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THE RELATIONSHIPS AMONG LIFE SATISFACTION, ROLE ACTIVITY, PERSONALITY, DAYDREAMING, AND SOCIO-ECONOMIC VARIABLES IN MIDDLE AGED AND OLDER ADULTS

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In Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

by

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CHAPTER I

INTRODUCTION

The area of successful adjustment to aging has received a great deal of attention in the recent past. Much of this attention has focused on the constituents of life satisfaction. Socioeconomic variables as well as social role activities, as predictors of life satisfaction, have been examined in some detail. An understanding of the types of social role activities that contribute to life satisfaction is an important element of understanding the elderly. It is useful to determine the value of particular social role activities to the elderly inasmuch as they contribute to successful adjustment. Unfortunately there is considerable disagreement as to which roles are the most salient predictors of life satisfaction. This disagreement may be the result of one of three factors. First, different researchers have used various methods of assessing social role activity ranging from interviews to straightforward questions on surveys. Some standard method of assessing social role activity should be devised. Secondly, different researchers have confined themselves to examining only certain social role activities, rather than examine the
the entire range. Therefore, it is difficult to determine the relative weight of the various social role activities. Finally, and perhaps most importantly, the variability in the relevance of certain role activities may be due to a disregard for personality.

One of the primary purposes of this research was to study the degree to which personality characteristics may influence the relationships among life satisfaction and social role activities in the elderly. Although, in the past, a great deal of research has been concerned with the importance of social role activities to life satisfaction in the elderly there is no research in this area which takes into consideration the role of personality. One of the fundamental misconceptions of the elderly is that they are a homogeneous group. Even within the realm of gerontological research there exists an implicit supposition that old people are all alike. For example, research in the area of life satisfaction and social role activity has concluded that because certain social role activities correlate positively with life satisfaction, social role activities are to be encouraged in the elderly. It should be obvious that every individual possesses a constellation of needs and interests which consequently leads to certain
behaviors. It is suggested here that within the population of the elderly, individuals will engage in certain activities because they have a psychological need which is fulfilled, at least partially, by those activities. Rather than conclude that all old people should engage in social role activities we should point out that for certain individuals certain activities are appropriate and that for others, other activities are appropriate. The degree to which an individual engages in social role activities then, depends upon the constellation of needs and interests that individual possesses.

Another area of interest in this research was to observe the differences between middle aged adults and older adults, not so much with respect to personality characteristics, but with respect to how those personality characteristics relate to social role activities. Although personality characteristics may be stable from adulthood through old age, the ways in which certain needs are fulfilled may differ due to the imposition of societal constraints on elderly individuals. Due to the fact that many elderly individuals suffer significant role losses, they must seek out other means of gratifying their needs. This may be achieved by engaging in alternative social role activities to, for example, occupation and parental involvement. It is suggested
that although there may be no change in personality over age, there will be a shift in the relationship between certain personality characteristics and certain role activities. This shift will occur as a result of the constraints placed upon the individual by society.

Intertwined in the relationships among life satisfaction, social role activity and personality characteristics exists the phenomenon of daydreaming. The existence of certain needs and interests may lead to involvement in particular forms of social role activity, and result in heightened sense of life satisfaction. However, if needs exist without the opportunity for fulfillment this may lead to fantasy. An individual may daydream and in these daydreams fulfill these needs. Since elderly individuals do not have the same range of activities available to them as younger and middle-aged adults it would seem that they would engage in a greater degree of daydreaming behavior. In other words, their daydreams would allow them to fulfill, in a sense, their needs. In addition, the temporal setting of these elderly individual's dreams should be the past. This may be so because those individuals may not find solace in the present in that they are unable to satisfy their needs due to present
constraints. The future may also appear to be bleak, offering greater constraints, and inevitable death. Therefore, the elderly person turns to the past, to times gone by when he/she was able to satisfy his/her needs through involvement in any number of social role activities. Therefore, it is suggested that past-oriented daydreaming will be inversely related to life satisfaction as well as with social role activity, in the elderly.

**Literature Review**

**Disengagement versus Activity Theories**

Adjustment or satisfaction with life is an area in gerontological research which has received a great deal of attention (Cumming and Henry, 1961; Havighurst, 1963; Roscow, 1963; Lawton, 1968). Attempts have been made to determine what makes for successful adjustment to aging by positing rather global theoretical perspectives as well as by more careful scrutiny of the variety of specific variables which may constitute life satisfaction. Disengagement theory (Cumming and Henry, 1961) proposes that successful adjustment to aging involves a mutual withdrawal of the individual and society. The elderly individual disengages himself,
socially and psychologically from society. The purpose served by this withdrawal is that the individual is no longer burdened by activities and responsibilities which have become progressively more difficult to maintain. In addition, disengagement allows the individual to make a break with friends and acquaintances in preparation for the ultimate separation of chronic illness or death. The implications of disengagement theory are that the elderly individual possesses a different set of needs and interests than the young or middle-aged adult. Whereas for younger adults involvement and interaction with others constitutes a substantial degree of one's adjustment, during old age this is no longer so. Also, the norms of society which the younger adult adheres to seem to lose their significance to the older adult. The important point to be made concerning disengagement theory is that this withdrawal from society is a necessary component of a high level of psychological well-being on the part of the elderly individual.

In opposition to the disengagement theory of aging is the activity theory (Havighurst and Albrecht, 1953). Rather than the inverse relationship between activity and life satisfaction that disengagement theory proposes, activity theory states that the more socially
active the older person is, the happier he will be. Whereas disengagement theory states that the needs of the elderly are different from the needs of younger adults, activity theory stresses the stability of the individual's needs. Unfortunately, according to activity theory, the older individual has roles taken from him such as the loss of job, friends and spouse. This loss of roles is proposed to be inversely related to life satisfaction. The individual is expected to compensate for these role losses by heightened involvement in other areas of social interaction. Those individuals then, who maintain an active social involvement, will enjoy a high level of life satisfaction while those who do not will suffer a low level of life satisfaction.

Role Activity and Life Satisfaction

As can be seen, disengagement theory and activity theory stand in direct opposition to one another as explanations for life satisfaction in the elderly. This has led to a body of research, the purpose of which was to determine which of these theories was the better explanation for adjustment in old age.

Tobin and Neugarten (1961) directed their attention to the social aspects of disengagement. A life satisfaction measure was used as well as indices of social
interaction to determine adjustment and activity.
Tobin and Neugarten found a positive relationship between life satisfaction and social interaction in their sample of elderly individuals. Also, they found that this relationship was strengthened with advances in age.
In conclusion, Tobin and Neugarten found that engagement, not disengagement, was related to psychological well being in the elderly.

Tallmer and Kutner (1970), using Cumming and Henry's (1961) morale measure, discovered that morale did not correlate significantly with activity or engagement. Tallmer and Kutner suggested that the discrepancy which existed between their findings and those of Cumming and Henry may be attributed to sampling errors on the part of Cumming and Henry.

Their sample of the very old is so biased it is difficult to extrapolate their findings. Not only is this group healthier and more economically independent than the general population, but they were selected by a special method (i.e., two clergymen selected them) that would lead to markedly more religious group than the general population. (p. 319)

Lowenthal and Boier (1965) examined the phenomenon of social withdrawal as either voluntary or involuntary. They also looked at the types of deprivations that were
possible for the elderly (e.g., forced retirement, widowhood, physical disability). Lowenthal and Boler broke their sample up into four groups: (1) the voluntarily withdrawn-no deprivation, (2) the involuntarily withdrawn-deprivation, (3) not withdrawn-no deprivation and (4) not withdrawn-deprivation. With respect to morale, the voluntarily withdrawn ranked almost as high as those in the not withdrawn-no deprivation group. Those in the involuntarily withdrawn-deprivation group ranked low in morale just as did those in the no withdrawal-deprivation group. This leads one to conclude that the salient variable in predicting morale may be deprivation rather than social interaction.

Palmore (1968) performed a longitudinal study in which he examined the effects of aging on activities and attitudes. He found that there was little or no change in either activities or attitudes over the ten years of the study. This, Palmore points out, is contrary to what most cross-sectional studies report. He suggests that while the elderly may decrease activities in some areas (e.g., organizations) they may increase activities in others (e.g., family). Palmore also found that those individuals who reduced their activities as they grew older also suffered a reduction in life satisfaction and those individuals who increased
their activity also increased their level of life satisfaction. This is contrary to disengagement theory. Palmore admits that disengagement may be applicable to some and activity to others as constituting life satisfaction, however, he does report that activity theory, in his study, appeared to be the best explanation for life satisfaction or adjustment to aging.

Maddox (1963) also performed a longitudinal study in which he examined the relationship between activity and morale. He found that high activity was associated with high morale and low activity was associated with low morale. He also found, as did Palmore, that a significant increase in activity during the course of the longitudinal study was associated with an increase in morale, and, a significant decrease in activity was associated with a decrease in morale. Interestingly, although Maddox found this relationship to be true for extensive changes in activity, this did not hold true overall. He did find that there was a significant decrease in activity with age but this did not result in a concomitant decrease in morale. Morale scores were not lower among the older subjects than the younger subjects. Maddox found a significantly larger number of older subjects with low activity scores and high morale scores, than younger subjects. This led Maddox to examine the deviant cases (i.e., those
with high morale, low activity and those with low morale, high activity). Maddox found that there were many factors which modified the relationship between activity and morale (i.e., degree of physical disability, self-health estimate, presence or absence of clinical depression, type of activity). Maddox concluded that the absence of a concomitant decrease in morale with activity may have been due to the particular combination of variables which modified the relationship between morale and activity.

Socioeconomic Variables and Self-assessed Health

From the research which has been reviewed up to this point, partial support may be found for the disengagement theory as well as the activity theory. A clearer picture of the relationship between activity and morale would be made possible by an examination of a number of intervening variables. At this point then, it would seem reasonable to review any research which discusses these intervening variables or other correlates of life satisfaction, as well as the different types of activity which may partially constitute life satisfaction. In so doing we may better understand the salient elements of successful adjustment.
Palmore and Luikart (1972) examined the relationship between health, and social factors, and life satisfaction in subjects aged 45 to 69 years old. Through the use of multiple regression analysis, they found self-rated health to be the most salient variable in predicting life satisfaction. In fact, they found that one's self-rating of health status was more important than the physicians' rating of his health status. The next most salient variable in predicting life satisfaction was organizational activity. The third strongest variable was internal control orientation. Mixed results were obtained with respect to having a confidant, which was moderately related to life satisfaction in men but negatively related to life satisfaction in women. Income was found to be related to life satisfaction, especially in the middle age. It was less related in older subjects. Education interacted with income to produce rather perplexing results. Individuals with incomes over $7,000 evidenced a low negative correlation between education and life satisfaction. Another interesting finding in their study was the interaction between sex, organizational activity and internal control orientation. Among men, the major correlates of organizational activity were intelligence and internal control orientation whereas with women, lack of employment
and physical performance status were the major correlates. Men tended to have a higher level of internal control orientation than women. Finally, Palmore and Luikart pointed out a number of variables which were not significantly related to life satisfaction (i.e., age, sex, total social contacts, career anchorage, marital status and intelligence).

Edwards and Klemmack (1973), in examining some correlates of life satisfaction, found socioeconomic status, perceived health status, and informal participation with nonkinmen to be the best predictors of life satisfaction. Controlling for socioeconomic status cancelled out the relationship between life satisfaction and age, marital status, and family size. Edwards and Klemmack also reported that involvement in organizational activity did not contribute independently to life satisfaction. In reference to activity theory, Edwards and Klemmack conclude that

the support lent is confined for the most part to informal types of activities and in particular to activities involving nonkinmen. No support is found for role loss, as manifested in retirement, as being critical to the level of satisfaction one experiences. (p. 501)

Spreitzen and Snyder (1974) also found no relationship between life satisfaction and age. Self-assessed
health and financial sufficiency were the best predictors of life satisfaction. Measures of activity were not used in this study.

Palmore and Kivett (1977) performed a longitudinal study of persons aged 46 to 70. The study consisted of three phases: the initial phase, a two year followup, and a four year followup. The primary concern of the study was the examination of any change in life satisfaction during this four year span. During the initial phase, Palmore and Kivett found five significant variables in relation to life satisfaction: self-rated health, organizational activity, social activity hours, productive hours, and sexual enjoyment. Palmore and Kivett were then interested in determining which of these variables predicted change in life satisfaction. In addition to these five, they included the individual's initial phase life satisfaction score. Palmore and Kivett found that there was no significant change in life satisfaction from the initial to the final phase, nor were there any significant differences based on sex. Three of the variables which were found to be significantly related to life satisfaction in the initial phase were also found to be significantly related to life satisfaction in the final phase: self-rated health, and to a much lesser degree, sexual
enjoyment and social activity hours. Life satisfaction during the initial phase was the best predictor of life satisfaction at the final stage. Contributions by the variable of self-rated health accounted for only an additional one percent of the variance explained in the regression equation. Palmore and Kivett concluded that beyond one's earlier level of life satisfaction all other variables were not very useful in predicting change in life satisfaction. In any case, the main conclusion to be derived from this study is that life appears to be stable across this age range.

Graney (1975) in a four year longitudinal study of elderly women found that life satisfaction was positively related to social participation. He discovered that activities which at least had the potential for face-to-face interaction were the most salient constituents of life satisfaction. Finally, Graney found that changes in activity for the older people in the sample were more likely to affect life satisfaction than they did in the younger people in the sample. Graney suggested that this was so because the older individuals cherish the roles they have been able to maintain, as there are no comparable alternative roles to replace them.
Medley (1976) examined a causal model using path analysis, which was aimed at explaining the interrelationships among the determinants of life satisfaction. Satisfaction with family life was the most important determinant of life satisfaction. For males the second most important variable was health satisfaction, and the third, standard of living, whereas for females it was the opposite. From the path analysis Medley determined that the variables health satisfaction and satisfaction with standard of living each had significant effects on satisfaction with family life. In the females, satisfaction with health was found to have made a significant impact on satisfaction with standard of living, whereas for males, satisfaction with standard of living was substantially influenced by financial situation.

Another example of how other variables may modify or determine the nature of the relationship between life satisfaction and activity may be found in Bull and Aucoin (1975). Bull and Aucoin examined the relationship between voluntary association participation and life satisfaction. In addition to the variable of voluntary association participation, they included subjective health and socioeconomic status. Bull
and Aucoin found that the elderly who have higher levels of participation are more often in better health or of higher socioeconomic status than are those with lower levels of participation. Also, it was found that health and socioeconomic status were significantly related to life satisfaction. (p. 76)

Cutler (1976) also looked at voluntary association participation and aging. Cutler performed a longitudinal analysis in which he studied whether or not voluntary association participation changed with age. Cutler found that there were no significant differences in the mean levels of voluntary association participation over the four years of the longitudinal study. Cutler found that the drop-outs in the study did differ from the continuing subjects in that the continuing subjects were younger, had higher levels of perceived health, and had higher levels of education and income. As we know from the previous research, all of these factors have been shown to modify the relationship between life satisfaction and activity. So, although Cutler reports stability in voluntary association participation, this may be due to selective drop-out. Cutler does suggest that changes in health, socioeconomic status, marital status, residence and access to transportation should be
examined in further research on the relationship between life satisfaction and voluntary association participation.

