-de-Montréal), compared with 17% in the sample of respondents (JPocock Research Consulting, 2021). <sup>8</sup>  $p \leq .05$

<sup>8</sup>  $p \leq .05$



grandfathers (Roy, Pilote *et al.*, 2021b), the proportion of respondents aged 75 and over is significantly higher (48% vs. 27%). Among the grandparents in this study, 15% were born outside Canada. This proportion is in line with what is generally found in public data.<sup>9</sup>

In terms of family situation, just over half of grandparents (53%) live with a married partner, 35% live alone (40% of grandmothers and 11% of grandfathers),<sup>10</sup> 6% are in a common-law relationship, and 4% answered “other categories.” A further 5% live with their children and 1% with their grandchildren. The results of the study are generally in line with public data. For example, in 2016, half of all people aged 65 and over in Quebec lived with a married partner. Furthermore, 30% of people aged 65 and over lived alone, including 38% of women and 21% of men (Rose, 2019).

The home is by far the most common place of residence for grandparents (75%); 14% of grandparents live in flats, 7% in condos, 1% in multigenerational residences, and 3% in our sample lived in retirement homes. These results are broadly consistent with those of the study by Roy, Pilote *et al* (2021b).

On average, grandparents have 3.9 grandchildren, evenly split by gender, which corresponds to the average of four grandchildren in Canada (Battams, 2016). Almost half of grandparents (46%) have grandchildren aged 18 and over, 43% from 13 to 17, 56% from 6 to 12 and 43% from 0 to 5.

A third of grandparents (34%) have completed a university degree, and a quarter (27%) have a college diploma. The remaining grandparents (39%) are distributed between primary and secondary education. There were few gender differences.

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<sup>9</sup> In 2006, 14% of English speakers in Quebec were born abroad (Corbeil, Chavez, and Pereira, 2010).<sup>10</sup>  $P < 0.000$ .

<sup>10</sup>  $P < 0.000$ .

Compared to population-based data on the level of education of older people in Quebec (Rose, 2019), English-speaking grandparents are better educated.<sup>11</sup>

In terms of income, 10% of grandparents reported having an annual personal income of less than \$20,000 before taxes,<sup>12</sup> which automatically places them below the low-income cut-off according to Statistics Canada (2023), depending on whether the person lives alone or not and whether they live in an urban or rural area. Also, some of the grandparents (38%) who said they had an annual personal income ranging from \$20,000 to \$39,999 before taxes may also be below the low-income cut-off, depending on where they live and whether they live alone or with others, and for whom we have no information.<sup>13</sup>

It is difficult to make a systematic comparison between English-speaking and French-speaking grandparents in terms of income. At best, we compared our results with those for seniors in Quebec in 2020 (Institut de la statistique du Québec, 2022b). The comparison is indicative. It shows that 65% of people aged 65 and over in Quebec reported a total income of less than \$60,000, compared with 72% of Anglophone grandparents. This observation is consistent with the study by Roy, Pilote *et al* (2021b), which stated that, in terms of income, among other things, English-speaking men and fathers were more likely to have a personal income of less than \$35,000 in comparison to Quebec men and fathers in general (38% vs. 25%).

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<sup>11</sup> Proportionally, twice as many English-speaking grandparents have a university degree as people aged 65 and over in Quebec (35% vs. 14%) and one and a half times as many have a college degree (27% vs. 16%). Conversely, 70% of Quebec seniors have only a primary or secondary education, compared with 38% of English-speaking grandparents (Rose, 2019).

<sup>12</sup> The calculation excludes non-responses for comparison with public data.

<sup>13</sup> In 2021, the low-income cut-off established by Statistics Canada and based on after-tax income (whereas the annual income data in this study are based on pre-tax income) was as follows, according to place of residence and number of people: in rural areas, \$14,915 for one person and \$18,153 for two people. In urban areas with a population of 500,000, the figure was \$22,801 for one person and \$27,750 for two people.

## 4.2 Health, well-being, and social life

Three classic indicators were chosen to describe the health, well-being, and social life of grandparents. The first concerns the state of physical health as perceived by grandparents. The first concerns the state of physical health as perceived by grandparents.<sup>14</sup> Nine out of ten grandparents (89%) consider that their physical health varies from “good” to “excellent,” 9% describe it as “fair,” and 2% consider it to be “poor.” Twice as many grandfathers as grandmothers rated their health as “fair” to “poor” (24% vs. 9%).<sup>15</sup> Overall, for grandparents, these data compare favourably with those from another study of grandparents in Canada (Battams, 2019).<sup>16</sup>

In terms of perception of mental health,<sup>17</sup> 98% of grandparents described their mental health as “good” to “excellent,” leaving a meagre 2% who described it as “fair.” As a corollary, 94% rated their social life as “good” to “excellent.” Four times as many grandmothers as grandfathers rated their social life as “excellent” (33% vs. 7%); conversely, twice as many grandfathers (11% vs. 4%) rated their social life as “fair.”<sup>18</sup>

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<sup>14</sup> The calculation excludes non-responses for comparison with public data.

<sup>15</sup>  $p=0.025$ .

<sup>16</sup> In this study, in 2011, 77% of grandparents in Canada described their health as “good, very good, or excellent,” while 23% described their health as “fair or poor” (Battams, 2019).

<sup>17</sup> The calculation excludes non-responses for comparison with public data.

<sup>18</sup>  $p=0.030$ .

### 4.3 Role of grandparents and relations with their grandchildren

The two most important roles identified by grandparents as “very important” are encouraging and supporting their grandchildren in their projects (85%) and showing them affection (83%). The roles of transmitting knowledge and skills, as well as utilitarian and recreational roles, fall somewhere in between. The preference for these roles ranges from 60% to 66%. Finally, two roles come full circle: the role of mediator within the family (27%) and the disciplinary role, which comes last (17%). Other roles not included in the questionnaire were reported by participants in the comments (110 participants). These were the roles of transmitter of family history, role models for inculcating respect in particular, complements to parents, listener, confidant, and occasional financial support.

Grandmothers gave more importance than grandfathers to each of the proposed roles. Here is a summary of the importance given to each of the role statements by gender and by degree of statistical significance of the differences observed:

- Emotional role: “Very important” GM: 87%; GF: 65% ( $p \leq 0.001$ )
- Disciplinary role: “Important and very important” GM: 71%; GF: 41% ( $p = 0.001$ )
- Educational role: “Important and very important” GM: 96%; GF: 89% ( $p = 0.020$ )
- Role of encouragement: “Very important” GM: 87%; GF: 74% ( $p = 0.027$ )
- Role associated with play: “Very important” GM: 69%; GF: 52% ( $p = 0.028$ )
- Utilitarian role: “Important and very important” GM: 95%; GF: 86% ( $p = 0.035$ )
- Role of mediator: “Important and very important” GM: 77%; GF: 59% ( $p = 0.042$ )

Content analysis of the comments (280 participants) identified a role that was by far the most important: the emotional role.<sup>19</sup> Three quarters of grandparents (74%), or 206

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<sup>19</sup> For the purposes of content analysis, an emotional role includes comments about expressing affection or demonstrating an emotional bond.

participants, identified this role. The second most important role (17% of grandparents, or 48 people) concerns education, support at school, mentoring, and developing self-esteem.

In the participants' opinion, half (51%) felt that the roles of grandmother and grandfather were similar, 29% felt they were different, 16% said they were both similar and different, and 4% said they didn't know. There is a significant difference between grandmothers and grandfathers in terms of whether these roles are seen as different<sup>20</sup>: a quarter of grandmothers feel this way compared to half (48%) of grandfathers.<sup>21</sup> In the comments gathered from grandparents (103), the following main ideas emerged about the differences between grandparents by gender: it's easier for grandchildren to talk to their grandmother; grandchildren do more activities with their grandmother inside the home, whereas with their grandfather activities are more outside the home; finally, a role based on love and affection is more easily associated with grandmothers and a role based on fun activities with grandfathers.

Still on grandparents' roles, the study looked at two key dimensions: the meaning attributed to being a grandparent and the resulting involvement. More specifically, grandparents were asked: *What does being a grandparent mean to you and what does it involve in your life?* A content analysis of the comments gathered provides the following summarized points:

a) **The significance of being a grandparent**

In terms of the significance of the grandparents' role, the comments suggest it is a very important role in their lives (103 comments). Expressed another way, the top five subcategories in terms of importance are: emotional (205 comments), a reason to be alive and the continuation of the family (84 comments), the pleasure of being a grandparent (69 comments), expectations of intergenerational reciprocity (28 comments), and the transmission of family values (23 comments).

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<sup>20</sup> p= 0.006.

<sup>21</sup> p= 0.006.

Many grandparents also talked about the benefits of this role in their lives: the joy, pleasure, and laughter, as well as the privilege it represents and the fulfilment it brings (79 comments); about intergenerational social contacts (32 comments); and about keeping themselves mentally and physically healthy (19 comments). Other grandparents alluded to their expectations of their grandchildren, such as gratitude, and their hope that they would grow up to be caring, giving adults (28 comments). Some grandparents also mentioned passing on traditions, values, and family history, acting as guardians of heritage (23 comments), creating positive memories on both sides (9 comments), and, finally, providing a safe haven for their grandchildren (9 comments).

A few grandparents raised the obstacles related to having sick grandchildren or having children that limit their role (2 comments). Among the important roles is the utilitarian, which can involve a lot of time and dedication. We'll come back to this in the next section on grandparents' involvement.

