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ATTITUDINAL AND DEMOGRAPHIC CHARACTERISTICS OF OLDER PARTICIPANTS IN A JUNIOR COLLEGE ADULT EDUCATION PROGRAM.

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

ATTITUDINAL AND DEMOGRAPHIC CHARACTERISTICS OF OLDER PARTICIPANTS IN A JUNIOR COLLEGE ADULT EDUCATION PROGRAM

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

BY

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NORMAN, OKLAHOMA

1975

ATTITUDINAL AND DEMOGRAPHIC CHARACTERISTICS OF

OLDER PARTICIPANTS IN A JUNIOR COLLEGE

ADULT EDUCATION PROGRAM

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ACKNOWLEDGEMENTS

The writer wishes to express appreciation to Dr. Eugene Cates, Chairman of the committee, Dr. Herbert Hengst, Dr. Jack Parker and Dr. Roy Troutt, members of the committee, for their assistance in the completion of the study.

The writer is grateful for the encouragement and understanding of Dr. Joe Leone, President, and Dr. John Davis, Vice President for Academic Affairs, of Oscar Rose Junior College. The writer would also like to thank Mr. Milton Boydston and Mr. Fred Steele for their assistance in data analysis.

A very special acknowledgement is expressed to my wife Dana for her assistance and encouragement and to my son Terry for his understanding.

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ATTITUDINAL AND DEMOGRAPHIC CHARACTERISTICS OF OLDER PARTICIPANTS IN A JUNIOR COLLEGE ADULT EDUCATION PROGRAM

CHAPTER I

INTRODUCTION

Historically adult education programs have developed to meet the needs of our society. Successful adult education programs zero in on societal problems and assist in solutions or reduce the impact of the problems on our population.

A review of the history of adult education in the United States reveals many examples of programs that developed out of needs of men and women. One such example is the Chautauqua Movement founded in 1874. Founded as a Methodist Sunday School camp, Chautauqua expanded to almost every section of this country serving adult cultural, educational and recreational needs.[1] Cooperative Extension, another example,

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[1]Robert M. Smith, George Aker and J. R. Kidd, eds., Handbook of Adult Education (London: The MacMillan Co., 1970), p. 391.

has provided programs for more than half a century that assist rural and urban people in adapting to social, economic and cultural conditions.[2]

The Continuing Education Unit, a recent development in Adult Education, is providing higher education institutions of the Southern Regional Accrediting Association the means to record and report continuing education activities for adult students.[3]

An even more recent focus has been on the older population of our nation. Through the efforts of the White House Conference on Aging, the American Association for Retired People and other organizations dedicated to the improvement of conditions for the older population of the United States much attention has been focused on that segment of our population. Attempts to provide for the needs of older adults have taken many forms. One effort has been directed toward satisfying certain needs of older adults through continuing education activities.

The community college has taken the lead in developing programs for older adults. The comprehensiveness of the community college which includes a community services and continuing education function plus the ability to respond

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[2]Ibid., p. 265.

[3]Grover J. Andrews, A Study of Accreditation in Adult and Continuing Education Programs (Atlanta, Commission on Colleges Southern Association of Colleges and Schools, 1973), p. 62.

quickly to educational needs have enabled it to provide these programs. Andrew Korim, Director of the Aging Project of the American Association of Community and Junior Colleges, stated:

> Many community colleges already offer education courses designed specifically for older citizens. Generally, the tuition is free or of minimal expense: the courses are non-credit and generally non-competitive. Through these courses seniors receive instruction in a variety of areas.[4]

This introduction to adult education and more specifically adult education for older Americans provides a background for the emphasis of this study. The emphasis of the study concerned the characteristics of older participants in adult education. Demographic and attitudinal characteristics were the object of the study's considerations.

Background and Need for the Study

The number of older people in our nation is growing year by year. Earlier retirement ages add another dimension to the aging problem. A 1971 research study from the University of Oklahoma points to the magnitude of the problem with this statement:

> In the United States there is increasing awareness of the problems faced by older people. This awareness is not unrelated to the growing numbers and visibility of the aged population. Today there are more than twenty million Americans age sixty-five or over--more than 10 per cent of the population compared to less

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[4]Andrew S. Korim, Older Americans and Community Colleges: A Guide for Program Implementation (Washington, D.C.: American Association of Community and Junior Colleges, 1974), p. 62.

than 2.5 per cent one hundred years ago.[5]

The problem our nation will encounter in relationship to the older population in future years is even more astounding. If the present low birth rate continues along with the expected extension of life expectency the older population will increase 46 percent to 29 million by the year 2000.[6] This projection suggests that adult education is destined for rapid growth in services for older Americans. Increased numbers of older Americans, earlier retirements and longer life expectencies provide opportunities and challenges for adult education.

The 1971 White House Conference on Aging report gives education priority by placing it first among the report recommendations. The introduction to the education report emphasizes the importance of education for older Americans:

> Education is a basic right for all persons of all age groups. It is continuous and henceforth one of the ways of enabling older people to have full and meaningful life, and a means of helping them develop their potential as a resource for the betterment of society.[7]

Included in the education recommendations for the 1971 White House Conference on Aging report is an urging to develop

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[5]University of Oklahoma Department of Health Studies. The Older American in Oklahoma (Norman, Oklahoma: University of Oklahoma, 1971), p. 202.

[6]U.S. Department of Health, Education and Welfare, "New Facts About Older Americans," (Office of Human Development Administration on Aging, DHEW Publication No. (SRS) 73-20006, June, 1973).

[7]Special Committee on Aging, 1971 White House Conference on Aging (U.S. Government Printing Office, 1971), p. 1.

programs that provide for the felt needs of the aged at their stage of the life cycle. The report further calls for the expansion of adult programs in education that have demonstrated records of success in meeting the needs of elderly people.[8]

Every community college in our nation has the potential to assist in the implementation of those recommendations and should place the development of programs among their top priorities. As alluded to in a prior paragraph a variety of services is provided by community colleges to elderly people which includes adult education programs; however a large number of community colleges have directed their efforts in adult education towards the young and middle-aged adult.[9]

Many older people are now searching for opportunities to continue learning and to enrich their lives and do not have the opportunity. Their community does not realize their needs, and indeed sometimes doesn't know they exist.[10]

Community colleges by name and function have responsibilities to build programs for older Americans. As early as 1950 Jessie Parker Bogue described the community involvement of a true community college when he stated:

> There is nothing artificial about a really functional community junior college. It is so intertwined with life

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[8]Ibid., p. 1.

[9]Andrew Korim, p. 58.

[10]Department of Health, Education and Welfare, Let's End Isolation (Washington, D.C.: Government Printing Office, 1973).

> and resources of the community that one cannot define where its campus begins and ends. In fact, the whole community is either currently or potentially its student body. Mother, father, sister, and brother enter its halls for learning at all hours ranging from eight o'clock in the morning until ten at night. For the people of this community education is never-ending, because the junior college is providing education at varying points of need in the life of each individual.[11]

Grandfather and grandmother also are part of every community in this land. A community college can hardly claim to be comprehensive nor can it claim service to the entire community unless it offers programs for older citizens.

Judging by the number of older Americans predicted to be a part of our future population and the fact that many of them are not being provided educational opportunities by any institution, community colleges will be seeking information needed to initiate programs. Community colleges that have on-going programs willingly share information and ideas with those wishing to begin programs. However, little research is available concerning the participants in the programs. The rush to initiate programs has proceeded without the benefit of research regarding the characteristics of those who participate.

Research was slow to come in the field of adult education. As late as the mid-1960's adult educators were challenged to direct efforts toward research. Recent years have seen progress towards research in adult education in response

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[11]Jessie Parker Bogue, The Community College (New York: McGraw-Hill Book Company, Inc., 1950), p. 46.

to the often expressed need for research and theory.[12]

Research related to the participants in community college adult education programs for older Americans can produce information valuable to institutions now providing programs and to those seeking to initiate programs. Research can provoke interest and the reaction that must come before some community colleges will discover the older population of their communities.

Research results will provide useful information concerning those among the older population who are participating in adult education programs and insights into their attitudes toward life. Those characteristics revealed by research conducted with a successful community college will be helpful to community colleges desiring programs for older persons and stimulating to those who are presently not aware of the needs for this type of program in their institutions.

Statement of the Problem

The problem for the research was: What are the demographic and attitudinal characteristics of older adult participants in adult education programs? Demographically, who participates in adult education programs from our older population? Attitudinally, how do older adult education participants feel about themselves? Can participants' attitudes be

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[12]Robert M. Smith, George Aker and J. R. Kidd, eds., Handbook of Adult Education, p. 138.

be identified and related to fulfillment, social involvement and life satisfaction? How do personality factors of participants compare to the general population? What do comparisons between selected demographic characteristics reveal and what do comparisons between selected demographic characteristics and attitudinal characteristics reveal?

Purpose of the Study

Meaning and purpose of life of older adult education participators were concerns of this study along with certain demographic factors associated with those same persons.

Meaning and purpose of life are of greatest importance to older Americans. Measurement of those attitudinal characteristics can reveal much to the adult educator and contribute to curriculum development to meet the needs of our older adults. Equally important and significant are the demographic factors associated with participants of the study.

Comparisons between attitudes of participants and selected demographic factors can also provide valuable information. Further comparisons between demographic characteristics will supply adult educators with additional data that will enhance the ability to design effective programs.

Measurements of these characteristics and comparisons of selected factors by appropriate statistical application will aid the cause of older Americans and will contribute to

needed additional research in the field of adult education.

The Hypotheses

Observations of older persons as they participate in adult education suggest the following hypothetical statements:

1. Life seems to have meaning and purpose for them.

2. The vacuum that is often created by retirement is not generally present in participants.

3. There are more female participants than male participants.

4. The educational level of participants appears to be higher than one would expect among a normal group of older adults.

5. Many participants reflect modes of dress and other materialistic characteristics that indicate income greater than social security benefits.

6. Health is generally good.

7. Religion seems important with protestantism appearing to be the most common religion.

8. Number of hours of participation in adult education seems related to the amount of leisure time.

9. Association with teenagers and young adults is welcomed and is related to positive attitudes.

The above observations motivate the following null

hypothesis:

H_0 1 - No relationship exists between participants' purpose in life as measured by The Purpose in Life Test and certain demographic factors as identified by the "Older Adult Demographic Questionnaire."

H_0 2 - No relationship exists between participation in the adult education program and certain factors as identified by the "Older Adult Demographic Questionnaire."

Definition of Terms

1. Attitudal characteristics: Those attitudes as measured by The Purpose in Life Test.

2. Demographic factors: Various personal data of older American participants in adult education.

3. Adult education: Arrangement between an agent and a learner that provides an organized setting of learning activities.

4. Older adult: Permanently retired individuals who have reached the mandatory retirement age.

Limitations of the Study

The study was an attempt to identify the attitudes towards purpose in life and gather demographic data of older

adults who participate in adult education programs.

The "Older Adult Demographic Questionnaire" which was administered to the older adults for the purpose of gathering demographic information has certain limitations. The inaccuracy of the questionnaire cannot be measured; it can only be estimated. The attitudinal portion of the study has some limitations since attitudes are difficult to measure.

Assumptions of the Study

1. The Purpose in Life Test properly administered provides an accurate assessment of an individual's attitude toward life.

2. The "Older Adult Demographic Questionnaire" provides important factual information about those who participate in adult education.

3. Older adult participants' responses are accurate reactions to the questions in The Purpose in Life Test.

4. Older adult participants' responses are accurate reactions to the questions in the "Older Adult Demographic Questionnaire."

5. Older-adult education is an important segment of adult education.

6. The older adults who participated in the study are representative of other older adults who participate in other programs on campuses of junior or community colleges across

the nation.

7. Data from the results of The Purpose in Life Test and the "Older Adult Demographic Questionnaire" will be useful in reaching certain conclusions concerning older adults who participate in adult education programs.

8. These conclusions will encourage the development of new programs and increase the participation of older adults in adult education programs.

Importance of the Study

This study was conducted at a time in which adult education is in a period of rapid growth. The needs of older adults are being called to the attention of our society and educational institutions are being encouraged to contribute to this segment of our population. The number of programs for older Americans is increasing rapidly in community colleges.

It is of greatest importance that older persons in every community in our land have the opportunity to participate in meaningful programs. Programs that provide assistance in psychological adjustment to retirement, consumer information and how to properly utilize their incomes, proper physical exercise and cultural improvement and other aspects of older adult education are not available to thousands of people in this age group.

By studying the characteristics of individuals who

participate in a program with those elements this research attempts to obtain useful data, reach conclusions and make recommendations that can contribute to the development of new programs and the modification of present programs into meaningful opportunities for older Americans.