Trela (1976) examined the relationship between social class and association membership. He found that although there is a tendency for lower class individuals to be less involved in associations this is less true during old age. He did find that higher class elderly individuals tended to join age-graded associations more so than lower class elderly individuals. Again, the influence of socioeconomic variables on activity is evidenced in research.

George and Maddox (1977) concerned themselves with an examination of adaptation to loss of the work role. In a longitudinal study, they found that the relationship between morale and retirement was conditioned by the variables of marital status, occupational prestige, education, job deprivation, and self-perceived health.

Based upon the theoretical and research efforts which have been discussed up to this point, a number of relationships may be expected to be found between life satisfaction, role activity, health and socioeconomic status.
1. It is predicted that life satisfaction will correlate positively with certain dimensions of role activity. These dimensions may vary according to age. In the older age groups, family and friendships may be most significant, whereas in younger age groups, community activities such as participation in civic organizations and occupation may also be salient elements in life satisfaction.

2. It is also predicted that various measures of socioeconomic status will relate positively to life satisfaction such as income and job status.

3. Self-assessed health is predicted to be positively related to life satisfaction.

4. Self-assessed health is predicted to be positively related to involvement in social role activity. This is predicted because physical or health constraints should lead to a lowered ability or inclination to engage in activities of any sort.
Personality and Life Satisfaction

It is now quite obvious that an attempt to understand life satisfaction or adjustment on the basis of global explanations such as disengagement theory or activity theory is inadequate. This is so because of the array of other variables which either influence the relationship between activity and life satisfaction or independently contribute to life satisfaction. Thus far, much of the emphasis in the research on the correlates of life satisfaction has been on social psychological and socioeconomic variables. It would also seem relevant to examine the relationship between life satisfaction and activity as it is modified by personality characteristics. For the most part, the relationship between activity and life satisfaction has been found to be positive, although there has been a great deal of disagreement as to what activities are the most salient. Perhaps this variability as to which activities predict life satisfaction and which do not is based upon variability in personality characteristics. Neugarten et al (1972) suggested that the relationship between role activity and life satisfaction may be mediated by personality characteristics. Another interesting question that arises from this issue is whether or not personality changes occur through middle
and later adulthood. Perhaps then, as personality changes occur, certain activities become more important whereas others are of lesser importance.

One example of research on personality and life satisfaction may be found in research on locus of control. According to Rotter (1966), an individual's locus of control depends upon how he perceives his relationship with his environment. If an individual perceives events in his environment as contingent upon his own behavior, then his locus of control would be internal. If, on the other hand, the person believes that events in his life are not contingent upon his behavior, but due to luck or fate, then his locus of control would be external.

Kuypers (1972) examined locus of control in the elderly as it related to ego functioning and personality characteristics. The subjects whom Kuypers referred to as internals possessed coping ego functioning whereas the externals possessed defensive ego functioning. The implication here is that internals should be better able to face change, such as loss of certain roles as well as lessened responsibility to others. Kuypers suggests that internals may differ from externals in a number of specific areas such as reactions to widowhood, retirement or institutionalization.
decision making ability, utilization of support services, and preparation for death.

Reid, Haas and Hawkings (1977) studied the relationship between locus of desired control and positive self-concept in the elderly. The locus of control measure used by them was designed to be relevant to the everyday lives of the population they studied (i.e., residents of homes for the elderly). They found that those elderly subjects who possessed an internal locus of desired control had a more positive self-concept than those who had an external locus of desired control. They also found that this relationship between locus of desired control and self-concept was especially strong for the males in their sample.

Bradley and Webb (1976) looked at age related differences in locus of control orientation in three areas of activity (i.e., social, physical and intellectual). Their sample ranged in age from 13 to 91 years old. They expected to find an increase in perceived control from adolescence to middle age in the physical and social areas. However they expected a decline in perceived control in these two areas from middle to old age. In the realm of intellectual functioning they expected no differences with respect to age. The results
supported these expectations. Bradley and Webb suggest that the increased external locus of control orientation in the elderly is due primarily to the imposition of constraints (i.e., decline in physical ability and decline in power and productivity in social situations).

Based upon the research we have reviewed thus far, four hypotheses have been derived.

1. Locus of control is predicted to become more external as a function of age.

2. As a result of an increase in externality, life satisfaction is predicted to decline across age groups.

3. Individuals with an external locus of control are predicted to be less involved in social role activities than individuals with an internal locus of control.

4. Individuals with an external locus of control are predicted to be lower in life satisfaction than individuals with an internal locus of control.
There were three other personality dimensions which were examined in this research. Although it would have been interesting to choose a broad range of personality characteristics and examine their influence on the relationship between life satisfaction and role activity, this was not possible. It must be kept in mind that when studying any phenomenon which necessitates having elderly individuals as subjects, consideration must be given to the time required to complete the measures as well as the stamina and attention span of the subjects. Therefore, although a broad range of personality characteristics would have been interesting to study, due to the time involved this did not prove feasible.

Since one of the primary purposes of this investigation was to study the influence of personality on the relationship between life satisfaction and social role activity, three personality characteristics were chosen which seemed to have the most direct bearing on this relationship. The three personality characteristics examined in this study were need for achievement, need for affiliation and need for dominance. These three dimensions were chosen because they could be translated into behaviors or social roles rather easily. Basically, what is proposed here
is that these three needs will motivate and be satisfied by certain social role activities. Perhaps the need for affiliation will be related positively to social role activities such as involvement with the family, involvement with friends and involvement in some group activities. The need to achieve may be positively related to social roles such as civic and occupational activities. The need for dominance may also be positively related to civic and occupational activities.

Research in the past which has looked at the constituents of life satisfaction has restricted itself to examining some socioeconomic variables and some activities. Due to this restriction in variables examined, a great deal of variance in life satisfaction was left unexplained. This research, on the other hand, in an effort to clarify the relationship between life satisfaction and role activity has introduced personality as a possible determinant in the relationship between life satisfaction and role activity. The personality variables of need for achievement, need for affiliation and need for dominance were chosen because of the apparent likelihood that they would influence the degree of involvement in various role activities. Inasmuch as these personality characteristics are gratified
by certain role activities, life satisfaction will be affected. Therefore, based upon this reasoning, the following hypotheses have been formed:

1. It is predicted that need for dominance and need for achievement will be positively related to role activity and therefore positively related to life satisfaction. Although it is difficult to determine which roles will be most highly associated with need for dominance and need for achievement, it is predicted that job involvement and civic and club involvement will be the most highly correlated.

2. It is predicted that the strongest correlates of need for achievement and need for dominance will vary across age groups. In the middle aged adults need for dominance and need for achievement will correlate most strongly with job involvement, whereas with the elderly, civic and club activities will be the most strongly correlated.

3. It is predicted that due to social constraints, and the acceptance of certain stereotypes concerning the elderly, there will be a decline
in need for achievement and need for dominance across ages.

4. It is predicted that the need for affiliation will be related positively to certain social role activities and therefore positively related to life satisfaction. The strongest correlates of need for affiliation are predicted to be involvement with friends and close friends, involvement in clubs, church involvement and family involvement. There is not expected any significant shift in the correlates of the need for affiliation across age groups.

Daydreaming

Another area of interest in this study was daydreaming activity, which was examined in terms of its relationship to age, role activity, personality, and life satisfaction. Daydreams have been defined as "imaginal thoughts that generally occur as shifts of attention from an ongoing mental or physical task" (Singer and McCraven, 1961, p. 274). Daydreaming has been viewed as a means of reducing tension resulting from unfulfilled desires (Freud, 1949) as well as a means of mental stimulation enabling an individual
to compensate for rather deprived life circumstances (Singer and Anrobus, 1963). By using Leuba's (1955) theory of "optimal stimulation" however, we may view daydreaming from both perspectives. Daydreaming then would function to stimulate an individual in a monotonous environment and reduce tension for an individual with unfulfilled or dissatisfying life circumstances. This explanation for daydreaming activity seems to be particularly appropriate for the elderly in that we may find, again, due to physical and social constraints, a greater degree of daydreaming activity. However, an alternative explanation for daydreaming may be necessary when discussing the elderly. Butler (1963) suggested that reminiscence or life review served an adaptive purpose for the elderly. Butler also stated that he believed this life review to be a universal, naturally occurring, mental process in the elderly. It is not, however, necessarily a conscious effort to reintegrate one's perspective on life. This process is stimulated by the inevitability of one's death. The nature and result of one's life review are determined to a large extent by the individual's previous developmental circumstances. This explanation for reminiscence in the elderly is in substantial
agreement with Erikson (1963), who stated that the last stage of human life "ego integrity versus despair" is characterized by a life review process in which the elderly individual looks back on his life and essentially determines whether or not it had any meaning. It is, most fundamentally, a time in which the individual's past experiences and unresolved conflicts may be reviewed. Having dealt with these issues, the elderly person may then look ahead into the future. If the individual encounters a number of unresolved conflicts he may not complete the process of life review. Therefore, it would seem that this individual would spend more time involved in life review and reminiscence.

Keeping in mind the concept of optimal stimulation as well as that of the life review process we should find a greater degree of daydreaming activity being experienced during the later years of life. This should be especially true for those elderly individuals who express a low level of life satisfaction. According to Leuba (1955) this low level of life satisfaction should result in daydreaming as a tension reducer. According to Butler (1963) and Erikson (1963) this low level of life satisfaction would be evidence of unresolved conflicts in the past. This would then result in a
heightened level of past-oriented daydreaming, or reminiscence. In contrast, the elderly individual who expresses a high level of life satisfaction should engage in less past-oriented daydreaming and engage in more future-oriented daydreaming.

According to Giambra (1974, 1977a, 1977b), who examined subjects ranging in age from 17 to 91 years old, daydreaming frequency declines linearly with age. He also found that there was no significant relationship between age and temporal setting of daydreaming (i.e., past-oriented, present-oriented, future-oriented). This, Giambra states, contradicts the belief that the elderly engage in a heightened degree of reminiscence.

One criticism which may be directed at Giambra is that the elderly members of his sample consisted of predominately upper-middle class, college educated individuals. Giambra's sample does not accurately represent the general population of older people in our society in terms of financial security, educational achievement or occupational status. It is possible that the content and frequency of daydreaming activity in this elderly group would not be the same in a more representative sample. Kernan (1978) found that, within a sample of elderly women, frequency as well as
temporal setting of daydreams could be predicted on the
basis of life satisfaction. Inasmuch as life satis-
faction is related to socioeconomic status, it appears
that Giambra's sample would tend toward a high degree
of life satisfaction and therefore daydream less fre-
quently than a similar group lower in life satisfaction.
The relationship between life satisfaction and day-
dreaming was examined in this study.

Daydreaming was also considered in this study as
it related to role activity and personality. Again,
these relationships are of a complex interacting nature.
An individual who scores high on the need to achieve
or the need to affiliate, but is not engaged in activities
which permit him to fulfill these needs may engage in
an increased frequency of daydreaming as a means of
stimulating himself and simultaneously reducing tension.
It is suggested that unfulfilled needs will be more
commonly experienced in the elderly members of the sample
and therefore frequency of daydreaming should be related
negatively to role activity, especially past-oriented
daydreaming.

Based upon the research which has been discussed
in the area of daydreaming, the following hypotheses
have been proposed:
1. It is predicted that daydreaming activity will increase across age groups, especially past-oriented daydreaming.

2. It is predicted that there will be an inverse relationship between past-oriented daydreaming and social role activity.

3. It is predicted that there will be an inverse relationship between past-oriented daydreaming and life satisfaction.

In summary, this study has attempted to achieve a number of goals.

1. To determine the relative importance of socioeconomic variables, self-assessed health and social role activities to life satisfaction in the elderly.

2. To examine differences which might exist across age groups with respect to the relative importance of socioeconomic variables, self-assessed health and social role activities to life satisfaction.
3. To assess the influence which personality characteristics might have on the pursuit of certain social role activities and the subsequent impact on life satisfaction.

4. To devise a questionnaire and scale which may be used to assess involvement in social role activities. The purpose of this was to make available a standard device to be used in the assessment of social role activity. In addition the amount of time to be saved by such a questionnaire in relation to an interview technique is considerable.

5. To determine the nature of the relationship between daydreaming activity and life satisfaction, especially as it relates to social role activity and certain personality characteristics.

6. To determine the nature of any differences which might exist in the area of daydreaming across the age groups.

The following hypotheses have all been formed on the basis of an exhaustive review of the literature:
1. It is predicted that life satisfaction will be related positively with certain dimensions of role activity. These dimensions may vary according to age. In the older age groups, family and friendships may be most significant, whereas in younger age groups, community activities such as participation in civic organizations and occupation may also be salient elements in life satisfaction.

2. Socioeconomic status will relate positively to life satisfaction.

3. Self-assessed health will relate positively to life satisfaction.

4. Self-assessed health will relate positively to role activity.

5. Locus of control is predicted to become more external as a function of age.

6. As a result of an increase in externality, life satisfaction is predicted to decline across age groups.
7. Individuals with an external locus of control are predicted to be lower in life satisfaction than individuals with an internal locus of control.

8. Individuals with an external locus of control are predicted to be less involved in social role activities than individuals with an internal locus of control.

9. It is predicted that need for dominance and need for achievement will be related positively to life satisfaction. Although it is difficult to determine which roles will be most highly associated with need for dominance and need for achievement, it is predicted that job involvement and civic and club involvement will be the most highly correlated.

10. It is predicted that the strongest correlates of need for achievement and need for dominance will vary across age groups. In the middle aged adults need for achievement and need for dominance will correlate most strongly
with job involvement, whereas with the elderly, civic and club activities will be most strongly correlated.

11. It is predicted that due to social constraints, and the acceptance of certain stereotypes concerning the elderly, there will be a decline in need for achievement and need for dominance across ages.

12. It is predicted that the need for affiliation will be related positively to certain social role activities and therefore positively related to life satisfaction. The strongest correlates of need for affiliation are predicted to be involvement with friends and close friends, involvement with family. There is not expected any significant shift in the correlates of the need for affiliation across age groups.

13. It is predicted that daydreaming activity will increase across age groups, especially past oriented daydreaming.
14. It is predicted that there will be an inverse relationship between past-oriented daydreaming and social role activity.

