

A STUDY OF THE DISPOSITIONAL FACTORS
INFLUENCING RETIRED UNIVERSITY
FACULTY MEMBERS WHO DO NOT
PARTICIPATE IN FORMAL EDUCA-
TIONAL EXPERIENCES

By

JANET M. HUNTZINGER

Bachelor of Science
Nebraska State College
Kearney, Nebraska
May, 1962

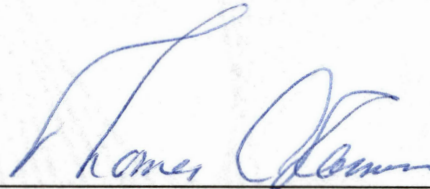
Master of Science
Kansas State University
Manhattan, Kansas
August, 1964

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
July, 1992

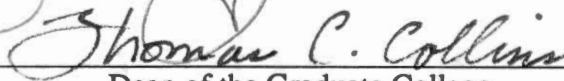
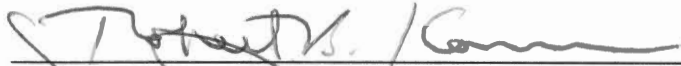
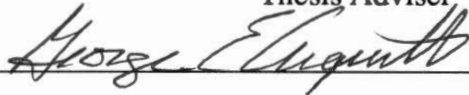
Thesis
1992D
H9568

A STUDY OF THE DISPOSITIONAL FACTORS
INFLUENCING RETIRED UNIVERSITY
FACULTY MEMBERS WHO DO NOT
PARTICIPATE IN FORMAL EDUCA-
TIONAL EXPERIENCES

Thesis:



Thesis Adviser



Dean of the Graduate College

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Limited Activity	1
Definitions of Terms	4
II. LITERATURE REVIEW	5
Higher Education Involvement	5
Life Expectancy	5
Squaring the Pyramid	6
Nonparticipant Profile	7
Older Adult Profile	8
Summary	12
III. METHODOLOGY	13
Design of Study	13
Community Selection Criteria	14
Population Identification	14
Sample Selection Criteria	14
Sample Description	15
Question Selection Procedure	15
Interview Procedure	16
IV. RESULTS AND DISCUSSION	17
Introduction	17
Social Dispositional Factors	19
Self-Concept Dispositional Factors	24
Physical Dispositional Factors	31
Intellectual Dispositional Factors	37
V. SUMMARY	44
Introduction	44
Findings	45
VI. CONCLUSIONS	50

Chapter	Page
VII. RECOMMENDATIONS	54
Social	54
Self-Concept	54
Physical	55
Intellectual	56
General	57
Possible Problems	57
Further Research	59
BIBLIOGRAPHY	62
APPENDIX A - USER PROFILE	70
APPENDIX B - INTERVIEW	73
APPENDIX C - INTERVIEW PROCEDURES	76
APPENDIX D - QUESTION DEVELOPMENT	78
APPENDIX E - STRUCTURED STATEMENTS	80
APPENDIX F - OPEN-ENDED QUESTIONS	82

LIST OF FIGURES

Figure	Page
1. Dispositional Factor Responses	18

CHAPTER I

INTRODUCTION

By the year 2030, 20 percent of the population will be elderly (Spencer, 1984). The rapid increase in the older adult population (65+ years of age) has attracted the attention of post-secondary institutions as a way to compensate for the declining population of the traditional college-age students. However, recruitment of the older adult has resulted in limited success. Before effective marketing techniques can be implemented, post-secondary institutions need more information on why the older adult population does not participate.

Limited Activity

Public education institutions have tried to serve older citizens. Atelsek and Gomberg (1977) found that over half of the public two-year colleges and four-year universities they surveyed offered instructional programs specifically designed for older adults. These courses were geared toward a second career, pre-retirement, self-improvement, leisure time activities, or short-term residential courses. Community service programs and/or benefits for older adults (such as special tuition plans, library privileges, recreational programs) were also common in public institutions. Seventy percent of the public community colleges and 61 percent of the public universities provided some form of service programs.

Limited information can be found on the curriculum delivered or the students served by the programs which were begun approximately a decade ago. The elite group of older adult students addressed by earlier programs can now be found in Elderhostel.

Although Elderhostel is an active program on many university campuses, it serves a small minority of the total elderly population.

Why has a seemingly meritorious program idea such as programs for older people diminished? Three possible reasons could explain the lack of programs for older adults on college campuses.

First, when universities and colleges began older adult programs, they were often motivated by immediate short-term enrollment goals. Raise student count! These short-term goals fit with a "one shot operation." Older adults came a first time. However, developing opportunities for the majority of older adults require long-term goals with an initial set of lean years. Colleges appeared reluctant to make this commitment.

Second, the institutions may have made mistakes in "handling this population." Unlike other age cohorts, the older adult has a memory several generations long. For example, "Aunt Martha's family and friends remember hearing her talk about the unpleasant experience she had with the university when she took the 'senior citizen course.' Now! Aunt Martha has been dead for 15 years, but whenever the university announces a senior citizen course the Aunt Martha story emerges. And everyone knows Aunt Martha was an adventuresome but kind soul, so if 'they' did 'that' to her—I guess I'm not interested—'Thanks, but no thank you.'" The senior citizen network is an efficient rapid communication system. It would appear universities may not have been using the system effectively.

Third, institutions addressed a project requiring long-term goals with short-term goals. Senior citizens have accepted the idea supported by society that colleges are for young people who want to learn a skill or profession. Why would an old person want to go back to school to learn a skill or profession? A retired person does not need to go to school.

When institutions offered "senior citizen" classes, the institutions appeared to assume they could quickly change societal attitudes and ideas. They expected senior citizens to willingly accept the university offered program. This did not occur. Lack of

response from senior citizens would seem to indicate they did not see the same mutual benefits that the colleges were envisioning.

Cross (1979) suggested that policy makers underestimate the amount of effort required to overcome dispositional barriers of the groups they want to interest in educational opportunities. Universities and colleges may need to rethink the approaches used in the recruitment of older adults. A token offering of courses may not be enough; the institution may need to consider how to handle the dispositional factors affecting the older adult target population.

Two factors affect the under-reporting of dispositional factors related to older adults and learning. First, dispositional factors fall on the negative end of the social acceptability scale. People do not like to admit that they are not interested in learning, are too old, or lack confidence in their ability. Second, those respondents who report no interest in further education frequently receive no further analysis (Cross, 1979).

The elderly are still among the most under-represented of all subgroups in adult educational activities. The major barriers to group participation of the elderly are lack of energy, location of site, motivation, and disinterest in further education due to the concept of being too old to learn. Although a major motivation for learning is to meet and be with other people, elderly learners are over-represented in most forms of "lonely learning" like television, radio, and correspondence courses (Cross, 1979).

How many people in these groups would become interested in further educational opportunity if the right learning experiences were available at the right cost is not known. But the dispositional barriers to learning are undoubtedly greater than most surveys indicate because most studies have concentrated on the barriers identified by potential learners—not those identified by adults who say they have no further interest in learning (Cross, 1979, p. 179).

This study investigated nonusers of formal learning experiences. The objective of the study was to describe dispositional factors common to retired university faculty members who were not currently participating in formal learning situations. Structured

and open-ended questions in an interview format were the procedures used to gather information on four dispositional factors.

Definitions of Terms

Dispositional factors—Elements reflecting an individual's usual moods and attitudes to life around him.

Formal learning experience—A cognitive experience offered in a traditional setting by a post-secondary educational institution.

Older adult nonuser—Retired university faculty member who does not participate in formal educational experiences.

CHAPTER II

LITERATURE REVIEW

Higher Education Involvement

In the late 1970s the literature reported programs developed by universities and colleges for older people. An example is the work by Scanlon (1978) who listed existing programs and procedures to start educational programs for older persons. It was an opportunity for institutions to capitalize on the growing elderly population at a time when enrollments were dropping due to the declining number of traditional college age students. Colleges and universities began to establish programs for retired persons.

The literature primarily addressed a small elite minority. For the most part, these individuals were in Houle's (1978) "learning-oriented" category. This category includes people who have a desire to know and seek knowledge for its own sake. Houle (1978) stated they have *cacoethes studendi*, the itch to learn. Learning becomes a constant with the desire to learn permeating their existence and daily schedule. They consider education as a way of having fun (Huntzinger, 1984).

Since the elderly of the future (at least for 65 years ahead) have already been born, it is now possible to anticipate the future size of the older population with much greater confidence than age groups still to be born (Siegel & Taeuber, 1986). This provides a predictable group which higher education could address for possible programs and learning experiences.

Life Expectancy

Since the beginning of the century, life expectancy has increased by 28 years, from 47 to 75 years of age (Faber, 1982). For those already age 65, the chance of surviving

to the oldest ages has increased. The proportion of elderly persons (75+) will continue to rise while the elderly population itself gets older (Siegel & Taeuber, 1986).

If life expectancy continues upward, and if the decrease in age-specific death rates continues to decrease until the year 2050, Faber (1982) suggested life expectation at birth would approximate 100. However, none of the official projections of life expectancy at birth approximates the hundred year mark.

Siegel and Taeuber (1986) suggested Fries' theory of the rectangularization of the survival curve/compression of mortality would argue against any necessary extension of life span.

Squaring the Pyramid

Squaring the pyramid, Fries' (1980) theory of the rectangularization of the survival curve/compression of mortality, graphically illustrates the changing population pattern. The broad base of the pyramid represents the first years of life. As each age group loses members, the pyramid narrows until reaching the apex representing the life expectancy limit.

The currently changing population structure shows a shift from a pyramid to a rectangular shape. Squaring the pyramid has been an ongoing process, but now the momentum has increased.

Walford (1983) has suggested the human life span may be extended in the next few decades by 15 to 30 years. In approximately the year 2035, every fifth, and possibly every fourth, person will be "elderly" (65+). By the middle of the next century, the number will have increased to 16 million people over the age of 85 (Pifer & Bronte, 1986).

Beginning approximately in the 2030 decade, growth of the overall elderly population, and particularly the younger segment of this population, will decelerate, as the persons born in the "baby-bust" period (1965 on) begin to reach age 65. Simultaneously the baby-boom group will increase the size of the 85 and over population. The impact of the baby-boom cohorts will occur from about 2030 to 2050.

In 2030, this older segment (85+) of the elderly population is expected to number nearly 9 million and grow to 10 million by 2050 (Siegel & Taeuber, 1986).

Nonparticipant Profile

The interest in adults as a significant market for educational services generated, within a ten-year period, more than 30 large-scale surveys (needs assessments) conducted by agencies concerned with educational planning on the preferences and characteristics of adult learners. Cross (1979) stated, although the surveys or needs assessments concentrated on the particular interests of the given location, similarity exists among the surveys. This allows a synthesis of the characteristics of participants and nonparticipants in learning activities. The following characteristics have been summarized from a report by Cross (1979).

Participant profiles show certain groups within the society do not participate in their share of the adult education benefits. The following characteristics describe adults who do not participate or have limited participation in organized learning offered for adults. Unless specifically noted, the nonparticipant profile information results from work done by Cross (1979). Cross integrated and summarized data collected over a ten-year period for 30 large-scale surveys investigating the preferences and characteristics of adult learners.

Age

The feeling of being too old to learn increased steadily with age (NCES, 1978; NCS, 1979). Interest and participation declined around 30 years of age and dropped sharply after age 55. Learning was perceived as an activity for young people.

Individuals over age 64 showed limited interest in adult education because they saw themselves as "too old to go back to school." As individuals grew older, age and the perception of being too old increased as a barrier to participation in adult education.

From 15 to 59 percent (depending upon region) of the people 55 and older identified age as a barrier to organized instruction.

Age and level of educational attainment have been two of the strongest predictors of adult educational activities and interest. A young person with some graduate work is likely to pursue more education while an older person with less than an eighth grade education expresses little or no interest in further learning.

Older Adult Profile

Health

In 1980, Siegel and Taeuber (1986) found the total older population remained healthier than commonly assumed. Nine out of ten elderly persons described their own health as fair, good, or excellent compared with others of their own age. In 1979, only 5.7 percent of the noninstitutional population aged 65 to 74 indicated a need for help with one or more home management activities, such as shopping, doing routine household chores, preparing meals, or handling money (Feller, 1983). Only after age 85 did chronic illness cause about half of the noninstitutional population to report an inability to carry on a major activity.

Intellectual Ability

Different kinds of intellectual ability have been studied in relation to aging and older adults. One distinction used is between fluid intelligence, the ability to think and reason abstractly; and crystallized intelligence, the ability to learn and profit from experience. Another distinction used is between verbal skills, measured by tests of information; and vocabulary and nonverbal abilities, measured by tests of picture completion or picture arrangement with an emphasis on speed and psychomotor functioning.

Generally age differences are more pronounced on tests of fluid intelligence of nonverbal abilities than on those associated with crystallized intelligence of verbal

skills. Studies on the latter combination have found only minor or no age differences on verbal tests.

Schaie (1983b), after studying adults of all ages at four successive seven-year intervals, denied the belief of inevitable and universal intellectual decline with aging. Results indicated scarcely any individuals up to age 60, and less than half of the individuals even at age 80, showed reliable decrements in cognitive-test performance over a seven-year period. Among individuals at the oldest ages, there was wide variation. Schaie traced these differences partly to cardiovascular and other diseases and partly to economic status and to the intellectual "stimulation of the environment."

Horn and Donaldson (1980) are among the investigators who have supported the Schaie findings and explanations. They suggested that with daily life opportunities for practice, specific types of cognitive performance, crystallized intelligence, remain stable or even improve in later adulthood.

Baltes and Willis (1982) further explored the work Schaie (1983b) had done on the modifiability of performance on intelligence tests. They studied people with a mean age of 70 who were not institutionalized. The focus was on those intellectual skills—spatial orientation and inductive reasoning—elderly persons had been most likely to show test performance declines. The results showed performance improved markedly when the social environment afforded both incentives and opportunities for practice. Even brief and short-term experimental interventions showed improvement at least large enough to recover the previous aging decline observed in longitudinal studies from age 60 to age 80. Over three-fourths of the subjects showed improvement following training, and training effects lasted for at least six months and transferred to other tests of similar types.

Most of the standard measures of intellectual functioning have been designed for the young and for use in schools and/or entry jobs. Yet there may be other components of intelligence that develop in middle or late life, such as experience-based decision making; interpersonal competence; or "wisdom," the faculty of evaluating alternative

actions, setting priorities, and knowing what responses a situation requires (Riley & Riley, 1986).