The study will contribute much-needed research in the field of adult education and provide research for older-adult education which is virtually void.

The importance of the study is further noted by reference to the statistics concerning the increase in the number of older Americans in our country in future years. This information emphasizes the need to provide opportunities for the enrichment of the lives of our older people through additional educational programs.

It is believed the study will stimulate other research concerning older adult participators in adult education and provide information for the development of programs. Generalizations from this study can be applied to populations in similar situations and thus contribute to older-adult education and a better understanding of their needs and interests.

The study hopefully will stimulate a movement to place older-adult education and the older adult population as a whole in its proper priority in our society.

Organization of the Study

The organization of the study is in the nature of five chapters. The first chapter provides the background for the study and expresses the need for the study. Chapter One also includes the statement of the problem, purpose of the study, the hypothesis, definition of terms, limitations of the study, assumptions, importance, and organization of the study.

Chapter Two includes a review of the literature related to senior adults' characteristics and needs. Chapter Three is the design of the study which includes the instruments used in the study, population, sampling procedures and procedures for data collecting.

Chapter Four presents and analyzes the data. Chapter Five summarizes the study, reports the findings, draws conclusions and makes recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

This review of related literature includes a sampling of attitudes towards older adults throughout the world and compares those attitudes to those present among our American society. The self-concept and purpose in life of older persons is investigated along with the factors that influence them. Retirement, leisure time and activities are reviewed as they are related to older Americans. Educational opportunities available as an option for older adult activities are explored, particularly those available in the community college.

America's attitudes towards growing old can best be described by contrasting them with those of countries which look upon their elderly population with admiration and respect. Lin Yutang writes of the Chinese families' provisions for the young and the old in his book, The Importance of Living. He compares the tenderness of the Chinese towards older people to that of the Western World's chivalry manifested toward women. The premium placed on old age with the privileges that accompany that stage of life is emphasized while dismay is expressed at

the Western opposite view of growing old.[13]

Carlos Velez reports that in India it is understood that the elderly have authority and power over the young. This arrangement is determined by the older peoples' access and control over resources. In that country society provides status positions in the family structure and other aspects of society in which the aged wields authority and power necessary to maintain their status. Latin America, Africa and Asia are cited as examples in which similar patterns are valid while contrasting them to the United States' opposite attitudes.[14]

The American society has not provided older citizens with decent existence in their final years. Instead their lives are marked by the experiences of multiple losses. Faced with the loss of children, spouse and job, older Americans lack the social, personal and economic resources to cope with these real losses.[15]

Vern L. Bengtson writes that the changes our society thrusts on individuals as they grow old brings about changes in their self-concepts. According to Bengtson a new and less valued self-image is often forced upon individuals who have

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[13]Lin Yutang, The Importance of Living (New York: The John Day Company, 1965), pp. 192-201.

[14]Carlos Velez, "The Aged and the Political Process," (Institute on Aging Report, May, 1973), p. 12.

[15]Jenne Quint Benoliel and others, Dealing with Death (Los Angeles: University of Southern California, 1973), p. 41.

been dependent on occupational roles for their identity.[16]

Perhaps Sharon R. Curtin best expressed this country's attitude toward growing old when she wrote:

> It is quite true that with age comes a need for reassurance, anxiety about being abandoned, fear of isolation. But these are not qualities of aging itself; they are feelings generated by the lack of respect the aged face every day. There is a curious contradiction here: We no longer view someone who is sixty as incredibly old, yet we think that a proper age to put people out to pasture.[17]

Many older Americans direct attention to themselves, grow less responsive to the large world about them and narrow their world. Others tend to become isolated in late life and lonely. Loneliness is often associated with retirement which sometimes is a negative episode in man's life.

The same society which forces retirement upon man because of his age judges him by what he does in the world of work. This conflict in values tends to deflate the self-concept when retirement age is reached. Our society assumes people will be happier when retired but makes no provision for real rewards or esteem when that age is reached.[18]

An opposite point of view is presented by Harold Geist when he indicated that the attitudes of people towards

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[16]Vern L. Bengtson, The Social Psychology of Aging (New York: The Babbs-Merrill Company, Inc., 1973), p. 36.

[17]Sharon R. Curtin, Nobody Ever Died of Old Age (Boston: Little Brown and Company, 1972), p. 209.

[18]Jack Botwinich, Aging and Behavior (New York: Springer Publishing Company, Inc., 1973), p. 64.

retirement are the same the world over.[19] However, Geist's contention concerning the attitudes of all civilizations toward the old is a minority opinion and is presented only in the interest of providing unbiased points of view of attitudes.

In a sense, then, attitudes about the old and what is old is a matter of perception. Bischof provides a very interesting statement for consideration concerning how one may look upon old age:

> Much depends on whether you are young and studying adults older than 65 or whether you are past 65 and looking at people your own age. In the former case the age level often looks bleak. In the latter case life still appears to be fruitful but also frustrating--just like it has always been. The younger adult may ask, "Who would want to live to be 98 years old?" The older adult has one answer, "The person who is 97."[20]

The conflict of retirement as a time that is looked forward to and as a period of life that is often unhappy when reached is not shared by all. George L. Maddox contends that the unhappy person in retirement was unhappy while working. Observations of retirees provides information that those who have personal, social and income problems had the same problems in earlier years.[21]

Another view is provided by Marvin B. Sussman in his

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[19]Harold Geist, The Psychological Aspects of Retirement (Springfield, Illinois: Charles C. Thomas, 1968), p. 116.

[20]Ledford J. Bischof, Adult Psychology (New York: Harper and Row, 1969), p. 233.

[21]Rosamonde R. Boyd and Charles G. Oakes, eds., Foundations of Practical Gerontology (Columbia, South Carolina: University of South Carolina Press, 1973), p. 9.

"Analytic Model for Sociological Study of Retirement." Retirement is presented as a series of options. If options are properly exercised when retirement is reached then retirement can be a time of enjoyment and fulfillment. Sussman stresses the importance of the options as he presents his model and warns against stereotyping retired persons into one homogeneous group with the same needs and interests.[22]

Anne W. Simon writes of the options available in retirement and provides an optimistic outlook for older Americans with this statement:

> The option now present is to grow older the new way, to be different than your mother or father was at fifty or sixty, different than you will be when old and ready to die. There is at least a sporting chance of discovering ways to be loved, honored, useful, beautiful and employable with gray hair on the head, wrinkles on the face, and matching qualities of the new years within.
>
> It has to matter to the individual that he has this chance, and when it does, it will matter to the civilization which prematurely claims it as a gain.[23]

Depression, hopelessness and inferiority are experienced by some older adults. This state may be caused by deprivation of basic satisfaction and discrimination against those over 65, according to Erdman Palmore.[24] The differences

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[22]Francis M. Carp, ed., Retirement (New York: Behavorial Publications, Inc., 1972), p. 71.

[23]Anne W. Simon, The New Years A New Middle Age (New York: Alfred A. Knopf, 1968), p. 283.

[24]Ewald W. Busse and Eric Pferffer, eds., Behavior and Adaptation in Late Life (Boston: Little, Brown and Company, 1969), pp. 33-34.

in attitudes towards older adults around the world has been acknowledged. However, according to Palmore, the differences in attitudes towards growing old does not change the basic interests of the older adult and he lists them as follows:

1. To live as long as possible, or at least until life's satisfactions no longer compensate for its privations.
2. To get some release from the necessity of wearisome exertion at humdrum tasks and to have protection from too great exposure to physical hazards.
3. To safeguard or even strengthen any prerogatives acquired in mid-life such as skills, possessions, rights, authority, and prestige.
4. To remain active participants in the affairs of life in either operational or supervisory roles, any sharing in group interests being preferred to idleness and indifference.
5. Finally, to withdraw from life when necessity requires it, as timely, honorably, and comfortably as possible.[25]

Life satisfaction or purpose in life is often tied to the activities in which older adults successfully participate. Given that the activity resources of aged persons being equal, morale differences between aged persons are likely to be greater in age-heterogeneous social context than in age-homogeneous ones. Then a greater reciprocity can be expected in social situations where older adults participate together. Older persons are more likely to interact with each other when social characteristics are similar and when other

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[25]Ibid., p. 35

characteristics are at least proximate. Interaction between the older adult and the young adult has merit and can result in the emergence of a sub-culture of the aged. When this occurs each social group enhances the other.[26]

Older Adults still maintain the desire to interact and work toward goals unless society forces them into withdrawal or disengagement. There is an assumption among some students of adult life that as the individual ages his previous goals decline in reward value. It is true that as the adult advances into later years he reduces his activities because of a general reduction in the drive level.[27] However this reduction in drive level does not necessitate complete withdrawal from society nor does it suggest that self realization and happiness cannot continue.

In fact many students of personality and self realization feel that fulfillment of ones self is never complete. Goals and the attainment of them are not peculiar to the young. Without goals and the desire to learn and do more, life can seem senseless. V. J. McGill adequately states relationships between happiness, self realization and goals as it applies to the aged in this statement:

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[26]Jaber F. Huhruim, The Myth of the Golden Years (Springfield, Illinois: Charles C. Thomas, Publisher, 1973), pp. 43-51.

[27]James E. Birren, The Psychology of Aging (Englewood Cliffs, New Jersey: Prentice Hall, 1964), p. 227.

> Happiness, as self realization, is one and whole because the self is so, and it is never attained because the self is unlimited and there is always a larger whole beyond. Yet the idea is not alien to the actual self. Almost any man's life presents a certain unity, and the deepest urge is to attain more.[28]

McGill also suggests that when man is deprived of happiness as associated with self realization the situation in which he exists can be described as inhuman.[29]

Retirement brings to the elderly a time when self realization must be reached through different channels. For many persons the disappearance of daily contacts is demoralizing. A retired person is deprived of the sense of belonging to a group which can rob him of status and dignity. The feeling of unwanted and not needed can become a part of his self. Early retirements and increased life expectency leaves many individuals with one-third of life to be lived. Work has been more than a livelihood to them. It has been a means of fulfillment and self-realization. This void in one's life brought about by retirement and increased leisure time must be transformed into productive and satisfying activity. Although advancing age may bring about some deterioration of mental capacity, there is ample evidence that in most individuals there is evidence of the capacity to participate in educational activities as a means for constructive use of leisure

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[28]V. J. McGill, The Idea of Happiness (New York: Frederick A. Preaeger, Publisher, 1968), p. 164.

[29]Ibid., p. 161.

time.[30]

Leisure time and the use to which it is put is considered to affect the purpose in life of individuals. When considering leisure time as related to purpose in life of older adults, society has not provided adequate options for leisure time utilization. Writing of this problem as it relates to the sixty-five and over age group, H. Dan Corbin and William J. Tait felt strong enough about their plight to make this statement:

> The biggest motivating factor for members of this age group is having a purpose for life. They have accomplished many things, but for many of them retirement is mandatory and their jobs--their former purpose in life--are taken away. Their children are grown and are no longer dependent upon them. Their employers are making way for the younger generation. They are concerned over whether their savings will last them for the rest of their life. They are also concerned about their health.
>
> If they have been working regular, long hours, people at this stage have a tedious task ahead. To change their mode of life, retiring to a leisure centered world with excessive amounts of free time, requires a major psychological reversal.[31]

This psychological reversal caused by society's connotation of the word "old" as applied to individuals has caused a reflection on their self concept and has been

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[30]Minna Field, Aging with Honor and Dignity (Springfield, Illinois: Charles C. Thomas, Publisher, 1968), pp. 124-149.

[31]H. Dan Corbin and William J. Tait, Education for Leisure (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973), pp. 45-46.

substantiated by research. Gerald L. Knutson concluded in his 1968 study of older adult residents and non-residents that if a person regarded himself as old his behavior would reflect the same.[32] This situation is often brought about because retirement is thought to be a luxury and then when reached it becomes a time of reduced involvement and brings sadness rather than joy and contentment. The problem as identified by Gunder A. Myran and Associates centers around the need to make adjustments so that when familiar roles and relationships disappear life will maintain its meaning and satisfaction.[33]

Robert J. Havighurst contends that from his studies there is clear evidence that workers now prefer to retire at 65 years of age or even earlier. So from this point of view, at least some people prefer leisure time to continued involvement from work. However he hastens to report that the lonliest people generally are the ones with the most leisure time. Havighurst supports previously reported literature by emphasizing that the crisis of retirement is the meaningful

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[32]Gerald Loyd Knutson, "Differences in Selected Personality Variables Among the Aging According to Occupation and Place of Residence," (unpublished doctoral dissertation, Oklahoma University, 1968), p. 63.