From this summary, we can see that the emotional dimension and the happiness of being in a relationship with grandchildren form the primary basis for the meaningfulness attributed to being a grandparent. This finding confirms one of the results of a longitudinal study carried out by a group of researchers at Harvard University since 1938, namely that "the key to happiness, health and longevity [lies] in the quality of their relationships, especially their most intimate ones."<sup>22</sup>

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<sup>22</sup> Reprinted by Anne-Andrée Cormier, 2022: 69, in Nadeau, C. and Néméeh-Nombré, P. (eds), *Les droits en mouvements. L'avenir des libertés*.

## **b) Involvement of grandparents**

The content analysis of comments sheds light on grandparents' conception of their involvement with their grandchildren: 133 comments relate to regular interaction with grandchildren; 48 relate to support at school; 40 relate to various activities such as sharing meals, telling stories, playing games, and attending their sporting activities and events; 37 relate to listening, sharing, and support during good times and bad, and when they don't want to talk to their parents about a subject; 24 relate to less frequent visits on birthdays or holidays; finally, 20 comments relate to being available to their grandchildren.

The following results on contact and the nature of activities with grandchildren complete the picture of grandparents' involvement.

The frequency of contact between grandparents and grandchildren (in person, by telephone, or through other virtual communication) is as follows: more than once a week (42%), between once a week and a few times a month (41%), between once a month and less (8%), and a few times per year (9%).<sup>23</sup> Once again, significant gender differences appear between grandparents. For example, 45% of grandmothers have contact more than once a week, compared with 29% of grandfathers.<sup>24</sup> At the extreme end of the frequency scale, twice as many grandfathers as grandmothers (17% vs. 7%) have contact with their grandchildren a few times a year.

Some grandparents mention that interactions can be carried out using electronic communication tools, such as texting, video calls on Face time or Messenger, etc. (18 comments). This is particularly the case with older grandchildren. These interactions are an opportunity for grandparents to become confidants, discuss their grandchildren's future plans, and go on outings that take the form of lunch, shows, etc. (6 comments).

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<sup>23</sup> Less than 1% of grandparents (.07%) reported having no contact with their grandchildren, i.e. 2 grandparents out of 291.

<sup>24</sup> P=0.040.

The level of satisfaction with contact with grandchildren is high: nine out of ten grandparents (88%) say they are either “very satisfied” (59%) or “satisfied” (29%) with this contact, compared with 12% who say they are either “dissatisfied” (9%) or “very dissatisfied” (3%). The differences between grandparents by gender are sometimes appreciable. Proportionally, one and a half times as many grandmothers as grandfathers said they were “very satisfied” with their contact with their grandchildren (62% vs. 39%). Conversely, one in four grandfathers (24%) compared with one in ten grandmothers (10%) said they were “dissatisfied” or “very dissatisfied” with their contact.<sup>25</sup>

When it comes to activities between grandparents and grandchildren, the top three most popular activities are receiving grandchildren at home (81%), receiving them overnight (55%), and accompanying grandchildren in their leisure and sports activities (48%). There are differences depending on the gender of the grandparent. Grandmothers are more likely than grandfathers to take part in educational activities with their grandchildren (42% vs. 22%, i.e. twice as often),<sup>26</sup> to look after their grandchildren overnight (57% vs. 43%),<sup>27</sup> to drive them to nursery or school (40% vs. 26%),<sup>28</sup> and to take part in cultural activities with them (39% vs. 30%).<sup>29</sup> Conversely, grandfathers are more likely than grandmothers to take part in sporting activities (30% vs. 20%).<sup>30</sup>

With regard to the emotional bond mentioned above, the implications can be good listening and becoming a confidant (41 comments) in good times and not so good, sometimes with grandchildren preferring to talk to grandparents than to their parents.

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<sup>25</sup> p=0.006.

<sup>26</sup> p= 0.008.

<sup>27</sup> Not significant.

<sup>28</sup> Not significant.

<sup>29</sup> Not significant.

<sup>30</sup> Not significant.



For some grandparents, this emotional bond justifies their decision to stay close to grandchildren and even live closer to them (8 comments).

From these observations, we surveyed grandparents to find out whether, in their opinion, the activities they reported doing with their grandchildren were similar or different depending on gender. The majority of grandparents (61%) reported doing the same activities regardless of their grandchildren's gender, with a third (32%) saying they "sometimes" and 7% saying they "never" did the same activities with granddaughters or grandsons. There was no difference in the responses from grandmothers and grandfathers. In the comments gathered (114 participants), some grandparents said their grandchildren's age and interests could influence a difference in activities according to gender.

As with grandchildren, the level of satisfaction with contact with grandparents' children is significantly high: 92%, two thirds of whom (66%) say they are "very satisfied." The dissatisfaction rate is 8% (7% for grandmothers and 13% for grandfathers).<sup>31</sup>

Factors that could affect contact between grandparents and grandchildren were suggested to the participants. Three types of factor were reported in priority. The first was geographical distance: more than half the grandparents (56%) identified this as a factor.<sup>32</sup> The second type of factor was the lack of availability, either of grandchildren (45%), children (41%), or grandparents (33%). Finally, a third factor suggested was difficult family dynamics and family conflicts: more than a third of grandparents (36%) mentioned this as a factor. Among the comments reported by grandparents (90 participants), half (52%) concerned geographical distance due to the location of their children, i.e. their grandchildren's parents, some of whom lived outside Quebec. The same was true in the content analysis of the comments, where geographical distance and, consequently, lack of availability were themes identified by 18 participants.

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<sup>31</sup>  $p= 0.034$ .

<sup>32</sup> To determine whether a factor could be harmful, the categories "little," "many," and "very strongly" were added together.

When it comes to grandparents whose grandchildren do not live in the same region, their level of satisfaction with contact is lower than that recorded above for all grandparents. For example, 44% said they were “very satisfied,” compared with 59% of all grandparents. One in four grandparents (24%) replied that they were either “dissatisfied” with contact with their grandchildren, “very dissatisfied,” or had no contact with them at all. The proportion of dissatisfied grandfathers was three times higher than the proportion of dissatisfied grandmothers (46% vs. 13%).<sup>33</sup> In the comments received (93 participants), several grandparents said they used virtual means of communication to keep in touch with their grandchildren.

Finally, it’s worth highlighting a comment from a grandmother who managed to maintain regular interaction with her grandchildren by producing crafts (knitting) for them.

...Since my grandchildren live far away and I love knitting, they depend on me to knit them whatever they want by sending me the photo. They often expect me to find the yarn, sometimes they choose it themselves, but they expect me to find a way to knit them the latest pattern with the newest style. For me that involves lots of research, but they are glad that we can discuss their choice. That leads into deeper conversations, which is great...

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<sup>33</sup> p= 0.001.

## 4.4 Needs expressed by grandparents and services related to their role

This section looks at the needs expressed by grandparents and the services they feel could support them in their role as grandmother or grandfather to their grandchildren. Of the needs suggested, the one that clearly stood out from the others was the need for activities to ensure their own physical, social, and mental well-being (64% of grandparents rated this need as “important” or “very important”). The other needs<sup>34</sup> suggested in the questionnaire each attracted between 25% and 31% of respondents. There was no significant difference between grandparents of different genders. The comments (34) included a variety of other activities, some very specific, some overlapping with those suggested.

As far as services are concerned, all those proposed in the study questionnaire were judged to be either “important” or “very important” by half or more of the respondents. However, they can be divided into three groups according to the importance attached to them by grandparents. For example, transportation and intergenerational activities top the list.<sup>35</sup> It should be noted that these two categories of services are among the priorities for action in a brief by the Institut de la statistique du Québec (2023) on a national strategy to improve the quality of life of seniors. A second category comprises the following services: individual support for the role of grandparent, support groups, mediation services, and a telephone helpline for grandparents.<sup>36</sup> Finally, services related to training or organizing grandparent-grandchild meetings complete the list.<sup>37</sup> Proportionally, more grandmothers than grandfathers consider all the services on offer to be “very important,” except for transportation.<sup>38</sup>

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<sup>34</sup> The other four were: Grandparenting Fact Sheet, Grandparenting Training, Support or self-help group, and Podcasts and online videos.

<sup>35</sup> More than a quarter of respondents rated them as “very important”: 26% (intergenerational activities) and 27% (transportation).

<sup>36</sup> Between 17% and 19% of grandparents, depending on the services offered, rated them as “very important.”

<sup>37</sup> 12% considered them “very important.”

<sup>38</sup> 24% for grandmothers compared to 28% for grandfathers (not significant).

## 5-Discussion and recommendations

This section discusses the results on three levels. First, certain links between the scientific literature on grandparenting and the results of the study are explored. Second, the differences according to grandparents' gender (central figure in the results) are highlighted. Finally, the four hypotheses characterizing the English-speaking community from the perspective of grandparenthood are reviewed. Along the way, several unresolved research questions and suggestions for further study are identified.

In addition, recommendations inspired by a review of the results are put forward to better meet the needs expressed by grandparents living in English-speaking communities. The collaboration of the CHSSN was very useful in this respect, given the organization's wealth of experience with English-speaking communities.