Social

Age serves as a major dimension of social organization (Neugarten, 1974). The biological time line of life is divided into socially relevant units based on functional age. Social age distinctions create and systematize the responsibilities and rights distributed according to social life. Older people are part of the age stratification system.

Researchers and writers in the aging field accept the addition of the young-old and old-old category (Neugarten, 1974) as representing the social reality that retirement and frailty are not the same. However, the general public and the media do not make this distinction. This sector generally equates retirement with old, making no distinction for health, age, or activity level.

Wan (1982), however, has refuted the notion that the majority of elderly are socially isolated. In a study of elderly, 95.9 percent of the respondents had someone they could trust or confide in. Older adults in the study were socially well connected.

Older people do not report having fewer friends or lower levels of participation in community organizations than younger adults. Friends and neighbors provide effective support by doing errands, helping when a person is ill, listening to stories about children and grandchildren, showing concern about the person's health, exchanging views about everyday events, and providing companionship in leisure activities. The type of contact with friends and neighbors lessened loneliness (Lowenthal, 1968). Having a close friend was especially important for the older person's morale (Mancini, 1989).

Physically able and mentally alert older adults depend more on their social networks than their children for day-to-day assistance and support (Horewitz, 1985). However, they turn to their family when life-threatening illness or other crises occur (Sussman & Burchinal, 1962).

Self-Concept

Life course markers refer to role performance expectations and the changes in role performance when the major transitions in education, work, and family occur. With retirement, the individual must find a satisfying replacement for the work place and the interpersonal relationships related to work. Blau (1961) has observed that in an achievement-oriented society, retirement deprives the older individual of the common experience shared by people who work. The loss of the work role entails readjusting roles to maintain a satisfying identity, a reorganization of existing roles as spouse, friend, etc., as well as a change in other social relations (Caavan, 1982).

By adolescence, most persons have developed internalized social clocks telling whether they are on or off time. A person can use age as a guide to accommodate to the behavior of others, in forming and reforming the self-image, in giving meaning to the life course, and in contemplating the time that is past and the time that is left ahead. During self-assessment, people compare themselves with others to decide whether they are doing well or poorly for their age. Being on time or off time is a major part of this self-assessment (Neugarten, 1974).

There is a major reluctance on the part of old people to think of themselves as old. Most old people do not think of themselves as having the characteristics attributed to the old. The combination of media reinforcing the stereotypes of old age, the roleless role of retirement, the physical changes seen in the mirror all create a negative image of growing old. These factors influence the old to accept the largely negative picture of the life of "most" old people.

The healthy old compare themselves favorably with media images of the old. Accrediting such negative views of the status of the old allows them to think of themselves as relatively well off compared to most old people ("Those poor old people") contributes to life satisfaction among the elderly (Foner, 1972).

Summary

Age has been one of the strongest predictors of adult educational activities and interest. In the late 1970s, Cross (1979) suggested the older adult (65+ years of age) segment of the population was among the most under-represented group in formal educational activities. The lack of visible studies in the literature on older adult participation in educational experiences would suggest this has not changed. Although a trickle of studies has been done on Elderhostel, these studies do not look at the older adult participant but at other aspects and attitudes effected by Elderhostel, for example, the attitude of Elderhostel faculty toward aging. Further studies on the older adult nonparticipant and participant would appear to be warranted.

CHAPTER III

METHODOLOGY

The purpose of the study was to identify dispositional factors affecting retired university faculty members who did not participate (nonusers) in available formal learning experiences. The research question investigated was: “Does a common core of dispositional factors exist for retired university faculty members who do not participate in formal learning experiences?”

Design of Study

An exploratory study may have three purposes: to discover important variables in the field situation, to discover relations among variables, and to lay the groundwork for later more systematic and rigorous testing of hypotheses (Kerlinger, 1973; Katz, 1953).

As an exploratory study, data collection has been restricted to one community. The following descriptive research uses a survey approach with purposive sampling to gather nonparametric data through semi-structured interviews with respondents in a naturalistic environment.

Four informants were used to identify the sample of retired university faculty. The informants collectively had 115 years experience working at the same university as the research subjects and considered the community home.

The first informant had been at the university for 20 years and was active in formal academic programs available for older adults; the second and third informants had served the university both in teaching and administrative positions, one for 42 years and the other for 21 years. The fourth informant had served for 32 years as faculty and as a high ranking administrative official. Three informants were active in the retired faculty

social network. The high ranking administrative official personally maintained contact with the retired faculty members through written and telephone communications and personal visits.

Community Selection Criteria

The community met three criteria:

1. The informants were willing to cooperate in the development of a list of retired faculty not currently participating in formal learning situations; could identify the customs, practices, beliefs, and standards (community ethos); and could identify an initial list of community agencies and programs for older adults.
2. Older adults were publicly visible in community activities.
3. Formal learning situations existed for older adults in the community.

Population Identification

Retired university faculty members were chosen for three reasons. First, since these individuals had worked on the university campus, they should not be intimidated or question their ability to access the university campus. Second, users of educational services tend to have some of the characteristics of this group: high level of educational attainment (target group predominately had doctoral degrees), Caucasian, and middle to upper middle income. Third, there appears to be an assumption the above characteristics make retired faculty likely candidates for university courses. However, from the lack of participation, retired faculty appear not to share the same assumption.

Sample Selection Criteria

The following criteria were used for subject selection:

1. The retired faculty member was available in the community.
2. The retired faculty member was perceived as able to do cognitive activities and willing to talk to an interviewer about personal life experiences.

3. The retired faculty member had not used available formal educational experiences during the last two to five years.

Sample Description

The names for the sample selection came from an official list of retired faculty from one institution. The list was provided by one of the informants. Those individuals who resided out of town or were known to be out of town during the three-week data collection period were removed from the list.

An attempt was then made to contact the remaining names on the list. Three attempts (at different times and days) were made to reach the individual before dropping them from the list.

Fifteen retired faculty members comprised the sample. The participants had worked at the university (current student population approximately 18,500) located in a community with approximately 40,000 population. Geographically located in the northcentral region of a southcentral state, the community was predominately white upper middle class and highly educated. The community was located approximately 60 miles from two urban centers. The subjects considered the community home. All respondents were in good to excellent health.

Upon acceptance of an interview by the older adult, the interviewer visited the home of the individual. The personal interview with each respondent used both structured and open-ended questions.

Question Selection Procedure

Initial ideas for questions came from a review of the literature, the investigator's experience, and from approximately 25 older adults who were acquainted with the investigator. The question posed was: "What reasons have you heard older people give for not participating in college classes?" The reasons given were then refined and categorized.

An expert panel evaluated the interview questions for concept clarity, word usage, ease of understanding directions, general flow of questions, and question relevance. The panel members had extensive research methodology background and understood the problems and limitations of research instruments; and also either had extensive experience with older adults or were in the older adult age range.

Interview Procedure

Interview procedures followed the recommendations of Sax (1968), Babble (1979), Kerlinger (1973), Isaac and Mitchell (1979), Gay (1981), Van Dalen (1979), and Cannell and Kahn (1968). For a more complete review of interview factors, see Appendix B. See Appendix C for details on the interview schedule.

CHAPTER IV

RESULTS AND DISCUSSION

Introduction

The research question investigated was: “Does a common core of dispositional factors exist for retired university faculty members who do not participate in formal learning experiences?” The responses of the retired university faculty members to the structured and open-ended questions relating to dispositional factors were analyzed. The findings for each of the four dispositional factors (social, self-concept, physical, intellectual) will be presented.

The sample of 15 retired university faculty members (3 women and 12 men) was derived from an official university list containing 127 names. Those individuals who lived out of town or were known to be out of town during the three-week data collection period were removed from the list, leaving 42 names remaining on the list. Three different attempts (different days and times) were made to reach the individuals on this list. Fifteen retired faculty members were contacted; 100 percent participation was achieved for those subjects contacted for an interview. The findings would suggest the four dispositional factors could be used to explain why this sample of retired university faculty did not participate in formal learning experiences (see Figure 1).

For the social dispositional category, the statement the retired faculty members most frequently indicated as reason would use for not participating in formal education experiences was, “None of my friends go there.” The statement the retired faculty members most frequently indicated as reason would not use for not participating in formal educational experiences was, “I would be alone.”

Most Frequent Responses Given for Reasons Would Use/
Reason Would Not Use for Participating in Formal
Learning Experiences

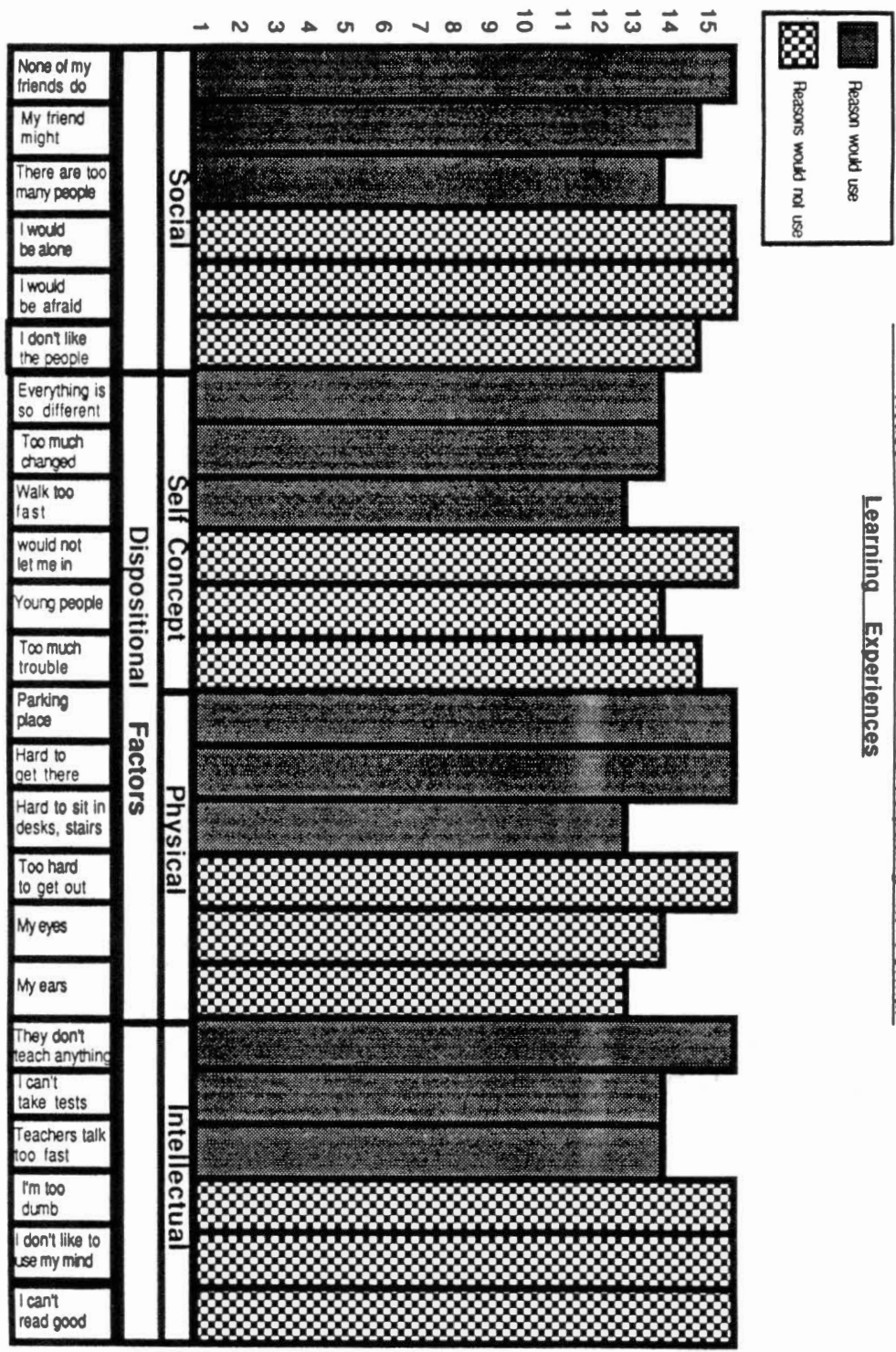


Figure 1. Dispositional Factor Responses

For the self-concept dispositional factor, the statement the retired faculty members most frequently indicated as reason would use for not participating in formal education experiences was, "Everything is so different." The statement the retired faculty members most frequently indicated as reason would not use for not participating in formal education experiences was, "They wouldn't let a person like me in."

For the physical dispositional factor, the statement the retired faculty members most frequently indicated as reason would use for not participating in formal education experiences was, "I can't find a parking place." The statement the retired faculty members most frequently indicated as reason would not use for not participating in formal education experiences was, "It is too hard to get out."

For the intellectual dispositional factor, the statement the retired faculty members most frequently indicated as reason would use for not participating in formal education experiences was, "They don't teach anything I'm interested in." The statement the retired faculty members most frequently indicated as reason would not use for not participating in formal education experiences was, "I'm too dumb."

The retired faculty appeared to be supporting the perception that education (in this study university courses) is not appropriate as a later life activity. Possible explanations relating to stereotypes, and the similarities and differences of the age group will be explored in each dispositional factor discussion.

Social Dispositional Factors

Statements listed in structured questions were:

I don't like the people at the college.
 There are too many people at the college.
 None of my friends go there.
 My friends might ridicule me.
 I would be alone.
 I would be afraid to go by myself.
 I would not know anyone.
 My clothes are not good enough.
 I don't have enough dress-up clothes.
 My clothes are too old fashioned.

Social Results

Reasons Most Apt to be Used by Retired Faculty Members. The three statements most frequently indicated by the retired university faculty members as statements would use for not participating in formal learning experiences were: "None of my friends go there"; "My friends might ridicule me"; and "There are too many people on the campus." Out of 15 possible responses, the statement "None of my friends go there" received 15 responses; the statement "My friends might ridicule me" received 14 responses; and the statement "There are too many people on the campus" received 13 responses.

With the placement of the statement "My friends might ridicule me" there was usually an additional verbal response such as, "Well, they wouldn't ridicule me, but they would wonder why I was going back"; "It is sad when a person can't make the break and just hangs on"; and "They would think I did not get enough when I was working."

These responses indicated the subjects were sensitive to the interaction they had with their friends and that their social circle could influence their decision-making process. The concern for social acceptance would suggest social interactions were actively available and used by the respondents. The responses accompanying the statement "There are too many people at the college," included "It's not the people" and "I just don't live at that pace anymore." Verbal responses indicated it was not the number of individual people but the life style pace the campus embodied.