15. It is predicted that there will be an inverse relationship between past-oriented daydreaming and life satisfaction.

It should be stressed at this point that the attempt of this study was to gain a clearer understanding of the nature of life satisfaction in the elderly. Rather than use the same approach as studies in the past by restricting the scope of constituent variables to some socioeconomic variables and some social role activities, the approach of this study was not only to examine many social role activities but most importantly to examine the impact of personality characteristics on the relevance of social role activity to life satisfaction. In addition, the phenomenon of daydreaming was examined in an effort to understand the psychological manifestations of disengagement and dissatisfaction with life.
Subjects

A group of 278 men and women, ranging in age from 40 to 89 years, participated in this study. There is no specific point in an individual's life span at which one may say he or she has become old. Aging is a continuous process and, depending upon the aspect of aging one is examining, a variable process. Therefore, any age limitations one places on the life span as designating old versus middle aged are to some extent arbitrary. It is true that certain ages carry particular connotations such as the age of 40 being the boundary between middle and young adulthood. For some individuals entrance into a new decade in their lives is a traumatic event. Although there are some social scientists who have examined the adult years and assigned rather specific ages to particular internal and external events in our lives (Levinson, 1978), these are to a large extent speculative, and due to sampling difficulties, questionable. Although the ages which were chosen as the delimiters of the cohorts in this study were arbitrary, the decision to use them was based upon the connotations of entering into a new decade. Therefore,
Subjects were broken down into the following age cohorts: Cohort I, 40 to 49 years; Cohort II, 50 to 59 years; Cohort III, 60 to 69 years; Cohort IV, 70 to 79 years; and Cohort V, 80 to 89 years. Subjects were also broken down into Groups. Group I included Cohorts I and II, and Group II included Cohorts III, IV, and V. Subjects were recruited in a number of ways. Parents or grandparents of students at the University of Alabama in Birmingham as well as Birmingham Southern College filled out the questionnaires used in this study. Other participants in this study were obtained through visits to retirement centers and apartment complexes for the elderly in the Birmingham area.

The educational status of the participants ranged from completion of the fifth grade to completion of graduate and professional schooling. There were no significant differences found among the cohorts with respect to level of education.

Income ranged from less than $5,000 per year to greater than $65,000 per year. A significant decline was found in income with age, with individuals in Cohorts I and II having a significantly higher income than individuals in Cohorts III, IV, and V. This however is to be expected, due to retirement.
Procedure

Subjects, having been contacted, were given a packet of questionnaires to fill out. The questionnaires were given to them in a stamped envelope which was addressed to the experimenter. Upon completion of the questionnaires the subjects were instructed to replace them in the stamped envelope and drop them in the mail. With each packet of questionnaires was found a standard consent form (see Appendix A) which the subject was asked to read and sign. This consent form was then sent to the experimenter in a separate envelope, thereby insuring the anonymity of the subjects. Attached to each packet of questionnaires was a sheet which briefly described each questionnaire, and instructions on how to fill them out (see Appendix B).

Measures

Information Sheet. The information sheet was designed to tap the following variables: age, sex, education, spouse's education, occupation, spouse's occupation and income (see Appendix C).

Life Satisfaction Index 2 (LSIZ). Neugarten et al. (1961), developed the LSIA, which contains 20 statements to which the individual may respond "agree" or "disagree" or "?". Each response matching the scoring key receives a score of one. The highest possible score would be 20.
Adams (1968), having given the ISIA to a number of individuals, factor analyzed the measure. He found four factors: Mood tone, Zest for life, Congruence, and Resolution. He also discarded two of the items on ISIA and labeled this index ISIZ, now containing only 18 items (see Appendix D).

**I-E Scale.** Rotter (1966) developed the I-E Scale to measure an individual's locus of control. High scores on the I-E Scale indicate an external locus of control whereas low scores indicate an internal locus of control. The I-E Scale uses a forced-choice format (see Appendix E).

**Personality Research Form (PRF).** Jackson (1965) developed the Personality Research Form. This inventory was designed to measure a number of Murray's (1938) secondary or psychogenic needs. Four subscales were extracted from the PRF and used in this study to tap the following of Murray's needs: Need for Achievement, Need for Affiliation, Need for Dominance and Social Desirability (see Appendix F).

**Self-Assessed Health.** Self-Assessed Health was measured by using a method similar to the "Cantril Ladder" with the bottom of the ladder representing a self evaluation of poor health and the top of the ladder representing a self evaluation of excellent health (see Appendix G).
Daily Living Questionnaire (DLQ). The DLQ was designed for the purposes of this study to tap an individual's level of social role activity in a number of areas. The DLQ is modeled after the Role Activity Scale of Havighurst and Albrecht (1953) rather closely. The areas of role activity measured by the DLQ are: Great Grandparent, Grandparent, Parent, Brother-Sister, Cousin, Aunt-Uncle, Clubs, Church, Civic, and Job. There are a number of questions directed to each of these areas of role activity. The scorer uses a scale ranging from 0 to 8 to score each individual's level of involvement in each of the above-mentioned areas. Before use in this study the DLQ was administered to 30 adults to determine what difficulties, in the way of instructions and scoring, might exist. Modifications were made before use in this study.

The purpose of developing the DLQ was to design a questionnaire which could measure the same areas as the Role Activity Interview but would not require a one-to-one relationship between the experimenter and the subject. Therefore, much less time would be consumed interviewing each individual, since each person may fill out the DLQ on his/her own.

Since the rating scale is used in the DLQ, it was necessary to obtain a measure of inter-judge reliability. Another individual was asked to score a random sample
of DLQ protocols and 97 percent agreement was obtained (see Appendix H for the questionnaire and Appendix I for the rating scale).

**Imaginal Processes Inventory (IPI).** Singer and Antrobus (1966) developed the IPI to measure a number of dimensions of daydreaming. Four scales were extracted from the IPI for use in this study: Frequency of Daydreaming, Past-Oriented Daydreaming, Present-Oriented Daydreaming and Future-Oriented Daydreaming. Each scale consists of 12 questions. Each question is rated on a five point scale (see Appendix I).

Before moving into Chapter III, it is important to discuss the reasons for the use of the cross-sectional approach in this study. There are a number of advantages to be had by using a longitudinal design as opposed to a cross-sectional design in the study of human development. One of the limitations of the cross-sectional approach is that it is not possible to look at change or intraindividual variability. Instead we are forced to look at differences between groups. Also the continuity of development is not represented because of the averaging of data from different groups. Finally, the cohort effect is present when the cross-sectional design is used. When we see differences between groups it is not possible to tell what to attribute these differences to, age or cohort. The cohort effect
may be defined as taking place when a particular group or cohort has had particular experiences unique to this group, which have a cumulative effect. For example, one of the descriptions of aging involves the decrement of intelligence, which begins during adulthood and progresses through to old age. Many of the studies examining intellectual functioning across the life span have used a cross-sectional approach. A cohort effect is possibly taking effect here because of the educational opportunities available to young people today versus the educational opportunities available to older people when they were young. Therefore, the cross-sectional design, because of the cohort effect, tends to exaggerate the differences between older and younger people on the dimension of intelligence.

The longitudinal approach to research in developmental psychology has some distinct advantages over the cross-sectional approach, but at the same time, shares some weaknesses with it, and also has some distinct disadvantages of its own. The advantages of a longitudinal design are that we are able to look at change, or intraindividual variability. Also we are able to look at patterns of change. In addition, we are able to make predictions with respect to whatever behavioral dimension we are considering.
Some of the disadvantages are that we still have the influence of the cohort effect. Therefore generalizability of conclusions to other cohorts must be restricted. Another disadvantage of the longitudinal design is that there is attrition occurring. If attrition is random then that would be acceptable, however, there may be some underlying pattern to the attrition of the subjects. For example, in a longitudinal study examining intellectual functioning, individuals with the higher levels of intelligence as a group tend to survive individuals with lower levels of intelligence. Therefore, whereas the cross-sectional design would tend to overestimate the differences between older and younger individuals with respect to intelligence, the longitudinal design tends to underestimate the differences between groups.

Other obvious disadvantages of the longitudinal approach are variables such as the financial cost of performing a longitudinal study, and the maintenance of the interest of researchers over the course of the longitudinal investigation. Also, an offshoot of the cohort effect is that new and better measures of some behavioral dimension may be developed during the course of a longitudinal study. The problem would be whether to continue on with the old measure, and have your conclusion criticized as suspect because of the measurements, or to use the new
measures, and then perhaps introduce variance in your scores which might affect the predictive power of the study.

Finally, the problem of test-retest comes up. In a longitudinal design, if it is performed over any length of time, may involve using the same measure over and over again. As the subject grows familiar with this measure his scores may be affected. This then would result in a distortion in results, not reflecting the subject's actual performance.

Schaie (1965) suggests an alternative model to the study of development which has the effect of cutting some of the variance encountered in both longitudinal and cross-sectional designs. Schaie suggests three possible designs: the cohort-sequential, the cross-sequential, and the time-sequential. The cohort-sequential design points out the variance that may be attributed to age and to cohort differences. The time-sequential design points out the variance that may be attributed to time of measurement. It also points out age differences. The cross-sequential design points out the variance that may be attributed to time lag and age.

In this study, due to many of the constraints and expenses which would be incurred using a longitudinal
or a sequential design, a cross-sectional approach was used. It is important to keep in mind throughout the remainder of this paper the unique problems associated with a cross-sectional approach.
CHAPTER III

RESULTS

Factor Analysis

Table 1 consists of the variable labels used in this study as well as the meanings of these variables. Factor analysis was performed on all of the role activity variables. The factor axes were orthogonally rotated through the use of varimax rotation. The varimax rotated factor matrix may be found in Table 2. The reason factor analysis was used with respect to the social role activity variables was to avoid the problem of multicollinearity in multiple regression analysis. As may be seen by observing Table I or Appendix I there are many specific social role activities that would seem on face value alone to relate positively with one another, such as involvement with brothers and sisters, cousins and aunts and uncles. Correlational analysis has shown that these variables are in fact highly correlated with one another. Kim and Kohout (1975) suggest that one means of avoiding the problem of multicollinearity is to create a new variable which combined the intercorrelated variables. Hence factor analysis was used to assist in the determination of what variables should be combined with one another. Based upon this analysis, a
number of new variables were created. As may be seen by observing Table 2, GGP and GP load most heavily on Factor 5. Parental involvement (P) loads most heavily on Factor 1. BS, Cousins and AU load most heavily on Factor 4. Clubs, Church and Civic load most heavily on Factor 3. Friends and Closefriends load most heavily on Factor 2. Job loads most heavily on Factor 1. The following new variables were derived: GGGP included the role activities of Great Grandparent and Grandparent. Extended included the role activities of involvement with brothers, sisters, cousins and aunts and uncles. Commune included involvement with clubs, church and civic activities. Finally Buddies included involvement with friends and close friends. The social role activity variables examined in this study then were the following: GGGP, Parental Involvement, Involvement with Extended Family, Involvement with Community Activities, Involvement with Buddies, and Involvement with Job. Table 3 consists of the means and standard deviations for the relevant variables for the overall sample, Group I and Group II.

**Correlational Analysis**

Table 4 is a correlation matrix for all the relevant variables in this study for the overall sample. As may
Table 1

Variable Labels and Names

<table>
<thead>
<tr>
<th>Variable Label</th>
<th>Variable Name</th>
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<tbody>
<tr>
<td>Age</td>
<td>Age</td>
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<tr>
<td>Sex</td>
<td>Sex</td>
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<tr>
<td>Educ</td>
<td>Level of education achieved</td>
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<td>Occup</td>
<td>Occupational status</td>
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<tr>
<td>Speduc</td>
<td>Spouse's level of education</td>
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<td>Spoccup</td>
<td>Spouse's occupational status</td>
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<td>Income level of family</td>
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<tr>
<td>Sah</td>
<td>Self-assessed health</td>
</tr>
<tr>
<td>Lsiz</td>
<td>Life satisfaction</td>
</tr>
<tr>
<td>Nach</td>
<td>Need for achievement</td>
</tr>
<tr>
<td>Naff</td>
<td>Need for affiliation</td>
</tr>
<tr>
<td>Ndom</td>
<td>Need for dominance</td>
</tr>
<tr>
<td>IE</td>
<td>Locus of control</td>
</tr>
<tr>
<td>Freq</td>
<td>Frequency of daydreaming</td>
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<tr>
<td>Past</td>
<td>Past oriented daydreaming</td>
</tr>
<tr>
<td>Present</td>
<td>Present oriented daydreaming</td>
</tr>
<tr>
<td>Future</td>
<td>Future oriented daydreaming</td>
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<td>Great grandparent role involvement</td>
</tr>
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<td>GP</td>
<td>Grandparent role involvement</td>
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<tr>
<td>P</td>
<td>Parental role involvement</td>
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<td>BS</td>
<td>Involvement with brothers and/or sisters</td>
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<tr>
<td>Cous</td>
<td>Involvement with cousins</td>
</tr>
<tr>
<td>AU</td>
<td>Involvement with aunts and/or uncles</td>
</tr>
<tr>
<td>Clubs</td>
<td>Involvement with clubs and organizations</td>
</tr>
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<td>Church</td>
<td>Involvement with church</td>
</tr>
<tr>
<td>Closefr</td>
<td>Involvement with close friends</td>
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<tr>
<td>Friends</td>
<td>Involvement with friends</td>
</tr>
<tr>
<td>Civic</td>
<td>Civic participation</td>
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<td>Job</td>
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### Table 2
Varimax Rotated Factor Matrix for Social Role Activity Variables

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<tr>
<th>Variables</th>
<th>Factor 1</th>
<th>Factor 2</th>
<th>Factor 3</th>
<th>Factor 4</th>
<th>Factor 5</th>
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<td>.06014</td>
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<td>.07540</td>
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<td>-.04942</td>
<td>-.02027</td>
<td>.11818</td>
<td>-.47799</td>
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## Table 3

Means and Standard Deviations for Overall Sample, Group I, and Group II

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<th>Group I</th>
<th>Group II</th>
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<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
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<tr>
<td>Age</td>
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### Table 4

Correlation Matrix of all Variables for Overall Sample

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<th>Sah</th>
<th>Lsiz</th>
<th>Nach</th>
<th>Naff</th>
<th>Ndom</th>
<th>IE</th>
<th>Freq</th>
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\( r = .113 \) is significant at \( p < .05 \)
\( r = .148 \) is significant at \( p < .01 \)
Table 4 (cont'd)

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be seen, there are a number of significant correlations. Those correlations of greatest concern in this study are those between life satisfaction and all other variables. It is interesting to note that the three strongest correlates of life satisfaction for the overall sample are self-assessed health, need for affiliation, and need for achievement. Others are involvement in the community, involvement with friends and income. It may also be seen that need for dominance correlates significantly with life satisfaction. Also, there is a significant, negative correlation between locus of control and life satisfaction.