### 5.1 Discussion

#### Links with the written word

Family ties and intergenerational support between grandparents and grandchildren are a common thread running through the results of the study and the literature reviewed. In various ways, these ties have been discussed in the scientific literature in terms of the permanence of family ties, or even their strengthening in the context of the relationship between grandparents and grandchildren (Attias-Donfut and Segalen, 2001; Dunifon *et al.*, 2018; Jappens and Van Bavel, 2019). More generally, this evolution is driven by new representations of social and gender roles, demographic considerations, and the diversity of lifestyles in society (Hummel, 2014; Jappens and Van Bavel, 2019; Olazabel, 2015). In terms of intergenerational support, authors have documented the existence of reciprocity between grandparents and grandchildren (Monserud, 2010; Pilote *et al.*, to be published in 2023) and the positive effects of such reciprocity (Côté *et al.*, 2022; Manson, 2020).

The results of the study converge with these general findings in terms of the characteristics of family ties, such as the frequency of contact between grandparents and grandchildren, the high degree of satisfaction with these contacts reported by survey participants, the same level of satisfaction with their own children who are the parents of their grandchildren, and the importance attached to the various roles played by grandparents. The study did not specifically explore the dimension of relational reciprocity between grandparents and grandchildren.

Consistent with the literature, the study results paint an immediately positive picture of relations between grandparents and grandchildren as well as with their children, a picture marked by relational closeness and intergenerational complicity. This may be due to a new generation of grandparents who, as Attias-Donfut (1999) describes, were liberal parents influenced by what she calls “post-Sixties” ideas. The author argues that “This is the end of the ‘moral family,’ replaced by the ‘relational family’” (p. 14 and 15). This is indeed the spirit of the results, which are characterized more by the search for dialogue between grandparents and grandchildren than by the transmission of rules signalling family authority. One tangible sign is that the “disciplinary” role comes a distant last in the list of proposed roles. In particular, just 4% of grandfathers consider this role to be “very important,” whereas in another era it characterized paternal authority in the family. What’s more, in the comments we received, some grandparents said they would gladly leave this role to the grandchildren’s parents in order to preserve the “best” of the relationship with their grandchildren.

But there are problems too. For the most part, they relate to geographical distance—which will be discussed later—and difficult family dynamics and conflicts. According to our results, more than a third of grandparents reported experiencing difficult family dynamics and family conflicts. This is important because, according to the grandparents, these problems affect the quality and frequency of contact with their grandchildren. AREQ’s research on grandfathers (Roy, Pilote *et al.*, 2021b) echoed this finding. In a context of difficult family dynamics and conflicts, satisfaction with

grandfathers' contact with grandchildren and their children-parents and the availability of the latter (grandchildren and children-parents) were lower than for others. The study also found that grandfathers in difficult family situations were more open to receiving services to support them in their role as grandfather (Roy, Pilote *et al.*, 2021b). In the present study, 60% of grandparents considered it "important" or "very important" to have access to mediation services.

### **Gender differences**

The differences observed between grandparents were rich in this research. In terms of the importance attached to the role of grandparent, the frequency of contact with their grandchildren and the degree of satisfaction they derive from it, as well as the activities they share with them, grandmothers were generally more involved. Without exception, grandmothers were more likely than grandfathers to describe the seven roles of grandparents proposed in the questionnaire as more important. One and a half times as many grandmothers as grandfathers had contact with their grandchildren more than once a week and said they were "very satisfied" with their contact with them. Finally, the activities enjoyed with grandchildren are more likely to be educational, cultural, or community-based for grandmothers and sporting for grandfathers.

This last observation is echoed in AREQ's study of grandfathers as follows: those who mentioned the existence of differences in activities according to the gender of the grandchildren identified more socio-cultural activities with granddaughters (cinema, dance, plastic arts, etc.) and more sporting activities with grandsons (Roy, Pilote *et al.*, 2021b). But the subject is complex, and the dividing lines are not always watertight depending on the gender of the grandparents—especially as it may depend on the age of the grandchild. Despite this, half the grandfathers felt that the activities they engaged in differed according to gender, compared with a quarter of grandmothers.

Let's return to the question of grandparents' roles. Are they similar or different depending on the gender of the grandparents? It's hard to give a definitive answer to this question. Half the grandfathers felt the roles were different depending on gender,

compared with a quarter of grandmothers. One grandmother replied: “*Same difference as a mother and a father.*” This leaves the question of gender roles in grandparenting wide open.

From an evolutionary point of view, we are witnessing the advent of a new generation of fathers who are moving away from the traditional model of authoritarian fathers more distant from their children (Côté, 2009; Martial, 2017; Roy, Dubeau, Villeneuve *et al.*, 2022). The new generation is taking on a more relational, educational, and emotional role with their children by assuming a less gendered sharing of care and responsibilities (Quéniart, 2004). Some of these fathers have become grandfathers. At the same time, we are gradually seeing the emergence of a new generation of grandfathers who are developing similar attributes in their relationships with their grandchildren (Charpentier *et al.*, 2019; Pilote *et al.*, forthcoming 2023; Roy, Pilote *et al.*, 2021b). This may have been reflected in our results by comparing the comments of the participating grandfathers. Be that as it may, let’s put forward the following contrast in images: that of a traditional grandfather, austere and serious, frozen in a frame displayed in the living room; and that of a more contemporary grandfather living out of the frame on the floor playing with his grandchildren while showering them with affection, where the living room is now nothing but hubbub and loud laughter. Is this plausible?

More generally, an analysis of grandparents’ comments showed us that no matter how the data is arranged and what angle is taken, the positive emotions and happiness brought on by the relationship with grandchildren is the most significant impact of being grandparents. The literature already warned us!

## **Working hypotheses**

At the start of the study, four working hypotheses were proposed. Without carrying out a systematic verification of each, links with the results are made here to better appreciate the hypotheses within the limits of our material. Let's look at each of these hypotheses in light of the results:

- a) Geographic distance and professional mobility outside Quebec for the children of seniors in the English-speaking community are factors that may hinder contact between grandparents and their grandchildren.

Of all the factors that can hinder contact with grandchildren, geographical distance tops the list by far: more than half of grandparents say that distance limits or even compromises the number and quality of contacts with their grandchildren. Similarly, transportation and intergenerational activities were identified by grandparents as the most important services for them. It was also found that the rate of dissatisfaction among grandparents regarding contact with their grandchildren was one and a half times higher among those with grandchildren living outside their region. Finally, many of the comments made by grandparents mentioned that their own children live outside Quebec, or even outside the country, a characteristic that is more prevalent in English-speaking communities (Corbeil, Chavez, and Pereira, 2010).

- b) Education, a value more favoured in Anglo-Saxon culture according to the literature, could be an important element in the transmission of values between grandparents and grandchildren.

Research by Roy, Villeneuve, Kueber, Cech, and Johnson (2021a) found that 40% of English-speaking men had a university degree compared with 28% of French-speaking men. This finding is consistent with population data comparing English- and French-speaking populations as a whole (JPocock Research Consulting, 2021). In 2021, 34% of Anglophones in Quebec were "highly educated," as the study described,



compared with 22% of Francophones.<sup>39</sup> Could this distinctive trait play a role in the transmission of values between grandparents and grandchildren? The research does not provide definitive conclusions on this question, except to say that our content analysis revealed that the educational role was one of the most important considered by grandparents in the survey; in fact, 95% considered it “very important” or “important.” Another study could usefully explore this question more specifically.

- c) The family appears to be more of a primary reference for English-speaking grandparents in the transmission of values to their grandchildren.

In our results, and in various ways, the family appears to be a central figure for grandparents in their relationships with their grandchildren. Previous authors also found this (Attias-Donfut and Segalen; 2001; Bender-Tinguely *et al.*, 2020; Côté *et al.*, 2022; Dunifon *et al.*, 2018; Gair, 2017; Jappens and Van Bavel, 2019; Mansson, 2016). Thus, 83% of grandparents have contact with their grandchildren more than once a week to a few times a month, and nine out of 10 are satisfied or very satisfied with this contact (a similar scenario with their own children who are the parents of their grandchildren). In addition, the study showed a diversity of activities between grandparents and grandchildren, the nature and frequency of which varies according to grandchildren’s age. Finally, we saw in the comments that the role of transmitting family history and certain traditions was very much present (9% of comments). Moreover, some grandparents, in their comments, saw grandparenthood as an opportunity to reunite the family as it evolved. However, this last question arose from individual comments made by grandparents as part of the content analysis and not in a systematic way from a question asked in the survey. A comparative study between English- and French-speaking grandparents would be necessary to make a more informed judgment on the hypothesis of greater importance attached to family in English-speaking environments.

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<sup>39</sup> JPocock Research Consulting, based on Canadian census data, Statistics Canada, 2021. <https://chssn.wenginepowered.com/wp-content/uploads/2023/04/2021-Dashboards-Quebec-and-RTS-Territories-FR.pdf>

- d) The lower socio-economic status of grandparents belonging to the English-speaking community may be a factor that makes their overall situation worse.

It is difficult to make a systematic comparison between English- and French-speaking grandparents in terms of income. At most, we compared our results with those for seniors in Quebec in 2020 (Institut de la statistique du Québec, 2022b). The comparison is indicative. It shows that 65% of people aged 65 and over in Quebec reported a total income of less than \$60,000, compared with 72% of the English-speaking grandparents in our study. This observation is in line with the study by Roy, Villeneuve, Kueber, Cech, and Johnson (2021a), which in terms of income mentioned, among other things, that English-speaking men were more likely to have a personal income of less than \$35,000 in comparison to French-speaking men (38% vs. 25%). Could these income differences make the general situation of English-speaking grandparents more difficult? By analogy, various studies and surveys support this hypothesis in terms of health, well-being, and family and social relationships (Centre d'étude sur la pauvreté et l'exclusion, 2018; Généreux *et al.*, 2021; McCartney *et al.*, 2019; INSPQ, 2020, 2021; SOM, 2021)—not to mention financial access to certain services in their own language.

