

Hong Kong Family Welfare Society

Child-focused In-law Relationships
Enhancement in
Multigenerational Families:
An Evidence-Informed Study

「兒童為重提升多代家庭姻親關係」之
循證為本實務研究

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Executive Summary

Background Information

The Hong Kong Family Welfare Society (HKFWS) Women & Family Enhancement Centre launched the “Education and Support Project for Multigenerational Families” in 2015 with sponsorship from the Lee Kum Kee Family Foundation, to provide support for members of multigenerational families, such as grandparents and parents. It aims to unite these families and build mutual support networks connecting grandparents and parents to nurture the next generation. In 2019, HKFWS committed a team of researchers from Hong Kong Shue Yan University and the University of Hong Kong to conduct a study titled “Child-focused In-law Relationships Enhancement in Multigenerational Families: An Evidence-Informed Study”. It includes the development of the “Intergenerational Co-parenting” training (兩代同行育兒孫) framework and offers training materials for grandparents and parents, and for fathers as middlemen, who need to raise kindergarten or primary school children. It also includes the subsequent evaluation of the three types of training courses using an evidence-informed practice (EIP) approach. The theoretical bases for the training courses were a contribution of three parties: theories derived from the literature review, the experience of social workers, and the professional knowledge of the research team. The course content is signified by a “Family rudder” with five major themes and a conclusion: (1) Role Adjustment (知己知彼), (2) Heart to Heart (將心比心), (3) In-law Co-parenting (姻親互補), (4) Sharing and Support (同舟共濟), (5) Family Togetherness (同聚共樂), and (6) Harmony in Diversity (和而不同). The training courses for both grandparents and parents were designed to have six sessions, one session per week; those for the middlemen have three sessions. Each training session lasted two hours and had a specific theme. All trainers were registered social workers with experience in family services.

Research Methods and Findings

This study adopted both quantitative and qualitative research methods to collect evaluation data from September 2019 to August 2021. In addition to assessing the quantitative effectiveness of the programme, qualitative data were collected on how and why the programme achieved the intended outcomes on multigenerational families. The study aimed to evaluate the effectiveness of the training courses designed for the three types of participants — grandparents, parents, and middlemen — using the “Child-focused Enhancement of Intergenerational Relationship Model”.

Quantitative study: A face-to-face or online questionnaire was used to explore and compare the changes experienced by the three types of participants after joining the training course, to examine whether the six expected outcomes could be achieved. Of the 156 participants, 134 (83%) successfully completed all the pre-intervention tests, post-intervention tests, and follow-up questionnaires three months after the completion of the courses. A total of 31 courses were conducted: 16 for 72 grandparents, 9 for 41 parents, and 6 for 21 middlemen.

The quantitative study revealed that participants of the grandparent courses and the parent courses exhibited significant improvements in four out of the five expected outcomes: co-parenting relationship, parenting efficacy, prosocial child behaviour, and family well-being. Moreover, intergenerational relationships were improved though the changes were not significant. The results of the middlemen group also showed an improvement in all six expected outcomes; three significant changes were experienced. These findings imply that the training courses helped the participants to effectively manage in-law relationships, co-parenting relationships, parental efficacy, prosocial child behaviour, family well-being, and intergenerational relationships. In particular, the first three areas showed significant improvements. In addition, all three types of participants indicated that they were highly satisfied with the “Intergenerational Co-parenting” training.

Qualitative study: Focus group interviews were used to collect data. In total, 24 participants — 9 grandparents, 7 parents, and 8 middlemen — were invited to take part in group discussions to explore their motivations for joining the training course and to consider the changes in their thinking, attitudes, knowledge, and skills after participating in the course, as well as to record their comments on the courses. The qualitative study showed that most participants believed the respective courses had improved both their personal development and their relationships with family members, whether in matters of intergenerational communication or conflicts with in-laws. They had acquired valuable knowledge and useful skills through class discussions and activities, which helped them see the changing role in their life journey, their subsequent personal needs, and the challenges that arose from parenting or co-parenting. The result of the focus group interviews is consistent with that of the quantitative study and indicates that some themes are significant and effective for the participants. Themes on “Role Adjustment” and “Heart to Heart” and the emotional management skills of “Turning a Crisis into an Opportunity” could help them handle multigenerational or in-law conflicts more effectively. Their confidence or sense of efficacy in co-parenting was thus enhanced. Some grandparent and parent course participants also stated that

they had noticed an improvement in the children's prosocial behaviours due to their own changes. Participants in the middlemen course claimed they recognised their important role as a middleman, which could serve as a "communication bridge" between their wives and their parents to reduce conflicts.

Successful Factors for Co-parenting in Multigenerational Families: Family-centred, Child-focused and Loving Support

The successful factors contributing to harmonious relationships in multigenerational families can be comprehended from an Ecological Systems Theory (Bronfenbrenner, 1995), the dynamic interaction between individual and family, and the family and the environment. Being family-centred and child-focused are essential aspects of forming effective ways of co-parenting. The family-centred and child-focused perspective helps grandparents and parents to understand the importance of harmonious co-parenting relationships on children's physical, mental, and spiritual development. Grandparents and parents learned to have a positive and empathetic understanding of each other. They were more aware of generational differences and needed to play appropriate roles at the right time to avoid conflicts. By putting the children's needs first and setting appropriate goals, grandparents and parents can further develop their spirit of mutual help in co-parenting to maintain family harmony and promote mutual support to improve the children's well-being and make their lives happier. Love is the catalyst that brings grandparents and parents together, cooperating with and supporting each other in nurturing the next generation. Connecting positive psychology in family practice helps create positive emotions and outcomes, including happiness, love, and family cooperation (Conoley et al., 2015; Waters, 2020). Loving support essentially utilises positive ways of upholding children's needs in a co-parenting relationship for the whole family involved. In addition, appropriate resources can help families to overcome difficulties and enhance their resilience and cohesion. However, grandparents and parents need to be more aware of the community resources and be prepared to seek help, as this can have long-term benefits for children's physical and mental health and offer similar long-term benefits to family harmony.

The Keys to Change of the Training Course Design: Seeing, Rehearsing and Practising

The design of the training course was based on the structure "seeing, rehearsing and practising". Grandparents and parents found this useful for their learning through understanding the importance of effective co-parenting between grandparents and

parents, viewing the practical skills and role-plays in the class together with the social workers. Importantly, participants were encouraged to complete the homework, which helped them to practise in their daily lives. Homework was also a platform that helped the social workers understand each participant's real-life situation, provide concrete feedback on their personal experience, and further consolidate and reflect on their learning. This tailor-made design fits the needs of the participants and so was welcomed by them. Regarding the feedback on the course, almost all the participants stated that they would recommend these courses to others. Some participants mentioned that the course could be improved by offering more daily life examples of relationship conflict management for class discussion and practice, which may further encourage them to practise in their families. It can be addressed by providing the resources kits and video developed after this study.

Conclusion and Recommendations

This study concludes that the “Intergenerational Co-parenting” training, including teaching materials and training activities which HKFWS and the research team co-authored, should be further promoted. Both grandparents and parents learned appropriate intergenerational co-parenting attitudes, knowledge and skills through the training courses, and the children's prosocial behaviour was enhanced following the changes in the adults. Regarding the middlemen course, the study indicates that it is feasible in practice for the three-session online course to achieve the anticipated goals, and the three-session course is more appropriate for the men's group. Some middlemen highlighted that it would be worth organising these courses, as there is no similar service available in the community designed to equip them with the skills to handle multigenerational co-parenting issues. The course design could be strengthened by offering both in-person and online hybrid service modes to increase the flexibility to meet the users' different learning needs and increase their learning opportunities. Moreover, experienced social workers are great assets, as they were able to help the participants learn in the class and subsequently were able to follow up on their practice in their real-life contexts, which they found enhanced both their personal attitudes and practical skills. In addition, ongoing professional training from the agency provided strong support for the social workers and ensured a good quality outcome.

We recommend that different stakeholders keep improving their efforts to promote intergenerational family support services, such as fostering the cross-sector collaboration between the education and social service sectors to realise effective co-parenting and harmonious family relationships. As the training course for middlemen is still in the embryonic stage, it is an opportune moment to engage more stakeholders

to address this service gap. More professional training for practitioners and service providers and the effective use of the professional resources kits are recommended. This training model is a pioneer in multigenerational family education and guides future services and research development.

行政摘要

背景簡介

香港家庭福利會(家福會)獲得李錦記家族基金贊助，從 2015 年起由轄下的婦女及家庭成長中心推行「婆媳緣·祖孫情」多代家庭教育及支援計劃，為多代家庭成員，如：父母及祖父母等提供服務。計劃旨在凝聚多代家庭及建立互相支援網絡，並協助父母與祖父母攜手合作，培育下一代。於 2019 年，家福會邀請香港樹仁大學及香港大學組成的研究團隊開展名為「兒童為重提升多代家庭姻親關係」之循證為本實務研究(EIP, Evidence-Informed Practice)，設計「兩代同行育兒孫」的課程教材及相關訓練活動，讓父母及祖父母同心為下一代締造一個互相關顧的成長環境，共建幸福家庭。課程設計的理論基礎由三大支柱構成：文獻綜述中的理論基礎、社會工作者的臨床經驗，以及研究團隊的專業知識。課程內容以「家庭舵」作為標誌，象徵著五大主題與總結，包括：(1) 知己知彼、(2) 將心比心、(3) 姻親互補、(4) 同舟共濟、(5) 同聚共樂及(6) 和而不同。提供予父母及祖父母的課程共設六節課堂，每週一節；而針對男士(中間人)的課程則設計為三節課堂。每節時段為 120 分鐘，均設有特定的主題，而所有導師都是具有家庭服務經驗的註冊社會工作者。

研究結果

是次研究結合量性和質性研究的方法，以混合模式於二零一九年九月至二零二一年八月期間收集數據及資料。除了評估「兩代同行育兒孫」課程帶來的量性效果外，團隊還透過收集質性資料，以了解課程「如何」以及「為何」能為多代家庭達到預期效果。研究主要探討課程的三類參加者，即祖父母、父母及男士(中間人)於完成「兩代同行育兒孫」課程後的成效。

量性研究 採用面對面或網上問卷形式，以了解及比較三類參加者在參與課程前後的轉變，以檢視六項重要預期成效的達成程度「兩代親職合作」(co-parenting

relationship)、「親職效能感」(parenting efficacy)、「兒童正向行為」(prosocial child behaviour)、「家庭幸福感」(family well-being)、「代際相處關係」(intergenerational relationship)及「處理姻親關係」(managing in-law relationships)。

能順利完成全部前測、後測及課程完結後三個月的跟進問卷的參加者有 134 位：祖父母 72 人、父母 41 人及男士(中間人)21 人，佔總參加者人數 (156 人) 的八成三；而以上三個組別之參加者已完成之課程總次數為 31 次：祖父母 16 次、父母 9 次及男士(中間人)。

量性結果顯示，「祖父母」及「父母」兩組，均在五項重要預期成效中的四項，即「兩代親職合作」、「親職效能感」、「兒童正向行為」及「家庭幸福感」，都有顯著改善。然而，雖然兩類參加者相對於未參與「兩代同行育兒孫」課程前，他們在「代際相處關係」上都有所改善，但卻未有顯著的成效。「男士(中間人)」組別的結果則顯示，他們於六項重要預期成效都有所進步，而他們更在「處理姻親關係」、「共享親職」及「親職效能感」三方面的分數都有明顯改善；在「孩子正面行為」、「家庭幸福感」及「代際相處關係」這三方面，雖然分數也較參與課程前有所提升，但效果並非顯著。以上結果反映出課程能達到全部重要預期成效，而在「處理姻親關係」、「兩代親職合作」及「親職效能感」上尤其效果顯著。此外，全部組別的參加者均對此課程的整體滿意度，給予很高的分數。

質性研究 採用焦點訪談形式，總共邀請了 24 名課程參加者，包括：9 名祖父母、7 名父母及 8 名男士(中間人)進行小組討論，以了解三組學員參加課程的動機及原因、參與課程後在思維觀念及態度上的轉變、藉課程而學會的知識技巧，以及對課程的具體意見。結果顯示，不論是在代際溝通，還是在處理姻親／兩間之間的衝突方面，課程都能對自身成長及與家庭成員的關係上帶來裨益。而課程中的討論環節及活動體驗，都能讓他們掌握到不少寶貴的知識和技巧，從而讓他們觀察到自身人生旅程中的角色變化、隨之而來的個人需求，以及親職或兩

代親職合作所帶來的挑戰。研究結果不單與量性研究的結果大致吻合，而研究團隊更從訪談內容中，進一步了解哪個課程主題對參加者來說，較具意義和影響力。

大部份參加者強調「知己知彼」及「將心比心」這兩個課題，以及課程中教授的「兩代紅綠燈轉危為機法」情緒管理策略，能有效協助他們面對多代或姻親關係問題，從而提升兩代親職合作的自信心或效能感。有些來自「祖父母」及「父母」的參加者，也指出自己留意到因著自己在管教上的轉變，孩子也有更多的正面行為；而男士(中間人)參加者，更反映課程讓他們了解到自己擔任「中間人」角色的重要性，從而幫助他們學習如何成為妻子與父母之間的溝通橋樑，減低他們之間的衝突。

多代家庭親職合作的有利因素：家庭為本、兒童為重及關懷支持

多代家庭和諧關係的有利因素，可以透過生態系理論（Bronfenbrenner, 1995）來理解——因為關係是涉及個人與家庭、家庭與環境之間的動態互動。因為「家庭為本」及「兒童為重」能幫助祖父母和父母了解和諧的親職合作關係對孩子的身心靈發展的重要性，所以是促進有效的兩代親職合作的不可或缺因素。當祖父母及父母明白這兩個因素的重要性，他們便能培養出對彼此有正面和同理心的理解，而他們更能意識到世代差異，在適當的時間扮演合宜的角色，以避免衝突。透過把孩子的需要放在首位並設定恰當的目標，便能進一步推動兩代親職合作的互助精神，以維持家庭和睦，並透過促進互助，以提升孩子的幸福感，讓他們的生活及成長更為快樂美滿。而愛則是將祖父母和父母凝聚在一起的催化劑，讓他們能攜手合作、互相支持，共同培育下一代。將家庭實踐糅合正向心理學，能有助於創造包含幸福、愛和家庭合作在內的正面情緒和成效（Conoley et al., 2015；Waters, 2020），而當中愛的支持，就是利用積極而正面的方式，在整個家庭的親職合作關係中滿足孩子的需要。此外，適當的資源亦能幫助家庭克服困難，並增強家庭抗逆力和凝聚力。然而，要為孩子

的身心健康和家庭和諧帶來長期的益處，祖父母和父母都必先踏出一步了解社區資源，並敞開心扉，願意向外界尋求協助。

課程設計的關鍵：睇、練、做

課程是以「睇、練、做」三部曲作為主要結構編寫而成的。在完成課程後，祖父母及父母發現，這個課程結構能讓他們了解有效的跨代共同育兒的重要性，以及能在社工的帶領下認識更多親職實戰技巧及進行角色扮演，從而促進他們的學習。除此以外，課程亦鼓勵參加者完成家課，讓他們能在日常生活中練習及實踐所學，鞏固知識。而家課同時亦是一個平台，有助社工了解每位參加者的現實生活狀況，並針對他們的個人經驗提供具體回饋及意見，進一步鞏固他們的學習，引發反思。這種「度身訂造」的課程設計十分貼合參加者的需要，因而得到他們的廣泛歡迎及認同。對於課程的意見，幾乎所有的參加者都表示會向他人推薦這個課程。不過有參加者表示，課程現時的不足之處是需要提供更多處理關係衝突的日常生活例子，以供參加者進行課堂討論和練習，從而鼓勵他們在家庭中實踐課程所學。而按本研究結果而設計的資源套和影片，正正能豐富有關內容，讓課程更臻完善。

研究結論及建議

總括而言，香港家庭福利會及研究團隊合作編寫的「兩代同行育兒孫」的課程教材及相關訓練活動，是相當值得在社會上推廣。祖父母及父母都能透過課程掌握兩代親職合作的應有態度、知識及技巧，而因著他們的轉變，孩子的正向行為都有所提升。至於男士(中間人)課程，研究亦發現即使它只是一個三節線上課程，但它亦能達到全部六項預期成效，而這個課程長程亦較適合這群服務對象參與。而當中有男士(中間人)參加者表示，坊間其實甚少同類型的計劃能讓他們提升兩代親職合作的技巧，所以舉辦這個課程是別具意義的事。儘管課程的效果

顯著，但亦有其美中不足之處：課程除了以實體的形式進行，亦可嘗試以線上線下混合模形式進行，以迎合不同服務使用者的學習需要，增加他們的學習機會。值得強調的是，經驗豐富的社工亦是課程中的無價寶，因為他們能憑著自身的經驗和能力，於課程中帶領參加者學習，亦跟進參加者現實生活中的親職及育兒情況，讓參加者的親職態度及實戰技巧也大大提升。因此，如機構能持續地為社工提供專業培訓，相信定能成為社工極大的支持，亦讓服務質素得到保證。

研究團隊建議，社會各界的持份者可加強推廣多代家庭教育及支援，例如教育和社福界便能嘗試跨界別合作，進一步實現有效的親職合作，共建和諧家庭關係。此外，雖然男士(中間人)課程只是處於起步階段，但它的成功亦已成為了一個契機，讓更多的持份者注意到這個服務鴻溝。我們希望業界能提供更多此類服務的專業培訓供社工及不同崗位的專業同工參與，亦善用專業的資源教材套，讓服務得以進一步推展。作為多代家庭服務的先驅者，我們期盼藉此先導研究能為多代家庭服務的日後發展及研究工作帶來啟發，進而教育更多多代家庭建立正面和諧的代際關係，從而喚起社會各界對多代家庭需要的關注。

1. Introduction

In 2019, the Lee Kum Kee Family Foundation sponsored HKFWS to invite a research team composed of researchers from Hong Kong Shue Yan University and The University of Hong Kong to conduct a “Child-focused In-law Relationships Enhancement in Multigenerational Families” study with an Evidence-Informed Practice (EIP) approach to develop an “Intergenerational Co-parenting” (兩代同行育兒孫) course of teaching materials and training activities in order to help grandparents and parents create a caring and nurturing environment and a harmonious family life for the next generation. The research team adopted a mixed-methods design by using both quantitative and qualitative research methods to evaluate the effectiveness of the training course based on a “Child-focused Enhancement of Intergenerational Relationship Model” for three groups of participants: grandparents, parents, and middlemen. This evaluation report aims to identify the effectiveness, explain how the courses help the participants, and offer recommendations for further improvement.

In Hong Kong, the proportion of older adults aged 65 and over in the total population rose from about 13% in 2011 to nearly 20% in 2021, implying a significant increase in the senior population. Over the last decade, the number of domestic households has increased by 12.9% from 2,368,796 to 2,674,161. The proportion of the vertical extended family, a couple with at least one parent and/or unmarried children, is 4.8% of all domestic households. These figures show that there is still a considerable number of multigenerational families in the ageing population in Hong Kong (Census and Statistics, 2021).

More and more women have been participating in the labour force in recent years. There has been an increase in the percentage of women in the labour force from 53.4% in 2011 to 54.8% in 2021 (Census and Statistics, 2021). The changing role of women enhances their social status and financial independence, allowing daughters-in-law to negotiate their domestic and caregiving roles (Cheung et al., 2015). In line with the greater participation of women in the labour force, there is a need for the increasing involvement of grandparents in childcare, particularly in dual-earner families (Tsien & Ng, 2010). Although dual-earner families may employ domestic helpers to carry out housework in the family, grandparents are often invited to take care of their grandchildren.

Conflict and inharmonious relationships are common in multigenerational families in Hong Kong. According to the reports from Integrated Family Services Centres, there is

a significant number of cases of in-law and marital conflicts. As the number of working women increase, grandchildren are more likely to be looked after by grandparents. Conflicts may emerge between mothers and grandparents due to different parenting practices and values. Misunderstanding, inconsistency and conflict between in-laws and daughter-in-law have been affected by different factors such as a generation gap, values, role changes and expectations in life stages. Two generations from different families of origin may have different concepts, values and practices to deal with family matters, diet, living habits and raising children (Zheng, 2004; Li, 1999). When grandparents need to share housework and take care of grandchildren with daughters-in-law, conflicts are more likely to be intensified and further affect the relationship in co-parenting and intergeneration matters (Peng, 1996). Despite the challenges in the multigenerational family, the effective and harmonious intergenerational interactions can have a positive influence on the family. Multigenerational family interaction and communication have been shown to be beneficial to both grandparents and children (Belgrave, 2011). Grandparents teach grandchildren through their own experience and skill, so their self-confidence can be enhanced. At the same time, the interaction between grandparents and children can lead to positive behaviour in children.

As mentioned, the phenomenon of two generations (grandparents and parents) taking care of children is becoming common in Hong Kong families, but there is a lack of corresponding services and local research focus on intergenerational relationships and co-parenting in multigenerational families. In response to the service needs, HKFWS is sponsored by the Lee Kum Kee Family Foundation, which launched the “Education and Support Project for Multigenerational Families” of the Women & Family Enhancement Centre in 2015. The scheme aims to provide support for multigenerational family members, such as grandparents and parents. It also aims to bring multigenerational families together and build a mutual support network in order to help grandparents and parents work together to nurture the next generation.

There is a lack of existing training to assist family members in managing intergenerational parenting under rapid changes in the arrangement of child rearing. In response to this service need and making reference to family solidarity theories, the research team designed a training course on child-focused in-law relationship enhancement for three types of participants: grandparents, parents and middlemen. Due to the outbreak of COVID-19 in 2019, some training courses were conducted on-site and some online. Grandparent and parent courses were conducted on-site or in mixed mode (on-site and online). The middlemen course was conducted online. Courses for grandparents and parents have six sessions, and courses for middlemen have three

sessions, covering the themes: (1) Role Adjustment (知己知彼), (2) Heart to Heart (將心比心), (3) In-law Co-parenting (姻親互補), (4) Sharing and Support (同舟共濟), (5) Family Togetherness (同聚共樂), and (6) Harmony in Diversity (和而不同). The instructors of all the courses were registered social workers.

In Hong Kong, there is a lack of local research exploring ways to improve the in-law relationships in multigenerational families and childcare with two generations. The research team aims to use this research to develop and establish a child-focused model for enhancing in-law relationships, which can be applied to multigenerational families; to allow the experts and social workers to make reference to this designed training course; and to develop further training activities and a resource kit. The research team adopted a systematic social science research approach to evaluate the effectiveness of the courses in achieving the intended learning outcomes. This report on the evaluation research contains four main sections: Chapter One is an introduction and background of the Intergenerational Co-parenting” course; Chapter Two is a literature review and the conceptual model; Chapter Three is the methodology; Chapter Four describes the major findings of the research. Chapter Five is the discussion and recommendations.

2. Literature Review

The “Education and Support Project for Multigenerational Families” aims to provide support for multigenerational family members. The term “multigenerational family” implies more than one generation in a family. In this study, we focus on the most common intergenerational co-parenting arrangement in Hong Kong, which consists of three generations — the grandparents, parents, and grandchildren — either the grandparents living with the grandchildren or not. The notion of “co-parenting” used here mainly refers to grandparents’ involvement in their adult children’s parenting practices in a multigenerational family context where childcare is shared amongst all adults. Of course, this conceptual term conventionally also indicates the ways a couple (the father and the mother) share the parenting role or parental duties (Feinberg, 2003).

To develop an effective training programme to fit the needs of our target participants (the two adult generations), researchers’ attention was given to the psychological, familial, social, and cultural factors that influenced family members’ well-being in general, and the issues of intergenerational co-parenting in particular. In this study, we use “middleman” to represent the “go-between” family role of a male adult when the parents-in-law and the daughter-in-law (or daughter) have to solve relationship conflicts. In both Western and Eastern countries, husbands and sons were often found “sandwiched” between the in-laws in domestic conflicts (Apter, 2010; Jean et al., 2006; 利翠珊, 1999; 吳明燁、伊慶春, 2003). For example, Apter (2010) spent 20 years interviewing hundreds of families across the world and found that 75% of couples reported having problems with their in-laws. More than 60% of women admitted that the relationship with their female in-laws caused long-term unhappiness and stress. The research also found that two-thirds of daughters-in-laws believed that their mothers-in-law frequently exhibited jealousy and competition for love towards their sons. Chan et al. (2008) found that in Hong Kong the lifetime prevalence rate of conflict with parents-in-law was 10%. In the process of creating the practice model, the term “middleman” implies a gender-sensitive and culturally sensitive intervention for researchers and social workers working with potential service users in Hong Kong’s multigenerational family education service.

It has been clear for some time that marital satisfaction is associated with in-law relationship, and in-law relationship has a critical impact on couple relationship (吳明燁、伊慶春, 2003; 利翠珊, 1999). The couple relationship is closely related to parenting and the child’s behaviour problems or adjustment (Linville et al., 2010; Schoppe-Sullivan et al., 2007). Furthermore, the conflicts over parenting practices and

values between the couple can affect the child's competence development, such as moral reasoning, social skills or sociability, self-confidence, and responsibility (Vaughn et al., 1988). The relationship with the in-laws also has an impact on the quality of the relationship between grandparents and grandchildren, as well as the parent-child relationship in three generation families (Li & Liu, 2019; Liang et al., 2021; Robertson, 1975). Parents' relationships with the grandchild and grandparent generations were associated with the grandparent-grandchild bond (Brown, 2003; Monserud, 2008). Although family relationships play a key role in every child's healthy development, the way family members behave and communicate with each other is the crux of parenting and family well-being issues. Lam et al.'s (2012) qualitative study of Hong Kong family members indicated that family harmony is a core element of good family functioning, which further contributes to family happiness and health.

Theoretical Foundations of Developing the Curriculum Model

The following section details the theoretical and research evidence supporting the research team in collaborating with the social workers/ trainers involved in the Intergenerational Co-parenting Programme to establish the key aspects of the practice model and develop the course curriculum. Expectations were that implementation of the respective courses for grandparents, parents and middlemen would contribute to positive changes and attainment of a better level of knowledge and skills to deal with the relationship problems in a multigenerational family.

Co-parenting and Intergenerational Co-parenting

Co-parenting occurs when two (or more) adults/caregivers have shared responsibility for rearing or caring for a particular child or children. This concept itself does not imply that parenting roles should be equal in authority or obligation. The degree of shared responsibility is determined by the adults and is influenced by the social and cultural context. The quality of the co-parenting relationship is determined by several key components: (i) the division of duties involved in childcare or household chores; (ii) the childrearing agreement like moral values, behavioural expectations and discipline, education standards or priorities, and safety; and (iii) co-parental support vs inter-parental conflict (Feinberg, 2002; 2003).

Intergenerational co-parenting addresses the co-parenting relationship between grandparents and parents. Some Asian cultures, like Chinese, favour grandparents playing a role in childcare and family function (Hoang & Kirby, 2019; Sun & Jiang, 2017), whereas both mother-maternal grandmother and mother-paternal grandmother

co-parenting are the common types in Hong Kong.

The involvement of grandparents in raising a grandchild or grandchildren might bring multigenerational families both advantages and challenges. Previous research has found that grandparents exert significant direct or indirect influences on their grandchildren's outcomes (Erola & Moisio 2006; Zeng & Xie 2014; Pettit et al., 2008), including increased survival and positive influences on children's nutrition (Sear et al., 2000) and mental health (Pettit et al., 2008). In some families, the involvement also brings grandparents and parents opportunities to build stronger emotional support through closeness with grandchildren, which is good for the well-being of all (Michalski & Shackelford, 2005). Yet, intergenerational relations could also lead to conflicts among family members. Hoang et al.s (2020) intergenerational co-parenting survey study of Vietnamese families indicated that grandparent psychological control and parent-grandparent quality of communication greatly affect whether the parent-grandparent co-parenting relationship is cooperative or not. An example of co-parenting cooperation between grandparents and parents is that they discuss with others and ask opinions on issues related to parenting. A typical case of grandparent psychological control behaviour is the interference of the mother-in-law in the son's and daughter-in-law's household issues even if they prefer to solve them by themselves. Hoang et al.'s study (2020) pointed out that grandparents' psychological control was the strongest predictor of co-parenting conflict in Vietnamese families. Yet, lower levels of psychological control did not predict more cooperative co-parenting relationships although it predicted less conflict. This study suggests that a good co-parenting relationship is built on open and positive communication.

Applying Feinberg's (2003) analytical framework of the co-parenting relationship to intergenerational co-parenting in the context of Chinese culture, as Hoang et al. (2020) did in Vietnam, we could expect poor communication about the division of duties involved in childcare and chores, childrearing style disagreements and the inter-parental/ in-laws relationship problems are the major sources of intergenerational co-parenting conflict in Hong Kong's three-generation families.

Conflicts of In-law Relationships in Multigenerational Families

With the birth of a child in the family come possible opportunities for sharing motherhood between grandmothers and daughters (biological or in-laws). Previous literature portrays the relationship experienced by some in-law dyads as supportive, whereas some were characterized by hurtful incidents (Allendorf, 2017; Fischer, 1986).

For instance, Peters-Davis et al. (1999) found that the good quality of the relationship between children-in-law and parents-in-law was the most salient factor to predict successful intergenerational exchanges. By contrast, Rittenour and Kellas's (2015) study revealed in a poor quality relationship the types of "hurtful ways" daughters-in-law reported receiving from their mothers-in-law including control or over-involvement, harsh criticism, and third-party messages (sent through someone like the husband or sibling-in-law, other than the daughter-in-law). In in-law conflict and disagreements experienced by Chinese battered women in Hong Kong, Choi et al.'s (2010) qualitative study identified the following key aspects: disputes over financial matters, conflicting lifestyles, battles over children, differences in gender role expectations and being a scapegoat of the husband.

While multigenerational interdependence in caregiving support brings benefits to a family, the in-laws co-parenting format also involves ambivalence, dilemma or contradiction. This phenomenon was also acknowledged by respondents in a local survey conducted by the Family Council (2016). Ambivalence is a term used to describe the paradoxical feelings between closeness and distance that people experience in their intimate social relationships. It often occurs in the formation and maintenance of intimacy and boundary setting in intergenerational family relationships (Bengtson & Roberts, 1991; Connidis & McMullin, 2002; Luescher & Pillemer, 1998; Silverstein & Bengtson, 1997). When the in-law relationship is perceived as a close-but-distant intimate relationship, it is indeed difficult for mothers-in-law and daughters-in-law to discuss their family interactions or adequately describe both the positives and the negatives in their relationship. In Chinese society's culture of filial piety, the status difference between mothers-in-law and daughters-in-law might be a barrier to open or direct communication. Luescher and Pillemer (1998) proposed that psychological ambivalence was a major factor in understanding intergenerational relationships. Psychological ambivalence includes intergenerational contradictions such as contradiction between dependence and autonomy, or expectations and norms for intergenerational interactions (Willson et al., 2003; 孔祥明, 2001; 利翠珊, 1998; 彭懷真, 1996; 鄭玉秀, 2004). For example, in-law stress is often triggered at family gatherings at Chinese festivals. The daughter-in-law would struggle with visiting her own biological family or not. Chinese culture has an influence on the social expectations of a good wife. It is traditional for daughters-in-law to take the husband's extended family as the priority.