Reasons Least Apt to be Used by Retired Faculty Members. The statements most frequently indicated by the retired university faculty members as statements would not use for not participating in formal learning experiences were: "I would be alone"; "I would be afraid to go by myself"; and "I don't like the people at the college." Out of 15 possible responses, two statements, "I would be alone" and "I would be afraid to go by myself" received 15 responses. The statement "I don't like the people at the college" received 14 responses. The responses related to the three statements would suggest the respondents did not feel uncomfortable being by themselves. The one respondent who

did not include "I don't like the people at the college" as a reason would not use had a conditional comment, and clarification to accompany the response leaving the interviewer with the impression an individual situation was determining the response.

The results would suggest the respondents felt comfortable doing activities alone but were aware of the expectations of their social/friend network and guided their decision making about campus enrollment on these social expectations.

Open-Ended Questions. The material presented in the open-ended questions supported the responses from the structured questions. When describing their daily activities, the retired university faculty members all discussed the social commitments which they maintained on a regular basis. The type and number of social interactions varied among the faculty members. However, all of them had some regularly scheduled social interaction. The activities ranged from informal coffee gatherings and dinner with friends after church to the more formal structure found in recognized community groups, clubs, and volunteer service organizations.

Groups such as coffee gatherings, although informal, maintained an unspoken structure including regular membership, regular meeting time, established agenda and procedures, and membership selection criteria. The group membership consisted of older adults; meeting times were both morning and afternoon hours uniquely available to retired persons.

Although regular attendance in group activities was the goal, there appeared to be acceptable reasons for absence: company in the home, occasional grand/great grand child sitting, out of town, or unexpected events. There was also a perceived acceptable number of absences. For example, one respondent indicated a member was no longer part of the group. The daughter had moved back into the parental home, and the grandparent was baby-sitting for the grandchild while the daughter attended college. Evidently the grandparent had brought the child to a morning coffee gathering. The respondent indicated, "It didn't work out." The interviewer's impression was the group had shown displeasure with the action by the grandparent.

However, the same respondent indicated another member came only irregularly because of the need to care for an aged parent. It seemed this activity was an acceptable action because the indication was the older adult was still welcome. The perception of acceptable or unacceptable reasons for absence seemed to play an active part in maintaining the group membership.

Another acceptable reason for nonattendance was “feeling under the weather.” There appeared to be a tolerance for a group member who was sick from the current illness in the community. However, if the individual had been hospitalized or seriously ill, it was important to return as soon as possible to announce a returned state of good health. Although it was acceptable to be temporarily incapacitated with an illness, it was important to maintain the image of overall good health.

In response to comments on the informal coffee gatherings, one respondent indicated with a smile, “We have to solve the world problems before we can begin our day. After those problems are solved we can go on with the day.”

Two respondents participated in an exercise group. Although the stated reason for attendance was exercise, the social interaction was the focus. It was the interaction and socializing after the session over orange juice that was described in detail.

In organized mixed-age community groups, the older adults were part of the “active core” of members who did the work of the organization. Although they were not the official leaders, they were the work force of the committees. Comments such as “It’s the young women’s time to take responsibility”; “I’ve done my turn”; “It’s someone else’s turn”; and “The young bucks need to take over” would indicate this may not have always been a self-selected role.

However, the attitude seemed to be different if the organization was strictly a volunteer effort chosen since retirement. The difference seemed to be the conscious choice of the retired faculty member. In this case the retired university faculty members had chosen the activity. As one commented, “I needed a regular schedule and a regular job so I volunteer about forty hours a week.” Another faculty member stated, “Both of

us (referring to his spouse) like the feeling of helping those who can't get around anymore.”

The number of guests (nonfamily members) in the home appeared to be determined by the past history of the respondent. However, the response of one respondent's wife seemed to summarize the current status, “We don't entertain as much as we used to.”

Although the number and level of involvement in social activities varied for the respondents, several themes emerged from the open-ended questions. First, regular attendance in the group was maintained; second, detailed descriptions of the interaction such as discussion topics, and members in attendance could be recounted; and third, the gatherings were scheduled as part of the individual's ongoing regular activities. From these observations it could be concluded these social activities had meaning and importance to the retired university faculty members.

Group social norms conformed behavior of the individual member to fit within the established group social norms. The responses to group structure and the constraints placed on individual members are typical to any group. Individuals who embark on an experience that could reflect a threat to the status quo or to a change in the group norms will be ostracized or receive peer pressure to bring them into compliance with the group norms.

The responses would indicate that not only the interaction with friends was important, but also that there were guidelines and constraints under which the individual operated.

Social Discussion

The responses from the structured and open-ended questions correlate with the body of research on the friendships of older adults. These findings indicate older adults remain active with both an old network of friends, and for those who maintained split residences (warm climate in winter, home base in summer), a new network of friends.

Siegel and Taeuber (1986) suggest mobility, primarily among the 65- to 74-year-olds, increases the likelihood of establishing new social networks. The move away

from family members and work-related friends reinforces the importance of social networks as a primary support system.

The friendship networks develop as a relationship of equals made on the basis of mutual choice. Friends share the joys and trouble of old age and share exposure to the same segment of history. All these factors help to make friendly relationships comfortable and an important source of emotional and instrumental support.

The sensitivity to social responses may also reflect the feeling of vulnerability. When accompanied by a friend or with a group of peers, the individual feels more protected from the world.

The focus for the older adult often turns from physical capabilities to gaining pleasure from mental and social activities. As personal and subjective as older people's feelings appear to be, their subjective reactions are as much a social as an individual phenomenon.

Members of each age stratum are alike in chronological age and in age-related capacities. First, the behavior of the individual is governed by social norms specifying the roles they are expected to fill; and second, the activities and attitudes considered appropriate for members of that age stratum. The length of time an individual uses to shift roles during a lifetime cannot be too rapid or chaotic (Foner, 1972). The retired university faculty in this study appeared to support this idea as they expressed their concern about not making a satisfactory adjustment away from job (being at the university) to beginning a new set of activities upon retirement.

Self-Concept Dispositional Factors

Statements listed in structured questions:

They wouldn't let a person like me in.

I might get lost.

I don't know where to go.

Too much has changed, I wouldn't know how to do it.

Everything is so different.

Those young people would not want an old person like me around.

Students walk too fast.

It is too much trouble to get ready to go out.

Self-Concept Results

Reasons Most Apt to be Used by Retired Faculty Members. The statements most frequently indicated by the retired university faculty members as reasons they would be most apt to use for not participating in formal learning experiences were: “Everything is so different”; “Too much has changed”; and “Students walk too fast.” Out of 15 possible responses, the statements “Everything is so different” and “Too much has changed” each elicited 13 responses, while the statement “The students walk too fast” elicited 12 responses.

The statements related to change may be further explained by a comment of a respondent: “You live there (spend large amounts of time at the college) all your life and then you go back and you don't belong. Now I know how . . . must have felt. She would come by to ‘see how everything had changed.’ We were busy, we spoke but didn't take time. She was like a ghost walking the halls not fitting in and everyone thinking ‘Why is she here?’ The first time I went back to visit was O.K. but the second time I dropped by I realized how she must have felt. Now I was the ghost haunting the halls. I haven't gone back since except for the occasional invited reception.”

When the statement “Students walk too fast” was indicated as a reason they would be most apt to use, there was usually an accompanying verbal response such as “They'll run over you when classes change” or “You don't have to walk down the ‘down stair’ in. . . . You would move along on their momentum.” With this statement, the image seemed to be one of the change between classes.

Reasons Least Apt to be Used by Retired Faculty Members. The statements most frequently indicated by the retired university faculty members as reasons they would be least apt to use for not participating in formal learning experiences were: “They wouldn't let a person like me in”; “Too much has changed—I wouldn't know how to do it”; and “Those young people would not want an old person like me around.”

Out of 15 possible responses, the statement “They wouldn't let a person like me in.” elicited 15 responses; the statement “Those young people would not want an old

person like me around” elicited 13 responses; and the statement “It is too much trouble to get ready to go out” elicited 12 responses. Verbal replies accompanying the response placement ranged from “You have to keep moving or you dry up” to “That's what's nice about retirement. If it is too much trouble to go out you don't have to.”

These responses might indicate the retired faculty members did not envision their presence on the campus as being a smooth acculturation. Although the college classroom had been a familiar place in previous life phases, it might not be perceived in the same light now.

The impression gained through the responses was that a clean break between working full time and going into retirement was the most desirable action. If you went back to the campus too often you were not making the adjustment to retirement, just hanging onto the old life. These responses in conjunction with the open-ended question responses would suggest the daily structure of the work place had been replaced with a daily social structure.

The responses related to self-concept appeared to focus on the faculty member's role on campus as teacher, committee member, and leader rather than their self-worth as an individual. The thread that appeared to run throughout responses to the self-concept dispositional factors was the perception that their campus role was now gone and there was no place for them.

Open-Ended Questions. The material presented in the response to open-ended questions supported the pattern of responses from the structured questions. Two themes emerged from the open-ended questions. The first related to the loss of the work role and the readjustment of the daily schedule; the second related to the encounter with negative stereotypes related to old age.

All respondents commented on the adjustment from the work place to retired life; however, the intensity of the adjustment varied with the individual faculty member. The responses indicated it was not only the adjustment to retired life but the combination of the loss of work role and the adjustment of the daily schedule. All the

retired university faculty members felt they had made the adjustment. This was either stated as such or the description of the adjustment was stated in the past tense.

Comments on the adjustment included: "The first time I really realized I didn't have anything to do. . . . One morning I got up and fixed a cup of coffee, read the paper, ate breakfast, sat down and read a journal article. When I looked at the clock it was 11:00 and I was still in my bathrobe. I thought this is really nice. But it also shook me because I thought I could turn into nothing but a loafer and this was only the second week of retirement." "I had to figure something to do with my day so I wouldn't be around the house all the time driving my wife crazy." "You can't go back and hang around the college. Have to find somewhere else to go."

Additional comments included: "I was excited about retirement but, boy, that first week of school was tough. Everyone else was going to school and I wasn't. That was hard." "Thought I was losing it!" "Felt useless." "Something was missing." "Fishing was fun when I was working full time. It was an escape. When I tried to fill my time fishing it lost its fun. It wasn't enough. If you don't work you have become a doddering, drooling old fool. I can see why some retired people hit the bottle. You can only fish so much."

Comments on the daily schedule included: "It took a while to get the schedule worked out. But now it is a comfortable one. Of course, it all goes to hell when the kids come." "Most of the community activities for us seniors are well planned so whether you are an early or late riser you can participate." "I have regularly scheduled things. If I don't want to hurry I don't have to. I can schedule things at my pace." "It is important to get out every day so you don't turn stale. It would be easy to just vegetate but I refuse to do that."

With the adjustment in their daily schedule, they enjoyed the ability to control their own time. Although as a faculty member they did have a degree of control over their schedule, one respondent admitted: "No more committee meetings. That is the nicest part. I haven't served on a committee since I retired."

The awareness of the old age stereotype was a thread that ran throughout the responses. Before retirement the retired university faculty members were aware of the stereotypes about old age. Upon retirement they experienced first hand the intensity of the stereotype; now they were inside the stereotype image. The stereotype had a greater impact than they had expected. Their interpretation of old age was when the person was incapacitated in some way. They never spoke of deficiencies or limitations that they had. None of the retired university faculty members indicated that they felt old; in fact, they indicated the opposite. They described themselves as healthy and active both mentally and physically.

A wife of one of the respondents summarized the apparent approach to the old age stereotype. When the spouse left the room for a moment, she indicated, "We try to avoid situations where old age will show." Another faculty member indicated, "When I shop leisurely, people in a hurry get upset with me. I really feel old then. So I don't go at rush time."

The respondents took advantage of having off hours available. "I don't like to rush" was a frequent theme. Shopping was done at nonrush hours; eating out was done before or after the main dinner time (with the exception of Sunday when there was no control over the schedule). Comments included: "I don't have to deal with the crowds unless I want to." "I do all my shopping when everyone is at work." "I never stand in line at a restaurant anymore. Well, you have to any time you go to the cafeteria." "I'm as busy as I always was but I enjoy the slower pace. I don't want to rush anymore."

The self-concept was that of a valued member of society who had many good years left in their life. Comments indicating this included: "One of the hardest things was at a restaurant with another retired couple. When the cashier said, 'If you'll show me a driver's license I can give you a senior citizen discount!' That really hit me hard. I don't see myself as old but others do. I'm not ready to be a senior citizen yet." "When I was 40, I could comment on an attractive female—now if I do I'm a dirty old man." "You hang around anywhere too long and they begin to see you as old and of no value

because you don't have anything to do. So you find things to do to keep yourself busy and occupied but it takes awhile to do that.”

The retired university faculty members expressed positive self-concepts and wanted others to see them in the same light. Therefore, they worked to take the necessary measures to ensure this perception. They worked to maintain an active alert image and avoided situations which might make them appear in any negative light. There was a concern that other age groups and the people with whom they interacted share their perception of being healthy positive individuals contributing to society.

Self-Concept Discussion

The respondents' perception of not fitting into campus classroom life may relate to the actual physical changes on campus or to the predictable life course markers described by Neugarten (1974) and Riley and Riley (1983). College appears to still be seen as a place for the young traditional age student (18 to 22 years of age) or the older student (22 to 29 years of age). This perception would reinforce the idea that college participation is not an “on time activity” or appropriate action according to the life course activities of a 65+ year old individual.

Campus changes included both physical plant and personnel changes. Changes since the retirement of the youngest respondent included an increase in student body size, completion of a large new building, demolition of one building, one parking lot closed, two parking lots changed, two streets closed, a new president, and an entire new cadre of deans and administrators. Older faculty members had seen even more changes.

Statements such as “I had a difficult time at retirement. I didn't know who I was anymore” indicate the respondents were aware of the roleless role of retirement. While indicating how they had adapted from a job to retired status, there was also an indication of the importance of creating a role for themselves so they would not appear useless and ready to be discarded.

As the individual moves through the ego differentiation versus work-preoccupation stage (Peck, 1968), self-worth must be based on something other than employment and

the social interactions and systems related to the work place. For example, one respondent indicated, "I was anxious for retirement to do everything I'd never had time to do. But that only lasted eight months; then I really had to find something to do. Didn't want people to think I just laid around all day getting old."

Foner (1972) suggests healthy old people compare themselves favorably with media images of the old. When they acknowledge such negative views about old age, it allows them to think of themselves as relatively well off compared to most old people ("Those poor old people"). These comparisons can contribute to life satisfaction.