## 5.2 Recommendations

The recommendations aim to improve the health and well-being of grandparents, their relationships with their grandchildren, and access to services. In light of the results, here are a few recommendations:

- Develop alternatives within the community to the transportation difficulties affecting the relationship between grandparents and grandchildren.
- Develop intergenerational activities between grandparents and grandchildren in their own community.
- Document and disseminate grandparents' experiences and good practices in grandparenting to encourage and support grandparents in their relationship with their grandchildren.
- Offer training workshops to grandparents on how to use new communication technologies to optimize contact with their grandchildren.
- Set up a telephone hotline in English to receive calls and provide advice to grandparents experiencing difficulties.
- Pay specific attention to the needs and accessibility of services for grandparents experiencing difficult family dynamics or a context of conflict that may hinder their ties with their grandchildren, to better support them in their role as grandparents.
- Develop an exploratory research project to document the reality of English-speaking grandparents in different communities and thus describe any uniquely Anglophone characteristics in this regard.
- Launch a research project to document the transmission of family traditions and values in English-speaking communities.

## 6-Conclusion

This research was an opportunity to explore a largely unknown social reality: grandparenthood in English-speaking communities. We already noted how little has been written about grandparenthood in general, and even less about the role of grandparents.

The title of the study opened with the question: *A new generation of English-speaking grandparents?* Although it was not the subject of this research, several findings support the idea of a generational shift in care for English-speaking grandparents, like others in Quebec and elsewhere in the West. Among the most important are the emphasis placed on the relational and emotional aspect of grandparents' ties with their grandchildren, and less interest from the grandparent in sharing an authoritative role. According to the meaningfulness they give to these roles, encouraging and supporting their grandchildren in their projects and showing them affection are by far the most important among the list of roles proposed to grandparents in the survey. It's worth noting that two thirds of grandfathers (65%) rated the role of showing affection for their grandchildren as "very important," in addition to the roles associated with traditional masculinity.

From the grandparents' point of view, the overall picture of relations with their grandchildren is very positive. The degree of satisfaction with contact with their grandchildren is high (90% or more, including contact with their own children who are the grandchildren's parents); 83% of grandparents have contact between more than once a week and a few times a month; activities with their grandchildren are varied and sometimes follow a gender divide. Differences were observed in terms of the gender of the grandparents, particularly concerning activities with their grandchildren. Overall, it is difficult to say whether grandmothers and grandfathers have more differences than similarities. This depends on the indicators used and the angle of analysis.

Geographical distance was identified as the primary factor affecting contact with grandchildren. This equation must account for the reality of English-speaking communities in Quebec, where the phenomenon of interprovincial and international migration of grandparents' children is much greater than in French-speaking communities. As a result, in the study, the degree of satisfaction with contact with grandchildren who do not live in the same region as their grandparents was lower than for other grandparents: a quarter of these grandparents said they were "dissatisfied," "very dissatisfied," or had no contact with their grandchildren. This finding is an inescapable part of the discussion. It should also be noted that more than a third of grandparents are confronted with difficult family dynamics and family conflicts that stand in the way of contact with their grandchildren. In this respect, six out of 10 grandparents (60%) consider it "important" or "very important" to be able to rely on mediation services. Lastly, the two services they consider most important are transportation and intergenerational activities.

The recommendations above are largely inspired by the research findings. They provide a basis for improving the health and well-being of grandparents from English-speaking communities and the services available to them. Our first hope is that the study will be useful to practitioners and public decision-makers who want to make changes for the well-being of grandparents and their grandchildren.

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## APPENDIX 1 - Simple Frequency Tables

Table 1 - Distribution of respondents by age and gender

How old are you?	N	%	N GM	% GM	N GF	% GF
1 Under 50 years old	1	0%	1	0%	0	0%
2 50 to 64 years old	49	17%	44	18%	5	11%
3 65 to 74 years old	119	41%	100	41%	19	41%
4 75 years and older	122	42%	100	41%	22	48%
Total:	291	100%	245	100%	46	100%

Table 2 - Distribution of respondents by region

Participant Region	N	%
Lower St. Lawrence	5	2%
National capital	3	1%
Mauricie Central Quebec	12	4%
Eastern Townships	5	2%
Montréal	50	17%
Outaouais	34	12%
Abitibi Témiscamingue	11	4%
North Shore	22	8%
Gaspésie - Îles-de-la-Madeleine	37	13%
Chaudière-Appalaches	9	3%
Laval	18	6%
Lanaudière	15	5%
Laurentians	7	2%
Montérégie	63	22%
Total all regions:	291	100%

Table 3 - Distribution of respondents by country of origin

Participant's country of origin	N	%
Canada:	247	85%
Other country:	44	15%
Total	291	100%

Table 4 - Distribution of respondents by family situation and by gender

What is your family situation?	N	%	N GM	% GM	N GF	% GF
1 I live alone.	102	35%	97	40%	5	11%
2 I live with my spouse to whom I am married.	153	53%	118	48%	35	76%
3 I live with my common-law spouse.	17	6%	14	6%	3	7%
4 I live with one or more of my children.	14	5%	10	4%	4	9%
5 I live with one or more of my grandchildren.	3	1%	2	1%	1	2%
6 Other	11	4%	7	3%	4	9%
Total:	291	104% <sup>40</sup>	245	102% <sup>41</sup>	46	114% <sup>42</sup>

Table 5 - Distribution of respondents by dwelling type and by gender

What type of housing do you live in?	N	%	N GM	% GM	N GF	% GF
1 In a house	218	75%	181	74%	37	80%
2 In a condo	19	7%	17	7%	2	4%
3 In a dwelling (tenant)	42	14%	37	15%	5	11%
4 In a multigenerational residence	4	1%	2	1%	2	4%
5 In a retirement home (RPA)	8	3%	8	3%	0	0%
6 In a CHSLD	0	0%	0	0%	0	0%
7 Other (specify):	0	0%	0	0%	0	0%
Total	291	100%	245	100%	46	100%

<sup>40</sup> The total exceeds 100%, as participants could respond to more than one category.

<sup>41</sup> Idem

<sup>42</sup> Idem

Table 6 - Distribution of respondents by degree obtained and by gender

What is the highest degree you have earned?	N	%	N GM	% GM	N GF	% GF
1 Primary school diploma or its equivalent	8	3%	6	2%	2	4%
2 High school diploma or its equivalent (e.g. DES, DEP)	103	35%	86	35%	17	37%
3 College diploma or its equivalent (e.g. DEC, AEC)	77	26%	67	27%	10	22%
4 Undergraduate degree or its equivalent (e.g., bachelor's degree, certificate)	62	21%	54	22%	8	17%
5 University graduate degree (e.g. Master's, PhD)	36	12%	27	11%	9	20%
No answer	5	2%	5	2%	0	0%
Total:	291	100%	245	100%	46	100%

Table 7 - Distribution of respondents by annual personal income before tax and by gender

In which category does your annual personal income before taxes fall?	N	%	N GM	% GM	N GF	% GF
1 Less than \$20,000	25	9%	23	9%	2	4%
2 \$20,000 to \$39,999	96	33%	82	33%	14	30%
3 \$40,000 to \$59,999	64	22%	52	21%	12	26%
4 \$60,000 to \$79,999	48	16%	37	15%	11	24%
5 \$80,000 to \$99,999	14	5%	13	5%	1	2%
6 \$100,000 or more	9	3%	8	3%	1	2%
No answer	35	12%	30	12%	5	11%
Total:	291	100%	245	100%	46	100%

Table 8 - Distribution of respondents by self-assessed physical health and by gender

In general, would you say your physical health is...?	N	%	N GM	% GM	N GF	% GF
1 Excellent	41	14%	36	15%	5	11%
2 Very good	132	45%	112	46%	20	43%
3 Good	84	29%	74	30%	10	22%
4 Fair	25	9%	17	7%	8	17%
5 Bad	7	2%	4	2%	3	7%
No answer	2	1%	2	1%	0	0%
Total:	291	100%	245	100%	46	100%

Table 9 - Distribution of respondents by self-assessed mental health and by gender

In general, would you say your mental health is...?	N	%	N GM	% GM	N GF	% GF
1 Excellent	76	26%	67	27%	9	20%
2 Very good	148	51%	121	49%	27	59%
3 Good	60	21%	51	21%	9	20%
4 Fair	5	2%	4	2%	1	2%
5 Bad	0	0%	0	0%	0	0%
No answer	2	1%	2	1%	0	0%
Total:	291	100%	245	100%	46	100%

Table 10 - Distribution of respondents by level of satisfaction with their social life and by gender

In general, how do you find your social life, that is, the relationships you have with the people around you (relatives, friends, acquaintances, etc.)?	N	%	N GM	% GM	N GF	% GF
1 Excellent	83	29%	80	33%	3	7%
2 Very good	129	44%	103	42%	26	57%
3 Good	58	20%	46	19%	12	26%
4 Fair	17	6%	12	5%	5	11%
5 Bad	1	0%	1	0%	0	0%
No answer	3	1%	3	1%	0	0%
Total:	291	100%	245	100%	46	100%

