

AN APPLICATION OF CONCEPTS FROM THE COBB MODEL  
TO FEMALE COPING WITH MID-LIFE EVENTS

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Dissertation submitted to the Faculty of the Graduate School  
of the University of Maryland in partial fulfillment  
of the requirements for the degree of  
Doctor of Philosophy

1984

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GERALDINE STIRLING was born in 1904  
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Title of Thesis: An Application of Concepts from  
the Cobb Model to Female Coping  
with Mid-Life Events

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## ABSTRACT

Title of Dissertation: An Application of Concepts from  
the Cobb Model to Female Coping  
with Mid-Life Events

Geraldine Stirling Lake, Doctor of Philosophy, 1984

Dissertation directed by: Dr. Robert C. Hardy  
Professor, Institute for Child  
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### Purpose

This study examined the relationship among social situation variables, selected personality variables, and how a woman in mid-life copes with a major life event. Specifically, this study considered relationships among Myers-Briggs Type Indicator continua, social support, choices and assessments a woman makes in coping with a life event.

### Procedures

The subjects were 102 women, aged thirty-five to fifty-five, who had experienced a life event (e.g., divorce, health problems, job loss, etc.) in the past three years. Subjects completed instruments on their background; personality (MBTI); type of events involved; responses to these events; quantity, quality, and types of social support used; and current life situation assessment.

T Tests were computed using the Extraversion/

Introversion MBTI continuum with quantity and quality of resources used. T Tests were also computed using subjects' scores on quality of resources with life assessment variables.

Multiple Analysis of Variance was used to test new constructs developed from the Critical Response List with the MBTI Scales.

### Results and Conclusions

Two specific hypotheses and three questions were studied.

Hypothesis 1 stated that extraverts would report being helped by more people and helped more by people when compared to introverts. Differences between the two groups were not significant. The t Test on extraversion and quantity of help approached significance; the part of the hypothesis testing extraversion and quality of help was rejected.

Hypothesis 2 stated that subjects having better quality of support would report better life situations than would subjects with poorer quality of support. While the difference between the two groups was not significant, the t Tests did approach significance.

Other questions which tested for coping response differences between groups on the other three scales of the MBTI found no significant differences, indicating that the MBTI scales did not discriminate among the coping responses

of the subjects. One sub-group, judging, rated their quality of emotional support received as much higher (.0046) than did perceivers.

These results lend little support to the idea that there are significant relationships among MBTI continua, social support, and how a woman copes with a life event.

The study did find that subjects mainly used family and friends for support while working through a life event and that over 90% of the women reported that emotional support was the most important kind of support.

Dedication: To my mother and father, Georgina and  
James Stirling, whose integrity, support, and  
love were always there. You are missed.



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## TABLE OF CONTENTS

LIST OF TABLES.....	vii
LIST OF FIGURES.....	x
CHAPTER	
I. INTRODUCTION.....	1
Development of the Problem and	
Hypotheses.....	5
Sidney Cobb's Metatheoretical Model.....	5
Coping and Life Events.....	10
Social Situation Variable.....	14
Personality Variables.....	16
The Hypotheses.....	18
Significance of the Study.....	21
Theoretical and Operational	
Definitions.....	22
II. REVIEW OF RELATED LITERATURE.....	28
Literature Related to Coping.....	28
Literature Related to Life Events.....	44
Literature Related to Social Support.....	52
Literature Related to Carl Jung's	
Theory of Psychological Tests	
and the Myers-Briggs Type Indicator.....	64
III. METHODOLOGY.....	88
Subjects.....	89
Test Materials.....	91
Procedures.....	104
Analysis of Data.....	113
IV. RESULTS.....	118
Hypotheses 1.....	118
Hypothesis 2.....	121
Questions A-C.....	124
Further Analyses.....	136



V. SUMMARY AND DISCUSSION.....	150
Summary.....	150
Summary of Procedures.....	150
Summary of Results.....	152
Discussion.....	155
Background.....	155
Study Limitations.....	155
Recommendations.....	158
Concluding Remarks.....	160

## APPENDICES

APPENDIX A: Background Information Sheet.....	163
APPENDIX B: Myers-Briggs Type Indicator.....	165
APPENDIX C: Events List.....	167
APPENDIX D: Critical Response List.....	170
APPENDIX E: Resource Rating Sheet.....	172
APPENDIX F: Current Life Situation Assessment Scale.....	176

## LIST OF TABLES

TABLE	PAGE
1. Split-Half Reliability of the Indices for Various Groups.....	75
2. Product-Moment Intercorrelations between Continuous Indicator Scores and Gray-Wheelwright Scores for Male Golden Gate College Students (n=47).....	80
3. Correlations with Personality Test Variables.....	81
4. Correlations with Non-Test Variables.....	81
5. Subject Groups.....	92
6. Distribution of Subjects on the Four Scales of the Myers-Briggs Type Indicator.....	94
7. Events Selected by Fewer Than 5% of The Subjects.....	98
8. Events Chosen by Subjects as Most Important.....	99
9. Importance of Three Kinds of Support.....	101
10. Quality of Three Kinds of Support.....	101
11. T Test Summary Table for Hypothesis 1a Extraversion/Introversion Scale (MBTI) And Helped By More People (Quantity).....	120
12. T Test Summary Table for Hypothesis 1b Extraversion/Introversion Scale (MBTI) And Helped More By People (Quality).....	121
13. T Test Summary Table for Hypothesis 2a More/Less Support and Life Situation Assessment (summed).....	123
14. T Test Summary Table for Hypothesis 2b More/Less Support and Life Situation Assessment (general).....	124

## TABLE

## PAGE

15.	Correlation Matrix of Thinking/Feeling, Sensing/Intuitive, and Perceiving/Judging Scales of the MBTI and Critical Responses.....	127
16.	Coefficients of Correlations Among Items on The Critical Response List.....	128
17.	New Constructs from Critical Response List And Response Items in Each.....	130
18.	Multiple Analysis of Variance (Displaying Means) Using the Thinking/Feeling Scale from the MBTI and Constructs from the Critical Response List.....	133
19.	Multiple Analysis of Variance (Displaying Means) Using the Sensing/Intuitive Scale from the MBTI and Constructs from the Critical Response List.....	134
20.	Multiple Analysis of Variance (Displaying Means) Using the Perceiving/Judging Scale from the MBTI and Constructs from the Critical Response List.....	135
21.	T Test Summary Table of Three MBTI Scales and Helped By More People (Quantity).....	137
22.	T Test Summary Table of Three MBTI Scales and Helped More By People (Quality).....	138
23.	T Test Summary Table of Four MBTI Scales and Emotional Support.....	139
24.	T Test Summary Table of Four MBTI Scales and Physical Support.....	140
25.	T Test Summary Table of Four MBTI Scales and Financial Support.....	140
26.	T Test Summary Table of Four MBTI Scales and Emotional Support (Weighted).....	142
27.	T Test Summary Table of Four MBTI Scales and Physical Support (Weighted).....	143
28.	T Test Summary Table of Four MBTI Scales and Financial Support (Weighted).....	143

TABLE	PAGE
29. T Test Summary of Emotional Support and Life Situation Assessment (Eight Individual Variables).....	146
30. T Test Summary of Physical Support and Life Situation Assessment (Eight Individual Variables).....	147
31. T Test Summary of Financial Support and Life Situation Assessment (Eight Individual Variables).....	148

## LIST OF FIGURES

FIGURE	PAGE
1. Cobb's Metatheoretical Model.....	7
2. Support System Composition.....	57



## CHAPTER 1

### INTRODUCTION

Life choices for American women have increased dramatically in the last ten years. The multiplying opportunities and dilemmas involve employment, careers, life-styles, relationships, marriage and divorce, choosing to have children or not, and the use of free time for volunteer commitments, self-improvement, recreation, and family.

A convergence of factors has produced this rapidly changing picture of women's lives. The most recent statistics show that 57% (1980) of all women in this country over 18 years of age are employed, as compared with 42% employed ten years ago. Add to this the decreasing size of families, the increasing divorce rate, the increased life expectancy of women, and it is clear that previous models, traditional roles, and ways of coping frequently no longer fit.

The choices are vast. One can pursue a career, continue an education, marry or not, have children or not, or choose two or more of the options. The graver questions also must be faced. How does one survive when the marriage that was forever is no more? How will one

spend those twenty to thirty years beginning at mid-life? Will they be spent as a productive member of society or in endless rounds of "busywork"? The stock answers of the formative years may be ghosts of a bygone era.

What forces, then, in a woman's life are crucial as she struggles through a mid-life event? What makes the difference in how she copes with such an event? Are there particular aspects of her personality that seem related to her coping responses? What are the effects on the individual of having a support group or person to whom she can turn for help?

Such questions as these led to this study, the purpose of which is to examine the relationships among perceived social support, selected personality variables, and how a woman in mid-life copes with a life event. It is concerned with discovering whether coping is related to the use of more or less social support and whether there are personality attributes which are related differentially to an individual's ways of coping.

The subjects of this study are defined as women in mid-life. Neugarten (1976), in discussing age-appropriate behavior and salient characteristics of middle-adulthood, includes the following trends and tasks for women:

1. to go back to work,
2. to experience the "empty nest" when all children have left home,
3. to experience menopause,

4. to begin learning approved ways of growing old,
5. to increasingly be able to abstract from experience and thus enhance their interpretations of new events,
6. to have their perspectives lengthen and attitudes and behaviors change,
7. to develop an increased emphasis on introspection and stocktaking, upon conscious reappraisal of the self, (There is a conscious self-utilization rather than the self-consciousness of youth.)
8. to perceive time in a different way. (Life is restructured in terms of time left to live rather than time since birth.)

Three other writers offer confirming, yet unique, views of themes and forces in the lives of adults. Kuh and Thomas (1983) discuss developmental tasks characteristic of adults up to age 40. Their themes seem appropriate for older adults as well. They found four developmental themes in their subjects' responses: redefinition of self, purposeful independence, exploration versus maintenance of a stable life pattern, and the dream. All four seem appropriate at least to retirement age.

Weick (1983) proposes an alternative model for adult development that is based on the premise that in "all human beings there is an inherent 'push for growth', a common life force" and that with health, humans strive for



developmental change based on innate curiosity, need for stimulation, and desire for fulfillment. She sees the tasks of this period of life as the capacity for intimacy, the capacity to nurture, engagement in productive activity, establishment of balance between dependence and independence, and the capacity to transcend personal concerns. Weiss acknowledges that identification of these tasks is not new, but adds that they are cyclical in nature and are reworked as growth tasks throughout the adult years. This is enhanced by Lowenthal and Weiss (1976) who state that adult longitudinal studies strongly suggest that one must simultaneously examine several "tasks" or commitments. Both Neugarten and Weick have stated themes and developmental issues with which women in mid-life are faced. In agreement with Weick this researcher believes that these themes and tasks are cyclical in nature, are not forever solved and put to rest. They will recur and with maturity and experience as Neugarten states, be interpreted more fully.

Toffler (1980) states that choice decisions in both the personal and professional lives of women will continue to increase at least through the remainder of this century, thus also increasing their need to cope with life changes. If, in this study, amounts of social support and particular personal characteristics are found to be differentially related to coping, then the findings from this study should prove important and useful to planners,

counselors, materials developers, and workshop leaders who work with women as they make difficult life choices, by providing empirical evidence about why particular helping strategies are more effective than others with certain women. The findings could also assist counselors, etc., in designing and developing more effective support for these women.

### Development of the Problem and Hypotheses

In the last fifteen years, extensive research has been done on the relationship of life events to onset of illness (Cobb, et al., 1974; Friedman & Rosenman, 1959; Antonovsky, 1971; Rahe & Holmes, 1966; Brown & Birley, 1968), but little has been done to look at those variables which make it possible for one person to cope in one way with a life event while another person copes differently. Even less has been done to develop theories and models which show how and why people cope differently with the same life event.

One model developed by Cobb (1974), Figure 1, has potential for studying the many variables involved in how women cope with life events. Models in science vary from those which can be used for testing empirical relationships to those such as Cobb's which is clearly for descriptive purposes. As such, it is useful for suggesting how phenomena of adaptation might be related and is, therefore, a useful heuristic, but it is not



intended to be used directly for testing empirical relationships. Cobb intends his model to be metatheoretical. It is an attempt to help researchers develop useful theories about the nature of the relationship between life events and illness. Basically a health model, its intention is to clarify some of the complex relationships among the intervening variables that exist between the onset of a stressful life event and physical or mental illness.

The study presented here uses the Cobb model as a heuristic for developing certain empirical variables in a study of female coping with mid-life events. This study examines social situation variables and selected personality variables, areas of Cobb's model which he calls "particularly important" (p. 155), which are involved in how a woman in mid-life copes with a life event. Concentration on the personal characteristics and social situation of the individual in regard to life events is supported by Hinkle (1974) in his statement that the effect of a life event "depends on the physical and psychological characteristics of the person who is exposed to the change and on the circumstances under which it is encountered" (p. 41) and by Mechanic (1974), "As our research develops, we need to give greater attention to such variables as coping skills and supportive relationships that may intervene between the occurrence of the life event and the initiation of illness" (p. 92).

In describing his model, Cobb explains that there are several panels (Figure 1) with arrows between them implying causation moving from left to right. Beginning at the left side, the life event occurs; stress and strain of varying kinds, intensity, and duration usually occur as a result of that event.