It is also of interest to note the relationships between socioeconomic and health variables and the remaining personality and social role activity variables. Income is found to correlate most significantly with job involvement, parental involvement, self-assessed health, need for dominance and education. There is a negative correlation between income and past-oriented daydreaming. Education correlates most significantly with need for dominance, income, self-assessed health, and commune. Negative correlations exist between education and past-oriented daydreaming and GGGP.

Another area of interest is the correlation of personality with activity. As may be seen in Table IV, the
strongest correlates of need for affiliation are community involvement and involvement with friends. The strongest correlate of need for achievement is job involvement. Need for dominance correlates most strongly with community and job involvement. The strongest correlate of locus of control is community involvement, which is negatively correlated.

Tables 5 and 6 are correlation matrices for Group I (N=158) and Group II (N=120) respectively. The purpose of these tables is to offer some basis for comparison between the two groups with respect to the nature and degree of life satisfaction as well as to point out any differences which might exist in the realm of personality and social role activity. Differences between the two groups, based upon these correlational analyses, will be discussed in some detail in Chapter IV.

Analysis of Variance

Analysis of variance was performed in order to determine whether or not there were any significant differences among the five cohorts examined in this study. Table 7 contains the outcomes of this analysis. Figures 1 through 9 graphically illustrate the differences among the five cohorts for those variables which were found to differ significantly across cohorts.
Table 5

Correlation Matrix of all Variables for Group I

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<th>Nach</th>
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\^ a r = .159 is significant at p < .05
r = .208 is significant at p < .01
### Table 5 (cont'd)

Correlation Matrix of all Variables for Group I

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58
Table 6

Correlation Matrix of all Variables for Group II

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\(^a\) \(r = 0.174\) is significant at \(p < 0.05\)
\(r = 0.228\) is significant at \(p < 0.01\)
Table 6 (cont'd)

Correlation Matrix of all Variables for Group II

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Table 7
F Ratios and Their Probabilities for Analysis of Variance across Cohorts

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Figure 1. Mean levels of Income across Cohorts
Figure 2. Mean levels of Self-assessed Health across Cohorts.
Figure 3. Mean levels of Need for Achievement across Cohorts
Figure 4. Mean levels of Need for Dominance across Cohorts
Figure 5. Mean Levels of Past-oriented Daydreaming across Cohorts.
Figure 6. Mean levels of Parental Involvement across Cohorts
Figure 7. Mean levels of Job Involvement across Cohorts.
Figure 8. Mean levels of Involvement with Great Grandchildren and Grandchildren across Cohorts.
Mean Level of Involvement with Extended Family Members
Multiple Regression

Multiple regression analyses were performed on the overall sample, Group I and Group II, with life satisfaction as the dependent variable. The outcomes of these regression analyses may be found in Tables 8, 9 and 10 respectively. As may be seen by examining these tables, for the overall sample, self-assessed health accounts for the greatest amount of variance in life satisfaction. Following self-assessed health, need for affiliation, community involvement and involvement with friends account for smaller and smaller increments in the variance in life satisfaction. Self-assessed health is the most salient variable in Group II also. This is followed by need for achievement, need for affiliation and education. Need for affiliation accounts for the greatest amount of variance in life satisfaction for Group I. Self-assessed health, community involvement, involvement with friends and parental involvement follow in importance.

Hierarchical Model of Multiple Regression Analysis

One of the purposes of this study was to determine whether or not there existed any interactions between personality characteristics and role activities, which had a significant bearing on life satisfaction. In order
Table 8

Summary of Multiple Regression Analysis of Overall Sample for Life Satisfaction

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Summary of Multiple Regression Analysis of Group I for Life Satisfaction

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### Table 10
Summary of Multiple Regression Analysis of Group II for Life Satisfaction

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to study these interactions, the hierarchical model of multiple regression analysis was used. Any given personality characteristic would be said to interact with any given role activity variable if the interaction between these two variables accounted for variance in life satisfaction above and beyond the additive combination of their separate effects. According to the hierarchical model, an interaction between two variables or sets of variables may be examined by first entering, for example, variable A into the equation, then entering variable B, and finally entering the product of A and B. Any increment in $R^2$ which occurs with the entering of $A \times B$ would be a result of the interaction of A and B. This increment in $R^2$ would be above and beyond the variance accounted for by the additive combination of A and B. The significance of the increment in $R^2$ may be determined through the use of an F test. A significant personality by role activity interaction would mean that the regression line determined for life satisfaction on role activity would vary depending upon personality, or, the regression of life satisfaction on personality would be dependent upon the level of role activity.
Once we are aware that a significant interaction does exist the next step is to determine the nature of the interaction. Interaction effects are extremely difficult to conceptualize according to Cohen and Cohen (1975), however, if we are interested in a conditional relationship between A and B we may examine it in the following manner. We may obtain a regression equation for the dependent variable Y on the independent variable A for different values of B. We may obtain a regression equation for Y on A for a low B score (one standard deviation below the mean), an average B score (mean score) and for a high B score (one standard deviation above the mean). The variation in the slopes of these regression lines as a result of the variation in B may then be examined.

As may be seen by looking at Tables 11, 12, 13, and 14, there are many significant interactions between personality and social role activities. Interactions were examined for the overall sample, for Group I and for Group II. There are a number of interesting interactions between locus of control and certain social role activities. For the overall sample, significant interactions were found for locus of control and community involvement, involvement with friends, and parental involvement. For Group I a significant interaction was found for locus of
TABLE II
Outcomes of Hierarchical Regression Analysis for Life Satisfaction on Locus of Control, Activity, and Locus of Control-Activity Interactions for the Overall Sample, Group I and Group II

<table>
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<th>Beta</th>
<th>F</th>
</tr>
</thead>
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| Overall Sample
|       |   |     |       |
| IE     | .039 | -.396 | 9.834 |
| P      | .053 | -.164 | .737  |
| IExP   | .065 | .043  | 3.657 |
| IE     | .039 | -.370 | 10.600|
| COMMUNE| .112 | .013  | .003  |
| COMMUNExIE | .132 | .067  | 6.180 |
| IE     | .039 | -.481 | 15.692|
| BUDDIES| .113 | -.141 | .299  |
| BUDDIESxIE | .143 | .091  | 9.745 |
| GROUP I
|       |   |     |       |
| IE     | .035 | -.471 | 9.988 |
| JOB    | .037 | -.432 | 3.743 |
| JOBxIE | .072 | .056  | 5.804 |
| GROUP II
|       |   |     |       |
| IE     | .061 | -.702 | 14.716|
| COMMUNE| .105 | -.552 | 2.323 |
| COMMUNExIE | .175 | .139  | 9.774 |
| IE     | .061 | -.680 | 15.247|
| BUDDIES| .107 | -.464 | 1.961 |
| BUDDIESxIE | .181 | .133  | 10.455|
### TABLE 12
Outcomes of Hierarchical Regression Analysis for Life Satisfaction on Need for Achievement, Activity and Need for Achievement-Activity Interactions for the Overall Sample, Group I and Group II

<table>
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**GROUP I**

| NACH | .040 | .097  | .808  |
| GGGP | .045 | -1.788| 6.808 |
| GGGP x NACH | .081 | .175  | 6.100 |

**GROUP II**

| NACH | .130 | .894  | 10.071|
| COMMUNE | .159 | 1.363 | 5.697 |
| COMMUNE x NACH | .183 | -.122 | 3.405 |
| NACH | .130 | 1.104 | 11.021|
| BUDDIES | .167 | 1.947 | 7.113 |
| BUDDIES x NACH | .200 | -.174 | 4.714 |
**TABLE 13**

Slopes and Intercepts for Life Satisfaction on Activity for Low, Medium and High Values of Locus of Control for Overall Sample, Group I and Group II

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<td>12.72</td>
<td></td>
</tr>
<tr>
<td>Medium NACH</td>
<td>-0.151</td>
<td>12.79</td>
<td></td>
</tr>
<tr>
<td>High NACH</td>
<td>0.842</td>
<td>12.90</td>
<td></td>
</tr>
<tr>
<td><strong>GROUP II</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commune</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low NACH</td>
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<td>9.16</td>
<td></td>
</tr>
<tr>
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<td>0.350</td>
<td>11.46</td>
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<tr>
<td>High NACH</td>
<td>0.037</td>
<td>13.76</td>
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</tr>
<tr>
<td>Buddies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low NACH</td>
<td>0.948</td>
<td>8.16</td>
<td></td>
</tr>
<tr>
<td>Medium NACH</td>
<td>0.500</td>
<td>11.00</td>
<td></td>
</tr>
<tr>
<td>High NACH</td>
<td>0.053</td>
<td>13.85</td>
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</tr>
</tbody>
</table>
control and job involvement. For Group II a significant interaction was found for locus of control and community involvement and involvement with friends.

There were also a number of significant interactions between need for achievement and certain social role activities. For the overall sample there was a significant interaction between need for achievement and involvement in great grandparent and grandparent roles, and community involvement. For Group I there was a significant interaction between need for achievement and involvement in great grandparent and grandparent roles. For Group II, there are significant interactions between need for achievement and community involvement and involvement with friends.

Regardless of the IE scores, the more involved individuals were in parental activities the higher their level of life satisfaction. As may be seen by looking at Table XIII, individuals with an internal locus of control enjoyed a higher level of life satisfaction than individuals with an external locus of control. Table 11 shows that the most significant interactions occurred in Group II. The increment in $R^2$ for the locus of control-commune interaction was .07 and the increment in $R^2$ for the locus
of control-buddies interaction was .07. As may be noted by looking at Table 13, the slopes for life satisfaction on commune as well as buddies becomes steeper as the locus of control becomes more external. This would indicate that there is more variability in the social role activities for individuals with an external locus of control than for individuals with an internal locus of control. The restriction in variability of social role activity involvement for individuals with an internal locus of control would account for the rather shallow slopes.

Significant interactions also existed between need for achievement and a number of social role activities. As may be seen by looking at Table 14, the slopes for life satisfaction on social role activity become shallower as the need for achievement becomes higher. It appears, as with locus of control, that as the need for achievement becomes greater the amount of variability in social role activity lessens. Greater variability in social role activity may be found when the need for achievement is low.

The interactions that might exist between socioeconomic and health variables and social role activity were also examined in this study. The socioeconomic variables were income and education and the health variable was
self-assessed health. Self-assessed health was not found to interact significantly with any of the social role activities. As may be seen by looking at Table 15, for the overall sample, education was found to interact significantly with involvement in great grandparent and grandparent roles and parental involvement. For Group I, education interacted significantly with involvement in great grandparent and grandparent roles and job involvement. For Group II education interacted with involvement in great grandparent and grandparent roles. The most significant interactions included involvement in great grandparent and grandparent roles. As Table 16 shows, when education is low there is a negative slope for life satisfaction on involvement in great grandparent and grandparent roles. When education is high there is a positive slope for life satisfaction on involvement in great grandparent and grandparent roles. The slopes are roughly of equal significance. This indicates that for well educated individuals the more involved one is in great grandparent and grandparent roles, the more happy they will be. For individuals with a low level of education, greater involvement in these same roles is related to lower levels of life satisfaction, as may be seen in Table 16.
TABLE 15
Outcomes of Hierarchical Regression Analysis for Life Satisfaction on Education, Activity and Education-Activity Interactions for the Overall Sample, Group I and Group II

Overall Sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>R²</th>
<th>Beta</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ</td>
<td>.032</td>
<td>.021</td>
<td>.055</td>
</tr>
<tr>
<td>GGGP</td>
<td>.037</td>
<td>-1.642</td>
<td>8.509</td>
</tr>
<tr>
<td>GGGPxEduc</td>
<td>.062</td>
<td>.113</td>
<td>7.411</td>
</tr>
<tr>
<td>Educ</td>
<td>.032</td>
<td>-.035</td>
<td>.055</td>
</tr>
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<td>P</td>
<td>.044</td>
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<tr>
<td>PxEduc</td>
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<td>.050</td>
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Group I

<table>
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<th>Variables</th>
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<th>Beta</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ</td>
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<td>-.096</td>
<td>.810</td>
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<tr>
<td>GGGP</td>
<td>.036</td>
<td>-1.826</td>
<td>4.291</td>
</tr>
<tr>
<td>GGGPxEduc</td>
<td>.061</td>
<td>.133</td>
<td>4.171</td>
</tr>
<tr>
<td>Educ</td>
<td>.035</td>
<td>.705</td>
<td>8.848</td>
</tr>
<tr>
<td>Job</td>
<td>.035</td>
<td>1.095</td>
<td>5.123</td>
</tr>
<tr>
<td>JobxEduc</td>
<td>.067</td>
<td>-.081</td>
<td>5.146</td>
</tr>
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</table>

Group II

<table>
<thead>
<tr>
<th>Variables</th>
<th>R²</th>
<th>Beta</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ</td>
<td>.021</td>
<td>-.132</td>
<td>.692</td>
</tr>
<tr>
<td>GGGP</td>
<td>.026</td>
<td>-1.981</td>
<td>5.535</td>
</tr>
<tr>
<td>GGGPxEduc</td>
<td>.066</td>
<td>.139</td>
<td>4.994</td>
</tr>
<tr>
<td>Overall Sample</td>
<td>Variable</td>
<td>Slope</td>
<td>Intercept</td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>GGGP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low Educ</td>
<td>-.414</td>
<td>13.40</td>
</tr>
<tr>
<td></td>
<td>Medium Educ</td>
<td>-.088</td>
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</tr>
<tr>
<td></td>
<td>High Educ</td>
<td>.237</td>
<td>13.52</td>
</tr>
<tr>
<td></td>
<td>P</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Low Educ</td>
<td>-.022</td>
<td>12.69</td>
</tr>
<tr>
<td></td>
<td>Medium Educ</td>
<td>.121</td>
<td>12.59</td>
</tr>
<tr>
<td></td>
<td>High Educ</td>
<td>.264</td>
<td>12.49</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group I</td>
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<tr>
<td></td>
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<td>-.005</td>
<td>13.52</td>
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<tr>
<td></td>
<td>High Educ</td>
<td>.377</td>
<td>13.81</td>
</tr>
<tr>
<td></td>
<td>Job</td>
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</tr>
<tr>
<td></td>
<td>Low Educ</td>
<td>.220</td>
<td>11.60</td>
</tr>
<tr>
<td></td>
<td>Medium Educ</td>
<td>-.011</td>
<td>13.62</td>
</tr>
<tr>
<td></td>
<td>High Educ</td>
<td>-.243</td>
<td>15.65</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group II</td>
<td>GGGP</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Low Educ</td>
<td>-.475</td>
<td>13.59</td>
</tr>
<tr>
<td></td>
<td>Medium Educ</td>
<td>-.076</td>
<td>13.21</td>
</tr>
<tr>
<td></td>
<td>High Educ</td>
<td>.323</td>
<td>12.83</td>
</tr>
</tbody>
</table>
Income was not found to interact significantly with any social role activities in the overall sample of in Group I. Income was found to interact with parental involvement and community involvement in Group II, as Table 17 shows. As may be seen by looking at Table 18, the regression line of life satisfaction on parental involvement for high income has a steep negative slope. This suggests that for individuals who have a high income greater involvement in the parental role results in a lower level of satisfaction. The slope for life satisfaction on community involvement for individuals with low income is positive whereas the slope for individuals with high income is negative. For individuals with a low income, the more they are involved in clubs and church activities, the happier they are. For individuals with a high income, the more they are involved in clubs and church activities the less happy they are.
<table>
<thead>
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<th>Variables</th>
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<th>$F$</th>
</tr>
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<td>P</td>
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<td>PxIncome</td>
<td>.061</td>
<td>-.157</td>
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</tr>
<tr>
<td>IncomeCommune</td>
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<td>1.290</td>
<td>8.321</td>
</tr>
<tr>
<td>Commune</td>
<td>.071</td>
<td>1.326</td>
<td>14.331</td>
</tr>
<tr>
<td>CommunexIncome</td>
<td>.129</td>
<td>-.263</td>
<td>7.610</td>
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</tbody>
</table>
TABLE 18
Slopes and Intercepts for Life Satisfaction on Activity, for Low, Medium and High Values of Income for Group II

