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DIFFERENCES IN SELECTED PERSONALITY VARIABLES AMONG
THE AGING ACCORDING TO OCCUPATION AND
PLACE OF RESIDENCE

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1968

DIFFERENCES IN SELECTED PERSONALITY VARIABLES AMONG
THE AGING ACCORDING TO OCCUPATION AND
PLACE OF RESIDENCE

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TABLE OF CONTENTS

	Page
LIST OF TABLES	v
Chapter	
I. INTRODUCTION	1
II. THE PROBLEM AND DESIGN	30
III. STATISTICAL ANALYSIS	47
IV. SUMMARY, FINDINGS, AND CONCLUSIONS	61
REFERENCES	65
APPENDIX	
A. ASSESSMENT INSTRUMENT	71
B. SCORING SHEET FOR THIS STUDY	80
C. VARIABLE ITEMS AND FREQUENCY OF RESPONSE	82

LIST OF TABLES

Table		Page
1.	Distribution of Subjects by Age	40
2.	Distribution of Subjects by Years in Major Occupation	41
3.	Occupational Distribution	42
4.	Observed Frequency of Positive Item Responses on Achievement Motivation	48
5.	Observed Frequency of Positive Item Responses on Physical Self-concept	49
6.	Observed Frequency of Positive Item Responses on Personal Self-concept	50
7.	Observed Frequency of Positive Item Responses on Social Self-concept	51
8.	Observed Frequency of Positive Item Responses on Family Self-concept	52
9.	Observed Frequency of Positive Item Responses on Residence Adjustment	53
10.	Observed Frequency of Positive Item Responses on Retirement Adjustment	54
11.	Observed Frequency of Positive Item Responses on Task Involvement (Attitude)	55
12.	Observed Frequency of Responses to Items on Task Involvement (Activity)	58
13.	Sample Responses on Achievement Motivation	83
14.	Sample Responses on Physical Self-concept	84
15.	Sample Responses on Personal Self-concept	85
16.	Sample Responses on Social Self-concept	86
17.	Sample Responses on Family Self-concept	87

LIST OF TABLES--Continued

Table	Page
18. Sample Responses on Residence Adjustment . .	88
19. Sample Responses on Retirement Adjustment . .	89
20. Sample Responses on Task Involvement (Attitude)	91
21. Sample Responses on Task Involvement (Activity)	94

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CHAPTER I

Introduction

In today's society the multiple problems of aging are becoming more acute. Actuarial science predicts an increasing longevity which will result in problems of greater complexity than is known today. Barron (1961, p. 4) states that in this twentieth century longevity is a common achievement. The changes in life expectancy and increasing scientific analysis has brought about a shift in the original search for recipes for longer life toward attempts to understand and control the processes and problems of aging.

The phenomenon, accounting for much of the problem, is the declining death rate in Western societies, including the United States. Sheldon (1960) refers to the age structure of a fifty year period:

Between 1900 and 1950 the total population of the United States increased by nearly 100 per cent--from about 76 million to 151 million In the same period, however, the population 65 and over increased by nearly 300 per cent - from 3.1 to 12.3 million - and the population 60 and over by about 274 per cent. During these years the population aged 45 - 64 increased

by about 20 million, an increase of almost 194 per cent, and the population aged 45 - 59 increased by almost 185 per cent, or by almost 16 million.

In percentage terms the population 65 years old and over increased from 4.1 to 8.1 percent, and the population 60 years and over from 6.4 to 12.2 per cent. Thus the proportion of older persons, defined either as persons 65 and over or 60 and over, nearly doubled in the 50 year period under consideration (p. 32).

He summarizes by referring to the fact that proportionally, during this period, there was a contraction in the ages under 30 and an overall progressive expansion at the ages over 30. Many population experts are expressing alarm as increasing population and longevity continue to emerge. Charipper (1957, p. 233) refers to a summation of all the latest reports which indicates that a twenty year old person living in 1975 can anticipate living an additional fifty-four years.

Increasing population and longevity have made an impact on every nation in the world. Almost every industrialized nation is expressing an increased interest in the problems of aging (Reichard, Livson, & Petersen, 1962, p. 1). In turn, much research activity has been generated. Much of this rising concern has been stimulated by the social and economic changes which have accompanied industrialization. As the person grows older he must withdraw from the industrial labor force. Therefore, the number of non-workers has been steadily increasing (Reichard et al., 1962, p. 2) and the number of years spent in retirement has also risen. Williams, Tibbitts, and Donahue (1963, Vol. II, p. viii)

refer to this increasing concern. They state that human aging has become one of the major areas of research. Many students ignored research in the aging during the early stages of the development of the basic sciences, but an increasing interest has now emerged. In the past twenty or more years, all Western nations have shown increased concern over the changes in population age structure and all of its ramifications. Not only has there been an increase in scientific literature, but a corresponding increase in the willingness of public agencies to support the research and gerontological teaching.

Psychological concern and interest in the aging has emerged and intensified in the last twenty-five years. The concern and interest were reflected in the increase in papers dealing with some aspect of the aging. In the period from 1940 to 1945, there were 90 listings in the Psychological Abstracts under the heading of "Old Age" (Donahue, 1956, p. 196). From 1945 to 1950 the listings increased to 214 which is an increase of 130 per cent over the preceding five year period. From 1950 to 1955, the listings increased to 442 for an increase of 200 per cent over the 1945-1950 period.

The intensified interest has prompted many conferences of which the following is exemplary. Donahue (1956, p. 196) refers to the 1955 conference held at Bethesda, Maryland on the campus of the National Institute of Mental Health. The concern of this conference was expressed in the broad problem

areas of 1) ascertaining the nature of the aging process as it is psychologically manifested, 2) the development of a body of knowledge out of which a systematic psychology of old age can be postulated, 3) an exploration of the factors underlying psychologic age changes with a concern in the development of preventive measures, 4) the devising and refining of sampling methods and the effective measuring of the date, extent, and time of onset of the changes in psychologic capacities, and 5) intensive investigation of environmental situations to determine the factors which are effective variables in the over-all performance of older people. From such conferences, interest in the aging process and its resultant research has been stimulated.

Donahue (1956, p. 201) expresses the consensus of opinion of many writers when she refers to the needed research. Such research involves studies which will give insight into the personality structure and functioning of the aging. She states that the suicide rate for the age 55 and over has been steadily increasing and is much higher than at an earlier period. Also, for the age 65 and over group, first admissions to mental hospitals are higher.

In summary, the need for solutions to aging problems has been thrust upon society. Out of this need has emerged interest in and promotion of intensive research.

Related Literature on the Definition of Aging

There is general consensus that aging is complex and presents research difficulties of similar magnitude to the infancy stage of some older areas of concern. As in any new research area, there are differences of opinion. The definitional aspects of aging have not escaped such differences. Part of the difference of opinion may be attributed to the nature of the aging. Birren (1963) states that, "The psychology of aging is a broad subject, ranging from the person's subjective experiences with the processes of aging through matters of interpersonal relations, mental capacities, and the relations of behavior to health (p. 402)."

Earlier definitions only took in consideration the chronological age. Charipper (1957, p. 235) refers to Mathiason's report presented at the Ninth Annual Conference on Aging at the University of Michigan in the summer of 1956. Mathiason was quoted as stating that surveys of aged persons show, along with other things with advancing age, changes in mental and physical capacities are not uniform for all abilities nor for all people. For retirement purposes, her preference was the individual capacity to perform, rather than chronological age.

Havighurst (1958, pp. 43-45) states that aging is interdisciplinary in nature. He refers to the biologic sense, the psychologic sense, and the sociologic sense. The biologic

sense is a concept of aging applied to some organs and body systems. In the psychologic sense, aging is objective and subjective. Objective aging refers to measurable changes in cognitive and perceptive abilities. Subjective aging refers to changes in the way a person feels about himself. In the sociologic sense, one looks at the way a social group defines old age, middle age, and the transition between these states. Havighurst (1958) states that, "Social groups make what may be called a functional definition and a legal definition of aging (p. 44)." Functionally, a person is old when he is too old to carry on some important social function. Society furnishes the legal definition when laws, such as Social Security, are enacted. These legal definitions, such as age 65, may carry over to the attitudes of people. Havighurst (1958) further states: "To the sociologist, growing old means losing social competence (p. 45)."

Tibbitts (1960) states that:

Aging is usually thought of in terms of changes occurring in the individual. Up to the present time most of the attention of research workers and of practitioners has been focused on the aging of the organism and on alterations in the circumstances of older people. More recently there has been a rising interest in personality changes and adjustment in response to the underlying processes and to the situational changes (p. 6).

He explains a point of view that aging takes place over a major portion of one's life span and is regarded as a process or series of changes (1960, Ch. 1). The period following the attainment of maximum growth and function is

called the aging period. Tibbitts refers to the multidimensionality of the aging process and defines four aspects of aging; the biological, the psychological, the sociological or situational, and the sociopsychological or behavioral. The biological is a complex of progressive changes in the physical organism in which the results of a "multiplicity of factors are seen in the slowing-down in performance, the decline in energy reserve, and a variety of cosmetic and structural changes (p. 7)." Psychological aging is analyzed by studying the changes in the central nervous system, in sensory and perceptual capacities, and in the aging person's ability to organize and utilize information. The sociological or situational aspect refers to the individual's changing circumstances or his situation as a member of the family, community, or society. These changes are related to age as a limiting factor and they do not mean that the individual's abilities are necessarily declining. The fourth category, sociopsychological or behavioral, refers to changes in personality and the internal or external adjustments he makes to them. The fourth category includes his changing self-image, interest patterns, ego-involvement, mental well-being, toleration of stress, and his behavior in terms of its content and expansion or constriction of life-space.

Tibbitts (1960) summarizes his position when he states:

Aging in the individual may be characterized as gradual change and movement through a number of stages marked by various events associated with age as a limiting factor. Biological, psychological, situational, and behavioral factors are present and interrelated in complex forms. In a generalized way, growth may be said to continue as long as gains are exceeding losses; maturity is reached and maintained when gains and losses are roughly equal; senescence sets in when losses exceed gains. Variations within and among individuals are so great that categories or stages identified in chronological-age terms must always be rough and of limited usefulness. The effective turning point of maturity or onset of aging occurs somewhere near middle life (p. 11).

Breen (1960, p. 146) takes issue with definitions of aging as a succession of years and with the use of the term "senescence" to identify a specific age-related stage of life. He objects to the exclusive usage of chronological age as an independent variable. In such usage the researcher must structure his research design and, in reality, his hypotheses become "self-fulfilling." He states that aging should be studied as a partly dependent variable. For him,

. . . aging is a process of change, it is not a state of being. It is dynamic. Aging is not adjustment, physical structure, or social dissatisfaction. It is itself a process without inherent qualities of goodness or badness. This statement of events, this continuous change, is that which we in general may understand as 'aging' (p. 147).

Breen states that definitions found in the literature are usually classified under three headings: 1) as a natural process of change; 2) as a pathological system; or 3) as a process or condition resulting from one's social environment. There is some general agreement on this.

Because of the different interpretations of aging, Breen cautions all researchers to begin with a good statement

of definitions and frames of reference. Good research must be capable of replication. If this is to be done, the replicator must know the "point of departure" of the author of the original research.

Havighurst (1963, Vol. 1, Ch. 16) refers to a concept of "successful aging." Many writers refer to this as "good adjustment." Here, as in other areas, there is general disagreement over just what constitutes "good living in the later years." Havighurst states that some believe this consists of maintaining activity and involvement, just as in middle age. Others maintain that retirement to a rocking chair and a general decrease in activity are ideal aging.

Havighurst (1963, Vol. 1, p. 300) refers to two general approaches to the definition and measurement of successful aging. The first is an inner, subjective entity which essentially refers to a measurement of morale. The second is the outer definition of social competence. Reference is made to competent behavior in the common social roles of "worker, parent, spouse, homemaker, citizen, friend, association member, and church member (p. 301)."