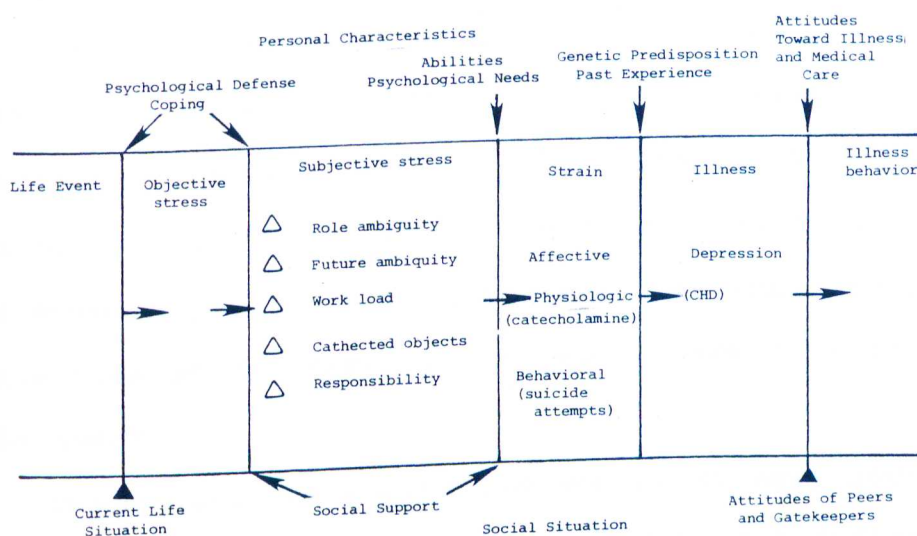


Figure 1. Cobb's Metatheoretical Model

The model separates objective and subjective stress, but as research in the area of objective stress continues to depend on self-reports, competence in that area is not being developed.

Coping is seen by Cobb to occur during the objective stress period of a response to a life event; he is unable to define the objective stress phenomena and chooses not to define coping. Yet it is in the process of coping that the tremendously varied responses of different individuals begin to emerge.

It is also at the beginning of this period of objective stress that one's current life situation is introduced in the model. Current life situation can also be a positive or negative part of one's coping responses. A discussion of coping follows this description of Cobb's model.

Under subjective stress (Figure 1, third panel from left), Cobb lists five dimensions he believes are relevant: change in workload, role ambiguity, future ambiguity, cathected objects, and responsibility. Cobb has studied people whose jobs have been abolished. His subjective stress descriptors derive from this particular life event.

During this period of subjective stress, social support is evidenced. Although he does not define it, Cobb describes social support as a variable that can contribute to immunity from illness and can substantially moderate the effects of job loss (Gore, 1973).

Strain (Figure 1, fourth panel from left) can be noted in three areas of the individual's life: the affective, the physiologic, and the behavioral.

Between the areas of strain and illness, genetic predisposition and past experience enter the model and mitigate for or against the development of illness or illness behavior. Cobb differentiates between illness (i.e., the evidence of a specific illness) and illness behavior (i.e., complaining and seeking medical advice,



etc.). He states that "It is not clear in many of the earlier studies whether the consequence of life events was an increase in illness or merely an increase in illness behavior" (1974, p. 155). This study is not concerned with the onset of illness or illness behavior as a consequence of a life event, as are so many of the life event studies. In this study it is possible that illness may or may not develop in the experience of a life event. It may, in fact, be the event itself. This study is concerned with the areas of Cobb's model called Personal Characteristics and Social Situation described below.

Personal Characteristics include coping abilities, psychological needs, genetic predisposition, past experience, and attitudes toward illness and medical care. Social Situation includes one's current life situation, social support, and attitudes of peers and gatekeepers. Although they have been described as they occur in each panel of Figure 1, Cobb further states that "these are particularly important for it is contemplating them that we are able to focus on the variables that contribute to immunity versus susceptibility. These . . . are control variables . . . ; they produce what the statistician called interaction effects" (p. 155). Cobb also talks of these variables as conditioning effects on the individual and her/his response.

## Coping and Life Events

Two limitations of Cobb's model are its undefined and narrow use of the concept of coping. In not defining coping, Cobb supports an assumption about the term that is continually found in the popular press, in everyday discussions, and all too often in the research literature of which it is a part. That assumption is that there is general agreement as to what it means "to cope" with something in our society.

Webster's New World Dictionary (1978) defines cope (coped, coping) as 1. to fight or contend with successfully or on equal terms; 2. to deal with problems, troubles, etc. Even with these definitions, differences arise as to what "successfully" or "on equal terms" means. When a mother loses three young children in five years to disease and murder and does not herself commit suicide or spend her life in a mental institution, is she coping? As in most instances, it depends on whom one asks.

Although there is growing consensus that coping refers to efforts to master conditions of harm, threat, or challenge when a routine autonomic response is not readily available (Lazarus, et al., 1974; Murphy, 1974; and White, 1974), Vaillant (1977) states that most articles and books written on the subject are highly repetitive, theoretical, conceptual, and without operational referents. Vaillant (1977) uses coping and adaptation interchangeably and operationally defines them in terms of positive mental health based upon the Freudian defense mechanisms the

subjects employ.

Rahe (1968), in developing his social readjustment scale, defines coping as "one's abilities to reduce his physiological activation" (p. 34).

Hopson and Adams (1977) define coping as:

- a. managing feelings (i.e., utilizing them and not being overwhelmed by them),
- b. producing effective behaviors required by the new situation, and
- c. utilizing the opportunity value contained in the new situation for personal growth (p. 8).

Hopson and Adams (1977) add that coping is usually talked about in relation to the first two criteria, but that coping in transition dynamics should always include the additional criterion of growing as a result of the transition.

Cobb's use of the concept of coping is narrow in that he places coping within the area of personal characteristics and limits its application to the period of time in the life event experience in which objective (undefined) stress is being placed upon the individual. Coping occurs throughout the life event experience; it encompasses many of the variables included in Cobb's personal characteristics and social situation areas.

Lazarus (1982), Brown (1974), Theorell (1974), Hinkle (1973), and Cassel (1973) extend the definition of coping. What earlier was thought to be a rather straightforward



relationship between amount of stressful events and pathology must now be conditioned by:

1. personal meaning (Brown, 1974),
2. life situation (Hinkle, 1974), and
3. differing personalities (Cassel, 1973).

Lazarus (1982) points out that until the 1960s, "No one took seriously the possibility that the way people construed or thought about things that threatened their well-being was important to emotion and to coping with the threat" (p. 43). When he wrote Psychological Stress and the Coping Process in 1966, he felt it was still necessary to make a very strong empirical case that "individualized cognitive appraisal affects emotional response and the ways an organism copes with stress" (p. 43).

An important aspect of this study is that it uses empirically derived coping responses actually described by women experiencing life events. It examines those responses in relation to social support and personality variables and uses the woman's own cognitive appraisal as to how she copes with a life event.

The significance of Cobb's model for life events and their consequences is that it provides a framework within which many of the complex relationships involved in life events may be considered. As Cobb states, ". . . it reminds us to be complex in our thinking as we seek to explain the mechanism of life events" (p. 152). Many of

the theories and studies regarding life events examine only a few of the many variables involved in this area. Cobb's framework provides the possibility of taking individual studies which examine one part of the life events experience and placing them within a gestalt. To quote Cobb, " . . . I want to emphasize that the utility of the metatheoretical diagram is in its blank spaces. We can each fill in variables to suit our own hypotheses" (p. 152). A further utility is the gestalt provided for those many hypotheses.

As stated on Page 2, the purpose of this study is to examine the relationships among social situation variables, selected personality variables, and how a woman in mid-life copes with a life event. Social support was selected as the social situation variable for this study because interviewers in the Women In Transition (WIT) Study (Lake & Anderson, 1979) repeatedly stated that their interviewees found the caring, help, and, at times, confrontation of particular others very helpful during the experience of a life event. In regard to social support, this study specifically will consider the relationship of particular personality variables and the women's perceptions of how they cope with a life event to amount of support used.

The Myers-Briggs Type Indicator continua were chosen as the personality variables for this study because the researcher has found them useful for identifying and

legitimizing differences in behaviors and ideas among adults in counseling and workshop settings and believes that the differences will also be related to how women cope with a mid-life event. In regard to personality variables, this study specifically will consider the relationships of the continua of the MBTI to amount of social support and the choices a woman makes in coping with a life event. Following is a more detailed elaboration of these social and personal variables.

#### Social Situation Variable

Social support is one's coping network which enables one to live through loss and crisis.

The importance of social support is supported by the work of John Wood (1976) at the Center for Studies of the Person. He has worked for the past ten years trying to discover ways of facilitating often painful changes with persons who are going through major life changes.

Although Wood feels these ways of facilitation are "still pretty much of an art," he does make some recommendations for facilitation, the first of which is "build a network of people for personal and moral support as well as for practical help" (p. 22).

Weiss (1976) states that the need for nurturance and attachment, although always present, shows up more under the circumstances of crisis, transition, or in death.

Schlossberg (1976) in discussing the need for



counseling for adults, states that "adults need guidance and support in coping with crisis . . . "

While the answers are not clear cut, there are some clues from the research findings of French and Caplan (1972) on how social support can be used as one path to reduce stress or to buffer its effects. Their findings focus on participation and relations with others and (in organization situations) on the organizational stressors themselves. The two paths for buffering stress are to:

1. develop supportive working relationships and
2. examine organizational dynamics found to be stressors and make changes that will alleviate the strains.

Colletta (1981) reports that even the perception of support affects the assessment of one's capacity to cope, the choice of coping style, and the amount of stress one feels. This perception of support is supported by Chan (1977) and McCubbin (1979).

The concept of social support has been clearly developed by Seashore (1974) who makes the use of support systems a key to coping with transitional stress. He points out that the effective use of social support can lead from social isolation to social integration, from vulnerability to assistance, from emotional isolation to intimacy, from feelings of powerlessness to feelings of self-worth, from stimulus isolation (in a rut) to broadened perspectives, and from environmental isolation

to access to resources.

Hypotheses involving the variable of social support are found on Pages 19 and 21, following the detailed elaboration of personality variables.

### Personality Variables

The MBTI is based on a personality theory developed from the work of Carl Jung which discusses many of the differences in human behavior. According to Myers (1962), these basic differences concern the way people prefer to use their minds, specifically the way they use perception and judgment.

Continuum 1: perception--judgment

Perception includes the processes of becoming aware of things, people, occurrences, or ideas.

Judgment includes the processes of coming to conclusions about what has been perceived.

Myers (1962) states that perception and judgment constitute a large amount of an individual's total mental activity and thus, they must also govern a large amount of her/his behavior "since by definition her/his perception determines what she/he sees in a situation and her/his judgment determines what she/he decides to do about it" (p. 13). Myers' main point in the above discussion is that as behavior is directly affected by the processes of perception and judgment, it is reasonable that basic differences in perception or judgment should result in

corresponding differences in behavior.

According to the theory behind the development of the MBTI, there are two different ways in which persons perceive the world.

Continuum 2: sensing--intuition

Sensing is the term used for perception of the observable by way of the senses.

Intuition is the term used for perception of meanings, relationships, and possibilities by way of insight.

As a preference for one or the other is exercised, a basic difference in the development begins. Myers (1962) states:

Thus by a perfectly natural sequence of events, the child who prefers sensing and the child who prefers intuition develop along divergent lines. Each becomes relatively adult in an area where the other remains relatively childish. Each channels his interest and energy into activities that give him a chance to use his mind the way he prefers to use it. And each acquires the set of surface traits that grow out of the basic preference beneath. (p. 21)

There are also two different ways of judging.

Continuum 3: thinking--feeling

Thinking is a logical approach aimed at an impersonal finding.

Feeling is a process of appreciation bestowing on things a



personal, subjective value.

Although all people use both, each person is likely to trust one way of judging more than the other. Myers (1962) states, "The child who prefers feeling becomes more adult in the handling of human relations. The child who prefers thinking becomes more adult in the organization of facts and ideas" (p. 18).

The fourth continuum of the MBTI is that of an orientation to life.

Continuum 4: extraversion--introversion

The extravert's main interests are in the outer world of people and things.

The introvert's main interests are in the inner world of concepts and ideas.

It is the problem of this study to answer the question: What are the relationships among perceived social support, selected personality variables, and how a woman in mid-life copes with a life event? To address this problem, several hypotheses and questions were formulated.

### The Hypotheses

Jung (1933), Myers (1980), and Kirsey and Bates (1978) point out that extraverts seek out the presence of others. While they do this for many different reasons (i.e., companionship, stimulation, etc.), it is relevant for this hypothesis that they seek others for assistance

as well, whereas introverts take more interest in ideas and concepts from books and often find themselves uncomfortable in the presence of others. Introverts especially dislike seeking assistance from others and prefer situations where relatively less communication is required (Lawrence, 1979). Therefore, the following hypothesis flows from these findings.

Hypothesis 1. For women who perceive that they have experienced a life event in the past thirty-six months, those who prefer extraversion report being helped by more people and helped more by people when compared to women who prefer introversion.

Recent theoretical and empirical interest in coping has led to the development of a few lists of coping strategies (Horowitz, 1979; Lazarus, 1980) with only Pearlin and Schooler (1978) having derived a list of concrete coping strategies from interview data. These lists are used to evaluate the effectiveness of coping, even though there is agreement among numerous researchers (Smith, 1961; Lazarus, et al., 1974; Cohen & Lazarus, 1979) that the objective determination of effectiveness of coping is faced with a long string of qualifiers. Rather than being concerned with the continuing controversy of objective determination of effectiveness of coping, this study is concerned with how a woman copes (i.e., the responses she chooses in coping). As it is one of the few studies which links empirically derived coping responses



to continua of the MBTI, the following three items are listed as questions rather than hypotheses because directionality of results cannot be stated before collecting the data.

Question A: For women who perceive that they have experienced a life event in the past thirty-six months, do those women who prefer logical decision-making, aimed at an impersonal finding (thinking) display coping responses that are different from those women who prefer to make judgments in terms of a system of subjective personal values (feeling)?

Question B: For women who perceive that they have experienced a life event in the past thirty-six months, do those women who prefer to perceive the world that can be observed by way of the senses (sensing) display coping responses that are different from those women who prefer to perceive the world through meanings, relationships, and possibilities by way of insight (intuitive)?