Facilitating factors for intergenerational co-parenting and relationship building in multigenerational families

The discussion of the conceptual framework of understanding intergenerational co-parenting and in-law relationships leads to recognition of the potential facilitating factors that could be targeted in enhancing the well-being of members in a multigenerational family. To support the development of such an educational programme, an outline of the possible training goals is presented with a brief description of the theories involved.

1. Life-course development

The life course as a developmental perspective for role adjustment

A key premise that ties together the courses of the training programme is the roles played by family members in a multigenerational household. Elder (1975, 1998) reminded us that the developmental trajectories of each person are influenced by ever-changing contexts, such as the socio-historical and geographical locations one is living in. In application, this developmental theory prompts us to help course participants to explore and recognize how age, historical period, cohort or generation, socio-cultural context and meaning matter for human development and family life (Bengtson & Allen 1993). Both grandparents and the younger generation are developing along their own lifespan, and their roles and demands of the life task are expected to change. If they can adjust their roles regarding family relationships and responsibilities according to environmental challenges and social expections, they would obtain a positive identity and self-concept, which will lead to psychological well-being (Cottrell, 1942; Phillips, 1957; Lou, 2011). For example, the co-parenting arrangement in a “modified extended family” (Litwak, 1960; Litwak & Kulis, 1987), including family members (e.g., the grandparents) who do not live in the same household but regularly contribute to the family, is a complicated role adjustment issue of readiness, expectation as well as physical and psychological abilities. Clearly, the knowledge and skills for role adjustment along the life course is viewed as a facilitating element for performing the new co-parenting role adequately.

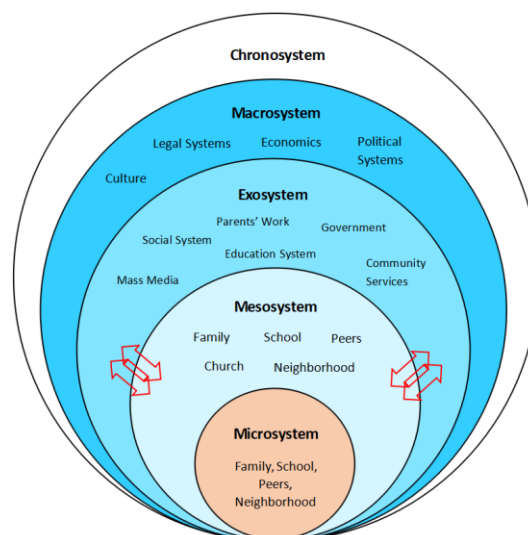
Family of origin, generational difference, and family boundary

When the life course perspective helps us to understand the changes in human development, it also leads us to ponder the life course transitions influenced by the family of origin, within the embedded social context (Brian & Logan, 2001; Crosnoe & Elder, 2002; Lou, 2009). Feinberg (2002, 2003) reminded us that adults’ values and attitudes are based partly on their own families of origin. When coming to an agreement

on childrearing issues, or division of labour in caring or chores, the empathetic understanding of generational difference in perception, expectation and living habit is helpful. The respectful use of the idea of “agreeing to disagree” can help to maintain a level of mutual co-parenting support or to reach any feasible co-parenting arrangement decision. In contrast, childrearing disagreement will be problematic if it breaks the consistency of discipline practices across parental figures (e.g., mother-in-law and daughter-in-law, or husband and wife). For example, Jouriles et al.’s (1991) empirical study reminded us that childrearing disagreement is a stronger predictor of young children’s behavioural problems than is global marital adjustment. Thus, both grandparents and parents having a mindset of setting commonly agreed parenting goals may play a salient role in parental efficacy.

2. Ecological systems theory

Viewed from the ecological system perspective (Bronfenbrenner, 1979), at the level of a microsystem, the theory of intergenerational solidarity suggests that elements like communication, mutual respect, having a willingness to spend time with family members together (Lam et al., 2012) are the basis of family harmony. Yet, at the levels of mesosystem and macrosystem, the indirect environment such as media, government agencies and contextual factors such as economy and culture should also be identified for facilitating sources.



Ecological systems theory (Bronfenbrenner, 1979)

3. Theories of children's growth and development

Several aspects are involved in the growth and development of children. The Stages of Psychosocial Developmental Theory (Erikson, 1963) proposed that human personality develops through eight stages of psychosocial development, from infancy to old age. It is believed that children learn to develop social relationships through interaction with people in their environment. Children from 0 to 13 years are experiencing different psychological crises at different stages, including a sense of trust, the ability of independence, initiating activities with others and learning to work and cooperate with peers. Children would be able to acquire basic virtues and a healthy personality when the stages are successfully completed.

The Theory of Cognitive Development (Piaget, 1936) suggested that children go through four stages of cognitive development in the same order. Cognitive development happens via the interaction between natural capacities inside the child and the environment. Therefore, parents should provide appropriate education and stimulation to children, enabling them to successfully develop cognitive ability in all areas.

The Theory of Moral Development (Kohlberg, 1984) emphasized that moral values are developed through six stages from infancy to adulthood. Children learn to determine what is acceptable or unacceptable behaviour and develop values of right and wrong, and they eventually learn to be self-disciplined and assume responsibilities. The Education Bureau (2021) stated that parents' personal character and morals and behaviours have big impacts on their children, so parents should set an example for their children and educate the next generation with positive values and attitudes. In addition, appropriate education of moral values, including respect, empathy and care, enables children to positively face the changes and challenges they encounter in life. Understanding the needs in different aspects of children's development is critical to parenting.

4. Intergenerational co-parenting

Child-focused relational perspective in co-parenting

In Hong Kong, based on the child-focused relational perspective, researchers (Lau & Lam, 2019; Lau, 2021) pointed out that HKFWS's Cooperative Parenting Institute's model in co-parenting is a feasible co-parenting pattern for post-divorce families with high-conflict parents. As a practical form of child-focused parallel co-parenting, the

intervention approach is to reduce the inter-parental conflict and to increase the engagement of parents in good inter-parental communication. The service outcome of the improvement in children's well-being is the result of diminishing the level of triangulation of children in inter-parental conflicts and the strengthening of parent-child bonding. Parents' awareness of the negative interaction dynamics and the respective mutual understanding which fosters trust is based on the principle of focusing on children's rights and well-being, rather than on parents' rights.

In a multigenerational family context, the co-parenting relationship can be viewed as a mediator of influence on several inter-parental relationships (grandparent-parent, in-law, couple relationship) which further affect child outcomes. Also, well-coordinated co-parenting relationships between the adult generations can be viewed as a protective factor which may moderate the relation between risk (such as illness, financial or work stress, and lack of social support) and family outcomes (Feinberg, 2003).

Five domains of intergenerational co-parenting framework

The intergenerational co-parenting framework (Bai et al., 2022) includes five key themes: power and authority, division of labour, conflict, coping and adaptation, and reciprocity, which are interrelated in co-parenting relationships. An effective intervention should include elements that target achieving the five domains. An intervention may not just resolve problems in only one domain but may also reduce risk factors in other domains. The framework defines the universal aspects of co-parenting and observes the characteristics of parent-grandparent co-parenting, including complicated interpersonal and intergenerational relationships and various forms of co-parenting. This framework aids the development of interventions which provide insight regarding the ascertainment of joint childcare needs, prevention of conflict in intergenerational and co-parenting relationships, construction of helpful coping and adaptation strategies for achieving beneficial co-parenting solutions, and development of cooperation to protect the well-being and functioning of the entire family system. This framework facilitates a broader view of the challenges individuals may face in intergenerational co-parenting and other factors involved in the co-parenting process, including personal experiences, family circumstances, and socio-cultural contexts. It is helpful for effectively addressing problems in co-parenting relationships involving both generations.

5. Positive Psychology

Moreover, the management of multiple inter-parental conflicts (for example,

grandparent-parent, in-law, couple relationship) can be enhanced by setting healthy boundaries based on family of origin issues. For example, not all in-law conflict represents an intergenerational co-parenting problem. Sometimes, it is a “triangulation issue of the son/husband (middleman)” rather than a childrearing conflict. The family of origin is the place that we learn to become who we are and how to behave, such as communication styles, processing of emotions, stress management and problem solving. Thus, learnable steps should be taken in translating the understanding of the family of origin issues to effective conflict management strategies or skills. A child-focused intervention to enhance the quality of the in-law relationship or couple relationship is then developed, informed by the approach of positive psychology (Seligman & Csikszentmihalyi, 2000). It emphasizes character development, personal strengths, positive emotions, and positive attitude to understand life situations. The learning intervention focuses on the positive or constructive side of conflict management rather than withdrawal from interpersonal interaction.

Positive psychology studies optimal human functioning and applies factors that help individuals and communities to flourish (Seligman & Csikszentmihalyi, 2000). Studies have shown that positive psychological interventions are beneficial to improving mental health and subjective well-being (Magyar-Moe, 2009). Moreover, correlation between mental health and quality relationships was found in the literature on positive psychology.

Love

Individuals experience love in many important relationships. Berscheid (2010) identified love of four distinct types: companionate, romantic/passionate, compassionate, and adult attachment love.

Companionate love

Companionate love is experienced in both romantic relationships and those with friends and family (Hendrick & Hendrick, 2000). It includes affection, trust, companionship, and mutual interests. These qualities are found in most good relationships, regardless of romantic interest (Berscheid, 2010).

Compassionate Love

Berscheid (2010) believed that human evolution is the basis of compassionate love. Infants depend for survival on the care and protection given by caregivers. Therefore, the tendency to seek protection from others (the attachment system) and the tendency to respond to others' distress (the caregiving system) are part of human evolution.

Compassionate love can be experienced in a range of relationships, including family. Sprecher and Fehr (2005) defined compassionate love as “an attitude toward the other(s), either close others or strangers or all of humanity; containing feelings, cognitions, and behaviors that are focused on caring, concern, tenderness, and an orientation toward supporting, helping, and understanding the other(s), particularly when the other(s) is (are) perceived to be suffering or in need”. It is also associated with providing support to close others as well as other prosocial emotions and behaviours, such as empathy.

Research has suggested that compassionate love is important in the promotion of human well-being. Sharing, supporting, and caring for others increases the quality of lives in individual and relational well-being (Hojjat & Cramer, 2013).

6. Intergenerational Family Solidarity

Intergenerational family solidarity and harmony building

In developing an effective programme to enhance intergenerational co-parenting, the complicated relations between generations in a family is another issue for researchers and social workers to consider. Bengtson and Schrader (1982) proposed a model of intergenerational solidarity that focuses on family cohesion, which echoes the notions of co-parental coalition or parenting alliances across generations. The concept of solidarity helps us to explore how people of different generations in a family relate to, depend on, care for and support one another in their daily lives. This model emphasizes family solidarity as a multidimensional construct with six elements of solidarity: structural, associational, affectual, consensual, functional, and normative (Bengtson & Schrader, 1982; Roberts et al., 1991). These constructs remind us to pay attention to all factors which can constrain or enhance interactions, such as the use of new technologies to aid communication, the frequency of social contact and shared activities between family members, the exchanges of practical assistance between family members, the ways of increasing emotional closeness, the consensual effort of handling similar or different lifestyles or opinions, as well as the endorsement of familial obligations for intergenerational harmony or cohesion.

7. Social Learning Theory

The Social Learning Theory (Bandura, 1986) states that people can learn new behaviours by observation and imitation. People can learn through observation, which

is called observational learning: learning by watching different kinds of model, including a live model which involves a person demonstrating or acting out a behaviour, a verbal instructional model which involves descriptions and explanations of a behaviour, and a symbolic model which involves real or fictional characters showing behaviours in books, films, television programmes, or online media (as cited in Nabavi & Bijandi, 2012). And learning is followed by a modelling process that learners are able to replicate and have the ability to perform the behaviours they have learned. Therefore, the course is constructed on a set of concrete thinking steps and visible actions of an active coping strategy, which facilitates participants' learning by a three-step framework of "see, practice and do". Videos of different situations are offered to participants and discussion is initiated during the course. This provides them with opportunities to practise the solutions resolving different problems and encourages them to put them into daily practice so as to consolidate the positive behaviours they have learned from the course.

A Contribution of Three Parties to Develop the Family Rudder Model: Theories from the Literature Review, Social Workers' Experience and the Research Team's Professional Knowledge

After being fully informed by the extant literature, the research team members worked together to develop the training course framework, the "Child-focused Enhancement of the Intergenerational Relationship Model" for three groups of participants: grandparents, parents, and middlemen. An evidence-informed approach was used to design, implement and evaluate and improve the course. The term "evidence-informed" indicates that the model development process not only focused on the quantitative science of reducing biases in practice decision-making but also considers the qualitative evidence or information in conjunction with clinical knowledge and practice wisdom related to service users to make an evidence-informed training course design. In short, it implies that many different levels and types of evidence are used and needed to support decisions in practice model building (Miles & Loughlin, 2011; Woodbury & Kuhnke, 2014).

Drawing on what is known as "the evidence-informed programme improvement" approach (Small et al., 2009), the research team members discussed and used the effective principles in our programme construction process. They are classified into the following four categories:

- (i) Programme design and content (effective programmes are theory driven, comprehensive, with sufficient intensity, and with active learning

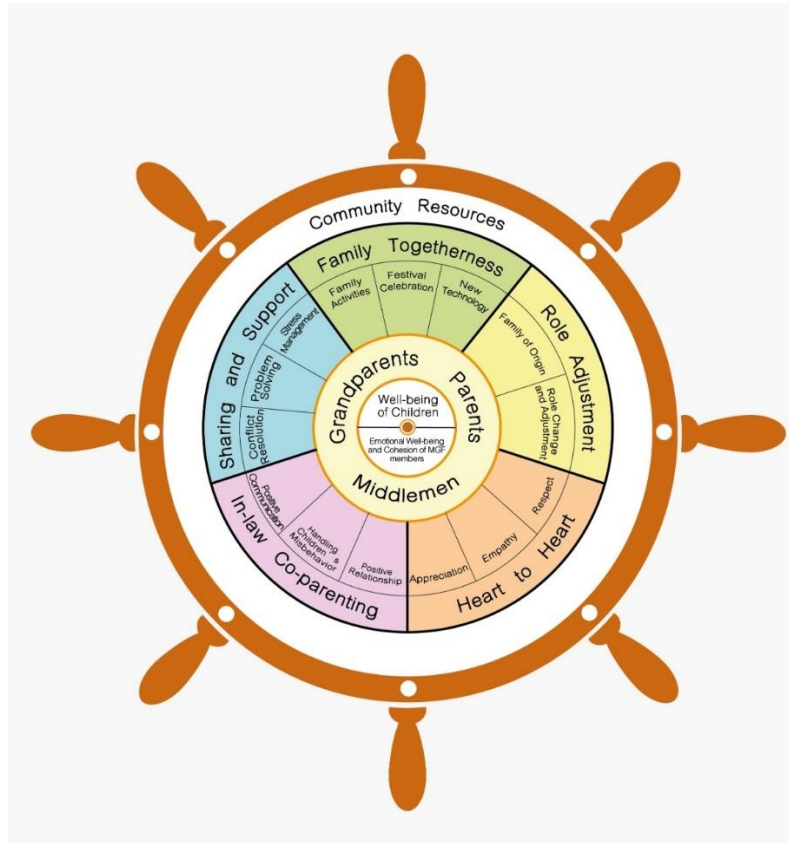
techniques). For example, the research team used the life course perspective, ecological systems theory, positive psychology and strengths-based approach, as well as social learning theory to enable participants to effectively learn certain context-relevant knowledge, skills, and new behaviours.

- (ii) Programme relevance (effective programmes are developmentally appropriate, appropriately timed to reach families when they are most receptive to change and are socially and culturally relevant to the participants). For example, marital or in-law stress might be a likely entry point for the acquisition of co-parenting knowledge and skills.
- (iii) Programme implementation (effective programmes are delivered by well-trained staff and are focused on safe and trusting relationships among participants and staff).
- (iv) Programme assessment and quality assurance (effective programmes are well documented and are committed to programme monitoring and evaluation). For example, the research team used the monitoring tool “Fidelity Check” (a self-assessment form) to ensure that the planned course content of each session of the programme was covered by the instructors.

Furthermore, the practice model development procedures demonstrated efficacy through the continuous exchange of information and ideas between the research team members and the social workers involved in the programme as instructors. The collaborative and partnership process improved the ways to lead, manage and revise practices when challenges occurred, especially when waves of the epidemic occurred several times from 2020 to 2021.

A conceptual framework can be realized as a visual representation of an expected relationship between some entities. The research team members and the social workers have proposed the use of a “Ship Rudder” as the metaphor.

The rudder of a ship is an analogy to describe the cooperation of family members. Family members work together to control, change or maintain the direction of family development while “sailing”. “Family Rudder” emphasizes that each family member has the responsibility to manage the rudder of the family, and it is necessary for all family members to work together and coordinate with each other to direct the “family ship” to sail in the direction of harmonious relationships.



Family Rudder Model

“Child-focused In-law Relationships Enhancement in Multigenerational Families”

Information on the three courses

Training courses for grandparents and parents incorporated a three-step framework of “Seeing, Rehearsing and to Practising”: Participants watched videos or demonstrations from instructors during the sessions. They were given the chance to practise the skills face to face in the lesson. They reviewed the content and finished the homework given to them at home. The six sessions of the courses for grandparents and parents consisted of six themes: (1) Role Adjustment (知己知彼), (2) Heart to Heart (將心比心), (3) In-law Co-parenting (姻親互補), (4) Sharing and Support (同舟共濟), (5) Family Togetherness (同聚共樂), and (6) Harmony in Diversity (和而不同). Session one was about understanding the family of origin. Session two was about empathy and appreciation. Session three was about role adjustment. Session four was about the “Traffic Light Strategy” (紅綠燈轉危為機法) of learning to manage conflict. Session five was about organizing and participating in family activities. And session six was the conclusion and review of the course. Each session of the training course lasted about two hours. Each session was structured with 15 minutes on ice-breaking and homework review, 25 minutes on education and video watching, 25 minutes on case discussion,

10 minutes on break, 25 minutes on sharing, discussion and practice, 15 minutes on homework assignments and 5 minutes on the conclusion.

The middlemen on-line course has three sessions. The content covers the themes of Role Adjustment (知己知彼), Heart to Heart (將心比心), In-law Co-parenting (姻親互補), Sharing and Support (同舟共濟), and Family Togetherness (同聚共樂). Each session lasted for about 90 minutes and was structured with a lecture, video watching, case discussion and sharing, and review of homework. Session one 「無論來自那星球，齊建目標心連心」 was about understanding the family of origin, empathy and appreciation. Session two 「手掌手背都係肉，識講識做有出路」 was about in-law co-parenting strategies and the “Traffic Light Strategy” (紅綠燈轉危為機法). Session three 「你我都是一家人，同聚合作樂歡欣」 was about understanding the role of middlemen in the family and organizing family activities.

Course for middlemen have six major intended learning outcomes, and courses for grandparents and parents have five intended learning outcomes (2–6):

1. To increase skills in managing in-law relationships
2. To improve the co-parenting relationship
3. To enhance intergenerational relationships
4. To enhance parenting efficacy
5. To build children’s positive behaviour
6. To develop better family well-being

3. Methodology

Methods of Evaluation

A mixed method combining quantitative and qualitative aspects of data collection was used in this formative research. Data collection took place from September 2019 to August 2021. Different cohorts of participants were recruited for each target course through different sources such as service centres and schools. People with severe mental disorders and/or family problems were excluded. A survey was employed to collect quantitative data at three time points in order to track changes in participants. Pre-tests were conducted one to two weeks before starting of the course. Post-tests were conducted within one week after finishing the course. Participants were also invited to fill in a follow-up questionnaire three months after finishing the course to identify the medium-term outcomes of the programme. In addition to self-administrated questionnaires, telephone or face-to-face interviews were used to collect data for some participants who were not familiar with filling in a questionnaire. Student helpers were recruited to assist with these individual interviews.

Measures in the survey

In addition to the demographic information, six scales were used to measure the learning outcomes in the questionnaire. Based on the six intended learning outcomes of the courses, the research team developed relevant indicators to measure the performance of the participants. The details of each scale can be found in Table 1 and are described as follows:

Managing in-law relationships

A self-developed scale with 6 items was developed by the research team to measure the capability to manage in-law relationships because no relevant scale has been found. A higher score on the scale means respondents have a higher capability of managing in-law relationships.

Co-parenting relationship

The 4-item **co-parenting agreement** subscale and the 6-item **co-parenting support** subscale of the **Co-parenting Relationship Scale** were used to measure the co-parenting relationship (Feinberg et al., 2012). The original scale has 30 items with seven subscales: co-parenting agreement, co-parenting closeness, exposure to conflict, co-parenting support, co-parenting undermining, endorsing partner parenting and division of labour. This is an internationally validated scale. The original scale is long; therefore,

two dimensions about agreement and support, which are the main elements in co-parenting, were used in the study. A higher score on the scale represents respondents having a better co-parenting relationship.

Intergenerational relationship

The 3-item **affectual closeness** and the 3-item **intergenerational conflict** subscales of the **Intergenerational Relationship Quality Scale** were used to measure intergenerational relationships (Bai, 2018). The original scale has 13 items with four subscales: affectual closeness, intergenerational conflict, consensual-normative solidarity and structural-associational solidarity. This is a locally validated scale. Only two dimensions were used because the other two, which focus upon the structural solidarity and consensus on social value, are not the main focus of the course. A higher score on the scale represents respondents having better intergenerational relationships.

Parenting efficacy

The 8-item **parenting efficacy subscale** of the **Parenting Sense of Competence Scale** was used to measure parenting efficacy (Ngai et al., 2007). This is a locally and internationally validated scale. The original scale has 17 items with 2 subscales: parenting satisfaction and parenting efficacy. The course content focuses on parenting efficacy; therefore, only the subscale was adopted. A higher score on the scale represents respondents having a higher parenting efficacy.

Child behaviour

The 5-item **prosocial behaviour subscale** of the **Strengths and Difficulties questionnaire** was used to measure child behaviour in the study (Goodman, 2001). This is a locally and internationally validated scale. The original scale has 25 items with 5 subscales: emotional problems, conduct problems, hyperactivity, peer problems and prosocial behaviour. Only the prosocial behaviour subscale is used because the course content focuses on the prosocial behaviour of children. A higher score on the scale means the child of the respondents have more prosocial behaviours.

Family well-being

Fourteen items, 4 out of 8 subscales of the **Family Well-Being Index** with a total 14 items (Wong et al., 2020), were used to measure family well-being (family resources (3), care and support (4), family atmosphere (4), family responsibilities (3)). The original scale is newly developed and validated in Hong Kong to measure family well-being. The original scale is too long, 29 items and 8 subscales: family health and safety, family resources, care and support, family atmosphere, family responsibilities, work-

life balance, family and community relationships and family and information and communication technology (ICT). In this study, subscales (family health and safety, work-life balance, family and community relationships, and family and ICTs) were excluded because they are not directly related to the main theme of the course about co-parenting and family relationships. These areas are difficult to enhance through the course. A higher score on the scale means respondents have better family well-being.

Participant satisfaction

A self-developed scale with 5 items was used to measure the subjective satisfaction on the course content and arrangement. A higher score on the scale means respondents have a higher level of satisfaction.

Table 1. Details of scales used in the study

Outcomes	Scale	No. of items
1. Managing in-law relationships	A self-developed scale	6 items
2. Co-parenting Relationship	The 4-item co-parenting agreement subscale and the 6-item co-parenting support subscale of the Co-parenting Relationship Scale (Feinberg, 2012)	10 items
3. Intergenerational relationship	The 3-item affectual closeness and the 3-item intergenerational conflict subscales of the Intergenerational Relationship Quality Scale (Bai, 2018)	6 items
4. Parenting efficacy	The 8-item parenting efficacy subscale of the Parenting Sense of Competence Scale (Ngai et al., 2007)	8 items
5. Child behaviour	The 5-item prosocial behaviour subscale of the Strengths and Difficulties questionnaire (Goodman, 2001)	5 items
6. Family well-being	Four out of 8 subscales of the Family Well-Being Index (Wong et al, 2020) to measure the family well-being (family resources (3), care and support (4), family atmosphere (4), family responsibilities (3)).	14 items
7. Participant satisfaction	A self-developed scale	5 items

Focus group arrangement

The research team conducted two rounds of focus group interviews in evaluating users' comments on the multigenerational families (MGF) courses. Results of the focus groups were used to supplement the quantitative findings which focused on the effectiveness of achieving the learning outcomes. As the literature suggests, co-parenting in MGF is a complex process with many interlinked aspects and influences. Family dynamics run deep; hence, we need an in-depth exploration to understand how family members communicate and interact. This affects their co-parenting functioning and family well-being embedded in their social contexts, seen from the perspective of the course participants. This demand lends itself to qualitative research.

The qualitative part of the study focused on improving the understanding of:

- the effect of MGF courses on the participants (grandparents, parents, and middlemen), which offers a contextual exploration of the experiences of participants' learning and growth;
- the knowledge gained and skills the participants learned from the courses, which supports the need for establishing positive co-parenting and/or relationships enhancement;
- the way they found out about the courses, the reasons for taking the courses and their opinions about these courses, which will inform effective design and delivery of future courses.

The focus group interviews explored participants' inhibitive and facilitative elements related to constructing family well-being and cultivating positive child behaviour. The qualitative findings address how well the specific components of the training activities can support the participants in undertaking the complex task of co-parenting their children. Thematic analysis was employed to investigate how participants experienced the effect of MGF training and the personal changes they experienced. Participants were encouraged in the focus group to reflect on the family relationship issues they encountered, as well as to share their perceptions, points of view and the improvements they gained from the courses.

A total of 24 service users participated in the focus group interviews, which consisted of three types of users (grandparents, parents and middlemen). They were further divided into six interview sessions. Two interview sessions were for each group of participants. The parent group set had 1 father and 6 mothers participating, a total of 7

people (parents were coded P1A to P1D, and P2A to P2C). The grandparent group had 6 paternal grandmothers and 3 maternal grandmothers, a total of 9 people (grandparents were coded G1A to G1D, and G2A to G2E). A total of 8 men participated in the middleman group, coded M1A to M1E and M2A to M2C. User identification codes were used instead of names, to protect participants' confidentiality.

These six focus groups were conducted between January 2020 and March 2021. Due to several waves of COVID-19, we conducted two types of focus group interviews: face-to-face interviews held on or before June 2020, and online interviews on Zoom since July 2020. In other words, two out of the six groups were conducted in person and the other four were conducted virtually. The interview lasted between 60 minutes and 90 minutes. Members of the research team were the interviewers, and they were supported by the project research assistants. For details, please refer to the following table:

Date	Group	Number of people	Duration of interview	Interviewee (Case number) *Attend online course
20-01-2020	Grandparents	4	1.5 hours (Face to face)	G1A, G1B, G1C, G1D
23-06-2020	Parents	4	1 hour (Face to face)	P1A, P1B, P1C, P1D
22-07-2020	Middlemen	5	1 hour (Online)	M1A*, M1B*, M1C*, M1D*, M1E*
25-02-2021	Grandparents	5	1.5 hours (Online)	G2A*, G2B*, G2C, G2D*, G2E*
25-02-2021	Parents	3	1.5 hours (Online)	P2A*, P2B*, P2C*
02-03-2021	Middlemen	3	1 hour (Online)	M2A*, M2B*, M2C*

We used semi-structured interviews with a fairly open framework which is characterized by a topic guide containing major questions related to our research objectives. An interview guide was developed for the interviews which focused on what

kinds of skills were learned from the course that enabled participants to achieve the expected learning outcomes. Reasons for participants to join the course and the most impressive themes and sections of the course were also covered in the interview. Where appropriate, the interviewers would use follow up and use probing questions to elicit more information and discussion from the participants. A copy of the focus group interview topic guide is in Appendix 2. In addition, the relevant personal data of the interviewees (such as gender, age education level) are provided by the workers of HKFWS. It helps the researchers to further understand the life background of each participant. The demographic information of the participants is listed in Table 1 of Appendix 2.

This study received full ethical approval from the SYU ethics committee. All participants provided informed consent to the recording of interviews, which were subsequently anonymized and transcribed. Using an inductive approach, all the verbatim manuscripts of each focus group interview (typed in Cantonese) were encoded and organized into different levels of themes. The process of coding and developing descriptive, analytical, and organizational themes was done inductively, allowing them to emerge from the data. Emerging differences and similarities within and between the groups were further compared.

Fidelity check

Course instructors were required to fill in a self-assessment form to ensure that the designed content of each session of the course was covered. All assessment forms were collected by the research team and examined for fidelity of implementation. Results of the assessment form indicated that in general over 90% of the designed content was covered in the courses, except that some sessions did not discuss all scenarios in class, and some courses were unable to review the homework of participants due to using the online mode. The assessment form is attached in Appendix 2 as a reference.

4. Findings

4.1 Quantitative Findings

Background information of the course participants

A total of 31 MGF courses were organized by HKFWS. There were 16 courses for grandparents, 9 courses for parents and 6 courses for middlemen. A total of 149 participants participated and completed the pre-test questionnaire; 134 participants completed the pre-intervention test, post-intervention test and follow-up test questionnaire (Table 2).

Because of COVID-19, the research team used different modes of service delivery to meet the diversified needs of the participants and collaborative agencies' safety measures and emergency plans. Three types of delivery modes were carried out on-site, mixed mode (on-site & online) and online. On-site courses and mixed-mode courses were used for grandparents and parents. Online courses were used for the middlemen. Of the 72 survey participants in the grandparent course, 39 were in on-site courses and 33 were in courses in mixed mode. Of the 41 participants in the parent course, 10 were in on-site courses and 31 in courses with mixed mode. A total of 21 were in the middlemen course.

Item	Total	Grandparents	Parents	Middlemen
1. Number of completed courses	31	16	9	6
2. Number of valid participants	149	83	44	22
3. Number of participants in on-site courses	55	39 (*43)	10 (*12)	NA
4. Number of participants in mixed-mode courses	73	33 (*40)	31 (*33)	
5. Number of participants in online courses	22	NA	NA	22
6. Number of participants who completed all three tests	<u>134</u>	<u>72</u>	<u>41</u>	<u>21</u>
7. Number of participants who	18	11	3	1

dropped out				
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Remarks: *Includes the number of participants who dropped out

The number of valid cases in the grandparent course is 3 to 8 (see Table 3). Some courses have few participants due to the spread of COVID-19 during that period.