Williams (1963, Vol. 1) in an attempt to form a definition valuable for research states:

The age of any given population group is its life expectancy in reverse. It is old if its life expectancy is short, young if it is long. This is not an empty play on words. It points to the importance of viability--biological viability and the viability of the psychological and action systems--in relation to aging. A group of patients with terminal cancer is very old, regardless

of chronological age. Given two people of the same health and chronological age, the person with a cramped personality and blocked action system which have only slim chances for persistence without serious breakdown is older than a mature person with a viably persistent system. The study of aging is thus the study of permanence and change in living organisms, with particular attention to that phase of the life cycle in which there is greater probability of change associated with decreased viability. It is the study of the organism's distance from death or psychosocial breakdown (pp. 571-572).

In spite of definitional differences, most researchers agree with Birren (1958) when he states that: "The high frequency of major personal adjustments required by changes in the environment in health and in interpersonal relations make old age a very dynamic period (p. 483)."

Related Literature on Theory of Aging

Researchers in the area of aging, as in other research areas, agree on the necessity of an adequate theory. Havighurst (1963, Vol. 1, p. 308) states that a theory of successful aging is very useful because of the individual and social choices available for older people. With the theory as a guide, choices can be made about age of retirement, utilization of free time, where to live, and his relationship to his family. The knowledge that wise choices are being made should contribute to his happiness. A theory can also help society make choices. These choices concern social policies and practices about such things as social security, age of retirement, public housing, and health services for the elderly. He concludes:

In order to make wise choices, it is necessary either to have a satisfactory working theory of successful aging or to be able to test rival theories. Since there are rival theories, it is useful to test them and to find out how well they work for various people and societies (p. 308).

Havighurst (1963, Vol. 1, p. 308) refers to the two broad theories of successful aging which are generally accepted today, the activity theory and the disengagement theory. An explanation of each should be useful.

Most of the practical workers in gerontology favor the activity theory. Havighurst (1963, Vol. 1) states that this means "the maintenance, as far and as long as possible, of the activities and attitudes of middle age (p. 309)." Many, who support this theory, feel that people should maintain the activities and attitudes of middle age as long as possible. If they must give up something they must find a substitute.

Rosow (1963, Vol. 2, Ch. 38) states that those who support this theory feel that the more active people are, the happier and better adjusted they will be. He makes reference to several studies which support this point of view. He is also careful to point out the difference in social participation and activity which can be accounted for by class differences. Middle-class and white-collar groups belong to more organizations and have a more extensive activity pattern than working-class groups.

Cumming and Henry (1961, Ch. 2) call this activity theory, the "implicit theory" of aging. They also refer to it as the latent theory since the assumption is that successful aging consists of maintaining the middle-age patterns as much and as long as possible. This assumes a continuing expansion of life and activity and leaves no consideration for the contemplation of death.

Cumming and Henry, who support the opposing theory of disengagement, are critical of the activity or implicit theory. They suggest that the theory allows no assumption that one may want to slow his pace as he ages and therefore, drop some of his activities.

Donahue (1963, Vol. 1, pp. 543-562) makes reference to the support role theory gives to activity theory. Role theory postulates that a person who is well adjusted is one who has learned a number of socially approved roles early in life and is able to continue some of them into maturity and old age. She suggests that institutions now provide only the patient role and fail to provide adequate social roles. She also suggests that most rehabilitation programs are constructed around activity theory. All efforts are made to re-engage the patients in a restoration of function.

Williams (1963, Vol. 1, p. 338) states that the activity theory is not properly a theory in the same sense as the theory of disengagement. The disengagement theory

is considered a scientific theory on aging and is the most widely accepted research theory.

Cumming and Henry (1961, Ch. 2) summarize the theory of disengagement which has been primarily formulated by them:

In our theory, aging is an inevitable mutual withdrawal or disengagement, resulting in decreased interaction between the aging person and others in the social systems he belongs to. The process may be initiated by the individual or by others in the situation. The aging person may withdraw more markedly from some classes of people while remaining relatively close to others. His withdrawal may be accompanied from the outset by an increased preoccupation with himself; certain institutions in society may make this withdrawal easy for him. When the aging process is complete, the equilibrium which existed in middle life between the individual and his society has given way to a new equilibrium characterized by a greater distance and an altered type of relationship (pp. 14-15).

Cumming, Henry, and Damianopoulos (1961, Ch. 12) outline a formal statement of their theory. Many researchers regard it as the only formal, scientific theory. They state that the inevitable process of disengagement severs and alters in quality the relationships between an individual and members of society.

Havighurst (1963, Vol. 1, p. 310) states that theorists on both sides know that disengagement occurs. Activity theory proponents agree that society does withdraw from the aging person. They contend that disengagement is against the will and desire of the aging person. Disengagement theorists state that the disengagement is a natural process which the aging person accepts and desires.

Havighurst suggests that both may be applicable. Life satisfaction will revolve around activity for some people and will revolve around disengagement for others. Individuals are different and what will seem to be successful aging to one will not be for another.

Related Literature on Research Methodology for the Aging

There is general agreement among researchers that research on the aging individual and the refinement of techniques are sorely needed. Neugarten (1963, Vol. 1) states,

Knowledge of personality changes that occur during the middle and later years is scanty. There have been relatively few empirical studies from which findings can be generalized. More important, there is not yet available a systematic body of theory on the aging personality as a framework within which isolated and fragmentary findings can be related. Existing personality theories, developed primarily for ordering observations of child and adolescent personality, appear insufficient and inappropriate for describing the changes that occur as a person moves from young adulthood to old age (p. 321).

Watson (1954, p. 309) also points to the dearth of research on personality variables in the aging. He suggests submitting many of the things, which have long been taken for granted, to hypothesis testing.

Kaplin (1946) suggests a dire need for longitudinal studies. He states, "Our knowledge of the development of personality during the period of maturity is both scanty and spotty, and most studies have been of the cross-sectional type (p. 376)."

Arnhoff (1955, p. 452) criticizes much of the research methodology because many of the researchers are too prone to over-generalize beyond the data. He points out that a large number of the studies are made with aged inmates of mental institutions and homes for the senile and infirm. From these groups, generalizations are then made to the remainder of the old people in general.

He also stresses the dire need for research, not just on the aging themselves, but on techniques and instruments capable of standardization for this group of older subjects. This, along with good selectivity from the ranks of non-hospitalized, non-psychiatric aged who are able to maintain an independent function, is necessary.

Donahue (1956, p. 197) decries the lack of so-called hypothesis research in terms of theoretical constructs. She attributes this to the fact that the study of aging is still in the exploratory and programming stage. She also makes reference to problems in sampling. These, usually mentioned, include the unavailability of normally aged persons to serve as subjects for research; difficulty in being able to control certain variables; and the lack of good standardized instruments. Donahue does believe that these problems are surmountable and the difficulties can be eliminated.

A major problem in research among the aging is that of sampling. Breen (1957, pp. 413-414) suggests that it is a most significant problem. He states that when a portion

of the human population is studied, it is first necessary to define the universe from which we propose to draw a sample. With research on aging, one starts with a known chronological age, usually as an independent variable. The researcher then says that certain attributes are age related. Breen then asks the question, "Are we consistent?" He suggests that the results may not be measures of aging but may be dependent variables related to an as yet unknown independent variable.

He further states that when studies are made of persons age 65 and over, one is studying a group of persons, and not the aging process. He, too, presses for longitudinal studies and suggests that we know relatively little about the average healthy aging person.

Most researchers have noted problems of randomization. These problems have led to approaches with quite different assumptions than the normal research patterns. Havighurst (1950) comments on his experience when he says, "old people . . . must be sought out individually, many of them are in such poor health that they cannot easily be interviewed, and they have adult defenses against research procedures which children accept and usually enjoy (p. 158)." He indicates that in his experience, the interview method is the most effective, but good results can be obtained from mailed questionnaires if they are mailed to middle or upper-class professional people. He estimates that 75 per cent of the people over age 65 will submit to interviews.

Chalfen (1956) reports a study of two groups of 108 subjects in each group. He refers to the problem of random selection when he says, "only those persons willing and able to cooperate were considered (p. 261)." In his study, those who could not comprehend the questions because of an inability to converse in English, those who were mentally retarded, those with dementia, or those with serious deterioration, were excluded.

Shanas (1963, Vol. 2) refers to the dearth of good studies of the institutionalized aged and some of the problems involved when she states:

Thus far, no one has attempted to make a study of a probability sample of the institutionalized aged in the United States. Such a study may not be feasible because of the difficulties in locating institutions with aged residents, as well as the difficulties in interviewing old people who may be senile or confused. Instead, it might be desirable to study the residents of selected institutions for the aged by a variety of such techniques as interviewing residents in homes for the healthy aged and record-search and evaluation in nursing homes and mental hospitals (p. 16).

Several studies have been made under the auspices of the Committee on Human Development of the University of Chicago as reported by Neugarten (1963) and Cumming and Henry (1961). These several studies have been conducted in the same population samples. One sample was drawn in 1953 and the second in 1955. They were both drawn in the Kansas City, Missouri metropolitan area. The two samples had an age range of forty to seventy-one. Later, a group of ambulatory old people, age seventy to eighty-five, were added.

These samples constitute 8700 dwelling units in the urbanized area of Kansas City. Out of this large "selected" population, several samples have been randomly drawn for study under the direction mentioned above.

Researchers agree that assistance is needed by all disciplines for the perfection of research methodology. Welford (1963, Vol. 1) stresses the importance of cooperation in aging studies when he states:

At first sight, the ideal method of securing this cooperation would be to encourage general training in all aspects of gerontology for those intending to do research in the field. Such training would, however, demand a considerable number of well-established research centers where the trained worker could make a career. Present opportunities hardly seem sufficient to justify training young men in this way. The realistic course for the time being appears, thus, to be to encourage research from people whose training and interests are centered in one of the established social or biological human disciplines. Doing so has the advantage of joining disciplines, so that a broader background of knowledge and insight are brought to bear on gerontological problems (p. 129).

Related Literature on Adjustment Among the Aging

There have been many approaches to the concept of adjustment, its measurement and evaluation. Rosow (1963, Vol. 1, p. 196) refers to three general approaches which have been used to evaluate adjustment: 1) Sociological, 2) Psychological, and 3) Social-psychological. The sociological approach attempts to identify life patterns, relationships, activities, or social roles in some type of objective data. These data are then related to various

correlates. The psychological approach attempts to classify adjustment in accordance with various kinds of subjective data. These are personality factors, psychological states, self-images, and other attitudes. The social-psychological attempts to combine objective and subjective variables.

Rosow (1963, Vol. 1, p. 197) states that most adjustment concepts rest upon the equilibrium-disequilibrium assumption. Adjustment virtually becomes a synonym for equilibrium. This is related to the personality theory of tension-reduction.

Havighurst and Orr (1955, p. 478; Havighurst, 1955, p. 838) refer to two aspects of adjustment. The first is the outer aspect which is sometimes called social adjustment. This adjustment aspect is evaluated by an external observer in terms of the individual's capacity to function appropriately and with efficiency in his relationships with the outer world. The second aspect is the inner or personal adjustment. This refers to the degree to which a person experiences integrated satisfaction of his various psychological needs and thus experiences a pleasurable sense of well-being, contentment, and a relative degree of freedom from unpleasant tension and anxiety.

Havighurst (1951, p. 24) called these aspects, subjective and objective. The subjective applies to a person's feelings about himself and his past life. The objective refers to a person's reputation, status, participation in

activities and relationships which society judges as desirable or undesirable for the person.

Most of the researchers agree on this dual aspect of adjustment. Goldfarb (1955, p. 621) states that adjustments made by a psychologically, physically, or materially disabled person involve transactions of the social environment fully as much as the person. The individual's actions result from his needs and are products of his past, his present circumstances, and his views of the future.

Reichard (1962, pp. 666-669) reports a study of 87 older male workers, age 55 to 84, residing in the San Francisco, California area. These subjects were administered standardized personality tests, intelligence tests and involved in intensive interviews. The patterns of adjustment to aging were empirically identified by means of two inverse cluster analyses which yielded five distinct personality types. Three of these were considered well-adjusted and two were considered poorly adjusted.