Question C: For women who perceive that they have experienced a life event in the past thirty-six months, do those women who prefer to keep their plans and opinions as open as possible (perceiving) display coping responses that are different from those women who prefer to settle things or at least to have them settled (judging)?

French and Caplan (1972), Colletta (1981), and Seashore (1974) see social support as a key to reducing the stress of a life event, as affecting the assessment of

one's capacity to cope with a life event, and as assisting one in moving from social isolation to social integration. Cassel's (1976) work is also particularly pertinent for this hypothesis in that he found that those pregnant women who experienced a high degree of stressful readjustment during pregnancy, but who received a great deal of love and support, had greatly reduced numbers of delivery complications when compared to women who received little warmth and support. These statements and findings plus Cobb's (1974) statement that social support is a particularly important variable in a life event support the development of the following hypothesis.

Hypothesis 2. For women who perceive that they have experienced a life event in the past thirty-six months, those women who report that they have more support report that their current life situation is better than was their life situation of thirty-six months prior, when compared to women who report that they have less support.

If hypotheses 1 and 2 are confirmed, it should follow that extraverts feel that their current life situation is better than do introverts. This is not included as a further hypothesis, but is a logical deduction of these hypotheses and will be examined if both hypotheses are confirmed by the data.

#### Significance of the Study

A number of the reasons why this study is important

have been mentioned throughout this chapter. The following is a summary of those reasons plus further statements of significance. If in this study amount of social support and selected personal characteristics are found to be related differentially to coping responses, then the findings from this study should prove useful to planners, counselors, materials developers, and workshop leaders who work with women as they make difficult life choices by providing empirical evidence about why particular helping strategies are more effective than others with certain women. The findings could also assist counselors, etc., in designing and developing more effective support for these women.

It is one of the few studies which links empirically derived coping responses to Myers-Briggs scales and it is one of the few attempts to determine whether certain carefully selected psychological dimensions do predispose women to select different ways of handling life events.

It extends a part of Cobb's metatheoretical model for life events and their consequences by identifying and testing empirical variables.

### Theoretical and Operational Definitions

The following are theoretical and operational definitions of major terms used in this study:

#### A. Coping

##### Theoretical Definition:



Coping is defined as:

- a. managing feelings (i.e., utilizing them and not being overwhelmed by them),
- b. producing effective behaviors required by the new situation, and
- c. utilizing the opportunity value contained in the new situation for personal growth.

#### Operational Definition

For each subject coping is defined by her choices on the Current Life Situation Assessment Scale (Appendix F).

#### B. Life Events

##### Theoretical Definition:

Life Events are situations to which most people are exposed to varying extents in the natural course of life. These events include such experiences as marriage, birth of a child, divorce, death of a loved one, age related crises, loss of a job, a long term and/or terminal illness. They are usually indicative of or require significant changes in the ongoing life pattern of an individual. This study is concerned with life events which occur during mid-life.

##### Operational Definition:

Life Events are defined as the items checked by each subject on the Events List (Appendix C).

##### Operational Definition:

Mid-life is defined as the chronological age range of



### C. Social Support

#### Theoretical Definition:

Support refers to the informal networks which are mobilized in times of crisis: financial disaster, illness, depression, loss of a mate or dear one. It involves the need for nurturing and attachment which although always present shows up more under the circumstances of crisis, transition, or death.

#### Operational Definition:

On Resource Rating Sheet-ONE, more or less support is defined by the number of resources checked by each subject.

On Resource Rating Sheet-TWO, more or less support is defined by the choices of the subjects (excellent=5, quite good=4, adequate=3, fair=2, poor=1) on questions A-C.

### D. Four Continua of the Myers-Briggs Type Indicator

#### Theoretical Definition

##### 1. Perception - Judgment Continuum

Perception (P) is the attitude in which one prefers to deal with activities of the world around them by means of their preferred perceptual process, an open curious desire for understanding events with relatively little pressure to control them.

Judgment (J) is the attitude in which one prefers to deal with activities of the world around them mainly by means of their preferred judging process, thinking or feeling. This preference leads to a desire for decisions,

with a minimum of information gathering. Judging types prefer to organize and plan their lives, using their energies to control events more than understand them.

## 2. Sensing - Intuition Continuum

Sensing (S) is the term used for perception of the observable by way of the senses. Sensing infers a differentiated awareness of present experience, acute powers of observation, a memory for facts and detail, and a capacity for realism, for seeing the world as it is.

Intuition (I) is the term used for perception of meanings, relationships, and possibilities by way of insight. Intuition infers the development of insight into complexity, an ability to see abstract, symbolic, and theoretical relationships, and a capacity to see future possibilities, often creative ones.

## 3. Thinking - Feeling Continuum

Thinking (T) defines a logical decision-making process aimed at an impersonal finding. Thinking is intellectual, ideational.

Feeling (F) is a process of appreciation, making judgments in terms of a system of subjective personal values, the subjective experience of pain, anger, joy, and love.

## 4. Extraversion - Introversion Continuum

Extraversion (E) is the personality orientation in which attention flows out, is drawn out, to the objects and people of the environment. There is a desire to act

on the environment. Although an extravert goes back and forth from extraverting to introverting, she/he prefers extraverting. With mature type development, extraverts typically create a life of action, social contacts, and a wide circle of acquaintanceships. Characteristics typical of those who prefer the extraverted attitude are sociability, outspokenness, ease of communication, awareness of and reliance on the environment for stimulation and guidance, and an action-oriented, often impulsive way of meeting new events.

Introversion (I) is the personality orientation in which energy seems to flow from the object back to the subject; energy is abstracted from the environment and conserved by consolidating it within one's own position. Although an introvert goes back and forth from introverting to extraverting, she/he prefers introverting. Introverts typically create a life with time and contemplation, socializing with intimates and close friends. Characteristics typical of those who prefer the introverted attitude are a thoughtful contemplative detachment, interest in clear conceptualization of ideas, and a relative unawareness of changes in the outer situation, discounting their importance in any important decisions. Privacy and time to go into depth are important for introverts who are postulated to have a greater capacity for sustained attention than extraverts.

Operational Definition:



Variables are defined as scores on the four continua of the Myers-Briggs Type Indicator (see Appendix B):

1. Perception of Judgment
2. Sensing or Intuition
3. Thinking or Feeling
4. Extraversion or Introversion

On these bi-polar scales, subjects' converted scores which fall within plus or minus one standard error of the central dividing point on each scale will not be included in the analyses.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This review of the literature encompasses four designated areas: literature related to the constructs of coping, life events, and social support, and to Carl Jung's theory of psychological types and the Myers-Briggs Type Indicator.

#### Literature Related to Coping

Three terms are used interchangeably in the literature when discussing the construct of coping: adjustment (Tallent, 1978), adaptation (Coulter & Morrow, 1978; Vaillant, 1977), and coping (Barron, 1963; Alport, 1961; Cohen & Lazarus, 1974; Symonds, 1945). Vaillant (1977), in the Grant Study, states that while he uses the term adaptation, it is interchangeable with coping. Both Vaillant (1977) and Symonds (1945) define adaptation in terms of Freud's defense mechanisms; Symonds also sees these defense mechanisms as indirect problem-solving mechanisms. In agreement with Freud, Vaillant states that "healthy coping mechanisms harness sex and aggression in the service of working and loving" and, of course, Freud defines mental health as the capacity to work and to love.

According to Vaillant, health is an integrated function of a number of skills. He looks at adaptation in four areas: work, social, psychological, and medical and shows that suppression and anticipation are the mechanisms most often associated with positive mental health, warm human relationships, and successful careers. Vaillant (1977) supports the statement that mature defenses can turn something as "intrinsically unmarketable as despair into a commodity that others can cherish . . . and that at times adaptation involves maturational arrest or regression . . . such regression is dynamic and reversible" (p. 8). He also reports that those who were the most well integrated, practical, and organized as adolescents were the best adapted at age fifty. It is important to this study to note that being the best adapted does not mean to be without difficulties. To quote Vaillant: "The luckiest of lives here studied had its full share of difficulty and private despair" and " . . . even astronauts and saints suffer boils" (p. 3).

However encouraging it is to find a "study" of coping, there are two very large limitations in the Grant Study (Vaillant, 1977):

1. The men chosen (initially all students) were independent, self-reliant, academically successful. The capacity for success was valued by the researchers more highly than the capacity for intimacy.
2. (In Vaillant's words) "The absence of women in

the Grant Study was an unforgivable omission" (p. 13).

There is a growing consensus that coping refers to efforts to master conditions of harm, threat, or challenge when a routine autonomic response is not readily available (Lazarus, et al., 1974; Murphy, 1974; White, 1974). Allport (1961) writes that coping involves reality testing, effective repression, attempts at reaching self-insight, progressive organization or integration of behavior, development of frustration tolerance, and personal autonomy.

Alexander (1975) says that coping skills sometimes are referred to as "survival skills . . . life skills because they cover situations ranging from actual threats to survival to mundane disappointments" (p. 28). These skills are developmental in nature and are necessary to handle social adjustment. Brammer and Abrego (1981) have developed workshops for teaching coping skills to adults and have developed a set of behavioral basic coping skills for managing transitions: They have used the skills in working with a wide variety of transition groups, but feel that they are just beginning to address the many research questions arising from these groups.

Schlossberg (1981) presents a model for analyzing human adaption to transition which postulates three major sets of factors that influence adaptation to transition: 1) the characteristics of the particular transition, 2) environments, and 3) the characteristics of the individual



experiencing the transition. While having heuristic value, the model is very global and does not really define the term adaptation. Coulter and Morrow (1978) define adaptive behavior as "the manner in which persons perform the tasks expected of their particular age group" (p. 19).

So far it has been pointed out that three different terms are used in the literature in reference to coping. Although the behaviors described are similar, there is no central, comprehensive definition of what the concept means. In fact, most articles and books written on the subject are highly repetitive, theoretical, conceptual, and without operational referents (Vaillant, 1977).

The research of Brown, Cassel, and Hinkle quoted below helps to illustrate the need for the holistic view. What earlier was thought to be a rather straightforward relationship between amount of stressful events and pathology must now be conditioned by:

1. personal meaning (Brown, 1974),
2. life situation (Hinkle, 1974), and
3. differing personalities (Cassel, 1973), all

aspects of coping.

Lazarus (1982) points out that until the 1960s, "No one took seriously the possibility that the way people construed or thought about things that threatened their well-being was important to emotion and to coping with the threat" (p. 43). When he wrote Psychological Stress and the Coping Process in 1966, he felt it was still



necessary to make a very strong empirical case that "individualized cognitive appraisal affects emotional response and the ways an organism copes with stress" (p. 43). Current researchers are beginning to consider the importance of individual perception in determining the significance of a given experience.

McCrea (1982) defined the categories of stress for the individual in his study of age and coping and allowed the subject to select the stressful event. He felt this was important in order to accommodate the point of view that it is appraised stress rather than the objective situation that determines coping responses. He found that important coping efforts do not show age-related differences.

Andrews et al. (1978) in a study of life event stress, coping style, and social support on psychological impairment state that it is now clear that individual differences in reactions to stress are probably the result of a) the significance of the event to the individual, b) personality attributes of the individual, and c) patterns of coping responses.

Although referring to different personality characteristics than the ones proposed in this study, Pearlin and Schooler (1978) support the study of such characteristics and feel that these are resources, residing within the self, which can be formidable barriers to the stressful consequences of social strain. They also

identify three major types of coping: 1) responses that change the situation out of which strainful experience arises; 2) responses that control the meaning of the strainful experience after it occurs but before the emergence of stress; and 3) responses that function more for the control of stress itself after it has emerged. Their analyses of data regarding the clue of a varied coping repertoire confirm that kinds of responses and resources people are able to bring to bear in coping with life-strains make a difference to their emotional well-being. Their statement that the effective copier is one who is under severe strains but feels no stress is very questionable.

In their work on life events (which is discussed more fully on pages 45-47) Holmes and Rahe (1976) define coping as one's ability to reduce his physiological activation; their findings suggest that major changes tend to be associated with illness. These findings are supported by Weiss (1972), Seligman (1975), Cassel (1973), Hinkle and Christensen (1975), Alexander (1950), and Syme (1975). However, in Stressful Life Events, Brown (1974) and Cobb (1974) state that they are not willing to accept the methods of Holmes and Rahe (1967) which relate the number of change events with illness. (This method of summing across weighted events dominates much of the current literature of coping and stress.) To quote Brown (1974) in his studies on depression:

At this stage of our research it was obvious that if work was to progress, we had to do more about incorporating some notion of personal meaning into the measurement of events. We are now interested in what happened for the subject--in the sense of the social implications and the thoughts and feelings she or he had before the event, at the time, and since.

(p. 228)

Support is offered by Hinkle and Cassel (1973):

[Hinkle:] In view of the fact that people react to their 'life situation' or social conditions in terms of the meaning of these situations to them, it is difficult to accept the hypotheses that certain kinds of situations or relationships are inherently stressful and certain others are not. (p. 34)

[Cassel:] These processes do not have a direct pathogenic action but operate in their capacity as signals or symbols triggering off responses in terms of the information they are perceived to contain. And as their perception will almost certainly be a function of the differing personalities and the salience of the experience to different individuals, it is hard to accept the notion that certain social circumstances will always, or even in the majority of cases,



be "stressful". (p. 23)

In a longitudinal study of the stress process, Pearlin et al. (1981) describe life events, life strains, coping behavior, and support networks as components of stress (i.e., the stress process). They refer to social support and coping as mediators which are capable of altering difficult conditions or mediating their impact. They found that coping and social support do not act directly to buffer depression. Instead, they minimize the elevation of depression by dampening the antecedent process. They feel that their findings indicate that researchers need to elaborate their views of mediators and their functions.

In their attempt to discover how and why individuals cope differently from one another, Hopson and Adams (1977) say coping is:

1. managing feelings (i.e., utilizing them and not being overwhelmed by them).
2. producing effective behaviors required by the new situations.
3. utilizing the opportunity value contained in the new situation for personal growth.