<table>
<thead>
<tr>
<th>Variable</th>
<th>Slope</th>
<th>Intercept</th>
</tr>
</thead>
<tbody>
<tr>
<td>P Low Income</td>
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<td>12.28</td>
</tr>
<tr>
<td>Medium Income</td>
<td>-.457</td>
<td>14.99</td>
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<td>High Income</td>
<td>-.994</td>
<td>17.69</td>
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<tr>
<td>Commune</td>
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<td>Low Income</td>
<td>.799</td>
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<td>Medium Income</td>
<td>-.101</td>
<td>13.81</td>
</tr>
<tr>
<td>High Income</td>
<td>-1.002</td>
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</table>
CHAPTER IV

DISCUSSION

The purpose of this research was to examine the construct of life satisfaction in a manner which accounted for a complexity of variables. These variables ranged from socioeconomic factors, to health, activity, and finally personality characteristics. An effort was made to determine what, if any, interactions among this assortment of variables existed, relative to life satisfaction. This analysis of the constituents of life satisfaction was conducted from a developmental perspective in recognition not only of the probability that an individual's level of life satisfaction might change across his/her lifespan but also of the probability that the constellation of variables which might influence life satisfaction might change. This change could take place through a diminution or augmentation of the relative significance of particular variables to life satisfaction.

Perhaps the most effective way of discussing the results of this study would be to look at each hypothesis and objective individually and on that basis determine the nature of the findings. The first hypothesis predicted
that life satisfaction would be related positively to certain dimensions of role activity and that these dimensions might vary with age. In this study life satisfaction was found to relate positively to a number of social role activities. As may be seen by looking at Table 4, for the overall sample, community involvement, and involvement with friends and close friends, were the two most significant correlates of life satisfaction. This finding is supported by the regression analysis, the outcomes of which may be found in Table 8. There were no significant differences between Group I and Group II with respect to the strength of these relationships. As may be seen by looking at Tables 9 and 10, there was some shifting around with respect to the most salient predictors of life satisfaction, however the two groups did not differ from one another in any substantial way in this regard.

Another hypothesis predicted that socioeconomic status would relate positively to life satisfaction. The two indicators of socioeconomic status in this study were level of income and level of education. Both were found to be positively related to life satisfaction through correlational analysis as well as the regression analysis.
Self-assessed health was predicted to relate positively to life satisfaction. This was found to be so. In fact for the overall sample, self-assessed health was, by far, the most salient predictor of life satisfaction. In Group II self-assessed health was the most salient predictor ($R^2=0.194$) and in Group I self-assessed health was the second most salient predictor ($R^2=0.06$). It is understandable that health would be a greater concern of the elderly than of young and middle aged adults.

Self-assessed health was predicted to relate positively with social role activity. Self-assessed health was found to correlate significantly with every social role activity in Group I but involvement with job, and involvement with great grandparent and grandparent roles. In Group II, self-assessed health correlated significantly with every activity but involvement with extended family and involvement with job. It appears that a self-assessment of good health is necessary in order to engage in social role activities.

Locus of control was predicted to become more external as a function of age. This was not found in this study. It is important to note that no significant relationship was found between self-assessed health and locus of control. This is in opposition to the suggestions of
Bradley and Webb (1976), who stated that physical constraints imposed upon the elderly would result in a more external locus of control.

It was also predicted in this study that individuals with an external locus of control would be lower in life satisfaction than individuals with an internal locus of control. In addition, it was predicted that individuals with an external locus of control would be less involved in social role activities than individuals with an internal locus of control. Significant negative correlations were found between locus of control and life satisfaction, community involvement and involvement with friends and close friends. It appears that an individual with an external locus of control does not attempt to engage in activities with others on an informal or formal level. Perhaps this lack of effectance is then translated into a lowered level of life satisfaction due to this abstention from social interaction.

It was predicted that need for dominance and need for achievement would be related positively to life satisfaction. Also, with respect to social role activities, it was suggested that job involvement and community involvement would be the most highly correlated with these two personality variables. In addition, it was predicted
that the strongest correlates of need for achievement and need for dominance would vary across age groups. In the middle aged adults it was predicted that the need for achievement and the need for dominance would correlate most strongly with job involvement, whereas with the elderly, community activities would be most strongly correlated. First of all, it was found that the need for achievement declines significantly across cohorts. This decline may have been due to withdrawal of many elderly individuals from the work force. Job involvement was found to decline markedly across cohorts. Since the strongest correlate of need for achievement was job involvement, the data appear to support this conclusion. This is not to say that job involvement is the only way an individual may satisfy his/her need for achievement. As has been pointed out by Havighurst and Albrecht (1953), elderly individuals must find substitute activities in order to satisfy needs that were previously fulfilled through such activities as job involvement. As may be seen by examining Tables 4, 5 and 6, job involvement is correlated significantly with need for achievement in Group I. However, in Group II there is an insignificant relationship between job involvement and need for achievement. It may also be seen that in Group I need for achievement is not correlated
significantly with involvement in community activities or involvement with friends. However, in Group II, need for achievement is correlated significantly with involvement in community activities and involvement with friends and close friends. This is supportive of the conclusion that the need for achievement may be satisfied in activities other than job involvement. The central point to be made here is that although other activities may substitute for job involvement in older adults, these activities may not be sufficient to prevent a diminution in this need. In many Western societies great emphasis is placed upon the individual becoming a productive and successful member of society. There is a great deal of pressure on young and middle-aged adults to meet up to society's expectations. Therefore the nurturing of a need to achieve would be in an individual's best interest. Elderly individuals in many Western societies are not expected to productive and in fact, in many cases, are prevented from doing so. This lack of expectation as well as the lack of appropriate environmental circumstances to stimulate and strengthen the need for achievement may lead to a decline in the overt expression of this need.

Another need that has been found to decline across cohorts is need for dominance. It is interesting to note
that the cohort in which the need for dominance was at its peak was Cohort II (50 to 59 years of age). Perhaps during this period of time in an adult's life he/she wishes to recapture his/her youth. As with the need to achieve, dominance is a trait which is nurtured and expected in our society. In order to be successful, one must be assertive, take the initiative, take command. Perhaps the inevitability of old age and the concomitant loss of roles results in the individual expressing his/her instrumentality in this aggressive form. Perhaps this need for dominance is an attempt to deny the inevitability of growing older. In any case, the need for dominance drops off in the later years. Whereas in Group I the need for dominance is correlated significantly with involvement in community activities, and involvement with friends and job, in Group II need for dominance is correlated only with involvement in community activities. Again, as with need for achievement, the expectations of society in terms of the appropriateness of particular behaviors seem to have a stifling effect on the expression and growth of the need for dominance.

It was also predicted that the need for affiliation would be related positively to certain social role activities. The strongest correlates of need for affiliation
were predicted to be involvement with friends and close friends, and involvement with family. There was not expected to be any significant shift in the correlates of the need for affiliation across age groups. The need for affiliation showed no evidence of variation across cohorts. It is important to note that while the need to affiliate may not decline across cohorts, the opportunity to gratify this need may not be as great with the elderly. As may be seen by examining Tables 5 and 6, the relationship between the need for affiliation and community involvement as well as involvement with friends weakens in Group II. One may infer from this that although community involvement and involvement with friends gratify the need for affiliation, they are not sufficient. As one grows older one may lose many friends, both close and casual. Engagement in activities with others, while gratifying the need for affiliation, may not possess the same sense of expectation. For the elderly, the purpose of involvement in community activities may be the gratification of many needs; for instance, the need to achieve. For younger adults, needs such as affiliation may be gratified by particular activities, while needs such as achievement may be gratified in others.
It was predicted in this study that daydreaming would increase across age groups, especially past oriented daydreaming. The only aspect of daydreaming that varied significantly across cohorts was past oriented daydreaming. As may be seen by examining Figure 5, past oriented daydreaming peaked in this sample in Cohort III (60 to 69 years of age). This is in agreement with Butler (1963) and Erikson (1963). According to both Butler and Erikson, the process of reminiscence serves a functional purpose. The elderly individual looks back on his or her life, reviewing over events and relationships, and through this reminiscence arrives at some conclusion regarding the quality and meaning of life. According to Erikson this life review may result in either ego integrity or despair. The conclusion drawn rests substantially on the earlier years of one's life; were they healthy, adaptive years, or were they years troubled by identity confusion, isolation and stagnation? The finding in this study of an increase in past oriented daydreaming in the elderly subjects suggests that this life review is in process.

It was also predicted that there would be an inverse relationship between past oriented daydreaming and social role activity. As may be seen by examining Tables 4, 5 and 6, daydreaming activity does not correlate significantly
with role activity in Group I. However, in Group II past oriented daydreaming is correlated negatively with involvement in community activities, and positively with job involvement. Past oriented daydreaming is also correlated negatively with education and income in Group II. Education and income are both correlated positively with community involvement in Group II. It seems that individuals who are better educated and enjoying a higher income are more involved in clubs, church, voting and volunteer organizations. Being involved with these types of activities keeps an individual engaged with the present and the near future, thus not allowing for a great deal of reminiscence. Therefore, although a greater degree of past oriented daydreaming is found in Group II, within that group, factors such as activity, income and education may determine, to some extent, the range of daydreaming activity to be found. Perhaps past oriented daydreaming serves as a form of stimulation for an individual who has withdrawn from various roles. The elderly individual who is not engaged in activity may look to his/her past as a source of stimulation and gratification. The present and future appear to have little to offer and so the elderly individual turns to his/her past. Therefore, it appears that the increase in past oriented daydreaming observed
in this study may be understood on the bases of two explanations: Erikson's life review and the concept of an optimal level of arousal.

Finally, with respect to daydreaming, an inverse relationship was predicted between past-oriented daydreaming and life satisfaction. This was not found. This may be due to the functional importance of past oriented daydreaming. As Erikson (1963) pointed out, the process of life review is not in and of itself a negative experience. However, the results of the reminiscence may be either positive or negative. What one concludes concerning the meaning and significance of his or her own life is what would determine whether or not he or she will enjoy a high or low degree of life satisfaction, not the actual process of reminiscence.

Besides testing the above-mentioned hypotheses, this research attempted to achieve a number of goals. Most of these have been covered in the discussion of the hypotheses. The most salient of the goals was a consideration of the role of personality, socioeconomic and health variables as moderators in the relationship between life satisfaction and social role activity. This was achieved through the use of the hierarchical model of multiple regression analysis.
As has been pointed out in Chapter III, significant interactions were found between need for achievement and certain social role activities as well as between locus of control and certain social role activities. The two activities which surface in both instances are involvement in community activities and involvement with friends and close friends. It is interesting to note that both personality characteristics interact with involvement in community activities and involvement with friends and close friends in Group II and not in Group I. It is also interesting to note that locus of control interacts with job involvement in Group I but not in Group II. This suggests that locus of control serves as a moderating variable between life satisfaction and different social role activities at different ages. The interactions between need for achievement and involvement in community activities and involvement with friends and close friends suggests the same thing. For older individuals the need for achievement moderates the relationship between community involvement and life satisfaction as well as involvement with friends and close friends and life satisfaction. This is not so in Group I. It may be that the need for achievement may result in engagement in a wide array of social role activities in Group I, but in Group II where there are
fewer activities in which an individual may realistically engage, communal involvement and involvement with friends and close friends become very important. This argument is supported by the correlational analysis of need for achievement and social role activities in Group I and Group II.

It is important to point out that social role activity alone does not predict life satisfaction. There are a number of other salient factors, such as education, income and health. However, it is suggested here that personality characteristics and socioeconomic variables serve as moderating variables between life satisfaction and social role activity. Active, dynamic interchange with one's environment, motivated and facilitated by socioeconomic and personality factors results in an overall sense of satisfaction.

The variables of community involvement and involvement with friends and close friends seem to be the most salient activities to life satisfaction for the overall sample. The central question at this point is why does involvement in social role activities relate significantly to life satisfaction? The only plausible explanation is that involvement in particular activities satisfies particular needs or drives. The satisfaction of these needs, such
as the need for achievement results in a feeling of homeostasis or well-being.

It must be remembered that social role activity encompasses a wide range of circumstances. For instance, parental involvement is not simply restricted to the amount of contact a parent has with his/her child but also includes the quality of the interaction. It is also important to understand that any one social role activity may satisfy a vast array of needs and interests. At the same time, one need may motivate a vast array of behaviors. Therefore, it is imperative that to better understand the relationship between social role activity and life satisfaction, we must explore the domain of personality. It is not activity in and of itself that results in a sense of life satisfaction, but activity as the result of certain needs and interests.

We should be cautious concerning the blanket assumption that heightened levels of activity result in heightened levels of life satisfaction. Social role involvement occurs in the context of a dynamic personality. In some cases role involvement may increase an individual's sense of well-being. In others, it may not. It seems that it would depend upon the needs and interests of the
individual. Therefore, future research should concern itself with this vast array of human needs and interests inasmuch as they may be translated into role involvement and finally to quality of life.
APPENDIX A

CONSENT FORM

My name is Mark T. Kernan and I am a developmental psychology graduate student at Ohio State University working under Dr. Henry A. Angelino. I am now a member of the faculty at Birmingham Southern College. Presently I am involved in a study, the purpose of which is to take a closer look at certain aspects of adult development. The questionnaires in this study are designed to tap a number of areas. In the Imaginal Processes Inventory there are a number of questions which ask about your inner experiences, your images, dreams and daydreams. The Personal Opinion Scale is designed to find out the way in which certain important events in our society affect different people. The LSIZ is designed to find out the way different people feel about life in general. The Personal Reaction Form (PRF) is a series of statements which you decide are true or false for you, inasmuch as they describe you or your feelings. Finally, the Daily Living Questionnaire (DLQ) is a questionnaire which asks you questions about various aspects of your daily life.