Table 11

Distribution of respondents according to the importance attached to different types of roles and by gender (utilitarian role)

How important do you consider the following roles of grandparents in their relationship with their grandchildren? Utilitarian role (providing service).	N	%	N GM	% GM	N GF	% GF
1 Not at all important	3	1%	3	1%	0	0
2 Not important	15	5%	9	4%	6	13%
3 Important	81	28%	61	25%	20	43%
4 Very important	192	66%	172	70%	20	43%
Total:	291	100%	245	100%	46	100%

Table 12 - Distribution of respondents according to the importance attached to different types of roles and by gender (emotional role)

How important do you consider the following roles of grandparents in their relationship with their grandchildren? Emotional role (caring/showing feelings).	N	%	N GM	% GM	N GF	% GF
1 Not at all important	1	0%	1	0%	0	0%
2 Not important	2	1%	2	1%	0	0%
3 Important	46	16%	30	12%	16	35%
4 Very important	242	83%	212	87%	30	65%
Total:	291	100%	245	100%	46	100%

Table 13 - Distribution of respondents according to the importance attached to different types of roles and by gender (role of mediator in the family)

How important do you consider the following roles of grandparents in their relationship with their grandchildren? Role of mediator in the family (participate in the management of intra-family conflicts with children, with grandchildren).	N	%	N GM	% GM	N GF	% GF
1 Not at all important	14	5%	13	5%	1	2%
2 Not important	63	22%	45	18%	18	39%
3 Important	135	46%	119	49%	16	35%
4 Very important	79	27%	68	28%	11	24%
Total:	291	100%	245	100%	46	100%



Table 14 - Distribution of respondents according to the importance attached to different types of roles and by gender (educational role)

How important do you consider the following roles of grandparents in their relationship with their grandchildren? Role of transmitting knowledge (educating).	N	%	N GM	% GM	N GF	% GF
1 Not at all important	3	1%	3	1%	0	0%
2 Not important	12	4%	7	3%	5	11%
3 Important	101	35%	80	33%	21	46%
4 Very important	175	60%	155	63%	20	43%
Total:	291	100%	245	100%	46	100%

Table 15 - Distribution of respondents according to the importance attached to different types of roles and by gender (role associated with play)

How important do you consider the following roles of grandparents in their relationship with their grandchildren? Playful role (playing with the grandchildren).	N	%	N GM	% GM	N GF	% GF
1 Not at all important	3	1%	3	1%	0	0%
2 Not important	12	4%	9	4%	3	7%
3 Important	83	29%	64	26%	19	41%
4 Very important	193	66%	169	69%	24	52%
Total:	291	100%	245	100%	46	100%

Table 16 - Distribution of respondents according to the importance attached to different types of roles and by gender (disciplinary role)

How important do you consider the following roles of grandparents in their relationship with their grandchildren? Disciplinary role (having authority)	N	%	N GM	% GM	N GF	% GF
1 Not at all important	17	6%	13	5%	4	9%
2 Not important	81	28%	58	24%	23	50%
3 Important	145	50%	128	52%	17	37%
4 Very important	48	16%	46	19%	2	4%
Total:	291	100%	245	100%	46	100%

Table 17 - Distribution of respondents according to the importance attached to different types of roles and by gender (support role)

How important do you consider the following roles of grandparents in their relationship with their grandchildren? Encouraging role (supporting grandchildren in their projects and development).	N	%	N GM	% GM	N GF	% GF
1 Not at all important	0	0%	0	0%	0	0%
2 Not important	4	1%	3	1%	1	2%
3 Important	40	14%	29	12%	11	24%
4 Very important	247	85%	213	87%	34	74%
Total:	291	100%	245	100%	46	100%

Table 18 - Distribution of respondents by assessment of the similarity or difference between the roles of grandmother and grandfather, and by gender

In your opinion, the roles of grandfathers and grandmothers are:	N	%	N GM	% GM	N GF	% GF
1 Similar	148	51%	129	53%	19	41%
2 Different	84	29%	62	25%	22	48%
3 Both	48	16%	44	18%	4	9%
4 I don't know	11	4%	10	4%	1	2%
Total:	291	100%	245	100%	46	100%

Table 19 - Distribution of respondents by frequency of contact with grandchildren and by gender

In general, how often do you have contact with your grandchildren (in person, by phone, or other virtual means)?	N	%	N GM	% GM	N GF	% GF
1 More than once a week	123	42%	110	45%	13	28%
2 Once a week or a few times a month	118	41%	97	40%	21	46%
3 Once a month or less	23	8%	20	8%	3	7%
4 A few times a year	25	9%	17	7%	8	17%
5 Does not apply (I have no contact) (Go to question 16)	2	1%	1	0%	1	2%
Total:	291	100%	245	100%	46	100%

Table 20 - Distribution of respondents by level of satisfaction with contact with grandchildren and by gender

In general, how satisfied are you with your contact with your grandchildren?	N	%	N GM	% GM	N GF	% GF
1 Very satisfied	171	59%	153	62%	18	39%
2 Somewhat satisfied	83	29%	66	27%	17	37%
3 Somewhat unsatisfied	27	9%	20	8%	7	15%
4 Very unsatisfied	10	3%	6	2%	4	9%
Total:	291	100%	245	100%	46	100%

Table 21 - Distribution of respondents by activities with their grandchildren and by gender

What are the main activities you do with your grandchildren?	N	%	N GM	% GM	N GF	% GF
1 Accompanying them to their leisure activities and sports	140	48%	118	48%	22	48%
2 Receiving them at my home	235	81%	198	81%	37	80%
3 Keeping them overnight at my home	159	55%	139	57%	20	43%
4 Doing educational activities	0	0%	104	42%	10	22%
5 Helping with homework	54	19%	48	20%	6	13%
6 Picking up children from daycare and school	110	38%	98	40%	12	26%
7 Doing sports with them	63	22%	49	20%	14	30%
8 Doing a community or cultural activity with them	0	0%	95	39%	14	30%
Total grandparents:	291		245		46	

Table 22 - Distribution of respondents by frequency of similar activities with granddaughters and grandsons, and by gender

Are these activities the same with your granddaughter as with your grandson?	N	%	N GM	% GM	N GF	% GF
1 Never	14	5%	13	5%	1	2%
2 Sometimes	67	23%	56	23%	11	24%
3 Often	59	20%	48	20%	11	24%
4 All the time	71	24%	60	24%	11	24%
5 Does not apply because I do not have a grandchild of the opposite sex	80	27%	68	28%	12	26%
Total:	291	100%	245	100%	46	100%

Table 23 - Distribution of respondents by frequency of contact with their children who are the grandchildren's parents and by gender

In general, how often do you have contact with your children - the parents of your grandchildren (in person, by phone or cell phone, virtually)?	N	%	N GM	% GM	N GF	% GF
1 More than once a week	175	60%	152	62%	23	50%
2 Once a week or a few times a month	94	32%	78	32%	16	35%
3 Once a month or less	12	4%	9	4%	3	7%
4 A few times a year	7	2%	5	2%	2	4%
5 Does not apply (I have no contact/my child[ren] are deceased)	3	1%	1	0%	2	4%
Total:	291	100%	245	100%	46	100%

Table 24 - Distribution of respondents by level of satisfaction with contact with their children who are the grandchildren's parents and by gender

In general, how satisfied are you with your contacts with your children who are the parents of your grandchildren?	N	%	N GM	% GM	N GF	% GF
1 Very satisfied	192	66%	169	69%	23	50%
2 Somewhat satisfied	74	25%	57	23%	17	37%
3 Somewhat unsatisfied	17	6%	13	5%	4	9%
4 Very unsatisfied	6	2%	4	2%	2	4%
No answer	2	1%	2	1%	0	0%
Total:	291	100%	245	100%	46	100%

Table 25 - Distribution of respondents according to certain factors that may hinder contact with their grandchildren and by gender (geographical distance)

There are some factors that may hinder your contact with your grandchildren. To what extent do you feel this is the case for each of the following? Geographical distance between grandparents and grandchildren	N	%	N GM	% GM	N GF	% GF
1 Not really	128	44%	116	47%	12	26%
2 A little	83	29%	63	26%	20	43%
3 Many	32	11%	28	11%	4	9%
4 Very strongly	48	16%	38	16%	10	22%
Total:	291	100%	245	100%	46	100%

Table 26 - Distribution of respondents according to certain factors that can hinder contact with their grandchildren and by gender (difficult family dynamics)

There are some factors that may hinder your contact with your grandchildren. To what extent do you feel this is the case for each of the following? Difficult family dynamics.	N	%	N GM	% GM	N GF	% GF
1 Not really	210	72%	179	73%	31	67%
2 A little	52	18%	42	17%	10	22%
3 Many	15	5%	14	6%	1	2%
4 Very strongly	14	5%	10	4%	4	9%
Total:	291	100%	245	100%	46	100%

Table 27 - Distribution of respondents according to certain factors that may hinder contact with their grandchildren and according to gender (less interest among grandchildren)

There are some factors that may hinder your contact with your grandchildren. To what extent do you feel this is the case for each of the following? Lack of interest from grandchildren	N	%	N GM	% GM	N GF	% GF
1 Not really	208	71%	179	73%	29	63%
2 A little	66	23%	54	22%	12	26%
3 Many	10	3%	8	3%	2	4%
4 Very strongly	7	2%	4	2%	3	7%
Total:	291	100%	245	100%	46	100%