The first among the well-adjusted was called "the mature" because of their constructive approach to life. The second well-adjusted group was called the "rocking chair" group because they had a characteristic need for support from others and manifested a lethargy regarding activities. The third well-adjusted group was called "the armored" because of a highly developed system of defenses against anxiety. The fourth group, which showed poor adjustment, were called

"the angry men" because of their hostility and tendency to blame others for their frustrations and failures. The fifth group, which also showed poor adjustment patterns, were called the "self-haters" because they turn their anger on themselves through self-blame and self-despising.

Cavan, Burgess, Havighurst, and Goldhamer (1949) define adjustment as, ". . . change in behavior in order to adapt successfully to a change in social situation (p. 10)." They state that it can be personal or social.

Rosow (1963, Vol. 1, pp. 198-199) comments upon the rather common practice of using happiness or life satisfaction as an adjustment index. He states that there is confusion between happiness as a value and its usefulness as a scientific concept. He refers to the weakness of happiness as a scientific concept because it is excessively "culture-bound" and cannot be insured or built into a system.

Donahue, Orback, and Pollak (1960) refer to a study by Burgess and his associates at the University of Chicago. They utilized the scale, Your Activities and Attitudes, and found that good adjustment factors in old age were satisfactory health, being married with good family relations and friends, leisure-time activity participation, membership in at least one organization, "lack of discriminatory or other unhappy experience of more than episodic character (p. 379)," a self-concept of middle-age rather than elderly, possessing a feeling of permanent security, social status equal to that

held in middle-age, having plans for the future, some participation in religious activities, and a belief in life after death.

Schmidt (1951, pp. 33-42) reports an aging study conducted in 1947 and 1948 in Kansas City, Missouri and Akron, Ohio. In this study questionnaires were distributed to over 900 friends and relatives of students in sociology. They report 720 questionnaires "semi-anonymously" returned by mail.

The purpose of the study was to ascertain whether personal adjustment in later maturity differed from one socio-economic level to another. The questionnaire used was one developed by Cavan, Burgess, Havighurst, and Goldhamer which they have called, Your Activities and Attitudes. The methods of analysis employed were "matched comparisons, cluster patterns arising from method and matched comparisons, and the measurement of the degree of association of the correlates of poor adjustment (p. 37)." The controls in the study were age, sex, social strata, and the city of Kansas City or Akron. The conclusions were that poor economic position with a similar past history; physical complaints and health problems; living alone or lacking in good personal relationships with the spouse, relatives, and friends; no participation in social or organizational activities; and low morale lead to a probable pattern of poor adjustment.

Beckman, Williams, and Fisher (1958, pp. 662-666) report a study involving 118 men and women with a median age

of 62.5. The purpose was to assess differences among older persons in adjustment to life in later years. The results showed that adjustment was more independent of sex but definitely and favorably affected by schooling. A greater amount of education resulted in a greater probability of favorable adjustment in later maturity. Favorable adjustment was also higher for those who participate in groups and for those who were still employed in some capacity.

Reichard, Livson, and Peterson (1962, pp. 73-75) conducted a research study involving 87 men. Intensive interviews and personality tests were used. They found no relationship between health or concern for health and adjustment to retirement. The results showed that well-adjusted retired people had realistic attitudes toward money, were less parsimonious, and less extravagant. There was a relationship between financial anxiety and poor adjustment. The well-adjusted showed a more positive conception of the social value of aged and retired people.

Davidson and Kruglov (1950, p. 367) conducted a study of 32 subjects, age 61 to 87, in a Hebrew rest home. The results of the Rorschach test showed characteristics of marked constriction, little interest in the world outside, fantasy withdrawal, intellectual deterioration, and strong feelings of inadequacy. They concluded that adjustment at any time is a function of the individual's earlier development and his total life experience.

Ju Shu Pan (1954, p. 158) conducted a study of 597 women, age 65 and over, living in 68 protestant church homes. He concluded that aged people living in their own home have better adjustment than aged people living in protestant religious homes for the aged.

Related Literature on Self-Concept Among the Aging

Reichard, Livson, and Petersen (1962) suggests that a special problem emerges when a person retires. This involves maintaining a stable self-image in the face of major discontinuities in the person's social role and life pattern. His occupation is crucial to his self-image and its loss may undermine his sense of identity. Unconsciously, he may regard this as a loss of manhood and at best his self-confidence will be shaken. The result can be such a disruption that he now sees himself as old.

Mason (1954, p. 324; 1954, p. 340) defines the self-concept as the way in which a person views himself. Her research involved three samples; 1) 60 indigent, institutionalized men over age 55; 2) 30 middle-class men over 60 who live independently; and 3) 30 young adults. Her objectives were to see how the individual subjects viewed their social competence; to determine the positive or negative attitudes toward oneself; and to determine their attitudes toward friends, health, work, economic security, religion, feelings of usefulness, and happiness. Her findings were that the

aged institutionalized subjects had the most negative view of self-worth, the aged independent sample was next, and the young adults had the least negative view. She concluded that both aged groups had a more negative present mood than the younger group. She found no difference in the two aged group's negative attitudes toward their present state of happiness and present ability to contribute. She also concluded that old age was related to some negative feelings of self-worth.

Beckman, Williams, and Fisher (1958) conducted a study of 118 men and women with a median age of 62.5. They concluded, " . . . that certain aspects of behavior, activity, and attitude toward the self distinguish older persons from one another, both individually and in categories based on different life situations (p. 666)."

Tuckman and Lorge (1954, pp. 534-535) conducted a study with a sample of 49 men and 50 women residing in their own home or living in an institution. The average age was 74. The directions were to "circle if you consider yourself . . . young, middle-aged, old (p. 534)." The results were that classification as to old increases sharply at age 60. They concluded, "The respondent's self-classification as young, middle-aged, or old is a function of their own self-concept (p. 535)." Acceptance of, and stereotyping of, the cultural attitudes toward aging exert a tremendous influence in such self-classification.

Anderson (1967, pp. 313-316) postulated that the relationship between institutionalization and self-esteem was a function of meaningful social interaction. Anderson administered a questionnaire to a sample of 101 subjects who were residents of a church related home for the aging and a sample of 84 subjects who were applicants to the home. No significant difference in self-esteem between the non-institutionalized sample and the institutionalized sample was found. Variation was explained, not in terms of institutionalization, but by the amount and quality of interaction. He concluded that frequent interaction meant the subject had high esteem. Also that higher self-esteem was promoted by identification with the residential community.

Such importance is given to the self-concept that Watson (1954) says that the old saying, "A person is as old as he feels," should be restated. The restatement should be to the hypothesis, "A person is as old as his self-concept (p. 309)."

Related Literature on Involvement Among the Aging

Birren, Jerome, and Chown (1961, p. 497) presented a question in regard to findings in activity involvement. Generally, research supports the idea that there is a diminished activity and social participation pattern along with greater cautiousness and rigidity with advancing age. If these characteristics were present in younger subjects, it

would be considered abnormal and possibly caused by a lack of motivation. The question raised concerns the abnormality of the same characteristics in the aging. The authors suggested that this may be normal and necessary with the aging. Perhaps the field of involvement must be limited because of diminished energy.

Chalfen (1956, pp. 261-275) conducted a study to attempt to determine the extent and nature of leisure-time activities and interests in the aging. He had a sample of 108 subjects over age 65 in homes for the aging and a sample of 108 subjects attending recreational centers in the same city. He found very few significant differences in interests but a difference in the extent and nature of activities. He concluded that social mobility leads to activity which gives an increasing importance to environmental opportunities. He also found that persons with higher socio-economic status were more dependent upon themselves for leisure-time gratification whereas the persons of lower socio-economic status were more dependent upon the environment.

Bell (1967, pp. 17-21) conducted a study of 55 single residents of three institutions of the aging. The interview technique was utilized. The questions were divided into "formal social involvement," "informal social involvement," and "family social involvement." The result, applicable to this study, was a statistically significant relationship at the .05 level between feeling old and family social involvement.

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Summary

The following generalizations related to the aging, are summarized to serve as a base for the present study:

1. Changes in life expectancy and the decreasing death rate have presented problems which have emerged as some of the most significant and pressing social phenomena for the civilized world. The problems of aging have intensified an increasing scientific and social interest in these phenomena and their ramifications.

2. There is wide disagreement as to a comprehensive definition of aging and its processes. In spite of this disagreement, all researchers generally agree as to multiple aspects which culminate in the dynamic quality of this period of life.

3. Theories are needed in research of aging as in any type or form of research. There are two broad theories which are generally presented. One is the activity theory which suggests the maintenance of middle-age activity and attitude patterns or their substitutes into old age. The second is the disengagement theory which suggests that there is an inevitable mutual withdrawal between the aging person and others in the social system to which he belongs.

4. The need for the refinement of research instrumentation and technique is apparent to all. There are inherent problems of sampling, availability of normally aged

persons to serve as subjects, the difficulty of controlling variables, and physical limitations with which the researcher must contend. Most reported research is subjected to these limitations.

5. The results of the research on adjustment and old age suggests that poor economic history and position, health problems, poor interpersonal relationships, and lack of interest in social participation are concomitants to poor adjustment patterns. There are inherent problems with "normal" subject selection in these studies.

6. The studies on the self-concept suggest that patterns of behavior and adequate adjustment are dependent upon one's view of himself. Infirm attitude patterns seem to follow the change in self-concept as being middle-age to being old. Meaningful social interaction seems to follow a meaningful attitude involving self-esteem.

7. There seems to be a significant relationship between feeling old and social or task involvement. The diminished energy in the aging limits the field of involvement and may be considered as normal.

CHAPTER II

THE PROBLEM AND DESIGN

Introduction

The literature reviewed in Chapter I called attention to the dearth of relevant data on the dynamic period of aging. The increasing aging population and increasing longevity has stimulated interest and productivity of research. In spite of continual mention of the dire need of research on the "normal" non-institutionalized aging, very few studies have emerged with relevant findings regarding this group. One of the purposes of this study was an attempt to provide relevant findings upon which effective generalizations might be drawn. In addition, the data on the variables assessed in this study will be available as a "guide-line" for more effective "tailoring" of educational program development for the aging population.

Statement of the Problem

The problem of this study was to assess the differences in the personality variables of Achievement Motivation, Physical Self-concept, Personal Self-concept, Social Self-concept, Family Self-concept, Residence Adjustment, Retirement

Adjustment, Task Involvement (Activity), and Task Involvement (Attitude) among retired males, age 65 and over, by occupation and place of residence. Specifically, do retired men whose primary occupation was professional produce significantly different results on the variable items of an adapted assessment instrument from retired men in Nonprofessional occupations. Further, do retired men whose present residence was residential, produce significantly different results on the variable items in the assessment instrument from retired men whose present residence was Nonresidential.

The hypothesis to be tested is as follows: there is no statistically significant difference in frequency of response between Professional and Nonprofessional retired male Residential and Nonresidential subjects by item as determined by the assessment instrument.

Operational Definitions¹

For purposes of this investigation, significant terms to be used are defined in the following statements:

1. Achievement Motivation - desire to do one's best, desire to be successful, desire to accomplish tasks requiring

¹The operational definition of Achievement Motivation has been modified and adapted from the Manual of the Edwards Personal Preference Schedule. 1959. The operational definitions of Physical Self-concept, Personal Self-concept, Social Self-concept, and Family Self-concept were modified and adapted from the Manual of the Tennessee Self Concept Scale. 1965.

skill and effort, desire to be recognized as an authority, desire to accomplish something of great significance, desire to do a difficult job well, desire to solve difficult problems and puzzles, desire to do some things better than others, and a desire to write a great novel or play (Edwards, 1959, p. 11).

2. Adjustment - the ability to adjust or adapt to the complex situations with which a person is surrounded. Specifically, the ability to adjust or adapt to the residential and retirement situation.