However, Hagestad (1986) found healthy older individuals reject this television, newspaper, and popular magazine stereotype portrayal of the old as a frail, dependent group that represents a drain on national and family resources. He also found older individuals removed themselves from the image of "old" and actively went to great effort to demonstrate the stereotype is atypical and does not fit them.

The responses of the retired faculty members in this study supported both the Hagestad and Foner findings. However, the responses were given in two different contexts. When talking about their own age cohort of older adults, the responses given indicated the faculty believed they were fortunate in being healthy and could relate an acquaintance who was "one of those old people." When presenting themselves as individuals in society, the responses were closer to the findings of Foner—that of rejecting the stereotype for themselves.

The retired faculty members were sensitive to the negative stereotype of old people. They not only rejected the image for themselves but actively worked to show others the stereotype did not fit them. "Thank goodness it is not true of me but it is true of. . . ." There was a concerted effort to maintain the perceived image of themselves and their role as an integral part of society.

The wide variety of surveys on retired persons has found a very large group of all retirees and their spouses are healthy and vigorous, relatively well-off financially, well integrated into the lives of their families and communities, and politically active. The blurring of the life periods may contribute to the questioning of self-concept and

identity. As one respondent exclaimed, "What do you do when you are old but you're not old."

The retired faculty members felt confident in their self-worth and perceived image, but their statements reinforced the ongoing awareness of the negative stereotype of old age. Their responses also indicated an active effort to dispel the stereotype for themselves.

Physical Dispositional Factors

Statements listed in structured questions:

I don't drive so I can't get to _____ (location).

The campus is too big, I can't walk far.

My ears don't work so good anymore.

My eyes don't work so good anymore.

I don't climb stairs any more.

The place (college campus) is too big.

I couldn't find a parking place.

It is hard for me to sit in the desks.

It is difficult for me to write.

It is too hard to get ready to go out.

It is too hard for me to get there.

I can't walk fast enough to get to class on time.

Physical Results

Since all of the respondents drove their own car, the statement "I don't drive so I can't get to campus" was unanimously indicated by the retired faculty as a response they would be least apt to use for not participating in formal learning experiences.

Reasons Most Apt to be Used by Retired Faculty Members. The statements most frequently indicated by the retired university faculty members as reasons they would be most apt to use for not participating in formal education experiences were: "I can't find a parking place." "It is too hard for me to get there." "I don't climb stairs any more." "It is hard for me to sit in the desks."

Out of 15 possible responses, the statement "I can't find a parking place" elicited 15 responses. The verbal responses and the strength of the comments suggested strong feelings on the issue of parking space availability. The statement "It is too hard for me to get there" also elicited 15 responses. This would support the strength of the responses related to the desirability of the need for a suitable parking place.

Several responses clustering together appear to have been interpreted by the respondents to be related to finding a parking space. The statements included: "The campus is too big. I can't walk far." "The place is too big." "It is too hard for me to get there." "I can't walk fast enough to get to class on time."

When asked questions such as "What is the biggest drawback to going on campus?" and "If you decide to go on campus what is the biggest problem you will have to deal with?" the overwhelming response related to the difficulty of finding a parking place. A suitable parking place was considered to be less than one-fourth block from the building door they wished to use. Comments such as "They'll issue you a parking permit but it is for the lot farthest from where you need to be" and ". . . you have to use half a tank of gas circling until a parking place opens up; that's a waste of good gas, time, and money" were typical of the responses.

The statements "I don't climb stairs anymore" and "It is hard for me to sit in the desks" each elicited 12 responses. The responses to these statements appeared to evoke either a mental image of or reference was made to a particular classroom. Nine of the retired faculty indicated they had worked on the second floor or higher in a building that did not have elevators. The chairs in the classrooms in these buildings had wooden table arms.

Respondents who indicated stair climbing as a limitation also suggested the ramps were in hard to reach areas; and that for arthritic limbs, ramps could be as painful as a long set of stairs. Two- to three-step stairwells appeared to be easier to negotiate than a ramp.

The responses related to specific physical limitations such as "My ears don't work so good anymore"; "My eyes don't work so good anymore"; and "It is difficult for me

to write” appeared to be randomly placed. The responses on specific limitations were placed last. The responses related to specific limitations were different for each respondent.

Although the respondents appear to have perceived some physical limitations as restrictive, they rated their own general health as good. They did not perceive a major change in their physical activity since retirement. Comments such as “Oh, I’ve slowed down a bit but that’s normal” or “. . . that’s good for a guy my age” would suggest there had been some adjustments, but they were not perceived by the respondents as important.

Reasons Least Apt to be Used by Retired Faculty Members. The statements most frequently indicated by the retired university faculty members as reasons they would be least apt to use for not participating in formal educational experiences were: “It is too hard to get out.” “My eyes don’t work so well anymore.” “My ears don’t work so well anymore.” The statement “It is too hard to get ready to go out” elicited 15 responses as a reason they would not use for not participating in formal educational experiences. At first glance this response appears to contradict the statement “It is too hard to get there” which elicited 15 responses as a reason the retired faculty would use for not participating in formal educational experiences. However, these findings, with the strong response for the need of a suitable parking place and the findings related to social dispositional factor responses, may in fact be complementary and support a common theme.

This combination of responses could be interpreted as part of the respondents’ perceptions of convenience/inconvenience. The responses may not relate directly to parking, difficulty in getting ready, being with friends or alone, or the difficulty of getting to campus, but to the perceived convenience or inconvenience of the action or activity.

The findings from the social and self-concept dispositional factors suggest that although the retired university faculty had a strong friendship/social network, they did

participate in activities when they went alone. Being alone was not perceived as an undesirable state. The combination of these findings and the physical dispositional factors may all relate to the perceived convenience or inconvenience of the activity or task such as the daily choice of using slack or nonrush times (convenient) for their errands and social gatherings.

Inconvenience may also be seen as placing oneself in a position where one could be perceived as the stereotype of old. It may not be the physical limitation that affects the respondent but the perception of being inconvenienced and put in a position of being seen in a negative or diminished capacity.

For older adults who indicate "Everything still works" (no limitations perceived), physical activity may be more a perception of convenience or inconvenience, with inconvenience being seen as anything outside the home that places the older adult in an unfavorable light.

Open-Ended Questions. The material presented in response to the open-ended questions supported the pattern of responses from the structured questions. The retired university faculty members believed they were healthy and physically well. When comparing themselves with others who were what they labeled old (incapacitated in some way) they indicated they were fortunate. Although they indicated good health, there seemed to be a feeling that this fortune could turn to a negative on a moment's notice.

All respondents indicated they were aware of preventive measures and could discuss the characteristics of wellness and the measures needed to maintain a healthy lifestyle. From their responses about daily activities, it was evident they participated in exercise on a regular basis. They also talked about controlling food and caloric intake. Physical activities that were mentioned as a regular activity were swimming, tennis, walking, jogging, racquetball, riding a stationary bicycle, and belonging to an exercise group or club.

From their comments it was apparent that they expected to remain healthy but did not take good health for granted. Each respondent mentioned someone of their age group whose life was limited because of a major illness or chronic condition and admitted that “Every morning when I wake up I thank God for my health” or “You can't take good health for granted; you have to work at maintaining it.”

Physical limitations were minimized. Although from the interviewer's observations there appeared to be limitations, the respondents indicated there were no problems. For example, while moving the statement cards one respondent appeared to be having trouble, as if the finger joints might be arthritic. At another home, upon stepping on the front porch the interviewer could hear the sound of the television (doors and windows were closed). Upon ringing the door bell, it sounded like an amplifier had been attached to the bell. In another home, the telephone had enlarged push button numbers. In describing the daily schedule, one respondent remarked, “We try to get home before it's too late. I don't like to drive in the dark. Too hard on the eyes.”

However, when asked questions about health, there was no indication of any problem. In each situation when asked about physical health and changes since retirement, the respondents admitted to no physical changes or limitations. Comments included statements such as “I can do most everything I want to do.”

The basic theme was I'm in good health and really have no limitations worth talking about. I am health conscious and try to maintain a healthy life style. The respondents indicated their friends were in about the same health as themselves. However, they could account for several acquaintances who were in poor health.

Physical Discussion

A person's outward physical appearance provides an age cue to others. Physical appearance can affect others' attitudes toward the individual and the way the person feels about himself.

The responses of the retired university faculty members would indicate it was perceived as acceptable to express specific physical limitations relating to required

classroom skills, but equally important to maintain the image of good health. When indicating possible reasons for not participating in campus activities, specific health problems such as eyesight, hearing, or ability to write were indicated. However, if a specific health problem was indicated in response to the open-ended questions or in unsolicited responses, the respondents reinforced in some verbal statement that they were in good health. When asked to compare their health to those their age or older, and to the year of retirement versus now, they ranked themselves as being in excellent/good health. All respondents indicated they were in good to excellent health.

In the comparison of personal health to others their age, several faculty members mentioned the same colleague as the comparison of someone in frail health. It would appear it was appropriate to have a physical problem as long as your health was good. Good health is a major source of satisfaction among the old (Siegel & Taeuber, 1986).

Surveys of older adults indicate age has become a poor marker of health status. Workers in the field of aging identify old age as the time when a person requires special health care because of frailty or chronic disease; or when health creates a major limitation on the activities of everyday life. Wan (1982) found in a study of older adults that when respondents were asked to compare their health status with others the same age, 75 percent reported either excellent or good health. The others fell into the category of using special health care services.

The importance of removing oneself from the image of "old" coincided with the findings of Hagestad (1986) who suggested television, newspapers, and popular magazines portray the old as a frail, dependent group which represents a drain on national and family resources. Healthy older individuals reject this stereotype and actively go to great effort to demonstrate the stereotype is atypical and does not apply to them.

As people grow old, they are likely to have developed ways of coping that help them to deal with the problems of old age. Physical deficits affect older people's ability to cope with the environment. Hearing limitations can affect speech comprehension and the ability to communicate with others. Reading may be more difficult and tiring

for the older person. Driving in the dark may be harder or nearly impossible. Common tasks may take longer. However, older people themselves often learn to adapt to limitations by making simple adjustments such as turning up the volume, adjusting lamps, planning more time for tasks, and thereby drawing on a lifetime of experiences to guide them. Even then there will be wide individual differences within any group of older people.

When they can control the environment around them, these adjustments remain relatively simple and the deficits can be minimized. When they are in an environment controlled by others (such as a classroom where the teacher is in control), these deficits may become quite evident.

People compare themselves with those who come into view in their daily life experiences. Many older people believe they look younger than other people their age. It has been found that favorable comparisons with age peers are associated with life satisfaction among the old (Foner, 1972). Thus, when older people are asked to compare their lives with what they perceive to be the quality of most older people's lives, they often take heart from the comparison. As the older adult addresses physical changes or limitations associated with aging, the focus turns to gaining pleasure from mental and social activities.

Intellectual Dispositional Factors

Statements listed in structured questions:

I'm too dumb.

I don't like to use my mind.

They don't teach anything I'm interested in.

The courses are too hard.

I can't remember.

I can't concentrate.

I can't read good enough.

Taking a test scares me.

The teachers talk too fast.

I don't know how to take notes.

School/learning has never been important for me.

I don't like school.
I can't take tests.
I don't know how to study.
The homework would be too hard.

Intellectual Results

Reasons Most Apt to be Used by Retired Faculty Members. The three statements most frequently indicated by the retired faculty members as reasons they would be most apt to use for not participating in formal learning experiences were: "They don't teach anything I'm interested in." "Taking a test scares me." "The teachers talk too fast."

Out of 15 possible responses, the statement "They don't offer anything I'm interested in" accounted for 14 responses as a reason they would use. Additional related comments by the respondents included statements such as "I enjoy learning but I don't enjoy tests." For individuals who had pursued and stayed current in their academic interests, there may have truly been nothing in the formal academic area that interested them. At least not enough interest was present to pay for the course and submit to the formal evaluation process included in the course.

The statements "Taking a test scares me"; "The teachers talk too fast"; and "I can't take tests" each elicited 13 responses. Another clustering of related responses were "The homework would be too hard"; "I don't know how to study"; and "The courses are too hard." Respondent comments included: "I don't have to do the crash studying. . . . I study when I want to . . . not on schedule." "Why should I have to prove myself—I've already done that."

Statements such as "Taking a test scares me"; "The teachers talk too fast"; "I can't take tests"; "The homework would be too hard"; "I don't know how to study"; and "The courses are too hard" could be seen as relating to the formal evaluation aspect found in the majority of campus classroom offerings. Because of this course format it would be difficult to find a course not using a formal evaluation system.

Reasons Least Apt to be Used by Retired University Faculty. The statements most frequently indicated by the retired university faculty members as statements they would not use for not participating in formal learning experiences were: "I'm too dumb." "I don't like to use my mind." "I can't read well enough." Out of the 15 possible responses, all three of the above statements received 15 responses. These responses would indicate the retired university faculty members did not believe they had lost their intellectual powers since retirement.

A majority of the faculty members also included the statements "School/learning has never been important for me" and "I don't like school" as a reason they would not use. These responses would indicate the respondents still supported education.

A cluster of statements was indicated by a majority of the faculty members as statements they would not use. The statements included "I can't remember" and "I can't concentrate." The respondents' past experiences with intellectual skills could be considered well practiced, job-related performance skills for retired college professors. These skills could be seen as relating indirectly to successful job performance and evaluation. The additional unsolicited comments would suggest the faculty members strongly believed their intellectual skills were totally intact and as effective as before retirement.

Open-Ended Questions. The information presented in response to the open-ended questions supported the pattern of the responses from the structured questions. Comments included: "If I could just go for the information. . . ." "I sat in on one but I got frustrated because of the games and the students didn't want to learn. Mid-term I found an excuse why I couldn't go anymore. It took too long to get the information."

The retired faculty members also showed a keen awareness of the reactions to elderly people. Comments included: "It is important to never give people the opportunity to think of you as intellectually impaired." "When they see the wrinkles

they think the mind has sagged.” “My arthritis acts up every once in awhile. When I go to the store and I’m slow at getting change out of my purse, they act like I’m senile and can’t figure what coins to use.” “Some of my ‘meds’ really create problems in my thinking ability. It is so frustrating to not be able to do what you feel you should be able to do.” “It is a constant fight. If you can’t remember a name—senile or Alzheimer’s; if you can’t recall a particular event or date—senile or Alzheimer’s.” “Mind’s as sharp as ever. . . .” “A little more tolerance from the young and middle agers would be appreciated!”