Table 28 - Distribution of respondents according to certain factors that may hinder contact with their grandchildren and by gender (children less interested)

There are some factors that may hinder your contact with your grandchildren. To what extent do you feel this is the case for each of the following? Lack of interest from children (parents of grandchildren).	N	%	N GM	% GM	N GF	% GF
1 Not really	216	74%	184	75%	32	70%
2 A little	52	18%	41	17%	11	24%
3 Many	12	4%	12	5%	0	0%
4 Very strongly	11	4%	8	3%	3	7%
Total:	291	100%	245	100%	46	100%

Table 29 - Distribution of respondents according to certain factors that can hinder contact with their grandchildren and by gender (conflict with children-parents)

There are some factors that may hinder your contact with your grandchildren. Conflict with my child (parents of grandchildren).	N	%	N GM	% GM	N GF	% GF
1 Not really	246	85%	206	84%	40	87%
2 A little	30	10%	26	11%	4	9%
3 Many	6	2%	6	2%	0	0%
4 Very strongly	9	3%	7	3%	2	4%
Total:	291	100%	245	100%	46	100%

Table 30 - Distribution of respondents according to certain factors that can hinder contact with their grandchildren and by gender (conflict with daughters-in-law/sons-in-law)

There are some factors that may hinder your contact with your grandchildren. Conflict with my son-in-law or daughter-in-law	N	%	N GM	% GM	N GF	% GF
1 Not really	234	80%	195	80%	39	85%
2 A little	36	12%	31	13%	5	11%
3 Many	9	3%	8	3%	1	2%
4 Very strongly	12	4%	11	4%	1	2%
Total:	291	100%	245	100%	46	100%

Table 31 - Distribution of respondents according to certain factors that may affect their contact with their grandchildren and by gender (physical health problems)

There are some factors that may hinder your contact with your grandchildren. Personal physical health problem.	N	%	N GM	% GM	N GF	% GF
1 Not really	201	69%	168	69%	33	72%
2 A little	72	25%	62	25%	10	22%
3 Many	9	3%	7	3%	2	4%
4 Very strongly	9	3%	8	3%	1	2%
Total:	291	100%	245	100%	46	100%



Table 32 - Distribution of respondents according to certain factors that may hinder contact with their grandchildren and according to gender (lack of availability on the part of the grandparent)

There are some factors that may hinder your contact with your grandchildren. Lack of availability of the grandparent.	N	%	N GM	% GM	N GF	% GF
1 Not really	195	67%	169	69%	26	57%
2 A little	66	23%	51	21%	15	33%
3 Many	18	6%	14	6%	4	9%
4 Very strongly	12	4%	11	4%	1	2%
Total:	291	100%	245	100%	46	100%

Table 33 - Distribution of respondents according to certain factors that may hinder contact with their grandchildren and by gender (lack of availability of grandchildren)

There are some factors that may hinder your contact with your grandchildren. Lack of availability of the grandchild(ren).	N	%	N GM	% GM	N GF	% GF
1 Not really	160	55%	139	57%	21	46%
2 A little	79	27%	63	26%	16	35%
3 Many	32	11%	26	11%	6	13%
4 Very strongly	20	7%	17	7%	3	7%
Total:	291	100%	245	100%	46	100%

Table 34 - Distribution of respondents according to certain factors that may hinder contact with their grandchildren and by gender (lack of availability of children-parents)

There are some factors that may hinder your contact with your grandchildren. Lack of availability from my children (parents of the grandchild[ren]).	N	%	N GM	% GM	N GF	% GF
1 Not really	172	59%	149	61%	23	50%
2 A little	82	28%	64	26%	18	39%
3 Many	20	7%	18	7%	2	4%
4 Very strongly	17	6%	14	6%	3	7%
Total:	291	100%	245	100%	46	100%

Table 35 - Distribution of respondents according to certain factors that may hinder contact with their grandchildren and by gender (lack of support available in English for grandparents)

There are some factors that may hinder your contact with your grandchildren. Lack of support available for grandparents in English	N	%	N GM	% GM	N GF	% GF
1 Not really	235	81%	199	81%	36	78%
2 A little	40	14%	33	13%	7	15%
3 Many	8	3%	7	3%	1	2%
4 Very strongly	8	3%	6	2%	2	4%
Total:	291	100%	245	100%	46	100%

Table 36  
Distribution of respondents with grandchildren living outside their region by level of satisfaction with their contact with their grandchildren and by gender

If you have grandchildren who do not live in your area, how would you rate your contact with them?	N	%	N GM	% GM	N GF	% GF
1 Very satisfactory	128	44%	115	47%	13	28%
2 Somewhat satisfactory	92	32%	80	33%	12	26%
3 Somewhat unsatisfactory	40	14%	22	9%	18	39%
4 Very unsatisfactory	12	4%	9	4%	3	7%
5 I have no contact with my grandchildren	19	7%	19	8%	0	0%
Total:	291	100%	245	100%	46	100%

Table 37 - Distribution of respondents according to the importance attached to specific needs for support in the role of the grandparent (total)

Do you have any specific support needs in your role as a grandparent?	Not at all important	Not Important	Important	Very important	Total
A) Grandparenting Fact Sheet N	90	110	74	17	291
%	31%	38%	25%	6%	100%
B) Grandparenting Training N	101	117	58	15	291
%	35%	40%	20%	5%	100%
C) Support or self-help group N	101	118	51	21	291
%	35%	41%	18%	7%	100%
D) Podcasts and online videos N	93	109	75	14	291
%	32%	37%	26%	5%	100%
E) Activities to ensure my own physical, social, and mental well-being N	44	62	107	78	291
%	15%	21%	37%	27%	100%

Table 38 - Distribution of respondents according to the importance attached to specific needs for support in the role of the grandparent (grandmothers)

Grandmothers					
Do you have any specific support needs in your role as a grandparent?	Not at all important	Not Important	Important	Very important	Total
A) Grandparenting Fact Sheet N	80	87	64	14	245
%	33%	36%	26%	6%	100%
B) Grandparenting Training N	86	98	48	13	245
%	35%	40%	20%	5%	100%
C) Support or self-help group N	89	96	43	17	245
%	36%	39%	18%	7%	100%
D) Podcasts and online videos N	78	88	67	12	245
%	32%	36%	27%	5%	100%
E) Activities to ensure my own physical, social, and mental well-being N	37	51	85	72	245
%	15%	21%	35%	29%	100%

Table 39 - Distribution of respondents according to the importance attached to specific needs for support in the role of the grandparent (grandfathers)

Do you have any specific support needs in your role as a grandparent?	Not at all important	Not Important	Important	Very important	Total
A) Grandparenting Fact Sheet N	10	23	10	3	46
%	22%	50%	22%	7%	100%
B) Grandparenting Training N	15	19	10	2	46
%	33%	41%	22%	4%	100%
C) Support or self-help group N	12	22	8	4	46
%	26%	48%	17%	9%	100%
D) Podcasts and online videos N	15	21	8	2	46
%	33%	46%	17%	4%	100%
E) Activities to ensure my own physical, social, and mental well-being N	7	11	22	6	46
%	15%	24%	48%	13%	100%

Table 40 - Distribution of respondents according to the importance attached to services offered by community and public organizations for support in the role of the grandparent (individual support)

What types of services could community and public organizations (e.g., CLSC) provide to support you in your role as a grandparent? Individual grandparenting support.	N	%	N GM	% GM	N GF	% GF
1 Not at all important	47	16%	38	16%	9	20%
2 Not important	56	19%	44	18%	12	26%
3 Important	119	41%	98	40%	21	46%
4 Very important	47	16%	43	18%	4	9%
No answer	22	8%	22	9%	0	0%
Total:	291	100%	245	100%	46	100%

Table 41 - Distribution of respondents according to the importance attached to services offered by community and public organizations for support in the role of the grandparent (support groups)

What types of services could community and public organizations (e.g., CLSC) provide to support you in your role as a grandparent? Support groups.	N	%	N GM	% GM	N GF	% GF
1 Not at all important	39	13%	31	13%	8	17%
2 Not important	52	18%	41	17%	11	24%
3 Important	133	46%	111	45%	22	48%
4 Very important	50	17%	45	18%	5	11%
No answer	17	6%	17	7%	0	0%
Total:	291	100%	245	100%	46	100%

Table 42 - Distribution of respondents according to the importance attached to services offered by community and public organizations for support in the role of the grandparent (mediation services)

What types of services could community and public organizations (e.g., CLSC) provide to support you in your role as a grandparent? Mediation services.	N	%	N GM	% GM	N GF	% GF
1 Not at all important	44	15%	33	13%	11	24%
2 Not important	51	18%	39	16%	12	26%
3 Important	126	43%	109	44%	17	37%
4 Very important	50	17%	44	18%	6	13%
No answer	20	7%	20	8%	0	0%
Total:	291	100%	245	100%	46	100%

Table 43- Distribution of respondents according to the importance given to services offered by community and public organizations for support in the role of the grandparent (training)

What types of services could community and public organizations (e.g., CLSC) provide to support you in your role as a grandparent? Training.	N	%	N GM	% GM	N GF	% GF
1 Not at all important	51	18%	39	16%	12	26%
2 Not important	69	24%	55	22%	14	30%
3 Important	115	40%	98	40%	17	37%
4 Very important	33	11%	30	12%	3	7%
No answer	23	8%	23	9%	0	0%
Total:	291	100%	245	100%	46	100%