3. Self-concept - an individual's view of himself; the fullest self-description which one is capable of giving at any time.

a. Physical Self - a person's fullest view and description of his physical attributes, his state of health, and his physical appearance and skills (Fitts, 1965, p. 3).

b. Personal Self - the person's sense of personal worth, his feelings of personal adequacy, and his evaluation of his personality (Fitts, 1965, p. 3).

c. Family Self - the individual's feelings of adequacy, worth, and value as a member of a family; the perception of self in reference to one's closest and most immediate circle of associates (Fitts, 1965, p. 3).

d. Social Self - the individual's sense of adequacy and worth in social interaction with other people in general (Fitts, 1965, p. 3).

4. Task Involvement (Attitude) - the desire to involve oneself in the meaningful use of time; the expression of what one would like to do, but not necessarily the act itself.

5. Task Involvement (Activity) - the actual involvement in the expression of physical undertakings which are meaningful.

6. Residential - private, single-family dwellings or rental apartments not specifically designated for any age grouping.

7. Non-residential - rest homes, nursing homes, retirement complexes, and similar institutions especially developed for the aging.

8. Professional - all the occupational categories under Classification 0,1 of the Dictionary of Occupational Titles (1965, p. xvii) entitled Professional, Technical, and Managerial.

9. Nonprofessional - all of the various occupational categories under the Dictionary of Occupational Titles (1965) Classifications: 2, Clerical and Sales; 3, Service Occupations; 4, Farming, Fishing, and Forestry; 5, Processing Occupations; 6, Machine Trades; 7, Bench Work; 8, Structural Work; and 9, Miscellaneous.

Limitations of the Study

The following limitations were applicable to this study:

1. This study was limited to retired males above age 65.

2. The nonresidential subjects were selected in accordance with capability of test performance as determined by the administrative officers of the particular institution involved and the investigator. Residential subjects were selected in accordance to their willingness to comply with the requirements of test performance. There was no attempt at random selection.

The Instrument Used in the Study

The instrument for this study was developed to encompass the nine variables in this study. There was also a section designed to obtain general information concerning the life history of each respondent.

In the initial development of the instrument, the desired variables were first listed as "headings." The items appropriate to each variable were listed under each heading and sequentially numbered from 1 to 117 by use of a table of random numbers (Edwards, 1950, pp. 378-382).

Items, from some standardized instruments, were used as "guides" and were modified for some of the variable items in the instrument. These items were suggested from the

literature appropriate to the variable. The Achievement items of the Edwards Personal Preference Schedule¹ (Edwards, 1953) were used as a pattern for the eleven Achievement Items. The Adjustment items of The Adjustment Inventory² (Bell, 1938) were used as a pattern for the eleven Retirement Adjustment items and the eleven Residence Adjustment items. Some Self-concept items of the Tennessee Self Concept Scale³ (Fitts, 1964) were used as a pattern for the eleven Physical Self-concept items, the eleven Personal Self-concept items, the eleven Family Self-concept items, and the eleven Social Self-concept items. The twenty-four Task Involvement (Attitude) items and the sixteen Task Involvement (Activity) items were formulated from suggestions in the literature and according to the intent of this study.

Some of the general information items were selected on the basis of relevance to the controls and limitations of the study. The general information section included the respondent's birthdate; major or primary occupational title with a brief description of the duties of the occupation;

¹Since there is evidence to indicate that item responses obtained to selected items isolated from the context of a personality inventory may not be comparable to those obtained within the context, the results of this research should not be considered applicable to the standardized complete form of the inventory.

²Permission granted by Stanford University Press, Stanford, California.

³Permission granted by Counselor Recordings and Tests, Nashville, Tennessee.

year of the wife's death, if applicable; number of children; number of children living within 100 miles of the respondent's residence; the date the respondent moved to his present residence; present state of health; the state of respondent's health when he moved to his present residence; the state of his health two years before he moved to his present residence; the number of years in the major or primary occupation; and his current financial status.

All of these were completion items with the exception of those involving health and financial status. The health and financial status items required a check-mark above the choices of "good," "average," or "poor" (Appendix A). The general information items were all on page one of the questionnaire. For easy reading the items were printed in pica type, capital letters with triple spacing. Each questionnaire was numbered by the investigator since the responses from each were later placed on a single scoring sheet for each subject. Each scoring sheet was numbered to correspond to the number on the questionnaire. This permitted the responses to be grouped by variable for statistical analysis.

The remainder of the questionnaire was devoted to the variables of the study. The items were printed in pica type with capital letters. Directions were given to circle the appropriate response and to respond to every item. Because of the physical limitations of the respondents and the nature of the study, the alternative responses were limited to two,

a positive and a negative. The questionnaire contained 117 variable items (Appendix A).

The Samples

Since this study involved aging retired males, there were inherent sampling problems. There was an early realization of the conditions of senility, physical and mental incapacity, and reluctance to engage in a "new" or "strange" endeavor.

In the initial contacts regarding the Nonresidential sample, the President of the Tulsa Nursing Home Association stated that only about one out of ten nursing home residents were males and that something less than 40 per cent of them would be mentally or physically capable of comprehending and completing the questionnaire. Therefore, it was apparent that randomness was impossible.

To obtain this Nonresidential sample, the investigator visited many institutions for retired persons. The first contact was always with the Administrator of the institution. After a complete explanation of the study was given, the Administrator appointed a member of the staff to assist in the selection of subjects. This staff member introduced the investigator to each potential subject. After a brief explanation as to the nature of the study and the requirements of the questionnaire completion were fully explained, consent to participate was sought. Those who gave

their consent and completed the questionnaire constitute the Nonresidential sample.

An attempt was made to obtain a cross-sectional sample of the Oklahoma aging by selecting from a varied geographic location for these Nonresidential subjects. They were from rural areas in Western Oklahoma; the Norman, Oklahoma area; the Oklahoma City Metropolitan area; and the Tulsa, Oklahoma Metropolitan area.

In the selection of the Residential sample assistance was received from the President of the Tulsa Chapter of the American Association of Retired Persons. Six subjects were from this organization. Since those who live in their own home do not congregate where they can be conveniently contacted, the investigator had to rely on personal acquaintanceship. A brief explanation of the nature of the study was given to the acquaintances of the investigator and their consent was obtained as to questionnaire completion. The range of the acquaintanceship of the investigator was insufficient for the number of needed subjects. Therefore, several of the subjects volunteered to have their personal friends complete the questionnaire. Attempts were made to contact these by phone or in person to assure similarity in the directions.

The geographic locale of the place of residence of these subjects was very similar to that of the Nonresidential subjects. They were from the rural areas of Western and

Southeastern Oklahoma; the Oklahoma City, Oklahoma Metropolitan area; and the Tulsa, Oklahoma Metropolitan area.

The Nonresidential sample consisted of 48 male subjects with a mean age of 80.75 (Table 1). The Residential sample consisted of 47 male subjects with a mean age of 72.15 years (Table 1). The sample age distributions were also listed by occupational classifications, Professional and Nonprofessional, within each sample. From inspection of the mean ages, it was concluded that the Nonresidential sample was 8.6 years older than the Residential sample. This may be explained by concluding that retired men remain in their private residences as long as possible before they must move into an institution.

The sample distributions of the number of years the subjects engaged in their major occupation are shown in Table 2. The distributions are shown by sample and by occupational classifications within each sample. From inspection of the mean years in the major occupation, it was concluded that the Nonresidential sample had engaged in their work 7.03 years longer than the Residential sample. This may be explained by concluding that those who are likely candidates for institutional residence work as long as possible to forestall it.

The occupational distribution, in accordance with the classifications in the Dictionary of Occupational Titles (1965, p. xvii), is shown in Table 3. Because of so few

TABLE 1
Distribution of Subjects by Age

Age Years	Frequency by Age					
	Residential			Nonresidential		
	Prof.	Nonprof.	Total	Prof.	Nonprof.	Total
99		1	1			
95					1	1
92				1		1
91		1	1	1	2	3
88				1	4	5
87				3	1	4
86					1	1
85					1	1
84					1	1
83				2	1	3
82				2	1	3
81		1	1			
80				1	4	5
79	1		1	2	3	5
78		1	1	1	1	2
77		1	1	1		1
76	3	3	6			
75	2	2	4	1		1
74	3	1	4	1		1
73				2	1	3
72		1	1			
71	1	2	3		1	1
70	2	1	3	2		2
69	2	2	4		1	1
68	1	3	4	1		1
67	3	2	5	1	1	2
66		1	1			
65	1	5	6			
Total	19	28	47	23	25	48
Mean Age	71.68	72.46	72.15	79.34	82.04	80.75

TABLE 2

Distribution of Subjects by Years
in Major Occupation

Occupation Years	Residential			Nonresidential		
	Prof.	Nonprof.	Total	Prof.	Nonprof.	Total
65		1	1			
64					1	1
60				1	4	5
57				1	1	2
56				1	1	2
55				1		1
52				1		1
50		4	4	2	2	4
49					1	1
48	1	1	2	2		2
47				1	1	2
45	3		3	1	1	2
44	1		1			
43	1		1	1		1
42	1		1		1	1
41	1		1		1	1
40	3	4	7	3	2	5
38		1	1			
37	1		1			
36		3	3	1	1	2
35	2	3	5	3	1	4
33				1		1
32	1		1	1		1
31	1		1	1		1
30		3	3	1	1	2
26		1	1			
25					2	2
24	1		1			
23					1	1
22	1		1			
20		4	4		1	1
18	1		1			
15		2	2		1	1
12					1	1
10		1	1			
Totals	19	28	47	23	25	48
Mean Years	37.21	34.29	35.47	43.39	41.68	42.50

TABLE 3
Occupational Distribution

Occupational Classifications ^a	Samples				
	Resi- dential	Total	Nonresi- dential	Total	Grand Total
Professional 0, 1	19	19	23	23	42
Nonpro- fessional 2	10		11		21
3	0		1		1
4	5		6		11
5	2		1		3
6	2		2		4
7	2		0		2
8	3		2		5
9	4	28	2	25	6
Totals	47			48	95

^aOccupational Classifications from the Dictionary of Occupational Titles (1965, p. xvii).

cases in the various occupations, each sample was divided into Professional and Nonprofessional groups. Occupational classification 0, 1 as classified by the Dictionary of Occupational Titles, contained 19 subjects from the Residential sample and 23 from the Nonresidential sample. Therefore, these subjects constituted the Professional occupational groups for this study. The remaining classifications, two through nine, contain 28 in the Residential sample and 25 in the Nonresidential sample which constitute the Nonprofessional occupational groups for this study (Table 3).

Collection of the Data

After giving their consent to the completion of the questionnaire, the subjects were informed of the importance of answering every item and they were assured of confidentiality since no names appear on the questionnaire or in the study. Since the 117 items plus the general questions required considerable time for completion and a "low-pressure" approach seemed to be needed, the subjects were permitted to keep the questionnaire for a period of one to three days. The questionnaires were personally picked up and checked for omitted pages or items.

Some of the subjects, who agreed to complete the questionnaire, later refused to do so. Occasionally, from both samples, one would be offended at the nature of the items or would state that it was too involved for him to complete.

The investigator assisted twelve subjects in the Nonresidential sample by circling the proper responses after giving each item verbally. These were subjects who were bedridden, blind, or did not have good control of the arms and hands.

Validity of the Study

In assessing the validity of the responses, a form of face or surface validity was used. In the face or surface validity, records and information furnished by responsible and knowledgeable persons represented the criterion. The responsible party was asked to survey the responses in the questionnaire and comment whether the response patterns truly represented the subject as he was known to them.

In this study the responses of 25 subjects or 52.09 per cent of the Nonresidential sample were evaluated by institutional staff members who were responsible for the social, recreational, and personal activities of their residents. The responses of 19 subjects or 40.42 per cent of the Residential sample were evaluated by persons with an intimate acquaintance of the subjects. In every case the evaluation was that the responses were representative of the personality variables of the subjects.