Additional comments included: “When you lose your mental capacities you lose your independence.” “I hope I go (die) before my mind goes. Course I guess I wouldn’t know . . . but how degrading.” “I don’t want anyone to think I’m impaired.” “When your mind is active, you’re not old yet.” “I enjoy using my mind; I would hate to lose such a good friend.” “I keep my mind active; I go to the club.” “My mind is still good and I enjoy learning.

The retired university faculty members believed they had maintained their intellectual ability. In all homes there was evidence of printed material comfortably placed for picking up and reading. Where there was no evidence of printed materials, there was a comment sometime during the interview about the messy den or office or I’ve got my magazines all over in there. However, there may have been a change in the type of reading material. Comments were: “Now that I have time to do all the reading I never got done, I don’t have to keep up with those journals.” “I spend part of the day reading.” “When I’m going to be with a group, I make sure I know what is going on in the world and locally.” “If you aren’t careful the days can begin to blur together. The same thing every day. So I plan something special.” “I’ve gotten to dig into some reading material I never had time for when I was working.” All respondents included a television news channel as part of their regular viewing.

In the area of intellectual activity, the responses of the retired university faculty would indicate they were sensitive to the stereotype of the 'senile old man or woman.' These responses included "I try to keep up" and "If you don't, people think you have gotten senile or have really gone out to pasture."

Additional remarks included: "It's easy to get busy putting around and lose track of the days." "The first time I realized I couldn't remember what day it was and had to call the time and temperature number, I realized I needed to get a grip on. Now I make sure I have an event every day that nails that day in my mind. Then when someone asks what I did on Thursday, I have an answer instead of a blank look on my face." "Your mind is like a muscle, you have to keep working it or it atrophies." "At dinner (husband and wife) we talk about some aspect of the news; it keeps us current."

Recurring themes emerge from responses to statements related to intellectual dispositional factors. First, the respondents valued their intellectual capacity and study/learning skills. Second, they seemed not only protective of these skills but there also seemed to be an imperative need to project the image of high intellectual activity. The stereotype of the senile old man and woman was addressed in some way by every respondent. The interviewer left each interview with the impression the respondent was actively working at destroying the negative old age stereotypes and using themselves as the positive role model. Third, and possibly the most troubling for university planners, was the strong response to the statement "They don't teach anything I'm interested in" as a reason they would be most apt to use for not participating in formal educational experiences.

Intellectual Discussion

Widespread beliefs about the loss of intellectual abilities of older people serve to shut off opportunities for the older adult. The body of research on intellectual ability suggests learning and memory skills may suffer from disuse. Older people may have

forgotten efficient strategies for learning, retaining, and recalling information, while memory and other cognitive deficiencies may be affected by mental health such as depression. Physical health or drugs taken to treat physical or mental disease may also affect cognitive skills.

The longitudinal research on the decline of intellectual ability with aging has found the most noticeable decline of intellectual ability with aging in tests of nonverbal, perceptual, and manipulative skills. Tests of information and verbal comprehension show smaller declines. Age differences are generally small, and many older people are fully as competent as the average young person. As with other age-related deficits, possibilities already exist for managing or even reversing certain impairments in cognitive functioning. Some research indicates that pharmaceuticals may be a key to aiding those who do have problems with memory (Foner, 1972).

One of the most important social factors influencing an individual's performance in society is education. People who are well educated perform more competently on tests of cognitive functioning and are less likely to be in poor health. Even when suffering from chronic brain syndromes, they are better able to cope with symptoms of the disease than less educated people.

Many older adults maintain high levels of intellectual functioning until advanced old age. Among those who have shown declines it is possible that these can be reversed somewhat by training. People who have attained higher levels of education perform better than those who have lower levels of education. Responses of the retired professors would support the idea that the educational level is more important than age in influencing a person's mental ability.

The respondents in this study had intellectual opportunities both at the university and one morning a week in a community program. The respondents reported good to excellent health and believed they possessed the necessary intellectual skills needed for formal learning experiences in the form of academic classroom activities.

The determining factor to attend courses on campus did not appear to relate to intellectual ability itself, but to personal interests and placement of the intellectual skills in a formal class setting. College courses have a formal evaluation situation and a setting where older adults do not have the power to change the situation without bringing undue attention to themselves. The threat of personal failure, no matter how unlikely, could be enough to keep them away from any process or course incorporating a formal evaluation process. For individuals who have been the center of the college classroom, anything less than perfection could easily be perceived as failure or beginning senility.

CHAPTER V

SUMMARY

Introduction

Projecting current demographic trends, by the year 2035, every fifth person will be over 65 years of age. This segment of the population has grown more rapidly than the population as a whole. The rapid increase in the older adult population (65+ years of age) has attracted the attention of post-secondary, educational institutions as a way to compensate for the declining population of the traditional college-age student. However, recruitment of the older adult has had limited success.

In the late 1970s, the literature reported programs for older adults developed by universities and colleges. It was an opportunity for institutions to capitalize on the growing elderly population. Today limited information can be found on the students or the programs started approximately a decade ago.

Older adults are still one of the most under-represented subgroups in adult educational activities. Individuals over age 64 show limited interest in formal learning experiences because they see themselves as “too old to go back to school.” The perception of being too old serves as a barrier to participation.

A profile of older adults shows an age cohort in excellent health, physically capable, socially active in community organizations, and with an active friendship network. Friends and neighbors actively support each other by doing errands, helping when a person is ill, listening to stories about children and grandchildren, showing concern about the person’s health, exchanging views about everyday events, and providing companionship in leisure activities.

With retirement, the individual must find a satisfying replacement for the work place and the interpersonal relationships related to work. The loss of the work role entails a readjustment to maintain a satisfying personal identity and reorganization of existing roles as spouse, friend, etc., as well as making changes in other social relations.

There is a major reluctance on the part of older adults to think of themselves as old. However, the combination of media stereotypes of old age, the "empty" role of retirement, and the physical changes seen in the mirror all create a negative image of growing old.

Intellectual capability remains stable with age in the absence of underlying disease processes. Intellectual ability relates more to determinants such as cardiovascular and other diseases, stimulation of the environment, and daily life opportunities for practice rather than specifically to age.

Findings

In this exploratory study, data collection was restricted to one community. The names for the sample of the 15 (3 women, 12 men) retired university faculty members were derived from an official list of a mid-sized research university in a largely upper middle class, white, university-oriented community. Individuals who did not fit the sample criteria (i.e., retired university faculty identified by informants as capable of cognitive activities) or were known to be out of town during the three-week data collection period were removed from the list. One hundred percent participation was achieved for those subjects contacted to interview.

A survey approach with purposive sampling was used to gather data through semi-structured interviews with respondents in their homes. Each subject was interviewed in his or her home using both structured and open-ended questions. Four informants were used to identify the sample of retired university faculty. The informants collectively had 115 years of experience working at the same university as the research subjects and considered the community as their home.

Retired university faculty members were chosen as the sample for three reasons. First, since these individuals had worked on the university campus, they should not be intimidated by or question their ability to access the university. Second, users of educational services tend to have some of the same characteristics as this group: high level of educational attainment, Caucasian, and middle to upper middle income. Third, there appears to be assumption by universities that the above characteristics make retired faculty likely candidates for university courses. However, the lack of participation by retired faculty would not support this assumption.

The research question investigated in this study was: "Does a common core of dispositional factors exist for retired university faculty members who do not participate in formal learning experiences?" For the sample of retired university faculty members in this exploratory study, the answer appears to be "yes." The findings suggest the four dispositional factors (social, self-concept, physical, intellectual) could be used to help explain why this sample of retired university faculty did not participate in formal learning experiences.

Social Dispositional Factors

For the social dispositional category, the statement the retired faculty members indicated they would be most likely to use for not participating in formal learning experiences was "None of my friends go there." The responses indicated the subjects were sensitive to the interaction they had with their friends. The concern for social acceptance would suggest social interactions were actively available and used by the respondents. Verbal responses given in relation to the reason "There are too many people" indicated it was not the number of individual people but the pace the campus embodied.

The statements the retired faculty members indicated they would be least likely to use for not participating in formal learning experiences were "I would be alone" and "I would be afraid to go my myself." The responses related to this statement would

suggest the respondents felt comfortable engaging in activities alone, but awareness of the expectations of their social network guided their decision-making about campus enrollment.

Self-Concept Dispositional Factors

For the self-concept dispositional factor, the retired faculty members indicated the reasons they would be most inclined to use for not participating in formal educational experiences were “Everything is so different” and “Too much has changed.” The responses suggest the retired faculty members no longer saw the campus as an environment in which they felt comfortable. With only no office or laboratory, campus changes may have appeared greater than when they were on the campus on a regular basis.

The reasons they would be least inclined to use for not participating in formal educational experiences were “They wouldn’t let a person like me in” and “Those young people wouldn’t want me around.” The impression gained through the responses was that a clear break between working full-time and going into retirement was the most desirable action. If you returned to campus too often, you were not making the adjustment to retirement; you were just hanging on to the old life. These responses in conjunction with the open-ended question responses would suggest the daily structure of the work place had been replaced with a daily social structure.

Physical Dispositional Factors

For the physical dispositional factor, the retired faculty members indicated the reasons they would be most apt to use for not participating in formal educational experiences were “I can’t find a parking place” and “It’s too hard to get there.” Although the respondents appear to have perceived some physical limitations as restrictive, they rated their own general health as good. They did not perceive a major change in their physical activity since retirement.

Since all respondents drove their own car, the statement “I don’t drive so I can’t get to campus” was unanimously indicated by the retired faculty as the response they would be least apt to use for not participating in formal educational experiences.

Other statements the retired faculty members indicated as reasons they would be least apt to use for not participating in formal educational experiences was “It is too hard to get out.” The combination of responses clustering around this statement and the statements related to specific physical limitations could be interpreted as part of the respondents’ perceptions of inconvenience. The responses may not relate directly to parking, difficulty in getting ready, being with friends or alone, or the difficulty of getting to campus, but to the perceived inconvenience of the action or activity.

Intellectual Dispositional Factors

For the intellectual dispositional factor, the retired faculty members indicated the reasons they would be most likely to use for not participating in formal educational experiences were “They don’t teach anything I’m interested in” and “I don’t like taking tests.” For individuals who had pursued and had remained current in their academic interests, there may have truly been nothing in the formal academic area that interested them. The cluster of statements related to formal course evaluation was also listed as reasons most likely to be used for not participating in formal educational experiences. Because of the format of the majority of university courses, it would be difficult to find classes which did not contain a formal evaluation component. Due to the dominance of the ABCDF evaluation system, the faculty perception of evaluation might not include the audit or pass/fail systems.

The statement the retired faculty members indicated they would be least likely to use for not participating in formal educational experiences was “I’m too dumb.” The respondents’ past experiences with intellectual skills could be considered well practiced, job-related ability for the retired university faculty. These skills could be seen as relating indirectly to successful job performance and evaluation. The additional

unsolicited comments suggest the faculty members believed strongly that their intellectual skills were totally intact and as effective as before retirement. The retired faculty appeared to support the perception that formal educational experiences (in this study, university courses) are not appropriate as a later life activity.

CHAPTER VI

CONCLUSIONS

Within the older adult population, retired university faculty members could be expected to be the most pro-education and the least likely group to be intimidated by the college campus. If this be true, why did the retired faculty members from a mid-sized university community in this study not use the formal learning resources?

Two impressions surfaced from the findings on the social and self-concept dispositional factors. These impressions related to the perceived convenience or inconvenience of the routine, and the perceived appropriateness and novelty of activities.

The major aspect that emerged from the retired faculty members' responses was their perceptions of the convenience or inconvenience of an activity. Convenience or inconvenience may also be perceived as a work or leisure dichotomy. Work related to inconvenience because personal life and time must be arranged around the work schedule. Leisure related to convenience and the ability to control one's schedule. Convenience would be a workless state, leisure, and retirement. Those activities the retired faculty members perceived as inconvenient could be dropped while those perceived as convenient could be adopted or maintained. Campus activities could then be seen as inconvenient unless the individual initiated steps to become engaged in the activity, thereby keeping it within their own control.

The next aspect, novelty or appropriateness, relates to the excitement generated by a new activity or a change in routine. The newness, novelty, in itself can attract people to an experience they have not previously encountered. Retirement might bring novelty through a new or adjusted daily schedule, an opportunity to interact more frequently or

informally with friends, or the development of new friendships associated with new activities. Retirement also offers the novelty of being able to control or change personal schedules and time tables, and to assume control over the activities.

For the retired university faculty, the novelty and the excitement of entering the university has possibly worn off while retirement presents a new and novel experience. In the early states of retirement, this appeal may cause faculty to reject the old routine. The old routine represents responsibility and a lack of having total control over life style and personal activities, while the new routine has novelty which creates excitement, interest, and curiosity.

Appropriateness relates to perceptions held by both the individual faculty members and the members of their social network. The findings suggested the retired faculty were sensitive to their social network and worked to avoid any negative stereotypes related to old age. Therefore, another area possibly influencing the university faculty members' perceptions of educational activities might be the negative stereotype of the workaholic or the person who takes a "busman's" holiday. Returning to campus may also elicit images of someone who is out of date because she or he is unable to adapt to a new life style. These images plus peer pressure to conform to group norms may create an undesirable image of returning to campus.

From the responses of the retired university faculty to the physical dispositional factors, the following areas might be addressed: parking availability and negative stereotypes related to declining physical abilities. Parking availability might be addressed with a minibus from an easily accessed parking lot. In relation to physical abilities, considerations might include a prioritized series of meeting rooms on campus which have been adapted to fit the needs of older users. These rooms could be designed with a variety of easily moved seating, appropriate window covering, and equipped with a user-friendly public address system. In this environment the older user could adapt the immediate environment to compensate for any physical deficiencies.

The participation goals of the older adult and the regular student body differ. Retired faculty members attend for pleasure; therefore, they may be less tolerant of

inconveniences or discourtesies and terminate their participation. Students in training or retraining for a career change or promotion will tolerate more inconveniences of discourtesies because the risk of dropping out has serious lifetime repercussions.

From the responses of the retired university faculty to the intellectual dispositional factors, the following areas might be addressed: the maintenance of intellectual prowess and the reaction to the formal evaluation found in college courses.

As older adults concerned about maintaining an image of intellectual prowess, it may be even more critical for the retired faculty members to be on the cutting edge of information. The response "They don't offer anything I'm interested in" may reflect this need. One of the criticisms often leveled at higher education as an institution is that it is not pertinent. The retired faculty may perceive other institutions and agencies as providing the needed information. These sources may include hospitals, television news, and information programs. Protecting the intellectual prowess of the retired faculty members then becomes part of the classroom instructor's role.