[33]Gunder A. Myran and Associates, Senior Citizens Services in Community Colleges, Research and Report Series (East Lansing, Michigan: National Council on Community Services for Community Colleges, 1971), p. 7.

use of leisure time. He further recommends that communities should fulfill responsibilities to older adults by providing leisure activities and encourage them to participate.[34]

Dr. Donald O. Cowgill, Professor of Sociology, University of Missouri, Columbia, Missouri, suggested in a 1973 workshop at Oklahoma State University, Stillwater, Oklahoma, that increasing modernization by our society has reduced the usefulness of older peoples' roles.[35] In another workshop on the same campus, Dr. Edwin Fair provided hope for meaningful purpose in living for older adults by citing the example of Winston Churchill who took up painting after he had reached age 65 and served in parliament at the same age. He further pointed to the fact that retirement can be a special time of purpose in life and fulfillment since it may be the first time that many have to do something for themselves.[36]

A report on the needs of older people in Grand Rapids, Michigan reports the following concerning leisure time:

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[34]Adeline M. Hoffman, Editor, The Daily Needs and Interests of Older People (Springfield, Illinois: Charles C. Thomas, Publisher, 1970), pp. 165-174.

[35]Department of Institutions, Social and Rehabilitative Services, Special Unit on Aging and Co-operating Institutions, Culture and Aging (Oklahoma State University, October, 1973), p. 17.

[36]Department of Institutions, Social and Rehabilitative Services, Special Unit on Aging and Co-operating Institutions, Interpersonal Relationships (Oklahoma State University, June, 1973), p. 58.

1. It was noted that approximately half of the older people had all day long in which to do what they wanted. It was noted also that the amount of leisure increased with advancing years, that older people who were working had less leisure than others; and that people who reported poor health tended also to report more leisure time.

2. Older men and women tended to engage in similar leisure-time activities. Most frequently mentioned activities were listening to radio, reading, and visiting or entertaining friends. Least frequently mentioned activities were community service, sports, and playing an instrument.

3. Approximately nine out of ten of the total group did not know what to do with their leisure time. Men were at a greater loss to know what to do than were the women. Likewise, greater difficulty occupying leisure time was experienced by those over 75 than by those under 75 years of age, by those in poor health than by those in fair or good health, and by those who were not married than by those who were married and living with the spouse.

4. One-third of the group expressed a need for other things to do during leisure time. More men than women expressed the wish for additional activities. This is noteworthy in view of the predominance of older women which is usually found in recreational and other programs offered to older people.

5. Older people who wanted other things to do emphasized the wish to engage in recreational or hobby activities. Others wanted to fill their leisure with gainful employment and with social activity.

6. Finally, it was noted that health and financial situations acted often as barriers to activities which older people wanted to do. The largest proportion of those who desired other activities, however, had no clear cut idea why they were not more active.[37]

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[37]Woodrow W. Hunter and Helen Maurice, Older People Tell Their Story (Ann Arbor, Michigan: University of Michigan, Institute for Human Adjustment, Division of Gerontology, 1953), p. 62.

For the most part the literature to this point suggests that options for continued activity for older adult be provided. An opposite view is provided in the disengagement theory. According to Margot Tallman and Bernard Kutner the disengagement theory is in direct opposition to the activity theory since it suggests that social and psychological withdrawal may be a necessary component of aging.[38]

In repudiation of the disengagement theory and societies' responsibilities toward older adults this statement is provided:

> Research has indicated that older persons just as those of other ages, have a diversity of social-interaction styles and that these require different social structure to maintain morale (Rosow, 1965).[39]

Retirement creates not only a problem of personal activity for the older adult but also a problem of the setting in which such activity will take place.[40] The presence of boredom is the indictment against many institutions who seek to provide for the aging.[41]

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[38]Margot Tallman and Bernard Kutner, "Disengagement and Stress of Aging," Journal of Gerontology 24 (Jan., 1969):70-75.

[39]Gordon L. Bultena and Vivian Wood, "The American Retirement Community: Bane or Blessing?" Journal of Gerontology 24 (April, 1969):207-217.

[40]Bert Kruger Smith, Preparing for Aging (Austin, Texas, The University of Texas: The Hogg Foundation, 1974), p. 15.

[41]David Schonfield and Allan Hooper, "Future Commitments and Successful Aging," Journal of Gerontology 28 (1973):197-201.

Older adults want to learn about themselves, the way their minds function and their emotions. This type of outlet will provide solutions to their problems and frustrations. Learning and interacting with their peers make them feel less lonely. Sharing ideas and listening to one another causes a better understanding of how to overcome or avoid their problems.

Post-secondary education institutions are in a crisis. Dwindling enrollments and shrinking resources have caused them to search for new clientele. Sensitivity to needs of society must be demonstrated by these institutions. Educational programs tailored for older adults provide for the basic needs of that segment of our population. Those needs are adjustment, identity, participation and fulfillment. Those needs when met through educational programs help older adults to adjust and cope with changes in their lives. The traumas can be eased and new outlets found thus providing a sense of identity and self-worth.

The public community colleges are taking the lead in providing educational programs for older adults. This development has come about because community colleges are tied to the needs of their localities, are usually flexible and have been the first to offer a wide variety of educational opportunities. While progress is being made, a 1972 report by the U.S. Office of Education reported that in 1972 there were 20 million adults over age 65 and 26 million adults between the ages of

25 and 34. The same report indicated that among adults participating in adult education 2.4 percent came from the over 65 age group while 32.2 percent came from the 25-34 age group.[42]

A 1974 report from the American Association of Community and Junior Colleges indicates that more than 340 of their colleges now offer continuing education programs for older adults.[43] Ann Maust, a staff member of the organization, writes in an article for the "Community and Junior College Journal" the following:

> As part of a national effort geared toward improving the quality of life for the elderly, community and junior colleges increasingly are being singled out as institutions capable of both serving the needs of older adults and providing a mechanism through which the talents of the elderly can be tapped and channelled into selected community endeavors. As such, the colleges are being called upon to open their doors to older citizens--to explore ways in which they can serve this population and in turn, explore ways in which elderly individuals can serve as a resource to the college and to the community.[44]

In summary, the following generalizations can be made from the review of the literature and serve as a basis for the study.

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[42]Academy for Educational Development, Inc., Never Too Old to Learn (New York: A. E. D., 1974), pp. 9-66.

[43]Andrew J. Korim, Older Americans and Community Colleges: An Overview (Washington, D.C.: American Association of Community and Junior Colleges, June, 1974), p. 9.

[44]Ann Maust, "The New Frontier," Community and Junior College Journal 44 (August/September, 1973):15.

1. Attitudes of the American society towards older adults leave much to be desired when compared to certain other countries.

2. The self-concept and purpose in life among older adults can be either positive or negative. Activities available to older adults may influence their purpose in life by providing for constructive use of leisure time during retirement years.

3. Adult educational opportunities are emerging as an important option for meaningful activities for older Americans.

4. Community colleges have taken the lead in adult education opportunities for older adults. Research concerning those who are participating in such programs can provide valuable information for improvement of programs as well as for institutions desiring to initiate programs.

CHAPTER III

METHODOLOGY

This chapter presents a description and justification of the selected population, sampling techniques, and instruments utilized in data gathering for the study. Also presented is the statistical procedures for data analysis.

Population Description and Justification

The population selected for the study must clearly be representative of older adults who participate in adult education programs in community colleges across the nation. If the descriptive study is to determine who from among all the older adults are exercising the option of adult education as provided by community colleges for the purpose of constructive use of leisure time and fulfillment for purpose in life, then the population selected for the study must be a true representation of on-going programs. The population selected for the study was the participants of the Senior Adult Educational Services Program at Oscar Rose Junior College in Midwest City, Oklahoma. Oscar Rose Junior College is a comprehensive

community college representative of community colleges serving urban populations across the United States. The Senior Adult Educational Services Program is an adult education program established especially for older adults. The thirty plus courses which make up the curriculum of the program offer opportunities for permanently retired persons to participate in continuing education while interacting with persons their own age in the classroom and mingling with younger students in the halls and the student center. The adult education courses provide opportunities for psychological adjustment to retirement, cultural enrichment, physical exercise, consumer education and skill development.

The United States Department of Health, Education and Welfare reports that 447 of the country's 1,137 community colleges offered courses related to aging in 1973 and that 112 more would start similar activities in 1974.[45] The Department of Health, Education and Welfare cited the adult education program at Oscar Rose Junior College for its services to older adults.[46]

The program at the Midwest City College has received many inquiries and visits from community college representatives

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[45]U.S. Department of Health, Education and Welfare, "447 Junior Colleges Offer Courses Relating to Elderly," Aging (August, 1973), No. 226, p. 14.

[46]U.S. Department of Health, Education and Welfare, "Oklahoma Seniors Head Back to College," Aging (June-July, 1973), No. 224-225, p. 14.

desiring to use the program as a model for the initiation of similar programs at their institutions. The program was featured as a part of a National Broadcasting Company television program documentary, "Pursuit of Youth," in May, 1974. The selection for the NBC special and the following comments of Jo Ann Goldberg, Associate Producer for NBC, as presented by the publication, "Senior Oklahomans," clearly establishes the program as representative of community college programs for older adults:

> The Senior Adult Educational Services Program at Oscar Rose Junior College, Oklahoma City, was featured in the NBC Documentary, "Pursuit of Youth," shown nationally in May. Jo Ann Goldberg, the Associate Producer, said that in her five year part-time research on material for a documentary on growing old, she had not found another program as extensive as the one offered at Oscar Rose.[47]

Further justification for utilization of the population of the Oscar Rose program in the study was the selection of a representative from the college as a presenter in the 1974 annual meeting of the Education Commission of States in Miami, Florida. The college representative was a presenter in the workshop, "Education to Make A Life," and served as a consultant on a committee which formulated recommendations concerning needs for older Americans.[48]

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[47]Department of Institutions Social and Rehabilitative Services, "Oscar Rose Adults an NBC Program," Senior Oklahomans 8 (April-June, 1974):10.

[48]Education Commission of States Annual Meeting Program, "Education to Make a Life," (Miami, Florida: June, 1974).

The most recent national recognition for the program came in September, 1974, when the chairman of the College Board of Regents, the President of the College, and the Administrator for Continuing Education and Community Services presented a workshop titled "Programs for Senior Citizens" at the annual meeting of the Association of Community Colleges and Technical Institutes in Portland, Oregon.[49]

Sampling Techniques

The Senior Adult Program selected for the study is structured so that participants may come and go as they wish. It was purposely planned to accomodate older adults while not interferring with vacations, visits from relatives and special events. Older adult participants in the program "stop-out" for a week or a month and then resume their classes without a feeling of loss. The thirty plus classes offered in the program are scheduled over the five day normal college week. Most classes meet one day a week. The sample of the population for the study is the total population that participated during a selected week of a semester. The sample did not include all who participated during the semester since a certain number of "stop-outs" are expected. The instruments used in the study were administered to the total population attending the Adult

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[49]Association of Community Colleges and Technical Institutes Annaul Meeting Program, "Programs for Senior Citizens," (Portland, Oregon: September, 1974).

Education Program courses during the selected week of the semester.

Data Gathering Instruments

Two instruments were selected to gather the attitudinal and demographic characteristics desired from the population.

The Purpose in Life Test

The Purpose in Life Test was selected to measure the attitude of the members of the selected population toward living. Since this group of older adults have selected adult education from among the options available to them as a means to occupy at least a part of their time, an instrument was needed to determine to what extent their lives were being fulfilled and provided satisfaction. The Purpose in Life Test was selected because it has proved useful in situations with retired populations and has been successfully utilized in group administration for research purposes with a variety of populations in predictions based on purpose in life. Only Part A of the test, 20 items, was selected. According to the author of the test, Parts B and C can be ignored for most research purposes. Parts B and C are for clinical interpretation and were therefore not selected as a part of the instrument to be administered. The Purpose in Life Test was also selected because the instructions on the test can easily be understood, there is no time limit for the test and it can be completed in 10 or 15 minutes. The Test Manual provides a simple method

for interpretation of raw scores into percentiles and relates both raw scores and percentiles into meanings for indications of purpose in life of those to whom the test is administered.

The Purpose in Life Test has previously been utilized in research for doctoral dissertations by John E. Self at Harvard University in 1963 and by Don Muilenberg at the University of Missouri in 1968.[50]

Older Adult Demographic Questionnaire

The second instrument selected is a questionnaire designed in a cooperative effort by Jack E. Bynum, Ph.D., a sociology professor at Oklahoma State University and a researcher for the Midwest Council on Aging, and this writer. The questionnaire consists of 38 simple items which can be responded to in a short period of time. The items are designed to provide responses which can be utilized, along with the results of the first instrument, to determine the characteristics of program participants. The questions are simple and unoffensive and preserve the anonymity of the subjects since they do not place their names on the questionnaires.