Scoring of the Questionnaire

A scoring sheet was devised to coordinate all the item responses (Appendix B). The general information item responses given by each subject were summarized at the top

of the single sheet. The item responses pertaining to each variable were grouped together for easy scoring. The Task Involvement (Activity) item responses were summarized on the score sheet just as they were written in the questionnaire. The other variable items were scored with a plus for a yes response and a minus for a no response. For statistical analysis, the single sheets for each subject were grouped into four categories; Residential Professional, Residential Nonprofessional, Nonresidential Professional, and Nonresidential Nonprofessional. From these four category groupings the plus and minus responses for each item under each variable were totaled and summarized on four individual sheets.

Summary

Forty-seven male subjects who live in their own residence and 48 male subjects who live in nursing homes, rest homes, or retirement complexes completed a questionnaire especially developed for this study. These samples were respectively termed "Residential" and "Nonresidential" and sub-divided according to Professional and Nonprofessional status.

The questionnaire was developed to obtain data on several personality variables and general information on each subject. Each questionnaire was scored for easier analysis and face or surface validity was applied to a significant proportion of each sample. The analysis involved

significant differences in the personality variables as manifested in the sample groups.

CHAPTER III

STATISTICAL ANALYSIS

Eight of the variables, Achievement Motivation, Physical Self-concept, Personal Self-concept, Social Self-concept, Family Self-concept, Residence Adjustment, Retirement Adjustment, and Task Involvement (Attitude) required either a positive (yes) or a Negative (no) response. The positive and the negative responses for each item on each variable were respectively totaled. Only slight differences in the total frequency of responses between the Residential Professional, Residential Nonprofessional, Nonresidential Professional, and Nonresidential Nonprofessional groups were noted. Because of the lack of apparent differences in total positive response, an analysis of differences by item was applied.

In order to determine if statistically significant differences existed in the frequency of response between Professional and Nonprofessional retired male Residential and Nonresidential subjects, the positive responses to each variable by item were submitted to a chi square analysis. After the contingency tables were formulated, the chi square values were computed by an IBM 1130 computer where Fortran IV language of programming was used. Tables 4 through 11 summarize the findings.

TABLE 4
Observed Frequency of Positive Item Responses
on Achievement Motivation

Item Number	Residential		Nonresidential		Chi Square
	Prof. (Cell a)	Nonprof. (Cell b)	Prof. (Cell c)	Nonprof. (Cell d)	
13	17	25	20	22	.43
30	15	21	16	21	.02
35	17	27	22	20	1.64
43	9	19	12	13	.80
44	18	27	23	21	1.35
50	4	6	2	5	.00
55	17	27	20	22	.71
71	17	25	21	23	.46
78	11	15	10	15	.01
82	15	24	16	21	.18
87	10	13	12	13	.00

TABLE 5
 Observed Frequency of Positive Item Responses
 on Physical Self-Concept

Item Number	Residential		Nonresidential		Chi Square
	Prof. (Cell a)	Nonprof. (Cell b)	Prof. (Cell c)	Nonprof. (Cell d)	
2	1	4	8	10	.22
26	12	22	18	18	1.54
28	4	2	4	6	.27
31	9	11	12	9	.22
65	17	23	20	24	.07
67	16	21	21	24	.10
85	1	8	4	7	.61
86	16	19	16	12	.81
92	15	22	17	14	1.38
99	17	24	21	21	.61
103	13	25	15	20	.58

TABLE 6
Observed Frequency of Positive Item Responses
on Personal Self-Concept

Item Number	Residential		Nonresidential		Chi Square
	Prof. (Cell a)	Nonprof. (Cell b)	Prof. (Cell c)	Nonprof. (Cell d)	
3	6	1	2	9	5.40*
4	9	20	12	14	.76
10	12	19	19	15	1.91
48	10	22	18	20	1.27
54	17	26	22	23	.78
75	14	19	16	19	.07
95	15	25	20	22	.86
100	12	24	14	19	.61
104	2	4	2	6	.07
105	15	25	14	19	.18
109	8	16	15	16	.72

* $p < .05$.

TABLE 7

Observed Frequency of Positive Item Responses
on Social Self-Concept

Item Number	Residential		Nonresidential		Chi Square
	Prof. (Cell a)	Nonprof. (Cell b)	Prof. (Cell c)	Nonprof. (Cell d)	
12	16	28	23	24	1.47
29	15	26	18	25	.14
38	15	23	16	19	.29
46	18	28	23	22	1.32
53	17	25	23	20	1.44
59	18	28	22	25	.56
66	8	8	7	8	.03
72	17	23	19	23	.06
73	17	28	23	24	1.18
81	19	28	23	23	.86
115	15	27	21	22	1.50

TABLE 8

Observed Frequency of Positive Item Responses
on Family Self-Concept

Item Number	Residential		Nonresidential		Chi Square
	Prof. (Cell a)	Nonprof. (Cell b)	Prof. (Cell c)	Nonprof. (Cell d)	
9	19	28	23	25	.54
23	18	26	21	25	.21
36	16	21	20	21	.24
41	18	26	20	21	.53
57	19	28	23	23	.86
68	3	21	7	14	1.74
69	16	25	20	23	.48
70	18	27	23	24	.75
80	19	24	23	19	.95
89	18	28	23	24	.81
116	18	27	22	24	.57

TABLE 9
Observed Frequency of Positive Item Responses
on Residence Adjustment

Item Number	Residential		Nonresidential		Chi Square
	Prof. (Cell a)	Nonprof. (Cell b)	Prof. (Cell c)	Nonprof. (Cell d)	
7	19	26	22	22	.54
18	3	1	1	7	2.30
24	18	28	21	21	1.05
45	1	3	3	7	.50
61	17	27	22	22	1.15
63	17	27	20	20	1.10
74	0	3	0	3	.00
84	1	6	0	3	.21
106	2	0	3	8	1.33
107	2	5	4	10	.26
110	0	3	2	7	.00

TABLE 10
Observed Frequency of Positive Item Responses
on Retirement Adjustment

Item Number	Residential		Nonresidential		Chi Square
	Prof. (Cell a)	Nonprof. (Cell b)	Prof. (Cell c)	Nonprof. (Cell d)	
16	14	20	12	12	.44
33	2	11	5	11	.31
34	4	8	2	9	.12
37	17	25	20	22	.43
60	8	9	7	9	.03
83	5	12	6	8	.16
91	13	23	19	18	1.72
112	19	27	23	24	.55
113	1	4	1	8	.12
117	16	25	19	23	.33

TABLE 11

Observed Frequency of Positive Item Responses
on Task Involvement (Attitude)

Item Number	Residential		Nonresidential		Chi Square
	Prof. (Cell a)	Nonprof. (Cell b)	Prof. (Cell c)	Nonprof. (Cell d)	
1	3	5	7	3	.81
6	18	24	22	22	.44
11	8	12	11	7	.95
14	14	16	18	20	.00
19	13	16	13	21	.37
20	7	13	13	10	1.22
25	11	25	15	17	1.91
27	11	11	12	11	.02
32	17	21	19	13	1.49
42	0	4	4	3	1.55
47	2	6	4	6	.72
49	15	19	23	22	.38
52	16	22	18	21	.13
56	11	20	13	3	7.11**
62	3	7	4	10	.14
64	11	8	15	8	.03
76	2	6	5	3	1.02
90	15	5	7	7	1.29
93	0	2	1	1	.00
94	17	27	22	23	.95
97	19	28	21	12	4.18*
101	8	18	13	19	.25
111	18	27	23	24	.74
114	14	14	14	12	.08

*p < .05.

**p < .01.

Chi square tests computed for all the variable items, except those items concerning Task Involvement (Activity), showed significant differences between observed frequencies and expected frequencies in only three items. Item 3 in the Personal Self-concept variable, "I never despise myself," was statistically significant at the .05 level. There are eleven items in this variable. According to Wilkinson (1951, p. 158) one significant chi square value could have occurred by chance. From Table 6 it was concluded that the Residential Professional and the Nonresidential Nonprofessional groups expressed more positively that they never despised themselves with greater frequency than the Residential Nonprofessional and the Nonresidential Professional groups.

Item 56 in the Task Involvement (Attitude) variable, "I have a hobby in which I am very interested," was statistically significant at the .01 level. In this same variable, Item 97, "I intend to vote in the next presidential election," was statistically significant at the .05 level. There are 24 items in this variable. According to Wilkinson (1951, p. 157-158) these significant chi square values could have occurred by chance. From Table 11, concerning Item 56, it was concluded that the Residential Professional, Residential Nonprofessional, and Nonresidential Professional groups were interested in and involved with a hobby. The positive item response frequency of the Nonresidential Nonprofessional

group was small. It may be concluded that they were not interested or involved to the extent of the other groups.

From Table 11, concerning Item 97, it was concluded that the Residential Professional, Residential Nonprofessional, and Nonresidential Professional groups intended to vote in the next presidential election. Fewer subjects in the Nonresidential Nonprofessional group intended to vote.

Therefore, general conclusions were that responses to the variables of Achievement Motivation, Physical Self-concept, Personal Self-concept, Social Self-concept, Family Self-concept, Residence Adjustment, Retirement Adjustment, and Task Involvement (Attitude) were similar for the Residential and Nonresidential retired male subjects. The exceptions were the three items described above which showed statistically significant differences.

The Task Involvement (Activity) variable had three alternative responses to each item (see Appendix C). The circling of Response I implied that the subject engaged in no activity, the circling of Response II implied the subject engaged in a moderate amount of activity, and the circling of Response III implied the subject engaged in a significant amount of activity. The analysis of this variable was also by item. The subject responses to each of the alternatives were totaled by item and submitted to the chi square test by using the IBM 1130 computer. Table 12 shows the cell frequencies by response, by item, and the results of the chi

TABLE 12

Observed Frequency of Responses to Items
on Task Involvement (Activity)

Alternative Responses to Items	Residential		Nonresidential		Chi Square
	Prof. (Cell a)	Nonprof. (Cell b)	Prof. (Cell c)	Nonprof. (Cell d)	
5.					
Response I	0	2	5	8	.07
Response II	9	16	13	9	1.66
Response III	10	10	5	8	.09
8.					
Response I	9	7	15	18	.16
Response II	2	6	7	3	2.03
Response III	8	15	1	4	.01
15.					
Response I	6	19	12	20	.64
Response II	10	8	9	4	.16
Response III	3	1	2	1	.36
17.					
Response I	0	2	0	2	.00
Response II	1	4	3	2	.41
Response III	18	21	20	19	.21
21.					
Response I	0	1	2	3	.15
Response II	4	10	5	10	.02
Response III	15	17	16	12	.63
22.					
Response I	8	17	13	23	.00
Response II	8	11	8	2	2.43
Response III	3	0	2	0	.00
39.					
Response I	7	24	12	15	2.22
Response II	11	3	6	7	1.81
Response III	1	1	5	3	.23
51.					
Response I	0	5	1	14	.35
Response II	14	20	19	10	2.81
Response III	5	3	3	1	.05
58.					
Response I	12	21	17	23	.28
Response II	5	4	6	2	.11
Response III	2	4	0	0	.00
77.					
Response I	8	17	9	20	.05
Response II	11	11	14	5	1.51
Response III	0	0	0	0	.00

TABLE 12--Continued

Alternative Responses to Items	Residential		Nonresidential		Chi Square
	Prof. (Cell a)	Nonprof. (Cell b)	Prof. (Cell c)	Nonprof. (Cell d)	
79.					
Response I	7	24	13	21	1.20
Response II	8	4	9	4	.09
Response III	4	0	1	0	.00
88.					
Response I	7	18	7	15	.00
Response II	10	8	14	10	.02
Response III	2	2	2	0	.09
96.					
Response I	5	15	6	10	.20
Response II	1	5	10	4	3.12
Response III	13	8	7	11	1.24
98.					
Response I	8	17	11	24	.06
Response II	5	8	5	1	1.76
Response III	6	3	7	0	1.10
102.					
Response I	5	10	8	21	.00
Response II	4	7	9	3	2.09
Response III	10	11	6	1	1.75
108.					
Response I	19	28	22	24	.52
Response II	0	0	1	0	.00
Response III	0	0	0	1	.00

square tests. From the 48 chi square tests no statistically significant differences were found. Therefore, it was concluded that the responses to the variable, Task Involvement (Activity), were similar for the Residential and Nonresidential retired male subjects.