Table 3. Number of participants in the grandparent course

Grandparent course no.	Number of valid cases that completed the course	Number of valid cases that completed the course and all 3 questionnaires
1	8	5
2	8	6
3	8	6
4	7	6
5	2	2
6	4	3
7	7	7
8	5	5
9	5	5
10	3	3
11	6	6
12	4	4
13	3	2
14	5	4
15	4	4
16	4	4
Total	83	72

The number of valid cases in the parent course is 3 to 7 (see Table 4). Some courses have few participants due to the spread of COVID-19 during that period.

Table 4. Number of participants in the parent course

Parent course no.	Number of valid cases that completed the course	Number of valid cases that completed the course and all 3 questionnaires
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1	4	3
2	3	3
3	4	4
4	7	7
5	5	4
6	4	3
7	6	6
8	5	5
9	6	6
Total	44	41

The number of valid cases in the middlemen course is 3 to 4 (see Table 5). The online mode was used in the delivery of the middlemen course; therefore, each course tended to be small in order to maintain the interaction in the online course.

Table 5. Number of participants in the middlemen course

Middlemen course No.	Number of valid cases that completed the course	Number of valid cases that completed the course and all 3 questionnaires
1	4	4
2	4	4
3	3	3
4	4	3
5	4	4
6	3	3
Total	22	21

Background of participants

Table 6 gives the background information of participants of the grandparent course. The age range of the participants is between 56 and 82, with a mean age of 67.65. Four participants are male and 68 are female. The age range of the grandchildren is between 1 and 13 years old, with a mean age of 3.29. On average, participants have to take care of 1.48 children. For education, 41.6% of the participants only have primary education or below, and only two have attained post-secondary education. For income, 15.5% have a monthly income of \$20,000 or above, and 19.4% have a monthly income below

\$5,000. About one-third, 33.3%, of them co-parent with their daughter-in-law and 25.0% with their daughter.

Table 6. Demographic information of participants of the grandparent course

	Mean	SD
Age	67.65 (56–82)	5.64
Age of child	5.76 (1–13)	3.29
Number of children taken care of	2.00 (1–10)	1.48
	Frequency	Per cent
Sex		
Male	4	5.6
Female	68	94.4
Education		
No formal education	7	9.7
Primary	23	31.9
Junior secondary	28	38.9
Senior secondary	12	16.7
Post-secondary	2	2.8
Family monthly income		
Below \$5,000	14	19.4
\$5,000–\$9,999	10	13.9
\$10,000–\$19,999	10	13.9
\$20,000–\$29,999	10	5.6
\$30,000 or above	10	13.9
Missing	24	33.3
The co-parent		
Son	15	20.8
Daughter	18	25.0
Son-in-law	13	18.1
Daughter-in-law	24	33.3
Other	2	2.8

Table 7 gives the background information of participants of the parent course. The age range of participants is between 27 and 55, with a mean age of 37.10. Two participants are male and 39 are female. The age range of the children is between 1 and 11, with a mean age of 5.23. On average, participants have to take care of 1.8 children. A little more than one quarter, 26.4%, of the participants have post-secondary education, and

only 19.5% have junior secondary education. Less than half, 45.4%, have a monthly income of \$20,000 or above, and 9.8% have a monthly income below \$10,000. More than half of them co-parent with their mother-in-law, 61%, and 26.8% with their mother.

Table 7. Demographic information of participants of the parent course

	Mean	SD
Age	37.10 (27–55)	5.94
Age of child	5.23 (1–11)	2.72
Number of children taken care of	1.8 (1–3)	0.68
	Frequency	Per cent
Sex		
Male	2	4.9
Female	39	95.1
Education		
Junior secondary	8	19.5
Senior secondary	14	34.1
Post-secondary	9	22.0
Degree	10	24.4
Family monthly income		
Below \$10,000	4	9.8
\$10,000–\$19,999	14	34.1
\$20,000–\$29,999	10	24.4
\$30,000 or above	9	21.0
Missing	4	9.8
The person co-parenting		
Father	3	7.3
Mother	11	26.8
Father-in-law	2	4.9
Mother-in-law	25	61.0

Table 8 gives the background information of participants of the middlemen course. The age range of participants is between 25 and 57, with a mean of 41.67. All participants are male. The age range of the children is between 1 and 12, with a mean age of 4.78. On average, participants have to take care of 1.52 children. Less than one quarter, 23.8%, of the participants have secondary education, and 76.2% have post-secondary education. Only 38.1% have a monthly income of \$40,000 or above, and 19.0% have a monthly income below \$20,000. The majority have to manage the relationship between

their mother and their wife (76.2%).

Table 8. Demographic information of participants of the middlemen group

	Mean	SD
Age	41.67 (25–57)	7.49
Age of child	4.78 (1–12)	7.16
Number of children taken care of	1.52 (1–4)	0.75
	Frequency	Per cent
Sex		
Male	21	100
Female	0	0
Education		
Junior secondary	1	4.8
Senior secondary	4	19.0
Post-secondary	3	14.3
Degree	13	61.9
Family monthly income		
Below \$10,000	1	4.8
\$10,000–\$19,999	3	14.3
\$20,000–\$29,999	4	19.0
\$30,000–\$39,999	5	23.8
\$40,000 or above	8	38.1
Missing		
The type of relationship they need to manage		
Father and wife	2	9.5
Mother and wife	16	76.2
Mother-in-law and wife	3	14.3

Results of the survey

Repeated measures ANOVA tests were employed to examine the change from the pre-intervention test to the post-test and the follow-up test. The one-tailed test with .05 level of significance was used because it is expected that the performance of participants would be enhanced after participating in the course. The two-tailed test with .05 level of significance was used to examine the difference between on-site and mixed mode as

well as between participants who attended all sessions and those who did not in the grandparent and parent courses. The difference in teaching modes and levels of attendance in the middlemen course was not examined because participants in these courses attended all sessions and all courses were delivered online only.

Grandparent courses

In the grandparent course, the results of the three tests (Table 9a) show that participants show improvement in all five outcomes: co-parenting relationship, intergenerational relationship, parenting efficacy, prosocial child behaviour and family well-being. Four outcomes have significant change from the pre-test to the follow-up test (co-parenting relationship, parenting efficacy, prosocial child behaviour and family well-being). Moreover, participants in the grandparent course are very satisfied with all aspects of the course.

Table 9a. Outcomes of the overall grandparent course (N=72)

Item	Range	Pre-test score	Post-test score	Follow-up score	F-value	p-value	SD (p-value)
1. Managing in-law relationships	1–5	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2. Co-parenting relationship	1–5	3.1583	3.1986	3.3431	4.126	0.018**	T1 to T2: 1.000
							T2 to T3: 0.072*
							T1 to T3: 0.045**
3. Intergenerational relationship	1–5	3.6366	3.8079	3.7778	20299	0.104	T1 to T2: 0.071*
							T2 to T3: 1.000
							T1 to T3: 0.416
4. Parenting efficacy	1–6	4.2309	4.5764	4.8676	15.698	<.001***	T1 to T2: 0.022**
							T2 to T3: 0.007***
							T1 to T3:

							0.000***
5. Prosocial child behaviour	0-2	1.2583	1.5333	1.6750	25.209	<.001***	T1 to T2: 0.000***
							T2 to T3: 0.011**
							T1 to T3: 0.000***
6. Family well-being	0-10	7.4806	8.0347	8.2164	8.189	<.001***	T1 to T2: 0.028**
							T2 to T3: 0.648
							T1 to T3: 0.002***

P<0.01***; P<0.05**; P<0.1*

Four outcomes have significant improvement from the pre-intervention test to the follow-up test after three months (co-parenting relationship, $p=.018$; parenting efficacy, $p<.001$; prosocial child behaviour, $p<.001$; and family well-being, $p<.001$). The intergenerational relationship shows significant improvement from the pre-intervention test to the post-intervention test, but the improvement dropped three months after completion of the course.

Nine out of the ten items on the scale of the co-parenting relationship (Table 9b) show improvement from the pre-intervention test to the follow-up test. Of these, five items have a significant change (My son/daughter and I have the same goals for our child/grandchild, $p<.001$; My son/daughter and I have different ideas about how to raise our child/grandchild, $p=.042$; My son/daughter and I have different ideas regarding our child's/grandchild's eating, sleeping, and other routines, $p=.014$; My son/daughter and I have different standards for our child's/grandchild's behaviour, $p=.038$; When I'm at my wits' end as a grandparent, my son/daughter gives me extra support I need, $p=.043$). Improvement in the following items are not significant: My son/daughter asks my opinion on issues related to parenting, $p=.321$; My son/daughter tells me I am doing a good job or otherwise lets me know I am being a good grandparent, $p=.860$; My son/daughter appreciates how hard I work at being a good grandparent, $p=.895$; My son/daughter makes me feel like I'm the best possible grandparent for our child/grandchild, $p=.517$.

Table 9b. Co-parenting relationship in the grandparent course

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	My son/daughter asks my opinion on issues related to parenting.	2.53	2.76	2.61	1.146	.321
B.	My son/daughter and I have the same goals for our child/grandchild.	3.51	3.81	4.15	9.180	<.001***
C.	My son/daughter and I have different ideas about how to raise our child/grandchild.	3.33	3.03	3.36	3.246	.042**
D.	My son/daughter tells me I am doing a good job or otherwise lets me know I am being a good grandparent.	2.85	2.90	2.94	0.151	.860
E.	My son/daughter and I have different ideas regarding our child's/grandchild's eating, sleeping, and other routines.	3.35	3.07	3.56	4.403	.014**
F.	My son/daughter and I have different standards for our child's/grandchild's behaviour.	3.28	3.15	3.51	3.355	.038**
G.	We often discuss the best way to meet our child's/grandchild's needs.	3.31	3.29	3.24	0.102	.903
H.	My son/daughter appreciates how hard I work at being a good grandparent.	3.11	3.18	3.17	0.111	.895
I.	When I'm at my wits' end as a grandparent, son/daughter gives me extra support I need.	3.12	3.46	3.50	3.225	.043**
J.	My son/daughter makes me feel like I'm the best possible grandparent for our child/grandchild.	3.19	3.33	3.39	0.664	.517

P<0.01***; P<0.05**; P<0.1*

Five out of six items in the scale of intergenerational relationships (Table 9c) show improvement from the pre-test to the follow-up test (What are your general feelings of

closeness to him/her; How well do you get along with him/her; How often do you have tense and strained feelings toward him/her; How often do you think he/she makes excessive demands on you; How often does he/she criticize you or your actions). Two of these items have significant changes (What are your general feelings of closeness to him/her, $p=.082$; How often does he/she criticize you or your actions, $p=.078$).

Table 9c. Intergenerational relationship in the grandparent courses

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	What are your general feelings of closeness to him/her?	3.68	3.90	3.93	2.549	.082*
B.	How well do you get along with him/her?	3.92	3.93	3.94	0.023	.977
C.	How often do you have tense and strained feelings toward him/her?	3.69	6.83	3.94	1.498	.227
D.	How often do you think he/she makes excessive demands on you?	3.83	4.01	4.04	1.202	.304
E.	How often does he/she criticize you or your actions?	3.65	3.94	3.86	2.600	.078*
F.	How often do you receive gifts or money from him/her?	3.04	3.22	2.94	2.022	.136

$P<0.01$ ***; $P<0.05$ **; $P<0.1$ *

All items in the scale of parenting efficacy (Table 9d) show significant improvement from the pre-test to the follow-up test (The problems of taking care of a child are easy to solve once you know how your actions affect your child/grandchild, an understanding I have acquired, $p=.005$; I would make a fine model for a new grandparent to follow in order to learn what she/he would need to know in order to be a good grandparent, $p<.001$; Being a grandparent is manageable, and any problems are easily solved, $p<.001$; I meet by own personal expectations for expertise in caring for my child/grandchild, $p<.001$; If anyone can find the answer to what is troubling my child/grandchild, I am the one, $p=.026$; Considering how long I've been a grandparent, I feel thoroughly familiar with this role, $p=.002$; I honestly believe I have all the skills

necessary to be a good grandparent to my child/grandchild, $p=.001$; Being a good grandparent is a reward in itself, $p<.001$).

Table 9d. Parenting efficacy in the grandparent course

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	The problems of taking care of a child are easy to solve once you know how your actions affect your child/grandchild, an understanding I have acquired.	4.58	4.94	5.11	5.438	.005***
B.	I would make a fine model for a new grandparent to follow in order to learn what she/he would need to know in order to be a good grandparent.	4.08	4.53	4.79	9.960	<.001***
C.	Being a grandparent is manageable, and any problems are easily solved.	3.90	4.24	4.65	9.168	<.001***
D.	I meet by own personal expectations for expertise in caring for my child/grandchild.	4.07	4.67	4.89	13.102	<.001***
E.	If anyone can find the answer to what is troubling my child/grandchild, I am the one.	3.85	3.99	4.32	3.759	.026**
F.	Considering how long I've been a grandparent, I feel thoroughly familiar with this role.	4.44	4.85	5.03	6.490	.002***
G.	I honestly believe I have all the skills necessary to be a good grandparent to my child/grandchild.	4.00	4.11	4.68	7.767	.001***
H.	Being a good grandparent is a reward in itself.	4.89	5.28	5.47	11.280	<.001***

$P<0.01$ ***; $P<0.05$ **; $P<0.1$ *

All five items in the scale of prosocial child behaviour (Table 9e) show significant improvement from the pre-test to the follow-up test (Considerate of other people's feelings, $p<.001$; Shares readily with other children, $p<.001$; Helpful if someone is hurt or sick, $p<.001$; Is kind to younger children, $p<.001$; Often volunteers to help others, $p=.034$).

Table 9e Prosocial child behaviour in the grandparent courses

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	Considerate of other people's feelings	1.14	1.43	1.64	17.791	<.001***
B.	Shares readily with other children (candy, toys, stationery)	1.18	1.47	1.68	19.997	<.001***
C.	Helpful if someone is hurt or sick	1.24	1.56	1.67	11.750	<.001***
D.	Is kind to younger children	1.42	1.69	1.85	13.863	<.001***
E.	Often volunteers to help others (parents, teachers, classmates or others)	1.32	1.51	1.54	3.468	.034**

P<0.01***; P<0.05**; P<0.1*

Thirteen out of the 14 items on the scale of family well-being (Table 9f) show significant improvement from the pre-test to the follow-up test (Family members have the ability to cope with daily life issues, $p=.025$; Family members have sufficient time together, $p=.027$; Family members enjoy time together, $p=.004$; Family members can trust each other, $p=.053$; Family members can give and take, $p=.018$; Family members can appreciate each other's contribution to the family, $p=.002$; Family members usually get along well, $p=.018$; Family members can bring their own strengths and abilities into full play, $p=.006$; Family members show love and care to children, $p=.058$; Family members are willing to offer financial support to each other when required, $p=.002$; Family members are willing to offer help in managing household chores when required, $p=.001$; Family members are willing to share information when required, $p=.022$; Family members are willing to listen to each other when required, $p=.001$). The item Family members explain what is right and wrong to the children shows improvement from the pre-test to the follow-up test, but the change is not significant ($p=.197$).

Table 9f. Family well-being in the grandparent course

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	Family members have the ability to cope with daily life issues.	7.40	8.11	8.19	3.798	.025**
B.	Family members have sufficient time together.	6.42	7.12	7.29	3.718	.027**
C.	Family members enjoy time together.	7.42	8.00	8.35	5.835	.004**
D.	Family members can trust each other.	7.92	8.35	8.47	3.888	.053*
E.	Family members can give and take.	7.39	7.93	8.13	4.139	.018**
F.	Family members can appreciate each other's contribution to the family.	7.19	8.15	8.18	6.456	.002***
G.	Family members usually get along well.	7.39	7.89	8.01	4.107	.018**
H.	Family members can bring their own strengths and abilities into full play.	7.40	8.01	8.17	5.256	.006***
I.	Family members show love and care to children.	8.39	8.74	8.97	2.912	.058*
J.	Family members explain what is right and wrong to the children.	7.92	8.03	8.40	1.645	.197
K.	Family members are willing to offer financial support to each other when required.	7.56	8.18	8.64	6.737	.002**
L.	Family members are willing to offer help in managing household chores when required.	7.06	7.83	8.32	7.436	.001***
M.	Family members are willing to share information when required.	7.07	7.65	7.92	3.909	.022**
N.	Family members are willing to listen to each other when required.	6.76	7.46	8.00	7.614	.001***

P<0.01***; P<0.05**; P<0.1*

The overall satisfaction of the grandparent groups (Table 9g) is very good (M=4.41 out of 5). All items have received very good levels of satisfaction. The grandparent groups

have the highest levels of satisfaction of all three groups.

Table 9g. Mean and standard deviation of Participant satisfaction of the overall grandparent courses (N=72)

Item (Range: 1–5)	Mean	SD
1. Learned the importance of in-law co-parenting	4.50	0.69
2. Learned how to cooperate with in-laws	4.26	0.75
3. Learned how to get along with family members	4.46	0.67
4. Learned how to discuss parenting with family members	4.33	0.73
5. Helpful to the participants or not	4.50	0.60
Total	4.41	0.61

Results of the independent *t*-test show that the on-site and mixed courses do not have a significant difference in any outcome.

Table 9h. Difference between participants in on-site and mixed mode (N=72)

Item	Range	On-site mode	Mixed mode	<i>t</i> -value	p-value
1. Managing in-law relationships	1-5	N.A.	N.A.	N.A.	N.A.
2.Co-parenting relationship	1-5	3.34	3.35	0.733	.966
3.Intergenerational relationship	1-5	3.96	3.62	1.866	.066
4.Parenting efficacy	1-6	5.02	4.74	1.70	.095
5.Prosocial child behaviour	0-2	1.68	1.67	0.233	.817
6.Family well-being	0-10	8.38	8.08	0.902	.370
7. Participant satisfaction	1-5	4.34	4.47	-.909	.367

P<0.001***; P<0.01**; P<0.05*

Participants who attended all sessions have significantly higher improvement than those who did not attend all sessions in co-parenting relationships ($p=.035$) (Table 9i).

Table 9i. Difference between those participating in all sessions and those not participating in all sessions

Item	Range	Participate d in all sessions	Not participatin g in all sessions	t-value	p-value
1. Managing in-law relationships	1-5	N.A.	N.A.	N.A.	N.A.
2.Co-parenting relationship	1-5	3.46	3.12	2.144	.035*
3.Intergenerational relationship	1-5	3.88	3.59	1.543	.127
4.Parenting efficacy	1-6	4.92	4.77	0.782	.386
5.Prosocial child behaviour	0-2	1.68	1.66	0.206	.837
6.Family well-being	0-10	8.46	7.76	1.818	.077
7. Participant satisfaction	1-5	4.49	4.26	1.834	.071

P<0.001***; P<0.01**; P<0.05*

Parent course

In the parent course, the results of the three tests (Table 10a) show that participants have improvement in all five outcomes: co-parenting relationship, intergenerational relationship, parenting efficacy, prosocial child behaviour and family well-being. Four outcomes have significant change from the pre-intervention test to the follow-up test (co-parenting relationship, parenting efficacy, prosocial child behaviour and family well-being). Like those in the grandparent group, participants are very satisfied with all aspects of the course.

Table 10a. Outcomes of the overall parent course (N=41)

Item	Range	Pre-test score	Post-test score	Follow-up score	F-value	p-value	SD (p-value)
1. Managing in-law relationships	1–5	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2.Co-parenting relationship	1–5	2.7122	2.8585	2.8927	2.839	0.064*	T1 to T2: 0.204
							T2 to T3: 1.000
							T1 to T3: 0.168
3.Intergenerational relationship	1–5	2.9472	3.1057	3.0366	1.974	0.146	T1 to T2: 0.104
							T2 to T3: 1.000
							T1 to T3: 0.834
4.Parenting efficacy	1–6	3.9634	4.3293	4.3415	9.742	<.001***	T1 to T2: 0.002***
							T2 to T3: 1.000
							T1 to T3: 0.002***
5.Prosocial child behaviour	0–2	1.2439	1.4927	1.4780	6.676	0.002***	T1 to T2: 0.013**
							T2 to T3: 1.000
							T1 to T3: 0.004***
6.Family well-being	0–10	6.0610	6.8878	6.7976	7.118	0.001***	T1 to T2: 0.008***
							T2 to T3: 1.000
							T1 to T3: 0.025**

P<0.01***; P<0.05**; P<0.1*

Four outcomes have significant improvement from the pre-intervention test to the follow-up test after three months (co-parenting relationship, $p=.064$; parenting efficacy, $p<.001$; prosocial child behaviour, $=.002$; and family well-being, $=.001$). Intergenerational relationship shows improvement from the pre-intervention test to the post-intervention test, but the improvement dropped three months after the completion of the course, and the changes are not significant.

Seven out of 10 items on the scale of co-parenting relationship (Table 10b) have improvement from the pre-test to the follow-up test (My father/mother asks my opinion on issues related to parenting; My father/mother and I have the same goals for our child; My father/mother tells me I am doing a good job or otherwise lets me know I am being a good parent; We often discuss the best way to meet our child's needs; My father/mother appreciates how hard I work at being a good parent; When I'm at my wits' end as a parent, my father/mother gives me extra support I need; My father/mother makes me feel like I'm the best possible parent for our child). Of these items, one, my father/mother tells me I am doing a good job or otherwise lets me know I am being a good parent, has a significant change ($p=.036$).

Table 10b. Co-parenting relationship in parent course

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	My father/mother asks my opinion on issues related to parenting.	2.59	2.76	2.88	1.491	.231
B.	My father/mother and I have the same goals for our child.	2.95	3.10	3.27	2.257	.111
C.	My father/mother and I have different ideas about how to raise our child.	2.76	2.68	2.73	0.098	.907
D.	My father/mother tells me I am doing a good job or otherwise lets me know I am being a good parent.	2.56	2.85	2.88	3.468	.036**
E.	My father/mother and I have different ideas regarding our child's eating, sleeping, and other routines.	2.95	3.00	2.95	0.054	.948

F.	My father/mother and I have different standards for our child's behaviour.	2.95	2.80	2.88	0.494	.612
G.	We often discuss the best way to meet our child's needs.	2.73	3.02	3.05	2.280	.109
H.	My father/mother appreciates how hard I work at being a good parent.	2.39	2.66	2.68	2.068	.133
I.	When I'm at my wits' end as a parent, my father/mother gives me the extra support I need.	2.59	2.98	2.76	2.375	.100
J.	My father/mother makes me feel like I'm the best possible parent for our child.	2.66	2.73	2.85	0.631	.535

P<0.01***; P<0.05**; P<0.1*

Five out of six items on the scale of intergenerational relationship (Table 10c) show improvement from the pre-test to the follow-up test (What are your general feelings of closeness to him/her; How well do you get along with him/her; How often do you think he/she makes excessive demands on you; How often does he/she criticize you or your actions; How often do you receive gifts or money from him/her).

Table 10c. Intergenerational relationship in the parent course

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	What are your general feelings of closeness to him/her?	3.24	3.34	3.32	0.278	.758
B.	How well do you get along with him/her?	3.20	3.44	3.37	2.079	.132
C.	How often do you have tense and strained feelings toward him/her?	3.02	3.07	3.00	0.163	.850
D.	How often do you think he/she makes excessive demands on you?	2.98	3.24	3.05	1.907	.155

E.	How often does he/she criticize you or your actions?	2.95	3.02	3.02	0.245	.783
F.	How often do you receive gifts or money from him/her?	2.29	2.51	2.46	1.000	.372

P<0.01***; P<0.05**; P<0.1*

All items on the scale of parenting efficacy (Table 10d) show improvement from the pre-intervention test to the follow-up test. Of the eight items, six have a significant change (The problems of taking care of a child are easy to solve once you know how your actions affect your child, an understanding I have acquired, $p=.045$; I would make a fine model for a new parent to follow in order to learn what she/he would need to know in order to be a good parent, $p=.022$; I meet by own personal expectations for expertise in caring for my child, $p=.001$; If anyone can find the answer to what is troubling my child, I am the one, $p=.013$; Considering how long I've been a parent, I feel thoroughly familiar with this role, $p=.012$; I honestly believe I have all the skills necessary to be a good parent to my child, $p<.001$).

Table 10d. Parenting efficacy in the parent course

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	The problems of taking care of a child are easy to solve once you know how your actions affect your child, an understanding I have acquired.	4.68	5.05	4.98	3.213	.045**
B.	I would make a fine model for a new parent to follow in order to learn what she/he would need to know in order to be a good parent.	4.10	4.22	4.49	3.994	.022**
C.	Being a parent is manageable, and any problems are easily solved.	3.56	3.83	3.83	1.685	.192
D.	I meet by own personal expectations for expertise in caring for my child.	3.51	4.07	3.93	7.362	.001***
E.	If anyone can find the answer to what is	3.73	4.24	4.22	4.577	.013**

	troubling my child, I am the one.					
F.	Considering how long I've been a parent, I feel thoroughly familiar with this role.	3.88	4.17	4.34	4.640	.012**
G.	I honestly believe I have all the skills necessary to be a good parent to my child.	3.44	4.07	4.00	8.813	<.001***
H.	Being a good parent is a reward in itself.	4.80	4.98	4.95	1.000	.372

P<0.01***; P<0.05**; P<0.1*

All five items on the scale of prosocial child behaviour (Table 10e) have significant improvement from the pre-intervention test to the follow-up test (Considerate of other people's feelings, $p=.073$; Shares readily with other children, $p=.051$; Helpful if someone is hurt or sick, $p=.097$; Is kind to younger children, $p=.034$; Often volunteers to help others, $p=.005$).

Table 10e. Prosocial child behaviour in the parent course

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	Considerate of other people's feelings	1.12	1.34	1.37	2.708	.073*
B.	Shares readily with other children (candy, toys, stationery)	1.22	1.41	1.49	3.089	.051*
C.	Helpful if someone is hurt or sick	1.37	1.61	1.54	2.403	.097*
D.	Is kind to younger children	1.41	1.68	1.59	3.526	.034**
E.	Often volunteers to help others (parents, teachers, classmates or others)	1.10	1.41	1.41	5.709	.005***

P<0.01***; P<0.05**; P<0.1*

All 14 items on the scale of family well-being (Table 10f) show improvement from the pre-intervention test to the follow-up test. Of these, six items have a significant change (Family members have sufficient time together; $p=.003$; Family members enjoy time together, $p<.001$; Family members can give and take, $p=.088$; Family members show love and care to children, $p=.006$; Family members explain what is right and wrong to the children, $p<.001$; Family members are willing to offer financial support to each other when required, $p=.070$; Family members are willing to listen to each other when required, $p=.001$).

Table 10f. Family well-being in the parent course

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	Family members have the ability to cope with daily life issues.	6.10	6.59	6.90	2.299	.107
B.	Family members have sufficient time together.	5.66	6.80	6.68	6.389	.003***
C.	Family members enjoy time together.	5.49	6.98	6.46	8.177	<.001***
D.	Family members can trust each other.	6.34	7.12	6.71	2.251	.112
E.	Family members can give and take.	5.73	6.29	6.39	2.511	.088*
F.	Family members can appreciate each other's contribution to the family.	6.88	7.46	7.34	1.898	.157
G.	Family members usually get along well.	5.83	6.46	6.27	1.847	.164
H.	Family members can bring their own strengths and abilities into full play	6.24	6.61	6.90	1.895	.157
I.	Family members show love and care to children.	6.71	7.85	7.51	5.509	.006***
J.	Family members explain what is right and wrong to the children.	5.63	6.71	6.80	9.348	<.001***
K.	Family members are willing to offer financial support to each other when required.	6.37	7.17	6.51	2.754	.070*

L.	Family members are willing to offer help in managing household chores when required.	6.71	7.51	6.95	2.302	.107
M.	Family members are willing to share information when required.	6.07	6.71	6.83	1.882	.159
N.	Family members are willing to listen to each other when required.	4.78	6.12	6.07	7.722	.001***

P<0.01***; P<0.05**; P<0.1*

The overall satisfaction of the parent course (Table 10g) is good (M=4.09 out of 5). All items have received good levels of satisfaction with a mean score around 4 out of 5.

Table 10g. Mean and standard deviation of Participant satisfaction of the overall parent course (N=41)

Item (Range: 1–5)	Mean	SD
1. Learned the importance of in-law co-parenting	4.29	0.51
2. Learned how to cooperate with in-laws	3.98	0.57
3. Learned how to get along with family members	4.07	0.60
4. Learned how to discuss parenting with family members	4.05	0.59
5. Helpful to the participants or not	4.07	0.56
Total	4.09	0.43

An independent *t*-test was conducted to examine the difference between on-site groups and those who attended courses in mixed mode (Table 10h). The performance of participants in on-site courses is significantly different from that in mixed courses in intergenerational relationship. The on-site course has higher improvement than does the mixed mode course in intergenerational relationship ($p<.036$).

**Table 10h. Difference between participants in on-site and mixed mode
(N=41)**

Item	Range	On-site mode	Mixed mode	t-value	p-value
1. Managing in-law relationships	1-5	N.A.	N.A.	N.A.	N.A.
2.Co-parenting relationship	1-5	3.16	2.81	1.421	.163
3.Intergenerational relationship	1-5	3.48	2.89	2.174	.036*
4.Parenting efficacy	1-6	4.26	4.37	-.381	.706
5.Prosocial child behaviour	0-2	1.48	1.48	0.016	.988
6.Family well-being	0-10	7.52	6.56	1.542	.131
7. Participant satisfaction	1-5	4.28	4.03	1.610	.166

P<0.001***; P<0.01**; P<0.05*

Participants who participated in all sessions and those who did not participate in all sessions did not have any significant difference in any outcome and in satisfaction (Table 10i).

Table 10i. Difference between those participating in all sessions and those not participating in all sessions

Item	Range	Participatin g in all sessions	Not participatin g in all sessions	t-value	p-value
1. Managing in-law relationships	1–5	N.A.	N.A.	N.A.	N.A.
2.Co-parenting relationship	1–5	3.08	2.80	1.216	.231
3.Intergenerational relationship	1–5	3.19	2.96	0.752	.462
4.Parenting efficacy	1–6	4.56	4.24	1.274	.210

5.Prosocial child behaviour	0–2	1.62	1.41	1.341	.188
6.Family well-being	0–10	7.35	6.54	1.398	.170
7. Participant satisfaction	1–5	4.28	4.01	1.925	.062

P<0.001***; P<0.01**; P<0.05*

Middlemen course

In the middlemen course, results of the three tests (Table 11a) again indicate that participants have improvement in all six outcomes: managing in-law relationships, co-parenting relationship, intergenerational relationship, parenting efficacy, prosocial child behaviour and family well-being. The results indicate significant changes in three outcomes (managing in-law relationships, co-parenting relationship and parenting efficacy). Like the grandparent and parent groups, participants in the middlemen course are very satisfied with all aspects of the course.