Table 44- Distribution of respondents according to the importance given to services offered by community and public organizations for support in the role of the grandparent (grandparent/grandchild group meetings)

What types of services could community and public organizations (e.g., CLSC) provide to support you in your role as a grandparent? Grandparents/grandchildren meetings.	N	%	N GM	% GM	N GF	% GF
1 Not at all important	52	18%	39	16%	13	28%
2 Not important	83	29%	66	27%	17	37%
3 Important	103	35%	89	36%	14	30%
4 Very important	31	11%	29	12%	2	4%
No answer	22	8%	22	9%	0	0%
Total:	291	100%	245	100%	46	100%

Table 45 - Distribution of respondents according to the importance attached to services offered by community and public organizations for support in the role of the grandparent (helplines for grandparents)

What types of services could community and public organizations (e.g., CLSC) provide to support you in your role as a grandparent? Grandparents' helpline.	N	%	N GM	% GM	N GF	% GF
1 Not at all important	40	14%	30	12%	10	22%
2 Not important	65	22%	53	22%	12	26%
3 Important	121	42%	104	42%	17	37%
4 Very important	46	16%	40	16%	6	13%
No answer	19	7%	18	7%	1	2%
Total:	291	100%	245	100%	46	100%

Table 46 - Distribution of respondents according to the importance attached to services offered by community and public organizations for support in the role of the grandparent (transportation)

What types of services could community and public organizations (e.g., CLSC) provide to support you in your role as a grandparent? Transport.	N	%	N GM	% GM	N GF	% GF
1 Not at all important	39	13%	31	13%	8	17%
2 Not important	47	16%	37	15%	10	22%
3 Important	114	39%	99	40%	15	33%
4 Very important	72	25%	59	24%	13	28%
No answer	19	7%	19	8%	0	0%
Total:	291	100%	245	100%	46	100%



Table 47 - Distribution of respondents according to the importance given to services offered by community and public organizations to support the role of the grandparent (intergenerational activities: sport and culture)

What types of services could community and public organizations (e.g., CLSC) provide to support you in your role as a grandparent? Intergenerational activities (sports or cultural).	N	%	N GM	% GM	N GF	% GF
1 Not at all important	32	11%	23	9%	9	20%
2 Not important	36	12%	27	11%	9	20%
3 Important	135	46%	114	47%	21	46%
4 Very important	71	24%	64	26%	7	15%
No answer	17	6%	17	7%	0	0%
Total:	291	100%	245	100%	46	100%

## APPENDIX 2 - Survey Questionnaire

Dear Grandparents,

Grandparents in Quebec represent almost a quarter of the population (23%). Yet, few studies have focused on their reality and their needs. In this context, the Community Health and Social Services Network (CHSSN) is collaborating with Dr. Jacques Roy (from the Pole d'expertise et de recherche en santé et bien-être des hommes, and the University of Quebec) to better understand the realities and needs of grandparents living in English-speaking communities in order to define actions and services to support them in their role as grandparents.

For the research, we selected grandparents by contacting community resources in your area. Your name has been selected. All your answers are strictly confidential! No names appear on the questionnaire! As a thank you for participating in the study, CHSSN is committed to sharing the results with you.

Your opinion is important to us and to your community!



**ERICA BOTNER**  
Program Manager for  
Seniors/Gestionnaire de  
programme pour les  
aînés  
T: +1 (418) 684-2289  
ext. 230  
M: +1 (514) 792-8502  
[ebotner@chssn.org](mailto:ebotner@chssn.org)

**CHSSN**  
Jeffery Hale Pavilion  
1270 Chemin Sainte-Foy,  
Suite 2106  
Québec, QC G1S 2M4  
[www.chssn.org](http://www.chssn.org)

<https://airtable.com/shrthHp3wSkvdzqW9> **Electronic link**

Sequential number

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# Study on Grandparenting in the English-speaking Community in Quebec

## A- Personal characteristics

Question 1: Are you? (circle the correct answer)

- 1= Grandmother
- 2= Grandfather

Question 2: How old are you? (circle the correct answer)

- 1= Under 50 years old
- 2 = 50 to 64 years old
- 3 = 65 to 74 years old
- 4 = 75 years and older

Question 3: What is the region where you live?

\_\_\_\_\_

Question 4: What is your country of origin? (circle the correct answer)

- 1= Canada
- 2= Other (specify): \_\_\_\_\_

Question 5: What is your family situation? (you may circle more than one answer)

- 1= I live alone.
- 2= I live with my spouse to whom I am married.
- 3= I live with my common-law spouse.
- 4= I live with one or more of my children.
- 5= I live with one or more of my grandchildren.
- 6= Other: \_\_\_\_\_

Question 6: What type of housing do you live in? (circle the correct answer)

- 1= In a house
- 2= In a condo
- 3= In a dwelling (tenant)
- 4= In a multigenerational residence
- 5= In a retirement home (RPA)
- 6= In a CHSLD
- 7= Other (specify): \_\_\_\_\_

Question 7: How many grandchildren do you have and how old are they?

Number of grandsons: \_\_\_\_\_ Age: \_\_\_\_\_

Number of granddaughters: \_\_\_\_\_ Age: \_\_\_\_\_

Question 8: How many grandchildren live in the same area as you?

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Question 9: Do we need to define area? (circle the correct answer)

- 1= Less than 30 minutes
- 2 = 30 minutes to one hour
- 3= One hour to two hours
- 4= More than two hours

### B-Role of grandparent and relationship with grandchildren

Question 10: How important do you consider the following roles of grandparents in their relationship with their grandchildren? (for each item, put an x in a box of your choice)

Roles	Not at all important	Not important	Important	Very important
Utilitarian role (providing service)				
Emotional role (caring/showing feelings)				
Role of mediator in the family (participate in the management of intra-family conflicts with children, with grandchildren)				
Role of transmitting knowledge (educating)				
Playful role (playing with the grandchildren)				
Disciplinary role (having authority)				

Encouraging role (supporting grandchildren in their projects and development)				
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Other roles (please specify):

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Question 11: What does being a grandparent mean to you personally and what does it involve in your life?

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Question 12: In your opinion, the roles of grandfathers and grandmothers are (circle the correct answer)

- 1= Similar
- 2= Different
- 3= Both
- 3= I don't know

Comments

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Question 13: In general, how often do you have contact with your grandchildren (in person, by phone, or other virtual means)? (circle the correct answer)

- 1= More than once a week
- 2= Once a week or a few times a month
- 3= Once a month or less
- 4= A few times a year
- 5= Does not apply (I have no contact) (Go to question 16)

Question 14: In general, how satisfied are you with your contact with your grandchildren?

- 1= Very satisfied
- 2= Somewhat satisfied
- 3= Somewhat unsatisfied
- 4= Very unsatisfied

Question 15: What are the main activities you do with your grandchildren? (put an x in the box of your choice)

Activities	Yes	No
Accompanying them to their leisure activities and sports		
Receiving them at my home		
Keeping them overnight at my home		
Doing educational activities		
Helping with homework		
Picking up children from daycare and school		
Doing sports with them		
Doing a community or cultural activity with them		

Other activities (please specify):

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Question 16: Are these activities the same with your granddaughter as with your grandson?

- 1= Never
- 2= Sometimes
- 3= Often
- 4= All the time
- 5= Does not apply because I do not have a grandchild of the opposite sex

Question 17: If there are differences, what do you think they are? (If there are no differences, go to the next question.)

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Question 18: In general, how often do you have contact with your children - the parents of your grandchildren (in person, by phone or cell phone, virtually)? (circle the correct answer)

- 1= More than once a week
- 2= Once a week or a few times a month
- 3= Once a month or less
- 4= A few times a year
- 5= Does not apply (I have no contact/my child[ren] are deceased) (Go to question 18)

Question 19: In general, how satisfied are you with your contacts with your children who are the parents of your grandchildren? (circle the correct answer)

- 1= Very satisfied
- 2= Somewhat satisfied
- 3= Somewhat unsatisfied
- 4= Very unsatisfied

Question 20: There are some factors that may hinder your contact with your grandchildren. To what extent do you feel this is the case for each of the following? (Put an x in the box of your choice. If you do not have contact with your grandchildren, skip to question 19.)

Factors	Not really	A little	Many	Very strongly
Geographical distance between grandparents and grandchildren				
Difficult family dynamics				
Lack of interest from grandchildren				
Lack of interest from children (parents of grandchildren)				
Conflict with my child (parents of grandchildren)				
Conflict with my son-in-law or daughter-in-law				
Personal physical health problem				

Lack of availability of the grandparent				
Lack of availability of the grandchild(ren)				
Lack of availability from my children (parents of the grandchild[ren])				
Lack of support available for grandparents in English				

Other factors (please specify):

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Question 21: If you have grandchildren who do not live in your area, how would you rate your contact with them? (circle the correct answer)

- 1= Very satisfactory
- 2= Somewhat satisfactory
- 3= Somewhat unsatisfactory
- 4= Very unsatisfactory
- 5= I have no contact with my grandchildren

Comments:

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### C-Needs and services related to the role of grandparent

Question 22: Do you have any specific support needs in your role as a grandparent? (Put an x in the box of your choice. If you do not have any needs, skip to question 23.)