The results of the statistical analysis of the frequency of responses between Professional and Nonprofessional retired male Residential and Nonresidential subjects by item as determined by the assessment instrument showed only three statistically significant differences. These differences may have occurred by chance. Therefore, the hypothesis of no statistically significant difference was accepted. On the basis of this study it was concluded that the subjects in the Residential and Nonresidential groups responded similarly to the respective items by variable. The frequency of responses did not vary according to occupation or place of residence.

CHAPTER IV

SUMMARY, FINDINGS, AND CONCLUSIONS

Summary and Findings

A survey of literature on aging suggested that greater effort be expended in exploratory and experimental research. The nature of this study, involving the assessment of some personality variables, was exploratory.

Two samples were obtained. One of the samples was constituted of retired male subjects who lived in their own home or in a rental arrangement not specifically designated for retired people. This sample was termed "Residential" and was made up of 47 subjects.

The second sample was constituted of retired male subjects who lived in nursing homes, rest homes, or retirement complexes. This sample was termed "Nonresidential" and was made up of 48 subjects.

The subjects were further divided into Professional and Nonprofessional classifications. The Residential sample had 19 Professional and 28 Nonprofessional subjects. The Nonresidential sample had 23 Professional and 25 Nonprofessional subjects.

An assessment instrument, developed to assess the variables of Achievement Motivation, Physical Self-concept, Personal Self-concept, Social Self-concept, Family Self-concept, Residence Adjustment, Retirement Adjustment, Task Involvement (Activity), and Task Involvement (Attitude), was administered to the subjects. The instrument also obtained general information concerning the personal characteristics of each subject.

The positive and negative response frequencies for each variable were determined for the Residential Professional, Residential Nonprofessional, Nonresidential Professional, and Nonresidential Nonprofessional groups. The hypothesis of no statistically significant differences in item frequency between these groups was accepted through a chi square analysis.

Conclusions

In view of statistically significant differences in the response frequency to three items: 3, "I never despise myself," 56, "I have a hobby in which I am very interested," and 97, "I intend to vote in the next presidential election," it was concluded that the Residential Professional and Nonresidential Nonprofessional groups liked themselves more than the Residential Nonprofessional and Nonresidential Professional groups. Further, the Residential Professional, Residential Nonprofessional, and Nonresidential Professional

groups engaged in more hobby activity than the Nonresidential Nonprofessional group. Also, the Residential Professional, Residential Nonprofessional, and Nonresidential Professional groups manifested a greater intention to vote than the Nonresidential Nonprofessional group.

Since the three statistically significant differences could have occurred by chance, and since there were no other statistically significant differences in the response frequencies to the variable items, it was concluded that the subjects tended to respond similarly regardless of prior occupation or current place of residence.

The review of the literature appropriate to the variables of this study tended to support a general position that the self-concept or the way one viewed himself was crucially important. His patterns of behavior and adjustment were reflected by his self-concept. If he regarded himself as "old," "infirm," "healthy," or exercised a similar self-judgment, his patterns of behavior would reflect it. Characteristically, a majority of retired people reflected the "posture" of the aging.

The findings in this study supported this concept of being "old." The finding of no statistically significant differences showed that the retired men, "Residentially" and "Nonresidentially," tended to think, judge, and react similarly. It may be concluded that the majority of the subjects

possessed a concept of being "aged" with all the ramifications of this stage in life.

It was generally agreed by most researchers that the research in aging is still in the exploratory stage. The need for an adequate standardized instrument for the assessment of the personality variables of the aging was a major conclusion from this study. It is recommended that the procedures of standardization be applied to the development of an instrument which would be more adequate, perhaps, for research purposes in this vital area. Possibly, assessment instruments used by others may be combined with the one in this study wherein an appropriate instrument could be devised for standardization.

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APPENDIX A

ASSESSMENT INSTRUMENT

NO. _____

BIRTHDATE _____
MONTH DAY YEAR

IF YOUR WIFE IS NOT LIVING, YEAR OF HER DEATH _____.

NUMBER OF CHILDREN _____. NUMBER OF CHILDREN LIVING WITHIN

100 MILES OF YOUR RESIDENCE _____. DATE YOU MOVED TO

YOUR PRESENT RESIDENCE _____. MY HEALTH IS
MONTH YEAR_____. WHEN I MOVED TO MY PRESENT
GOOD AVERAGE POORRESIDENCE, MY HEALTH WAS _____. DURING THE
GOOD AVERAGE POOR

TWO YEARS BEFORE I MOVED TO MY PRESENT RESIDENCE, MY HEALTH

WAS _____. MY MAJOR OR PRIMARY OCCUPA-
GOOD AVERAGE POOR

TIONAL TITLE WAS _____. BRIEF

DESCRIPTION OF DUTIES _____

NUMBER OF YEARS IN THIS OCCUPATION _____. MY FINANCIAL

STATUS IS _____.
GOOD AVERAGE POOR

CIRCLE YOUR ANSWER TO EACH OF THE FOLLOWING QUESTIONS OR STATEMENTS. DO NOT LEAVE ANY QUESTION OR STATEMENT UNANSWERED.

- | | | |
|---|------|-----------------|
| 1. IF ADULT EDUCATION COURSES WERE AVAILABLE NEAR MY RESIDENCE, I WOULD BE INTERESTED IN ENROLLING. | YES | NO |
| 2. I REGARD MYSELF AS A SICK PERSON. | YES | NO |
| 3. I NEVER DESPISE MYSELF. | YES | NO |
| 4. I AM THE PERSON I WOULD LIKE TO BE. | YES | NO |
| 5. IN THE PAST 5 YEARS, I HAVE TRAVELED 200 MILES OR MORE ON VACATION OR PLEASURE TRIPS ABOUT | NONE | 1 TO 4 TIMES |
| | | 5 OR MORE TIMES |
| 6. LIFE IS EXTREMELY INTERESTING TO ME. | YES | NO |
| 7. THE PEOPLE WHO LIVE AROUND ME ARE CONGENIAL AND WELL-SUITED TO EACH OTHER. | YES | NO |
| 8. IN THE PAST YEAR I HAVE GONE FISHING, CAMPING, HIKING, OR HUNTING ABOUT | NONE | 1 TO 6 TIMES |
| | | 7 OR MORE TIMES |
| 9. I HAVE FELT THAT MY FAMILY TRUSTED ME. | YES | NO |
| 10. I RARELY DO THINGS WITHOUT THINKING ABOUT THEM FIRST. | YES | NO |
| 11. I WOULD LIKE TO ACTIVELY PARTICIPATE IN A DISCUSSION GROUP ON A SERIOUS SUBJECT. | YES | NO |
| 12. I TRY TO SEE GOOD POINTS IN ALL THE PEOPLE I MEET. | YES | NO |
| 13. I LIKE TO FINISH ANYTHING THAT I BEGIN EVEN IF IT HURTS ME. | YES | NO |
| 14. I HAVE A GREAT DESIRE TO IMPROVE MYSELF CULTURALLY. | YES | NO |

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- | | | | | |
|-----|--|------|--------------------------|--------------------|
| 15. | THE NUMBER OF NOVELS I HAVE READ
IN THE PAST YEAR IS ABOUT | NONE | 1 TO 6 | 7 OR MORE |
| 16. | I AM INTERESTED IN SOME THINGS
NOW THAT I WAS NOT INTERESTED
IN BEFORE RETIREMENT. | | YES | NO |
| 17. | I READ THE NEWSPAPERS. | NONE | 2 TO 4 TIMES
PER WEEK | DAILY |
| 18. | I WOULD LIKE TO MOVE FROM MY
PRESENT RESIDENCE SO I CAN HAVE
MORE PERSONAL INDEPENDENCE. | | YES | NO |
| 19. | I AM UPSET WHEN ASKED TO SPEAK
WITHOUT TIME FOR PREPARATION. | | YES | NO |
| 20. | I WOULD LIKE A GREATER OPPOR-
TUNITY FOR SELF EXPRESSION. | | YES | NO |
| 21. | I ATTEND RELIGIOUS SERVICES. | NONE | OCCA-
SIONALLY | REGU-
LARLY |
| 22. | IN THE LAST YEAR I HAVE
VISITED MUSEUMS. | NONE | 1 TO 3
TIMES | 4 OR MORE
TIMES |
| 23. | MY FAMILY AND FRIENDS HAVE
FULL CONFIDENCE IN ME. | | YES | NO |
| 24. | I AM HAPPY AND CONTENTED IN MY
PRESENT HOME ENVIRONMENT. | | YES | NO |
| 25. | I LIKE TO WORK IN A GARDEN OR
ENGAGE IN A SIMILAR ACTIVITY. | | YES | NO |
| 26. | I CONSIDER MYSELF AS NEITHER TOO
FAT NOR TOO THIN. | | YES | NO |
| 27. | I LIKE TO PARTICIPATE IN FESTIVAL
GATHERINGS AND LIVELY PARTIES. | | YES | NO |
| 28. | I REGARD MYSELF AS HANDSOME. | | YES | NO |
| 29. | I LIKE THE WAY I TREAT OTHERS. | | YES | NO |
| 30. | I LIKE TO BE ABLE TO DO THINGS
BETTER THAN OTHERS. | | YES | NO |
| 31. | IF I COULD, I WOULD CHANGE SOME
PARTS OF MY BODY. | | YES | NO |

- | | | | |
|-----|---|------------------|------------------------------|
| 32. | I ENJOY DISCUSSING POLITICS AND
WORLD CONDITIONS. | YES | NO |
| 33. | IF YOU COULD GO BACK TO WORK AND
THE AMOUNT OF MONEY YOU RECEIVE EACH
MONTH BE THE SAME AS IT IS NOW,
WOULD YOU DO IT? | YES | NO |
| 34. | IF SOMEONE INHERITED PLENTY OF MONEY,
IT WOULD BE ALRIGHT TO NEVER WORK. | YES | NO |
| 35. | WHEN I HAVE AN ASSIGNMENT TO DO, I
LIKE TO KEEP WORKING ON IT UNTIL IT IS
COMPLETED, EVEN WITH GREAT PERSONAL
INCONVENIENCE. | YES | NO |
| 36. | MY FAMILY AND FRIENDS THINK I ACT
PROPERLY. | YES | NO |
| 37. | RETIREMENT LIFE IS ABOUT WHAT
I EXPECTED. | YES | NO |
| 38. | I AM JUST AS SOCIAL AS I WANT TO BE. | YES | NO |
| 39. | THE NUMBER OF BRIDGE OR OTHER CARD
GAMES I PLAY EACH MONTH IS ABOUT | NONE | 1 TO 6 7 OR MORE |
| 40. | THE HAPPIEST PERIOD OF MY LIFE | BEFORE
AGE 30 | FROM 30
TO 65 AFTER
65 |
| 41. | I AM IMPORTANT TO MY FAMILY
AND FRIENDS. | YES | NO |
| 42. | I PLAY A MUSICAL INSTRUMENT AND
ENJOY IT. | YES | NO |
| 43. | I HAVE ALWAYS WANTED TO BE RECOGNIZED
AS AN AUTHORITY IN ANY WORK I UNDERTAKE. | YES | NO |
| 44. | I LIKE AND ALWAYS TRY TO DO MY
BEST IN WHATEVER I UNDERTAKE. | YES | NO |
| 45. | I WOULD PREFER TO LIVE ELSEWHERE. | YES | NO |
| 46. | I TRY TO UNDERSTAND OTHER POINTS
OF VIEW. | YES | NO |
| 47. | I GREATLY ENJOY SOCIAL DANCING. | YES | NO |
| 48. | I REGARD MYSELF AS A CALM AND
EASY-GOING PERSON. | YES | NO |