Table 11a. Outcomes of the overall middlemen course (N=21)

Item	Range	Pre-test score	Post-test score	Follow-up score	F-value	p-value	SD (p-value)
1. Managing in-law relationships	1–5	2.8095	3.5317	3.4683	10.970	0.000***	T1 to T2: 0.002***
							T2 to T3: 0.506
							T1 to T3: 0.004***
2.Co-parenting relationship	1–5	2.5619	2.8429	2.8810	2.930	0.065*	T1 to T2: 0.084
							T2 to T3: 0.728
							T1 to T3: 0.065
3.Intergenerational relationship	1–5	3.1190	3.2857	3.2619	1.304	0.283	T1 to T2: 0.192
							T2 to T3: 0.769
							T1 to T3: 0.269

4. Parenting efficacy	1–6	3.8571	4.2798	4.3036	4.143	0.023**	T1 to T2: 0.027**
							T2 to T3: 0.849
							T1 to T3: 0.048**
5. Prosocial child behaviour	0–2	1.0095	1.1619	1.0952	2.002	0.148	T1 to T2: 0.080*
							T2 to T3: 0.329
							T1 to T3: 0.289
6. Family well-being	0–10	6.1810	6.7762	6.6190	2.059	0.141	T1 to T2: .089
							T2 to T3: 0.554
							T1 to T3: 0.178

P<0.01***; P<0.05**; P<0.1*

Three outcomes show significant improvement from the pre-test to the follow-up test after three months (managing in-law relationships, co-parenting relationship and parenting efficacy (Tables 9a and 10a). Intergenerational relationship, prosocial child behaviour and family well-being have improvement from the pre-intervention test to the follow-up test, but the changes are not significant.

Four out of six items on the scale of managing in-law relationships (Table 11b) have significant improvement from the pre-intervention test to the follow-up test (I am confident I can improve/promote the intergenerational relationship mentioned above, $p=.001$; I know how to use appropriate skills to coordinate the intergenerational relationship mentioned above, $p<.001$; I understand the physical and psychological development and needs of women, $p<.001$; I understand the physical and psychological development and needs of men, $p=.045$). The other two items have improvement from the pre-test to the follow-up test, but the change is not significant (I have positive thoughts/feelings about the intergenerational relationship mentioned above, $p=.454$; I have mastered the role and importance of the middlemen in the family, $p=.147$).

Table 11b. Managing in-law relationships in the middlemen course

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	I have positive thoughts/feelings about the intergenerational relationship mentioned above.	3.00	3.24	3.33	0.805	0.454
B.	I am confident I can improve/promote the intergenerational relationship mentioned above.	2.62	3.57	3.24	8.340	0.001***
C.	I have mastered the role and importance of the middlemen in the family.	3.33	3.76	3.71	2.014	0.147
D.	I know how to use appropriate skills to coordinate the intergenerational relationship mentioned above.	2.48	3.48	3.38	13.322	<.001***
E.	I understand the physical and psychological development and needs of women.	2.24	3.38	3.48	14.917	<.001***
F.	I understand the physical and psychological development and needs of men.	3.19	3.76	3.67	3.368	0.045**

P<0.01***; P<0.05**; P<0.1*

All 10 items on the scale of the co-parenting relationship (Table 11c) have improvement from the pre-test to the follow-up test (My father/mother asks my opinion on issues related to parenting; My father/mother and I have the same goals for our child; My father/mother and I have different ideas about how to raise our child; My father/mother tells me I am doing a good job or otherwise lets me know I am being a good parent; My father/mother and I have different ideas regarding our child's eating, sleeping, and other routines; My father/mother and I have different standards for our child's behaviour; We often discuss the best way to meet our child's needs; My father/mother appreciates how hard I work at being a good parent; When I'm at my wits' end as a parent, my

father/mother gives me the extra support I need; My father/mother makes me feel like I'm the best possible parent for our child). Of these items, only one, My father/mother asks my opinion on issues related to parenting, shows a significant change ($p=.034$).

Table 11c. Co-parenting relationship in the middlemen course

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	My father/mother asks my opinion on issues related to parenting.	2.19	2.52	2.95	19.000	.034**
B.	My father/mother and I have the same goals for our child.	2.62	3.10	3.14	2.170	0.127
C.	My father/mother and I have different ideas about how to raise our child.	2.62	2.62	2.90	0.725	0.491
D.	My father/mother tells me I am doing a good job or otherwise lets me know I am being a good parent.	2.3	2.76	2.48	1.667	0.202
E.	My father/mother and I have different ideas regarding our child's eating, sleeping, and other routines.	2.67	2.76	3.05	1.434	0.250
F.	My father/mother and I have different standards for our child's behaviour.	2.52	2.76	2.76	0.647	0.529
G.	We often discuss the best way to meet our child's needs.	2.86	3.10	3.05	1.000	0.377
H.	My father/mother appreciates how hard I work at being a good parent.	2.48	2.76	2.62	0.682	0.511
I.	When I'm at my wits' end as a parent, my father/mother gives me the extra support I need.	2.62	3.00	2.95	1.735	0.189
J.	My father/mother makes me feel like I'm the best possible parent for our child.	2.71	3.05	2.90	0.972	0.387

$P<0.01$ ***; $P<0.05$ **; $P<0.1$ *

Four out of six items on the scale of the intergenerational relationship (Table 11d) show improvement from the pre-intervention test to the follow-up test (What are your general

feelings of closeness to him/her, $p=.240$; How well do you get along with him/her, $p=.035$; How often do you think he/she makes excessive demands on you, $p=.286$; How often do you receive gifts or money from him/her?, $p=.406$). The item How well do you get along with him/her has significant changes.

Table 11d. Intergenerational relationship in middlemen course

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	What are your general feelings of closeness to him/her?	3.48	3.81	3.71	1.477	0.240
B.	How well do you get along with him/her?	3.19	3.62	3.67	3.662	.035
C.	How often do you have tense and strained feelings toward him/her?	2.95	3.25	3.05	1.290	0.286
D.	How often do you think he/she makes excessive demands on you?	3.24	3.24	3.14	0.154	0.858
E.	How often does he/she criticize you or your actions?	3.00	3.14	3.00	0.380	0.686
F.	How often do you receive gifts or money from him/her?	2.86	2.67	3.00	0.922	0.406

$P<0.01^{***}$; $P<0.05^{**}$; $P<0.1^{*}$

All items on the scale of parenting efficacy (Table 11e) show improvement from the pre-intervention test to the follow-up test (The problems of taking care of a child are easy to solve once you know how your actions affect your child/grandchild, an understanding I have acquired, $p=.301$; I would make a fine model for a new grandparent to follow in order to learn what she/he would need to know in order to be a good grandparent, $p=.483$; Being a grandparent is manageable, and any problems are easily solved, $p=.034$; I meet by own personal expectations for expertise in caring for my child/grandchild, $p=.016$; If anyone can find the answer to what is troubling my child/grandchild, I am the one, $p=.010$; Considering how long I've been a grandparent, I feel thoroughly familiar with this role, $p=.230$; I honestly believe I have all the skills necessary to be a good grandparent to my child/grandchild, $p=.173$; Being a good grandparent is a reward in itself,

p=.929). Three items, Being a parent is manageable, and any problems are easily solved, I meet by own personal expectations for expertise in caring for my child and If anyone can find the answer to what is troubling my child, I am the one, have significant changes).

Table 11e. Parenting efficacy in the middlemen course

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	The problems of taking care of a child are easy to solve once you know how your actions affect your child, an understanding I have acquired.	4.29	4.62	4.62	1.239	0.301
B.	I would make a fine model for a new parent to follow in order to learn what she/he would need to know in order to be a good parent.	4.19	4.48	4.48	0.741	0.483
C.	Being a parent is manageable, and any problems are easily solved.	3.33	4.10	4.05	3.671	0.034**
D.	I meet by own personal expectations for expertise in caring for my child.	3.38	3.95	4.14	4.597	0.016**
E.	If anyone can find the answer to what is troubling my child, I am the one.	3.33	4.05	4.10	5.155	0.010**
F.	Considering how long I've been a parent, I feel thoroughly familiar with this role.	3.81	4.24	4.05	1.525	0.230
G.	I honestly believe I have all the skills necessary to be a good parent to my child.	3.67	4.00	4.10	1.833	0.173
H.	Being a good parent is a reward in itself.	4.86	4.81	4.90	0.074	0.929

P<0.01***; P<0.05**; P<0.1*

All five items on the scale of prosocial child behaviour (Table 11f) have improvement from the pre-test to the follow-up test (Considerate of other people's feelings, p=.508; Shares readily with other children, p=.511; Helpful if someone is hurt or sick, p=.581; Is kind to younger children, p=.909; Often volunteers to help others, p=.09). The last item, Often volunteers to help others, has a significant change.

Table 11f. Prosocial child behaviour in the middlemen courses

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	Considerate of other people's feelings	1.05	1.19	1.10	0.690	0.508
B.	Shares readily with other children (candy, toys, stationery)	0.95	1.10	1.10	0.682	0.511
C.	Helpful if someone is hurt or sick	0.90	1.05	1.05	0.550	0.581
D.	Is kind to younger children	1.24	1.29	1.29	0.096	0.909
E.	Often volunteers to help others (parents, teachers, classmates or others)	0.90	1.19	0.95	2.562	0.090*

$P < 0.01$ ***; $P < 0.05$ **; $P < 0.1$ *

Eleven of the 14 items on the scale of family well-being (Table 11g) show improvement from the pre-intervention test to the follow-up test (Family members have sufficient time together, $p = .931$; Family members enjoy time together, $p = .430$; Family members can give and take, $p = .086$; Family members can appreciate each other's contribution to the family, $p = .807$; Family members usually get along well, $p = .024$; Family members can bring their own strengths and abilities into full play, $p < .001$; Family members show love and care to children, $p = .400$; Family members explain what is right and wrong to the children, $p = .092$; Family members are willing to offer financial support to each other when required, $p = .633$; Family members are willing to share information when required, $p = .523$; Family members are willing to listen to each other when required, $p = .324$). Four items have significant changes: Family members can give and take, Family members usually get along well, Family members can bring their own strengths and abilities into full play and Family members explain what is right and wrong to the children.

Table 11g. Family well-being in the middlemen course

	Item	Pre-test score	Post-test score	Follow-up score	F-value	p-value
A.	Family members have the ability to cope with daily life issues.	6.71	6.71	6.29	0.524	0.596
B.	Family members have sufficient time together.	6.00	6.00	6.19	0.072	0.931
C.	Family members enjoy time together.	6.24	6.81	6.71	0.861	0.430
D.	Family members can trust each other.	6.76	6.95	6.57	0.406	0.669
E.	Family members can give and take.	5.52	6.24	6.14	2.613	0.086*
F.	Family members can appreciate each other's contribution to the family.	7.33	7.57	7.38	0.215	0.807
G.	Family members usually get along well.	5.29	6.43	6.24	4.094	0.024**
H.	Family members can bring their own strengths and abilities into full play.	5.57	7.00	7.14	11.978	<.001***
I.	Family members show love and care to children.	6.90	7.48	7.14	0.937	0.400
J.	Family members explain what is right and wrong to the children.	5.48	6.57	6.38	2.531	0.092
K.	Family members are willing to offer financial support to each other when required.	6.71	7.00	6.90	0.462	0.633
L.	Family members are willing to offer help in managing household chores when required.	6.95	7.10	6.71	0.374	0.690
M.	Family members are willing to share information when required.	6.14	6.38	6.62	0.659	0.523
N.	Family members are willing to listen to each other when required.	5.05	5.43	5.95	1.161	0.324

P<0.01***; P<0.05**; P<0.1*

The overall satisfaction of the middlemen groups (Table 11h) is good (M=3.99 out of 5). All items have received good levels of satisfaction, except the item about learning how to get along with family members (M=3.76 out of 5). The middlemen groups have the lowest levels of Participant satisfaction.

Table 11h. Mean and standard deviation of Participant satisfaction of the overall middlemen course (N=21)

Item (Range: 1–5)	Mean	SD
1. Learned the importance of in-law co-parenting	4.14	0.57
2. Learned how to cooperate with in-laws	3.90	0.70
3. Learned how to get along with family members	3.76	0.83
4. Learned how to discuss parenting with family members	3.95	0.67
5. Helpful to the participants or not	4.19	0.60
Total	3.99	0.56

4.2 Qualitative Findings

This section presents the characteristics of the personal growth, positive mindset changes and skills gained after having participated in the training intervention. It also reports the preliminary suggestion of key elements useful for building the protective factors approach in MGF. Views and feedback about the training courses collected from the research participants are also discussed. This section aims to: (i) describe participants' experiences of how a generational- and gender-sensitive course affected their co-parenting and family relationships, (ii) identify the perceived useful knowledge and skills the participants gained from the courses and (iii) capture the key elements related to the protective factors which affect MGF, especially the enhancement of in-law relationships and co-parenting for the well-being of children.

The key findings are organized on crucial areas of: (1) the effects of MGF courses on the participants, (2) the perceived useful skills the participants learned from the courses, and (3) feedback on the course content and delivery.

4.2.1 Major effects of the intergenerational parenting courses

Three major patterns were developed during the synthesis of different aspects of participants' (grandparents, parents, and middlemen) perceptions of changes after having participated in the training intervention: (i) self-development, (ii) personal attitude and mindset change, and (iii) perceived acquisition of useful skills.

4.2.1.1 Course for grandparents

Through learning to apply the knowledge and skills gained in the course, most grandparents who participated in the focus interviews indicated that they could cope with family relationship issues better and were more willing to participate in multigenerational affairs. Table 12 summarizes the major areas in self-development, attitude and mindset changes as well as perceived useful skills acquired by grandparents.

Table 12. Descriptive themes identified from the grandparents focus group interview data

Grandparents	
Areas of change	Descriptive themes
Self-development	<ul style="list-style-type: none">• Understanding role changes and personal needs in life course• Having a child-focused orientation in co-parenting• Having willingness to enjoy multigenerational gatherings
Attitude and mindset change	<ul style="list-style-type: none">• Having a respectful attitude in understanding their adult children's lives• Attaining a collaborative shared understanding of adult children's parenting methods
Useful skills gained	<ul style="list-style-type: none">• Learning to avoid arguing in front of children• Learning to set clear boundaries with in-laws and have agreed parenting goals through communication

Self-development

Understanding role changes and personal needs in the life course. Adjusting to life changes for grandparents is part of their self-development. Some grandparents reported that they learned the notion of role adjustment due to life span and life stage that influence their physical and social health. For example, although the Chinese family values urge grandparents to co-parent grandchildren especially in times of crisis or transitions, learning from the course, they know better now how to be more sensitive to their own needs and the needs of their partners. They would negotiate the conflicting demands between grandparenting and a good life of self-care while striking a balance between involvement in their grandchildren's daily lives and their own families.

「我要幫手處理女兒及女婿嘅情況，所以忽略咗自己嘅屋企，我仲有個未嫁嘅女同先生，佢哋有埋怨過，話我做多咗(幫得女兒及女婿太多)，搞到我都有三高出現，要食血壓藥...我退休係想輕鬆啲，同另一半發展興趣，但退休幾個月就要接手湊孫 [以前]我好多時都捨棄自己，同朋友調時間，但我而家會同新抱講，你可唔可以同 Friend 調動[下時間]，我去唱完粵曲，再返嚟幫你湊仔，大家雙贏”(G1A)

「雖然我因身體原故拒絕平日幫手照顧孫兒，但我讓女兒知道有緊急事[我] 一定會幫忙。」(G1C)

Having a child-focused orientation in co-parenting. Another key area of development that refers to refining one's grandparenting is the optimal way of working with the grandchildren's parents. From the course, the participants learned that negotiating the parenting tasks from the viewpoint of what is good for the grandchild helps to seek harmony in the family despite different ideas. They understood the importance that maintaining a good intergenerational relationship is beneficial to cultivate the youngest generation. For example, Grandma G2C told us that she would reduce insisting on her own opinions. For the good of her grandchild, she has learned to coordinate or cooperate with the child's parents.

“上完個課程，和諧咗囉。即係好多時唔同佢哋[女或女婿]爭拗呀...即使自己有想法，疫情期間希望帶孫女出去曬多些太陽，出去行下活動下，我會先問一下女兒意見，咁我問過佢，佢話出得，我們先至會去囉...重點是先溝通，才行動，大家都是想孩子更好。”(G2C)

Having a willingness to enjoy multigenerational gatherings. To improve the relationship among all family members, some grandmothers mentioned that they were ready to engage in the family activities proposed by the parents in the middle generation to meet the needs of everyone, from children to grandparents. The following quotations describe their happiness in participating in multigenerational gatherings. From going to theme parks to playing with pets at the grandmother's home, there are dozens of ways to do activities between generations. The grandmothers knew that it takes everyone joining together, including themselves, to keep a multigenerational family joyful.

“家庭同聚的活動都是啲後生[新抱和仔]安排㗎，都係媽咪我哋想去台灣㗎，咁一齊啦。不如去挪亞方舟啦咁，又一齊囉。即係嗰個時光你覺得好 happy㗎好放鬆，即係大大細細一齊玩好好嘅。你話飲茶食飯嗰啲就經常啦”(G1D)

“咁個孫仔又好鍾意嗰隻貓，咁佢哋又成日返嚟睇隻貓。咁多咗共同話題，又係三代同堂都啱嘅活動，有同樂嘅氣氛。... [孫]就好鍾意隻貓。咁好多時呢，佢哋[一家]就話返嚟睇貓貓，[和探埋我]。”(G1B)

Attitude and mindset change

Having a respectful attitude in understanding their adult children. Participants pointed out in the course that they realized that conflicts or aspects of disagreement between children and parents-in-law sometimes are due to differing values, inherited social rules, cultural habits or interests and personal preferences of different individuals growing up in different times. The personal growth they acquired is to accept the differences in lifestyles between adult generations. Participant G1B told us, “the reciprocal understanding of each other with empathetic response is important”. The example is having respectful conversation with her daughter-in-law to arrange for a gathering for a festival. She empathically understands that the argument over whose family should be the one to spend the traditional Chinese annual reunion dinner is a dilemma for married couples. Hence, she has flexibility in arranging family activities to help the adult children manage family roles or tasks.

“問我新抱，我話年三十晚你要唔要去阿媽度呀，不如我提前早啲啦。咁我就真係提早咗上個禮拜六出街食飯”(G1B)

Most participants have learned the idea from the lesson “Know Yourself and Others” (知己知彼) that conflicts arise out of differences in perspective and expectations of

what works (or what does not) in their adult years. Once they become aware of the patterns of this influence on relationships, it is possible to avoid disputes over family habits. As a positive mindset change, some grandmothers have chosen to let their adult children know they are supportive by being adaptable. They have changed their attitudes and behaviours in order to better align with the lifestyles of the second generation. Both G2A's and G2B's example show that they managed to put aside their own habits and accept the alternative family routines of their children-in-law. They know they may see the practice differently, but they would follow the way the children-in-law do it instead of giving disrespectful criticism.

“因為佢哋(指新抱及仔) 放完工返嚟真係好叻，咁佢哋要搵啲方便快捷嘅嘢就搞掂 (指吃飯，給孩子食物) 啦，你要明佢呢樣野。因為其實我係好辛苦嘅(指家務，例如煲粥仔給孩子吃) ，所以我辛苦，我都知佢哋辛苦。係呀，咁我諗住佢哋出去做嘢點都唔易做過我哋喺屋企嘅。咁不如大家一人行一步，佢學到[煲粥仔] 嘅咪學到囉，學唔到咪由得佢囉。咁我哋做老一輩，都要體諒吓佢哋真係工作唔容易。」 (G2A)

“凡事都大家讓一讓囉，咁我明知佢[新抱] 唔鍾意啲嘢，咁咪唔好整佢囉。好似開火石油氣爐咁，佢鍾意開咁樣嘅，我開佢又擰左去，咁我咪有得佢囉。咁係睇到佢唔鍾意嘅，咁下次我開咪又學佢咁樣開囉。咁佢鍾意咁咪咁囉。” (G2B)

Attaining a collaborative shared understanding of adult children's parenting methods. Another positive attitude that some grandparents acquired is to create a collaborative mindset to co-parent their grandchildren with their adult children. This attitude also emphasizes communication and compromise. For instance, one grandma (G1D) said, “I try to have a consensus and tacit understanding between my daughter-in-law and me. I know that my daughter-in-law places high standards and demands on the child, but I will refrain from interrupting when she is teaching the child.”

“新抱同我之間要有共識和默契，講定媽咪教個女嘅時候[我]唔好出聲，[個孫] 唔喺度嗰陣時，會傾定就算幾乜嘢都忍住，唔好出聲，個效果出嚟就好好多。因為我哋[祖父母]個角度就一定錫㗎嘛，阿媽就嚴㗎嘛。我哋會有個共識嘅，所以唔會嘈嘅” (G1D)

In addition, with the understanding of generational differences gained in the course,

some grandparents also know that some elements of parenting methods can be universal, yet some elements varied at the same time across different cohorts. They have to learn the modern parenting methods used by their adult children and adapt accordingly. Instead of passing their opinions directly on to their children, as G2A remarked, nowadays grandparents have to take on a more responsive approach when interacting with their grandchildren.

“個孫呢，其實佢會真係唔同我哋以前湊仔嗰個年代㗎啦，而家嘅細路仔好成熟㗎。真係睇見你做乜佢做乜，佢直情會抽秤番點解你得我唔得。咁我就會學識解釋比佢聽。依家四歲嘅細路仔係識好多嘢㗎，佢要求好多嘢㗎。同埋真係話齋，會抽秤囉” (G2A)

Useful skills gained

Like the case of participant G1D, some participants also reported that *to avoid arguing in front of grandchildren* is an important new skill they developed. From the class exercises, they realized that this unwanted scenario arises when the grandparents either undermine that the daughter-in-law is saying to the child or interfere in the parenting methods of the parents. They further recognized the negative effect on children when they watch adults in conflict. It can create a sense of confusion and feeling of anguish and stress. They also mentioned that they had observed the increase in grandchildren's prosocial behaviours because of family relationship enhancement.

To help keep the family more harmonious, some grandparents reported that they had learned how to *set clear boundaries*. Through case sharing and the teaching of the course instructors, some grandparents said there are limits the adult children, especially the daughters-in-laws, are willing to let others reach. For example, participant G1B said, “I would not come over unannounced even if I have the key to my son's house.”

“我亦都有佢[仔和新抱家的]鎖匙，但係我唔會主動上去㗎”
(G1B)

Similarly, another participant G2B expressed that being a part of her son's family in co-parenting does not mean giving her unbridled access to every aspect of her daughter-in-law's life and her household. It is essential to draw the line between in which aspects her participation in co-parenting is welcome and in which aspects the person in the household should have decision-making power about various things. She has learned to differentiate her grandparent role and her mother-in-law role, which has emerged as

central to co-parenting dynamics.

“即係佢哋好似倒垃圾咁啦，咁我覺得個袋垃圾要倒，咁呢點知佢[新抱] 拎返返嚟走，就話唔倒得住，即係唔搽垃圾得住。咁我係嚟佢屋企湊嘅，咁即係我覺得係咪真係佢間屋。我都問過社工，社工話係呀因為嗰間屋係佢嘅，所以啲嘢係佢揸主意囉咁樣。即係，咁後尾，咁我都漸漸咁學識咗由佢啦佢鍾意搽就搽，唔搽就唔搽。咁好似屋企啲嘢咁，我都唔理佢啊。總之我做番湊亞孫嗰啲嘢就得啦，其餘屋企啲嘢我都唔掂佢。”
(G2B)

Hence, many participants have the same view that *having agreed parenting goals through communication* is crucial. Almost all participants frequently described the communication skill titled “Turning a Crisis into an Opportunity” (紅綠燈轉危為機法) as an essential conflict handling strategy. One grandmother (G1D) cited the following example to illustrate her struggle and resolution. She once discovered that her daughter-in-law fights a harsh daily battle with her granddaughter over doing homework. Even though she could not agree with her daughter-in-law’s strict parenting and was distressed by the situation, she managed to avoid direct confrontation by taking time out. Also, she had empathy to think about how the daughter-in-law and the grandchild were feeling in the experience they had been through. Being open and communicative, she addressed the relational conflict by recognizing the good intentions of the daughter-in-law and making her understand her point of view.

“嘩一版字都要執到咁是正，一隻寫細小小，即係唔係咁試正喺個四方格正中間，佢就同佢擦曬佢，咁個孫女喊得好犀利，我個心好痛呀...咁嗰陣時，出聲又唔係喎，唔出聲又好心痛喎。咁我會行開嗰個，離開嗰個環境，離開個現場先，...我就會過後，唔會當住個孫女面前，過後我會同新抱傾囉。我話我都唔想見到你自己好激氣嘅...要溝通好緊要，你好激氣都好呀，擺喺個心度你又唔講出嚟，累積累積呢會爆㗎...當你激動呢，就唔好亂噏嘢啦，驚講多錯多。平靜咗之後，搵番個新抱傾下計。佢都會容易受啲。總之成件事過咗之後你先慢慢同佢傾，呢樣我好叻㗎喎。多啲讚賞，同埋做個同理心都好緊要，你要企喺佢[新抱] 嗰個角度[想]。” (G1D)

4.2.1.2 Course for parents

The participants of the parents' course also recognized the influence of role changes on their life. Being the mother of young children, the wife of one's son, as well as the daughter-in-law of someone is the distinct identity which generates special concern for the female participants as the primary arena for experiencing growth or challenges. Table 13 summarizes the themes concerning the areas of change and perceived useful skills gained by them.

Table 13. Descriptive themes identified from the parents' focus group interview data

Parents	
Areas of change	Descriptive themes
Self-development	<ul style="list-style-type: none">• Understanding the importance of setting common goals and mutual agreement in co-parenting• Being more considerate and learning to be on the same page as their spouse
Attitude and mindset change	<ul style="list-style-type: none">• Having awareness of generational differences and showing empathy to grandparents• Building in-law relationships through respect and acceptance
Useful skills gained	<ul style="list-style-type: none">• Learning the emotional management skills• Learning the skills of taking on others' perspective• Learning to teach young children to love and respect grandparents

Self-development

Understanding the importance of setting common goals and mutual agreement in co-parenting. For most participants, as part of a new life stage changes, navigating the co-parenting relationship has many challenges. Grandparents' involvement as one of the key co-caregivers can confer benefits and trials for mothers (participants) themselves. By using children's school assignment and eating habits as examples, several participants told us how the co-parenting conflict with grandparents happened. As one participant P2C described, the co-parenting relationship might be at risk of friction "when my mother-in-law contradicts or interferes with my parenting choices. Our disputes, for instance, involved the competing priorities of doing homework and eating."

“[我] 叫小朋友做功課呀，奶奶有時會反對啦，話唔好做住啦，食咗嘢先啦。” (P2C)

The participants in the focus group also said that grandparents' involvement in adult children's parenting requires a process of effective communication to achieve “harmony”. After taking the course, they understood that parents and grandparents have to avoid arguing in front of children and to develop mutual respect for setting parenting goals. As participant P1C stated, “The common goal of co-parenting is to maximize the benefits of the child. It is important for grandchildren to see their grandparents and parents, the adult role models who treat each other with reciprocal understanding and mutual respect, as members of the same parenting team of a family. The aim is to make children's life better, the family better!”

“...一致的，就是都是為了照顧孩子而一起生活，要有共同目標，然後一起去相互嘅尊重、理解，然後為孩子立一個好嘅榜樣，對！目的都係為咗讓孩子更好，這個家更好！” (P1C)

This was further reflected in comments from participant P2C, who emphasized the importance of having mutual understanding between grandparents and parents on a practice to hold back on criticism of others' parenting style in front of children. The co-parenting challenge is to find a common goal to develop the child's potential even when there is disagreement with others' parenting standard or rules. “Friction could occur when my mother-in-law intruded and undercut what I am saying to my child”, P2C said. “Following the suggestions from class, I learned how to get along better with my in-law as a result of communicating not to overstep each other's boundary with unsolicited parenting advice. I helped my mother-in-law to recognize the importance of putting the benefit of the grandchild first, by not getting him stuck in contradictory messages from adults, and to try to support me when it comes to parenting style differences.”

“上完堂之後，同奶奶傾咗，少咗磨擦關係都好咗嘅。譬如奶奶要教小朋友嘅，我就先行埋一邊先啦，無論奶奶教佢點樣都好，我就唔搭嘴，我教小朋友嘅時候，奶奶就盡量唔好插嘴。同奶奶和平講咗之後呢，啲磨擦就少咗好多囉。和諧咗嘅。[記得] 上堂講過，點樣可以能夠改善到，譬如，佢（嫲嫲）認同我教小朋友嘅方法囉...啲小朋友聽到你又講，佢又講，佢都唔知聽邊個㗎嘛。傾咗之後呢，咁佢(嫲嫲)都少咗咁多嘅意見。咁對個小朋友係好咗囉，佢唔使有兩個意見，我聽邊一個講呢，

[有]呢個感覺。” (P2C)

Being more considerate and learning to be on the same page as their spouse. Family relationships play an important role in women's development. Some participants were aware of the relationship with the in-laws affecting their marital relationship. It is important for the participants to be on the same page as their spouse for an understanding about the challenging issues of dealing with the parents-in-law. For instance, participant P2A mentioned that the attachment of her mother-in-law to her husband is a source of tension. She said, "In the course, I have learned how to acknowledge the reality that my mother-in-law still wants to be the number one woman in my husband's life. My mother-in-law always asks my husband to compare her skill of making soup with mine. And she always asks my husband if he is missing her. I took all the comparisons with humour, and I took those words like the passing wind. Now I can empathize with what my mother-in-law is likely experiencing. I am getting in the way of her having a better relationship with my husband. I recognize that my mother-in-law is such a person, and there is no need to blindly judge her". Being considerate of her spouse's mother-son bonding issue, P2A had learned to deal peacefully with the struggling in-law power play with her husband.

“我諗喺 course 入面，真係同先生關係好啱嘅，因為我哋一齊，唔係咁孤身作戰囉，因為呢個 course 識咗自己點樣左耳入右耳出，同埋識得幽默。老公成日都畀阿媽問，老婆煲湯好飲啲定係阿媽煲湯好飲啲？...有冇掛住阿媽？我會當聽唔到，咁明白佢(奶奶)多啲呢，就識得唔評論唔偏見，明白佢個人係咁嘅時候” (P2A)

Attitude and mindset change

Having awareness of generational differences and showing empathy to grandparents. Through the lens of generational cohort and family of origin, most participants have gained an understanding of the strained intergenerational relationships (or in-law relationships) within their families. They recognized that these differences may be the underlying factors which trigger misunderstandings and struggles among the three generations. The awareness of contrasting differences between grandparents and parents' social values, lifestyles, knowledge and attitudes toward childrearing help participants to adopt the concept of "harmony but not sameness" (和而不同) as a means of reducing potential conflicts.

As participant P1C stated, "Everyone is different. We must respect and understand each other's differences as remain living under one roof. We must treat elders with respect,

even if there are some of their thoughts that you find incredible. But you need to figure out their perspectives to avoid conflicts.”