They add that coping is usually talked about in relation to the first two criteria. Coping in transition dynamics they feel should always include the additional criterion of growing as a result of the transition.

Duckworth (1977) in his writings on human coping



processes states that when a person undergoes a transition, a variety of coping tasks are generated for her/him. These can range from the management of her/his own affective responses to the novel situation, through to the modification of the situation in the direction of her/his personal preferences. He says that understanding the nature of coping processes and the way in which they can be made more effective are important prerequisites for an adequate theory of transitions.

Duckworth regards coping as a series of control activities where a person is attempting to exert influence in such a manner that her/his various requirements are met. He discusses at length a human being's lifelong process of efforts to control her/his actions with a view of exerting some influence and control on her/his environment. Duckworth feels that control processes in the individual is an important subject for further investigation.

Lazarus (1977) goes beyond the philosophical and theoretical to define coping and its conditions:

Coping is some behavior or psychological process activated for the purpose of mitigating or eliminating the threat. It is based on cognitive activity involving appraisal. (p. 21)

He sees threat as the condition of the person or animal when confronted with a stimulus that he appraises as endangering important values or goals and defines the

Threat Reaction as the self-reported affective disturbances and behavioral evidences of threat. Threat is the product of appraisal and the action tendencies aroused by threat may be regarded as coping processes.

Among the systems for classifying coping processes (Haan, 1969; Coelho, Hamburg, & Adams, 1974; Mechanic, 1962), Lazarus' system comes very close to the conclusions reached by Lake & Anderson (1979) in their study of women in transition.

Lazarus (1971) states that persons use the following behaviors and thoughts to deal with stress and threat:

1. Direct Actions such as fight or flight which are designed to alter a troubled relationship with one's social or physical environment.

2. Palliative Modes which are thoughts or actions whose goal is to relieve the emotional impact of stress. These methods do not actually alter the threatening or damaging events but make the person feel better (for example, diversions in thinking, tranquilizers, biofeedback, relaxation, particular defense mechanisms).

He also notes that traditionally palliative modes of coping (particularly defense mechanisms such as denial) have been viewed as pathological or maladaptive. This view is often supported in studies where defensive behaviors (such as denial that a suspicious lump in the breast might be cancerous) have actually endangered the lives of individuals (as in Katz & Bender, 1976). On the



other hand, denial can serve a positive function (Hamburg & Adams, 1967) in preventing a person from being overwhelmed by a threatening situation where the possibilities for direct actions are limited and/or of little use (e.g., the person who has suffered severe burns or polio) (Monet & Lazarus, 1977).

Mechanic (1962) points out that an individual's ability to employ direct action coping depends on the skills the individual has developed and on the efficacy of the solutions the culture provides. Colletta (1981) adds the fact that some situations are resistant to coping efforts and that this may discourage an individual's direct action attempts. Colletta also reports that adolescent mothers are likely to use direct action as their major response to task-oriented problems and that this finding is in distinct contrast to data on adult populations which have shown that direct action responses are infrequently employed (Pearlin & Schooler, 1978).

Folkman (1982) states that coping variables were eliminated from the design of House's (1979) study of occupational stress and mental and physical health of factory workers not because they were considered unimportant, but because there is no theoretical framework or appropriate measurement model for investigating them. She goes on to present a conceptualization of coping that is based on the theoretical framework developed by Lazarus (1966, 1982) and a variety of colleagues (Lazarus, Cohen,



Folkman, Kanner, & Schaefer, 1980; Lazarus, Hanner, & Folkman, 1980; Coyne & Lazarus, 1980; Folkman, Schaefer & Lazarus, 1979). Coping in this conceptualization is defined as the process of managing external and/or internal demands that tax or exceed the resources of the person. Coping emphasizes process and it is described in terms of relationship between the person and the environment. It adds the element of change over time which is ignored by many definitions. Coping is directed at 1) managing or altering the problems: problem-focused coping, 2) managing or reducing emotional distress: emotion-focused coping. In this study of patterns of coping in mid-life men and women, she found that both kinds of coping were used in virtually every stressful encounter (1332 episodes).

From the above work on conceptualization, Lazarus and colleagues have developed a "Ways of Coping" checklist. Items on the sixty-four-item list are very similar to the empirically derived coping responses being used in this study.

Lazarus also discusses "Coping Outcomes". These involve the issue of whether some coping processes are more effective than others. He quotes from Smith (1961) that "unfortunately any answers to this problem must be faced with a long string of qualifiers due to inherent value questions" (p. 31). Cohen and Lazarus (1979) state the following as a beginning list of qualifiers:

1. Levels of analysis: physiological, psychological, or sociological (i.e., which type(s) of analysis is used to study effectiveness of coping processes).

2. Points in time: short- vs. long-run (i.e., the period of time to be considered as the time in which the event took place).

3. Particular situations (i.e., entrance or exit events, desirable or undesirable events, the fact of support or lack of support).

Pearlin et al. (1981) state that

A review of what has been learned about coping should underscore, too, how little is still known of this rich and complex behavior. Despite the attention given to coping, by and large the actual coping functions of such behavior are largely putative. What is sorely needed is both to extend the identification of coping behaviors and to rely more on empirical evaluation and less on intuition in judging whether or not behavior that is labeled as coping indeed has coping functions. (p. 341)

### Summary

Three terms are used interchangeably in the literature when discussing the construct of coping; adjustment (Tallent, 1978), adaptation (Coulter & Morrow, 1978; Vaillant, 1977; Alhous & Acocolla, 1978), and coping

(Barron, 1963; Alport, 1961; Cohen, 1975; Lazarus, 1974; Symonds, 1945).

Duckworth regards coping as a series of control activities where a person is attempting to exert influence in such a manner that her/his various requirements are met. He discusses at length a human being's lifelong process of efforts to control her/his actions with a view of exerting some influence and control on her/his environment.

There is growing consensus that coping refers to efforts to master conditions of harm, threat, or challenge when a routine autonomic response is not readily available (Lazarus et al. 1974; Murphy, 1974; and White, 1974), but there is no central, comprehensive definition of what the construct means. Most articles and books on the subject are highly repetitive, theoretical, and conceptual, and without operational referents (Vaillant, 1977).

The research of Brown, Cassel, and Hinkle encourages the conclusion that the relationship of stressful events to coping or pathology must now be conditioned by: (a) personal meaning (Brown, 1974), (b) life situation (Hinkle, 1974), and (c) differing personalities (Cassel, 1973), all aspects of coping. This conclusion is supported and expanded by Lazarus (1982) who states that "individualized cognitive appraisal affects emotional response and the ways an organism copes with stress" (p. 43).



The definition of coping used in this study is that of Hopson and Adams (1977):

Coping is:

- (a) managing feelings (i.e., utilizing them and not being overwhelmed by them),
- (b) producing effective behaviors required by the new situation, and
- (c) utilizing the opportunity value contained in the new situation for personal growth. (p. 8)

A continuing problem with this definition and the others stated in this section is pointed out by Lazarus (1982). He states that the answers to questions as to whether some coping processes are more effective than others are confronted by a long string of qualifiers due to inherent value questions. Cohen (1975) presents the following as a beginning list of qualifiers: levels of analyses, points in time, particular situations, to which Lazarus (1982) adds "optimal or beneficial response is highly dependent on one's perspective and judgments" (p. 23).

### Implications

The conclusion reached from the work by Brown (1973), Cassel (1973), Hinkle (1974), and Lazarus (1982) that the relationship of life events and coping is conditioned by: (a) personal meaning, (b) life situation, and (c) differing personalities is central to this study. It is

in part on the basis of this conclusion that the four continua of the Myers-Briggs Type Indicator and the construct of social support were selected to be examined as variables related to differing ways individuals cope with life events.

Part three of Hopson and Adams' (1977) definition of coping (utilizing the opportunity value contained in the new situation for personal growth) is in part the basis on which the Current Life Situation Assessment scale was developed to be used as an instrument to measure coping. This sense of feeling better about one's self and one's life as a part of the coping process is also supported by Vaillant (1977), Lazarus et al. (1974), Murphy (1974), White (1974), Alport (1961), Alexander (1975), as well as Cassel (1973), Brown et al. (1973), and Hinkle (1973). Throughout their theoretical and experimental writings there is a sense of "mastering conditions of threat," "reaching self-insight," "handling social adjustment," "solving problems," "developing new skills," "becoming more independent," "turning something intrinsically unmarketable into a cherishable commodity," and "developing the capability to work and to love". These terms indicate a sense of personal growth, a sense that if the problem, issue, crisis is dealt with, one's life will improve and that one will "feel better" about self and about life in general.

### Literature Related to Life Events

Life events are situations to which most people are exposed to a greater or lesser extent in the natural course of life. They include such experiences as marriage, birth of a child, divorce, death of a loved one, age-related crises, loss of a job, the experience of a long-term and/or terminal illness.

Stressful life events are those "whose advent is either indicative of or requires a significant change in the on-going life pattern of the individual," according to Holmes and Rahe (1967, p. 46).

Myers et al. (1972) define events (or crises) as "experiences involving a role transformation, changes in status or environment, or impositions of pain," and Dohrenwend (1974), in reviewing a number of definitions of life events, generalizes that they all involve change in the individual's usual activities.

It will be noted that the term "stressful" often precedes that of life events in the literature. In fact, Kellam (1974) uses the term life stress instead of life events.

Han Selye (1956), in his life study on stress, states that it is "part of life . . . a natural by-product of all our activities, a non-specific bodily response that is wearing on the biological system" (p. 299).

Meyers (1951) says that life events may be an important part of the etiology of a physical or



psychological disorder and that the events did not need to be bizarre or catastrophic to have strong effects on individuals. He may have influenced the growing number of investigators who are using lists of life events to study the relationship of the events to physical illness (Rahe, McKean, & Arthur, 1967; Thurlow, 1971), psychiatric disorder (Hudgens, Morrison, & Barcha, 1967), and/or psychological symptoms.

There is some overlap on all the lists; they vary in length and content and they have been developed on the basis of "common sense" (Holmes & Rahe, 1967) and on the basis of patient histories taken in hospitals and clinics (Cochrane & Robertson, 1973).

Holmes and Rahe (1967) have developed an instrument which looks at stress events and which has been used extensively in recent years. Their Social Readjustment Rating Scale has been standardized on White, Black, and Mexican Americans as well as in Japan and Europe (Harmon, Masuda, & Holmes, 1969). It is made up of 43 events which are likely to occur in the lives of most adults. The events cut across many areas of an adult's life: work, finances, family, etc. Some of the events may be viewed as desirable, some undesirable, and with some only one's perspective makes such a decision possible.

The findings of Rahe et al. (1967) findings from U.S. Navy enlisted men suggest that it is the very recent life change events which predominantly influence currently

perceived body symptoms. Numerous studies including Holmes and Rahe (1967) support the fact that chemical changes in the body are related to proportion of life events experienced (Cobb, 1974; Theorell, 1974).

Markrush and Favero (1974) cite numerous studies and conclude that there is a relationship between life events and psychological symptoms and that a more refined measure than the Holmes and Rahe Life Change Unit (LCU) score is needed to further the study of this relationship.

There is concern with the Holmes and Rahe scale in that some of the events seem to be the results of other events. For example, Hudgens (1974), in listing methodological necessities for a valid study of the relationship between stress and illness, concludes:

Events that are possible consequences of the illnesses in question should be excluded from consideration as possible precipitants of the illness. For example, by my count, 29 or 43 events on Holmes' Social Readjustment Rating Scale (Holmes & Rahe, 1967) are events that are often the symptoms or consequences of illness. The same is true of 32 of 61 events of Paykel's (Paykel et al. 1971) long scale of events and 18 of 33 events on his short scale. (p. 131)

Dohrenwend (1974) uses a combination of subject self-reporting and a checklist. He refers to it as a checklist of objective events and has removed from it

those items on the Holmes and Rahe (1967) scale which are both theoretically and practically difficult or impossible to verify independently of the respondent's reports of their occurrences (i.e., trouble with in-laws, arguments with spouse and boss, sexual difficulties). He also excludes those items which could be reactions to any or all of the other items on the different lists.

Dohrenwend (1974) points out that some of the lists deal with underlying theoretical and methodological issues such as whether they are events of gain or loss (Dohrenwend, 1973), events that the individual is responsible for bringing about or over which she/he has no control (Brown, Sklair, Harris, & Birley, 1973), objective or subjective events (Thurlow, 1973), desirable or undesirable events (Myers et al., 1972). It is not clear if there is a definitional difference between gain and loss events and desirable and undesirable events; the latter pair of terms are used more often in the literature.

Rahe notes that none of the results to date concerning effects of desirable events can be considered definitive since so few events in this category have been studied as compared to the number of undesirable events (Kellam, 1974).

Paykel et al. (1969) report that events that can be regarded as desirable do not seem to occur excessively before psychiatric disorders appear, but undesirable



events do. He also states that exit events precede depression but entrance events do not. Cobb (1974) questions whether entrance events may be associated with increased social support.

Gersten et al. (1974) are concerned about the relationship between "good" events and "bad" events, whether they cancel each other out, are additive in their stressfulness, if one is important and one not. (Kellam, 1974) notes that Gersten's answers are restricted by the particular instrument they used to measure life events. Gersten adds the concept of a non-event: "A non-event is an event that is desired or anticipated and does not occur, thus non-events could be either desirable or undesirable" (Gersten et al., 1974, p. 32). The literature does not report further study of non-events.

There is very little agreement in the literature as to how to predict what events will have what degree of effect on which individual. Hudgens (1974) encourages that there be a quantification of the importance of each type of event for each patient: "What is stressful for one person may be of little consequence to another . . . " and "A cause-effect connection between life stress (event) and disabling psychiatric illness . . . has yet to be convincingly demonstrated." (P. 120).