- | | | | |
|-----|--|------|---------------------------------|
| 49. | I ENJOY LISTENING TO MUSIC AND
DO SO REGULARLY. | YES | NO |
| 50. | I WOULD LIKE TO WRITE AN OUTSTANDING
NOVEL OR PLAY. | YES | NO |
| 51. | THE NUMBER OF MAGAZINES I READ
EACH MONTH IS ABOUT | NONE | 1 TO 4 5 OR MORE |
| 52. | IF I HAD MY LIFE TO LIVE OVER,
I WOULD ENGAGE IN THE SAME
OCCUPATIONAL WORK. | YES | NO |
| 53. | I AM INTERESTED IN WHAT OTHER
PEOPLE DO. | YES | NO |
| 54. | I REGARD MYSELF AS A CHEERFUL PERSON. | YES | NO |
| 55. | I WANT TO BE ABLE TO SAY THAT I
HAVE DONE DIFFICULT JOBS WELL AND
HAVE NOT COUNTED THE COST. | YES | NO |
| 56. | I HAVE A HOBBY IN WHICH I AM
VERY INTERESTED. | YES | NO |
| 57. | I HAVE A REAL INTEREST IN MY
FAMILY AND FRIENDS. | YES | NO |
| 58. | EACH MONTH I PARTICIPATE IN OUTDOOR
SPORTS OR GAMES ABOUT | NONE | 1 TO 6 7 OR
TIMES MORE TIMES |
| 59. | I CONSIDER MYSELF A FRIENDLY PERSON. | YES | NO |
| 60. | AFTER A PERSON WORKS UNTIL RETIRE-
MENT AGE, HE SHOULD BE REQUIRED
TO RETIRE. | YES | NO |
| 61. | I FEEL THE PEOPLE AT MY RESIDENCE
UNDERSTAND AND SYMPATHIZE WITH ME. | YES | NO |
| 62. | I FIND IT DIFFICULT TO START A
CONVERSATION WITH A STRANGER. | YES | NO |
| 63. | MY PRESENT RESIDENCE ENVIRONMENT
ALLOWS ME ENOUGH OPPORTUNITY TO
DEVELOP MY OWN PERSONALITY. | YES | NO |
| 64. | I ENJOY DISCUSSING AND OBSERVING
EXPRESSIONS OF ART. | YES | NO |
| 65. | I TRY TO BE NICE AND NEAT ALL
THE TIME. | YES | NO |

66.	I AM NEVER MAD AT THE WHOLE WORLD.	YES	NO	
67.	I TRY TO BE VERY CAREFUL ABOUT MY APPEARANCE.	YES	NO	
68.	I GIVE IN TO OTHERS TOO FREQUENTLY.	YES	NO	
69.	I LOVE MY FRIENDS AND FAMILY ENOUGH.	YES	NO	
70.	MY FAMILY ALWAYS HELPED ME IN ANY KIND OF TROUBLE.	YES	NO	
71.	I WOULD LIKE TO DO SOMETHING OF GREAT VALUE FOR MANKIND.	YES	NO	
72.	I CONSIDER MYSELF "GOOD" FROM A SOCIAL STANDPOINT.	YES	NO	
73.	I GET ALONG VERY WELL WITH OTHERS.	YES	NO	
74.	SOMEONE AT MY RESIDENCE TRIES TO DOMINATE ME.	YES	NO	
75.	I AM ALWAYS ABLE TO TAKE CARE OF MYSELF IN ANY SITUATION.	YES	NO	
76.	I ENJOY COLLECTING STAMPS, COINS, OR OTHER OBJECTS.	YES	NO	
77.	EACH WEEK I ENGAGE IN DISCUSSIONS OF POLITICS AND WORLD CONDITIONS ABOUT	NONE	1 TO 4 HOURS	5 OR MORE HOURS
78.	I LIKE TO STAY UP AND WORK LATE TO GET A JOB DONE.	YES	NO	
79.	IN THE PAST YEAR I HAVE ATTENDED MOVIES OR THEATER PRODUCTIONS ABOUT	NONE	1 TO 6 TIMES	7 OR MORE TIMES
80.	IN THE LAST TEN YEARS, MY FAMILY SITUATION HAS BEEN HAPPY.	YES	NO	
81.	I ATTEMPT TO PLEASE OTHERS, BUT I DON'T OVERDO IT.	YES	NO	
82.	I LIKE TO BE SUCCESSFUL IN THINGS I UNDERTAKE AT WHATEVER THE COST.	YES	NO	
83.	MOST PEOPLE ARE HAPPIEST IN THEIR RETIREMENT YEARS.	YES	NO	

- | | | | |
|------|--|------|------------------------------|
| 84. | I HAVE HAD UNPLEASANT DISAGREEMENTS OVER SUCH MATTERS AS RELIGION, POLITICS, OR SEX WITH THOSE WITH WHOM I LIVE. | YES | NO |
| 85. | I HAVE ACHES AND PAINS ALL THE TIME. | YES | NO |
| 86. | MY BODY IS HEALTHY. | YES | NO |
| 87. | I LIKE TO SOLVE PUZZLES AND PROBLEMS THAT OTHERS HAVE DIFFICULTY IN SOLVING. | YES | NO |
| 88. | THE NUMBER OF NON-FICTION BOOKS I HAVE READ IN THE PAST YEAR IS ABOUT | NONE | 1 TO 6 7 OR MORE |
| 89. | I ATTEMPT TO PLAY FAIR WITH MY FAMILY AND FRIENDS AND THEY KNOW IT. | YES | NO |
| 90. | I WOULD LIKE TO LEAD DISCUSSION GROUPS ON SERIOUS SUBJECTS. | YES | NO |
| 91. | ARE PEOPLE ABLE TO MAKE ABOUT WHAT THEY WANT OUT OF THEIR LIVES? | YES | NO |
| 92. | I FEEL GOOD ABOUT ALL THE TIME. | YES | NO |
| 93. | I ENJOY PLAYING CHESS. | YES | NO |
| 94. | I LIKE RELIGIOUS SERVICES. | YES | NO |
| 95. | I HAVE MUCH SELF CONTROL. | YES | NO |
| 96. | I READ THE COMICS | NONE | WEEKLY DAILY |
| 97. | I INTEND TO VOTE IN THE NEXT PRESIDENTIAL ELECTION. | YES | NO |
| 98. | IN THE PAST YEAR I HAVE ATTENDED CIVIC OR SOCIAL CLUB MEETINGS ABOUT | NONE | 1 TO 6 TIMES 7 OR MORE TIMES |
| 99. | I CONSIDER MYSELF A NEAT PERSON. | YES | NO |
| 100. | I AM SATISFIED TO BE WHAT I AM. | YES | NO |
| 101. | I KEEP IN THE BACKGROUND ON SOCIAL OCCASIONS. | YES | NO |

102.	THE AMOUNT OF TIME I SPEND ON HOBBIES	NONE	1 TO 8 HOURS	8 HOURS OR MORE
103.	I APPRECIATE MY LOOKS JUST THE WAY THEY ARE.		YES	NO
104.	I AM A NOBODY.		YES	NO
105.	I AM ABLE TO SOLVE MY PROBLEMS QUITE EASILY.		YES	NO
106.	DOES YOUR PRESENT RESIDENCE SERIOUSLY INTERFERE WITH YOU OBTAINING THE SOCIAL LIFE WHICH YOU WOULD LIKE TO ENJOY?		YES	NO
107.	MY FRIENDS HAVE HAPPIER HOMES THAN I.		YES	NO
108.	IN THE LAST YEAR, I HAVE PLAYED CHESS ABOUT	NONE	1 TO 6 TIMES	7 OR MORE TIMES
109.	I AM AS NICE AS I SHOULD BE.		YES	NO
110.	THE LACK OF MONEY MAKES MY PRESENT HOME LIFE UNHAPPY.		YES	NO
111.	I LIKE TO WALK IN THE OUT-OF-DOORS AND ENJOY NATURE.		YES	NO
112.	IT IS GOOD FOR PEOPLE TO WORK HARD.		YES	NO
113.	I WORRY A LOT ABOUT MY ECONOMIC FUTURE.		YES	NO
114.	I ENJOY EXTENSIVE TRAVEL.		YES	NO
115.	I AM EASY TO BE FRIENDLY WITH.		YES	NO
116.	IN THE LAST TEN YEARS, MY FAMILY HAS REALLY LOVED ME.		YES	NO
117.	I HAVE THE SAME FRIENDS I HAD BEFORE RETIREMENT.		YES	NO

APPENDIX B

SCORING SHEET FOR THIS STUDY

APPENDIX C

VARIABLE ITEMS AND FREQUENCY OF RESPONSE

Achievement Motivation

13. I like to finish anything that I begin even if it hurts me.
 30. I like to be able to do things better than others.
 35. When I have an assignment to do, I like to keep working on it until it is completed, even with great personal inconvenience.
 43. I have always wanted to be recognized as an authority in any work I do.
 44. I like and always try to do my best in whatever I undertake.
 50. I would like to write an outstanding novel or play.
 55. I want to be able to say that I have done difficult jobs well and have not counted the cost.
 71. I would like to do something of great value for mankind.
 78. I like to stay up and work late to get a job done.
 82. I like to be successful in things I undertake at whatever the cost.
 87. I like to solve puzzles and problems that others have difficulty in solving.

TABLE 13

Sample Responses

Alternatives to Items		Residential		Nonresidential	
		Prof.	Nonprof.	Prof.	Nonprof.
13	Yes	17	25	20	22
	No	2	3	3	3
30	Yes	15	21	16	21
	No	4	7	7	4
35	Yes	17	27	22	20
	No	2	1	1	5
43	Yes	9	19	12	13
	No	10	9	11	12
44	Yes	18	27	23	21
	No	1	1	0	4
50	Yes	4	6	2	5
	No	15	22	21	20
55	Yes	17	27	20	22
	No	2	1	3	3
71	Yes	17	25	21	23
	No	2	3	2	2
78	Yes	11	15	10	15
	No	8	13	13	10
82	Yes	15	24	16	21
	No	4	4	7	4
87	Yes	10	13	12	13
	No	9	15	11	12

Physical Self-concept

2. I regard myself as a sick person.
 26. I consider myself as neither too fat nor too thin.
 28. I regard myself as handsome.
 31. If I could, I would change some parts of my body.
 65. I try to be nice and neat all the time.
 67. I try to be very careful about my appearance.
 85. I have aches and pains all the time.
 86. My body is healthy.
 92. I feel good about all the time.
 99. I consider myself a neat person.
 103. I appreciate my looks just the way they are.

TABLE 14

Sample Responses

Alternatives to Items		Residential		Nonresidential	
		Prof.	Nonprof.	Prof.	Nonprof.
2	Yes	1	4	8	10
	No	18	24	15	15
26	Yes	12	22	18	18
	No	7	6	5	7
28	Yes	4	2	4	6
	No	15	26	19	19
31	Yes	9	11	12	9
	No	10	17	11	16
65	Yes	17	23	20	24
	No	2	5	3	1
67	Yes	16	21	21	24
	No	3	7	2	1
85	Yes	1	8	4	7
	No	18	20	19	18
86	Yes	16	19	16	12
	No	3	9	7	13
92	Yes	15	22	17	14
	No	4	6	6	11
99	Yes	17	24	21	21
	No	2	4	2	4
103	Yes	13	25	15	20
	No	6	3	8	5

Personal Self-Concept

3. I never despise myself.
 4. I am the person I would like to be.
 10. I rarely do thing without thinking about them first.
 48. I regard myself as a calm and easy-going person.
 54. I regard myself as a cheerful person.
 75. I am always able to take care of myself in any situation.
 95. I have much self control.
 100. I am satisfied to be what I am.
 104. I am a nobody.
 105. I am able to solve my problems quite easily.
 109. I am as nice as I should be.