“…[課程] 告訴我[運] 用一個很重要的概念叫做「和而不同」…每一個人都是不一樣的，所以我們要在同一屋簷下，一同相處的話，就要尊重彼此的不同，然後接納他的不同之處，而且對長輩的話更應該用尊重的態度去對待他 …雖然有一些他的想法你覺得，很不可思議，就是不能夠接受，但是你需要站在他的角度上去考慮他為什麼會這樣想，然後理解他，這樣才可以減少衝突。” (P1C)

As some participants pointed out, having empathy for the grandparents’ good intentions rather than focusing on how they get things done is crucial. “Difference in parenting styles to fulfil the child’s needs is just a point for discussion, not necessarily actual combat. We may be able to turn it into win-win cooperation if we commit to mutual respect and understanding”, participant P1B said. “I remember that the video shown in class teaches us about how empathy can neutralize the in-law conflicts in parental feeding practices.”

“我都要明白返長輩原來係咁樣希望滿足小朋友，但係有冇另一個處理嘅辦法兩方面都可以兼顧到呢？… 我相信大家喺當中能夠更容易去…去欣賞同埋尊重對方、接納彼此嘅意見」… 課堂中播放的短片「糯米糍的故事」，就是說奶奶和新抱在孩子吃飯問題上產生了衝突，最後因同理心而解決…” (P1B)

Building in-law relationships through respect and acceptance. Some participants also pointed out that respect and acceptance help to build family harmony. They viewed getting along with parents-in-law better when they started to respect them by taking the initiative, accompanying them on shopping trips, asking for their opinions, meeting their needs, and accepting their habits. For example, participant P2C told us, “My mother-in-law feels respected when I show willingness to know her opinions on things and help her carry groceries. She is happier than before, because now we often go shopping together.”

“有時出咗去買嘢，同埋佢（奶奶）去，都問埋佢意見，尊重佢。以前我去，佢好少話同埋一齊去。咁而家佢[一齊] 去，我都好多時，佢要買嘅嘢幫佢攞，問佢意見，咁佢覺得[我] 尊重佢。做咗呢一方面[改善情況]，以前我自己去，佢有佢去買嘢，

而家多數同佢一齊去，咁佢就開心啲囉。” (P2C)

Furthermore, as participant P1C stated, “Although mutual respect and harmony with diversity is crucial for building better relationships, some older adults are slower to adopt it. We must accept that as grandparents they still want their adult children to respect their thoughts. From the course I’ve learned that mutual understanding that begins with me is a more practical way.”

“和而不同，另外相互尊重[都] 很重要，[但實際上] 上一代好像沒有意識到這一點，他們比較家長制，然後他們比較想我們聽他們的，聽習慣的。[上了這課程，懂得] 就是從我開始做改變， [雖然] 我沒有辦法改變他。” (P1C)

Useful skills gained

Learning the skills of emotion management. After discussing the “what” of their changes, the focus group participants told us the “how” they gained from the MGF course. Through some of the class activities, most participants learned to put space between themselves and a conflict situation that triggers an emotional reaction. When conflicts occur between in-laws, participants learned not to tackle this head on conflict at an inappropriate time. As participant PIC mentioned, “my way is to actively practice the ‘traffic light’ (emotion regulation skill), learn to leave for a while; stop for a while...”

“積極地去操練，啲個紅綠燈，[學習]離開一下，停一下...” (PIC)

They also learned that different ways to handle conflicts could make relationships either more positive or disruptive. As participant P1B added, “Please don’t point out what’s wrong with any family members in public. It is not a suitable moment for judging them, neither for the adults’ behaviour nor for children’s problem. We must discuss it at the right time and place, between you and your parent-in-law/ parent. Don’t talk about it in front of other a crowd.”

“唔好係大庭廣眾裏面說邊一個家庭成員不是，就算係有發生嘅時候，有啲偏頗嘅地方，都係[適合] 時候再講，或者係事後兩個人嘅空間裏面再講，就唔好係咁多人面前講，我覺得呢一點好重要，小朋友又好，大人又好。” (P1B)

Other examples include communicating with the mother-in-law face-to-face calmly after dropping her child off at school (P2C) and sending respectful text messages to the mother-in-law to express her concerns (P1D). Both participants found the skills help

them improve relationships and emotional health.

“以前就覺得嫲嫲好囉嗦…孩子返了學有同嫲嫲傾過，[現在] 她真係好似有以前咁囉嗦啦，[在] 大家平心靜氣咁傾咗之後呢。” (P2C)

“上完這個課我就知道，有矛盾就要說出來，找一個恰當的時間和她說出來，之前有個一點點小矛盾，可能性格問題比較內向，我不知道怎麼說，我就通過傳短訊啊，就要先尊重婆婆，先肯定她的好，然後有什麼問題說出來，心情比較不會這麼憂鬱。” (P1D)

Learning the skills of taking others' perspective. In more specific terms, some participants realized that the empathic (or transpositional) thinking skill to understand how grandparents view their world according to their historical background and critical life events is an insight to resolving the in-law conflicts. To change one's position to think, as participant P2B stated, the first thing is to see how families operate differently by considering “how the parents-in-law were raised and grew up.”

“要考慮下佢(長輩) 個背景，即係佢個長大經過係點樣，佢個背景可能係點樣。” (P2B)

The ability to develop a sense of perspective-taking can help participants manage their response by placing generational differences in context and adapt. They are better able to interpret the needs and wants of others, as well as demonstrate consideration for others. For example, participant P1C told us her new attitude: “I am the only child in my family, and have been self-focused on my perception and opinion. After taking this course, I recognized that being a parent in a three-generation family I must think about the needs and perspectives of the older generation and the younger generation all together. Considering the different needs of each family member is central to the goal of living peacefully.”

“我自己是獨生子女，很容易就只考慮自己的想法，但是上完這個課，我就覺得現在我已為人父母了，我上有老、下有小，然後我照顧這個家庭需要考慮各個方面的需求，上一代人的需求和下一代人的需求，然後就是盡可能的滿足他們不同的需要，

然後大家才可以更加和平共處。” (P1C)

Learning to teach young children to love and respect grandparents. To harmonize the relationship between grandparents and their grandchildren is valuable for the family. It also contributes to the social and character development of the children. From the course, some participants said that they learned how to raise the level of respect in the grandparent-grandchild relationship. In the example given by P2A, we know that she took the initiative to familiarize her child with the social norm to respect the grandparents both in words and in manner. With some coaching and practice at home on simple interactive skills with older adults, her child seemed to have better social skills in approaching grandparents.

“小朋友呢，以前就唔係同人好 close 嘅，所以去老人家嗰邊都要預習下。咁就預習咗之後呢，每一次都有進步囉。無論係身體上畀佢攞多陣啦，啲老人家會鍾意攞，唔好畀佢攞到好似好唔情願咁樣。屋企示範咗預習咗啦，然後入去之前，再同佢講要點樣見面。如果佢會咁做，你就可以咁樣做。真係同佢有預習，講定先有心理準備，就係行為上面好啱嘅，同時間，再好啲，[教導孩子] 就係他用說話，可能關心下[祖輩] 咁樣。唔使多一句咁樣囉。” (P2A)

Another participant, P1B, pointed out: “we Chinese people are usually shy and reserved in expressing our feelings. But if we want to create an emotional bond between our children and us as well as their grandparents, we must overcome our worries first, and start using words to thank our parents in the presence of children. I tried to do so at dinner time, and let my child hear and understand that expressing gratitude to a grandparent or parent is what we should do. I encouraged them saying thanks to grandma for cooking us dinner.”

“中國人比較少言語上嘅表達...。咁我同奶奶都住咗好多年...我想喺日常之中表示感謝嘅，但係講出嚟，我都比較怕羞嘅人，當大家屋企有呢個習慣嘅話，成為第一個咁樣做嘅人嘅時候呢，就會有啲怯嘅...[當] 真係怯怯地都開始講...奶奶你辛勞啦，你煮晚餐，咁好我哋食飯，但係當我咁樣講嘅時候呢，我發現其實小朋友佢哋聽到...其實我都想自己嘅小朋友[日後] 會話媽媽你辛勞啦，多謝你煮晚餐呀。[其實，我有對孩子說] 咁媽媽講咗之後，然後到你啦，你都同嫲嫲講辛苦煮呢餐啦，然後小朋友都開始咁樣講。” (P1B)

Also, participant P1C observed that children do learn by example when the family relationships are good. “There was an increase in children’s prosocial behaviours”, as she said. “My elder son had learned to respect his grandparents. He said he would not finish his homework late to avoid making his grandma mad. The younger brother followed suit, and ha ha, he had learned to express his love to me and grandma in words.”

“[大仔/哥哥] 他就是現在很知道要尊重外婆。今天還跟我說，他說今天放學以後要把作業寫完，不然外婆會生氣，我不能讓她生氣。對，哈哈，然後弟弟也是的...他現在我覺得更加懂得去表達愛，像我剛才出門的時候，他會跟我說，媽媽我愛你，然後外婆我也愛你，就是這樣。” (P1C)

4.2.1.3 Course for middlemen

Many of the Middlemen focus-group participants stated that meeting the needs of wife, parents, the parents of their wife all together is a great challenge. Table 14 summarizes the themes concerning their changes in self-development, attitudes and mindset as well as their perceived useful skills gained.

Table 14. Descriptive themes identified from the middlemen focus group interview data

Middlemen	
<i>Areas of change</i>	<i>Descriptive themes</i>
Self-development	<ul style="list-style-type: none"> • Understanding the positive role of “middlemen” • Having more willingness and confidence to participate in multigenerational affairs or in-law conflicts • Having the awareness to set common goals in co-parenting
Attitudes and mindset change	<ul style="list-style-type: none"> • Showing empathy and expressing appreciation for what grandparents have done • Recognizing the importance of listening to the wife’s feeling
Useful skills gained	<ul style="list-style-type: none"> • Learning the relationship conflict management skills • Learning to use family activities as a platform to enhance intergenerational cohesion.

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Self-development

Understanding the positive role of middlemen. Many participants understood that middleman can act as a bridge between the mother-/father-in-law and the daughter-in-law. For instance, as M2C mentioned, as a middleman he could convey an adult family member's perception of each other's parenting support, at the right time and right place, to help improve the intergenerational relationship. After being in the course, M2C had actively played the liaison role between his father and his wife to let them know the felt stress and perceived parenting efficacy they have. Rather than judging whose opinion he agrees with, it helped for M2C to think of their views just as different. Also, he knew that he could perform a communication linking function among all three generations to maintain a good relationship.

“有啲地方認同理解咗爸爸嘅諗法，咁都要幫太太講返點解佢會咁做，等佢長輩知道太太點解會有個咁樣嘅諗法，同埋點解會有咁樣嘅行動，同埋處理小朋友嘅情況。……好多時個問題，唔係在於邊個咁邊個錯，咁同埋並唔係太太點解唔尊重我爸爸，點解爸爸你又唔可以理解太太嘅諗法...上個課程都會了解到，我自己作為兩者之間溝通嘅橋樑，中間人角色嘅重要性。變咗知道自己之前好多地方係做得唔好，可以有改變改善嘅地方，會更加積極囉，...做番好聯繫返大家嘅關係。” (M2C)

In addition, another participant, M1D, stated that middlemen should help prevent in-law conflict from getting out of control. For him, “figuring out how to set clear boundaries which honour all parties is better than standing aside”. Hence, a middleman plays a significant role in paving a smoother road toward getting along for his parents and his wife.

“最重要真係要度摸清大家嘅底線囉，...[各人的] 習慣還習慣，預先溝通係好重要。知道有啲嘢[可以]做，[但] 係唔好太過份...但係如果有咗溝通嘅話呢，大家照做返以前自己嘅話呢，就會多咗衝突，咁啲婆媳關係就可以搞到好僵，可能會因為咁樣而鬧翻呀。因為如果以往我哋[中間人]，冇立即有預先企出嚟，大家摸底嘅話，就翹埋手，企埋一邊嘅話，等兩個星球互相碰撞嘅話，就會一發不可收拾架啦。” (M1D)

Having more willingness and confidence to participate in multigenerational affairs or in-law conflicts. As a reflection of the learning process, through conversations between group members, some participants started to recognize that men being sandwiched in in-law conflicts is a quite common phenomenon in many families. They believed that the MGF middlemen course had helped them in seeking emotional support, learning communication skills, and gaining confidence or willingness to deal with the relationship issues. Here are the voices of two of them:

“咁原來身邊同事，或者朋友識咗咁多年，佢都有聽佢講過屋企啲問題，但原來當我一講嘅話，原來呢佢哋個個都有同感，即係好多人都經歷過，只不過佢哋可能都未去到我咁嚴重，咁又默默承受囉，咁其實我都覺得，呢個…呢個課程都其實可以幫到好多男士，同埋去…去宣洩到，去…去學到點樣處理囉。”
(M1E)

“而家難得[這課程] 有個方法話俾我聽，其實你[有]咁嘅方法都可以處理到啲，唔需要諗得咁消極㗎啲，咁變相 Er…我哋嘅人個心情係會開朗啲，亦都唔需要下下都…即向一啲好消極嘅方法去做解決方案咁樣…即係上堂即係都同 miss 傾下 Er…即係講下自己內心嘢呀…即係會舒服好多囉個人，個壓力會減少好多囉，同埋都…呢個課程入面即係知道啲，可以點樣令到自己個壓力減少㗎囉，[課程學] 相處，同埋小朋友…教導小朋友，可以有多一個途徑去…點樣去解決多方面嘅問題囉，對於自己同埋屋企人都係會有好處囉。” (M1D)

Having an awareness to set common goals in co-parenting. Participants learned that cooperation between the two adult generations is important. This can be achieved by having a consensus or mutual agreement or common goals, when teaching their youngest generation. As participant M2B described, “effective communication which leads to a child-focused goal setting is the basis in co-parenting”.

“[我]老婆晚晚都會同阿媽[他岳母] 溝通嘅，所以好少[過份縱孩子]呢樣嘢，咁就變咗大家處理小朋友，就有個共同嘅目標”
(M2B)

From a father's perspective, many participants gradually realized that for children's psychosocial well-being and character building, parenting discord has a negative impact on their emotion and social behaviour. As MIC pointed out, from the course, he

and his wife learned that “if fathers communicate differently or discipline differently from their spouses, then the children might benefit from exposure to inconsistent values and instructions.” MIC saw being an involved father to agree on the role that each parent plays helps his children make good progress in learning and social skill development.

“同我太太即係多咗共識囉。去照顧小朋友呀，同埋會明白佢點解會咁樣做…背後嘅原因，跟住我同佢一齊去做囉，令到兩個小朋友，即係進步得更加快囉，而唔會話大家因為話大家有啲角色扮演衝突咗呀，而令到兩個小朋友 Er...即係走精面囉，可以避開咗呢樣嘢囉。[效果是] 兩個小朋友係乖咗嘅。我兩個小朋友之前係比較內斂嘅，唔係好講嘢嘅，經過同太太…即係一齊努力啦，同埋同我太太一齊上咗啲堂喇，就教咗佢哋…兩個小朋友同人講嘢識表達多咗，更加活潑咗囉，係啦喺學校嘅表現係會好咗囉” (M1C)

Attitude and Mindset Change

Showing empathy and expressing their appreciation for what grandparents have done.

Most participants found the introduction of the notion of family of origin in the training course had helped them to see the struggles in co-parenting or in-law conflicts from a new perspective. They felt less distressed when they realized that “they (grandparents) are not you, due to different life experiences and upbringing”, as participant M1A said: “knowing the path they have walked on, and the effect on their decision making, as well as the influence of past events on their current lifestyle choices are the aspects to help protect you from stress.”

“課程[的得益]是當件事發生嘅時候會要，會諗多少少佢[指長輩] 嘅成長，即係四大長老佢哋嘅成長，其實點樣影響到佢哋今日做呢一個回應，或者佢哋哩一個決定。咁呢就已經多咗份同理心，體諒多咗呀，原來阿佢哋以前係咁，所以佢哋今日係咁決定，咁我諗呢一種為對方去諗多步，已經係一步令到你，即時可以拆解到你心入面嘅一啲嘅壓力呀，可以理解到點解會係咁樣。” (M1A)

Participant M1E agreed. As he said, “There was severe conflict between my mother and my wife, after the baby was born. I learned from the course that empathy matters. I have to understand my mother’s act of scolding from her background and perspective. Her intention was to set us as parents on the right path to care take of our baby.”

“BB 出世之後呢，我阿媽同埋我太太…佢哋衝突好嚴重，咁變咗我哋[兩公婆] 差唔多日日都吵交。咁報咗哩個課程之後呢，咁令到我知道，我要去體諒我阿媽，咁同埋都要去理解佢背景啦，同埋佢出發點都係為 BB 好，所有鬧我哋其實都係太緊張 BB” (M1E)

Different values and different lifestyles are a major source of intergenerational conflict. Improving their tolerance by holding the principle of “harmony but not sameness” (和而不同), some participants are more able to accept differences. They began to make efforts to understand family members and show empathy. As expressed M1D expressed, he was once troubled by his mother’s queue-jumping and jay walking against red lights (the grandmother) and worried about his child following suit. M1D considered that the grandmother was setting a bad example. However, grandma’s living habits were also understood as driven by the different needs in her generational culture.

“老人家有啲行為真係[對兒孫來說]，而家嘅標準係唔係好合理嘅現象，[例如 打尖排隊呀，衝紅燈呀，但喺佢哋嘅年代，我覺得就…佢哋要把握每個機會，即係過馬路一秒鐘都唔好跳，排隊呢，你上遲一架車就已經好緊要啦，所以當帶到落嚟啦，就係小朋友嘅面前啦都係。…係佢個年代有啲嘅行為，就係標準咗之後要變就好難，所以就理解或者包容咁樣囉。” (M1D)

Regarding the issue of parenting efficacy, some middlemen participants reported that they have changed their attitude to guide their children’s behaviour without blaming the grandparents. Instead of complaining, some participants started to help their children to discover the grandparents’ strengths. They also explained to children why grandparents do things in a different way. As M1C told us, “My deliberate intention of spotting the strength of grandmothers is to help my two young kids to correct their weakness by imitating the good behaviours of grandparents. For the previous generation, frugality is expressed in their behaviour of not wasting food…”

“我會搵一啲，嫲嫲嘅，或者係婆婆嘅優點囉。咁樣去等啲小朋友見到，去學習佢哋呢啲嘅優點囉，例如咁樣係婆婆同埋啲上一代節儉[的行為]，啲食物唔會浪費嘅。叫啲小朋友注意下嫲嫲婆婆佢哋食嘢係唔會浪費㗎㗎，同埋會一齊分享㗎㗎，呢個優點上面再發大佢囉…他嘗試以長輩[文化行為上的] 優點作榜樣去改善而家兩個小朋友佢哋自己嘅缺點囉” (M1C)

Recognizing the importance of listening to the wife's feelings. Another significant mindset change mentioned by participants is training themselves to show comforting support for their wife through practising empathy. As M2C stated, “in the course content we learned how to put ourselves in our spouse's shoes and see things from her family history and perspective. To help bridge the gap between the differing opinions of my wife and my mother, I have to understand their emotions first rather than striving to fix things by speaking logically as I did before, which was not so effective.”

“[學會] 將心比心 [這個課程單元] 入面嘅同理心啦，其實太太同屋企人有唔同嘅成長背景，咁變咗要理解佢哋雙方面我先可以做到個橋樑。其實將心比心呢，即係了解個女性遇到問題、遇到有意見分歧嘅時候，要了解佢哋個心情同理，你理解咗佢哋個情感，知道呢樣嘢係緊要。即係好過我以前嘅經驗，不斷講道理係，相對係有咁有效囉。” (M2C)

Useful skills gained

Learning relationship conflict management skills. For middlemen, the course content (such as family of origin, empathy, appreciation and respect on the themes of “Role adjustment” and “Heart to Heart”) not only helps them to understand the generational differences between the parents and the wife. The course also helps them listen more actively, talk and act with compassion or a respectful attitude. When they could see a conflict from another angle, they would better control their intense feeling of dislike. Hence, they had greater consciousness of avoiding automatic responses towards conflicts. A participant M1C told us, “I would not give my parents a dark look or a dirty look anymore. Giving others a dark look can gather momentum, which leads to conflict.”

“自己不會對長輩即刻就黑面先囉，同埋我唔會即刻做出一啲，好唔鍾意嘅表情囉，即係會明白長輩點解咁樣做囉。我唔會好似以前咁樣，一開始就黑曬口面呀，唔鍾意，咁樣令到佢有一個惡意喺度囉，變咗有個衝突嘅理由喺度囉” (M1C)

Most participants stated that the course provided tips for cultivating constructive conflict resolution skills between generations. They frequently cited “Turning a Crisis into an Opportunity” (紅綠燈轉危為機法) as the essential coping strategy they learned. As participant M1E stated, “It helped me learn to take a break and not let my mother push my buttons to fight. ...Allowed me to step out from combat and communicate with her again later.”

“學咗嗰個紅綠燈啦，之前我阿媽一話我哋[他和太太]嘅話，咁我就會即該同佢嘈㗎啦，咁而家我都可以剎停到自己，去…去同佢去溝通囉” (M1E)

Participant M2C further pointed out that as a middleman he learned to keep family conflict at bay by separating the involved family members in different rooms. “I stopped family members dwelling on conflict situations first, attempted to provide comforting words like using empathetic responses to show that I cared for my wife, and then talked to them later separately.”

“都係搵個地方，唔好繼續畱住，自己返房分開太太同埋小朋友，或者分開太太同埋爸爸，唔好繼續有糾纏喺個問題住。大家冷靜完之後，先分別再同佢哋傾返…譬如小朋友好唔聽話嘅時候，對抗媽媽，咁媽媽身為大人都開始有啲嬬啦…咁係呢啲情況，我咪學識咗[運用同理心技巧] 同太太溝通返，我知道你辛苦啦，咁等佢歇一歇休息下。咁就換我去同小朋友講道理，或者用其他方法嘗試令小朋友明白” (M2C)

Learning to use family activities as a platform to enhance intergenerational cohesion. Most middlemen agreed that multigenerational family activities can provide a valuable platform for three generations to experience happiness, mutual concern, and mutual understanding. Also, it can strengthen the family functioning in caring for minors and older adults. In the course, they discussed how to use tailor-made or well-designed family activities to enhance intergenerational cohesion or solidarity. As M2B stated, “due to the cultural tradition, the importance of festivals for the elders cannot be overemphasized. To design family activities for cross-generational fun, we have to meet the needs of all generations. We must consult each family member and know that the middleman’s role is to make the older adults feel respected and the children happy, so as to increase the sense of family harmony!”

“節日對長輩重要 … 設計活動要與家人商量及要知道「中間人角色」是要大的開心（被尊重）而細的也要開心” (M2B)

Also, several participants pointed out that increasing the time family members spend together could contribute to emotional bonding and better connection between older and younger generations. As M1D commented, “intergenerational gatherings help us lower the odds of having dissatisfaction among the family members.”

“我阿媽又好啦或者我太太又好啦，其實都會明白其實呢個[家

庭]活動係為咗大家係個關係。有呢啲咁嘅[家庭]活動呢，先可以解決到平時啲啲大家睇唔順眼嘅地方” (M1D)

4.2.2 Feedback on the courses

We sorted the participants' opinions on the course into three categories: the general comments about the courses, the “merit points” of the teaching materials, and suggestions for the improvement of course content.

4.2.2.1 Regarding general comments, firstly, almost all participants from all groups reported that they will recommend the course to others. For example, some middlemen said:

“我會推介嘅，因為其實我身邊都有啲…男士佢哋都面對緊一啲家庭啲種嘅張力。” (M1A)

“會，難得有個課程呢係針對我哋呢個身份啊，因為以往出面教嘅課程都係話點樣教小朋友。因為坊間[其他地方]係冇乜係針對我哋[中間人]呢個身份嘅課程” (M1D)

Secondly, many participants reported that the training that they participated in was useful and helpful. Examples appear below:

“學到嘢囉…唔係淨係湊孫…，個課程係圍住幾代嘅人嘅相處。” (G1C)

“因為覺得呢個課程可以幫助改善到家庭關係，然後照顧小朋友有好處。” (P1C)

“上咗堂就除咗學咗點樣解決問題之外，仲可以 Er...同啲朋友分享下，其實真係可以宣洩到個心情係暢快嘅，咁令到個壓力減低都係其中一個途徑嚟嘅” (M1B)

4.2.2.2 In mentioning the “shining stars” of the courses, three aspects were frequently cited by all participants: (i) the teaching of “Know Yourself and Others” (知己知彼) through the notion of family of origin; (ii) the emotional and communication skill titled “Turning a Crisis into an Opportunity” (紅綠燈轉危為機法) for in-law relationship management, and (iii) the value and importance of using family activities as a platform for promoting MGF happiness.

Most of them (grandparents, parents, middlemen) believed that it is very useful to talk about the concept of family of origin and the related historical or cultural background which shapes the behaviour and thoughts of each generational cohort. This helps them walk away from the egoistic bias and puts them into others' shoes or be more empathetic. They found the teaching materials related to the notions of "Role Adjustment" (知己知彼), "Harmony with Differences" (和而不同), and "Heart to Heart" (將心比心) valuable, helping them to understand and consider other family members, providing a means to build better multigenerational relationships, including in-laws and marital relationships.

“更加能夠明白原來對方思考都受佢一路以嚟嘅觀念又好，佢嘅經歷，好受呢個嘅影響。然後自己嘅經歷，又好唔同㗎嘛，咁變咗係同一件事情上面，有兩個唔同嘅意見㗎度，係一件好正常嘅事情。咁變咗，嗰個接納就容易左去做到啦” (P1B)

“第一堂知己知彼對我嚟講都好大嘅震撼嘅，因為呢個個模式要認識自己啦，同埋原生家庭嗰個方面嘅嘢...明白咗之後，先多多體諒，多多包容...多咗同先生溝通佢屋企嘅模式嘅，更加係認識佢媽媽嘅細個嗰啲嘢囉” (P2A)

“將心比心入面嘅同理心啦，其實太太同屋企人有唔同嘅成長背景，咁變咗要理解佢哋雙方面我先可以做到個橋樑。其實將心比心呢，即係了解個女性遇到問題、遇到有意見分歧嘅時候，要了解佢哋個心情同埋你解咗佢哋個情感，知道呢樣嘢係緊要。即係好過我以前嘅經驗，不斷講道理係，相對係冇咁有效囉。” (M2C)

The use of "Turning a Crisis into an Opportunity" for in-law relationship management as a communication strategy was frequently cited as an aspect of the courses that all participants mostly liked. As one parent noted:

“最有幫助的就是那個紅綠燈啊，我印象也是最深刻的，因為真的就是家裏有很多衝突，因為我和我媽媽都屬於脾氣比較直的那種，所以兩個人就比較容易發生爭執，然後上完這個課之後，就知道需要停一下” (P1C)

The communication method "Turning a Crisis into an Opportunity" helps participants

manage emotions effectively by keeping their emotional reactions under control first. For the grandparents or mothers-in-law and the daughters-in-law, it reduces the chance of allowing emotions to run wild. For the middlemen, rather than avoiding the in-law conflict or being stressed and having a hot temper, they also learned how to make use of this tool to satisfy the other parties' (mother and/or wife) concerns in addressing their bad feelings first.

“再有嘢發生嘅時候，就會諗返個課程，自己都會好似紅綠燈咁。同埋心情都會平靜啲唔會咁激動” (G1A)

“紅綠燈呢個過程囉，...平熄自己先搞自己先，平熄咗自己個憤怒先，用同理心去理解佢[岳母]先，跟住先至再用啲方法啦點樣同佢去協調囉” (MIC)

We also noted the course videos that most impressed the participants and were commonly mentioned by them, as shown in the following table:

Grandparents	Parents	Middlemen
<ul style="list-style-type: none"> • 《糯米糍》 • 《麻麻要放假》 • 《大人時間表》 	<ul style="list-style-type: none"> • 《糯米糍》 • 《麻麻要放假》 	<ul style="list-style-type: none"> • 《糯米糍》

Family happiness or harmony is a condition for effective parenting and co-parenting. Many participants, especially those from the middlemen group, recognized that family well-being can be enhanced by using MGF activities to allow relationships to grow.

“創造一啲家庭活動，令到上一輩同啲細路，都可以好開心好融洽。[例如] 我哋係可以讓到佢哋係一齊玩啲 card game 呀，[讓孩子] 係四大長老嘅家裏面，慢慢建立到嗰種嘅開心同快樂嘅狀態。...我諗要製做一個機會畀小朋友同啲老人家去相處，咁我覺得呢個，其實係我哋[中間人] 係可以做得得到，可以實踐得到。” (M1A)

4.2.2.3 The key points for the responses suggesting ideas for further improvement of course content are summarized in the following table:

	Grandparents	Parents	Middlemen
Keep		<ul style="list-style-type: none"> • Online resources for self-study or revision (P2B) • Mixed (physical and online) courses for the sake of flexibility 	<ul style="list-style-type: none"> • Zoom courses
More	<ul style="list-style-type: none"> • Knowledge about young children's behaviours (G2D) and their emotional problems (G2C) and relevant parenting skills • How to cultivate good habits and nice behaviour (G2B, G2C, G2E) 	<ul style="list-style-type: none"> • More sessions (time) allocated for the "Stop and then Go" technique (P2A) 	<ul style="list-style-type: none"> • Use more real cases or examples of everyday life situations for discussion (M1D, M2C)
Add		<ul style="list-style-type: none"> • Have some sessions for the three generations together (P1A) • Have some sessions for the two adult-generations (P1C) • Have more sessions in total, or longer time for each session (P2C) 	<ul style="list-style-type: none"> • Add 1 or 2 sessions; now there are too many materials packed together (M1C, M1E) • Mixed mode, so that we can meet face to face as well (M2B) • Have some sessions for couples (M1A)

4.2.2.4 Other. Here we summarize the answers to these two questions: (i) "How did the participants find out about this course?" (Table 15), and (ii) "Why did the participants participate in these courses?" (Table 16).

We found that there are two main types of contact points, as the following table shows:

- (a) through direct contact with people, such as workers of organizations
- (b) through specific communication channels

Table 15. Answers to (i) “How did the participants find out about this course?”

How did the participants find out about this course?			
	Grandparents	Parents	Middlemen
People	<ul style="list-style-type: none"> Workers of Family Welfare Society (G1D) Elderly Centre (G1A) 	<ul style="list-style-type: none"> Workers of FWS (P2B) School (P1D, P1B) School social worker’s recommendation (P1A) Online group members (P2A) 	<ul style="list-style-type: none"> FWS workers’ recommendation (M1B, M1D) Introduced by friends (M1C)
Media	<ul style="list-style-type: none"> Poster Leaflet 	<ul style="list-style-type: none"> Kindergarten school notice (1B, P1C) 	<ul style="list-style-type: none"> Leaflet (M1B) Email (M1A) Hotline information (M1E)

We found that there are two types of reasons, as the following table shows:

- (a) the issues or problem they faced
- (b) the learning expectations they had

Table 16. Answers to (ii) “Why did the participants participate in these courses?”