Theorell (1974) points out that the subjective evaluation of these events is more predictive than is objective evaluation and supports the statement with data

from his study which reports that the largest significant difference between myocardial infarction (MI) patients and nonpatient controls occurs when their recent life events are weighted according to ratings made by each individual of the "upsettingness" of her/his own recent event. This is contrasted by the fact that when standard weights are applied to the same life events, the scores of MI patients and nonpatients do not differ significantly.

Thurlow (1971) reports that despite the fact that the events on the Holmes and Rahe list that he classifies as subjective have lower LCU (Life Change Unit) scores than the more objective events, only the subjective events show statistically significant positive relationships with number of illnesses and number of days off.

Dohrenwend and Dohrenwend (1974) state that one of the major disagreements among contributors to their book, Stressful Life Events, is whether events can be measured objectively or whether they must be assessed in subjective terms. They conclude that until the relevant experiential and contextual variables are controlled, researchers will not know how much inherent variability there is in individual perceptions of the stressfulness of particular life events. Pertinent to this study, they also conclude that the results, in general, of psychological research suggest that personality differences probably mediate the effects of stressful life events.

Antonovsky (1972) hypothesizes, without supportive

data, that there is a set of personality characteristics which explain the differences between individuals in their response to stressful life events and illness. He calls them resistance resources, certainly another term for social support. Brown (1974) goes further to say that these resistance resources are made up of: (a) homeostatic flexibility, (b) ties to concrete others, and (c) ties to the total community.

Also discussing personality variables in their studies, Friedman and Rosenman (1959) speak of the ambitious, aggressive personality, Type A, while French and Caplan (1972) report that those who are of the Type A disposition are more likely to "experience strain when they are put under certain kinds of stresses." The role these personality factors play is often hypothesized but rarely reported in data.

### Summary

Life events are situations to which most people are exposed to varying extents in the natural course of life. These events include such experiences as marriage, birth of a child, divorce, death of a loved one, age-related crisis, loss of a job, and the experience of a long-term and/or terminal illness. Dohrenwend (1974) points out that almost all life events involve change in the individual's usual activities. The term stress is often used in conjunction with the term life events, but this is



only suitable if one can be sure that objectively the event is stressful for most individuals and, as been pointed out, such surety of objectivity is very difficult to obtain.

Meyers (1951) influenced the growing number of investigators who use lists of life events in their research (Rahe, McKean, & Arthur, 1967; Thurlow, 1971; Hudgens, Morrison, & Barcha, 1967; Holmes & Rahe, 1967; Cochrane & Robertson, 1973). The Social Readjustment Rating Scale which was developed by Holmes and Rahe (1967) has been used extensively with many different populations. The events cut across many areas of an adult's life: work, finances, family, etc.

There is very little agreement in the literature as to how to predict what events will have what degree of effect on which individual. Theorell (1974) points out that subjective evaluation of these events is more predictive than is objective and supports his statement with data from his study of myocardial infarction patients. His findings are supported by Thurlow (1971), Dohrenwend (1974), Stevens (1957), and Paykel (1969).

Although little supportive data are presented, Dohrenwend and Dohrenwend (1974), Antonovsky (1974), Friedman and Rosenman (1959), and French and Caplan (1972) theorize that personality variables probably explain the differences between individuals in their response to life events. Brown (1974) and Antonovsky (1974) add the term

"resistance resources" and the explanation of why different individuals view life events so differently one from another.

### Implications

The construct of life events is basic to this study as life events make up the experiences on which an individual's ways of coping are brought to bear.

The Life Events instrument used in this study is an adaption of the Social Readjustment Rating Scale which was developed by Holmes and Rahe (1967). This rating scale was chosen because their events list has been extensively tested and the events listed cut across many areas of an adult's life.

Drawing in part on the theoretical discussions of Dohrenwend and Dohrenwend (1974), Antonovsky (1974), Friedman and Rosenman (1959), French and Caplan (1972), and Brown (1974) regarding the role of personality variables and resistance resources in explaining the differences among individuals in their response to life events, the continua of the Myers-Briggs Type Indicator and the construct of social support were selected to be examined in this study as variables related to the differing ways individuals cope with life events.

### Literature Related to Social Support

The term social support is drawn from the literature of the mental health professions. It refers to the

informal networks which are mobilized in times of crisis: financial disaster, illness, depression, loss of a mate or dear one. Generally, "social support" is the name given to that part of one's coping network which enables one to live through loss and crisis without falling into mental illness. Pearson (1982) defines support as the provision of attention and reassurance or the offering of material assistance.

Social support has been called social networks (Mueller, 1980), meaningful social contact (Cassel, 1976), social bonds (Henderson, 1977, 1980), availability of confidant(e)s and human companionship (Miller et al., 1974).

Tolsdorf (1976) has defined network orientation as a set of beliefs about the usefulness of network members in helping one to cope with life problems. Colletta (1981) states that Tolsdorf's research shows that mentally healthy adults use network mobilization when their individual efforts fail. Caplan (1974), among others, has been associated with a theory of community psychiatry which interprets kinds of mental illness as responses to severe loss in the absence of adequate social support that enable the person suffering to bear that loss, to live out the period of grieving, and to recover.

Robert Weiss (1976) has proposed a view of social support which focuses on the functions of nurturance and attachment (i.e., that people engage in help-seeking when



their lives are in turmoil or overburdened). The sense is that this behavior occurs most when individuals have more trouble than they can deal with themselves. Weiss states that the need for nurturance and attachment, although always present, shows up more under the circumstances of crisis, transition, or in death.

Although in his 1974 metatheoretical model of life events and their consequences, Cobb did not define social support, in 1976 he offered the following: Social support is conceived to be information belonging to one or more of the following three classes:

1. Information leading the subject to believe differently about the situation.
2. Information leading the subject to believe that he is esteemed and valued.
3. Information leading the subject to believe that he belongs to a network of communication and mutual obligation.

Cobb states that it is his current opinion that social support facilitates coping with crisis and adaptation to change. The following are studies he uses to support this statement: Egbert et al. (1964) took two comparable groups of surgical patients. One group was given special supportive care by the anesthetist and the other served as a control. The patients in the special care group needed substantially less medication for pain and were discharged on the average 2.7 days earlier than

the control group. Jackson (1954) found that men who tried to stop drinking on their own (i.e., without the support of an organized program) had twenty times the likelihood of being admitted to the tuberculosis sanatorium as their peers who did not try to stop or who tried with support. Lowenthal and Haven (1968) found that in a sample of 280 elderly people 86% of those with low social interaction were depressed, whereas only 42% of those with high social interaction were depressed.

Schlossberg (1976), in discussing the need for counseling for adults, states that adults need guidance and support in coping with crisis. Turner (1981) argues that the perception of being loved and esteemed and able to count on others must be an integral part of emotional well-being. He found that social support is most important in stressful circumstances, varies by social class, and has significant main effects.

Adams (1977), in his work as a consultant and trainer, states that support systems are not encouraged by American society. "We also learn very early in life what sorts of relationships to have with people. Society tends to say we should develop one intimate relationship and does not encourage us to develop a network of support systems" (p. 46).

LaRocco et al. (1980) found support for the buffering hypothesis (i.e., that social support ameliorates the impact of stress for mental and physical health variables:

anxiety, depression, irritation, and somatic symptoms), but failed to support the buffering hypothesis in regard to job-related strains (job dissatisfaction, boredom, dissatisfaction with work load).

Colletta (1981) reports that even the perception of support affects the assessment of one's capacity to cope, the choice of coping style, and the amount of stress one feels. This perception of support is supported by Chan (1977) and McCubbin (1979).

The concept of social support has been mostly clearly developed by Seashore (1974) who makes the use of support systems a key to coping with transitional stress. He points out that the effective use of social support can lead from social isolation to social integration, from vulnerability to assistance, from emotional isolation to intimacy, from feelings of powerlessness to feelings of self-worth, from stimulus isolation (in a rut) to broadened perspectives, and from environmental isolation to access to resources.

Seashore, a personal friend and consultant in Washington, D.C., works with his clients to help them become aware of and develop their possible support. Seashore (1974) distinguishes six different systems that can help us satisfy different needs in a transitional situation (see Figure 2).

The composition of support systems ought to be looked at in terms of what kind of difficulty or



problem situations you find yourself in at any given moment. I look at a support system as pulling together a small group of people from a large population to suit my needs at a particular time. My support system when I left Washington, D.C. this morning is quite different than the support system I need to operate comfortably here in Chicago. (p. 159)

Seashore goes on to say that the function of social support is to help one move from the left-hand column to the right-hand column.

What you feel	What you need	What you want to feel
Social isolation	Share concerns	Social integration
Vulnerability	Depend on in crisis	Assistance
Emotional isolation	Close friend	Intimacy
Powerlessness	Respect competence	Self-Worth
Stimulus isolation	Challengers	Perspective
Environmental isolation	Referral agent	Access-resources

Figure 2. Support System Composition

This composition of support systems is corroborated in a brief review by Colletta (1981) which states that, for adults, social support is related to a decrease in feelings of isolation and depression (Bernard, 1964; Longfellow et al., 1979) and to a higher self-esteem (Moss, 1973).

In his work, Seashore finds that most people's support groups are too small and homogeneous to accomplish these shifts "from left to right" effectively. He also finds that many people who do use social support actively become overly dependent upon it and even collude with it to maintain their problems. However, Seashore participated in many of the French et al. research studies, wherein the use of social support (quality of relationships) was found to reduce strain (French & Caplan, 1972).

Thoits (1982) states that several researchers have asserted that support is a multidimensional concept (Dean & Lin, 1977; Henderson, 1977; House, 1981) and that not only the amount of support is important, but also the types of support (e.g., spouse, friends, kin, co-workers). She defines a social support system as that subset of persons in the individual's total social network upon whom he or she relies for socioemotional aid, instrumental aid, or both.

Lazarus (1966) uses the term "environmental counterharm resources" when discussing social support and states that external support causes a difference in the process of coping. Lindeman (1944) states that the handling of personal loss "depends on the way in which society is organized, affording or not affording external supports in such a crisis."

Lazarus (1966) also uses research from situations of

extreme threat (i.e., incarceration in a concentration camp, military warfare) to support his contention that a sense of control over the situation mitigates the stress reaction of an individual. He quotes experimental research of Haggard (1943) and Champion (1950) in this regard.

A number of excellent research studies on social support were done by Cassel (1976), a medical doctor, who looked at the effects of support systems on human, first-time mothers and the use of social support in the animal world. For those first-time mothers experiencing a high degree of stressful readjustment during their pregnancies, thirty percent of those who received a great deal of love and support during the readjustment period prior to delivery experienced complications in childbirth, while ninety percent of those who received little warmth and support experienced childbirth complications. Epstein (1980), in support of Cassels, reports that the availability of social support for adolescent mothers is related to more effective coping.

Cassel (1976) has also found changed hormonal levels in people deprived of warmth and support. In a related study, he found that divorced men have a death rate three to five times as high as married men of the same age (1975). Cassel (1976) states that:

Psychosocial processes acting as 'conditional' stressors will, by altering the endocrine



balance in the body, increase the susceptibility of the organism to direct noxious stimuli (i.e., the disease agent). The psychosocial processes can be envisaged as enhanced susceptibility to disease. Disease manifestations will also be determined by constitutional factors, which in turn are a function of genetic endowment and previous experience. (p. 15)

Numerous animal studies demonstrating the health consequences of a changed social environment show that a wide range of diseases follow such changes, the particular manifestation of disease being determined by factors other than the disturbed social process.

Cassel (1976) goes further to say that animal and human studies suggest that at both the human and animal levels the presence of another particular animal of the same species may, under certain circumstances, protect the individual from a variety of stressful stimuli and cautions that the mechanism through which such interpersonal relationships may function has largely been a matter of speculation. He supports the contention that it is more feasible to attempt to improve and strengthen the social supports rather than reduce the exposure to the stressors.

The concept of social support is seen throughout the Grant study (Vaillant, 1977). Arlie Bock, the physician who conceived the Grant Study, states: that people in

trouble need to be offered "a leg up--assistance from others and that in a crisis everyone may turn to friends, parents, teachers, or physicians for help" (p. 13).

Vaillant (1977), who wrote the most recent book on the Grant Study, states, "The reliable presence of people who love us facilitates our perception and tolerance of painful reality and enriches our lives" (p. 303).

The concept of social support is also seen in the work of John Wood (1976) at the Center for Studies of the Person. He has worked for the past ten years trying to discover ways of facilitating these painful changes with persons who are going through major life changes. Although Wood feels that this is still more an art, he does make some recommendations for facilitation, one of which is to build a network of people for personal and moral support as well as for practical help.

One interesting preliminary finding in the Women in Transition pilot study (Lake & Anderson, 1979) is that very few persons stated that they used institutional support for help in movement through a crisis or transition. Only one person (of the 30) saw educational institutions as supportive and even though all of the women in the pilot sample identified themselves as involved in the work of their churches, only three stated that the institutional church was supportive. A number of them did claim that a pastor or a specific group of persons within the church was supportive or the extreme

opposite, placing negative judgments on the behaviors being portrayed by the individual in transition.

One further point made by Lazarus (1966) and supported by Friedman et al. (1963) and Mechanic (1962) is relevant to this study. It is very difficult for researchers and practitioners to "know" what environmental supports will most assist a particular individual; environmental supports are very complex and well-intentioned behaviors do not necessarily help. To quote Lazarus (1966):

These examples emphasize a point . . . the impossibility of predicting psychological stress dynamics in purely stimulus terms, since differences in characteristics of individuals grossly alter the impact of the stimulus conditions. (p. 18)

Dean and Lin (1977) assert that "social support is . . . the most important concept for future study" (p. 408).

### Summary

Social Support refers to the informal networks which are mobilized in times of crisis (financial disaster, illness, depression, loss of a mate or dear one). Generally, "social support" is the name given to that part of one's coping network which enables one to live through loss and crisis without falling into mental illness.



Much of the writing done on social support is in the form of discussion and opinion. Adams (1977) and Seashore (1974) have written and lectured extensively on the topic with their ideas based on personal experience in their consulting work.