The instruments are attached to make one package for each subject. This guards against the possibility of

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[50]James C. Crumbaugh and Leonard T. Maholick, Manual of Instructions for The Purpose in Life Test (Brookport, Illinois: Psychometric Affiliates, 1969).

responses of a subject on one instrument being mixed with responses of another subject on the other questionnaire.

Statistical Procedures for Data Analysis

Raw scores and percentile scores are presented for each subject to which The Purpose in Life Test was administered. Scores for each individual were identified with categories as follows: (1) raw scores--91 or below--lack of clear meaning and purpose in life (2) raw scores from 92 through 112--uncertain of meaning and purpose in life (3) raw scores of 113 or above--presence of definite meaning and purpose in life. The range of scores and mean scores were also presented.

The responses to the 38 items on the "Older Adult Demographic Questionnaire" were placed in appropriate categories and totals and percentages shown. When appropriate, response means and ranges are computed.

The 38 items that were computed are:

Sex
Marital status
Number of children and number of grandchildren
Frequency of visits with children
Race
Place of birth
Type of residence setting first 20 years of life
State of residence first 20 years of life
Type of residence setting age 20 to present
Length of residence in present community
Number of years of formal education
Occupation before retirement
Number of years in occupation
Date of retirement and age at retirement
State of residence age 20 to present

Present yearly family income
Source of family income
Estimate of savings
Car driving skills
Food and clothing shopping
Type of residence
Distance of residence from college
Evaluation of health
Evaluation of spouse's health
Religious preference
Importance of religion
Belief in life after death
Causes for concern
Source of information about the Adult Education Program
Impact of adult education on life
Semesters of participation in adult education
Number of courses currently enrolled
Participation in activities
Hours of leisure time per week
Future plans
Suggestions for improvement of the Adult Education Program
Preference in association with teenagers and young adults
Evaluation of health as compared to others the same age

Null hypothesis $H_{0\ 1}$ has been stated as no relationship exists between participants' purpose in life as measured by The Purpose in Life Test and certain demographic factors as identified by the "Older Adult Demographic Questionnaire." This hypothesis, $H_{0\ 1}$:P=0, was tested by computing Pearson Product-moment correlation coefficients at the .05 level of significance for the following relationships.

1. Length of residence in present community and The Purpose in Life Test raw scores.

2. Number of years in an occupation and The Purpose in Life Test raw scores.

3. Number of years of formal education and The Purpose in Life Test raw scores.

4. Age at retirement and The Purpose in Life Test raw scores.

5. Present yearly family income and The Purpose in Life Test raw scores.

6. Semesters of participation in adult education and The Purpose in Life Test raw scores.

7. Number of classes in which subjects are currently enrolled and The Purpose in Life Test raw scores.

8. Hours of leisure time per week and The Purpose in Life Test raw scores.

Descriptive statistics of means, ranges and standard deviations were computed for each factor.

Null hypothesis H_0 2 has been stated as no relationship exists between participation in the Adult Education Program and certain factors as identified by the "Older Adult Demographic Questionnaire." This hypothesis, H_0 2:P=0, was tested by computing Pearson Product-moment correlation coefficients at the .05 level of significance for the following relationships.

1. Number of courses in which subjects are currently participating and number of hours of leisure time per week.

2. Number of courses in which subjects are currently participating and number of years of formal education.

3. Number of courses in which subjects are currently participating and present yearly family income.

4. Number of courses in which subjects are currently participating and age of participants.

5. Number of courses in which subjects are currently participating and length of residence in the community.

6. Number of courses in which subjects are currently participating and distance of residence from the college.

Descriptive statistics of means, ranges and standard deviations were computed for each factor.

The use of the statistics as outlined is substantuated by Lehman and Mehrens in their chapter on descriptive research when they stated:

> Descriptive research, as we are using the term, is concerned with determining the nature and degree of existing conditions.[51]

The authors also verify the methodology used by indicating that descriptive research may contain one or more groups. The chapter also refers to correlation studies as likely to involve one group only and more than one variable for the group. However the writers of the chapter indicate that the purpose of the study determines the classification. Since the study is intended to describe existing conditions it fits the descriptive classification.[52] Thus, the study of relationships provides useful information in this descriptive study.

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[51]Irvin J. Lehman and William A. Mehrens, Educational Research (New York: Holt, Rinehart and Winston, Inc., 1971), p. 95.

[52]Ibid., p. 95.

CHAPTER IV

ANALYSIS OF THE DATA

Report on the results of The Purpose in Life Test

Subjects for the study were 199 older adults participating in the Senior Adult Educational Services program at Oscar Rose Junior College, Midwest City, Oklahoma. The Purpose in Life Test was administered to the subjects on a voluntary basis. The subjects had the option of not participating and those who did participate in the study were assured that their anonymity would be preserved.

The results of The Purpose in Life Test are shown in Table 1. Table 1 exhibits the results in number and percent of scores which fall in the following categories: (1) 91 and below - lack of clear meaning of purpose in life (2) 92 through 112 - uncertain of meaning and purpose in life (3) 113 and above - presence of definite meaning and purpose in life. The range in raw score and the mean raw score are also shown. Individual raw scores and corresponding percentile scores are shown in the appendices. Twenty of the

199 subjects did not respond to The Purpose in Life Test questions.

TABLE 1

THE PURPOSE IN LIFE TEST RESULTS

(N=179)

	Number	Percent
113 and above	106	59
92 through 112	54	30
91 and below	19	11

Raw Score Mean=114.76

Raw Score Range=140-40+1=101

Raw scores ranged from a high of 140 to a low of 40. Percentile scores for the 179 subjects ranged from a high of 99th percentile to a low of the 1st percentile. The mean raw score of 114.76 converts to a percentile score of 75. The mean raw score and percentile score based on the norms presented in the Manual of Instructions for The Purpose in Life Test are 102 and 50 respectively. Significant results in Table 1 are the small number of subjects, 19, lacking a clear meaning and purpose in life and the large number of subjects, 106, with a definite purpose in life. Also of special significance is the mean raw score of 114.76 which

is 12.46 above the norm mean score. These statistics support the assumption that life has meaning and purpose for the participants of this older-adult education program.

Report on results of Older Adult Demographic Questionnaire

The "Older Adult Demographic Questionnaire" was administered to 199 older adults participating in the Senior Adult Educational Services Program at Oscar Rose Junior College, Midwest City, Oklahoma. The "Older Adult Demographic Questionnaire" was administered to the subjects on a voluntary basis. Subjects did not place their names on the questionnaire. The results of the 38 items on the questionnaire are presented in the following tables.

Table 2 exhibits the results of the item which asked the subjects to identify their sex. Six of the 199 subjects did not respond.

TABLE 2

SEX

(N=193)

	Number	Percent
Male	50	26
Female	143	74

The 143 females shown in Table 2 which is 74 percent of the population responding supports the observation that there is an over-balance of female participants in this particular older-adult education program.

Table 3 places the results of the question concerning marital status in the various categories according to number and percent. Three subjects did not answer this item on the questionnaire.

TABLE 3

MARITAL STATUS

(N=196)

	Number	Percent
Married-living with spouse	117	60
Widowed	63	32
Separated	1	Less than 1
Divorced	14	7
Single-never married	1	Less than 1

The results of the item concerning marital status are dominated by the 117 who are married and living with their spouse. Sixty-three widowed individuals among the population is a significant number but perhaps not surprising. The 7 percent divorced and less than 1 percent never married are significant by the small number of individuals in these categories.

Table 4 provides a breakdown on the number of children of the participants. For reporting purposes the table exhibits the number and percent in nine categories ranging from the smallest number of children reported to the largest number reported.

TABLE 4

CHILDREN

(N=199)

	Number	Percent
No children	26	13
1 child	47	24
2 children	57	29
3 children	39	20
4 children	16	8
5 children	6	3
6 children	3	2
7 children	1	Less than 1
8 children	2	1
9 children	2	1

Mean 2.17

Range 9-1+1=9

Perhaps the most significant result of this item is the small mean score of 2.17 and the lack of the number of individuals reporting 5 or more children. This is a surprising statistic considering the fact that size of the families of the younger generations approximate these results.

Table 5 provides a similar breakdown on the number of grandchildren reported.

TABLE 5

GRANDCHILDREN

(N=199)

	Number	Percent
No grandchildren	48	24
1 grandchild	9	5
2 grandchildren	31	16
3 grandchildren	16	8
4 grandchildren	20	10
5 grandchildren	11	6
6 grandchildren	18	9
7 grandchildren	11	6
8 grandchildren	5	3
9 or more grandchildren	30	15

Mean 4.25

Range 28-1+1=28

The results of Table 5 are not different from what is expected when the results of Table 4 are considered. With a mean of 2.17 in number of children the mean score of 4.25 for number of grandchildren is not surprising.

Table 6 presents an analysis of the frequency of visits with children by the subjects. Twenty-six of the subjects reported no children in a previous item on the questionnaire.

TABLE 6

FREQUENCY OF VISITS WITH CHILDREN

(N=173)

	Number	Percent
Every day	37	21
Once a week	57	33
Once in two weeks	15	9
Once a month	22	13
Special occasions	17	10
Once a year	24	14
Never	1	Less than 1

Significant results are the high number, 131, and the high percentage, 76, of the population who visit with their children at least as often as once a month. Only one person seems to have lost a visiting relationship with children.

Table 7 provides a look at the racial composition of the population. Ten members of the population did not respond to this item.

TABLE 7

RACE

(N=189)

	Number	Percent
American Indian	1	Less than 1
Black	4	2
Oriental	-	-
White	184	97
Other	-	-

The results point to the lack of participation in the program by minority groups. However the percentage of minorities participating does not differ from the geographical area from which the subjects of the study came.

Table 8 provides very interesting statistics since many of the subjects were born before Oklahoma became a state.

TABLE 8

PLACE OF BIRTH

(N=199)

Type	Number	Percent
Farm	98	49
Small town	67	34
Large city	10	5
No response type of community	24	12
Oklahoma	90	45
Out of state	108	54
Out of country	1	Less than 1

The 83 percent indicating that they were either born on the farm or in a small town is perhaps expected. Trends toward urbanization of our population came in the latter-part of their lives. The 54 percent born out of state is not a surprisingly high percent since Oklahoma became a state in 1907.

Table 9 places the responses to the question concerning type of residence the first 20 years of the subjects' lives into five categories. Four of the 199 subjects did not choose to answer this item.

TABLE 9

RESIDENCE SETTING FIRST 20 YEARS OF LIFE

(N=195)

	Number	Percent
Rural	73	37
Town under 10,000	75	38
City under 50,000	14	7
City 50,000 to 100,000	15	8
City 100,000 and over	18	10

The results of Table 9 show a small percentage of shift from the farm and small town setting at birth to cities of 50,000 or larger. Five percent indicated that they were born in cities of 50,000 or larger while 18 percent responded that they lived the first 20 years of their lives in cities of that size. An opposite shift is noted from the 49 percent who were born in a rural setting to only 37 percent who lived the most part of the first 20 years in a rural environment. An insignificant shift from 34 percent in small towns at birth to 38 percent for residence the first 20 years of life is noted.

Table 10 analyzes the residence of the subjects for the first 20 years of their lives. The number and percentage by states are shown. It is noted that only two of the

population members did not complete this question.

TABLE 10

STATE OF RESIDENCE FIRST 20 YEARS OF LIFE

(N=197)

State	Number	Percent
Oklahoma	136	69
N. Dakota	1	Less than 1
Tennessee	1	Less than 1
Maryland	1	Less than 1
Kansas	12	6
Alabama	1	Less than 1
Nebraska	1	Less than 1
Colorado	1	Less than 1
Kentucky	1	Less than 1
Michigan	1	Less than 1
Ohio	2	1
Texas	9	5
Illinois	5	3
Arkansas	6	3
S. Dakota	1	Less than 1
Missouri	6	3
Iowa	1	Less than 1
Indiana	1	Less than 1
Pennsylvania	2	1

Minnesota	2	1
New Mexico	1	Less than 1
New York	4	2
California	1	Less than 1

Table 10 reveals that the subjects of the study lived the first 20 years of their lives in 23 states. The only states listed, other than Oklahoma, that have significant numbers are Kansas with 12 and Texas with 9.

Table 11 gives a view of the residential setting, age 20 to the present, and provides comparisons between these statistics and those concerning residence setting the first 20 years of life. These statistics are more meaningful when compared with each other.