Your help in this study is greatly appreciated and if you desire more detail as to the nature of this study please feel free to contact me at: 328-5250 or 956-8761. My address is

Mark T. Kernan
Department of Psychology
Box A-37
Birmingham Southern College
800 8th Ave. West
Birmingham, Alabama 35254

CONSENT FORM

I consent to participating in a study entitled: The Relationships Among Life Satisfaction, Role Activity, Daydreaming and Personality: A Study of Adults Aged 35 to 75. Mark T. Kernan has explained the purpose of the study and procedures to be followed.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that I am free to withdraw consent at any time and to discontinue participation in the study without prejudice to me. The information obtained from me will remain confidential and anonymous unless I specifically agree otherwise.

Finally, I acknowledge that I have read and fully understand the consent form. I have signed it freely and voluntarily and understand a copy is available upon request.

Date: ___________________ Signed: ___________________________
ENCLOSED you will find the following forms:

1. Consent Form - Please read the description of the study and sign the consent form. This simply means that you consent to participate in this study.

2. Information Sheet- The information sheet asks questions about things like sex, age, and occupation.

3. Self Assessed Health- This asks you how healthy you feel that you are.

4. The Daily Living Questionnaire - The DLQ is a questionnaire which asks you about aspects of your life like your family, friends, church activity and your job.

5. The Imaginal Processes Inventory and answer sheet- The Imaginal Processes Inventory is a questionnaire about the daydreams that you may have.

6. The Personal Reaction Form or the PRF and answer sheet - The PRF is a list of statements which may or may not describe you.

7. The Life Satisfaction Index - The LSIZ is a list of statements about life in general that people feel differently about.

8. The Personal Opinion Scale and answer sheet - The Personal Opinion Scale asks you about your personal opinion on certain important events in our society.

To assure you of complete anonymity, after you sign the consent form put it in the smaller envelope inside, and mail it to me. This way you can send the consent form separately from the rest of the forms. DO NOT SIGN YOUR NAME ON ANY OF THE OTHER FORMS. After filling out the remaining forms, send them to me in this larger envelope.

BE SURE TO READ THE INSTRUCTIONS FOR EACH FORM CAREFULLY.

PLEASE FOLLOW THESE INSTRUCTIONS CAREFULLY.

Thank you very much for your cooperation in this study. It is greatly appreciated.
APPENDIX C
INFORMATION SHEET

Age: ________ Sex (circle): Male Female

Marital Status (circle): Single Married

Occupation: ____________________________
If you are retired, what was your occupation before retirement?

______________________________

Spouse's Occupation: ____________________________
If your spouse is retired, what was his/her occupation before retirement?

______________________________

Education: (Circle the highest grade you have completed)

Grade School: 1 2 3 4 5 6 7 8
High School: 1 2 3 4
College: 1 2 3 4 Degree: __________
Graduate or Professional School: 1 2 3 4 5 6 Degree: ______

Spouse's Education: (Circle the highest grade your spouse has completed)

Grade School: 1 2 3 4 5 6 7 8
High School: 1 2 3 4
College: 1 2 3 4 Degree: __________
Graduate or Professional School: 1 2 3 4 5 6 Degree: ______

Income: (If you are married, combined income of you and your spouse). Circle the range in which your income falls.

a. 0 to 4,999
b. 5,000 to 9,999
c. 10,000 to 14,999
d. 15,000 to 19,999
e. 20,000 to 24,999
f. 25,000 to 29,999
g. 30,000 to 34,999
h. 35,000 to 39,999
i. 40,000 to 44,999
j. 45,000 to 49,999
k. 50,000 to 54,999
l. 55,000 to 59,999
m. 60,000 to 64,999
n. greater than 65,000
### APPENDIX D

#### Life Satisfaction Index

Here are some statements about life in general that people feel differently about. Would you read each statement on the list, and if you agree with it, put a check mark in the space under "AGREE". If you do not agree with a statement, put a check mark in the space under "DISAGREE." If you are not sure one way or the other, put a check mark in the space under "?". PLEASE BE SURE TO ANSWER EVERY QUESTION ON THE LIST.

(Key: score 1 point for each response marked X.)

<table>
<thead>
<tr>
<th></th>
<th>AGREE</th>
<th>DISAGREE</th>
<th>?</th>
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<tbody>
<tr>
<td>1. As I grow older, things seem better than I thought they would be.</td>
<td></td>
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<tr>
<td>2. I have gotten more of the breaks in life than most of the people I know.</td>
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<tr>
<td>3. This is the dreariest time of my life.</td>
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<tr>
<td>4. I am just as happy as when I was younger.</td>
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<tr>
<td>5. My life could be happier than it is now.</td>
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<tr>
<td>6. These are the best years of my life.</td>
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<tr>
<td>7. Most of the things I do are boring or monotonous</td>
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<tr>
<td>8. I expect some interesting and pleasant things to happen to me in the future.</td>
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<tr>
<td>9. The things I do are as interesting to me as they ever were.</td>
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<tr>
<td>10. I feel old and somewhat tired.</td>
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<tr>
<td></td>
<td>AGREE</td>
<td>DISAGREE</td>
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<tr>
<td>11. I feel may age, but it does not bother me.</td>
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<td></td>
<td></td>
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<tr>
<td>12. As I look back on my life, I am fairly well satisfied.</td>
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<tr>
<td>13. I would not change my past life even if I could.</td>
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<tr>
<td>14. Compared to other people my age, I've made a lot of foolish decisions in my life.</td>
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<tr>
<td>15. Compared to other people my age, I make a good appearance.</td>
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<tr>
<td>16. I have made plans for things I'll be doing a month or a year from now.</td>
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<tr>
<td>17. When I think back over my life, I didn't get most of the important things I wanted.</td>
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<tr>
<td>18. Compared to other people, I get down in the dumps too often.</td>
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<tr>
<td>19. I've gotten pretty much what I expected out of life.</td>
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<tr>
<td>20. In spite of what people say, the lot of the average man is getting worse, not better.</td>
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APPENDIX E

INSTRUCTIONS FOR THE PERSONAL OPINION SCALE

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you most strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer to every choice. Find the number of the item on the answer sheet and circle the letter a or b which you choose as the statement more true.

In some instances you may discover that you believe both statements or neither one. In such cases, be sure to select the one you more strongly believe to be the case as far as you are concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

PERSONAL OPINION SCALE

1. a. Children get into trouble because their parents punish them too much.

   b. The trouble with most children nowadays is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.

   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.

   b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run people get the respect they deserve in this world.
   
   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.
   
   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.
   
   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you.
   
   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.
   
   b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.
   
   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.

   b. Many time exam questions tend to be so unrelated to course work that studying is really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

   b. Getting a good job depends mainly on being in the right place at the right time.
12. a. The average citizen can have an influence in government decisions.
   
b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.
   
b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.
   
b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.
   
b. Many times we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
   
b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
   
b. By taking an active part in political and social affairs the people can control world events.

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
   
b. There really is no such thing as "luck".

19. a. One should always be willing to admit mistakes.
   
b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.
   
b. How many friends you have depends on how nice a person you are.
21. a. In the long run the bad things that happen to us are balanced by the good ones.

b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out political corruption.

b. It is difficult for people to have much control over the things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.

b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.

b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.

b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. People are lonely because they don't try to be friendly.

b. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.

b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.

b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.

b. In the long run the people are responsible for bad government on a national as well as on a local level.
On the following pages you will find a series of statements which a person might use to describe himself. Read each statement and decide whether or not it describes you. Then indicate your answer on the separate answer sheet. If you agree with a statement or decide that it does describe you, answer TRUE. If you disagree with a statement or feel that it is not descriptive of you, answer FALSE.

In marking your answers on the answer sheet, be sure that the number of the statement you have just read is the same as the number on the answer sheet.

ANSWER EVERY STATEMENT either true or false, even if you are not completely sure of your answer.

1. People should be more involved with their work.
2. I am quite independent of the people I know.
3. I feel confident when directing the activities of others.
4. I am quite able to make correct decisions on difficult questions.
5. I seldom set standards which are difficult for me to reach.
6. I choose hobbies that I can share with other people.
7. I would make a poor military leader.
8. I am never able to do things as well as I should.
9. I enjoy difficult work.
10. I seldom put out extra effort to make friends.
11. I would like to be a judge.
12. My life is full of interesting activities.
13. I try to work just hard enough to get by.
14. People consider me to be quite friendly.
15. I don't like to have the responsibility for directing the work of others.
16. I would be willing to do something a little unfair to get something that was important to me.
15. I don't like to have the responsibility for directing the work of others.

16. I would be willing to do something a little unfair to get something that was important to me.

17. I would work just as hard whether or not I had to earn a living.

18. I would not be very good at a job which required me to meet people all day long.

19. I would like to play a part in making laws.

20. I get along with people at parties quite well.

21. I do not let my work get in the way of what I really want to do.

22. I truly enjoy myself at social functions.

23. I have little interest in leading others.

24. I did many very bad things as a child.

25. My goal is to do at least a little bit more than anyone else has done before.

26. When I see someone I know from a distance, I don't go out of my way to say hello.

27. In an argument, I can usually win others over to my side.

28. I am glad I grew up the way I did.

29. People seldom think of me as a hard worker.

30. My friendships are many.

31. Most community leaders do a better job than I could possibly do.

32. My daily life includes many activities I dislike.

33. As a child I worked a long time for some of the things I earned.

34. I don't spend much of my time talking with people I see every day.

35. I am quite effective in getting others to agree with me.
36. I am one of the lucky people who could talk with my parents about by problems.

37. I don't really matter to me whether or not I become one of the best in my field.

38. I trust my friends completely.

39. I am not very insistent in an argument.

40. Many things make me feel uneasy.

41. In my work I seldom do more than is necessary.

42. I spend a lot of time visiting friends.

43. I feel uneasy when I have to tell people what to do.

44. I often question whether life is worthwhile.

45. I often set goals that are very difficult to reach.

46. Sometimes I have to make a real effort to be sociable.

47. The ability to be a leader is very important to me.

48. I don't mind working while other people are having fun.

49. Often I would rather be alone than with a group of friends.

50. I would like to be an executive with power over others.

51. I am careful to plan for my distant goals.

52. I am not really very certain what I want to do or how to go about it.

53. I try to be in the company of friends as much as possible.

54. I would not want to have a job enforcing the law.

55. I find it very difficult to concentrate.

56. If someone gave me too much change I would tell him.
APPENDIX G

SELF ASSESSED HEALTH

Circle the item below which you would say describes your own health in general.

a. Excellent.
b. Very good.
c. Good.
d. Fair.
e. Poor.
f. Very poor.
APPENDIX H

DLQ

The following is a questionnaire which asks questions concerning your daily life. These questions will be about things like family life, friendships, church activity, social activities and many other areas.

There are some questions which may not apply to you. If this happens you will be instructed to skip those questions and proceed to another set of questions.

For example, Item number 1 asks:

Do you have any great grandchildren? ________.

Following this question comes the following instruction:

IF YOUR ANSWER IS NO, GO ON TO ITEM NUMBER 9

This means that if you answered no to Item number 1, then items 2 through 8 do not apply to you and so you skip them and move on to item number 9.

PLEASE BE SURE TO FOLLOW THESE INSTRUCTIONS CAREFULLY
1. Do you have any great grandchildren? ___________. 

IF YOUR ANSWER IS NO, GO ON TO ITEM NUMBER 9.

2. How many? ________________.

3. Approximately how many times do you see your great grandchildren per month? _______ times per month. If your answer is zero (0), how many times do you see them per year? _______ times per year.

4. Approximately how many times do you hear (letter or phone) from your great grandchildren per month? _______ times per month. If your answer is zero (0), how many times do you hear from them per year? _______ times per year.

5. How often would you like to see your great grandchildren per month? Circle the answer that best describes your feelings.
   a. 0 times per month.
   b. 1 times per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

6. How often would you like to hear from your great grandchildren per month?
   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

7. Do you feel close to your great grandchildren?
   a. Not at all.
   b. No, not too close.
   c. Yes, fairly close.
   d. Yes, very close.

8. Do you share at all in the responsibility of rearing your great grandchildren?
   a. No, not at all.
   b. I visit and play with the children.
   c. I have occasional responsibilities. (babysitting)
d. I assume partial responsibility for the children.  
   (for example, while the mother works)
e. I assume most of the responsibility for the children.
f. I assume complete, full-time responsibility for the children.

9. Do you have any grandchildren? __________.

IF YOUR ANSWER IS NO, GO ON TO ITEM NUMBER 17

10. How many? ________________.

11. Approximately how many times do you see your grandchildren per month? _______ times per month. If your answer is zero (0), how many times do you see them per year? _______ times per year.

12. Approximately how many times do you hear (letter or phone) from your grandchildren per month? _______ times per month. If your answer is zero (0), how many times do you hear from them per year? _______ times per year.

13. How often would you like to see your grandchildren per month? Circle the answer that best describes your feelings.

   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

14. How often would you like to hear from your grandchildren per month?

   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

15. Do you feel close to your grandchildren?

   a. Not at all.
   b. No, not too close.
   d. Yes, fairly close.
   e. Yes, very close.
16. Do you share at all in the responsibility or rearing your grandchildren?
   a. No, not at all.
   b. I visit and play with the children.
   c. I have occasional responsibilities. (babysitting)
   d. I assume partial responsibility for the children. (for example, while the mother works)
   e. I assume most of the responsibility for the children.
   f. I assume complete, full-time responsibility for the children.

17. Do you have any children? _________.
   IF YOUR ANSWER IS NO, GO ON TO ITEM NUMBER 35

18. How many? _________. How old are they?

19. Do you live in the home of any of your children, with their family? _________.
   IF YOUR ANSWER IS NO, GO ON TO ITEM NUMBER 32

20. Do you have any other children? _________.
   IF YOUR ANSWER IS NO, GO ON TO ITEM NUMBER 32

21. Concerning those children of yours with whom you do not live, how many times do you see each of them per month?

   If for any of them your answer is zero (0), how many times do you see each of them per year?

22. Concerning those children of yours with whom you do not live, how many times do you hear (letter or phone) from each of them per month?
If for any of them your answer is zero (0), how many times do you hear from each of them per year?