French and Caplan (1972) found that social support can be used to reduce stress or to buffer its effects; Schachter (1959) found that individuals exposed to threatening situations make efforts to increase interpersonal contacts in an attempt to mobilize social resources against threat; Cassel (1976) found changed hormonal levels in people deprived of warmth and support and that for first-time mothers who experienced a high degree of stressful readjustment during their pregnancies, 30 percent of those who received a great deal of love and support during the readjustment period prior to delivery experienced complications in childbirth, while 90 percent of those who received little warmth and support experienced childbirth complications.

### Implications

The experiential statements regarding the use of support made by Adams (1977), Seashore (1974), and Wood (1976) reinforce the findings of researchers such as Cassel (1975), French (1972), and Lazarus (1966) that feeling supported in times of crisis and change can make a positive difference in one's ability to cope with the events and

emotions of these times. The implication for this study is that those women who state that they have support will feel that they have moved more successfully through the events of the past few years and feel better about their current life situation than will those who state that they have had little support during these times.

Literature Related to Carl G. Jung's  
Theory of Psychological Types and the  
Myers-Briggs Type Indicator (MBTI)

Much of the current writing in the area of adult development and transition, whether it be research, theory, experience, or opinion, traces its roots to Carl G. Jung's (1931) theory of personality.

The Swiss psychologist, Carl G. Jung, developed one of the most comprehensive of current theories to explain human personality and is recognized as one of the foremost psychological thinkers of the twentieth century. For sixty years, he analyzed the deep-lying processes of human personality. To quote Hall and Lindsay (1970), "His writings are voluminous and the extent of his influence incalculable". Jung's theory of personality is usually identified as a psychoanalytic theory, but it differs in some important respects from Freud's theory of personality. Jung's view combines teleology with causality. Hall and Lindsay (1970) explain:

Behavior is conditioned not only by individual

and racial history (causality) but also by aims and aspirations (teleology). But the past and the future guide one's present behavior. Jung's view of personality is prospective in that it looks ahead to the person's future line of development and retrospective in that it takes account of the past. This insistence upon the role of destiny or purpose in human development sets Jung clearly apart from Freud. For Freud, there is only the endless repetition of instinctual themes until death intervenes. For Jung, there is constant and often creative development, the search for wholeness and completion, and the yearning for rebirth.

(p. 80)

Jung places great emphasis upon "the forward going character of personality development." He believes that the human being is constantly progressing or attempting to progress from a less complete stage of development to a more complete one and that humankind as a species is constantly evolving more differentiated forms of existence.

Every reduction, every digression from the course that has been laid down for the development of civilization does nothing more than turn the human being into a crippled animal. (Jung, 1916)

Jung is concerned with self-realization, the most complete differentiation and yet blending of all parts of a



human's total personality. Humans, both individually and as a species, strive toward this self-realization.

Jung, unlike Freud, does not spell out the stages of development from birth to adulthood, but states that when an individual reaches the late thirties or early forties a radical transvaluation occurs. The interests and pursuits of the younger years lose their value and appeal, and new interests which are more cultural and less biological develop. Wisdom takes the place of vigor. "His values are sublimated in social, religious, civic, and philosophical symbols" (Jung, 1931, p. 12). He is transformed into a spiritual man.

This transition is the most decisive event in a person's life. It is also one of the most hazardous because if anything goes amiss during the transference of energy, the personality may become permanently crippled. This happens, for example, when the cultural and spiritual values of middle age do not utilize all of the energy formerly invested in instinctual aims. In that case, the excess energy is free to upset the equilibrium of the psyche. (Jung, 1931, p. 21)

According to Jung (1931), the personality (or psyche) is a number of interesting, but differentiated systems. In addition to these systems, there are functions (or processes) and attitudes. It is these functions and attitudes on which the Myers-Briggs Type Indicator is

based.

In his theory of psychological types, Jung postulates that there are four basic mental functions: sensing, intuition, thinking, and feeling; and two major attitudes or personality orientations: extraversion and introversion. (The MBTI adds perception and judgment which indicate which of these uses of the mind is relied upon in dealing with the environment.)

### Perceptive Functions

Sensing is perception of the observable by way of the senses; it is the reality function using concrete facts.

Intuition is perception of meanings, relationships, and possibilities by way of insight. It goes beyond facts and ideas.

Sensation and intuition are considered irrational functions because they are based upon perception of the concrete, the unique, the accidental.

### Judgment Functions

Thinking defines a logical decision-making process, aimed at an impersonal finding. Thinking is intellectual ideational.

Feeling is a process of appreciation, making judgments in terms of a system of subjective, personal values, the subjective experience of pain, anger, joy, and love.

Both thinking and feeling are considered rational functions because they use reasoning, judgment, abstraction to arrive at conclusions or decisions.

Hall and Lindsay (1970) use the following example to help clarify the four functions:

Suppose that a person is standing on the rim of the Grand Canyon of the Colorado River. If the feeling function predominates, he will experience a sense of awe, grandeur, and breath-taking beauty. If he is controlled by the sensation function he will see the Canyon merely as it is or as a photograph might represent it. If the thinking function controls his ego he will try to understand the Canyon in terms of geological principles and theory. Finally, if the intuitive function prevails the spectator will tend to see the Grand Canyon as a mystery of nature possessing deep significance whose meaning is partially revealed or felt as a mystical experience. (p. 89)

Humans have and use all four functions but develop relative preferences for each of the four and for the attitudes in which they use them.

Usually one of the four functions is more highly developed than the others, is predominant in the conscious, and is called the superior function. One of the others usually acts as its auxiliary and operates when the superior cannot. The least developed of the four functions is called the inferior function. It is repressed and unconscious. The inferior function expresses itself in



dreams and fantasies and also has an auxiliary function associated with it.

In normal development, persons are motivated to use the functions they are disposed to prefer; through practice, they develop expertise in the activities for which their preferred functions are particularly useful. Skills and increased interests grow from "specializing" in preferred functions and lead to characteristic habits, attitudes, and traits. In early life, the most adequate development involves discovering one's natural predispositions and developing the preferred functions through meeting challenges with purposeful effort. Early life is a period of specialization and failure to specialize is characterized by Jung as resulting in a primitive or undifferentiated personality. The theory allows for dynamic growth and development throughout life as each human comes to greater appreciation of and command over functions which in early life were less developed. The dynamic and growing command of mental processes is an integral part of Jung's theory. Not only does Jung see growth and development as continuing throughout life but states that these four functions

show a certain completeness . . . Sensation establishes what is actually given; thinking enables us to recognize its meaning; feeling tells us its value, and finally intuition points to the possibilities of the whence and whither

that lie within the immediate facts. In this way we can orientate ourselves with respect to the immediate world as completely as when we locate a place geographically by latitude and longitude.

(June, 1933, p. 14)

Jung's two major attitudes of personality are extraversion and introversion. The Myers-Briggs description of these attitudes written by McCaulley (1978) states:

Jung postulated two fundamentally different attitudes toward the world, which all humans share. In the extraverted attitude, attention flows out (is drawn out) to the objects and people of the environment. There is a desire to act on the environment, to affirm its importance and to increase it. In the introverted attitude, energy seems to flow from the object back to the subject; energy is abstracted from the environment and conserved by consolidating it within one's own position. The analogy has been made that extraverted energy penetrates the environment like radiant heating, while introverted energy is generated like a heat pump.

(p. 17)

Extraversion (E). Extraverts go back and forth from extraverting to introverting but prefer extraverting. With mature type development,

extraverts typically create a life with action, social contacts, and a wide circle of acquaintanceships. Characteristics typical of those who prefer the extraverted attitude are sociability, outspokenness, ease of communication, awareness of and reliance on the environment for stimulation and guidance, and an action-oriented, often impulsive, way of meeting new events. (p. 17)

Introversion (I). Introverts are persons who go back and forth from introverting to extraverting, but who prefer and spend more time in the introverted attitude. Introverts typically create a life with time and contemplation, socializing with intimates and close friends. Characteristics typical of those who prefer the introverted attitude are a thoughtful contemplative detachment, interest in clear conceptualization of ideas, and a relative unawareness of changes in the outer situation, discounting their importance in any important decisions. Privacy and time to get into depth are important for introverts, who are postulated to have a greater capacity for sustained attention than extraverts. (p. 17)

Both attitudes are present in the personality, but usually one is dominant (and conscious) while the other



becomes auxiliary (and unconscious).

Those persons who prefer extraversion typically show their best (dominant) function to the world, while person who prefer introversion show their second best (auxiliary), saving the use of their best (dominant) for the important activities of the inner world, which only close associates may see. Persons who prefer introversion, therefore, are more likely to be underestimated.

As previously mentioned, the Myers-Briggs Type Indicator adds another continuum to the above functions and attitudes, that of perception and judgment which indicates which of the above uses of the mind is relied upon in dealing with the environment and identifies which of the preferred functions is the dominant one.

1. Perception is the attitude in which one prefers to deal with activities of the world around them by means of their preferred perceptual process, sensing or intuition. This preference leads to an open curious desire for understanding events with relatively little pressure to control them.

2. Judgment is the attitude in which one prefers to deal with activities of the world around them mainly by means of their preferred judging process, thinking or feeling. This preference leads to a desire for decisions, with a minimum of information-gathering. Judging types prefer to organize and plan their lives, using their energies to control events more than in understanding them.

The Myers-Briggs Type Indicator (MBTI) was authored by Isabel Briggs Myers and Katharine C. Briggs. According to Lake et al. (1973) in Measuring Human Behavior, the MBTI consists of four dichotomous indices of Jungian personality types: Extraversion-Introversion (EI), whether perception and judgment are directed toward the environment or the world of ideas; Sensation-Intuition (SN), indicating dominant perceptual type; Thinking-Feeling (TF), which of these two modes of judgment is relied upon; and Judgment-Perception (JP), indicating which of these uses of the mind is relied upon in dealing with the environment.

The MBTI (Form F) consists of 166 forced-choice (typical two) items. Fifty-two items are word pairs, for one of which respondents indicate a preference. Difference scores yield four-element preference types, such as ESFJ (Extraversion-Sensation-Feeling-Judgment) or INTP (Introversion-Intuition-Thinking-Perception). Form F of the MBTI contains separate TF scales for males and females.

Myers (1975) states that "The problem of ascertaining the reliability of the Indicator is a thorny one." The difficulty seems to be in measuring a variable of "type development". It becomes very difficult to ascertain the reliability of the instrument due to the continuing growth of the individual taking the instrument.

What has been done is to investigate reliability on various levels by the use of a split-half procedure. Each index (sub-scale) was split into halves and the items that



most resembled each other and correlated most highly were paired.

The split-half reliabilities obtained by using the Spearman-Brown prophecy formula are shown in Table 5. Myers (1962) notes that the only coefficients below .75 are those for the under-achieving eighth grade and the non-preparatory twelfth grade and that the very lowest coefficients are on the Thinking/Feeling scale. Myers postulates that low scores "may reflect a lesser development of the judging process, which may prove to be a significant characteristic of such samples".

This is supported by the fact that the Thinking/Feeling coefficients pull up to parity with the other indices in the samples from Brown and Pembroke, indicating (according to Myers) that the unreliability does not seem to lie with the T/F scale itself. Myers (1962) also notes that the reliabilities in Table 1 vary in a systematic way with the character of the sample, with the National Merit Finalists and the advance 12th graders having relatively high reliabilities. Myers feels that the contrasts in reliabilities shown by the merit finalists and advanced 12th graders as contrasted with those of non-prep and under-achieving eighth graders may be due to differences in understanding, vocabulary, motivation, or to actual differences in type development, or to these factors in combination.



Table 1  
Split-Half Reliability  
of the Indices for Various Groups

			EI	SN	TF	JP
Males	Jr. High School					
	Gifted 7th-9th	34	.85	.84	.81	.82
	Under-achieving 8th	30	.80	.75	.44	.71
	Sr. High School					
	Mass. Non-prep 12th	100	.77	.70	.60	.79
	Mass. Academic 12th	100	.79	.84	.76	.87
	National Merit Finalists	100	.85	.86	.82	.89
Females	College Brown	100	.81	.87	.86	.80
	Jr. High School					
	Gifted 7th-9th	26	.81	.76	.84	.75
	Sr. High School					
	Mass. Academic 12th	100	.82	.80	.77	.88
	Advanced 12	37	.87	.85	.84	.94
	College Pembroke	100	.82	.87	.83	.84

It is also necessary to know if the scores near the cutting-point are less reliable than more extreme scores. This is the division point at which one type is separated from the other. Myers (1962) states that there are two strong reasons for making this division-point as sharp and as accurate as possible: "first, in order to classify people with maximum accuracy, and then, using these classifications, to obtain evidence as to whether the preferences are indeed dichotomous in nature" (p. 79). The division points had their origin in the first form of the

test. Much research has been done since the Indicator's inception and the following method has been used to plot the regression of a dependent variable upon both halves of an index. The variable needs to be one with respect to which the two categories of people demonstrate quite different behaviors, so that a disparity between the two halves of the regression is evident.

Myers (1962) states:

Where such a disparity is found, it supports the hypothesis that the index reflects a dichotomy . . .

When such disparities occur consistently, they provide an affirmative answer as to whether meaningful division points actually exist.

(p. 80)

Measures have been taken repeatedly to correct the division point for each scale. The Extraversion/Introversion division point was relocated through regressions of grades and IQ for 15,000 students in the samples. The division points for the remaining scales were fixed by use of the regression formulas.

Myers (1962) states:

The laws of probability being what they are, either the sample must be so large that even a modest discontinuity will be significant or the discontinuity must be so large that it is significant even for a modest sample. She finds

confirmation for each of the four sub-scale's division points. (p. 81)

The internal-consistency reliability of the type categories was determined by Strickler and Ross (1962) from a lower-bound reliability estimate developed by Guttman (1964) for qualitative items. The reliabilities for the EI scale ranged from .42 to .60 and for the JP scale, from .42 to .59. Myers (1962) stated that the Guttman (1964) statistic is not appropriate since her scores were not originally dichotomous. Using tetrachoric rs and the Spearman-Brown formula, she obtained median correlations of .83.