TABLE 11

SETTING OF RESIDENCE AGE 20 TO PRESENT

(N=193)

	Number	Percent
Rural	17	9
Town under 10,000	32	16
City under 50,000	54	28
City 50,000 to 100,000	48	25
City 100,000 and over	42	22

A most dramatic shift in population from the first 20 years of the lives of the subjects to the last 40 to 50 years is revealed by Table 11. Table 9 shows 18 percent spending the most part of their first 20 years in cities 50,000 or larger while Table 11 indicates that 47 percent have spent the major part of their lives in cities 50,000 or larger.

Table 12 provides a look at the results of the question item which asked the subjects to list the state in which most of their life was lived, age 20 to the present.

TABLE 12

STATE OF RESIDENCE AGE 20 TO PRESENT

(N=199)

State	Number	Percent
Oklahoma	164	82
New Jersey	1	Less than 1
California	2	1
Wisconsin	1	Less than 1
Arkansas	2	1
Texas	8	4
Kansas	5	3
Alabama	1	Less than 1
Indiana	2	1
Missouri	2	1

Maryland	1	Less than 1
New York	4	2
Virginia	1	Less than 1
Illinois	1	Less than 1
Oregon	2	1
Ohio	1	Less than 1
Out of country	1	Less than 1

The results reveal that the subjects lived most of their lives, age 20 to the present, in 16 states and 1 foreign country. The 82 percent recorded for Oklahoma indicates stability in the residential pattern of the population. Only Texas with 4 percent and Kansas with 3 percent could be considered to be of any significance.

Table 13 places the responses to the question concerning length of residence in the present community into ten categories of five-year intervals and the last category which includes all those who responded with over 45 years. Ten of the subjects did not respond to this item.

TABLE 13

LENGTH OF RESIDENCE IN PRESENT COMMUNITY

(N=189)

	Number	Percent
1-5 years	29	15
6-10 years	18	10
11-15 years	21	11
16-20 years	25	13
21-25 years	34	18
26-30 years	29	15
31-35 years	19	10
36-40 years	7	4
41-45 years	2	1
Above 45 years	5	3

Mean 20.68

Range 62-1+1=62

The distribution of the number of years of residence in present community is relatively evenly distributed over the first seven categories. Attention is called to the fact that only 8 percent have lived in their present community longer than 36 years.

Table 14 provides the information from the question concerning the number of years of formal education.

TABLE 14

YEARS OF FORMAL EDUCATION

(N=196)

Years	Number	Percent
6	1	Less than 1
7	-	-
8	11	4
9	6	3
10	11	5
11	13	6
12	80	41
13	13	7
14	19	10
15	5	3
16	16	8
17	7	4
18	9	5
19	2	1
20	3	2

Mean 12.79

Range 20-6+1=15

Table 14 reveals that 41 percent of the subjects have a high school education. Forty percent have more than 12 years of education while 18 percent have less than a high school education.

Table 15 identifies occupations at which subjects were working at retirement that were listed by three or more individuals. The number and percentage of those engaged in each of the occupations at retirement are also shown.

TABLE 15

OCCUPATION BEFORE RETIREMENT

(N=199)

Occupation	Number	Percent
Housewife	44	22
Teacher	26	13
Civil Service	13	7
Salesperson	8	4
Mechanic	7	4
Clerk	19	10
Secretary	7	4

Analysis of the subjects' occupations at retirement reveals 65 job categories. Only 7 of the job categories were listed by three or more people with housewife and teacher being the categories with the largest numbers.

Table 16 places the results of the question dealing with the number of years in occupations at retirement into categories of five years each except the last category of over 50 years. Ten of the members of the population chose not to respond to this question.

TABLE 16

NUMBER OF YEARS IN OCCUPATION AT RETIREMENT

(N=189)

Years	Number	Percent
1-5	11	6
6-10	11	6
11-15	16	8
16-20	19	10
21-25	38	20
26-30	25	13
31-35	20	11
36-40	20	11
41-45	11	6
46-50	10	5
Over 50 years	8	4

Mean 26.75

Range 64-2+1=63

Table 16 reveals that 70 percent of the population worked over 20 years at the occupation from which they retired with the mean statistic computed to be 26.75. Although the low number of years listed by any subject was 1 year, only 11 subjects were in their jobs less than 6 years and only 22 less than 11 years.

A variety of responses were recorded for the item requesting date of retirement. Because of the variety the responses were grouped into three categories, before 1965, 1965-1969 and after 1970. Only 157 of the 199 subjects provided the date of retirement.

TABLE 17

DATE OF RETIREMENT

(N=157)

	Number	Percent
Before 1965	22	14
1965-1969	39	25
After 1970	96	61

The results of Table 17 show that 22 individuals retired 10 or more years ago, 39 retired 6 or more years ago and 96 within the last 5 years.

Table 18 breaks the age at retirement into the six categories provided below. Five-year intervals were chosen except for the last category because it was felt that this breakdown would best describe the results. A total of 160 subjects provided their ages at retirement.

TABLE 18

AGE AT RETIREMENT

(N=160)

	Number	Percent
Age 40-50	10	6
51-55	27	17
56-60	40	25
61-65	61	38
66-70	20	13
71 and above	2	1

Mean 59.86

Range 81-40+1=42

Notice is taken to the 59.86 mean retirement age of those responding. This seems to be a relatively lower retirement age than would be expected. The 48 percent retiring at age 60 or lower is also somewhat of a surprise.

Present family incomes are placed in categories in Table 19 which correspond to the categories listed in the question item. Nineteen of the subjects did not respond.

TABLE 19

PRESENT FAMILY INCOME

(N=180)

	Number	Percent
Under 3,000	18	10
3,000-3,999	20	11
4,000-4,999	17	9
5,000-5,999	13	7
6,000-6,999	18	10
7,000-7,999	19	11
8,000-8,999	14	8
9,000-9,999	14	8
10,000-14,999	33	18
15,000-19,999	12	7
20,000 and over	2	1

The family incomes are almost evenly distributed among the categories except for the 18 percent in the 10,000-14,999 category and the 1 percent in the 20,000 and over category. The results reveal a wide range in level of standard of living that the participants in the program maintain.

The responses to the question item concerning sources of income are provided in Table 20. Nine subjects did not provide answers to this item. Several of the subjects indicated that they received retirement income from more than one source; therefore the total number in the table exceeds the N value of 190 and the total percent in the categories exceeds 100.

TABLE 20

SOURCES OF INCOME

(N=190)

	Number	Percent
Social Security	125	66
Veterans pension	26	14
Pension from work	110	58
Investments	60	32
Financial aid from children	1	Less than 1
Old Age Assistance	1	Less than 1
Other	50	26

Table 20 indicates that many of the subjects receive income from more than one source. Significant statistics by their smallness are the less than 1 percent receiving old age assistance and the 1 percent receiving aid from children. The others seem to have provided for themselves.

The total savings of the subjects shown in Table 21 includes all things of value, homes, automobiles, stocks, bonds, etc. One-hundred-seventy-three responded to this item.

TABLE 21

SAVINGS

(N=173)

	Number	Percent
About 20,000	43	25
More than 20,000	96	55
Less than 20,000	34	20

Since 20,000 dollars is considered the average worth of retired people, it can be concluded that the population included in the study is considerably above the average. Although a mean income cannot be computed since the responses are in savings ranges, the 55 percent indicating worth of more than 20,000 dollars clearly places the population above average. This is particularly true when the statistics are compared to the 25 percent in the 20,000 dollar category and the 20 percent below 20,000.

Exhibited in Table 22 are the results of the question concerning automobile driving skills while Table 23 shows the results of the item concerning shopping for own food and clothing.

TABLE 22

AUTOMOBILE DRIVING SKILLS

(N=196)

	Number	Percent
Yes	178	91
No	18	9

TABLE 23

SHOPPING FOR OWN FOOD AND CLOTHING

(N=197)

	Number	Percent
Yes	189	96
No	8	4

Results of Tables 22 and 23 indicate the vast majority of the population is able to drive automobiles and that an even higher percentage shop for their own food.

Table 24 reflects the results of responses to the item dealing with place of residence. All categories included in the questionnaire item are shown in the table even though no one responded to two of the categories.

TABLE 24

PLACE OF RESIDENCE

(N=196)

	Number	Percent
Own home	173	88
Own apartment	12	6
With children	8	4
With friend	-	-
Home for retirees	-	-
Mobile home	3	2

The 96 percent living in their own homes, apartments, and mobile homes is an interesting result along with the fact that no person in the population lives in a home for retirees.

Distance of residence from the place of participation in adult education is shown in 8 categories provided in Table 25. The mean and range provide meaningful data.

TABLE 25

DISTANCE OF RESIDENCE FROM COLLEGE

(N=191)

	Number	Percent
1 mile	20	10
2 miles	60	31
3 miles	47	25
4 miles	11	6
5 miles	12	6
6-10 miles	27	14
10-20 miles	11	6
21 miles and over	3	2

Mean 4.09

Range 60-1+1=60

The results show that 66 percent live within three miles of the college. Although a large percent does not fall in the last two categories it is interesting to find that 8 percent travel 10 or more miles to attend adult education classes and that one person travels 60 miles.

Tables 26, 27 and 28 provide information concerning the subjects' evaluation of their own health, evaluation of spouses health and evaluation of their health as compared to others their own age. N is different for each table since

the same number did not respond to each question dealing with health.

TABLE 26

EVALUATION OF OWN HEALTH

(N=194)

	Number	Percent
Excellent	32	16
Good	77	40
Average	53	27
Fair	25	13
Poor	7	4

TABLE 27

EVALUATION OF SPOUSES' HEALTH

(N=116)

	Number	Percent
Excellent	11	9
Good	44	38
Average	36	32
Fair	19	16
Poor	6	5

TABLE 28

EVALUATION OF HEALTH

AS COMPARED TO OTHERS THE SAME AGE

(N=192)

	Number	Percent
Better	102	53
Average	77	40
Not as good	13	7

Table 26 provides the information that 56 percent feel that their health is above average while only 17 percent believe their health to be below average.

Table 27 shows that a lesser percent, 47, feel that their spouses are above average in health while 21 percent think that their spouses are below average in health.

Table 28 reveals that 53 percent evaluate their own health as better than others their own age and that 40 percent feel their health is as good as others their own age. The three tables indicate that generally the majority of subjects believe themselves and their spouses to be in good health.

The results of the three question items dealing with religion and life after death are grouped together in Tables 29, 30 and 31.

TABLE 29

RELIGIOUS PREFERENCE

(N=198)

	Number	Percent
Protestant	174	88
Catholic	15	8
Jewish	1	Less than 1
Other	8	4

TABLE 30

PRESENT IMPORTANCE OF RELIGION

COMPARED TO IMPORTANCE OF RELIGION AT AGE 40

(N=195)

	Number	Percent
More important	85	44
Less important	10	5
About the same	100	51

TABLE 31

BELIEFS IN LIFE AFTER DEATH

(N=192)

	Number	Percent
Yes	180	94
No	12	6

Table 29 supports the theoretical statement made in the introductory chapter concerning Protestantism being the most common religion. Table 30 indicates that religion has gained importance as age has increased for a significant 44 percent while it has lost importance for only 5 percent. Table 31 shows that 94 percent of the subjects who responded to the questionnaire item believe in life after death.

One hundred eighty-one subjects responded to the request for the number of semesters of participation in adult education. Table 32 provides the results in categories ranging from 1 to 6 semesters. Table 33 enables the number of courses in which subjects are currently enrolled to be analyzed.

TABLE 32

SEMESTERS OF PARTICIPATION IN ADULT EDUCATION

(N=181)

Semesters	Number	Percent
1	65	36
2	41	23
3	33	18
4	17	9
5	17	9
6	8	4

Mean 2.47

Range 6-1+1=6

Table 32 reveals that only a small number of the population have taken courses each semester since the beginning of the program in the fall of 1972. The mean of 2.47 suggests that either the subjects stop out for a semester and return or they drop out and that many new enrollees come into the program annually.

TABLE 33

NUMBER OF CLASSES CURRENTLY ENROLLED

(N=182)

Classes	Number	Percent
1	51	28
2	45	25
3	46	25
4	24	13
5	8	4
6	3	2
7	1	Less than 1
8	2	1
9	2	1

Mean 2.2

Range 9-1+1=9

Table 33 shows that 78 percent enroll in 3 classes or less with the mean being 2.2 classes.

Table 34 provides the results concerning the activities in which subjects participate. The format of the table presents the data in the same order the question was submitted to the subjects.

TABLE 34

PARTICIPATION IN ACTIVITIES

(N=186)

	Number	Percent
Attend sporting events	10	5
Attend cultural activities	76	41
Attend social activities	30	16
Other	14	8
None	83	45

It should be noted that some subjects reported participation in more than one activity. Therefore the percent column total exceeds 100 percent and the number column exceeds 186.