The other area related to intellectual factors may be addressing the formal evaluation component of college courses. The challenge becomes one of finding non-threatening course evaluation formats.

Implementation problems may arise when universities attempt to address the issues raised by the responses to the dispositional factor statements. An overall issue may be: "Will the positive adjustment for the retired university faculty create negative effects for the job satisfaction of the current (future retirees) faculty?"

If the facilities "make over" is handled as an administrative edict and does not include input from those on campus daily, the issues can be blown out of proportion and become a tempest in a teapot. Teapot tempests might include issue questions such as: "Who should have priority in using the physical plant facilities?" "How can the shuttle transportation system be monitored so it stays positive for the retired faculty members without drawing criticism?"

One way to encourage retired faculty to participate in educational experiences may be to begin the process while the faculty are still in their 50s and active on campus. An idea such as returning to the same location upon retirement in a different but equal role

might be more easily accommodated while the faculty members are still professionally active.

A question to consider may be: "Is the formal educational experience for retired university faculty members a perceived need of current university faculty and administration or a felt need on the part of retired faculty members?"

Can higher education attract the retired university faculty member? Yes, the doors can still be opened, but traditional recruitment methods may need to be re-examined in order to help retired faculty see formal educational experiences in a different light and playing a different role in their lives.

CHAPTER VII

RECOMMENDATIONS

This study found the four dispositional factors (social, self-concept, physical, intellectual) elicited strong responses from the retired university faculty members to their nonparticipation in formal educational experiences. The results suggest post-secondary institutions would do well to consider addressing the concerns of the older adult population in their recruitment plans. Possible planning considerations have been broken into the four dispositional areas (social, self-concept, physical, intellectual).

Social

The social network of friends appears to strongly impact on the decision-making process of older adults. Program planners could tap into these informal and formal networks with promotional information. Programs promoted through social networks might include ideas such as bring a friend and both receive a 25 percent discount on costs; or encourage individuals to create a group of 12 and provide a course title so the college can provide the instructor and place. Another possible approach would be to address social groups (informal networks) and invite the group.

Self-Concept

Responses to the self-concept dispositional factor would indicate the retired faculty perceived a risk to self-esteem from both people on campus and their own age cohort. Program planners should be sensitive to perceived images of competence. The planning may need to be very community- or group-specific when designing programs for the

older adult population. Each community may carry a unique perception of the elements necessary to maintain self-image and reduce the risk of lower self-esteem.

Questions to consider include:

- What do the individuals 60+ years of age consider an appropriate generic label for themselves?
- What is the image they would most likely respond to (for example, individuals of leisure, busy individuals who might fit in another activity, individuals who need something to do)?
- Should the group be treated as part of the student body, paired with individuals from the student body, or treated as an elite group?
- How can the limitations and stereotypes of old age be minimized?

Physical

Finding a parking space was ranked among the highest reasons for not going on campus! Therefore, this issue needs to be addressed in the initial planning phase. The respondents indicated specific physical limitations even though they perceived their own physical health as excellent. The limitations mentioned were ones easily compensated for by making minor environmental changes. Program planners should endeavor to provide environmental flexibility so respondents could make unnoticed changes to accommodate for personal physical limitations.

During planning, other questions to ask relating to both physical limitations and inconveniences might include the following:

- What is the distance from the parking lot to the building entrance, to the elevator, to the meeting place, and to the toilet facilities?
- What type of foot traffic will be encountered on the way to the meeting area?
- Are there steps or ramps into the building or meeting place? Often groupings of two or three low rising steps with a handrail are easier for arthritic limbs to negotiate than a ramp.

- Does the furniture in the meeting place have wide cushioned seats, firm backs, provide ease in sitting down and getting up? Undesirable types of chairs include folding chairs and overstuffed chairs and sofas.
- Are there drafts of air, poor air circulation, or heating and cooling extremes?
- Are the room acoustics good, with limited external noise such as fans and blowers or outside traffic noise?

Intellectual

The retired faculty in this study felt strongly that they had retained their intellectual abilities and skills. Recruitment plans could reinforce this perception. However, responses indicate the formal evaluation component of college courses needs to be addressed. Recruitment plans and program planners also need to take into account retired faculty responses such as “I can't concentrate”; “I can't take tests”; “The teachers talk too fast”; “The homework would be too hard”; and “Taking tests scares me.”

It would be advantageous for planners to clearly indicate the course format. Course format changes might include substituting small group discussions and hands-on interaction groups for the traditional large group lectures. The teacher could be shown as a facilitator rather than as an authoritarian figure. For example, when illustrating a brochure, show the teacher seated as part of the discussion group rather than standing in front of seated students or at the chalkboard. Replace the ABCDF evaluation system with pass/fail evaluations. Create a guaranteed pass score by introducing the information, provide the final evaluation format and questions, teach the information, test for the information on the same final evaluation question given at the beginning of the session, then provide an opportunity for retest with no stigma of failing.

Comments made by the retired faculty would also indicate a concern with being perceived as no longer intellectually competent or demonstrating diminished intellectual skills. Tremendous effort and insight on the part of the planners will be necessary to avoid any implication or hint of impaired intellectual skills for retired faculty members.

General

The perceived convenience or inconvenience of an activity or program may be community-specific. A question that program planners may need to explore: Is there a common element or perceived inconvenience in the senior citizen programs or activities which are unsuccessful or have low attendance?

For example, the strong response to not finding an acceptable parking place may be a remembrance of circling the lot until the faculty member was almost late for a class they taught. Even if there were ideal parking places available for senior citizen programs, the image of the old problem (inconvenience) might be strong enough for the individual to say “No thank you.” to a program offering.

The biggest challenge for program planners, however, may well be the response “They don't offer anything I'm interested in.” Currently university courses are frequently designed to serve as a background for employment rather than to enhance self-learning and the varied aspects of retirement. In the past, colleges have not opened the doors of their facilities to older adults; consequently some of the natural avenues for the college to interact with older adults have been assumed by other agencies and institutions. Many of the daily interests of older adults such as health and medical information, physical fitness measures, information on financial issues, current political and social issues, and technical workshops are already being met by other community agencies and institutions. The college must find new interests and re-evaluate old interests they might reinstate.

Possible Problems

Several possible problems may arise while addressing the issues raised by the retired university faculty responses. The first relates to job satisfaction. Although teaching, research, and interaction with students and colleagues play a part in life work satisfaction, these attitudes and feelings may play a minor role in comparison to the

overall job satisfaction and attitude the retired faculty have toward the institution as a former work place.

Perceptions about the former work place would include the amount of input faculty members believed they had in the decision-making process, and the perception of the faculty members regarding the ability of the university administration to facilitate or create roadblocks for their daily classroom routine. The administration (institution) would encompass the policies and administrative decisions which had directly affected the retired faculty members. Universities that want to foster strong positive relationships with retired faculty members may need to seriously consider the type of attitude the university (policies and administrative policies) has built and developed during the faculty member's teaching career.

When physical facilities have been improved to fit the needs of the retired faculty members, a problem might arise in maintenance of the physical plant and room usage. Rooms designed to be physically comfortable for older adults will also be sought after gathering and meeting places for current faculty and students. Comfortable, easily moved furniture always "gets up and walks away" to other rooms, offices, and student areas. Rooms may need to be prioritized for retired faculty members and older adults.

What if the institution treats the older adults as if they were guests in a home? If techniques such as having greeters at appropriate entrance doors, checking to see if transportation is needed, sending welcome notes, the issue arises: determine ways to accomplish these courtesies without the older adults feeling patronized.

Parking solutions might include a comfortable minibus from easily accessed designated parking lots. Areas to consider might include bus labeling for easy recognition without contributing to stereotypes or singling out the retired users and determining who should have access to the system.

In the area of intellectual factors, it may be important to build safeguards into courses with retired faculty members enrolled to protect their image of intellectual

proWess. The problem then becomes the amount of change in course evaluation format, and the concern for a heightened sensitivity on the part of the course instructors demonstrating the sensitivity to meet the needs and motivation of the older users. Planners need to use care and diplomacy in creating and developing physical facilities and programs for retired faculty and older adults.

Further Research

Three areas should receive further investigation. The first relates to instrument development, the second to population samples, and the third to additional questions raised by the findings.

1. Instrument development should continue to search for a nonthreatening paper and pencil test appropriate for exploring dispositional factors affecting older adults. Such a test is needed so more subjects could be studied in an allotted amount of time.

2. The population samples should be extended to include a diversity of occupations, social groups, and educational backgrounds. Possible samples might be individuals who currently participate in traditional college courses or elderhostel, or adults in the preretirement stage and their attitudes toward attending formal classes. Further study of these samples would allow comparisons between and within groups and form a broader base from which to make generalizations.

3. Additional questions and areas of study arising from the findings might include the following areas:

A further exploration of the friendship network influence would be warranted. Investigation might focus on how the friendship network influences the decision-making process used by retired faculty members in determining their participation in social and educational activities.

Future investigation in relation to novelty or the appeal generated by a change in routine or activity might seek to find the extent novelty affects choices made during the retirement years.

Another area for vigorous investigation might be the area of perceived job satisfaction during working years and the effect on retirement activity. Does past experience color university promotional information in a manner in which it was not originally presented? Does the degree of job satisfaction during the work years have a relationship to attendance at university athletic, social, or formal functions; participation with other retired faculty members during retirement; or a relationship with faculty and staff currently employed by the university? Another set of questions to explore might be how does previous job satisfaction relate to the choice of type or geographic location of retirement residence, and how does previous job satisfaction affect the response of retired faculty to university course offerings?

The idea of perceived convenience or inconvenience of an activity and its effect on participation needs extensive study. During the retirement period, is all activity reduced to a convenience or inconvenience concept? Does this concept only relate to leisure activities, or social interactions, or to a factor as yet undefined?

Another area of study might be the real or perceived role change experienced by the faculty members upon retirement. The prestige, leadership, and privileges carried by the teacher/performer role encompasses the individual who enters the role. Although the individual may enhance the role, initially the role carries its own aura. Once away from the role, the individual must create the aura themselves without the aid of the role. Further investigation might explore the effect the role prestige to individual prestige shift has on self-concept and interaction within the friendship network.

Other role changes to investigate might include the move from performer to audience, power to powerless, decision maker to recipient. The question may be: "Is there a real or perceived role change which affects the perception of formal educational experiences as appropriate for retired faculty?"

Colleges and universities need a clearer picture of the retired faculty members before more effective marketing strategies can be designed. The preliminary statistics in this study have shed light on the social, self-concept, physical, and intellectual

dispositional factors that affected retired university faculty who did not participate in formal educational experiences. For these faculty members, their decision-making process was influenced by both their social network and the perceived convenience or inconvenience of the activity. Although the respondents felt self-confident about themselves and their physical and intellectual skills, they showed a hesitance to enroll in courses with formal evaluations. The faculty members also perceived there were no course offerings of interest to them. Undoubtedly further studies will continue to provide additional information and clarify the characteristics of older adults.

BIBLIOGRAPHY

- Abdel, R. O. (1977). Epidemiological transition in the United States: The health factor in population change. *Population Bulletin* (May). Washington, DC: Population Reference Bureau.
- Babble, E. R. (1979). *The practice of social research (2nd ed.)*. Belmont, CA: Wadsworth.
- Baltes, P. B. & Willis, S. L. (1982). Enhancement (plasticity) of intellectual functioning in old age: Penn State's adult development and enrichment project (ADEPT). In F. I. M. Craik & S. E. Trehub (Eds.), *Aging and the cognitive processes*. New York: Plenum.
- Benny, M., Riesman, D., & Star, S. A. (1956). Age and sex in the interviews. *The American Journal of Sociology*, 62 (2), 143-152.
- Blau, Z. (1973). *Old age in a changing society*. New York: Franklin Watts.
- Block, J. (1957). Studies in the phenomenology of emotions. *Journal of Abnormal and Social Psychology*, 54, 350-363.
- Bloom, B. (1981). Current estimates from the national health interview survey, United States. *Vital and Health Statistics*, series 10, no. 141, 22.
- Botwick, J. (1978). *Aging and behavior (2nd ed.)*. New York: Springer.
- Bradburn, N. M. & Sudman, S. C (1979). *Improving interview and questionnaire design*. San Francisco: Jossey-Bass.
- Brim, O. G. & Kagan, J. (Eds.) (1980). *Constancy and change in human development*. Cambridge, MA: Harvard University Press.
- Brody, J. A. (1982). Length of life and the health of older people. *National Forum (Phi Kappa Phi Journal)* (Fall), 5.
- Brody, J. A. & Brock. D. B. (1985). Epidemiological and statistical characteristics of the United States elderly population. In C. Finch & E. Schneider (Eds.), *Handbook of the biology of aging*. New York: Van Nostrand Reinhold.
- Cannell, C. F. & Kahn, R. R. (1960). Interviewing. In G. Lindzey & E. Aronson (Eds.), *The handbook of social psychology (2nd ed.)*. New York: Addison-Wesley.
- Cantril, H. and Rugg, D. (1944). *Gauging public opinion*. Princeton, NJ: Princeton University Press.

- Cobb, Sidney (1979). Social support and health through the life course. In Matilda White Riley (Ed.), *Aging from birth to death: Interdisciplinary perspectives*. Boulder, CO: Westview.
- Colvez, A. & Blanchet, M. (1981). Disability trends in the United States population, 1966-76: Analysis of reported cases. *American Journal of Public Health*, 464-71.
- Commission on Non-Traditional Study (1973). *Diversity by design*. San Francisco: Jossey Bass.
- Craig, F. I. M. & Trehub, S. E. (Eds.) (1982). *Aging and the cognitive process*. New York: Plenum.
- Cronbach, L. J. & Gleser, G. C. (1954). Review of W. Stephenson, The study of behavior: Q-technique and its methodology. *Psychometrika*, 19, 327-330.
- Cross, K. P. (1979). Adult learners: Characteristics, needs, and interests. In R. E. Peterson & Associates (Eds.), *Lifelong learning in America*. San Francisco: Jossey-Bass.
- Cross, W. & Florio, C. (1978). *You are never too old to learn*. New York: McGraw-Hill.
- Dickinson, G. & Blunt, A. (1980). Survey research. In H. B. Long & R. Hienstra & Assoc. (Eds.), *Changing approaches to studying adult education*. San Francisco: Jossey-Bass.
- Ebel, R. L. (1951). Estimation of the reliability of ratings. *Psychometrika*, 16 (4), 407-424.
- Faber, J. F. (1982). *Life tables for the United States: 1900-2050*. U.S. Office of the Actuary, Social Security Administration, Actuary Study No. 07, Sept.
- Feldman, J. J. (1983). Work ability of the aged under conditions of improving mortality. *Milbank Memorial Fund Quarterly/Health and Society* (Summer), 430-44.
- Feller, B. (1983). Americans needing help to function at home. *Vital and Health Statistics*, Series 10, No. 92, Sept.
- Festinger, L. & Katz, D. (1953). *Research methods in the behavioral sciences*. New York: Holt, Rinehart & Winston.
- Finch, C. & Schneider, E. (Eds.) (1985). *Handbook of the biology of aging*. New York: Van Nostrand Reinhold.
- Foner, A. (1972). The polity. In M. W. Riley, M. Johnson, A. Foner (Eds.), *Aging and society. Vol 3. A Sociology of Stratification*. New York: Russell Sage Foundation.
- Friedan, B. (1981). *The second stage*. New York: Summit Books.