23. Concerning those children of yours with whom you do not live, how often would you like to see them per month?
   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

24. Concerning those children of yours with whom you do not live, how often would you like to hear from them per month?
   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

GO ON TO ITEM NUMBER 32

25. Do all of your children live with you all through the year? __________.

IF YOUR ANSWER IS YES, GO ON TO ITEM NUMBER 32

26. Do you have any children who go away to school and may live with you for part of the year? __________.
    If your answer is yes, how many? __________.

27. Do any of your children live away from you all through the year? __________.

IF YOUR ANSWER IS NO, GO ON TO ITEM NUMBER 32

28. Concerning those children of yours who live away from you all through the year, how many times do you see each of them per month?
If for any of them your answer is zero (0), how many times do you see each of them per year?

29. Concerning those children of yours who live away from you all through year, how many times do you hear (letter or phone) from each of them per month?

If for any of them your answer is zero (0), how many times do you hear from each of them per year?

30. Concerning those children of yours who live away from you all through the year, how often would you like to see them per month?

   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

31. Concerning those children of yours who live away from you all through the year, how often would you like to hear from them per month?

   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

32. Do your children ever seek your advice?

   a. No.
   b. Sometimes.
   c. Frequently.
   d. Very frequently.

   If they do, what is the nature of this advice? (for example, personal problems, financial problems, school, occupation, etc.)
33. Do you ever seek the advice of any of your children?
   a. No.
   b. Sometimes.
   c. Frequently.
   d. Very frequently.

   If you do, what is the nature of this advice?

34. Overall, do you feel close to your children?
   a. Not at all.
   b. No, not too close.
   c. Yes, fairly close.
   d. Yes, very close.

35. Do you have any living brothers and/or sisters? ________.

   IF YOUR ANSWER IS NO, GO ON TO ITEM NUMBER 42

36. How many? ________.

37. On the average, how many times do you see them per month? ________ times per month. If your answer is zero (0), how many times do you see them per year? ________ times per year.

38. On the average, how many times do you hear (letter or phone) from them per month? ________ times per month. If your answer is zero (0), how many times do you hear from them per year? ________ times per year.

39. How often would you like to see them per month?
   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

40. How often would you like to hear from them per month?
   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.
41. Overall, are you close to your brothers and/or sisters?
   a. Not at all.
   b. No, not too close.
   c. Yes, fairly close.
   d. Yes, very close.

42. Do you have any living cousins? __________.
   If your answer is NO, go on to item number 49

43. How many? __________.

44. On the average, how many times do you see your cousins per month? __________ times per month. If your answer is zero (0), how many times do you see them per year? __________ times per year.

45. On the average, how many times do you hear (letter or phone) from them per month? __________ times per month. If your answer is zero (0), how many times do you hear from them per year? __________ times per year.

46. How often would you like to see your cousins per month?
   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

47. How often would you like to hear from your cousins per month?
   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

48. Overall, are you close to your cousins?
   a. Not at all.
   b. No, not too close.
   c. Yes, fairly close.
   d. Yes, very close.

49. Do you have any living aunts and/or uncles? __________.
   If your answer is NO, go on to item number 56
50. How many? __________.

51. On the average, how many times do you see them per month? __________ times per month. If your answer is zero (0), how many times do you see them per year? __________ times, per year.

52. On the average, how many times do you hear (letter or phone) from them per month? __________ times per month. If your answer is zero (0), how many times do you hear from them per year? __________ times per year.

53. How often would you like to see them per month?
   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

54. How often would you like to hear from them per month?
   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

55. Overall, are you close to your aunts and/or uncles?
   a. Not at all.
   b. No, not too close.
   c. Yes, fairly close.
   d. Yes, very close.

56. Here is a list of various kinds of organizations. Put a check mark next to each of the kinds of organizations of which you are presently a member. In some cases you may belong to more than one of any given kind of organization (for example, for Veterans' groups: you may belong to the VFW and also to the American Legion). In these cases put one check for every group to which you belong. DO NOT COUNT any group to which you belong more than once (for example, if you are a member of the Elks Club and you put a check after fraternal clubs do not also count the Elks Club as a service group).

   Fraternal Groups

   Service Clubs
Political Clubs
Labor Unions
Sports Groups
Youth Groups
School Service Groups
Hobby or Garden Clubs
School fraternity or sorority
Nationality Groups
Business Clubs
Farm Organizations
Literary Groups
Art Groups
Discussion Groups
Study Groups
Professional or Academic Societies
Senior Citizen Groups
Any other groups (name them)

IF YOU ARE NOT A MEMBER OF ANY CLUB OR ORGANIZATION GO ON TO ITEM NUMBER 61

57. Are you a member of more, less, or the same number of organizations as you were five years ago? _________.
What about ten years ago? _________.

58. How often do you attend club or organization activities per month? _________. times per month. If your answer is zero (0), how often do you attend per year? _________. times per year.

59. Do you attend club or organization activities more, less or the same amount as you did five years ago? _________.
What about ten years ago? _________.
60. Do you hold any office in any of these clubs? _______. If your answer is yes, name the offices.

61. Do you take any college courses? (for example, night school, adult education, undergraduate or graduate school) _______. If your answer is yes, are you a full time or part time student? _______. Why are you taking college courses? (for example, job advancement, personal enjoyment) ________________________________.

62. Are you a member of any church or synagogue? _______. IF YOUR ANSWER IS NO, GO ON TO ITEM NUMBER 65

63. How many times do you attend services per month? ________ times per month. If your answer is zero (0), how many times do you attend services per year? ________ times per year.

64. How involved are you in church or synagogue activities? Circle ALL the appropriate answers.

a. I am not involved at all.
b. I help out during special events.
c. I help out at services every week.
d. I am a Sunday school teacher.
e. I am a choir member.
f. I am a member of a church committee.
g. I am an officer of the church.
h. Other (please specify)

65. Do you have friendships that have lasted over a number of years? (for example, highschool friends, college friends, friends made during the military service) ________.

IF YOUR ANSWER IS NO, GO ON TO ITEM NUMBER 71

66. How far do most of these friends live from you, on the average?

a. Within 10 miles.
b. More than 10 miles.
c. More than 50 miles.
d. More than 100 miles.
e. More than 250 miles.
67. On the average, how often do you see these friends per month? __________ times per month. If your answer is zero (0), how often do you see these friends per year? __________ times per year.

68. On the average, how often do you hear (letter or phone) from these friends per month? __________ times per month. If your answer is zero (0), how often do you hear from them per year? __________ times per year.

69. How often would you like to see these friends per month?
   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

70. How often would you like to hear from these friends per month?
   a. 0 times per month.
   b. 1 time per month.
   c. 2 to 3 times per month.
   d. 4 to 5 times per month.
   e. 6 to 7 times per month.
   f. more than 7 times per month.

71. Are you single, divorced, widowed or married? Circle the appropriate answer.
   a. Single.
   b. Divorced.
   c. Widowed.
   d. Married.
   IF YOU ARE MARRIED, GO ON TO ITEM NUMBER 82

72. How many close friends do you have? ____________.

73. Would you like to have more friends? ____________.

74. How often do you engage in activities with these close friends?
   a. Never.
   b. Hardly ever.
   c. Occasionally.
   d. Frequently.
   e. Very frequently.
75. Do you initiate or start any social activities with these close friends? (for example, visit friends, organize a group of people to get together)
   a. No.
   b. Seldom.
   c. Occasionally.
   d. Frequently.
   e. Very frequently.

76. Would you like to be engaged in more activities with these close friends? ________.

77. How many friends do you have who are not very close but whom you would consider as friends? ____________.

78. How often do you engage in activities with these friends?
   a. Never.
   b. Hardly ever.
   c. Occasionally.
   d. Frequently.
   e. Very frequently.

79. Are most of your social activities involved with people of your own sex or both sexes?
   a. Own sex only.
   b. Other sex only.
   c. Mostly own sex.
   d. Mostly other sex.
   e. Both sexes about equally.

80. Do you initiate or start any social activities with these friends? (for example, visit friends, organize a group of people to get together)
   a. No.
   b. Seldom.
   c. Occasionally.
   d. Frequently.
   e. Very frequently.

81. Are you living with anyone? __________. If your answer is yes, is this a romantic relationship? __________.
   If your answer is yes, how long have you been living with this person? ________________________.

NOW GO ON TO ITEM NUMBER 91
82. How many close friends do you have? ______________.

83. How many close friends do you have in common with your spouse? ______________.

84. How often do you alone engage in activities with close friends? (without your spouse)
   a. Never.
   b. Hardly ever.
   c. Occasionally.
   d. Frequently.
   e. Very frequently.

85. How often do you and your spouse engage in activities with close friends?
   a. Never.
   b. Hardly ever.
   c. Occasionally.
   d. Frequently.
   e. Very frequently.

86. Do you (or you and your spouse) initiate or start any social activities with these friends? (for example, visit friends, organize a group of people to get together)
   a. No.
   b. Seldom.
   c. Occasionally.
   d. Frequently.
   e. Very frequently.

87. How many friends do you have who are not very close but whom you would consider as friends? ______________.

88. How often do you alone engage in activities with these friends?
   a. Never.
   b. Hardly ever.
   c. Occasionally.
   d. Frequently.
   e. Very frequently.

89. How often do you and your spouse engage in activities with these friends?
   a. Never.
   b. Hardly ever.
   c. Occasionally.
   d. Frequently.
   e. Very frequently.
90. Do you (or you and your spouse) initiate or start any social activities with these friends (for example, visit friends, organize a group of people to get together)

a. No.
b. Seldom.
c. Occasionally.
d. Frequently.
e. Very frequently.

91. Do you have any interest in community affairs?

a. No.
b. I have a slight interest.
c. I am somewhat interested.
d. I am very interested.

92. Do you vote in local, state and national elections?

a. Never.
b. Only in local elections.
c. Only in state elections.
d. Only in national elections.
e. Only in national and state elections.
f. In some local, state and national elections.
g. In most local, state and national elections.
h. In every election - local, state, and national.
i. Other (specify)

93. Did you help out in the campaigning of any political candidate(s) at the last local election? __________. At the last state election? __________. At the last national election? __________.

94. If you do any volunteer work in your community, how much time per week, (on the average), do you spend volunteering? __________ hours per week. If your answer is zero (0), how many hours per month do you spend volunteering? __________ hours per month.

IF YOU ARE RETIRED, GO ON TO ITEM NUMBER 106

95. How much do you enjoy your job?

a. I do not enjoy my job at all.
b. I enjoy my job somewhat.
c. I enjoy my job.
d. I enjoy my job very much.
96. Are you employed full or part-time? ______________.
97. How many full-time jobs do you have? ______________.
98. How many part-time jobs do you have? ______________.
99. How much responsibility are you given on your main job?
   a. None.
   b. Hardly any.
   c. A fair amount.
   d. A good deal.
   e. A great deal.
100. Would you like to have more responsibility? ________.
101. Do you have more, less, or the same amount of responsibility as you had in your job five years ago? ________. What about ten years ago? ________.
102. How long have you had your present job? _____________.
103. When do you plan to retire? _________________________.
104. If you are married, is your spouse working? _________.
   If your answer is yes, when does she plan to retire? _________.
   (If you do not know, put "Don't know" as your answer).
105. Where do you get most of your income? (for example, job, pension, savings, stocks and bonds, property, welfare, support by children). ________________

STOP

106. How long ago did you retire? _______________________.
107. Are you employed part-time at the present? ________.
108. If you are employed part-time at the present, how many part-time jobs do you have? _________. Why are you working part-time? (need the money, bored not working, etc.) ________________________.
109. If you are not working part-time, would you like to be? ____________.
110. Where do you get most of your income? (for example, job, pension, savings, stocks and bonds, property, welfare, support by children) ____________________

111. Why did you retire? (for example, health, dissatisfaction with job, mandatory retirement, desire to engage in leisure time activities) ____________________

112. Did you enjoy your job before you retired?
   a. I did not enjoy my job at all.
   b. I enjoyed my job somewhat.
   c. I enjoyed my job.
   d. I enjoyed my job very much.

113. If you are married, is your spouse still employed? ___________. If your answer is yes, when does she plan to retire? ___________.
   (If you do not know, put "Don't know" as your answer).
95. Are you working in your home (performing duties such as housewife, mother, homemaker), or are you employed outside the home? CIRCLE ONLY ONE OF THE FOLLOWING ANSWERS.
   a. Only in the home.
   b. Only outside the home.
   c. Both in the home and outside the home.
   d. Retired.

IF YOU ANSWER IS a THEN PROCEED TO ITEM NUMBER 96

IF YOUR ANSWER IS b THEN PROCEED TO ITEM NUMBER 109

IF YOUR ANSWER IS c THEN PROCEED TO ITEM NUMBER 123

IF YOUR ANSWER IS d THEN PROCEED TO ITEM NUMBER 135

96. Do you consider your work in the home to be full or part-time? ______________. How many hours a week do you spend working in the home? ___________ hours per week.

97. Does anyone help you with the household duties? ___________.
   If your answer is yes, who helps you with the household duties. ________________________________.

98. Do you enjoy your work in the home?
   a. I do not enjoy it at all.
   b. I enjoy it somewhat.
   c. I enjoy working in the home.
   d. I enjoy working in the home very much.

99. If you could, would you like to work outside the home? __________.

100. If you are married, is your spouse working? __________.
    If your answer is yes, when does he plan to retire?
    ________________. (If you do not know, put a "Don't know" as your answer).

101. Where do you get most of your income? (for example, job, pension, savings, spouse works, stocks and bonds, property, welfare, support from children). __________

102. Were you once employed outside of your own home? __________.
    IF YOUR ANSWER IS YES CONTINUE. IF YOUR ANSWER IS NO THEN STOP.
103. Was your job full or part-time? ____________.

104. How many years were you employed before you left the job? _________________.

105. How long ago did you leave the job? ________________.

106. Would you like to have a full or part-time job at the present time? ________________.

107. Why did you leave your job? (for example, health, needed at home, dissatisfaction with job, mandatory retirement, desire for more leisure time, etc.) ________________.

108. Did you enjoy your job before you left it?
   a. I did not enjoy my job at all.
   b. I enjoyed my job somewhat.
   c. I enjoyed my job.
   d. I enjoyed my job very much.

   STOP

109. Are you employed on a full or part-time basis? ________________.

110. How many full-time jobs do you have? ________________.

   How many part-time jobs do you have? ________________.

111. Do you enjoy your job?
   a. I do not enjoy my job at all.
   b. I enjoy my job somewhat.
   c. I enjoy my job.
   d. I enjoy my job very much.

112. How long have you had your job? ________________.

113. When do you plan to retire? ________________.

114. How much responsibility are you given on your main job?
   a. None.
   b. Hardly any.
   c. A fair amount.
   d. A good deal.
   e. A great deal.
115. Would you like to have more responsibility? ________.