TABLE 15

		Sample Responses			
Alternatives to Items		Residential		Nonresidential	
		Prof.	Nonprof.	Prof.	Nonprof.
3	Yes	6	1	2	9
	No	13	27	21	16
4	Yes	9	20	12	14
	No	10	8	11	11
10	Yes	12	19	19	15
	No	7	9	4	10
48	Yes	10	22	18	20
	No	9	6	5	5
54	Yes	17	26	22	23
	No	2	2	1	2
75	Yes	14	19	16	19
	No	5	9	7	6
95	Yes	15	25	20	22
	No	4	3	3	3
100	Yes	12	24	14	19
	No	7	4	9	6
104	Yes	2	4	2	6
	No	17	24	21	19
105	Yes	15	25	14	19
	No	4	3	9	6
109	Yes	8	16	15	16
	No	11	12	8	9

Social Self-concept

12. I try to see good points in all the people I meet.
 29. I like the way I treat others.
 38. I am just as sociable as I want to be.
 46. I try to understand other points of view.
 53. I am interested in what other people do.
 59. I consider myself a friendly person.
 66. I am never mad at the whole world.
 72. I consider myself "good" from a social standpoint.
 73. I get along very well with others.
 81. I attempt to please others but I don't overdo it.
 115. I am easy to be friendly with.

TABLE 16

Sample Responses

Alternatives to Items		Residential		Nonresidential	
		Prof.	Nonprof.	Prof.	Nonprof.
12	Yes	16	28	23	24
	No	3	0	0	1
29	Yes	15	26	18	25
	No	4	2	5	0
38	Yes	15	23	16	19
	No	4	5	7	6
46	Yes	18	28	23	22
	No	1	0	0	3
53	Yes	17	25	23	20
	No	2	3	0	5
59	Yes	18	28	22	25
	No	1	0	1	0
66	Yes	8	8	7	8
	No	11	20	16	17
72	Yes	17	23	19	23
	No	2	5	4	2
73	Yes	17	28	23	24
	No	2	0	0	1
81	Yes	19	28	23	23
	No	0	0	0	2
115	Yes	15	27	21	22
	No	4	1	2	3

Family Self-concept

9. I have felt that my family trusted me.
 23. My family and friends have full confidence in me.
 36. My family and friends think I act properly.
 41. I am important to my family and friends.
 57. I have a real interest in my family and friends.
 68. I give in to others too frequently.
 69. I love my friends and family enough.
 70. My family always helped me in any kind of trouble.
 80. In the last ten years, my family situation has been happy.
 89. I attempt to play fair with my family and friends and they know it.
 116. In the last ten years, my family has really loved me.

TABLE 17

Sample Responses

Alternatives to Items		Residential		Nonresidential	
		Prof.	Nonprof.	Prof.	Nonprof.
9	Yes	19	28	23	25
	No	0	0	0	0
23	Yes	18	26	21	25
	No	1	2	2	0
36	Yes	16	21	20	21
	No	3	7	3	4
41	Yes	18	26	20	21
	No	1	2	3	4
57	Yes	19	28	23	23
	No	0	0	0	2
68	Yes	3	21	7	14
	No	16	7	16	11
69	Yes	16	25	20	23
	No	3	3	3	2
70	Yes	18	27	23	24
	No	1	1	0	1
80	Yes	19	24	23	19
	No	0	4	0	6
89	Yes	18	28	23	24
	No	1	0	0	1
116	Yes	18	27	22	24
	No	1	1	1	1

Residence Adjustment

7. The people who live around me are congenial and well-suited to each other.
18. I would like to move from my present residence so I can have more personal independence.
24. I am happy and contented in my present home environment.
45. I would prefer to live elsewhere.
61. I feel the people at my residence understand and sympathize with me.
63. My present residence environment allows me enough opportunity to develop my own personality.
74. Someone at my residence tries to dominate me.
84. I have had unpleasant disagreements over such matters as religion, politics, or sex with those with whom I live.
106. Does your present residence seriously interfere with you obtaining the social life which you would like to enjoy?
107. My friends have happier homes than I.
110. The lack of money makes my present home life unhappy.

TABLE 18

Sample Responses				
Alternatives to Items	Residential		Nonresidential	
	Prof.	Nonprof.	Prof.	Nonprof.
7. Yes	19	26	22	22
No	0	2	1	3
18. Yes	3	1	1	7
No	16	27	22	18
24. Yes	18	28	21	21
No	1	0	2	4
45. Yes	1	3	3	7
No	18	25	20	18
61. Yes	17	27	22	22
No	2	1	1	3
63. Yes	17	27	20	20
No	2	1	3	5
74. Yes	0	3	0	3
No	19	25	23	22
84. Yes	1	6	0	3
No	18	22	23	22
106. Yes	2	0	3	8
No	17	28	20	17
107. Yes	2	5	4	10
No	17	23	19	15
110. Yes	0	3	2	7
No	19	25	21	18

Retirement Adjustment

16. I am interested in some things now that I was not interested in before retirement.
33. If you could go back to work and the amount of money you receive each month be the same as it is now, would you do it?
34. If someone inherited plenty of money, it would be alright to never work.
37. Retirement life is about what I expected.
60. After a person works until retirement age, he should be required to retire.
83. Most people are happiest in their retirement years.
91. Are people able to make about what they want out of their lives?
112. It is good for people to work hard.
113. I worry a lot about my economic future.
117. I have the same friends I had before retirement.

TABLE 19

Sample Responses

Alternatives to Items		Residential		Nonresidential	
		Prof.	Nonprof.	Prof.	Nonprof.
16	Yes	14	20	12	12
	No	5	8	11	13
33	Yes	2	11	5	11
	No	17	17	18	14
34	Yes	4	8	2	9
	No	15	20	21	16
37	Yes	17	25	20	22
	No	2	3	3	3
60	Yes	8	9	7	9
	No	11	19	16	16
83	Yes	5	12	6	8
	No	14	16	17	17
91	Yes	13	23	19	18
	No	6	5	4	7
112	Yes	19	27	23	24
	No	0	1	0	1
113	Yes	1	4	1	8
	No	18	24	22	17
117	Yes	16	25	19	23
	No	3	3	4	2

Task Involvement (Attitude)

1. If adult education courses were available near my residence, I would be interested in enrolling.
6. Life is extremely interesting to me.
11. I would like to actively participate in a discussion group on a serious subject.
14. I have a great desire to improve myself culturally.
19. I am upset when asked to speak without time for preparation.
20. I would like a greater opportunity for self expression.
25. I like to work in a garden or engage in a similar activity.
27. I like to participate in festival gatherings and lively parties.
32. I enjoy discussing politics and world conditions.
42. I play a musical instrument and enjoy it.
47. I greatly enjoy social dancing.
49. I enjoy listening to music and do so regularly.
52. If I had my life to live over, I would engage in the same occupational work.
56. I have a hobby in which I am very interested.
62. I find it difficult to start a conversation with a stranger.
64. I enjoy discussing and observing expressions of art.
76. I enjoy collecting stamps, coins, or other objects.
90. I would like to lead discussion groups on serious subjects.
93. I enjoy playing chess.
94. I like religious services.
97. I intend to vote in the next presidential election.
101. I keep in the background on social occasions.
111. I like to walk in the out-of-doors and enjoy nature.
114. I enjoy extensive travel.

TABLE 100

Sample Responses on Task Involvement (Attitude)

Alternatives to Items	Residential		Nonresidential	
	Prof.	Nonprof.	Prof.	Nonprof.
1 Yes	3	5	7	3
No	16	23	16	22
6 Yes	18	24	22	22
No	1	4	1	3
11 Yes	8	12	11	7
No	11	16	12	18
14 Yes	14	16	18	20
No	5	12	5	5
19 Yes	13	16	13	21
No	6	12	10	4
20 Yes	7	13	13	10
No	12	15	10	15
25 Yes	11	25	15	17
No	8	3	8	8
27 Yes	11	11	12	11
No	8	17	11	14
32 Yes	17	21	19	13
No	2	7	4	12
42 Yes	0	4	4	3
No	19	24	19	22
47 Yes	2	6	4	6
No	17	22	19	19
49 Yes	15	19	23	22
No	4	9	0	3
52 Yes	16	22	18	21
No	3	6	5	4
56 Yes	11	20	13	3
No	8	8	10	22
62 Yes	3	7	4	10
No	16	21	19	15
64 Yes	11	8	15	8
No	8	20	8	17
76 Yes	2	6	5	3
No	17	22	18	22
90 Yes	15	5	7	7
No	4	23	16	18
93 Yes	0	2	1	1
No	19	26	22	24
94 Yes	17	27	22	23
No	2	1	1	2
97 Yes	19	28	21	12
No	0	0	2	13

TABLE 20
(Continued)

Sample Responses on Task Involvement (Attitude)					
Alternatives to Items		Residential		Nonresidential	
		Prof.	Nonprof.	Prof.	Nonprof.
101	Yes	8	18	13	19
	No	11	10	10	6
111	Yes	18	27	23	24
	No	1	1	0	1
114	Yes	14	14	14	12
	No	5	14	9	13

Task Involvement (Activity)

- 5. In the past 5 years, I have traveled 200 miles or more on vacation or pleasure trips about None, 1 to 4 times, 5 or more times.
- 8. In the past year I have gone fishing, camping, hiking, or hunting about None, 1 to 6 times, 7 or more times.
- 15. The number of novels I have read in the past year is about None, 1 to 6, 7 or more.
- 17. I read the newspapers. None, 2 to 4 times per week, daily.
- 21. I attend religious services. None, occasionally, regularly.
- 22. In the last year I have visited museums None, 1 to 3 times, 4 or more times.
- 39. The number of bridge or other card games I play each month is about None, 1 to 6, 7 or more.
- 51. The number of magazines I read each month is about None, 1 to 4, 5 or more.
- 58. Each month I participate in outdoor sports or games about None, 1 to 6 times, 7 or more times.
- 77. Each week I engage in discussions of politics and world conditions about None, 1 to 4 hours, 5 hours or more.
- 79. In the past year, I have attended movies or theater productions about None, 1 to 6 times, 7 or more times.
- 88. The number of non-fiction books I have read in the past year is about None, 1 to 6, 7 or more.
- 96. I read the comics None, weekly, daily.
- 98. In the past year I have attended civic or social club meetings about None, 1 to 6 times, 7 or more times.
- 102. The amount of time I spend on hobbies each month is about None, 1 to 8 hours, 8 hours or more.
- 108. In the last year, I have played chess about None, 1 to 6 times, 7 or more times.

TABLE 21

Sample Responses on Task Involvement (Activity)					
Alternatives to Items		Residential		Nonresidential	
		Prof.	Nonprof.	Prof.	Nonprof.
5	Response I	0	2	5	8
	Response II	9	16	13	9
	Response III	10	10	5	8
8	Response I	9	7	15	18
	Response II	2	6	7	3
	Response III	8	15	1	4
15	Response I	6	19	12	20
	Response II	10	8	9	4
	Response III	3	1	2	1
17	Response I	0	2	0	4
	Response II	1	4	3	2
	Response III	18	22	20	19
21	Response I	0	1	2	3
	Response II	4	10	5	10
	Response III	15	17	16	12
22	Response I	8	17	13	23
	Response II	8	11	8	2
	Response III	3	0	2	0
39	Response I	7	24	12	15
	Response II	11	3	6	7
	Response III	1	1	5	3
51	Response I	0	5	1	14
	Response II	14	20	19	10
	Response III	5	3	3	1
58	Response I	12	20	17	23
	Response II	5	4	6	2
	Response III	2	4	0	0
77	Response I	8	17	9	20
	Response II	11	11	14	5
	Response III	0	0	0	0
79	Response I	7	24	13	21
	Response II	8	4	9	4
	Response III	4	0	1	0
88	Response I	7	18	7	15
	Response II	10	8	14	10
	Response III	2	2	2	0
96	Response I	5	15	6	10
	Response II	1	5	10	4
	Response III	13	8	7	11
98	Response I	8	17	11	24
	Response II	5	8	5	1
	Response III	6	3	7	0

TABLE 21
(Continued)

Sample Responses on Task Involvement (Activity)					
Alternatives to Items	Residential		Nonresidential		
	Prof.	Nonprof.	Prof.	Nonprof.	
102 Response I	5	10	8	21	
Response II	4	7	9	3	
Response III	10	11	6	1	
108 Response I	19	28	22	24	
Response II	0	0	1	0	
Response III	0	0	0	1	