- Fries, J. F. (1980). Aging, natural death, and the compression of morbidity. *New England Journal of Medicine* (July 17), 130-35.
- Fries, J. F. & Crapo, L. M. (1981). *Vitality and aging: Implications of the rectangular curve*. San Francisco: W. H. Freeman & Co.
- Froomkin, J. & Wolfson, R. J. (1977). *Adult education 1972, A re-analysis*. Washington, DC: Froomkin.
- Gay, L. R. (1981). *Educational research: Competencies for analysis and application*. (2nd ed.). Columbus, OH: Charles E. Merrill.
- Goble, F. G. (1970). The third force. In *The psychology of Abraham Maslow*. New York: Simon & Schuster.
- Golant, S. M. (1977-78). Spatial context of residential moves by elderly persons. *International Journal of Aging and Human Development*, 8 (3), 279-89.
- Goodman, L. A. (1961). Snowball sampling. *Annals of Mathematical Statistics*, 32, 140-170.
- Gore, S. (1978). The effect of social support in moderating the health consequences of unemployment. *Journal of Health and Social Behavior*, 19, 157-165.
- Hagestad, G. O. (1986). The aging society as a context for family life. *Daedalus*, 115, 119-139.
- Hess, B. B. & Sussman, M. B. (Eds.) (1984). *Women and the family: Two decades of change*. New York: Hayworth.
- Hess, B. B. & Waring, J. M. (1978). Parent and child in later life: Rethinking the relationship. In R. M. Lerner & G. B. Spanier (Eds.), *Child influences on marital and family interaction*. New York: Academic Press.
- Hickey, T. (1980). *Health and aging*. Monterey, CA: Brooks/Cole.
- Horowitz, A. (1985). Sons and daughters as caregivers to older parents: Differences in role performance and consequences. *The Gerontologist*, 25 (6), 612-617.
- Horn, J. L. & Donaldson, G. (1980). Cognitive development in adulthood. In O. G. Brim & J. Kagan (Eds.), *Constancy and change in human development*. Cambridge, MA: Harvard University Press.
- Houle, C. O. (1961). *The inquiring mind*. Madison, WI: The University of Wisconsin Press.
- Huntzinger, J. (1984). The Cyril O. Houle typology and subsequent studies of the typology (unpublished paper).
- Isaac, S. & Michael, W. B. (1979). *Handbook in research and evaluation*. San Diego: EdITS.

- Jones, A. (1956). Distribution of traits in current Q-Sort methodology. *Journal of Abnormal and Social Psychology, 53*, 90-95.
- Kahn, R. & Cannell, C. (1957). *The dynamics of interviewing*. New York: Wiley.
- Katz, D. (1942). Do interviewers bias polls? *Public Opinion Quarterly, 6* (2), 248-260.
- Katz, S., Branch, L. G., Branson, M. H., Papsidero, J. A., Beck, J. C., & Geer, D. S. (1983). Active life expectancy. *The New England Journal of Medicine, 309*, 1218-1224.
- Katz, S. et al. (1983). Studies of illness in the aged: The Index of ADL—A standardized measure of biological and psychosocial function. *Journal of the American Medical Association, 92*, 914-919.
- Kerlinger, F. N. (1973). *Foundations of behavioral research (2nd ed.)*. New York: Holt, Rinehart & Winston.
- Kish, L. (1965). *Survey sampling*. New York: Wiley.
- Kogan, N. (1961). Attitudes toward old people: The development of a scale and an examination of correlation. *Journal of Abnormal Social Psychology, 62* (1), 44-54.
- Langlie, J. K. (1977). Social networks: Health beliefs and preventive health behavior. *Journal of Health and Social Behavior, 10*, 244-260.
- Lowenthal, M. F. and Haven, C. (1968). Interaction and adaptation intimacy as a critical variable. *American Sociological Review, 33* (Feb.), 20-30.
- Mancini, Jay A. (1980). Friend interaction, competence and morale in old age. *Research on Aging, 2* (Dec), 416-431.
- Manton, K. G. (1983). Changing concepts of morbidity and mortality in the elderly population. *Milbank Memorial Fund Quarterly/Health and Society, 61* (3), 430-444.
- Maslow, A. H. (1962). *Toward a psychology of being*. New York: Van Nostrand.
- Mowrer, O. H. (1953). Q technique—description, history, and critique. In O. H. Mowrer (Ed.), *Psychotherapy: Therapy and research*. New York: The Ronald Press.
- Myers, J. K., Lindenthal, J. J., and Pepper, M. P. (1975). Life events: Social integration and psychiatric symptomology. *Journal of Health and Social Behavior, 16*, 421-427.
- National Center for Education Statistics (1978). *Participation in adult education. Final report, 1975*. Washington, DC: National Center for Education Statistics and U.S. Department of Health, Education, and Welfare.

- National Center for Education Statistics (1976). *Participation in adult education. Final report, 1972*. Washington, DC: National Center for Education Statistics and U.S. Department of Health, Education, and Welfare.
- National Center for Education Statistics (1974). *Participation in adult education. Final report, 1969*. Washington, DC: National Center for Education Statistics and U.S. Department of Health, Education, and Welfare.
- National Center for Health Statistics (1983). *Vital and Health Statistics*, series 3, no. 23. DHHS pub no. (PI-Is) 83-1407. Washington, DC: U.S. Government Printing Office.
- Neugarten, B. L. (1974). Age groups in American society and the rise of the young-old. *Annals of the American Academy of Political and Social Science*, 415, 187-198.
- Nickolls, K. B., Cassel, J. K., & Kaplan, B. H. (1972). Psychosocial assets, life crisis and prognosis of pregnancy. *American Journal of Epidemiology*, 95, 431-441.
- Osgood, C. E. (1952). The nature and measurement of meaning. *Psychological Bulletin*, 49 (3); 197-237.
- Osgood, C. E., Suci, G., & Tannenbaum, P. (1957). *The measurement of meaning*. Urbana: University of Illinois Press.
- Osgood, C. E. (1962). Studies on the generality of affective meaning systems. *American Psychologist*, 17, 10-28.
- Otten, J. & Shelley, F. D. (1976). *When your parents grow old: Information and resources to help the parents*. New York: Funk & Wagnalls.
- Payne, S. L. (1951). *The art of asking questions*. Princeton, NJ: Princeton University Press.
- Peck, K. C. (1968). Psychological developments in the second half of life. In B. L. Neugarten (Ed.), *Middle age and aging*. Chicago: University of Chicago Press.
- Peterson, R. E. & Associates (1980). *Lifelong learning in America*. San Francisco: Jossey-Bass.
- Pifer, A. & Bronte, D. L. (1986). Introduction: Squaring the pyramid. *Daedalus*, 115 (Winter), 1-11.
- Polanyi, M. (1958). *Person knowledge*. Chicago: University of Chicago Press.
- Preston, S. (1984). Children and the elderly in the U.S. *Scientific American* (Dec), 44-49.
- Riley, M. W. & Foner, A. (1968). *Aging and society: An inventory of research findings. Vol. 1*. New York: Russell Sage Foundation.

- Riley, M. W. & Bond, K. (1983). Beyond ageism: Postponing the onset of disability. In M. W. Riley, B. Hess, & K. Bond (Eds.), *Aging in society: Selected reviews of recent research*. Hillsdale, NJ: Lawrence Erlbaum.
- Riley, M. W., Hess, B. B., & Bond, K. (Eds.) (1983). *Aging in society: Selected reviews of recent research*. Hillsdale, NJ: Lawrence Erlbaum.
- Robinson, D. & Rohde, S. (1946). Two experiments with an anti-semitism poll. *Journal of Abnormal and Social Psychology*, 41 (2), 136-144.
- Rockhill, K. (1978). *From diplomas to alternatives: Education and learning among adults with less than twelve years of schooling*. Los Angeles: Department of Education, University of California.
- Sax, G. (1968). *Empirical foundations of educational research*. Englewood Cliffs, NJ: Prentice-Hall.
- Scanlon, J. (1968). *How to plan a college program for older persons*. New York: Academy for Educational Development Inc.
- Schaie, K. W. (1958). *Rigidity-flexibility and intelligence: A cross-sectional study of the adult life span from 20 to 70 years*. Washington, DC: American Psychological Association.
- Schaie, K. W. (1979). The primary mental abilities in adulthood: An exploration in the development of psychometric intelligence. In P. B. Balter & O. G. Brim (Eds.), *Life-span development and behavior*. New York: Academic press.
- Schaie, K. W. (1983a). *Longitudinal studies of adult psychological development*. New York: Gilford.
- Schaie, K. W. (1983b). The Seattle longitudinal study: A 21-year exploration of psychometric intelligence in adulthood. In K. W. Schaie (Ed.), *Longitudinal studies of adult psychological development*. New York: Gilford.
- Schaie, K. W. & Geiwitz, J. (1982). *Adult Development and Aging*. Boston: Little Brown.
- Schoen, R., Urton, W., Woodrow, K., & Baj, J (1985). Marriage and divorce in twentieth century American cohorts. *Demography* (Feb.), 101-114.
- Schwartz, A. N. (1977). *Survival handbook for children of aging parents*. Chicago: Follett.
- Sheatsley, P. B. (1951). An analysis of interviewer characteristics and their relationship to performance—Part III. *International Journal of Opinion and Attitude Research*, 2, 191-220.
- Siegel, J. S. & Davidson, M. (1984). *Current Population Reports, Series P-23, No. 138*. Washington, DC: U.S. Bureau of the Census.

- Siegel, J. S. & Hoover, S. (1982). Demographic aspects of the health of the elderly to the year 2000 and beyond. *World Health Statistics Quarterly*, 35 (3/4), 133-202.
- Siegel, J. S. & Taeuber, C. M. (1986). Demographic perspectives on the long-lived society. *Daedalus*, 115, 77-117.
- Silverstone, B. & Kandel H. H. (1976). *You and your aging parent: The modern family's guide to emotional, physical, and financial problems*. New York: Pantheon.
- Snedecor, G. W. & Cochran, W. G. (1967). *Statistical Methods*. Ames: Iowa State University Press.
- Spencer, G. (1984). Projections of the population of the United States, by age, sex and race: 1983-2080. *Current Population Reports*, Series P-25, No. 952. Washington, DC: U.S. Bureau of the Census.
- Stephenson, W. (1953). *The study of behavior: Q-technique and its methodology*. Chicago: University of Chicago Press.
- Sudman, S. & Bradburn, N. M. (1982). *Asking questions: A practical guide to questionnaire design*. San Francisco: Jossey-Bass.
- Sudman, S. (1976). *Applied sampling*. San Francisco: Academic Press.
- Treas, J. (1977). Family support systems for the aged: Some social and demographic considerations. *The Gerontologist*, 17 (6), 486-491.
- United States Bureau of the Census (1984a). Demographic and socioeconomic aspects of aging in the United States. Series P-23, No. 138. *Current Population Reports*. Washington, DC: U.S. Government Printing Office.
- United States Bureau of the Census (1984b). Marital status and living arrangements. Series P-20, No. 399.6. *Current Population Reports*. Washington, DC: U.S. Government Printing Office.
- United States Bureau of the Census (1984c). Projections of the number of households and families: 1979 to 1995. Series P-25, No. 805. *Current Population Reports*. Washington, DC: U.S. Government Printing Office.
- United States Public Health Service. *Health Interview Survey (1980)*. Washington, DC: National Center for Health Statistics. (Unpublished study.)
- Van Dalen, D. D. (1979). *Understanding educational research: An introduction*. New York: McGraw-Hill.
- Verbrugge, L. M. (1976). Sex differentials in morbidity and mortality in the United States. *Social Biology* (Winter), 275-96.
- Verbrugge, L. M. (1983). Women and men: Mortality and health of older people. In M. W. Riley, B. Hess, & K. Bond (Eds.), *Aging in society: Selected reviews of recent research*. Hillsdale, NJ: Lawrence Erlbaum.

- Verbrugge, L. M. (1984). Longer life but worsening health? Trends in health and mortality of middle-aged and older persons. *Milbank Memorial Fund Quarterly/Health and Society* (Summer), 475-519.
- Waldron, I. (1983). Sex differences on human mortality: The role of genetic factors. *Social Science Medicine*, 17 (6), 321-333.
- Walford, R. (1983). *Maximum life span*. New York: Norton.
- Wan, T. T. H., Odell, B. G., & Lewis, D. T. (1982). *Promoting the well-being of the elderly: A community diagnosis*. New York: Haworth.
- Weishaus, S. (1979). Aging is a family affair. In P. K. Ragan (Ed.), *Aging Parents*. Los Angeles: University of Southern California Press.
- Welford, A. T. (1977). Motor performance. In J. A. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging*. New York: Van Nostrand Reinhold.
- Willis, S. L. & Baltes, P. B. (1980). Intelligence in adulthood and aging: Contemporary issues. In L. W. Poon (Ed.), *Aging in the 1980's*. Washington, DC: American Psychological Association.
- Willis, S. L., Blieszner, R., & Baltes, P. B. (1981). Intellectual training research in aging: Modification of performance on the fluid ability of figural relations. *Journal of Educational Psychology*, 73, 41-50.
- Wilkin, John C. (1985). *Social security area population projections*. Actuarial Study No. 88, Aug. Washington, DC: U.S. Social Security Administration, Actuary's Office.
- Wittenborn, J. R. (1961). Contributions and current status of Q-methodology. *Psychological Bulletin*, 58 (2), 132-142.

APPENDIX A

USER PROFILE

Unless specifically noted, the profile information results from work done by Cross (1979). Cross integrated and summarized data gathered over a ten-year period from 30 large-scale surveys investigating the preferences and characteristics of adult learners.