116. Do you have more, less, or the same amount of responsibility as you had on your job five years ago? ________. What about ten years ago? ________.

117. If you are married, is your spouse working? ________. If your answer is yes, when does he plan to retire? ________ (If you do not know, put "Don't know" as your answer.

118. Where do you get most of your income? (for example, job, pension, savings, spouse works, stocks and bonds, property, welfare, support from children) ________ ________

119. Do you perform household duties in your own home? ________. IF YOUR ANSWER IS YES, CONTINUE. IF YOUR ANSWER IS NO THEN STOP.

120. Do you consider your work in the home to be a full or part-time job? ________. How many hours per week do you spend working in the home? ________ hours per week.

121. Does anyone help you with the household duties? ________. If your answer is yes, who helps you with the household duties? ________

122. Do you enjoy your work in the home?
   a. I do not enjoy it at all.
   b. I enjoy it somewhat.
   c. I enjoy my work in the home.
   d. I enjoy my work in the home very much.

STOP

123. Concerning your job outside the home, is this on a full or part-time basis? ________

124. How many full-time jobs do you have? ________
   How many part-time jobs do you have? ________

125. Do you enjoy your job?
   a. I do not enjoy my job at all.
   b. I enjoy my job somewhat.
   c. I enjoy my job.
   d. I enjoy my job very much.
126. How long have you had your job? ________________.

127. When do you plan to retire? ________________.

128. How much responsibility are you given on your main job?
   a. None.
   b. Hardly any.
   c. A fair amount.
   d. A good deal.
   e. A great deal.

129. Would you like to have more responsibility? ____________.

130. Do you have more, less, or the same amount of responsibility as you had on your job five years ago? ____________.
    What about ten years ago? ____________.

131. Where do you get most of your income? (for example, job, pension, savings, spouse works, stocks and bonds, property, welfare, support from children) ____________

132. If you are married, is your spouse working? ____________.
    If your answer is yes, when does he plan to retire? ____________.
    (If you do not know, put "Don't know" as your answer).

133. Do you consider your work in the home to be full or part-time? ________________.

134. Does anyone help you with the household duties? ____________.
    If your answer is yes, who helps you with your household duties? ________________.

135. Do you enjoy your work in the home?
   a. I do not enjoy it at all.
   b. I enjoy it somewhat.
   c. I enjoy my work in the home.
   d. I enjoy my work in the home very much.

STOP
APPENDIX I
DLQ SCALE

I. GREAT GRANDPARENTS

0. No interest in great grandchildren.
1. Little interest in great grandchildren or sees and hears from them little.
2. Hears from great grandchildren occasionally.
3. Sees and hears from great grandchildren occasionally.
4. Active communication with great grandchildren by letters, messages, and some visits.
5. Active social participation but no responsibility.
6. Benevolent, gift-giving, or loving, with partial or occasional responsibility.
7. Shares or assumes most of responsibility for great grandchildren.
8. Shares or assumes all of responsibility for great grandchildren.

II. GRANDPARENTS

0. No interest in grandchildren.
1. Little interest in grandchildren; or hears from them and sees them little.
2. Hears from grandchildren occasionally.
3. Sees and hears from grandchildren occasionally.
4. Active communication with grandchildren by letters, messages, and some visits.
5. Active social participation but no responsibility.
6. Benevolent, gift-giving, or loving, with partial or occasional responsibility.
7. Shares or assumes most of responsibility for grandchildren.
8. Shares or assumes all of responsibility for grandchildren.
III. PARENTS

0. No interest in children; not close.
1. Little interest in children; or sees little.
2. Hears from and sees children occasionally.
3. Shares children's home and not too close.
4. Active communication with children by letters
   messages, and some visits; children may help out.
5. Active social participation with children;
   independent, share advice; close.
6. Children live with parents part of the year;
   share advice - or all of children are over 17
   years old and at least one lives with parents.
7. Children or child live with parents full-time;
   under 17 years old; fairly close, or not too close.
8. Children live with parents full-time; under 17
   years old; very close; or 0 to 12 years old and
   fairly or very close.

IV. B/S and COUSINS, and A/U

0. No interest or not contact.
1. No interest; little contact - sees and hears
   from them little.
   Closeness = 1 or 2
   Hear  = 1 to 4 times per year
   See   = 3 or less times per year
   If hear = 12, then raise score to 2
   If hear = 20, then raise score to 3

2. Little contact; fairly close.
   Closeness = 3
   Hear  = 1 to 4 times per year
   See   = 3 or less times per year
   If hear = 12 then raise to 3
   If hear = 20 then raise to 4

3. Little contact; very close
   Closeness = 4
   Hear  = 1 to 4 times per year
   See   = 3 or less times per year
   If hear = 12, then raise to 4
   If hear = 20 then raise to 5
4. Occasional contact, not close.
   Close = 1 or 2
   Hear = 5 to 12 times per year
   See = 4 to 8 times per year

   If hear = 20 then raise to 5

5. Occasional contact, fairly close.
   Closeness = 3
   Hear = 5 to 12 times per year
   See = 4 to 8 times per year

   If hear = 20 then raise to 6

6. Occasional Contact, very close.

   Closeness = 4
   Hear = 5 to 12 times per year
   See = 4 to 8 times per year

   If hear = 20 then raise to 7

7. Frequent contact, fairly close.
   Closeness = 3
   Hear = 13 or more per year
   See = 9 or more per year

   If Closeness = 1 or 2 then drop to 6

8. Frequent contact, very close
   Closeness = 4
   Hear = 13 or more
   See = 9 or more

   If see = 0 to 3 then drop to 7
V. CLUBS

0. No membership; no interest
1. Member (1 or more); does not attend.
2. Member (1 or more); seldom attends (6 or less per year)
3. Member (1); frequently attends (7 or more per year)
4. Member (1); frequently attends; minor office; or member, more than 1; frequently attends, no office.
5. Member (1); frequently attends; major office.
6. Member (2 or more); frequently attends; office in one.
7. Member (2 or more); frequently attends; office in more than one or important office in just one.
8. Member (2 or more); important office in more than one; attends frequently; (President, Vice President, Secretary, Treasurer, Chairperson)

If seldom attends (6 or less) and is member of more than one, and holds some office, assign score of 4.

VI. CHURCH

0. No membership.
1. Member; never or hardly ever attends, (0 to 4 per year)
2. Member; seldom attends, (6 per year)
3. Member; occasionally attends (1 per month)
4. Member; attends frequently (2 per month) or attends occasionally and helps out during special events or once in a while.
5. Member; attends frequently; helps out during special events, or once in a while.
6. Member; attends frequently; helps out every time.
7. Member; attends frequently; Sunday school teacher; Choir; Committee.
8. Member; attends frequently; officer (Chairperson) or attends frequently and is involved in 3 or more activities.

If seldom attends and helps out during special events, score as 2.
VII. CLOSE FRIENDS AND FRIENDS

0. Associates with no one.
1. Associates little; initiates never.
2. Associates little; initiates little, or occasionally.
3. Associates occasionally; initiates never or little.
4. Associates occasionally; initiates occasionally or frequently.
5. Associates frequently; initiates little or never.
6. Associates frequently; initiates occasionally.
7. Associates frequently or very frequently; initiates frequently.
8. Associates very frequently; initiates very frequently.

VIII. CIVIC

0. No interest in community affairs; no participation.
1. Slight interest or some interest in community affairs; no participation.
2. Votes in some local, state and national elections; or only in local, only in state or only in national.
3. Votes in most local, state and national elections; or only in national and state; or only in local and state.
4. Votes in every election, local, state and national.
5. No vote but does a little or some volunteer work - or votes and does very, very little volunteer work.
6. Votes some; helped out in last local, or state or national election a little; or votes and does a little volunteer work.
7. Votes and does some volunteer work in community or helped out some in last local and state or national election. (2 elections)
8. Does a great deal of volunteer work in the community. Helped out in all elections, local, state and national.

10 hours per month = a little
15 hours per month = some
20 hours per month = a good deal
40 hours per month = a great deal.
IX. JOB

0. Retired, or does not work.
1. Retired but works part-time.
   Works part time.
   None, or hardly any responsibility.
2. Retired - Works part-time
   Fair amount of responsibility.
3. Retired - Works part-time
   Good or great deal of responsibility.
4. Full time
   Hardly any responsibility.
   Homemaker; has no kids ages 0 to 17 years
5. Works full time and part-time
   Hardly any responsibility
   Kids older than 13 years but less than 17.
6. Works full time or full time and part time
   Fair amount of responsibility
   Homemaker with children ages 0 to 12.
7. Works full time full time and part-time
   Good deal of responsibility
8. Works full time or full time and part time
   Great deal of responsibility.

If a person has a full time job and more than one
part time job, automatically raise score by one point.

If homemaker with children ages 0 to 12, and a
part time job, score as though full time job.

Anyone living alone or just with spouse, that has
no job score 0.

Full time student score 8

Part time student score 3
APPENDIX J

Imaginal Processes Inventory

Instructions

We are asking you cooperation in responding to a questionnaire about your inner experiences, your images, dreams and daydreams. Please note that when we use words like "daydreams" we are using popular terminology for which there is no "official" definition. You may have a particular idea of what you mean by a daydream or fantasy. Try to answer these items as they seem most to apply to you. Make a distinction between thinking about an immediate task you're performing, for example, working, doing schoolwork and thinking directly about it while you are doing it and daydreaming which involves thoughts unrelated to a task you are working on or else thoughts that go on while you are getting ready for sleep or on a long bus or train ride.

Please keep in mind that our attempts to give examples of daydreams in these questionnaires are fairly general. Try to answer if you have had daydream experiences more or less like the ones mentioned even if they are not exactly the same.

Part I

There are 12 questions in Part I. Each question has 5 possible answers. For each question, choose the answer which is most true or appropriate for you. Each answer corresponds to one of the letters a through e. Locate the number of each question on the answer sheet. Then circle the letter that indicates your answer.

PROCEED WITH PART I

1. I daydream
   a. infrequently.
   b. once a week.
   c. once a day.
   d. a few times during the day.
   e. many different times during the day.

2. Daydreams or fantasies make up
   a. no part of my waking thoughts.
   b. less than 10% of my waking thoughts.
   c. at least 10% of my waking thoughts.
   d. at least 25% of my waking thoughts.
   e. at least 50% of my waking thoughts.
3. As regards daydreaming, I would characterize myself as
   a. someone who never daydreams.
   b. someone who very rarely engages in daydreaming.
   c. someone who tends towards occasional daydreaming.
   d. someone who tends towards moderate daydreaming.
   e. an habitual daydreamer.

4. I recall or think over my daydreams
   a. infrequently.
   b. once a week.
   c. once a day.
   d. a few times during the day.
   e. many different times during the day.

5. When I am not paying close attention to some job, or TV, I tend to be daydreaming
   a. 0% of the time.
   b. 10% of the time.
   c. 25% of the time.
   d. 50% of the time.
   e. 75% of the time.

6. Instead of noticing people and events in the world around me, I will spend approximately
   a. 0% of my time lost in thought.
   b. less than 10% of my time lost in thought.
   c. 10% of my time lost in thought.
   d. 25% of my time lost in thought.
   e. 50% of my time lost in thought.

7. I daydream at work (or school)
   a. infrequently.
   b. once a week.
   c. once a day.
   d. a few times during the day.
   e. many different times during the day.

8. Recalling things from the past, thinking of the future, or imagining unusual kinds of events occupies
   a. 0% of my waking day.
   b. less than 10% of my waking day.
   c. 10% of my waking day.
   d. 25% of my waking day.
   e. 50% of my waking day.

9. I lose myself in active daydreaming
   a. infrequently.
   b. once a week.
   c. once a day.
   d. a few times during the day.
   e. many different times during the day.
10. Whenever I have time on my hands I daydream
   a. never.
   b. rarely.
   c. sometimes.
   d. frequently.
   e. always.

11. When I am at a meeting or show that is not very interesting,
    I daydreaming rather than pay attention.
   a. never.
   b. rarely.
   c. sometimes.
   d. frequently.
   e. always.

12. On a long bus or train ride I daydream
   a. never.
   b. rarely.
   c. occasionally.
   d. frequently.
   e. a great deal of the time.

PART II

All of the remaining items belong to part II. Each item
says something about daydreams or daydreaming. Indicate
to what extent each item applies to you, or is true for
you.

a stands for "definitely not true for me" or "strongly
uncharacteristic of me."

b stands for "rarely true for me" or "rarely characteristic
of me."

c stands for "occasionally true for me" or "occasionally
characteristic of me."

d stands for "usually true for me" or "usually characteristic
of me."

e stands for "very true for me" or "strongly characteristic
of me."

PROCEED WITH PART II

13. Before going somewhere, I imagine the scene and what
    I will be doing.

14. My daydreams always relate to events current in my life.
15. I often daydream about events that happened more than a year ago.

16. I picture myself as I will be several years from now.

17. My thoughts are never on things far removed from my present day problems.

18. I never think at all about events or scenes of my early childhood.

19. I am more likely to think about tomorrow than wonder about yesterday.

20. My present day concerns are usually reflected in my daydreams.

21. I think about how "the world of the future" will look.

22. I never plan where I'll be or what I'll be doing several years from now.

23. I do not think about what the future will be like.

24. I daydream about what is about to happen.

25. No matter how upsetting, I cannot help but daydream about things I'm worried about right now, rather than picturing a brighter future.

26. I seldom think about what I will be doing in the future.

27. I daydream more about events that have already happened than about things in the future.

28. I daydream about the first places in which I lived, the scenery, and the events of my youth.

29. I rarely find myself recalling moments of my childhood.

30. Events from my childhood recur to me very clearly and with many details.

31. In my daydreams, I am more likely to "re-live" the past than to look ahead into the future.

32. I am very much concerned with the present in my daydreams.

33. I sometimes daydream about people and places I was familiar with when I was younger.
34. My thoughts are about daily activities, rather than about tomorrow "bringing something new and exciting."

35. My thoughts are of the future rather than of the past.

36. I imagine myself in situations far removed from my day-to-day affairs.

37. I think more about "here-and-now" than about yesterday.

38. I do not think about my day-to-day affairs.

39. I daydream about what I would like to see happen in the future.

40. I think about things on a day-to-day basis, rather than thinking about the past or how the future will be.

41. I do not think about scenes from my early years.

42. I find myself imagining what I will be doing a year from now.

43. I daydream more about my hopes for the far future than about my hopes for the present time.

44. I seldom find myself daydreaming about my younger days.

45. I tend to daydream about the events of the coming weeks and months more than of the happenings of the past.

46. Details from my day-to-day life are more clear and complete in my daydreams than memories of the past.

47. I think a lot about the past.

48. I prefer to think about what's happening now in my life and avoid daydreaming about the future.
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