Why did the participants participate in these courses?		
Grandparents	Parents	Middlemen
Issues or problems faced		

<ul style="list-style-type: none"> • Personal issues (e.g., life-role changes adaptation) or family problems (e.g., co-parenting conflict) 	<ul style="list-style-type: none"> • In-law conflicts and co-parenting issues 	<ul style="list-style-type: none"> • In-law relationship and/or marital relationship
Learning expectations		
<ul style="list-style-type: none"> • To enhance the grandparenting skills 	<ul style="list-style-type: none"> • To enhance parenting skills 	<ul style="list-style-type: none"> • To enhance the understanding of three-generation/ family problems
<ul style="list-style-type: none"> • To improve the in-law relationship 	<ul style="list-style-type: none"> • To improve the in-law relationship 	<ul style="list-style-type: none"> • To improve the in-law relationship • To improve the marital relationship
<ul style="list-style-type: none"> • To help resolve the marital conflict of the next generation (the son and the daughter-in-law) 	<ul style="list-style-type: none"> • To learn in-law co-parenting 	<ul style="list-style-type: none"> • To help or learn how to resolve conflicts in the in-law relationship and the mother-child relationship

Successful Factors for Co-parenting in Multigenerational Families: Family-centred, Child-focused and Loving Support

The successful factors contributing to harmonious relationships in MGF can be comprehended from an Ecological Systems Theory (Bronfenbrenner, 1995), the dynamic interaction between individual and family, and the family and the environment. Being family-centred and child-focused are essential aspects of forming effective ways of co-parenting. The family-centred and child-focused perspective helps grandparents and parents to understand the importance of harmonious co-parenting relationships on children's physical, mental, and spiritual development. Grandparents and parents learned to have a positive and empathetic understanding of each other. They were more aware of generational differences and needed to play appropriate roles at the right time to avoid conflicts. By putting the children's needs first and setting appropriate goals,

grandparents and parents can further develop their spirit of mutual help in co-parenting to maintain family harmony and promote mutual support to improve the children's well-being and make their lives happier. Love is the catalyst that brings grandparents and parents together, cooperating with and supporting each other in nurturing the next generation. Connecting positive psychology in family practice helps create positive emotions and outcomes, including happiness, love, and family cooperation (Conoley et al., 2015; Waters, 2020). Loving support essentially utilises positive ways of upholding children's needs in a co-parenting relationship for the whole family. In addition, appropriate resources can help families to overcome difficulties and enhance their resilience and cohesion. However, grandparents and parents need to be more aware of the community resources and be prepared to seek help, as this can have long-term benefits for children's physical and mental health and offer similar long-term benefits to family harmony.

The Keys to Change of the Training Course Design: Seeing, Rehearsing and Practising

The design of the training course was based on the structure "seeing, to rehearsing and practising". Grandparents and parents found this useful for their learning through understanding the importance of effective co-parenting between grandparents and parents, viewing the practical skills and role-plays in the class together with the social workers. Importantly, participants were encouraged to complete homework, which helped them to practise in their daily lives. Homework was also a platform that helped the social workers understand each participant's real-life situation, provide concrete feedback on their personal experience, and further consolidate and reflect on their learning. This tailor-made design fits the needs of the participants and so was welcomed by them. The feedback on the course was that almost all the participants would recommend these courses to others. Some participants mentioned that the course could be improved by offering more daily-life examples of relationship conflict management for class discussion and practice, which may further encourage them to practise in their families. This can be addressed by providing the resource kits and video developed after this study.

5. Conclusions. Limitations and Recommendations

Discussion

The effectiveness of the training course is confirmed by both the quantitative and qualitative results of the evaluation. Results indicate that the teaching materials and related training content established by HKFWS and the research team are worth promoting to meet the needs of grandparents, parents and middlemen who are facing parenting problems in MGF.

The quantitative findings show that after completing the course, participants of the grandparent group and parent group had improvements in five expected outcomes, in which four are significant. The quantitative results of the middlemen group also show that participants had improvements in six expected outcomes, in which three are significant. These findings imply that the training course is effective in: (i) improving the co-parenting relationship, (ii) enhancing parental efficacy, (iii) increasing the middleman skills of managing in-law relationships, (iv) establishing child prosocial behaviour, (v) strengthening intergenerational relationships, and (vi) facilitating better family relationships. In particular, the first three areas have shown significant improvement.

Although some sessions of the grandparent group and the parent group were conducted online due to the COVID-19 pandemic, the research results show that there is no significant difference in the effectiveness of expected outcomes between participants who participated in face-to-face and online modes. In other words, the content of the grandparent course and the parent course can effectively achieve expected results in both the face-to-face and online delivery modes.

Due to social distancing changes in the severe period of the COVID-19 pandemic, the research and service team incorporated the practical experience of the course instructors to amend the course materials and condensed the middleman course from the original six on-site to three online sessions. The quantitative research results show that the six expected outcomes were improved with the online mode, which indicates that the three-session online course is also feasible in achieving the anticipated outcomes.

According to the findings of focus group interviews, all participants in all three groups agreed that the course has helped them to understand the role changes or challenges encountered in the life cycle, how these changes affect personal and physical needs,

and how they create conflicts in in-law or intergenerational relationships. They learned from the course to be empathetic, understanding and trusting of other family members. Moreover, participants learned to interact or communicate with family members by avoiding automatic responses to conflicts. Male participants in the middlemen group claimed that they recognized their important role as a middleman to serve as a communication bridge between their wives and their parents to ease their conflicts.

Regarding the effectiveness of parenting on grandchildren/children, participants emphasized that the course content of the family of origin, empathy, appreciation and respect in the themes “Role Adjustment” and “Heart to Heart”, and the emotional management skill of Turning a Crisis into an Opportunity (兩代紅綠燈轉危為機法), could effectively help them to tackle multigenerational or in-law relationship problems and enhance their self-confidence or sense of efficacy of co-parenting. In order to maximize the well-being of grandchild/child, participants have learned how to avoid creating conflict with their co-parenting partner in front of children, manage emotions skilfully, reduce insisting on own opinions or not force the other to accept their own ideas, and respect the needs of different generations. Some participants also stated that they could notice the improvement in their children’s prosocial behaviours due to their own changes.

Some participants clearly stated that seeking harmony in the family despite different ideas (和而不同) is the key to managing co-parenting in an in-law relationship, and they understood that maintaining a harmonious intergenerational relationship is the key factor to nurturing the next generation. The course also promoted the willingness of participants to engage in intergenerational activities in order to improve the relationship among family members. The middlemen participants have learned to respect the older adults and meet the needs of all generations when designing family activities, to facilitate family harmony and happiness.

Limitations of the evaluation study

The evaluation design has a few limitations. Because of the great challenges in recruiting a control group or a wait-listed control group for the study during the COVID-19 pandemic, a simple pre-intervention and post-intervention test design was used which is unable to identify the net effect of the training course, and the results have poor internal validity. The recommendation is to conduct a future evaluation which employs a randomized control design in order to prevent the threats to internal validity because of selection bias, the current event effect and the effect of the pre-test. The imbalance in gender ratio in participants also creates bias in results, which may not

generalize the effectiveness of the course on men in the grandparent group and parent group. Despite these limitations, the evaluation results have initially confirmed the effectiveness of the training course in achieving the anticipated outcomes.

Conclusion and Recommendations

This study concludes that the “Intergenerational Co-parenting” training, including teaching materials and training activities which HKFWS and the research team co-authored, should be further promoted. Both grandparents and parents learned appropriate intergenerational co-parenting attitudes and acquired knowledge and skills through the training courses. The children’s prosocial behaviour was also enhanced following the changes in the adults. Regarding the middlemen course, the study indicates that it is feasible in practice for the three-session online course to achieve the anticipated goals, and the three-session course is more appropriate for the men’s group. The results show no statistically significant difference in the effectiveness of the expected outcomes between grandparents and parents participating in person and those participating in the hybrid mode due to the COVID-19 pandemic.

Course Format

The course design could be strengthened by offering both in-person and online hybrid service modes to increase the flexibility to meet the users’ different learning needs and increase their learning opportunities. It is expected that the online and offline mixed mode of service delivery will be a trend in the near future. These two modes are complementary. The online delivery mode has the benefit of attracting young male participants to the middlemen group due to the convenience, flexibility, and reduced psychological barriers. The in-person mode reinforces the effectiveness of participants’ engagement and relationship building. Therefore, having a good combination of online and in-person service should be actively pursued.

Course Content

Successful Factors for Co-parenting in Multigenerational Families: Family-centred, Child-focused and Loving Support

Being family-centred and child-focused are essential to forming effective ways of co-parenting. The family-centred and child-focused perspective helps grandparents and parents to understand the importance of harmonious co-parenting relationships on children’s physical, mental, and spiritual development. They learned to have a positive and empathetic understanding towards each other and were more aware of generational

differences and the need to play appropriate roles at the right time to avoid conflicts. By putting the children's needs first and setting appropriate goals, grandparents and parents can further develop the spirit of mutual help in co-parenting to maintain family harmony and promote mutual support to improve the children's well-being and make their lives happier. Love is the catalyst that brings grandparents and parents together, cooperating with and supporting each other in nurturing the next generation. Connecting positive psychology in family practice helps create positive emotions and outcomes, including happiness, love, and family cooperation (Conoley et al., 2015; Waters, 2020). Loving support essentially utilises positive ways of upholding children's needs in a co-parenting relationship for the whole family. In addition, grandparents and parents need to be more aware of the community resources and be prepared to seek help, as this can have long-term benefits for children's physical and mental health and offer similar long-term benefits to family harmony.

Recommendations

Experienced social workers are great assets, as they were able to help the participants learn in the class and subsequently were able to follow up their practice in real-life contexts. They found both their personal attitudes and practical skills were enhanced. In addition, ongoing professional training from the agency provided strong support for the social workers and ensured a good-quality outcome.

As intergenerational co-parenting and living arrangements are common in Hong Kong, it is expected that there will be a growing demand for MGF education services in the next decade. Making an effort to discuss the service agenda and educational strategy for building productive capacities to deal with this social need should be a service priority. We recommend that different stakeholders in the social welfare and education sectors keep improving their efforts to promote intergenerational support services, such as fostering cross-sector collaboration with the education and social service sectors to realise effective co-parenting and harmonious family relationships. The experience of the service team of the project shows that cooperating with local schools and service providers is important in promoting this course to the public. Different stakeholders can also be part of the collaborative partnership to educate the public about the keys to maintaining harmonious intergenerational relationships, in view of the fact that relationships play a key role in every child's healthy development.

Some middlemen pointed out that it would be worth organising these courses, as there is no similar service available in the community designed to equip them with the skills to handle multigenerational co-parenting issues. Therefore, it is worth further concern

in the community to meet the need of middlemen to participate in courses related to multigenerational co-parenting issues and help them to recognize their role as a bridge between their wife and their parents. It is also important for middlemen taking proactive roles as mediators to promote effective communication between family members, so as to alleviate contradiction or conflicts involved in co-parenting.

Some participants mentioned that the course could be improved by offering more daily-life examples of relationship conflict management for class discussion and role-play, which may further encourage them to practise in their families. This can be addressed by providing the resource kits and video developed after this study. The content of the educational resources is developed on the basis of the strength of Family-centred, Child-focused and Loving Support in contributing to harmonious relationships in multigenerational families.

As the training course for middlemen is still in the embryonic stage, it is an opportune moment to engage more stakeholders to address this service gap. More professional training for practitioners and service providers and the effective use of the professional resources kit are recommended. This training model is a pioneer in MGF education and guides future services and research development.

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「兒童為本提升多代家庭之姻親關係」實證研究 (祖父母問卷)

[前測]

以下的問題是關於你、**孫兒**、家庭及家人關係的情況，若你需要幫手照顧多於一位**孫兒**，請選定其中一位作答問卷各題。

第一部份：**孫兒**背景

A. 你需要照顧的**孫兒**的數目：_____

請選擇其中一位**孫兒**作為**目標孫兒**來作答以下各題

B. **目標孫兒**是你的： 1 ☐ 孫子 2 ☐ 孫女 3 ☐ 外孫子 4 ☐ 外孫女

C. **目標孫兒**的稱呼：_____

D. **目標孫兒**的年齡：_____

第二部份：**目標孫兒**狀況

請按**目標孫兒**過去一個月的表現，用圈【○】選出最配合該**目標孫兒**的情況

-

【0=不同意】、【1=有點同意】、【2=完全同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。


		不 同 意	有 點 同 意	完 全 同 意
A.	能體諒到別人的感受。	0	1	2
B.	很樂意與別的小孩分享東西(糖果、玩具、文具等等)。	0	1	2
C.	如果有人受傷、不舒服或生病，都很樂意提供幫助。	0	1	2
D.	對年紀小的小孩和善。	0	1	2

E.	經常自願地幫助別人(父母、老師、同學或其他小孩)。	0	1	2
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第三部份： 管教孩子的效能感

請按你作為**目標孫兒**照顧者的感受，用圈【○】選出最配合的答案 -

【1=十分不同意】、【2=不同意】、【3=有些不同意】、【4=有些同意】、【5=同意】、【6=十分同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		十 分 不 同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	十 分 同 意
							
A.	只要我明白我的行為是怎樣影響到 目標孫兒 ，那麼照顧 目標孫兒 的困難便會很容易解決。	1	2	3	4	5	6
B.	我覺得自己可以為那些剛成為孫兒照顧者的人做個好榜樣，讓他們知道如何做個孫兒照顧者。	1	2	3	4	5	6
C.	做 目標孫兒 照顧者並不困難，什麼問題都可以很容易解決。	1	2	3	4	5	6
D.	我已經達到我期望自己應有的水平，來照顧 目標孫兒 。	1	2	3	4	5	6
E.	如果有人可以找出困擾 目標孫兒 的原因，那人必定是我。	1	2	3	4	5	6
F.	在我做 目標孫兒 照顧者這段日子，我感到我已經完全熟習這個角色。	1	2	3	4	5	6

G.	我確信我已擁有一切所需的技巧去做成為好照顧者，去照顧目標孫兒。	1	2	3	4	5	6
H.	成為好照顧者，去照顧目標孫兒，對我來說是有所得著的。	1	2	3	4	5	6

第四部份： 我與下一代共同管教孩子的狀況

對於下面的各題，請圈出【○】最能切合的狀況，以形容你及你的下一代共

享親職的狀況 - 【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總

是】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		從 不	幾 乎 從 不	偶 爾	經 常	總 是
A.	我的下一代會詢問我關於親職的意見。	1	2	3	4	5
B.	我與下一代對目標孫兒有共同的目標。	1	2	3	4	5
C.	我的下一代與我在照顧目標孫兒上有不同的意見。	1	2	3	4	5
D.	我的下一代讚我做得好，或使我知道我是一名稱職的目標孫兒照顧者。	1	2	3	4	5
E.	我的下一代與我對目標孫兒在飲食、睡覺及日常生活安排上有著不同的意見。	1	2	3	4	5

F.	我的下一代與我對於 <u>目標孫兒</u> 的行為有著不同的準則。	1	2	3	4	5
G.	我會與下一代討論如何才能最好配合 <u>目標孫兒</u> 的需要。	1	2	3	4	5
H.	我的下一代感謝我很努力地成為一名 <u>目標孫兒</u> 的照顧者。	1	2	3	4	5
I.	當我不知怎樣當一名 <u>目標孫兒</u> 的照顧者時，我的下一代會給我加倍的支持。	1	2	3	4	5
J.	我的下一代使我感到我是一名最好的 <u>目標孫兒</u> 照顧者。	1	2	3	4	5

第五部份： 共同照顧者之間的關係

下面各題所指的他(她)是共同照顧者，即與你主要一同照顧目標孫兒的

子女、女婿或媳婦，請選定其中一位作答問卷各題。請剔出【✓】你所選定的

對象。

A.	你所選定的 <u>共同照顧者</u> 是你的：1 <input type="checkbox"/> 兒子 2 <input type="checkbox"/> 女兒 3 <input type="checkbox"/> 女婿 4 <input type="checkbox"/> 媳婦
----	--

對於下面的各題，請剔出【✓】最切合的狀況，以形容你與所選定的共同照

顧者之關係。即使你對某一題不是十分確定，亦請務必回答所有問題。

B.	你覺得和他(她)親近嗎？	1 <input type="checkbox"/> 非常不親近	2 <input type="checkbox"/> 不太親近	3 <input type="checkbox"/> 一般	4 <input type="checkbox"/> 頗親近	5 <input type="checkbox"/> 非常親近
C.	你和他(她)的相處融洽嗎？	1 <input type="checkbox"/> 非常不融洽	2 <input type="checkbox"/> 不太融洽	3 <input type="checkbox"/> 一般	4 <input type="checkbox"/> 頗融洽	5 <input type="checkbox"/> 非常融洽

於 D 到 G 題，請圈出【○】最切合的狀況，以形容你與所選定的共同照顧者之關係 -

【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。請圈出 1

至 5 任何一個數字。即使你對某一題不是十分確定，亦請務必回答所有問題。

題。

		從 不	幾 乎 從 不	偶 爾	經 常	總 是
D.	你有多常感到與他(她)的關係緊張？	1	2	3	4	5
E.	你有多常感到他(她)對你要求太多？	1	2	3	4	5
F.	他(她)有多常對你或你所做的事情有所不滿？	1	2	3	4	5
G.	他(她)有多常給你金錢或禮物？	1	2	3	4	5

第六部份： 家庭狀況

下面各題所指的家庭包括孩子、父母及幫助照顧孩子的祖父母。請圈出

【○】最切合的狀況，以形容你家庭的整體情況 - 由 0 至 10 分，【0=非常不

同意】，【10=非常同意】。請圈出 0 至 10 任何一個數字。即使你對某一題不

是十分確定，亦請務必回答所有問題。



		非 常 不 同 意											非 常 同 意
		 											
A.	有能力解決生活難題。【例如家中有突發事件時，可以找人幫忙照顧孩子】	0	1	2	3	4	5	6	7	8	9	10	
B.	有足夠的相處時間。	0	1	2	3	4	5	6	7	8	9	10	
C.	享受一起相處的時間。	0	1	2	3	4	5	6	7	8	9	10	
D.	可以互相信賴。	0	1	2	3	4	5	6	7	8	9	10	
E.	可以彼此遷就。	0	1	2	3	4	5	6	7	8	9	10	
F.	感激各人為家庭的付出。	0	1	2	3	4	5	6	7	8	9	10	
G.	經常相處融洽。	0	1	2	3	4	5	6	7	8	9	10	
H.	可以發揮各自的長處和能力。	0	1	2	3	4	5	6	7	8	9	10	
I.	對孩子有足夠的關懷和照顧。	0	1	2	3	4	5	6	7	8	9	10	
J.	對孩子有獎罰分明的管教。	0	1	2	3	4	5	6	7	8	9	10	

於 K 到 N 題，請圈出【○】最切合的狀況，以形容你與你家人有幾願意互相幫

忙做以下的事情 - 由 0 至 10 分，【0=非常不願意】，【10=非常願意】。請圈出

0 至 10 任何一個數字。即使你對某一題不是十分確定，亦請務必回答所有問

題。

		非 常 不 願 意											非 常 願 意
													
K.	解決財政困難。	0	1	2	3	4	5	6	7	8	9	10	
L.	處理家庭事務，例如打掃、煮飯、照顧孩子及長者。	0	1	2	3	4	5	6	7	8	9	10	
M.	就重要事情，例如工作、升學、看醫生，提供意見。	0	1	2	3	4	5	6	7	8	9	10	
N.	聆聽心事。	0	1	2	3	4	5	6	7	8	9	10	

第七部份： 個人資料

A. 性別: 1 ☐ 男 2 ☐ 女

B. 年齡: _____

C. 教育程度： 1 ☐ 沒有受過教育 2 ☐ 小學

 3 ☐ 初中 (中一至三) 4 ☐ 高中 (中四五)、預科

 5 ☐ 文憑、大專 6 ☐ 大學或以上

D. 每月家庭總收入： 1 ☐ \$5,000 以下 2 ☐ \$5,000-\$9,999

 3 ☐ \$10,000-\$19,999 4 ☐ \$20,000-\$29,999

 5 ☐ \$30,000-\$39,999 6 ☐ \$40,000 或以上

 7 ☐ 不知道

E. 請問你有沒有接受過其他管教孩子的課程或服務： 1 ☐ 有 2 ☐ 沒有

~ 問卷完，多謝你的合作 ~

「兒童為本提升多代家庭之姻親關係」實證研究 (祖父母問卷)

[後測]

以下的問題是關於你、**孫兒**、家庭及家人關係的情況，若你需要幫手照顧多於一位**孫兒**，請選定其中一位作答問卷各題。

第一部份：**孫兒**背景

A. 你需要照顧的**孫兒**的數目： _____

請選擇其中一位孫兒作為目標孫兒來作答以下各題

B. **目標孫兒**是你的： 1 ☐ 孫子 2 ☐ 孫女 3 ☐ 外孫子 4 ☐ 外孫女

C. **目標孫兒**的稱呼： _____

D. **目標孫兒**的年齡： _____

第二部份：**目標孫兒**狀況

請按**目標孫兒**過去一個月的表現，用圈【○】選出最配合該**目標孫兒**的情況

-

【0=不同意】、【1=有點同意】、【2=完全同意】。即使你對某一題不是十分確定，亦**請務必回答所有問題**。

		不 同 意	有 點 同 意	完 全 同 意
A.	能體諒到別人的感受。	0	1	2
B.	很樂意與別的小孩分享東西(糖果、玩具、文具等等)。	0	1	2
C.	如果有人受傷、不舒服或生病，都很樂意提供幫助。	0	1	2

D.	對年紀小的小孩和善。	0	1	2
E.	經常自願地幫助別人(父母、老師、同學或其他小孩)。	0	1	2

第三部份： 管教孩子的效能感

請按你作為**目標孫兒**照顧者的感受，用圈【○】選出最配合的答案 -

【1=十分不同意】、【2=不同意】、【3=有些不同意】、【4=有些同意】、【5=同意】、【6=十分同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		十分不同意	不同意	有些不同意	有些同意	同意	十分同意
							
A.	只要我明白我的行為是怎樣影響到 目標孫兒 ，那麼照顧 目標孫兒 的困難便會很容易解決。	1	2	3	4	5	6
B.	我覺得自己可以為那些剛成為孫兒照顧者的人做個好榜樣，讓他們知道如何做個孫兒照顧者。	1	2	3	4	5	6
C.	做 目標孫兒 照顧者並不困難，什麼問題都可以很容易解決。	1	2	3	4	5	6
D.	我已經達到我期望自己應有的水平，來照顧 目標孫兒 。	1	2	3	4	5	6
E.	如果有人可以找出困擾 目標孫兒 的原因，那人必定是我。	1	2	3	4	5	6
F.	在我做 目標孫兒 照顧者這段日子，我感到我已經完全熟習這個角色。	1	2	3	4	5	6

G.	我確信我已擁有一切所需的技巧去做成為好照顧者，去照顧目標孫兒。	1	2	3	4	5	6
H.	成為好照顧者，去照顧目標孫兒，對我來說是有所得著的。	1	2	3	4	5	6

第四部份： 我與下一代共同管教孩子的狀況

對於下面的各題，請圈出【○】最能切合的狀況，以形容你及你的下一代共

享親職的狀況 - 【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總

是】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		從 不	幾 乎 從 不	偶 爾	經 常	總 是
A.	我的下一代會詢問我關於親職的意見。	1	2	3	4	5
B.	我與下一代對目標孫兒有共同的目標。	1	2	3	4	5
C.	我的下一代與我在照顧目標孫兒上有不同的意見。	1	2	3	4	5
D.	我的下一代讚我做得好，或使我知道我是一名稱職的目標孫兒照顧者。	1	2	3	4	5
E.	我的下一代與我對目標孫兒在飲食、睡覺及日常生活安排上有著不同的意見。	1	2	3	4	5

F.	我的下一代與我對於 <u>目標孫兒</u> 的行為有著不同的準則。	1	2	3	4	5
G.	我會與下一代討論如何才能最好配合 <u>目標孫兒</u> 的需要。	1	2	3	4	5
H.	我的下一代感謝我很努力地成為一名 <u>目標孫兒</u> 的照顧者。	1	2	3	4	5
I.	當我不知怎樣當一名 <u>目標孫兒</u> 的照顧者時，我的下一代會給我加倍的支持。	1	2	3	4	5
J.	我的下一代使我感到我是一名最好的 <u>目標孫兒</u> 照顧者。	1	2	3	4	5

第五部份： 共同照顧者之間的關係

下面各題所指的他(她)是共同照顧者，即與你主要一同照顧目標孫兒的

子女、女婿或媳婦，請選定其中一位作答問卷各題。請剔出【✓】你所選定的

對象。

A.	你所選定的 <u>共同照顧者</u> 是你的：1 <input type="checkbox"/> 兒子 2 <input type="checkbox"/> 女兒 3 <input type="checkbox"/> 女婿 4 <input type="checkbox"/> 媳婦
----	--

對於下面的各題，請剔出【✓】最切合的狀況，以形容你與所選定的共同照

顧者之關係。即使你對某一題不是十分確定，亦請務必回答所有問題。

B.	你覺得和他(她)親近嗎？	1 <input type="checkbox"/> 非常不親近	2 <input type="checkbox"/> 不太親近	3 <input type="checkbox"/> 一般	4 <input type="checkbox"/> 頗親近	5 <input type="checkbox"/> 非常親近
C.	你和他(她)的相處融洽嗎？	1 <input type="checkbox"/> 非常不融洽	2 <input type="checkbox"/> 不太融洽	3 <input type="checkbox"/> 一般	4 <input type="checkbox"/> 頗融洽	5 <input type="checkbox"/> 非常融洽

於 D 到 G 題，請圈出【○】最切合的狀況，以形容你與所選定的共同照顧者之關係 -

【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。請圈出 1

至 5 任何一個數字。即使你對某一題不是十分確定，亦請務必回答所有問題。

題。

		從 不	幾 乎 從 不	偶 爾	經 常	總 是
D.	你有多常感到與他(她)的關係緊張？	1	2	3	4	5
E.	你有多常感到他(她)對你要求太多？	1	2	3	4	5
F.	他(她)有多常對你或你所做的事情有所不滿？	1	2	3	4	5
G.	他(她)有多常給你金錢或禮物？	1	2	3	4	5

第六部份： 家庭狀況

下面各題所指的家庭包括孩子、父母及幫助照顧孩子的祖父母。請圈出

【○】最切合的狀況，以形容你家庭的整體情況 - 由 0 至 10 分，【0=非常不

同意】，【10=非常同意】。請圈出 0 至 10 任何一個數字。即使你對某一題不

是十分確定，亦請務必回答所有問題。

		非 常 不 同 意											非 常 同 意
													
A.	有能力解決生活難題。【例如家中有突發事件時，可以找人幫忙照顧孩子】	0	1	2	3	4	5	6	7	8	9	10	
B.	有足夠的相處時間。	0	1	2	3	4	5	6	7	8	9	10	
C.	享受一起相處的時間。	0	1	2	3	4	5	6	7	8	9	10	
D.	可以互相信賴。	0	1	2	3	4	5	6	7	8	9	10	
E.	可以彼此遷就。	0	1	2	3	4	5	6	7	8	9	10	
F.	感激各人為家庭的付出。	0	1	2	3	4	5	6	7	8	9	10	
G.	經常相處融洽。	0	1	2	3	4	5	6	7	8	9	10	
H.	可以發揮各自的長處和能力。	0	1	2	3	4	5	6	7	8	9	10	
I.	對孩子有足夠的關懷和照顧。	0	1	2	3	4	5	6	7	8	9	10	
J.	對孩子有獎罰分明的管教。	0	1	2	3	4	5	6	7	8	9	10	

於 K 到 N 題，請圈出【○】最切合的狀況，以形容你與你家人有幾願意互相

幫忙做以下的事情 - 由 0 至 10 分，【0=非常不願意】，【10=非常願意】。請

圈出 0 至 10 任何一個數字。即使你對某一題不是十分確定，亦請務必回答

所有問題。



		非常 不 願 意											非常 願 意
													
K.	解決財政困難。	0	1	2	3	4	5	6	7	8	9	10	
L.	處理家庭事務，例如打掃、煮飯、照顧孩子及長者。	0	1	2	3	4	5	6	7	8	9	10	
M.	就重要事情，例如工作、升學、看醫生，提供意見。	0	1	2	3	4	5	6	7	8	9	10	
N.	聆聽心事。	0	1	2	3	4	5	6	7	8	9	10	

第七部份： 我對這個課程的意見

對於下面的各題，請圈出【○】最切合的狀況，以形容你對這個課程的看法 -

【1=非常不同意】、【2=不同意】、【3=中立】、【4=同意】、【5=非常同意】。即

使你對某一題不是十分確定，亦請務必回答所有問題。

		非常 不 同 意	不 同 意	中 立	同 意	非 常 同 意
						
A.	課程使我明白與下一代合作管教 <u>目標孫兒</u> 的重要 性	1	2	3	4	5

B.	我學到如何與下一代合作管教 目標孫兒	1	2	3	4	5
C.	課程使我明白家中各人的需要及感受，使我更懂得與他們相處	1	2	3	4	5
D.	課程使我更懂得如何與家人商討照顧 目標孫兒 的事情	1	2	3	4	5
E.	整體而言，我覺得課程對我及 目標孫兒 很有幫助	1	2	3	4	5

第八部份： 個人資料

A. 性別: 1 ☐ 男 2 ☐ 女

B. 年齡: _____

C. 教育程度： 1 ☐ 沒有受過教育 2 ☐ 小學

3 ☐ 初中 (中一至三) 4 ☐ 高中 (中四五)、預科

5 ☐ 文憑、大專 6 ☐ 大學或以上

D. 每月家庭總收入： 1 ☐ \$5,000 以下 2 ☐ \$5,000-\$9,999

3 ☐ \$10,000-\$19,999 4 ☐ \$20,000-\$29,999

5 ☐ \$30,000-\$39,999 6 ☐ \$40,000 或以上

7 ☐ 不知道

E. 請問你有沒有接受過其他管教孩子的課程或服務： 1 ☐ 有 2 ☐ 沒有

F. 請問你參加這個課程，共上了幾多節課堂： _____

~ 問卷完，多謝你的合作 ~

「兒童為本提升多代家庭之姻親關係」實證研究 (父母問卷) [前測]

以下的問題是關於你、**子女**、家庭及家人關係的情況，若你多於一位**子女**，請選定其中一位作答問卷各題。

第一部份： 子女背景

A. 你的**子女**數目： _____

請選擇其中一位**子女**作為**目標子女**來作答以下各題

B. **目標子女**是你的： 1 ☐ 兒子 2 ☐ 女兒

C. **目標子女**的稱呼: _____

D. **目標子女**的年齡: _____

第二部份： **目標子女**狀況

請按**目標子女**過去一個月的表現，用圈【○】選出最配合該**目標子女**的情況

-

【0=不同意】、【1=有點同意】、【2=完全同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		不 同 意	有 點 同 意	完 全 同 意
		✕	✓
A.	能體諒到別人的感受。	0	1	2
B.	很樂意與別的小孩分享東西(糖果、玩具、文具等等)。	0	1	2