The significance of the data in Table 34 can be found in the total percent participating and the percent not participating in activities. Forty-five percent do not participate while 55 percent participate with many of them engaged in more than one activity.

The results of the question concerning leisure time are presented in Table 35 by showing the total hours of leisure time in categories ranging from 1 hour to over 50 hours per week.

TABLE 35

HOURS OF LEISURE TIME PER WEEK

(N=189)

Hours Per Week	Number	Percent
1-10	21	11
11-20	32	17
21-30	27	14
31-40	34	18
41-50	30	16
Over 50	45	24

Mean 37.92

Range 128-1+1=128

The mean score of 37.92 and the fact that 58 percent of the population have 31 hours or more of leisure time are significant statistics. The results point to the fact that most retired people in this population have an abundance of leisure time to be occupied by one means or another.

Future plans of the subjects included in the study are shown in Table 34. Several of the 190 subjects responded to more than one of the categories included in the question item. Because of the multiple responses by individuals the total number of the categories exceeds 190 and the total percent of the categories exceeds 100.

TABLE 36

FUTURE PLANS

(N=190)

	Number	Percent
Work	58	31
Travel	114	60
More education	100	53
No plans	30	16
Other	46	24

According to Table 36 more of the subjects include travel, 60 percent, and education, 53 percent, in their future plans than any of the other options listed. Only 16 percent stated that they had no plans.

Areas of concern for the participants in the study are provided in Table 37. The categories of health, finances, children, age and death and lack of being useful are all taken directly from the question item.

TABLE 37

AREAS OF GREATEST CONCERN

(N=180)

	Number	Percent
Health	89	49
Finances	19	11
Children	21	12
Age and death	8	4
Lack of being useful	43	24

The 49 percent most concerned about their health is an interesting statistic since only 17 percent evaluated their health as less than average. Lack of being useful occupies second place as an area of concern. Finances and children are about equal among the subjects' concerns with age and death being practically of no concern.

Results to the question concerning desire to be associated with teenagers are provided in Table 38.

TABLE 38

DESIRE TO BE ASSOCIATED WITH TEENAGERS

(N=188)

	Number	Percent
Often	72	38
Occasionally	101	54
Seldom	13	7
Never	2	1

A look at Table 38 quickly reveals that the population overwhelmingly desires to be associated with teenagers. Ninety-two percent desire to either associate with teenagers often or occasionally. Only 2 of the subjects responding to the question desire not to associate with teenagers.

Each subject in the population was asked to provide suggestions for the improvement of the Adult Education Programs in which they participate. Table 39 includes only the responses which were mentioned by more than two persons.

TABLE 39

SUGGESTIONS FOR

IMPROVEMENT OF ADULT EDUCATION PROGRAM

(N=199)

	Number	Percent
None	37	19
Satisfied with program	22	11
Provide transportation	9	5
More advertising to involve others	4	2
Give more challenge	4	2
More varied program	3	2

The results from this question produced 44 different suggestions. Only six of the comments were listed by more than two persons. Aside from those who responded with "none" or "satisfied," only the suggestion concerning transportation seems to be of significance.

Table 40 includes information concerning how the subjects learned that the program in which they are participating was available. A large number of those responding checked more than one source; therefore the total number exceeds the population number as does the percentage exceed 100.

TABLE 40

SOURCE OF INFORMATION

CONCERNING ADULT EDUCATION PROGRAMS

(N=199)

	Number	Percent
Friends	114	54
Newspaper	77	39
Television	22	11
Radio	8	4
Church and other organization	38	19

Obviously older adults learned that this program existed through several sources. Friends is the source most often listed with newspaper second and organizations third. It seems that radio is not effectively used in informing this particular population about the availability of adult education programs. Television was more effectively used than radio but not among the top three sources listed.

Table 41 deals with the impact of the older-adult education program on the lives of the subjects. Many members of the population indicated that the program influenced them in several ways. Some subjects checked all six categories.

TABLE 41

IMPACT OF PROGRAM ON LIFE

(N=199)

	Number	Percent
Information acquired	113	67
New friends made	138	69
New skills acquired	101	51
Decisions affected	43	22
New opportunities opened	73	37
Future plans	80	40

Table 41 is interpreted to mean that the older-adult education program has had a great deal of influence on the lives of this population. All categories in the table show significant numbers to conclude that the older-adults were influenced in all the ways included in the question item.

Report on the results of hypotheses testing

Null hypothesis $H_{0\ 1}$ was stated as no relationship exists between participants' purpose in life as measured by The Purpose in Life Test and certain demographic factors as identified by the "Older Adult Demographic Questionnaire."

$H_{0\ 1}$:P=0 was tested by computing Product-moment correlations coefficients at the .05 level of significance for each relationship. The following tables show the

relationships tested and the results. Also computed are the means, ranges and standard deviations for each variable. The means and ranges may differ from those factors computed previously in other parts of the chapter and may differ for the same factor in some cases in the tables to follow. In computing relationships between factors it was necessary to eliminate a subject from the computation when the subject failed to respond to a question item included in the relationship. This procedure results in N being different for The Purpose in Life Test raw score results and N being different than previously shown for other factors.

TABLE 42

LENGTH OF RESIDENCE IN PRESENT COMMUNITY AND THE PURPOSE IN LIFE TEST RAW SCORE (N=172)

Product-Moment Correlation Coefficient	Critical Level df=170
.23	.15

Length of Residence Mean 20.8
The Purpose in Life Test Raw Score Mean 114.8
Length of Residence Range 54-1+1=54
The Purpose in Life Test Raw Score Range 140-40+1=101
Length of Residence Standard Deviation 11.85
The Purpose in Life Test Raw Score Standard Deviation 16.84

TABLE 43

NUMBER OF YEARS IN AN OCCUPATION

AND THE PURPOSE IN LIFE TEST RAW SCORE

(N=172)

Product-Moment Correlation Coefficient	Critical Value .05 Level df=170
-.05	.15

Years in Occupation Mean 26.7
The Purpose in Life Test Raw Score Mean 114.6
Years in Occupation Range 58-2+1=57
The Purpose in Life Test Raw Score Range 140-40+1=101
Years in Occupation Standard Deviation 12.66
The Purpose in Life Test Raw Score Standard Deviation 17.21

TABLE 44

NUMBER OF YEARS OF FORMAL EDUCATION

AND THE PURPOSE IN LIFE TEST RAW SCORE

(N=177)

Product-Moment Correlation Coefficient	Critical Value .05 Level df=175
-.06	.15

Years of Education Mean 12.9
The Purpose in Life Test Raw Score Mean 114.6
Years of Education Range 20-8+1=13
The Purpose in Life Test Raw Score Range 140-40+1=101
Years of Education Standard Deviation 2.54
The Purpose in Life Test Raw Score Standard Deviation 17.08

TABLE 45

AGE AT RETIREMENT

AND THE PURPOSE IN LIFE TEST RAW SCORE

(N=142)

Product-Moment Correlation Coefficient	Critical Value .05 Level df=140
.09	.17

Age at Retirement Mean 59.8
The Purpose in Life Test Raw Score Mean 115.2
Age at Retirement Range 70-47+1=24
The Purpose in Life Test Range 140-40+1=101
Age at Retirement Standard Deviation 5.46
The Purpose in Life Test Standard Deviation 17.54

In Table 46 yearly income brackets were converted to the following values for computation of the correlation.

1. Under 3,000
2. 3,000 to 3,999
3. 4,000 to 4,999
4. 5,000 to 5,999
5. 6,000 to 6,999
6. 7,000 to 7,999
7. 8,000 to 8,999
8. 9,000 to 9,999
9. 10,000 to 14,999
10. 15,000 to 19,999
11. 20,000 and over

TABLE 46

PRESENT YEARLY FAMILY INCOME

AND THE PURPOSE IN LIFE TEST RAW SCORE

(N=166)

Product-Moment Correlation Coefficient	Critical Value .05 Level df=164
-.01	.15

Yearly Income Mean 5.60
The Purpose in Life Test Raw Score 115.23
Yearly Income Range 11-1+1=11
The Purpose in Life Test Raw Score Range 140-40+1=101
Yearly Income Standard Deviation 2.93
The Purpose in Life Test Raw Score Standard Deviation 16.99

TABLE 47

SEMESTERS OF PARTICIPATION IN ADULT

EDUCATION AND THE PURPOSE IN LIFE TEST RAW SCORE

(N=167)

Product-Moment Correlation Coefficient	Critical Value .05 Level df=165
.22	.15

Semesters of Participation Mean 2.42
The Purpose in Life Test Raw Score Mean 114.80
Semesters of Participation Range 6-1+1=6
The Purpose in Life Test Raw Score Range 140-40+1=101
Semesters of Participation Standard Deviation 1.48
The Purpose in Life Test Raw Score Standard Deviation 17.16

TABLE 48

NUMBER OF CLASSES IN WHICH SUBJECTS ARE

CURRENTLY ENROLLED AND THE PURPOSE IN LIFE TEST RAW SCORE

(N=167)

Product-Moment Correlation Coefficient	Critical Value .05 Level df=165
.16	.15

Number of Classes Currently Enrolled Mean 2.60
The Purpose in Life Test Raw Score Mean 114.65
Number of Classes Currently Enrolled Range 9-1+1=9
The Purpose in Life Test Raw Score Range 140-40+1=101
Number of Classes Currently Enrolled Standard Deviation 1.57
The Purpose in Life Test Raw Score Standard Deviation 17.13

TABLE 49

TOTAL HOURS OF LEISURE TIME PER WEEK

AND THE PURPOSE IN LIFE TEST RAW SCORE

(N=165)

Product-Moment Correlation Coefficient	Critical Value .05 Level df=163
.07	.15

Total Hours of Leisure Time Per Week Mean 38.6
The Purpose in Life Test Raw Score Mean 115.2
Total Hours of Leisure Time Per Week Range 128-1+1=128
The Purpose in Life Test Raw Score Range 140-40+1=101
Total Hours of Leisure Time Per Week Standard Deviation 24.87
The Purpose in Life Test Raw Score Standard Deviation 16.76

The testing for H_0 1:P=0 results in the failure to reject the hypothesis. Three of the eight Product-moment coefficients computed exceed the critical values needed to reject the hypothesis. However, since the other five relationships included as part of the hypothesis testing result in coefficients that either fail to exceed their positive critical values or do not fall below their negative critical values, the decision is made not to reject the hypothesis.

Consideration of the results of each of the relationships tested provides relevant data. The three variables that showed significant positive coefficients when tested with The Purpose in Life Test raw scores were length of residence in the community, .23; semesters of participation in adult education, .22; and number of classes in which subjects are currently enrolled, .16. These results are not sufficiently high to interpret as being strong positive relationships. They are significantly high enough to report that for this population as these factors increase The Purpose in Life Test raw scores increase.

Two other relationships provide positive results. They are total hours of leisure time per week and The Purpose in Life Test raw score, .07 and age at retirement and The Purpose in Life Test raw score, .09. Although neither relationship exceeds their critical values they are considered positive in nature since they exceed .00. These results are interpreted as that when the leisure time increases for the

subjects in the study there is a very slight increase in the purpose in life score. The same is true for the age of the subjects when compared to their purpose in life scores. None of the three relationships yields significantly high enough coefficients to be considered greater than zero.

The three variables compared to The Purpose in Life Test raw scores resulting in negative relationships were number of years in an occupation, -.05; number of years of formal education, -.06; and present yearly family income, -.01. None of the three coefficients is low enough to be considered less than zero.

Although some of the subjects were excluded from the correlation portion of the study because they did not respond to one of the factors being tested, the range and mean scores were not significantly different than reported previously. The Purpose in Life Test raw score is approximately 2 points higher in these relationships than when all subjects' scores were reported.

Standard deviation scores reflected a great variety in the responses for The Purpose in Life Test raw scores, years in an occupation, length of residence in present community and total hours of leisure time per week. The small standard deviation score of 2.54 for the years of formal education indicates the lack of variety in the responses for this factor.

Null hypothesis H_0 2 was stated as no relationship

exists between participation in the adult education program and certain factors as identified by the "Older Adult Demographic Questionnaire."

H_0 2:P=0 was tested by computing Pearson Product-moment correlation coefficients at the .05 level of significance for each relationship. The tables that follow show the relationships and the results. Descriptive statistics of means, ranges and standard deviations are computed for each variable.

Means and ranges computed may also differ from previous computations in the same manner as stated in the explaination of H_0 1 testing procedures.