Age

Both the NCES (National Center for Education Statistics) and CNS (Commission on Non-Traditional Study, 1974) data showed a relationship between age and participation and interest in organized educational activities. The surveys supported the idea that learning is for young people. Participants in organized educational activities were most frequently between 25 and 34 years of age, and chose job-related courses in standard college format classes in two- and four-year institutions. The courses focused on possible employment advancement with the cost of the courses paid by the participants.

Two of the strongest predictors of adult educational activities and interest include age and level of education attainment.

Educational Attainment

Educational attainment consistently proved to be a better index to the interests, motivations, and participation of adult learners than any other single characteristic. The NCES (1978) and CNS (1979) statistics show participation increases with increased educational attainment.

High school graduates and individuals with one to three years of college comprise the two largest groups in organized learning activities. The better educated individuals show more interest in continuing their education and are more likely to pursue education for intrinsic rewards, more able to pay, more willing to entertain a variety of methods and locations, more likely to pursue college courses on college campuses and to pursue more luxury courses in social/recreational education and personal development.

Learners with some college experience more frequently take lectures, workshops, and TV courses while high school graduates without college experience favor on-the-job training and correspondence courses.

Ethnic Minorities

An analysis problem exists in reporting information on ethnic minorities. Data collection (NCES, 1978 CNS, 1979) includes a comprehensive classification for each minority; however, for analysis these classifications are often collapsed into only three categories. These categories frequently differed from state to state. Although adult learners are predominately white, the difference appears to be one of class rather than color. If educational attainment is equated, the participation rate for whites and nonwhites are roughly equal, especially at the extremes of the educational attainment scale (Cross, 1979). Froomkin and Wolfson (1977) showed the same participation rate in adult education for whites and nonwhites. For college graduates, participation rates are similar.

Income

The data from the NCES surveys show adult participation rates relate to both income and educational attainment. However, Froomkin and Wolfson (1977) suggested when age and educational attainment are controlled, income has little influence on the rate of participation. Lower income adults pursue education leading to new jobs, while higher income groups look to job advancement in their current line of work.

Sex

Similar numbers of men and women participate in organized learning activities. However, there appear to be some regional and methodological differences. Factors such as the type of institution offering the courses, time of day, and funding practices could affect the reporting. If the public schools offer adult education, more women than men would be expected to participate. If vocational and technical education were plentiful and well-funded, more men than women would participate (Cross, 1979).

Women with a high school education are somewhat less likely than comparably educated men to participate in adult education, while women with some college are more likely to participate than their male counterpart. White women account for any increase in participation by women (Cross, 1979).

Studies contrasting the educational interests of men and women still reflect the stereotypes of male and female roles. Subject matter choices reflect sex role stereotyping.

Men are more interested in trades; women are more interested in home and family living and fine arts. Courses in business have a high interest rating by both men and women.

Summary

Participants tend to be white high school graduates, between 25 and 34 years of age, employed more than 35 hours per week, with annual family incomes of \$15,000 to \$25,000. Females slightly outnumber male participants. Those taking the greatest advantage of educational offerings are relatively young, white, well-educated, employed in professional and technical occupations, and making good incomes.

APPENDIX B

INTERVIEW

Unless specifically noted the material on interview methodology has been adapted from Sax, 1966; Babble, 1979; Kerlinger, 1973; Isaac & Michael, 1979; Gay, 1981; Van Dalen, 1979; Cannell & Kahn, 1960.

Interview

As a research method, the interview represents a direct attempt by the researcher to obtain reliable and valid measures in the form of verbal responses from one or more respondents (Sax, 1960). A common description calls the interview an oral in-person administration of a questionnaire.

Semistructured interviews have a core of structured questions used by the interviewer for further in-depth exploration. This interview structure allows for the additional opportunity to probe for underlying factors or relationships often too complex or elusive to encompass in more straightforward questions (Isaac & Michael, 1979). Semi-structured interviews require training and skill to know how to probe at significant points and to avoid biasing tendencies.

The interview study shares similar characteristics to the questionnaire study. Similar areas include:

- Process of selecting and defining problem and formulating hypotheses
- Sample selection, interview sample typically smaller
- Subject cooperation necessary
- Interviewee “no shows” affect the study in the same way as unreturned questionnaires.

The major differences between an interview study and a questionnaire study include the instrument (an interview guide vs. a questionnaire), the need for human relations and communication skills, methods for recording responses, and nature of pretest activities (Sax, 1960). As with any research method, the use of the interview technique has both strengths and limitations.

Strengths

- Produces in-depth data not possible with a questionnaire. For example, questions of personal nature not fitting easily into multiple-choice format.
- Useful in collecting personal information: attitudes, perceptions, or beliefs by probing for additional needed information.
- Once respondent accepts interview as nonthreatening situation responses likely to be open and frank.
- Flexibility allows the interviewer to adapt the situation to each subject.
- Allows respondents freedom to ask for further information or to enlarge upon, retract, or question items presented to them.
- Allows the investigator to observe both verbal and nonverbal answers.
- Way a subject responds may be as important as the content of his responses.
- Provides a means of checking and assuring the effectiveness of communication between respondent and interviewer.
- Permits probing to obtain more complete data.
- Possible to establish and maintain rapport with respondent or at least determine when rapport has not been established.
- Provides a means of checking and assuring the effectiveness of communication between respondent and interviewer.

Limitations

- Expensive, time consuming, inconvenient, and generally involves smaller samples.
- Subject responses may be biased and affected by reaction to the interviewer.
- Flexibility of interview generates special difficulties. An unstructured interview creates problems in summarizing, categorizing, and evaluating the experiences.
- Interview requires skill level beyond that of the beginning researcher.
- Requires interviewer with research skills, knowledge of sampling and instrument development, and also a variety of communication and interpersonal relations skills.
- Interviewer training adds substantially to costs of data collection. Training helps interviewer learn to avoid revealing personal values, beliefs, and biases to respondents, thus influencing the outcomes of investigations.
- Interview techniques have been abused and used inappropriately when more suitable techniques were available.
- Interviewer subjectivity and personal bias.

Reliability and Validity

Reliability and validity of the interview study concerns the two components of the interview: the instrument or questionnaire and the interviewer.

The interviewer becomes the primary source for gathering data. The accuracy of the measurements or observations obtained depend on the skills and personal characteristics of the interviewer and the ability and willingness of the respondent to report the needed information (Sax, 1968).

In determining the reliability of a test, the usual procedure either correlates one form of the test with an "equivalent" form or the same form is administered twice over a period of time (Sax, 1960). The interview poses a more complex problem due to the need to obtain an estimate of the reliability of a single interviewer or to obtain some estimate of the composite reliability for "k" number of interviewers or raters. Ebel (1951) suggested intraclass correlations, based upon the analysis of variance to serve as a means for estimating the reliability of ratings or interviews.

Estimating the validity of the interview presents more difficulty than obtaining the reliability. With an interview designed to measure attitudes or opinions, there is usually no criterion available. Two options exist: first, when prediction is the purpose the later performance can be checked for accuracy of prediction; the other option consists of simply accepting verbal responses as an expressed attitude. However, this cannot be accepted as evidence of predictive validity.

Methods used to obtain a measure of both stability and equivalence include:

- Administer two forms of a test to determine the equivalence.
- Have two different interviewers question the same respondents over a predetermined time interval.
- Interobserver reliability may be used to estimate the equivalence of the interview.
- Have the same interviewer question each respondent twice over some predetermined period of time. The correlation between the measurements obtained during the original interview and the second interview provides an estimate of the interview's stability. It is possible to obtain a measure of both stability and equivalence by having two different interviewers question the same respondents over a predetermined time interval.

Biasing Factors in the Interview

The personal characteristics of the interviewer can determine the validity of the responses. To select and train interviewers who can obtain valid responses researchers list the following desirable characteristics of an interviewer: middle class (Katz, 1942), Caucasian (Cantril, 1944), not Jewish or Jewish appearing (Robinson & Rohde, 1946), female (Benny, Tiesman, & Star, 1956), college graduate between ages 26 and 50 who majored in the behavioral sciences and who has experience in interviewing (Sheatsley, 1951).

The interview is a pattern of interaction with a highly specialized role relationship between interviewer and respondent. The task of the interviewer is to elicit frank and complete answers from the respondent (Kahn & Cannell, 1957).

APPENDIX C

INTERVIEW PROCEDURE

Interview Procedure

Length—approximately one hour.

Interview Time Line

Opener
Introduction
Taping permission
Structured questions
Forced choice questions
Open-ended questions
Reminisce about past education, school, learning experiences
Close interview
Thank you
Leave interview location.

Openers

Current local events—example: “I heard on the radio IGA was having a big anniversary sale. What kind of bargains does the store have?”

Weather—example: “The radio said a cold front was moving in. Sounds like a cold week. In cold weather, are you a sit in front of the fire person or a go for long walks person?”

Location—example: “You have a beautiful curving drive. It looks like it could be difficult to drive in during ice storms. Of course, you probably do it so often you don't have any trouble.”

Probes

I am not sure I understand.
Tell me more.
Rephrase statements.
Probes done with an attitude of interest rather than interrogation.

Interviewer Criteria

- Follow standardized format.
- Ask question in open supportive information gathering attitude rather than interrogative approach.
- Maintain boundaries for the structured, forced answer and open-ended questions.
- Allow sufficient time for subject to respond.

The interviewer will project warmth, responsiveness, and will express a genuine interest and complete acceptance of the respondent as a person with worthwhile, helpful information to share.

APPENDIX D

QUESTION DEVELOPMENT

Question Development Criteria

Unless specifically indicated the material related to criteria and guidelines has been adapted from Babbie, 1979; Gay, 1901; Kerlinger, 1973; Isaac and Mitchell, 1979; Sax, 1968; Van Dalen, 1979; Sudman & Bradburn, 1902; Dickinson & Blunt, 1900.

- Applies directly to research study objectives
- Attractive, brief
- Standardized directions
- Simple directions
- Easy to respond to
- Each question deals with a single concept
- List all distinctly different possible responses
- Clear concise wording
- Point of reference included when possible
- Leading questions avoided
- Scoring objective and efficient

Question Development Guidelines

- Make sure the meaning is comprehended by others
- Does the issue researcher have in mind match the issue the respondent answers
- Assume the respondent has not heard of the subject content before
- Assume researcher and subject do not have the same knowledge base
- Use prestige loaded questions to gain otherwise unavailable information
- Unfamiliar words or phrase stated two ways
- Be aware of circumstantial loading
- Be sensitive to talking down and insulting questions
- Minimize don't know

Avoid the following problems:

- Implied alternatives
- Might, could, should
- Gobbledygook
- Double-barreled questions
- Loaded questions
- Status quo questions
- Stereotype loading

The instrument developer tried to resist Humpty-Dumpty's attitude of "When I use a word, it means exactly what I choose it to mean."

Open-Ended Questions

Open-ended questions supply a frame of reference for the respondent answer but put a minimum of restraint on the answers and their expression (Kerlinger, 1973).

Strengths

- Flexibility
- Allows in-depth responses
- Limited restrictions on the content and way the respondent answers.
- Allow better estimate of true intentions of respondent.
- Respondent has frame of reference in which to react.
- Interviewer able to determine knowledge, encourage cooperation, and establish rapport with respondent.
- Possible suggestions of relations and hypotheses not originally anticipated.

Limitations

- Time-consuming
- Requires more interviewer skill
- Subject to biasing influences
- More difficult to record responses accurately and sufficiently.

APPENDIX E

STRUCTURED QUESTIONS

Social Dispositional Factors

Statements listed in structured questions

I don't like the people at the college.
There are too many people at the college.
None of my friends go there.
My friends might ridicule me.
I would be alone.
I would be afraid to go by myself.
I would not know anyone.
My clothes are not good enough.
I don't have enough dress-up clothes.
My clothes are too old fashioned.

Self-Concept Dispositional Factors

Statements listed in structured questions

They wouldn't let a person like me in.
I might get lost.
I don't know where to go.
Too much has changed.
I wouldn't know how to do it.
Everything is so different.
Those young people would not want an old person like me around.
Students walk too fast.
It is too much trouble to get ready to go out.

Physical Dispositional Factors

Statements listed in structured questions

I don't drive so I can't get to _____ (location).
The campus is too big. I can't walk far.
My ears don't work so good anymore.

My eyes don't work so good anymore.
I don't climb stairs anymore.
The place (college campus) is too big.
I couldn't find a parking place.
It is hard for me to sit in the desks.
It is difficult for me to write.
It is too hard to get ready to go out.
It is too hard for me to get there.
I can't walk fast enough to get to class on time.

Intellectual Dispositional Factors

Statements listed in structured questions

I'm too dumb.
I don't like to use my mind.
They don't teach anything I'm interested in.
The courses are too hard.
I can't remember.
I can't concentrate.
I can't read well enough.
Taking a test scares me.
The teachers talk too fast.
I don't know how to take notes.
School/learning has never been important for me.
I don't like school.
I can't take tests.
I don't know how to study.
The homework would be too hard.

APPENDIX F

OPEN-ENDED QUESTIONS

How would you rate your health as compared to others your age?

How would you rate the health of your friends as compared to others their age?

What is the biggest drawback to going on campus?

If you decided to go on campus, what is the biggest problem you will have to deal with?

How has your physical activity changed since retirement?

What was your picture of retirement two years before you retired?

How has the picture changed since you have been retired?

What were some of the adjustments you found you had to make once you were retired?

Describe a typical/normal day before you retired.

Describe a typical/normal day now.

What was the most unpleasant surprise you found about retirement?

What was the most pleasant surprise you found about retirement?

VITA^r

Janet M. Huntzinger

Candidate for the Degree of

Doctor of Education

**Thesis: A STUDY OF THE DISPOSITIONAL FACTORS INFLUENCING
RETIRED UNIVERSITY FACULTY MEMBERS WHO DO NOT
PARTICIPATE IN FORMAL EDUCATIONAL EXPERIENCES**

Major Field: Higher Education

Biographical:

Personal Data: Born in Broken Bow, Nebraska, the daughter of Florence and Homer Huntzinger.

Education: Graduated from Broken Bow High School, Broken Bow, Nebraska, in 1958; received the Bachelor of Science degree from Nebraska State College, Kearney, Nebraska, in May, 1962; received the Master of Science degree from Kansas State University, Manhattan, Kansas, in August, 1964; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1992.

Professional Experience: Instructor at Northern Montana College, Laredo State University, St. Cloud State University, West Virginia University, Berea College, and Kansas State University.

Professional Organizations: Southwest Educational Research Association, American Association of University Women, National Council on Family Relations, Delta Kappa Gamma, and Phi Delta Kappa.