C.	如果有人受傷、不舒服或生病，都很樂意提供幫助。	0	1	2
D.	對年紀小的小孩和善。	0	1	2
E.	經常自願地幫助別人(父母、老師、同學或其他小孩)。	0	1	2

第三部份： 管教孩子的效能感

請按你作為目標子女照顧者的感受，用圈【○】選出最配合的答案 -

【1=十分不同意】、【2=不同意】、【3=有些不同意】、【4=有些同意】、【5=同意】、【6=十分同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		十 分 不 同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	十 分 同 意
		 					
A.	只要我明白我的行為是怎樣影響到 <u>目標子女</u> ，那麼照顧 <u>目標子女</u> 的困難便會很容易解決。	1	2	3	4	5	6
B.	我覺得自己可以為那些剛成為人父/母親的人做個好榜樣，讓他們知道如何做個好父/母親。	1	2	3	4	5	6
C.	做 <u>目標子女</u> 的照顧者並不困難，什麼問題都可以很容易解決。	1	2	3	4	5	6

D.	我已經達到我期望自己應有的水平，來照顧目標子女。	1	2	3	4	5	6
E.	如果有人可以找出困擾目標子女的原因，那人必定是我。	1	2	3	4	5	6
F.	在我做目標子女照顧者這段日子，我感到我已經完全熟習這個角色。	1	2	3	4	5	6
G.	我確信我已擁有一切所需的技巧去成為好照顧者，去照顧目標子女。	1	2	3	4	5	6
H.	成為好照顧者，去照顧目標子女，對我來說是有所得著的。	1	2	3	4	5	6

第四部份： 我與上一代共同管教孩子的狀況

對於下面的各題，請圈出【○】最能切合的狀況，以形容你及你的上一代共享親職的狀況 - 【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。即使你對某一題不是十分確定，亦請務必回答所有問題。

	從 不	幾 乎 從 不	偶 爾	經 常	總 是
--	--------	------------------	--------	--------	--------

		X.....✓				
A.	我的上一代會詢問我關於親職的意見。	1	2	3	4	5
B.	我與上一代對目標子女有共同的目標。	1	2	3	4	5
C.	我的上一代與我在照顧目標子女上有不同的意見。	1	2	3	4	5
D.	我的上一代讚我做得好，或使我知道我是一名稱職的父母。	1	2	3	4	5
E.	我的上一代與我對目標子女在飲食、睡覺及日常生活安排上有不同的意見。	1	2	3	4	5
F.	我的上一代與我對於目標子女的行為有不同的準則。	1	2	3	4	5
G.	我會與上一代討論如何才能最好配合目標子女的需要。	1	2	3	4	5
H.	我的上一代感謝我很努力地成為一名父母。	1	2	3	4	5
I.	當我不知怎樣當一名父母時，我的上一代會給我加倍的支持。	1	2	3	4	5

J.	我的上一代使我感到我是一名最好的父母。	1	2	3	4	5
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第五部份： 共同照顧者之間的關係

下面各題所指的他(她)是共同照顧者，即與你主要一同照顧目標子女的父母、公婆或岳父母，請選定其中一位作答問卷各題。請剔出【✓】你所選定的對象。

A.	你所選定的 <u>共同照顧者</u> 是	1 <input type="checkbox"/> 父親	2 <input type="checkbox"/> 母親
	你的：	3 <input type="checkbox"/> 老爺	4 <input type="checkbox"/> 奶奶
		5 <input type="checkbox"/> 岳父	6 <input type="checkbox"/> 岳母

對於下面的各題，請剔出【✓】最切合的狀況，以形容你與所選定的共同照顧者之關係。即使你對某一題不是十分確定，亦請務必回答所有問題。

B.	你覺得和他(她)親近嗎？	1 <input type="checkbox"/> 非常不親近 一般	2 <input type="checkbox"/> 不太親近	3 <input type="checkbox"/> 一般
		4 <input type="checkbox"/> 頗親近	5 <input type="checkbox"/> 非常親近	
C.	你和他(她)的相處融洽嗎？	1 <input type="checkbox"/> 非常不融洽 一般	2 <input type="checkbox"/> 不太融洽	3 <input type="checkbox"/> 一般
		4 <input type="checkbox"/> 頗融洽	5 <input type="checkbox"/> 非常融洽	

於 D 到 G 題，請圈出【○】最切合的狀況，以形容你與所選定的共同照顧者之關係 -

【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。

請圈出 1 至 5 任何一個數字。即使你對某一題不是十分確定，亦請務必回

答所有問題。

		從 不	幾 乎 從 不	偶 爾	經 常	總 是
		X ✓				
D.	你有多常感到與他(她)的關係緊張？	1	2	3	4	5
E.	你有多常感到他(她)對你要求太多？	1	2	3	4	5
F.	他(她)有多常對你或你所做的事情有所不滿？	1	2	3	4	5
G.	他(她)有多常給你金錢或禮物？	1	2	3	4	5

第六部份： 家庭狀況

下面各題所指的家庭包括孩子、父母及幫助照顧孩子的祖父母。請圈出

【○】最切合的狀況，以形容你家庭的整體情況 - 由 0 至 10 分，【0=非常

不同意】，【10=非常同意】。請圈出 0 至 10 任何一個數字。即使你對某

一題不是十分確定，亦請務必回答所有問題。

		非常 不 同 意											非 常 同 意
												
A.	有能力解決生活難題。【例如家中有突發事件時，可以找人幫忙照顧孩子】	0	1	2	3	4	5	6	7	8	9	10	
B.	有足夠的相處時間。	0	1	2	3	4	5	6	7	8	9	10	
C.	享受一起相處的時間。	0	1	2	3	4	5	6	7	8	9	10	
D.	可以互相信賴。	0	1	2	3	4	5	6	7	8	9	10	
E.	可以彼此遷就。	0	1	2	3	4	5	6	7	8	9	10	
F.	感激各人為家庭的付出。	0	1	2	3	4	5	6	7	8	9	10	
G.	經常相處融洽。	0	1	2	3	4	5	6	7	8	9	10	



H.	可以發揮各自的長處和能力。	0	1	2	3	4	5	6	7	8	9	10
I.	對孩子有足夠的關懷和照顧。	0	1	2	3	4	5	6	7	8	9	10
J.	對孩子有獎罰分明的管教。	0	1	2	3	4	5	6	7	8	9	10

於 K 到 N 題，請圈出【○】最切合的狀況，以形容你與你家人有幾願意互相

幫忙做以下的事情 - 由 0 至 10 分，【0=非常不願意】，【10=非常願

意】。請圈出 0 至 10 任何一個數字。即使你對某一題不是十分確定，亦請

務必回答所有問題。

		<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> 非常 不 願 意  </div> <div style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <div style="position: absolute; right: 0; top: -10px; text-align: right;"> 非常 願 意  </div> </div> </div>										
K.	解決財政困難。	0	1	2	3	4	5	6	7	8	9	10
L.	處理家庭事務，例如打掃、煮飯、照顧孩子及長者。	0	1	2	3	4	5	6	7	8	9	10
M.	就重要事情，例如工作、升學、看醫生，提供意見。	0	1	2	3	4	5	6	7	8	9	10
N.	聆聽心事。	0	1	2	3	4	5	6	7	8	9	10

第八部份： 個人資料

A. 性別: 1 ☐ 男 2 ☐ 女

B. 年齡: _____

C. 教育程度： 1 ☐ 沒有受過教育 2 ☐ 小學

3 ☐ 初中 (中一至三) 4 ☐ 高中 (中四五) 、預科

5 ☐ 文憑、大專 6 ☐ 大學或以上

D. 每月家庭總收入： 1 ☐ \$5,000 以下 2 ☐ \$5,000-\$9,999

3 ☐ \$10,000-\$19,999 4 ☐ \$20,000-\$29,999

5 ☐ \$30,000-\$39,999 6 ☐ \$40,000 或以上

7 ☐ 不知道

E. 請問你有沒有接受過其他管教孩子的課程或服務： 1 ☐ 有 2 ☐ 沒有

~ 問卷完，多謝你的合作 ~

「兒童為本提升多代家庭之姻親關係」實證研究 (父母問卷) [後測]

以下的問題是關於你、**子女**、家庭及家人關係的情況，若你多於一位**子女**，請選定其中一位作答問卷各題。

第一部份： **子女背景**

A. 你的**子女**數目： _____

請選擇其中一位子女**作為**目標子女**來作答以下各題**

B. **目標子女**是你的： 1 ☐ 兒子 2 ☐ 女兒

C. **目標子女**的稱呼: _____

D. **目標子女**的年齡: _____

第二部份： **目標子女狀況**

請按**目標子女**過去一個月的表現，用圈【○】選出最配合該**目標子女**的情況

-

【0=不同意】、【1=有點同意】、【2=完全同意】。即使你對某一題不是十分確定，亦**請務必回答所有問題**。



		不 同 意	有 點 同 意	完 全 同 意
		X ✓		
A.	能體諒到別人的感受。	0	1	2
B.	很樂意與別的小孩分享東西(糖果、玩具、文具等等)。	0	1	2

C.	如果有人受傷、不舒服或生病，都很樂意提供幫助。	0	1	2
D.	對年紀小的小孩和善。	0	1	2
E.	經常自願地幫助別人(父母、老師、同學或其他小孩)。	0	1	2

第三部份： 管教孩子的效能感

請按你作為目標子女照顧者的感受，用圈【○】選出最配合的答案 -

【1=十分不同意】、【2=不同意】、【3=有些不同意】、【4=有些同意】、【5=同意】、【6=十分同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		十 分 不 同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	十 分 同 意
		 					
A.	只要我明白我的行為是怎樣影響到 <u>目標子女</u> ，那麼照顧 <u>目標子女</u> 的困難便會很容易解決。	1	2	3	4	5	6
B.	我覺得自己可以為那些剛成為人父/母親的人做個好榜樣，讓他們知道如何做個好父/母親。	1	2	3	4	5	6
C.	做 <u>目標子女</u> 的照顧者並不困難，什麼問題都可以很容易解決。	1	2	3	4	5	6
D.	我已經達到我期望自己應有的水平，來照顧 <u>目</u>	1	2	3	4	5	6

	標子女。						
E.	如果有人可以找出困擾標子女的原因，那人必定是我。	1	2	3	4	5	6
F.	在我做標子女照顧者這段日子，我感到我已經完全熟習這個角色。	1	2	3	4	5	6
G.	我確信我已擁有一切所需的技巧去成為好照顧者，去照顧標子女。	1	2	3	4	5	6
H.	成為好照顧者，去照顧標子女，對我來說是有所得著的。	1	2	3	4	5	6

第四部份： 我與上一代共同管教孩子的狀況

對於下面的各題，請圈出【○】最能切合的狀況，以形容你及你的上一代共享親職的狀況 - 【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。即使你對某一題不是十分確定，亦請務必回答所有問題。

	從 不	幾 乎 從 不	偶 爾	經 常	總 是
	X.....✓				

A.	我的上一代會詢問我關於親職的意見。	1	2	3	4	5
B.	我與上一代對目標子女有共同的目標。	1	2	3	4	5
C.	我的上一代與我在照顧目標子女上有不同的意見。	1	2	3	4	5
D.	我的上一代讚我做得好，或使我知道我是一名稱職的父母。	1	2	3	4	5
E.	我的上一代與我對目標子女在飲食、睡覺及日常生活安排上有不同的意見。	1	2	3	4	5
F.	我的上一代與我對於目標子女的行為有不同的準則。	1	2	3	4	5
G.	我會與上一代討論如何才能最好配合目標子女的需要。	1	2	3	4	5
H.	我的上一代感謝我很努力地成為一名父母。	1	2	3	4	5
I.	當我不知怎樣當一名父母時，我的上一代會給我加倍的支持。	1	2	3	4	5

J.	我的上一代使我感到我是一名最好的父母。	1	2	3	4	5
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第五部份： 共同照顧者之間的關係

下面各題所指的他(她)是共同照顧者，即與你主要一同照顧目標子女的父母、公婆或岳父母，請選定其中一位作答問卷各題。請剔出【✓】你所選定的對象。

A.	你所選定的 <u>共同照顧者</u> 是	1 <input type="checkbox"/> 父親	2 <input type="checkbox"/> 母親
	你的：	3 <input type="checkbox"/> 老爺	4 <input type="checkbox"/> 奶奶
		5 <input type="checkbox"/> 岳父	6 <input type="checkbox"/> 岳母

對於下面的各題，請剔出【✓】最切合的狀況，以形容你與所選定的共同照顧者之關係。即使你對某一題不是十分確定，亦請務必回答所有問題。

B.	你覺得和他(她)親近嗎？	1 <input type="checkbox"/> 非常不親近 一般	2 <input type="checkbox"/> 不太親近	3 <input type="checkbox"/> 一般
		4 <input type="checkbox"/> 頗親近	5 <input type="checkbox"/> 非常親近	
C.	你和他(她)的相處融洽嗎？	1 <input type="checkbox"/> 非常不融洽 一般	2 <input type="checkbox"/> 不太融洽	3 <input type="checkbox"/> 一般
		4 <input type="checkbox"/> 頗融洽	5 <input type="checkbox"/> 非常融洽	

於 D 到 G 題，請圈出【○】最切合的狀況，以形容你與所選定的共同照顧者之關係 -

【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。

請圈出 1 至 5 任何一個數字。即使你對某一題不是十分確定，亦請務必回

答所有問題。

		從 不	幾 乎 從 不	偶 爾	經 常	總 是
		X ✓				
D.	你有多常感到與他(她)的關係緊張？	1	2	3	4	5
E.	你有多常感到他(她)對你要求太多？	1	2	3	4	5
F.	他(她)有多常對你或你所做的事情有所不滿？	1	2	3	4	5
G.	他(她)有多常給你金錢或禮物？	1	2	3	4	5

第六部份： 家庭狀況

下面各題所指的家庭包括孩子、父母及幫助照顧孩子的祖父母。請圈出

【○】最切合的狀況，以形容你家庭的整體情況 - 由 0 至 10 分，【0=非常

不同意】，【10=非常同意】。請圈出 0 至 10 任何一個數字。即使你對某

一題不是十分確定，亦請務必回答所有問題。

		非常 不 同 意											非常 同 意
												
A.	有能力解決生活難題。【例如家中有突發事件時，可以找人幫忙照顧孩子】	0	1	2	3	4	5	6	7	8	9	10	
B.	有足夠的相處時間。	0	1	2	3	4	5	6	7	8	9	10	
C.	享受一起相處的時間。	0	1	2	3	4	5	6	7	8	9	10	
D.	可以互相信賴。	0	1	2	3	4	5	6	7	8	9	10	
E.	可以彼此遷就。	0	1	2	3	4	5	6	7	8	9	10	
F.	感激各人為家庭的付出。	0	1	2	3	4	5	6	7	8	9	10	
G.	經常相處融洽。	0	1	2	3	4	5	6	7	8	9	10	



H.	可以發揮各自的長處和能力。	0	1	2	3	4	5	6	7	8	9	10
I.	對孩子有足夠的關懷和照顧。	0	1	2	3	4	5	6	7	8	9	10
J.	對孩子有獎罰分明的管教。	0	1	2	3	4	5	6	7	8	9	10

於 K 到 N 題，請圈出【○】最切合的狀況，以形容你與你家人有幾願意互相

幫忙做以下的事情 - 由 0 至 10 分，【0=非常不願意】，【10=非常願

意】。請圈出 0 至 10 任何一個數字。即使你對某一題不是十分確定，亦請

務必回答所有問題。

		<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> 非常 不 願 意  </div> <div style="flex-grow: 1; border-bottom: 1px solid black; position: relative;"> <div style="position: absolute; right: 0; top: -10px; text-align: right;"> 非常 願 意  </div> </div> </div>										
K.	解決財政困難。	0	1	2	3	4	5	6	7	8	9	10
L.	處理家庭事務，例如打掃、煮飯、照顧孩子及長者。	0	1	2	3	4	5	6	7	8	9	10
M.	就重要事情，例如工作、升學、看醫生，提供意見。	0	1	2	3	4	5	6	7	8	9	10
N.	聆聽心事。	0	1	2	3	4	5	6	7	8	9	10

第七部份： 我對這個課程的意見

對於下面的各題，請圈出【○】最切合的狀況，以形容你對這個課程的看法 -

【1=非常不同意】、【2=不同意】、【3=中立】、【4=同意】、【5=非常同

意】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		非 常 不 同 意	不 同 意	中 立	同 意	非 常 同 意
		 				
A.	課程使我明白與上一代合作管教 <u>目標子女</u> 的重要 性	1	2	3	4	5
B.	我學到如何與上一代合作管教 <u>目標子女</u>	1	2	3	4	5
C.	課程使我明白家中各人的需要及感受，使我更懂 得與他們相處	1	2	3	4	5
D.	課程使我更懂得如何與家人商討照顧 <u>目標子女</u> 的 事情	1	2	3	4	5
E.	整體而言，我覺得課程對我及 <u>目標子女</u> 很有幫助	1	2	3	4	5

第八部份： 個人資料

A. 性別: 1 ☐ 男 2 ☐ 女

B. 年齡: _____

C. 教育程度： 1 ☐ 沒有受過教育 2 ☐ 小學

3 ☐ 初中 (中一至三) 4 ☐ 高中 (中四五) 、預科

5 ☐ 文憑、大專 6 ☐ 大學或以上

D. 每月家庭總收入： 1 ☐ \$5,000 以下 2 ☐ \$5,000-\$9,999

3 ☐ \$10,000-\$19,999 4 ☐ \$20,000-\$29,999

5 ☐ \$30,000-\$39,999 6 ☐ \$40,000 或以上

7 ☐ 不知道

E. 請問你有沒有接受過其他管教孩子的課程或服務： 1 ☐ 有 2 ☐ 沒有

F. 請問你參加這個課程，共上了幾多節課堂： _____

~ 問卷完，多謝你的合作 ~

「兒童為本提升多代家庭之姻親關係」實證研究 (中間人 – 父親問卷) [前測]

以下的問題是關於你、**子女**、家庭及家人關係的情況，若你多於一位**子女**，請選定其中一位作答問卷各題。

第一部份： 子女背景

A. 你的子女數目： _____

請選擇其中一位**子女**作為**目標子女**來作答以下各題

B. **目標子女**是你的： 1 ☐ 兒子 2 ☐ 女兒

C. **目標子女**的稱呼: _____

D. **目標子女**的年齡: _____

第二部份： **目標子女**狀況

請按**目標子女**過去一個月的表現，用圈【○】選出最配合該**目標子女**的情況

-

【0=不同意】、【1=有點同意】、【2=完全同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。



		不 同 意	有 點 同 意	完 全 同 意
		X.....✓		
A.	能體諒到別人的感受。	0	1	2
B.	很樂意與別的小孩分享東西(糖果、玩具、文具等等)。	0	1	2

C.	如果有人受傷、不舒服或生病，都很樂意提供幫助。	0	1	2
D.	對年紀小的小孩和善。	0	1	2
E.	經常自願地幫助別人(父母、老師、同學或其他小孩)。	0	1	2

第三部份： 管教孩子的效能感

請按你作為目標子女照顧者的感受，用圈【○】選出最配合的答案 -

【1=十分不同意】、【2=不同意】、【3=有些不同意】、【4=有些同意】、【5=同意】、【6=十分同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		十 分 不 同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	十 分 同 意
		 					
A.	只要我明白我的行為是怎樣影響到 <u>目標子女</u> ，那麼照顧 <u>目標子女</u> 的困難便會很容易解決。	1	2	3	4	5	6
B.	我覺得自己可以為那些剛成為人父/母親的人做個好榜樣，讓他們知道如何做個好父/母親。	1	2	3	4	5	6
C.	做 <u>目標子女</u> 的照顧者並不困難，什麼問題都可以很容易解決。	1	2	3	4	5	6
D.	我已經達到我期望自己應有的水平，來照顧 <u>目</u>	1	2	3	4	5	6

	標子女。						
E.	如果有人可以找出困擾目標子女的原因，那人必定是我。	1	2	3	4	5	6
F.	在我做目標子女照顧者這段日子，我感到我已經完全熟習這個角色。	1	2	3	4	5	6
G.	我確信我已擁有一切所需的技巧去成為好照顧者，去照顧目標子女。	1	2	3	4	5	6
H.	成為好照顧者，去照顧目標子女，對我來說是有所得著的。	1	2	3	4	5	6

第四部份： 我與上一代共同管教孩子的狀況

對於下面的各題，請圈出【○】最能切合的狀況，以形容你及你的上一代共享親職的狀況 - 【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。即使你對某一題不是十分確定，亦請務必回答所有問題。

	從 不	幾 乎 從 不	偶 爾	經 常	總 是
	X.....✓				

A.	我的上一代會詢問我關於親職的意見。	1	2	3	4	5
B.	我與上一代對目標子女有共同的目標。	1	2	3	4	5
C.	我的上一代與我在照顧目標子女上有不同的意見。	1	2	3	4	5
D.	我的上一代讚我做得好，或使我知道我是一名稱職的父母。	1	2	3	4	5
E.	我的上一代與我對目標子女在飲食、睡覺及日常生活安排上有不同的意見。	1	2	3	4	5
F.	我的上一代與我對於目標子女的行為有不同的準則。	1	2	3	4	5
G.	我會與上一代討論如何才能最好配合目標子女的需要。	1	2	3	4	5
H.	我的上一代感謝我很努力地成為一名父母。	1	2	3	4	5
I.	當我不知怎樣當一名父母時，我的上一代會給我加倍的支持。	1	2	3	4	5

J.	我的上一代使我感到我是一名最好的父母。	1	2	3	4	5
----	---------------------	---	---	---	---	---

第五部份： 共同照顧者之間的關係

下面各題所指的他(她)是共同照顧者，即與你主要一同照顧目標子女的父母、公婆或岳父母，請選定其中一位作答問卷各題。請剔出【✓】你所選定的對象。

A.	你所選定的 <u>共同照顧者</u> 是	1 <input type="checkbox"/> 父親	2 <input type="checkbox"/> 母親	3 <input type="checkbox"/> 岳父
	你的：	4 <input type="checkbox"/> 岳母		

對於下面的各題，請剔出【✓】最切合的狀況，以形容你與所選定的共同照顧者之關係。即使你對某一題不是十分確定，亦請務必回答所有問題。

B.	你覺得和他(她)親近嗎？	1 <input type="checkbox"/> 非常不親近 一般	2 <input type="checkbox"/> 不太親近	3 <input type="checkbox"/> 一般
		4 <input type="checkbox"/> 頗親近	5 <input type="checkbox"/> 非常親近	
C.	你和他(她)的相處融洽嗎？	1 <input type="checkbox"/> 非常不融洽 一般	2 <input type="checkbox"/> 不太融洽	3 <input type="checkbox"/> 一般
		4 <input type="checkbox"/> 頗融洽	5 <input type="checkbox"/> 非常融洽	

於 D 到 G 題，請圈出【○】最切合的狀況，以形容你與所選定的共同照顧者之關係 -

【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。

請圈出 1 至 5 任何一個數字。即使你對某一題不是十分確定，亦請務必回

答所有問題。

		從 不	幾 乎 從 不	偶 爾	經 常	總 是
		X.....✓				
D.	你有多常感到與他(她)的關係緊張？	1	2	3	4	5
E.	你有多常感到他(她)對你要求太多？	1	2	3	4	5
F.	他(她)有多常對你或你所做的事情有所不滿？	1	2	3	4	5
G.	他(她)有多常給你金錢或禮物？	1	2	3	4	5

第六部份： 家庭狀況

下面各題所指的家庭包括孩子、父母及幫助照顧孩子的祖父母。請圈出

【○】最切合的狀況，以形容你家庭的整體情況 - 由 0 至 10 分，【0=非常

不同意】，【10=非常同意】。請圈出 0 至 10 任何一個數字。即使你對某

一題不是十分確定，亦請務必回答所有問題。

		非常 不 同 意											非 常 同 意
		 											
A.	有能力解決生活難題。【例如家中有突發事件時，可以找人幫忙照顧孩子】	0	1	2	3	4	5	6	7	8	9	10	
B.	有足夠的相處時間。	0	1	2	3	4	5	6	7	8	9	10	
C.	享受一起相處的時間。	0	1	2	3	4	5	6	7	8	9	10	
D.	可以互相信賴。	0	1	2	3	4	5	6	7	8	9	10	
E.	可以彼此遷就。	0	1	2	3	4	5	6	7	8	9	10	
F.	感激各人為家庭的付出。	0	1	2	3	4	5	6	7	8	9	10	
G.	經常相處融洽。	0	1	2	3	4	5	6	7	8	9	10	



H.	可以發揮各自的長處和能力。	0	1	2	3	4	5	6	7	8	9	10
I.	對孩子有足夠的關懷和照顧。	0	1	2	3	4	5	6	7	8	9	10
J.	對孩子有獎罰分明的管教。	0	1	2	3	4	5	6	7	8	9	10

於 K 到 N 題，請圈出【○】最切合的狀況，以形容你與你家人有幾願意互相

幫忙做以下的事情 - 由 0 至 10 分，【0=非常不願意】，【10=非常願

意】。請圈出 0 至 10 任何一個數字。即使你對某一題不是十分確定，亦請

務必回答所有問題。

		非常 不 願 意											非 常 願 意
		 											
K.	解決財政困難。	0	1	2	3	4	5	6	7	8	9	10	
L.	處理家庭事務，例如打掃、煮飯、照顧孩子及長者。	0	1	2	3	4	5	6	7	8	9	10	
M.	就重要事情，例如工作、升學、看醫生，提供意見。	0	1	2	3	4	5	6	7	8	9	10	
N.	聆聽心事。	0	1	2	3	4	5	6	7	8	9	10	

第七部份： 跨代關係

對於下面的各題目所指的跨代關係是形容與你主要一同照顧目標子女的太

太、父母或岳父母之間的關係，請剔出【✓】其中一對關係作答，以下問卷

各題。



A.	你所選定的其中一對 <u>跨代關係</u> ： 1 <input type="checkbox"/> 父親與太太 2 <input type="checkbox"/> 母親與太太 3 <input type="checkbox"/> 岳父與太太 4 <input type="checkbox"/> 岳母與太太
----	--

對於下面各題，請圈出【○】最切合的狀況，以形容你對所選定的跨代關係

的看法 - 【1=非常不同意】、【2=不同意】、【3=中立】、【4=同意】、

【5=非常同意】。請圈出 1 至 5 任何一個數字。請務必回答每一條問題，即

使你對某些題目未必十分確定。

		非常 不 同 意	不 同 意	中 立	同 意	非 常 同 意
		 				
B.	我對 <u>以上所指的跨代關係</u> 有正面的想法/觀感	1	2	3	4	5
C.	我有信心改善/促進現時 <u>以上所指的跨代關係</u>	1	2	3	4	5

D.	我掌握「中間人」在家庭中的角色和重要性	1	2	3	4	5
E.	我懂得運用適當的技巧協調以上所指的跨代關係	1	2	3	4	5
F.	我了解女性身心理發展和需要	1	2	3	4	5
G.	我了解男性身心理發展和需要	1	2	3	4	5

第八部份： 個人資料

A. 性別: 1 ☐ 男 2 ☐ 女

B. 年齡: _____

C. 教育程度： 1 ☐ 沒有受過教育 2 ☐ 小學

3 ☐ 初中（中一至三） 4 ☐ 高中（中四五）、預科

5 ☐ 文憑、大專 6 ☐ 大學或以上

D. 每月家庭總收入： 1 ☐ \$5,000 以下 2 ☐ \$5,000-\$9,999

3 ☐ \$10,000-\$19,999 4 ☐ \$20,000-\$29,999

5 ☐ \$30,000-\$39,999 6 ☐ \$40,000 或以上

7 ☐ 不知道

E. 請問你有沒有接受過其他管教孩子的課程或服務： 1 ☐ 有 2 ☐ 沒有

~ 問卷完，多謝你的合作 ~

「兒童為本提升多代家庭之姻親關係」實證研究 (中間人 – 父親問卷) [後測]

以下的問題是關於你、**子女**、家庭及家人關係的情況，若你多於一位**子女**，請選定其中一位作答問卷各題。

第一部份： 子女背景

A. 你的子女數目： _____

請選擇其中一位**子女**作為**目標子女**來作答以下各題

B. **目標子女**是你的： 1 ☐ 兒子 2 ☐ 女兒

C. **目標子女**的稱呼: _____

D. **目標子女**的年齡: _____

第二部份： **目標子女**狀況

請按**目標子女**過去一個月的表現，用圈【○】選出最配合該**目標子女**的情況

-

【0=不同意】、【1=有點同意】、【2=完全同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。



		不 同 意	有 點 同 意	完 全 同 意
		X.....✓		
A.	能體諒到別人的感受。	0	1	2
B.	很樂意與別的小孩分享東西(糖果、玩具、文具等等)。	0	1	2

C.	如果有人受傷、不舒服或生病，都很樂意提供幫助。	0	1	2
D.	對年紀小的小孩和善。	0	1	2
E.	經常自願地幫助別人(父母、老師、同學或其他小孩)。	0	1	2

第三部份： 管教孩子的效能感

請按你作為目標子女照顧者的感受，用圈【○】選出最配合的答案 -

【1=十分不同意】、【2=不同意】、【3=有些不同意】、【4=有些同意】、【5=同意】、【6=十分同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		十 分 不 同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	十 分 同 意
		 					
A.	只要我明白我的行為是怎樣影響到 <u>目標子女</u> ，那麼照顧 <u>目標子女</u> 的困難便會很容易解決。	1	2	3	4	5	6
B.	我覺得自己可以為那些剛成為人父/母親的人做個好榜樣，讓他們知道如何做個好父/母親。	1	2	3	4	5	6
C.	做 <u>目標子女</u> 的照顧者並不困難，什麼問題都可以很容易解決。	1	2	3	4	5	6
D.	我已經達到我期望自己應有的水平，來照顧 <u>目</u>	1	2	3	4	5	6

	標子女。						
E.	如果有人可以找出困擾標子女的原因，那人必定是我。	1	2	3	4	5	6
F.	在我做標子女照顧者這段日子，我感到我已經完全熟習這個角色。	1	2	3	4	5	6
G.	我確信我已擁有一切所需的技巧去成為好照顧者，去照顧標子女。	1	2	3	4	5	6
H.	成為好照顧者，去照顧標子女，對我來說是有所得著的。	1	2	3	4	5	6

第四部份： 我與上一代共同管教孩子的狀況

對於下面的各題，請圈出【○】最能切合的狀況，以形容你及你的上一代共享親職的狀況 - 【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。即使你對某一題不是十分確定，亦請務必回答所有問題。