In the manual written by Myers and produced by Educational Testing Service in 1962, Myers strongly points out the errors in the methodology used by Strickler and Ross (1962) and refutes various dogmas which she states they ascribe to her. One point in her refutation requires special mention, not just in regards to her disagreement with Strickler and Ross' criticisms; it is also pertinent to any interpretation of an MBTI score. Strickler states that "Myers asserts that . . . a person who is one point above this zero point is quite different from a person who is one point below this zero point." Myers (1962) rebutes:

No such assertion with regard to Indicator scores has ever been made, since the authors of the Indicator have never equated the score with the person, as Strickler does here. Differences



are expected to arise only from actual preferences, not from Indicator scores. Nor have the authors ever asserted that even an actual preference will, when very weak, make a person appear to an observer "quite" different from a person with an equally weak preference in the opposite direction. The only thing being postulated as being "quite different" about people whose preferences are in reality opposite but very faint is the direction in which it should be easiest for those people to develop.

(p. 81)

Because the Gray-Wheelwright Psychological Type questionnaire is also based on Jungian typology and measures EI, SN, and TF directly and JP indirectly, it is the most relevant measure of concurrent validity (Lake et al., 1973). The phi-coefficients between the corresponding type categories are .64-EI, .34-SN, and .54-TF, all significant at the .05 level or better. The product-moment correlations for the continuous scores were .79-EI, .58-SN, .60-TF, and .41-JP, all significant at the .01 level. The EI scale is also highly correlated (.63 to .75) with the Extraversion scale of the Maudsley Personality Inventory.

Although the Gray-Wheelwright Psychological Type questionnaire does not have a scale for Perception/Judgment, the correlations in Table 2 do seem to support the explanation that both tests are "reflecting the

same basic realities." As Myers (1962) states, "If not, it must be assumed that not only did the authors of the MBTI miss their objective but so also did the Jungian analysts Gray and Wheelwright" (p. 13).

The MBTI has been correlated with numerous other personality tests in search for support of the validity of the theory and the Indicator. Table 3 summarizes these comparisons; in each case, particular sub scales of types correlated significantly with scales on the other personality tests.

In regard to construct validity, Stricker and Ross (1962) questioned six aspects of the MBTI's relationship to the Jungian typology. Respondent difficulties have been reported. Myers admits that it is possible to "throw" the MBTI, but not in a desired direction (Lake et al., 1973).

The relationship of the MBTI to its theoretical Jungian underpinnings has not and may never be established. Vernon (1964) states that esoteric or highly theoretical constructs should be avoided and specifically mentions the Jungian types of the MBTI stating that they are not satisfactory, that subscores overlap, and that there are low correlations with other tests measuring similarly named variables. He states that:

The problem of personality description is that we need to study a man's behavior, the situations which affect him, the people he reacts to and who interpret him, as well as his conceptual system . . . personality is so complex that all

efforts psychologists have put into clinical and psychometric research over the past 30 years or so have brought us nowhere. (p. 96)

Table 2

Product-Moment Intercorrelations Between Continuous Indicator Scores And Gray-Wheelwright Scores for Male Golden Gate College Students (N=47)

		1	2	3	4	5	6	7
Indicator:								
1.	EI	(.84)	-.07	-.22	-.11	.79**	-.24	-.20
2.	SN		(.62)	-.06	.44**	.00	.58	.17
3.	TF			(.81)	.13	-.37**	.15	.60**
4.	JP				(.84)	-.17	.41**	.33**
Gray-Wheelwright:								
5.	EI					(.64)	-.27	-.25
6.	SN						(.58)	.22
7.	TF							(.30)

\* Significant at .05 levels; \*\* significant at .01 level.

NOTE: Split-half reliability coefficients appear in the diagonals. These were not computed from the logical split halves used in the Manual.



Table 3  
Correlations with Personality Test Variables

---

Strong Vocational Interest Blank

Of the 180 product moment correlations with the 45 occupational scales, 103 are significant beyond the .01 level.

Alport-Vernon-Lindsay Study of Values

Of the 24 product moment correlations with the six values, 16 are significant at the .01 level.

Edwards Personal Preference Schedule

Of the 60 correlations with all 15 needs, 24 are significant at the .01 level.

Personality Research Inventory

Of the 100 product moment correlations with the 25 scales of the PRI, 49 are significant at the .01 level.

---

Table 4  
Correlations with Non-Test Variables

---

Faculty Ratings: significant correlations on 26 adjectives with the sub-scale on the MBTI to which they correspond.

Turnover in Utility Jobs: turnover rate of Intuitives was 1-1/2 times the rate for Sensing and 1/3 again as great for Perception as for Judgment (confirmation that NTPs have need for change).

On the Extraversion/Introversion dimension, turnover was nearly two times as high among men placed in jobs theoretically unsuitable for their type, as among men in jobs theoretically suitable.

Turnover was related at the .01 level to all four indices.

Creativity: 96% to 97% of creative people studied by MacKinnon (1959, 1960a, 1960b, 1960c, 1961a, 1961b, 1962) were intuitives on the MBTI regardless of sex.

Scholastic Performance

Aptitude: preference for intuitive and for Introvert appear to be related to aptitude as measured by the SAT.

There is some indication that Introverts use their minds, including intuition, in a way that is different and advantageous for dealing with thought and language.

Intuitive Introverts: This combination seems to be related to the concept of "mastery."

Application: there seems to be a significant relationship between application and the Judgment preference.

INJ - This combination seems to make the main contributions to scholastic success.

---

Cobb (1974) in his discussion of his metatheoretical model supports the importance of the relationship of

personality type and the ways in which an individual views different events in her/his life. This is also supported by Monet and Lazarus (1977) in their discussion of variations of coping behaviors, although they look at a wider range of personality factors and relate them to one's sense of control of one's environment. They define a person's personality as behavior which represents a more or less consistent pattern of response.

### Summary

Carl Jung's Theory of Psychological Types (1933) is part of his comprehensive theory used to explain human personality. He theorizes that there are four basic mental processes or functions:

#### Perceptive Functions:

1. Sensing which is the perception of the observable by way of the senses; it is the reality function using concrete facts,
2. Intuition which is perception of meanings, relationships and possibilities by way of insight. It goes beyond facts and ideas,

#### Judgment Functions:

3. Thinking which defines a logical decision-making process, aimed at an impersonal finding. Thinking is intellectual, ideational, and
4. Feeling which is a process of appreciation, making judgments in terms of a system of subjective, personal



values, the subjective experience of pain, anger, joy, and love. (p. 16)

By definition in Carl Jung's (1933) theory, one of the four processes becomes dominant in an individual. The dominant function provides direction and consistent focus to the personality (McCaulley, 1977). Balance in the personality is provided by the secondary preferred function, known as the auxiliary function.

Jung also states that there are two major and fundamentally different attitudes or personality orientations towards the world:

Extraversion in which attention flows out (is drawn out) to the objects and people of the environment. There is a desire to act on the environment. Although an extravert goes back and forth from extraverting to introverting, she/he prefers extraverting. With mature type development, extraverts typically create a life of action, social contacts and a wide circle of acquaintanceships. Characteristics typical of those who prefer the extraverted attitude are sociability, outspokenness, ease of communication, awareness of and reliance on the environment for stimulation and guidance, and an action-oriented, often impulsive way of meeting new events.

Introversion in which energy seems to flow from

the object back to the subject; energy is abstracted from the environment and conserved by consolidating it within one's own position. Although an introvert goes back and forth from introverting to extraverting, she/he prefers introverting. Introverts typically create a life with time and contemplation, socializing with intimates and close friends. Characteristics typical of those who prefer the introverted attitude are a thoughtful contemplative detachment, interest in clear conceptualization of ideas, and a relative unawareness of changes in the outer situation, discounting their importance in any important decisions. Privacy and time to go into depth are important for introverts, who are postulated to have a greater capacity for sustained attention than extraverts.

(p. 17)

The Myers-Briggs Type Indicator adds another continuum to the above functions and attitudes, that of perception and judgment which indicates which of the above uses of the mind are relied upon in dealing with the environment and identifies which of the preferred processes is the dominant one.

Perception is the attitude in which one prefers to deal with activities of the world around her/him by means of her/his preferred perceptual process,

sensing or intuition. The preference leads to an open curious desire for understanding events with relatively little pressure to control them.

Judgment is the attitude in which one prefers to deal with activities of the world around her/him mainly by means of her/his preferred judging process, thinking or feeling. This preference leads to a desire for decisions, with a minimum of information-gathering. Judging types prefer to organize and plan their lives, using their energies to control events more than understanding them. (p. 18)

Humans have and use all of the processes, but develop relative preferences for each of them and for the attitudes in which they use them. Skills and increased interests grow from specializing in preferred processes and lead to characteristic habits, attitudes, and traits.

The importance of the relationship of personality type and the ways in which an individual views different events in her/his life is supported by Cobb (1974) and Monet and Lazarus (1977).

According to Lake et al. (1973) in Measuring Human Behavior the MBTI consists of four dichotomous indices of Jungian personality types:

1. Extraversion-Introversion (EI), whether perception and judgment are directed toward the environment or the world of ideas.



2. Sensation-Intuition (SN), indicating dominant perceptual style.

3. Thinking-Feeling (TF), which of these two modes of judgment is relied upon.

4. Perception-Judging (PJ), indicating which of these uses of the mind is relied upon in dealing with the environment.

Because it is difficult to differentiate between the continuing growth of the individual taking the instrument and the reliability of the instrument, Myers (1962) states that, "The problem of ascertaining the reliability of the Indicator is a thorny one." Both reliability and validity are discussed fully in Chapter II, pages 73 to 82.

#### Implications for This Study

Myers (1962) points out that as behavior is directly affected by the Jungian attitudes and processes of extraversion and introversion, sensation and intuition, thinking and feeling, judgment and perception, it is reasonable that basic differences in preferences for these attitudes and processes should result in corresponding differences in behavior. The implication for this study is that individuals who score on opposite sides on the division points on the continua of the MBTI (i.e., have different preferences), should demonstrate different ways of coping with a life event.

### CHAPTER III

#### METHODOLOGY

In designing this study, several assumptions were made. A basic assumption is that the personality of an individual continues to develop throughout the lifespan (Jung, 1931) and that the combination of different personality characteristics and environments encourage unique responses to life experiences. A second assumption from the literature is that the large majority of individuals do indeed survive life crises French (in LaRocco, House, & French, 1980) states that survival is not just a theme, it is a basic assumption. Hudgens (1974) states that investigators have demonstrated a causal connection between stressful life events and subsequent worsening of conditions already under way, but that they have not yet convincingly demonstrated that life events "can cause madness in a person previously of sound mind, nor can they cause a severe sustained depression . . . attended by multiple disturbances of physical and mental functions".

Some possible limitations are indicated for the present study. Subjects in the study volunteered to complete the instruments and, therefore, are not

representative of the population at large. This limits the generalizability of the findings. Also, this study examined only certain aspects of personality, whereas personality factors are numerous and complex. However, the personality factors addressed in the MBTI are well developed and represent variables relevant to this study.

In the literature on coping (Brown et al., 1973), there is concern and confusion about the use of retrospective studies. Hudgens (1974), even while encouraging the use of prospective studies to look at cause/effect in stressful life events, goes on to quote his own retrospective study. Retrospective studies are reported extensively by Paykel et al. (1971) and Holmes and Rahe (1967), and critically studied by Brown and Associates in numerous studies (1968, 1970, 1972, 1974).

### Subjects

The subjects of this study were 105 woman who resided in the states of Michigan and Florida and were from varied professions and backgrounds. The volunteer subjects were obtained through personal and professional networks available to the researcher. For example, an educational researcher who is a business colleague of the researcher and works for a large state agency obtained permission to collect data from employees of the agency who were willing to give up an extended lunch hour to complete the instruments; an Episcopalian priest with whom the



researcher has worked suggested names of suitable women he had ascertained would be willing to participate; a relative of the research who does organizational consulting gained permission from two of his client organizations to have employees who wished to do so complete the instruments. All subjects were obtained through similar means.

Each subject made a self-volunteered statement that acknowledged her age and that she saw herself as having been through a major life event in the previous thirty-six months.

The data collected from three of the women were not included in this study because of the following:

1. One subject was too young.
2. One subject left more than one-half of all questions unanswered.
3. One subject copied her MBTI answers from the woman sitting next to her.

The average age of the 102 female subjects in this study was 43.5 years, the range being age 35 to 55. The average subject had completed 2.6 years of college with the range being from three who had not completed high school to two who were completing doctoral degrees. Seventy-six and one-half percent of the subjects had completed at least one year of college. Twelve of the women are presently enrolled in school. The last year in school for the subjects ranges from 1947 to 1983 with 42% of the sample having attended school in the past ten

years.

The subjects' average yearly income was from \$10,000.00 to \$20,000.00; the range was from less than \$5,000.00 to \$70,000.00. For those women who presented a combined family income, that average income was \$25,000.00 to \$50,000.00 per year. Fifty and one-half percent of the subjects reported that their income had been constant during the event; 28.7% of the subjects reported that their income was higher now than during the event; 11.8% reported that their income was now lower; and 9% reported that their income had varied greatly during the time of the event.

The following subject groups as listed in Table 5 completed the questionnaires and MBTI.

### Test Materials

1. Background Information Sheet - Each sheet provides the age, sex, educational attainment, current level of personal income, and code number of a subject (Appendix A).