TABLE 50

NUMBER OF COURSES IN WHICH SUBJECTS ARE CURRENTLY PARTICIPATING AND TOTAL HOURS OF LEISURE TIME PER WEEK (N=167)

Product-Moment Correlation Coefficient	Critical Value .05 Level df=165
.02	.15

Courses Currently Enrolled Mean 2.60
Hours of Leisure Time Mean 39.63
Courses Currently Enrolled Range 9-1+1=9
Hours of Leisure Time Range 128-1+1=128
Courses Currently Enrolled Standard Deviation 1.54
Hours of Leisure Time Standard Deviation 25.30

In Table 51 present yearly income categories were converted to the following values for computation of the correlations.

1. Under 3,000
2. 3,000 to 3,999
3. 4,000 to 4,999
4. 5,000 to 5,999
5. 6,000 to 6,999
6. 7,000 to 7,999
7. 8,000 to 8,999
8. 9,000 to 9,999
9. 10,000 to 14,000
10. 15,000 to 19,000
11. 20,000 and over

TABLE 51

NUMBER OF COURSES IN WHICH SUBJECTS ARE CURRENTLY PARTICIPATING AND PRESENT YEARLY INCOME

(N=170)

Product-Moment Correlation Coefficient	Critical Value .05 Level df=168
-.10	.15

Number of Courses Mean 2.54
Present Yearly Income Mean 5.56
Number of Courses Range 8-1+1=8
Present Yearly Income Range 11-1+1=11
Number of Courses Standard Deviation 1.39
Present Yearly Income Standard Deviation 2.98

TABLE 52

NUMBER OF COURSES IN WHICH SUBJECTS ARE CURRENTLY PARTICIPATING AND YEARS OF FORMAL EDUCATION

(N=178)

Product-Moment Correlation Coefficient	Critical Value .05 Level df=176
-.07	.15

Number of Courses Mean 2.58
Years of Education Mean 12.97
Number of Courses Range 9-1+1=9
Years of Education Range 20-8+1=13
Number of Courses Standard Deviation 1.55
Years of Education Standard Deviation 2.56

TABLE 53

NUMBER OF COURSES IN WHICH SUBJECTS ARE CURRENTLY PARTICIPATING AND LENGTH OF RESIDENCE IN THE COMMUNITY

(N=173)

Product-Moment Correlation Coefficient	Critical Value .05 Level df=171
-.05	.15

Number of Courses Mean 2.60
Length of Residence in Community Mean 20.80
Number of Courses Range 9-1+1=9
Length of Residence in Community Range 62-1+1=62
Number of Courses Standard Deviation 1.53
Length of Residence in Community Standard Deviation 12.14

TABLE 54

NUMBER OF COURSES IN WHICH SUBJECTS ARE CURRENTLY PARTICIPATING AND DISTANCE FROM COLLEGE

(N=175)

Product-Moment Correlation Coefficient	Critical Value .05 Level df=173
.04	.15

Number of Courses Mean 2.59
Distance from College Mean 4.7
Number of Courses Range 9-1+1=9
Distance from College Range 60-1+1=60
Number of Courses Standard Deviation 1.56
Distance from College Standard Deviation 6.05

Testing for H_0 2:P=0 produced correlation coefficients in all six of the relationships that were at levels that support the hypothesis. The conclusion based on these coefficients is to not reject the hypothesis. Three of the variables when compared to the number of courses in which subjects are currently enrolled produced positive relationships. They were total hours of leisure time, .02, age, .13, and distance from the college, .04. Even though these positive relationships indicate slight increases in these variables for the subjects as the number of courses in which they are enrolled increase the coefficients are considered not to differ from zero since they do not exceed the critical values for the .05 level of significance.

The comparison of the other three variables to number of courses in which subjects are currently enrolled resulted in negative coefficients as follows: Present yearly income, -.10, years of formal education, -.07 and length of residence in the community, -.05. Since these coefficients do not fall below their critical value of the .05 level they are judged not to differ from zero.

Basically the means and ranges for these variables are the same as reported in previous tables in this chapter. Standard deviations show a wide variety in the subjects' responses for leisure time and length of residence in the community. Standard deviations for the remaining variables show relatively small variance in the response from the subjects.

CHAPTER V

SUMMARY, FINDINGS AND RECOMMENDATIONS

The Problem

The purpose of the study was to determine the demographic and attitudinal characteristics of older participants in adult education programs. The study sought to determine who from the older adult population is selecting the option of adult education to fill the void in their lives created by retirement.

The population for the study was 199 older participants in the Senior Adult Educational Services program on the campus of Oscar Rose Junior College, Midwest City, Oklahoma.

The study was conducted during the spring of 1975. Subjects of the study completed the 38 item "Senior Adult Demographic Questionnaire" and The Purpose in Life Test. The subjects for the study participated voluntarily and did not place their names on the instruments. The 199 subjects included all older adults in attendance the week that the instruments were administered.

Methodology and Procedure of the Study

The 38 item "Senior Adult Demographic Questionnaire" was utilized to describe the older-adult participants. The Purpose in Life Test was used to determine the subjects' attitudes toward life and their purpose in living.

Two null hypotheses were established. The first hypothesis was:

H_0 1 - No relationship exists between participants' purpose in life as measured by The Purpose in Life Test and certain demographic factors as identified by the "Older Adult Demographic Questionnaire."

Response from 8 variables of the "Older Adult Demographic Questionnaire" were compared to the raw score from The Purpose in Life Test. Product-moment correlation coefficients were computed for The Purpose in Life Test raw scores and the following variables:

1. Length of residence in present community
2. Number of years in an occupation
3. Number of years of formal education
4. Age at retirement
5. Present yearly family income
6. Semesters of participation in adult education
7. Number of courses in which subjects are currently enrolled
8. Hours of leisure time per week

The second hypothesis was:

H_0 2 - No relationship exists between participation in the adult education program and certain factors as identified by the "Older Adult Demographic Questionnaire."

Responses from 6 variables of the "Older Adult Demographic Questionnaire" were compared to the responses from the item of the same questionnaire which asked the subjects to record the number of courses in which they are presently enrolled. Product-moment correlation coefficients were computed for the number of courses in which each subject was enrolled and the following variables:

1. Hours of leisure time per week
2. Number of years of formal education
3. Present yearly family income
4. Age
5. Length of residence in the community
6. Distance of residence from the college

Descriptive statistics of means, ranges and standard deviations were computed for each of the variables included in the two hypotheses.

Results of the 38 items which make up the "Senior Adult Demographic Questionnaire" were shown in numbers and percentages in appropriate categories. Means and ranges were computed when appropriate.

The Purpose in Life Test results were placed in

categories showing numbers and percentages according to: (1) raw scores 91 or below - lack of clear meaning and purpose in life (2) raw scores 92 through 112 - uncertain of meaning and purpose in life (3) raw scores of 113 or above - presence of definite meaning and purpose in life. The range and mean scores were also computed. Percentile scores were computed for each raw score.

Major Findings

The major findings reported in the words to follow describe who from the older population is participating in this particular junior college adult education program. These findings can be generalized to expect similiar characteristics among older adults who participate in adult education programs on the campuses of junior colleges across the nation.

H_0 1:P=0 was supported by the results of the 8 comparisons. Only 3 of the 8 Product-moment correlation coefficients obtained exceeded critical values at the .05 level and they could not be considered strongly significant. None of the coefficients fell below the negative critical value at the .05 level. The conclusion is that there is no relationship between The Purpose in Life Test raw scores and the 8 selected factors of the "Older Adult Demographic Questionnaire"

H_0 2:P=0 was supported by the results of the 6 comparisons. All 6 of the Product-moment correlation coefficients either fall below the critical value needed for significant positive correlations at the .05 level or fail to fall below

the critical value needed for significant negative correlations at the .05 level. The conclusion is that there is no relationship between the number of courses in which the subjects participate and the 6 selected factors of the "Older Adult Demographic Questionnaire."

Significant correlation coefficients resulting from the hypothesis testing were the relationships between The Purpose in Life Test and the following variables: length of residence in the community, .23, number of courses in which subjects are currently enrolled, .16 and semesters of participation in adult education, .22. These positive relationships suggest a mild influence on purposeful attitudes toward life.

Results of The Purpose in Life Test place 59 percent of the population at or above the 113 raw score needed to be considered to have a definite purpose in life. Thirty percent are considered to have uncertain meaning and purpose in life and only 11 percent lacking a clear meaning and purpose in life. The mean score of 114.7 places the average score of this older-adult population several points above the norm mean score of 102.

Analysis of the results of the 38 item "Older Adult Questionnaire" provides significant information concerning who is participating in older-adult education.

Results from The Purpose in Life Test as previously reported describes the average participant as a person who has a strong purpose in life. The results of the "Older

Adult Demographic Questionnaire" adds to the description of participants.

There is a preponderance of women participating in the program. Of those participating 74 percent are women with 97 percent of those being of the caucasian race. Sixty percent of the population are married and living with their spouse and 32 percent are widowed with the remaining split among being divorced, separated and single. The average number of children per participant is just over 2 with the mean for grandchildren being 4.25. The majority of them have children visit with them as often as once a month and many more often.

Eighty-three percent were either born on the farm or in a small town. Seventy-five percent remained in these settings for the first twenty years of their lives. A significant shift is seen in place of residence age 20 to the present with 75 percent indicating that they have lived the majority of their lives age 20 to present in cities over 10,000. A majority of the participants, 69 percent, lived the first 20 years of their lives in Oklahoma. Eighty-two percent lived the majority of their lives age 20 to present in Oklahoma. The average length of residence in present community is 20.68 years.

The average older adult participant in this adult education program has 12.79 years of formal education. Only 5 percent have 8 years of education or less while 19 percent

have the equivalent of four years of college or more.

Analysis of occupations before retirement reveals 22 percent listing housewife, 13 percent teacher, 10 percent clerk, 7 percent civil service and the remaining spread over 61 job categories. The average length of time spent in the occupation at which they retired is 26.75. Sixty-one percent retired within the last five years. The average age at retirement was 59.86.

Retirement incomes are spread almost evenly over categories ranging from under 3,000 per year to 20,000 per year. The largest percent, 18, fell in the 10,000 to 15,000 category. Sixty-six percent receive benefits from Social Security, 58 percent have retirement benefits from their former occupations. Only one percent receives assistance from their children. Fifty-five percent have savings valued at more than 20,000, 25 percent indicate that savings are worth about 20,000 and the remaining 20 percent indicate life savings are less than 20,000.

Almost all of the people in the population drive automobiles, 91 percent, and do their own shopping, 96 percent. The population is just as independent in maintaining living quarters with 96 percent living in their own home, apartment or mobile home.

The average distance of residence from the college where they participate in adult education is 4.09 miles. Only 8 percent live 10 or more miles from the college.

Participants believe their health to be basically good. Only 17 percent evaluated their health as low as fair or poor. The remaining 83 percent felt their health to be average or better. Evaluation of their spouses' health was similar with 79 percent feeling their spouses' health to be average or better. Fifty-three percent believe their health to be better than other people the same age.

Religion is important to the participants. Ninety-four percent believe in life after death and 44 percent feel that religion is more important to them now than it was at age 40. Eighty-eight percent indicate their religious preference as Protestant, 8 percent Catholic, less than 1 percent Jewish and 4 percent indicating various other religions as a preference.

The average older person in the population has been participating in adult education for 2.47 semesters and is enrolled in 2.2 classes. Fifty-five percent engage in activities at the college other than adult education. These activities include sports events, cultural activities and social activities. Older-adult education participators have on the average 37.92 hours of leisure time to occupy. Eighty-four percent feel positive enough about their lives to have formulated future plans which include work, travel and more education.

Health and lack of being useful are their greatest concerns with age and death being of little concern to them. For the most part they prefer to be associated with teenagers.

Only 8 percent want to be associated with teenagers seldom or never while 92 percent indicated they would like to be associated with them occasionally or often.

Suggestions for improvement of the program in which they are participating included more challenge, provide transportation, more varied program and more advertising to involve others. More of the participants learned that the program in which they are participating was available through friends, 54 percent, than from any other sources. Newspapers were listed as the second most effective way of learning about the programs.

Recommendations

With the increase in the number of older people projected for future years, additional older-adult educational programs will need to be initiated. Other programs now in existence may need to be revamped in order to adequately meet the needs of those older adults who choose adult education as an option to fill a void in their lives. Based on the findings of the research the following recommendations are offered for the purposes mentioned above.

1. Special efforts should be made to attract men to the programs. Courses should be developed that meet their particular interests and needs. The development of pre-retirement seminars in cooperation with industries which employ the bulk of the workers in the community would increase participation of all older people and in particular the men.

2. Transportation should be provided for older people to come to the campus when possible. Although over 90 percent of the population included in the study have driving skills, transportation would reduce the cost of participation and increase participation by minority groups.