	從 不	幾 乎 從 不	偶 爾	經 常	總 是
	X.....✓				

A.	我的上一代會詢問我關於親職的意見。	1	2	3	4	5
B.	我與上一代對目標子女有共同的目標。	1	2	3	4	5
C.	我的上一代與我在照顧目標子女上有不同的意見。	1	2	3	4	5
D.	我的上一代讚我做得好，或使我知道我是一名稱職的父母。	1	2	3	4	5
E.	我的上一代與我對目標子女在飲食、睡覺及日常生活安排上有不同的意見。	1	2	3	4	5
F.	我的上一代與我對於目標子女的行為有不同的準則。	1	2	3	4	5
G.	我會與上一代討論如何才能最好配合目標子女的需要。	1	2	3	4	5
H.	我的上一代感謝我很努力地成為一名父母。	1	2	3	4	5
I.	當我不知怎樣當一名父母時，我的上一代會給我加倍的支持。	1	2	3	4	5

J.	我的上一代使我感到我是一名最好的父母。	1	2	3	4	5
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第五部份： 共同照顧者之間的關係

下面各題所指的他(她)是共同照顧者，即與你主要一同照顧目標子女的父母、公婆或岳父母，請選定其中一位作答問卷各題。請剔出【✓】你所選定的對象。

A.	你所選定的 <u>共同照顧者</u> 是	1 <input type="checkbox"/> 父親	2 <input type="checkbox"/> 母親	3 <input type="checkbox"/> 岳父
	你的：	4 <input type="checkbox"/> 岳母		

對於下面的各題，請剔出【✓】最切合的狀況，以形容你與所選定的共同照顧者之關係。即使你對某一題不是十分確定，亦請務必回答所有問題。

B.	你覺得和他(她)親近嗎？	1 <input type="checkbox"/> 非常不親近 一般	2 <input type="checkbox"/> 不太親近	3 <input type="checkbox"/> 一般
		4 <input type="checkbox"/> 頗親近	5 <input type="checkbox"/> 非常親近	
C.	你和他(她)的相處融洽嗎？	1 <input type="checkbox"/> 非常不融洽 一般	2 <input type="checkbox"/> 不太融洽	3 <input type="checkbox"/> 一般
		4 <input type="checkbox"/> 頗融洽	5 <input type="checkbox"/> 非常融洽	

於 D 到 G 題，請圈出【○】最切合的狀況，以形容你與所選定的共同照顧者之關係 -

【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。

請圈出 1 至 5 任何一個數字。即使你對某一題不是十分確定，亦請務必回

答所有問題。

		從 不	幾 乎 從 不	偶 爾	經 常	總 是
		X.....✓				
D.	你有多常感到與他(她)的關係緊張？	1	2	3	4	5
E.	你有多常感到他(她)對你要求太多？	1	2	3	4	5
F.	他(她)有多常對你或你所做的事情有所不滿？	1	2	3	4	5
G.	他(她)有多常給你金錢或禮物？	1	2	3	4	5

第六部份： 家庭狀況

下面各題所指的家庭包括孩子、父母及幫助照顧孩子的祖父母。請圈出

【○】最切合的狀況，以形容你家庭的整體情況 - 由 0 至 10 分，【0=非常

不同意】，【10=非常同意】。請圈出 0 至 10 任何一個數字。即使你對某

一題不是十分確定，亦請務必回答所有問題。

		非常 不 同 意											非 常 同 意
		 											
A.	有能力解決生活難題。【例如家中有突發事件時，可以找人幫忙照顧孩子】	0	1	2	3	4	5	6	7	8	9	10	
B.	有足夠的相處時間。	0	1	2	3	4	5	6	7	8	9	10	
C.	享受一起相處的時間。	0	1	2	3	4	5	6	7	8	9	10	
D.	可以互相信賴。	0	1	2	3	4	5	6	7	8	9	10	
E.	可以彼此遷就。	0	1	2	3	4	5	6	7	8	9	10	
F.	感激各人為家庭的付出。	0	1	2	3	4	5	6	7	8	9	10	
G.	經常相處融洽。	0	1	2	3	4	5	6	7	8	9	10	



H.	可以發揮各自的長處和能力。	0	1	2	3	4	5	6	7	8	9	10
I.	對孩子有足夠的關懷和照顧。	0	1	2	3	4	5	6	7	8	9	10
J.	對孩子有獎罰分明的管教。	0	1	2	3	4	5	6	7	8	9	10

於 K 到 N 題，請圈出【○】最切合的狀況，以形容你與你家人有幾願意互相

幫忙做以下的事情 - 由 0 至 10 分，【0=非常不願意】，【10=非常願

意】。請圈出 0 至 10 任何一個數字。即使你對某一題不是十分確定，亦請

務必回答所有問題。



		非 常 不 願 意											非 常 願 意
		 											
K.	解決財政困難。	0	1	2	3	4	5	6	7	8	9	10	
L.	處理家庭事務，例如打掃、煮飯、照顧孩子及長者。	0	1	2	3	4	5	6	7	8	9	10	
M.	就重要事情，例如工作、升學、看醫生，提供意見。	0	1	2	3	4	5	6	7	8	9	10	
N.	聆聽心事。	0	1	2	3	4	5	6	7	8	9	10	

第七部份： 跨代關係

對於下面的各題目所指的跨代關係是形容與你主要一同照顧目標子女的太太、父母或岳父母之間的關係，請剔出【✓】其中一對關係作答，以下問卷各題。

A.	你所選定的其中一對 <u>跨代關係</u> ：	1 <input type="checkbox"/> 父親與太太	2 <input type="checkbox"/> 母親與太太	
		太		
		3 <input type="checkbox"/> 岳父與太太	4 <input type="checkbox"/> 岳母與太太	

對於下面各題，請圈出【○】最能切合的狀況，以形容你對所選定的跨代關係的看法 - 【1=非常不同意】、【2=不同意】、【3=中立】、【4=同意】、【5=非常同意】。請圈出 1 至 5 任何一個數字。請務必回答每一條問題，即使你對某些題目未必十分確定。

	非常 不 同 意	不 同 意	中 立	同 意	非 常 同 意
	 				
B.	我對 <u>以上所指的跨代關係</u> 有正面的想法/觀感				
	1	2	3	4	5



C.	我有信心改善/促進現時以上所指的跨代關係	1	2	3	4	5
D.	我掌握「中間人」在家庭中的角色和重要性	1	2	3	4	5
E.	我懂得運用適當的技巧協調以上所指的跨代關係	1	2	3	4	5
F.	我了解女性身心理發展和需要	1	2	3	4	5
G.	我了解男性身心理發展和需要	1	2	3	4	5

第八部份： 我對這個課程的意見

對於下面的各題，請圈出【○】最切合的狀況，以形容你對這個課程的看法 -

【1=非常不同意】、【2=不同意】、【3=中立】、【4=同意】、【5=非常同

意】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		非常 不 同 意	不 同 意	中 立	同 意	非常 同 意
		 				
A.	課程使我明白與上一代合作管教目標子女的重要性	1	2	3	4	5
B.	我學到如何與上一代合作管教目標子女	1	2	3	4	5

C.	課程使我明白家中各人的需要及感受，使我更懂得與他們相處	1	2	3	4	5
D.	課程使我更懂得如何與家人商討照顧目標子女的事情	1	2	3	4	5
E.	整體而言，我覺得課程對我及目標子女很有幫助	1	2	3	4	5

第九部份： 個人資料

A. 性別: 1 ☐ 男 2 ☐ 女

B. 年齡: _____

C. 教育程度： 1 ☐ 沒有受過教育 2 ☐ 小學

3 ☐ 初中 (中一至三) 4 ☐ 高中 (中四五) 、預科

5 ☐ 文憑、大專 6 ☐ 大學或以上

D. 每月家庭總收入： 1 ☐ \$5,000 以下 2 ☐ \$5,000-\$9,999

3 ☐ \$10,000-\$19,999 4 ☐ \$20,000-\$29,999

5 ☐ \$30,000-\$39,999 6 ☐ \$40,000 或以上

7 ☐ 不知道

E. 請問你有沒有接受過其他管教孩子的課程或服務： 1 ☐ 有 2 ☐ 沒有

F. 請問你參加這個課程，共上了幾多節課堂：_____

~ 問卷完，多謝你的合作 ~

「兒童為本提升多代家庭之姻親關係」實證研究 (中間人 – 祖父問卷) [前測]

以下的問題是關於你、**孫兒**、家庭及家人關係的情況，若你需要幫手照顧多於一位**孫兒**，請選定其中一位作答問卷各題。

第一部份： 孫兒背景

A. 你需要照顧的**孫兒**的數目： _____

請選擇其中一位**孫兒**作為**目標孫兒**來作答以下各題

B. **目標孫兒**是你的： 1 ☐ 孫子 2 ☐ 孫女 3 ☐ 外孫子 4 ☐ 外孫女

C. **目標孫兒**的稱呼: _____

D. **目標孫兒**的年齡: _____

第二部份： **目標孫兒**狀況

請按**目標孫兒**過去一個月的表現，用圈【○】選出最配合該**目標孫兒**的情況

-

【0=不同意】、【1=有點同意】、【2=完全同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。



	不 同 意	有 點 同 意	完 全 同 意
	X.....✓		

A.	能體諒到別人的感受。	0	1	2
B.	很樂意與別的小孩分享東西(糖果、玩具、文具等等)。	0	1	2
C.	如果有人受傷、不舒服或生病，都很樂意提供幫助。	0	1	2
D.	對年紀小的小孩和善。	0	1	2
E.	經常自願地幫助別人(父母、老師、同學或其他小孩)。	0	1	2

第三部份： 管教孩子的效能感

請按你作為目標孫兒照顧者的感受，用圈【○】選出最配合的答案 -

【1=十分不同意】、【2=不同意】、【3=有些不同意】、【4=有些同意】、【5=同意】、【6=十分同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		十 分 不 同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	十 分 同 意
		 					
A.	只要我明白我的行為是怎樣影響到 <u>目標孫兒</u> ，那麼照顧 <u>目標孫兒</u> 的困難便會很容易解決。	1	2	3	4	5	6
B.	我覺得自己可以為那些剛成為孫兒照顧者的人做個好榜樣，讓他們知道如何做個孫兒照顧者。	1	2	3	4	5	6

C.	做目標孫兒照顧者並不困難，什麼問題都可以很容易解決。	1	2	3	4	5	6
D.	我已經達到我期望自己應有的水平，來照顧目標孫兒。	1	2	3	4	5	6
E.	如果有人可以找出困擾目標孫兒的原因，那人必定是我。	1	2	3	4	5	6
F.	在我做目標孫兒照顧者這段日子，我感到我已經完全熟習這個角色。	1	2	3	4	5	6
G.	我確信我已擁有一切所需的技巧去做成為好照顧者，去照顧目標孫兒。	1	2	3	4	5	6
H.	成為好照顧者，去照顧目標孫兒，對我來說是有所得著的。	1	2	3	4	5	6

第四部份： 我與下一代共同管教孩子的狀況

對於下面的各題，請圈出【○】最能切合的狀況，以形容你及你的下一代共享親職的狀況 - 【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。即使你對某一題不是十分確定，亦請務必回答所有問題。

	從 不	幾 乎	偶 爾	經 常	總 是
--	--------	--------	--------	--------	--------

			從 不			
		X.....✓				
A.	我的下一代會詢問我關於親職的意見。	1	2	3	4	5
B.	我與下一代對目標孫兒有共同的目標。	1	2	3	4	5
C.	我的下一代與我在照顧目標孫兒上有不同的意見。	1	2	3	4	5
D.	我的下一代讚我做得好，或使我知道我是一名稱職的目標孫兒照顧者。	1	2	3	4	5
E.	我的下一代與我對目標孫兒在飲食、睡覺及日常生活安排上有著不同的意見。	1	2	3	4	5
F.	我的下一代與我對於目標孫兒的行為有著不同的準則。	1	2	3	4	5
G.	我會與下一代討論如何才能最好配合目標孫兒的需要。	1	2	3	4	5
H.	我的下一代感謝我很努力地成為一名目標孫兒的照	1	2	3	4	5

C.	你和他(她)的相處融洽嗎？	1 <input type="checkbox"/> 非常不融洽 一般	2 <input type="checkbox"/> 不太融洽	3 <input type="checkbox"/> 一般	4 <input type="checkbox"/> 頗融洽	5 <input type="checkbox"/> 非常融洽
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於 D 到 G 題，請圈出【○】最切合的狀況，以形容你與所選定的共同照顧者之關係 -

【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。

請圈出 1 至 5 任何一個數字。即使你對某一題不是十分確定，亦請務必回

答所有問題。

		從 不	幾 乎 從 不	偶 爾	經 常	總 是
		X ✓				
D.	你有多常感到與他(她)的關係緊張？	1	2	3	4	5
E.	你有多常感到他(她)對你要求太多？	1	2	3	4	5
F.	他(她)有多常對你或你所做的事情有所不滿？	1	2	3	4	5
G.	他(她)有多常給你金錢或禮物？	1	2	3	4	5

第六部份： 家庭狀況

下面各題所指的家庭包括孩子、父母及幫助照顧孩子的祖父母。請圈出

【○】最切合的狀況，以形容你家庭的整體情況 - 由 0 至 10 分，【0=非常

不同意】，【10=非常同意】。請圈出 0 至 10 任何一個數字。即使你對某

一題不是十分確定，亦請務必回答所有問題。

		非常 不 同 意											非 常 同 意
		 											
A.	有能力解決生活難題。【例如家中有突發事件時，可以找人幫忙照顧孩子】	0	1	2	3	4	5	6	7	8	9	10	
B.	有足夠的相處時間。	0	1	2	3	4	5	6	7	8	9	10	
C.	享受一起相處的時間。	0	1	2	3	4	5	6	7	8	9	10	
D.	可以互相信賴。	0	1	2	3	4	5	6	7	8	9	10	
E.	可以彼此遷就。	0	1	2	3	4	5	6	7	8	9	10	
F.	感激各人為家庭的付出。	0	1	2	3	4	5	6	7	8	9	10	
G.	經常相處融洽。	0	1	2	3	4	5	6	7	8	9	10	



H.	可以發揮各自的長處和能力。	0	1	2	3	4	5	6	7	8	9	10
I.	對孩子有足夠的關懷和照顧。	0	1	2	3	4	5	6	7	8	9	10
J.	對孩子有獎罰分明的管教。	0	1	2	3	4	5	6	7	8	9	10

於 K 到 N 題，請圈出【○】最切合的狀況，以形容你與你家人有幾願意互相

幫忙做以下的事情 - 由 0 至 10 分，【0=非常不願意】，【10=非常願

意】。請圈出 0 至 10 任何一個數字。即使你對某一題不是十分確定，亦請

務必回答所有問題。

		<div>非常不願意</div> <div>   </div> <div>非常願意</div>										
K.	解決財政困難。	0	1	2	3	4	5	6	7	8	9	10
L.	處理家庭事務，例如打掃、煮飯、照顧孩子及長者。	0	1	2	3	4	5	6	7	8	9	10
M.	就重要事情，例如工作、升學、看醫生，提供意見。	0	1	2	3	4	5	6	7	8	9	10

N.	聆聽心事。	0	1	2	3	4	5	6	7	8	9	10
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第七部份： 跨代關係

對於下面的各題目所指的跨代關係是形容與你主要一同照顧目標孫兒的太
太、子女、

女婿或媳婦之間的關係，請剔出【✓】其中一對關係作答，以下問卷各題。

A.	你所選定的其中一對 <u>跨代關</u>	1 <input type="checkbox"/> 太太與兒子	2 <input type="checkbox"/> 太太與女兒
	<u>係</u> ：	3 <input type="checkbox"/> 太太與女婿	4 <input type="checkbox"/> 太太與媳婦

對於下面各題，請圈出【○】最切合的狀況，以形容你對所選定的跨代關係
 的看法 - 【1=非常不同意】、【2=不同意】、【3=中立】、【4=同意】、
 【5=非常同意】。請圈出 1 至 5 任何一個數字。請務必回答每一條問題，即
 使你對某些題目未必十分確定。

		非常不同意	不同意	中立	同意	非常同意
		 				
B.	我對以上所指的跨代關係有正面的想法/觀感	1	2	3	4	5
C.	我有信心改善/促進現時以上所指的跨代關係	1	2	3	4	5
D.	我掌握「中間人」在家庭中的角色和重要性	1	2	3	4	5
E.	我懂得運用適當的技巧協調以上所指的跨代關係	1	2	3	4	5
F.	我了解女性身心理發展和需要	1	2	3	4	5
G.	我了解男性身心理發展和需要	1	2	3	4	5

第八部份： 個人資料

A. 性別: 1 ☐ 男 2 ☐ 女

B. 年齡: _____

C. 教育程度: 1 ☐ 沒有受過教育 2 ☐ 小學

3 ☐ 初中 (中一至三) 4 ☐ 高中 (中四五) 、預科

5 ☐ 文憑、大專 6 ☐ 大學或以上

2 □ \$5,000-\$9,999

4 ☐ \$20,000-\$29,999

6 □ \$40,000 或以上

7 □ 不知道

1 ☐ 有 2 ☐ 沒有

~ 問卷完，多謝你的合作 ~

「兒童為本提升多代家庭之姻親關係」實證研究 (中間人 – 祖父問卷) [後測]

以下的問題是關於你、**孫兒**、家庭及家人關係的情況，若你需要幫手照顧多於一位**孫兒**，請選定其中一位作答問卷各題。

第一部份： 孫兒背景

A. 你需要照顧的**孫兒**的數目： _____

請選擇其中一位**孫兒**作為**目標孫兒**來作答以下各題

B. **目標孫兒**是你的： 1 ☐ 孫子 2 ☐ 孫女 3 ☐ 外孫子 4 ☐ 外孫女

C. **目標孫兒**的稱呼: _____

D. **目標孫兒**的年齡: _____

第二部份： **目標孫兒**狀況

請按**目標孫兒**過去一個月的表現，用圈【○】選出最配合該**目標孫兒**的情況

-

【0=不同意】、【1=有點同意】、【2=完全同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。



	不 同 意	有 點 同 意	完 全 同 意
	X.....✓		

A.	能體諒到別人的感受。	0	1	2
B.	很樂意與別的小孩分享東西(糖果、玩具、文具等等)。	0	1	2
C.	如果有人受傷、不舒服或生病，都很樂意提供幫助。	0	1	2
D.	對年紀小的小孩和善。	0	1	2
E.	經常自願地幫助別人(父母、老師、同學或其他小孩)。	0	1	2

第三部份： 管教孩子的效能感

請按你作為目標孫兒照顧者的感受，用圈【○】選出最配合的答案 -

【1=十分不同意】、【2=不同意】、【3=有些不同意】、【4=有些同意】、【5=同意】、【6=十分同意】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		十 分 不 同 意	不 同 意	有 些 不 同 意	有 些 同 意	同 意	十 分 同 意
		 					
A.	只要我明白我的行為是怎樣影響到 <u>目標孫兒</u> ，那麼照顧 <u>目標孫兒</u> 的困難便會很容易解決。	1	2	3	4	5	6
B.	我覺得自己可以為那些剛成為孫兒照顧者的人做個好榜樣，讓他們知道如何做個孫兒照顧者。	1	2	3	4	5	6

C.	做目標孫兒照顧者並不困難，什麼問題都可以很容易解決。	1	2	3	4	5	6
D.	我已經達到我期望自己應有的水平，來照顧目標孫兒。	1	2	3	4	5	6
E.	如果有人可以找出困擾目標孫兒的原因，那人必定是我。	1	2	3	4	5	6
F.	在我做目標孫兒照顧者這段日子，我感到我已經完全熟習這個角色。	1	2	3	4	5	6
G.	我確信我已擁有一切所需的技巧去做成為好照顧者，去照顧目標孫兒。	1	2	3	4	5	6
H.	成為好照顧者，去照顧目標孫兒，對我來說是有所得著的。	1	2	3	4	5	6

第四部份： 我與下一代共同管教孩子的狀況

對於下面的各題，請圈出【○】最能切合的狀況，以形容你及你的下一代共享親職的狀況 - 【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。即使你對某一題不是十分確定，亦請務必回答所有問題。

	從 不	幾 乎	偶 爾	經 常	總 是
--	--------	--------	--------	--------	--------

			從 不			
		X.....✓				
A.	我的下一代會詢問我關於親職的意見。	1	2	3	4	5
B.	我與下一代對目標孫兒有共同的目標。	1	2	3	4	5
C.	我的下一代與我在照顧目標孫兒上有不同的意見。	1	2	3	4	5
D.	我的下一代讚我做得好，或使我知道我是一名稱職的目標孫兒照顧者。	1	2	3	4	5
E.	我的下一代與我對目標孫兒在飲食、睡覺及日常生活安排上有著不同的意見。	1	2	3	4	5
F.	我的下一代與我對於目標孫兒的行為有著不同的準則。	1	2	3	4	5
G.	我會與下一代討論如何才能最好配合目標孫兒的需要。	1	2	3	4	5
H.	我的下一代感謝我很努力地成為一名目標孫兒的照	1	2	3	4	5

	顧者。					
I.	當我不知怎樣當一名 <u>目標孫兒</u> 的照顧者時，我的下一代會給我加倍的支持。	1	2	3	4	5
J.	我的下一代使我感到我是一名最好的 <u>目標孫兒</u> 照顧者。	1	2	3	4	5

第五部份： 共同照顧者之間的關係

下面各題所指的他(她)是共同照顧者，即與你主要一同照顧目標孫兒的子女、女婿或媳婦，請選定其中一位作答問卷各題。請剔出【✓】你所選定的對象。

A.	你所選定的 <u>共同照顧者</u> 是你的： 1 <input type="checkbox"/> 兒子 2 <input type="checkbox"/> 女兒 3 <input type="checkbox"/> 女婿 4 <input type="checkbox"/> 媳婦
----	--

對於下面的各題，請剔出【✓】最切合的狀況，以形容你與所選定的共同照顧者之關係。即使你對某一題不是十分確定，亦請務必回答所有問題。

B.	你覺得和他(她)親近嗎？ 1 <input type="checkbox"/> 非常不親近 2 <input type="checkbox"/> 不太親近 3 <input type="checkbox"/> 一般 4 <input type="checkbox"/> 頗親近 5 <input type="checkbox"/> 非常親近
----	--

C.	你和他(她)的相處融洽嗎？	1 <input type="checkbox"/> 非常不融洽	2 <input type="checkbox"/> 不太融洽	3 <input type="checkbox"/> 一般
		4 <input type="checkbox"/> 頗融洽	5 <input type="checkbox"/> 非常融洽	

於 D 到 G 題，請圈出【○】最切合的狀況，以形容你與所選定的共同照顧者之關係 -

【1=從不】、【2=幾乎從不】、【3=偶爾】、【4=經常】、【5=總是】。

請圈出 1 至 5 任何一個數字。即使你對某一題不是十分確定，亦請務必回

答所有問題。

		從 不	幾 乎 從 不	偶 爾	經 常	總 是
		X.....✓				
D.	你有多常感到與他(她)的關係緊張？	1	2	3	4	5
E.	你有多常感到他(她)對你要求太多？	1	2	3	4	5
F.	他(她)有多常對你或你所做的事情有所不滿？	1	2	3	4	5
G.	他(她)有多常給你金錢或禮物？	1	2	3	4	5

第六部份： 家庭狀況

下面各題所指的家庭包括孩子、父母及幫助照顧孩子的祖父母。請圈出

【○】最切合的狀況，以形容你家庭的整體情況 - 由 0 至 10 分，【0=非常

不同意】，【10=非常同意】。請圈出 0 至 10 任何一個數字。即使你對某

一題不是十分確定，亦請務必回答所有問題。

		非常 不 同 意											非 常 同 意
		 											
A.	有能力解決生活難題。【例如家中有突發事件時，可以找人幫忙照顧孩子】	0	1	2	3	4	5	6	7	8	9	10	
B.	有足夠的相處時間。	0	1	2	3	4	5	6	7	8	9	10	
C.	享受一起相處的時間。	0	1	2	3	4	5	6	7	8	9	10	
D.	可以互相信賴。	0	1	2	3	4	5	6	7	8	9	10	
E.	可以彼此遷就。	0	1	2	3	4	5	6	7	8	9	10	
F.	感激各人為家庭的付出。	0	1	2	3	4	5	6	7	8	9	10	
G.	經常相處融洽。	0	1	2	3	4	5	6	7	8	9	10	



H.	可以發揮各自的長處和能力。	0	1	2	3	4	5	6	7	8	9	10
I.	對孩子有足夠的關懷和照顧。	0	1	2	3	4	5	6	7	8	9	10
J.	對孩子有獎罰分明的管教。	0	1	2	3	4	5	6	7	8	9	10

於 K 到 N 題，請圈出【○】最切合的狀況，以形容你與你家人有幾願意互相

幫忙做以下的事情 - 由 0 至 10 分，【0=非常不願意】，【10=非常願

意】。請圈出 0 至 10 任何一個數字。即使你對某一題不是十分確定，亦請

務必回答所有問題。

		非常 不 願 意											非 常 願 意
		 											
K.	解決財政困難。	0	1	2	3	4	5	6	7	8	9	10	
L.	處理家庭事務，例如打掃、煮飯、照顧孩子及長者。	0	1	2	3	4	5	6	7	8	9	10	
M.	就重要事情，例如工作、升學、看醫生，提供意見。	0	1	2	3	4	5	6	7	8	9	10	

N.	聆聽心事。	0	1	2	3	4	5	6	7	8	9	10
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第七部份： 跨代關係



對於下面的各題目所指的跨代關係是形容與你主要一同照顧目標孫兒的太太、子女、

女婿或媳婦之間的關係，請剔出【✓】其中一對關係作答，以下問卷各題。

A.	你所選定的其中一對 <u>跨代關係</u> ：	1 <input type="checkbox"/> 太太與兒子	2 <input type="checkbox"/> 太太與女兒
		3 <input type="checkbox"/> 太太與女婿	4 <input type="checkbox"/> 太太與媳婦

對於下面各題，請圈出【○】最切合的狀況，以形容你對所選定的跨代關係的看法 - 【1=非常不同意】、【2=不同意】、【3=中立】、【4=同意】、【5=非常同意】。請圈出 1 至 5 任何一個數字。請務必回答每一條問題，即使你對某些題目未必十分確定。

	非常不同意	不同意	中立	同意	非常同意
--	-------	-----	----	----	------



		 				
B.	我對以上所指的跨代關係有正面的想法/觀感	1	2	3	4	5
C.	我有信心改善/促進現時以上所指的跨代關係	1	2	3	4	5
D.	我掌握「中間人」在家庭中的角色和重要性	1	2	3	4	5
E.	我懂得運用適當的技巧協調以上所指的跨代關係	1	2	3	4	5
F.	我了解女性身心理發展和需要	1	2	3	4	5
G.	我了解男性身心理發展和需要	1	2	3	4	5

第八部份： 我對這個課程的意見

對於下面的各題，請圈出【○】最切合的狀況，以形容你對這個課程的看法 -

【1=非常不同意】、【2=不同意】、【3=中立】、【4=同意】、【5=非常同

意】。即使你對某一題不是十分確定，亦請務必回答所有問題。

		非 常 不 同 意	不 同 意	中 立	同 意	非 常 同 意
		 				
A.	課程使我明白與下一代合作管教目標孫兒的重要性	1	2	3	4	5

B.	我學到如何與下一代合作管教目標孫兒	1	2	3	4	5
C.	課程使我明白家中各人的需要及感受，使我更懂得與他們相處	1	2	3	4	5
D.	課程使我更懂得如何與家人商討照顧目標孫兒的事情	1	2	3	4	5
E.	整體而言，我覺得課程對我及目標孫兒很有幫助	1	2	3	4	5

第九部份： 個人資料

A. 性別: 1 ☐ 男 2 ☐ 女

B. 年齡: _____

C. 教育程度： 1 ☐ 沒有受過教育 2 ☐ 小學

3 ☐ 初中 (中一至三) 4 ☐ 高中 (中四五) 、預科

5 ☐ 文憑、大專 6 ☐ 大學或以上

D. 每月家庭總收入： 1 ☐ \$5,000 以下 2 ☐ \$5,000-\$9,999

3 ☐ \$10,000-\$19,999 4 ☐ \$20,000-\$29,999

5 ☐ \$30,000-\$39,999 6 ☐ \$40,000 或以上

7 ☐ 不知道

E. 請問你有沒有接受過其他管教孩子的課程或服務： 1 ☐ 有 2 ☐ 沒有

F. 請問你參加這個課程，共上了幾多節課堂：_____

~ 問卷完，多謝你的合作 ~

「兒童為本提升多代家庭之姻親關係」實證研究

「兩代同行育兒孫」課程（祖父母篇）

聚焦小組訪問

聚焦小組組別：第_____組（父母篇/ 祖父母篇 / 中間人篇）

日期：_____

地點：_____

時間：_____

參加人數：_____

訪問員：_____

記錄員：_____

訪問員備忘錄

1. 開場白：歡迎參加者及訪問員自我介紹
2. 訪問簡介：是次訪問目標、簽定參與研究同意書、解釋錄音及資料用途、保密原則等
3. 簡單重溫六節課堂內容重點-現場播放第六節「和而不同」投影片重溫六節內容
4. 聚焦小組訪問正式開始，約 1 小時 15 分至 1 小時 30 分完結
5. 訪問完畢，向參加者道謝及致送超市禮券 HKD50，並簽收作實

聚焦小組（祖父母篇）
訪問指引

1. 您如何知道有這一個課程？甚麼原因令您會參加？

2. 課程那一些環節或主題令您留下最深刻印象？試舉例說明。

3. 這個課程能增強您有效管教孫兒嗎？試舉例說明。

4. 據您觀察，孫兒同人相處的行為是否有改變？(例如：能體諒別人感受、樂意分享和幫助別人等)

5. 對於同這一代一齊照顧子女，您覺得甚麼係最重要？咩原因呢？(例如：有共同目標；清晰自己及姻親的角色、分工和合作界線；學習和而不同，互相欣賞及尊重；建立正面關係和良好溝通；靈活走位，姻親互補等等。)

6. 課程提到的一些新知識、技巧和態度，能幫助您改善姻親關係嗎？試舉例說明。

7. 您覺得這課程能促進家庭/ 家族的和諧和凝聚嗎？試舉例說明。(例如：團結家人解決生活難題、為孩子的福祉而姻親有分工和合作、定期安排家庭活動加強多代的溝通和聯繫等)

8. 這個課程能幫助您了解在人生的發展階段中，自己與姻親的角色轉變、挑戰、磨合和適應嗎？您是否有甚麼體會和得著嗎？

9. 您會否推介此課程給親友呢？試解釋原因。

10. 若果機構再一次籌辦這類課程，您建議可以增加或刪減那些東西，令到課程更臻完善？

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