Needs	Not at all important	Not important	Important	Very important
Grandparenting fact sheet				
Grandparenting training				
Support or self-help group				
Podcasts and online videos				
Activities to ensure my own physical, social, and mental well-being				



Other needs (please specify):

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Question 23: What types of services could community and public organizations (e.g., CLSC) provide to support you in your role as a grandparent? (Put an x in the box of your choice. If you do not see any, go to question 24.)

Services	Not at all important	Not important	Important	Very important
Individual grandparenting support				
Support groups				
Mediation services				
Training				
Grandparents/grandchildren meetings				
Grandparents' helpline				
Transportation				
Intergenerational activities (sports or cultural)				

Other services (please specify):

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## D-Health and social life

Question 24: In general, would you say your physical health is...? (circle the correct answer):

- 1= Excellent
- 2= Very good
- 3= Good
- 4= Fair
- 5= Bad

Question 25: In general, would you say your mental health is...? (circle the correct answer):

- 1= Excellent
- 2= Very good
- 3= Good
- 4= Fair
- 5= Bad

Question 26: In general, how do you find your social life, that is, the relationships you have with the people around you (relatives, friends, acquaintances, etc.)? (circle the correct answer):

- 1= Excellent
- 2= Very good
- 3= Good
- 4= Fair
- 5= Bad

## E- Socio-economic characteristics

Question 27: What is the highest degree you have earned? (circle the correct answer):

- 1= Primary school diploma or its equivalent
- 2= High school diploma or its equivalent (e.g., DES, DEP)
- 3= College diploma or its equivalent (e.g., DEC, AEC)
- 4= Undergraduate degree or its equivalent (e.g., bachelor's degree, certificate)
- 5= University graduate degree (e.g., Master's, PhD)

Question 28: In which category does your annual personal income before taxes fall (circle the correct answer):

- 1= Less than \$20,000
- 2= \$20,000 to \$39,999
- 3= \$40,000 to \$59,999
- 4= \$60,000 to \$79,999
- 5= \$80,000 to \$99,999
- 6= \$100,000 or more

Thank you for your collaboration!

## APPENDIX 3 - Results of the Content Analysis

### The Content Analysis of Question 11

Question 11: What does being a grandparent mean to you personally and what does it involve in your life?

Comment Category 1: What grandparents give							
Subcategories:		GM N	GM	GF N	GF %	Total N	Total % of total
1	Creating affectional bond, love, bringing family together, being in their lives, companionship	178	75%	27	61%	205	73%
2	Making children happy in taking care of the grandchildren	0	0%	1	2%	1	0%
3	Listening, sharing good and bad times, talking, listening when they don't want to tell their parents	35	15%	2	5%	37	13%
4	Being a confidant (when grandchildren don't want to tell their parents, etc.)	4	2%	0	0%	4	1%
5	Supporting (school, activities, etc.), encouraging, guiding, mentoring, intergenerational teaching, promoting self-esteem	42	18%	6	14%	48	17%
6	Giving spiritual support, awareness and practising	1	0%	0	0%	1	0%
7	Spoiling kids, extra luxuries	7	3%	1	2%	8	3%
8	Generating positive memories for the grandchildren	3	1%	1	2%	4	1%
9	Passing on traditions (roots), family values, heritage, keepers of the legacy, family story	22	9%	1	2%	23	8%
10	Making handicrafts for them (knitting, etc.)	1	0%	0	0%	1	0%
11	Living close, moving close to grandchildren	7	3%	1	2%	8	3%
12	Having more time, having the time	17	7%	2	5%	19	7%
Subcategories:		GM N	GM	GF N	GF %	Total N	Total % of total
Utilitarian role:							
13	Utilitarian role: Being available, being there for them	19	8%	1	2%	20	7%
14	Utilitarian role: Giving help, being useful, and answering needs	23	10%	5	11%	28	10%
15	Utilitarian role: Babysitting	5	2%	1	2%	6	2%
16	Utilitarian role: Caregiving	10	4%	0	0%	10	4%
Total Grandparents: Grandparents' utilitarian role		43	18%	7	16%	50	18%
Total Grandparents: What grandparents give		219	93%	32	73%	251	90%

## Category 2: What grandparents receive

Subcategories:		GM N	GM	GF N	GF %	Total N	Total % of total	
17	Benefiting from social contacts with youth, other generations, contact with future, feeling pride, honour, hopefulness, more aware of the community, understanding other environments (cultural, social, technology, etc.)	Meaning	25	11%	7	16%	32	11%
18	Feeling pleasure, happiness, joy, laughter, well-being	Meaning	62	26%	7	16%	69	25%
19	Experiencing fulfilment (rewarding), privilege, as a gift, enriching my life	Meaning	10	4%	0	0%	10	4%
20	Stimulating self-care, cognitively, psychologically, and physically, keeping healthy and fit, orienting my activities, keeping active and young	Meaning	15	6%	4	9%	19	7%
21	Expecting: gratefulness, love, respect, being helped, to be remembered, expect grandchildren to become responsible and caring adults, give and take, intergenerational learning	Meaning	25	11%	3	7%	28	10%
22	Creating positive memories	Meaning	3	1%	2	5%	5	2%
Total Grandparents: What grandparents receive			104	44%	20	45%	124	44%

### Category 3: Intergenerational Interactions

Subcategories:		GM N	GM	GF N	GF %	Total N	Total % of total
23	Interaction frequency: low - grandchildren visits (birthdays, holidays, etc.)			Involvement			
		21	9%	3	7%	24	9%
24	Interaction frequency: regular - I interact with them regularly (weekly, etc.), babysit them occasionally			Involvement			
		110	47%	23	52%	133	48%
25	Interaction frequency: daily - (availability, etc.)			Involvement			
		5	2%	0	0%	5	2%
26	Interacting with older grandchildren: confidant, hearing plans for their future, having lunch together, shopping and going to a show, video calls			Involvement			
		6	3%	0	0%	6	2%
27	Sharing meals, telling stories, playing games, attending their activities and sports events, staying overnight, going for a walk, making handicrafts for them, shopping, going to movies and shows, entertainment, going to the library, to the park, taking them on holiday			Involvement			
		37	16%	3	7%	40	14%
28	Teaching: songs, cooking, arts and crafts, reading, love of learning, etc.			Involvement			
		7	3%	0	0%	7	3%
29	Texting, e-mail, letters, phone call, video call (Facetime, Messenger, etc.)			Involvement			
		18	8%	0	0%	18	6%
	<b>Total Grandparents: Grandparents' Interactions with grandchildren</b>	<b>137</b>	<b>58%</b>	<b>26</b>	<b>59%</b>	<b>163</b>	<b>58%</b>

### Category 4: Obstacles

Subcategories:		GM N	GM	GF N	GF %	Total N	Total % of total	
30	I'm not allowed by my children to see my grandchildren as much as I would like	Involvement	1	0%	0	0%	1	0%
31	I don't have the chance to see them often (sad), don't expect lots of visits (far away, do my share), young families are very busy, lots of travel	Involvement	7	3%	0	0%	7	3%
32	Having sick grandchildren (autism, etc.)	Meaning	1	0%	0	0%	1	0%
33	Having children for whom the grandparents are not a priority	Meaning	1	0%	0	0%	1	0%
34	Meaning travelling, not living nearby	Involvement	6	3%	0	0%	6	2%
35	Having older grandchildren: not seeing them often (busy, etc.)	Involvement	5	2%	0	0%	5	2%
36	Having grandchildren in shared custody	Involvement	1	0.4%	0	0%	1	0.4%
Total Grandparents: Grandparents' obstacles			20	8.5%	0	0%	20	7.1%

Category 5: Other Roles								
Subcategories:		GM N	GM	GF N	GF %	Total N	Total % of total	
37	Offering a safe home and security, trust, sense of well-being	Meaning	9	4%	0	0%	9	3%
38	Giving financial help (clothes, food, etc.), sacrificing, buying material for school and education	Involvement	5	2%	0	0%	5	2%
39	Complementing the parents	Meaning	16	7%	1	2%	17	6%
40	Being a parent first, single grandparent, offering parental relief, backup support, exercising a form of authority, having children working from home or single parent	Meaning	16	7%	4	9%	20	7%
Subcategories:		GM N	GM	GF N	GF %	Total N	Total % of total	
41	Being an important role, key role, best role, role model, identity, identifier.	Meaning	18	8%	1	2%	19	7%
42	Maintaining a degree of detachment: not interested in caregiving nor as secondary parent, having our own life, not responsible for them all the time, without the day-to-day worries	Meaning	15	6%	1	2%	16	6%
43	Seeing them grow (development, self-esteem, etc.)	Meaning	13	6%	2	5%	15	5%
44	Meaning the world to me, everything to me, a purpose to be alive, life-changing situation, family becoming the most important at retirement, loving this stage of life, continuation of family	Meaning	79	33%	5	11%	84	30%
45	Being not important, nothing, not a priority	Meaning	0	0%	2	5%	2	1%
Total grandparents: Grandparents' other roles			132	56%	11	25%	143	51%
Total respondents to Question 11 (total comments)			236		44		280	
Total respondents to the survey			245		46		291	
Total occurrences			612		89		701	

## APPENDIX 4 - List of Participating Organizations

4Korners  
ACDPN  
AGAPE  
Almage  
ARC  
CAMI  
CASA  
CASE  
COASTERS  
Connections  
Contactivity  
Cummings Center  
D+D LaSalle  
ECOL  
JH Partners  
MCDC  
MEPEC  
MWCN SWC  
Neighbours  
NSCA  
Saint-Antoine 50+  
The Teapot 50+  
Townshippers