3. Older-adult education opportunities should be provided in all retirement residential centers. Older persons who desire to exercise the option of adult education to fill their hours of leisure time should have that opportunity.

4. The development of older-adult education programs on the campus of junior colleges across the nation should be based on the characteristics of the older people they seek to serve. The attitudinal and demographic characteristics provided by this study will serve as a basis for initiating junior college on-campus programs.

5. The characteristics identified in this study should be utilized to generalize for populations who would come to campuses by their own transportation. Older adults who are transported to campus programs and those who participate in residential center programs may have different needs.

6. The characteristics from among those identified by the study which should be given prime consideration for program development are: (a) attitude toward purpose in living (b) sex and race composition of the population (c) years of formal education (d) yearly income (e) hours of leisure time per week (f) causes for concern

(g) suggestions for improvement of the program. All of the characteristics should influence program development but those mentioned have the most direct influence on providing for the needs of older adults.

The emerging field of older-adult education provides many opportunities for research. Additional research in the area of older-adult education would provide more information concerning older people and how they may be best served by higher education institutions.

Two areas are recommended for future research. They are participators in older-adult education in residential centers for retired people and non-participators in older-adult education. Studies of these two groups which compare characteristics to the results reported in this research should produce valuable information concerning older adults and increase possibilities for additional services to them.

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APPENDICES

APPENDIX A

THE PURPOSE IN LIFE TEST

SPECIAL PERMISSION TO REPRODUCE

THE PURPOSE IN LIFE TEST IS GRANTED

BY THE PUBLISHER, PSYCHOMETRIC AFFILIATES,

BOX 3167, MUNSTER, INDIANA 46321

NAME_____ DATE_____

AGE_____ SEX_____ CLASSIFICATION_____

THE PURPOSE IN LIFE TEST

James C. Crumbaugh, Ph.D.
Veterans Administration Hospital
Gulfport, Mississippi

Leonard T. Maholick, M.D.
The Bradley Center, Inc.
Columbus, Georgia

Part A

For each of the following statements, circle the number that would be most nearly true for you. Note that the numbers always extend from one extreme feeling to its opposite kind of feeling. "Neutral" implies no judgment either way; try to use this rating as little as possible.

1. I am usually:

1	2	3	4	5	6	7
completely bored			(neutral)			exuberant, enthusiastic

2. Life to me seems:

7	6	5	4	3	2	1
always exciting			(neutral)			completely routine

3. In life I have:

1	2	3	4	5	6	7
no goals or aims at all			(neutral)			Very clear goals and aims

4. My personal existence is:

1	2	3	4	5	6	7
Utterly meaningless without purpose			(neutral)			very purposeful and meaningful

5. Every day is:

7	6	5	4	3	2	1
constantly new and different			(neutral)			exactly the same

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Munster, Indiana 46321

Test #168

6. If I could choose, I would:

1	2	3	4	5	6	7
prefer never to have been born			(neutral)			Like nine more lives just like this one

7. After retiring, I would:

7	6	5	4	3	2	1
do some of the exciting things I have always wanted to			(neutral)			loaf completely the rest of my life

8. In achieving life goals I have:

1	2	3	4	5	6	7
made no progress whatever			(neutral)			progressed to complete fulfillment

9. My life is:

1	2	3	4	5	6	7
empty, filled only with despair			(neutral)			running over with exciting good things

10. If I should die today, I would feel that my life has been:

7	6	5	4	3	2	1
very worthwhile			(neutral)			completely worthless

11. In thinking of my life, I:

1	2	3	4	5	6	7
often wonder why I exist			(neutral)			always see a reason for my being here

12. As I view the world in relation to my life, the world:

1	2	3	4	5	6	7
completely confuses me			(neutral)			fits meaningfully with my life

13. I am a:

1	2	3	4	5	6	7
very irresponsible person			(neutral)			very responsible person

14. Concerning man's freedom to make his own choices, I believe man is:

7	6	5	4	3	2	1
absolutely free to make all life choices			(neutral)			completely bound by limitations of heredity and environment

15. With regard to death, I am:

7	6	5	4	3	2	1
prepared and unafraid			(neutral)			unprepared and frightened

16. With regard to suicide, I have:

1	2	3	4	5	6	7
thought of it seriously as a way out			(neutral)			never given it a second thought

17. I regard my ability to find a meaning, purpose, or mission in life as:

7	6	5	4	3	2	1
very great			(neutral)			practically none

18. My life is:

7	6	5	4	3	2	1
in my hands and I am in control of it			(neutral)			out of my hands and controlled by external factors

19. Facing my daily tasks is:

7	6	5	4	3	2	1
a source of pleasure and satisfaction			(neutral)			a painful and boring experience

20. I have discovered:

1	2	3	4	5	6	7
no mission or purpose in life			(neutral)			clear-cut goals and a satisfying life purpose

APPENDIX B

OLDER ADULT DEMOGRAPHIC QUESTIONNAIRE

OLDER ADULT DEMOGRAPHIC QUESTIONNAIRE

The questions that follow are simple and will take only a few minutes to answer. Please answer every question as accurately as possible. However, do not sign your name anywhere on the questionnaire.

1. Your sex:_____(male or female)

2. Your marital status (check one of the following):
   _____married and living with spouse. _____widowed.

   _____separated. _____divorced. _____single (never married).

3. Number of children_____. Number of grandchildren_____.

4. How often do you see one or more of your children? (check one of the following):

   _____every day

   _____at least once a week

   _____at least once in two weeks

   _____at least once a month

   _____only on holidays, birthdays, and special occasions.

   _____at least once a year

   _____never

5. Your race (American Indian, Black, Oriental, White, Other):_____.

6. Place of birth: _____; _____; _____; _____;
   If born on farm check — Write in community — Write in county — Write in state

   _____. (Write in).
   Write in Country if other than U.S.

7. In which type of setting did you live most of your life up to 20 years of age (check one).

   (1) Rural _____
   (2) Town under 10,000 _____
   (3) City under 50,000 _____
   (4) City 50,000 to 100,000 _____
   (5) City 100,000 and over _____

8. The State where you lived most of your life up to 20 years of age. (Write in). _____

9. In which type of setting have you lived most of your life from age 20 to present? (check one).

   (1) Rural _____
   (2) Town under 10,000 _____
   (3) City under 50,000 _____
   (4) City 50,000 to 100,000 _____
   (5) City 100,000 and over _____

10. The State where you have lived most of your life from age 20 to present. (Write in).

11. How long have you lived in the community you now live in? (Write in). _____

12. Approximate number of years of formal education received in schools: (Circle one number)

    1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

    (Examples: completion of elementary school generally means 8 years of formal education; completion of high school generally means 12 years of formal education; completion of college generally means 16 years of formal education).

13. Your occupation before retirement (Examples: carpenter, teacher, housewife, etc): _____

14. Number of years in this occupation: _____.

15. Approximate date of your retirement: _____. (The year and month if possible).
Your age at retirement: _____.

16. Your present yearly family income
(check the closest)

_____ under $3,000
_____$3,000 to $3,999
_____$4,000 to $4,999
_____$5,000 to $5,999
_____$6,000 to $6,999
_____$7,000 to $7,999
_____$8,000 to $8,999
_____$9,000 to $9,999
_____$10,000 to $14,999
_____$15,000 to $19,999
_____$20,000 and over.

17. Sources of family income:
(check appropriate spaces)

_____ Social Security Benefits
_____ Veteran's Pension
_____ Pension from your work
_____ Investments
_____ Financial aid from children
_____ Old Age Assistance from State
_____ Other (Specify, if possible)

18. The total estate value (savings, home value, automobile, stock, bonds, real estate, etc) of persons in your age bracket are on the average about $20,000. How would you estimate your estate value? (Check appropriate space).

_____ about $20,000
_____ more than $20,000
_____ less than $20,000

19. Do you drive a car? (yes or no) _____.

20. Do you do most of your own shopping for food and clothing? (yes or no) _____

21. Where do you live? (check appropriate space below)

_____ in your own home
_____ in your own apartment
_____ with your children
_____ with a friend or friends
_____ in a home for retirees or senior adults
_____ in a mobile home or trailer house.

22. Approximately how far do you live from Oscar Rose Junior College in miles _____.

23. How would you evaluate your health? (check one of the following)
Excellent _____; Good _____; Average _____; Fair _____; Poor _____.

24. If you are living with your spouse, how do you evaluate his (or her) health? (check one of the following)
Excellent _____; Good _____; Average _____; Fair _____; Poor _____.

25. Your religious preference is which of the following? (check one)

Protestant _____; Catholic _____; Jewish _____; Other _____.

26. Is religion more important or less important to you now than at the time you were 40? (check one)

(1) More important _____
(2) Less important _____
(3) About the same _____

27. Do you believe in life after death? (check one)

(1) Yes _____ (2) No _____

28. Of the following items, which one causes you the greatest amount of concern? (check one)

(1) Health (my own or spouse's) _____
(2) Finances _____
(3) Children _____
(4) Age and death _____
(5) Lack of being useful _____

29. How did you hear about the Senior Adult Educational Program at Oscar Rose Junior College? (check one or more of the spaces below)

From friends _____; From the newspaper _____; From television _____;

From radio _____; Through your church or some other organization _____.
(If so, please specify _____.)

30. Has the Senior Adult Program in which you have been participating at Oscar Rose Junior College had any effects or impacts in your life and/ or retirement in any of these areas? If possible, please be specific, and add your comments?

Information acquired _____.

New friends made _____.

New skills acquired _____.

Your decisions affected _____.

New opportunities opened _____.

Your future plans _____.

31. How many semesters have you participated in the Oscar Rose Senior Adult Educational Services ? _____

32. How many classes are you enrolled in this semester at Oscar Rose Junior College? _____

33. What activities are you participating in at Oscar Rose Junior College other than your class work? (check appropriate spaces below)

_____ Attending sporting events
_____ Cultural activities (concerts, plays, art shows, etc.)
_____ Social activities (parties, dances, programs, etc.)
_____ Other
_____ None

34. How many hours do you spend each week in the following leisure time activities? (Put approximate number of hours in appropriate spaces below)

_____ attending Oscar Rose	_____ watching TV
_____ attending church activities	_____ reading
_____ visiting with friends and family	_____ attending club meetings
_____ receation (fishing, sewing, etc.)	_____ hobbies
	_____ other (?)

35. What are your future plans? (check appropriate spaces below)

_____work	_____no plans for future
_____travel	_____other. Please specify:_____
_____more education	_____

36. Have you any suggestions for improving the Senior Adult Educational program?

_____

_____

37. How often would you like to be associated with teenagers and young adults?

_____often	_____seldom
_____occasionally	_____never

38. Compared to other persons my age, my health is:

_____better _____average _____not as good

APPENDIX C

THE PURPOSE IN LIFE TEST RESULTS

THE PURPOSE IN LIFE TEST RESULTS

Raw Score	Percentile
136	99
114	74
126	90
115	76
140	99
84	17
123	87
103	53
128	92
110	67
77	9
115	76
77	9
103	53
111	69
130	94
108	63
139	98
108	63
97	40
112	71
108	63
133	96
111	69
105	57
122	86
117	79
131	94
102	50
131	94
111	69
137	97
97	40
40	1

Raw Score	Percentile
93	32
110	67
133	96
113	73
116	78
123	87
93	32
129	93
128	92
104	55
137	98
116	78
127	91
120	84
94	34
90	26
118	81
127	91
131	94
134	96
101	48
115	76
74	7
98	42
129	93
122	86
120	84
117	79
92	30
101	48
134	96
110	67
106	59
134	96
120	83
133	96
128	92
120	84
129	93
111	69
126	90

Raw Score	Percentile
123	87
126	90
104	55
98	42
94	34
120	84
90	26
133	96
124	88
131	94
140	99
114	74
109	65
108	63
128	92
102	50
140	99
107	61
115	76
128	108
137	117
98	42
133	113
136	97
120	84
80	12
105	57
80	12
103	53
104	55
84	17
84	17
125	89
99	44
125	89
121	85
122	86
140	99
107	61
109	65
72	93
124	88
135	97

Raw Score	Percentile
137	98
127	91
117	79
114	74
122	86
123	87
119	82
113	73
91	28
120	84
85	18
98	42
114	74
119	82
135	97
95	36
119	82
133	96
116	78
78	10
137	98
140	99
137	98
123	87
127	91
133	96
100	46
112	71
117	79
128	92
109	65
130	110
112	71
123	87
78	10
112	71
108	63
91	28
134	96
136	97
110	67
125	89
125	89

Raw Score	Percentile
131	94
109	65
116	78
128	92
94	34
130	94
111	69
107	61
103	52
106	59
114	74
113	73
95	36
129	93
117	79
138	118
134	96
111	69