2. Myers-Briggs Type Indicator - This instrument (Form F) contains 166 forced choice (typically two choices) items and takes approximately 20-30 minutes to complete (Appendix B). Fifty-two items are word pairs, for one of which respondents indicate a preference. Myers states that "The problem of ascertaining the reliability of the Indicator is a thorny one." The difficulty seems to

Table 5

Subject Groups  
by Age, Race, Income, Education

	Age	Race	Income *	Education **	Number In Group
A. Nurses, travel personnel, office workers at a large automotive company	43	5 Black 19 White	Mean \$20-25 Mode over \$20	2 yrs. college	24
B. Secretarial and administrative staff at a private security agency	41	3 Black 15 White	Mean \$10-15 Mode \$10-15	3 yrs. college	18
C. Professional, administrative, and secretarial staff of a state agency	43	2 Black 13 White	Mean \$15-20 Mode \$20-25	3 yrs. college	15
D. Red Cross volunteers	47.7	1 Black 5 White	Mean \$20-25 Mode \$20-25	1 yr. college Mode=college grad.	6
E. Homemakers	50	8 White	Mean -\$5 Mode -\$5	2 yrs. college	8
F. Graduate students at a large midwestern university	45	3 White	Mean \$5-10 Mode -\$5	College grad.	3
G. Administrative staff workers of a large midwestern city	39	1 Black 3 White	Mean \$20-25 Mode \$20-25	2 yrs. college	4
H. Special education teachers and aides	49	4 White	Mean \$10-15 Mode \$10-15	2 yrs. college	4
I. Administrative staff workers at a large midwestern university	39	3 White	Mean \$15-20 Mode \$10-15	3 yrs. college	3
J. CETA workers	40	2 White	Mean -\$5 Mode -\$5	High school grad.	2
K. Voice teacher	51	1 White	\$15-20	College grad.	1
L. Real estate saleswomen	47	5 White	Mean \$20-25 Mode \$20-25	2 yrs. college	5
M. Restaurant owner and waitresses	46	5 White	Mean \$5-10 Mode -\$5	3 yrs. college	5
N. Household cleaning personnel	51	4 White	Mean \$10-15 Mode \$10-15	High school grad.	4

\* = thousands

\*\* = all reported in means except where mode is indicated



be in measuring a variable of "type development". It becomes very difficult to ascertain the reliability of the instrument due to the continuing growth of the individual taking the instrument. Reliabilities were investigated using a split-half procedure. Each index (sub-scale) was split into halves and the items that most resembled each other and correlated most highly were paired. These split-half reliabilities obtained by using the Spearment-Brown prophecy formula are shown in Table 1 on page 75. Strickler and Ross (1962) determined the internal-consistency of the type categories from a lower-bound reliability estimate developed by Guttman (1964) for qualitative items. The reliabilities were quite low, but Myers stated that the Guttman statistic is not appropriate since her scores were not originally dichotomous. In terms of concurrent validity the Gray-Wheelwright Psychological Type questionnaire is the most relevant measure as it is also based on Jungian typology and measures three of the same scales directly and the fourth indirectly. The phi-coefficients between the corresponding type categories are all significant at the .05 level or better. A more complete discussion on reliability and validity of the Myers-Briggs Type Indicator may be found on pages 73-82 in the Review of the Literature.

Table 6 shows the numbers of subjects in each sub-group of the MBTI scales.

Table 6  
Distribution of Subjects on the Four Scales  
of the Myers-Briggs Type Indicator

---

Scale	Frequency
(n = 102)	
1. Extraversion	55
Introversion	39
E/I	8 (mid-group + or - one standard error of the central dividing point)
2. Sensing	49
Intuitive	34
S/N	19 (mid-group + or - one standard error of the central dividing point)
3. Thinking	31
Feeling	61
T/F	10 (mid-group + or - one standard error of the central dividing point)
4. Perceptive	31
Judging	58
P/J	13 (mid-group + or - one standard error of the central dividing point)

---

The forms listed below in items 3, 4, 5a, and 5b have gone through two pilot testings. In the first, seven female rehabilitation counselors completed the instruments. The suggestions and criticisms from this pilot group were incorporated into the instruments. In general, almost all changes which were suggested involved making the instructions more clear and succinct. It was specifically suggested that on the Events List, subjects first be instructed to check as many items as were applicable and then go back and place an asterisk in front of the most important one. These pilot subjects had found it very difficult to choose just one event, as the original instructions directed. No one suggested that the body of the instruments be changed.

The second pilot testing was done with fourteen professional women who were involved in education and state government in Tallahassee, Florida. All pilot subjects were between the ages of 35 and 50. A set of instruments was mailed to each of the fourteen women with a cover letter explaining its purpose and how it could be returned anonymously. The second set of identical instruments was mailed to all fourteen subjects ten days later. Of the fourteen, eleven subjects returned both sets. One was not included in the evaluation because two of the four instruments in the second set had not been completed.

The Events List (Appendix C) and the Critical



Response List (Appendix D) were scored for differences between pairs from set one to set two. Those items which were marked on both sets of instruments in each pair were added together, as were those which were marked on one set, but not on the other. The percent of agreement for the Events List averaged 78.3% and for the Critical Response List 79.7%.

The Resource Rating Sheet (Appendix E) and the Current Life Situation Assessment Scale (Appendix F) were scored for within item differences, which were then averaged. The percent of agreement for the Resource Rating Sheet averaged 89.1% and for the Current Life Situation Assessment Scale 92.1%.

3. Events List - This list was developed from the Holmes-Rahe Social Readjustment Rating Scale (1967). The list used in this study has additional items which are uniquely applicable to women (childbirth, switched from housewife to outside work, switched from outside work to full-time housewife, pregnancy, abortion, menopause). These items were identified during the training sessions for interviewers for the Women in Transition study (Lake & Anderson, 1979). The Lake and Anderson study was designed to assist Protestant denominations in planning their support services for women over the next five years. It collected data from 130 women on life events, coping responses, and the role of the church in these experiences.

For the present study, the instructions were improved, and Item I. Political was added.

The Events List does not involve use of the LCU scores of Holmes-Rahe. It is broken down into primary categories, and used in this study only to gain knowledge of the subject's description of the major event of the past thirty-six months.

The list contains 64 items from which the subjects were requested to check every event which happened in their lives in the past thirty-six months and then go back and put an asterisk in front of the one they deem most important. It is one page in length and takes approximately ten minutes to complete (Appendix C).

On the Events List (Appendix C), the number of events chosen by subjects ranged from one event to twenty-seven events (mean=13) with the majority in the areas of primary relationships, work and career, and health. The following events were selected by over 50% of the subjects: change in finances, vacation, change in sexual activity.

The events listed in Table 7 were selected by less than 5% of the subjects:

Table 7  
Events Selected by Fewer Than 5% of Subjects

---

(n=102)	
Event	Frequency
	3 in 102
childbirth	0
death of spouse	2
parent marries	5
switched from outside work to housewife	3
spouse retirement	1
own retirement	1
spouse fired from job	1
fired from own job	4
change in religious education programs	2
pregnancy	1
abortion	5
spouse began or ended school	1
change in schools	0
political	2
minor violations of law	0
jail	

---

Of the events checked by each subject the ones chosen as most important are listed in Table 8.



Table 8

## Events Chosen by Subjects as Most Important

(n=101)

Event	Frequency
Divorce	12
Personal Injury or Illness	10
Change in Responsibility for Aging Parents	9
Change in Child Relations (school performance, delinquency, etc.)	8
Death of a Close Family Member	8
Change in Relationship with Spouse	6
Change in Health of Family Member	5
Change in Financial Status	4
Marital Separation	3
Son or Daughter Leaving Home	3
Extensive Absence of Person Important to You	3
Disability of Spouse	3
Begin or End School	3
Change in Spouse's Sexual Behavior	2
Change to Different Line of Work	2
Change in Responsibilities at Work	2
Switched from Outside Work to Fulltime Housewife	2
Spouse Fired from Job	2
Change in Residence	2
Business Readjustment	1
Change in Living Arrangements with Spouse/Mate	1
Marriage	1
Change in Feelings About Self as Sexual Being	1
Change in Work Hours or Conditions	1
Spouse Had Trouble with Boss	1
Spouse Fired from Job	1
Part of Major Work Reorganization	1
Change in Sleeping Habits	1
Hospitalization	1
Outstanding Personal Achievement	1

For the majority of subjects, the most important event began one-and-one-half to two-and-one-half years ago with the range extending from events which began three years ago (the maximum time possible in this study) to one which occurred in July, 1983.

4. Resource Rating Sheet - The use and degree of helpfulness of social support was measured by an instrument designed and used in the Women in Transition study described above.

The Rating Sheet produces information as to the kinds of persons who assisted the subject, the numbers of them, and the degree of helpfulness which the subject felt was received from them. The sheet is a three-page checklist and takes approximately 10-15 minutes to complete (Appendix E).

It has served the purpose of identifying resources in both women in Transition Study and this study. However, for this study items A, B, C, and D regarding the importance of the different kinds of support were added and the directions were improved.

The average number of resources used was four, with a range of zero to twelve choices. The kinds of resources (support, help) used most often were, in descending order of use: (1) family (husband, children, mother, sister), (2) friends (female, male), (3) therapy. Table 9 shows the first, second, and third choices of subjects on importance of the three kinds of support.

Table 9  
Importance of Three Kinds of Support

Kinds of Support	First	Choices Second	Third
Emotional	90.4%	6.4%	3.2%
Physical	2.2%	63.0%	34.8%
Financial	7.6%	30.4%	62.0%

Subjects were also asked to rate the quality of the three kinds of support (listed in Table 9) they received. Table 10 shows the mean of all subjects on said quality.

Table 10  
Quality of Three Kinds of Support

Kinds of Support	Mean	Scale
Emotional	1.8039	Excellent =1
Physical	2.1800	Quite Good=2
Financial	2.3854	Adequate =3
		Fair =4
		Poor =5



5. Coping Measures - Two outcome measures of coping were used.

a. Critical Response List--This instrument was developed as an outgrowth of the Women in Transition Study discussed above. For that study, extensive interviews were completed with 130 women who stated that they had experienced a major event/transition in their lives in the past three to four years.

From the protocols of those interviews, 1,300 critical incidents of transitions were identified by teams of interviewers. From that overlapping list of 1,300 incidents, 52 have been identified by three independent raters as the most prevalent in occurrence. Neither the raters nor this study make judgments as to the positive or negative nature of these responses, nor as to which are more effective than others. As quoted in the literature, Smith (1961) states that determinations of effectiveness are fraught with difficulties and "unfortunately, any answers to this problem must be prefaced with a long string of qualifiers" such as levels of analyses, points in time, particular situations (Cohen, 1975).

This is a checklist of 52 items. Subjects were given ample time to think through their choices; all completed it in 20 minutes (Appendix D). The average number of responses chosen by a subject was 15.4, with a range of one to thirty-eight. The following responses were chosen by over fifty percent of the subjects: cried, sought out

a close friend to talk to about it, experienced depression, thought it through, sought support from someone, pulled self together, felt a lot of anxiety, made own decisions, did not give up easily, and worried. Twenty-one and one-half percent of the subjects added the response "talked to husband about it" to the list. The following two responses were chosen by less than five percent of the subjects: got married, quit job.

b. Current Life Situation Assessment Scale:

Subjects also completed a self-rating form which asked them to report their own impression of their current life situation as compared with before the life event. This scale was also developed, piloted, and used for the Women in Transition study.

The scales were developed for the Women in Transition Study because of their relevance to the work of Lowenthal (1975) who developed them empirically from her interviews with subjects at four stages of life. She was able to show through content analysis of interview protocols that these eight areas were consistently identified by subjects.

As previously stated, the main changes in the instruments for this study are improved instructions, enlargement to a seven-point scale and separating the last item (I) for scoring purposes.

A discussion of the basis on which this instrument was developed as a coping instrument occurs in Chapter II,

page 43. It lists eight life areas which comprise the major categories of the Events List described in number three above plus one item on overall life situation. Subjects used a seven-point scale to designate whether they felt better or worse about their current life situations. This is a nine-item scale and takes approximately ten minutes to complete (Appendix F). On all variables of the Current Life Situation Assessment Scale, subjects perceived that their lives had improved. In order of improvement from most to least, the variables were: (1) work, (2) education, (3) relationships, (4) finances, (5) sex, (6) religion, (7) recreation, (8) health.

### Procedures

The instruments were administered to the three largest groups of subjects (described on page 90) by the individual who was the contact person with that group. The instruments for the remaining groups were administered by this researcher. The two contact persons, a Ph.D. in psychology and a Ph.D. in education, have extensive experience in group leadership and with the MBTI. They were chosen because of their relevant experience. One exercises a leadership role for a department of education in which she helps to administer statewide competency exams to students in the state. The other has written a book which reviews thirty tests of human behavior in depth and



locates for the reader an additional three hundred tests. These assistants were trained by this researcher in the use of the instruments and used the script which begins on page 106 to administer said instruments. The group administrators scheduled their own meetings with the subjects. The instruments were completed in one session which lasted one and one-half hours.

In exchange for their participation in this study, the experimenter offered to the subjects a seminar on life planning for women. The seminar, among other things, would include feedback on the MBTI completed for this study. All subjects requested feedback on the MBTI and have received it. Only one group requested the seminar on life planning. Summer vacations and the start-up of school in the fall were reasons stated for not desiring the seminar. The one group has been scheduled and will be completed before October 30, 1983, being designed and led by one of the assistants and this researcher. The Life Planning Workbook by Ford and Lippitt (1972) will be given to each participant and will be used in the seminar.

Names of counselors, both public agency and private, were also made available to the subjects. None was requested.

In order to control for reactive effects of testing (Campbell & Stanley, 1963), the instruments were administered in exactly the order described below:

1. Background Information Sheet (Appendix A)

2. Myers-Briggs Type Indicator (Appendix B)
3. Events List (Appendix C)
4. Critical Response List (Appendix D)
5. Resource Rating Sheet (Appendix E)
6. Current Life Situation Assessment Scale  
(Appendix F)

The Events List, Critical Response List, Resource Rating Sheet, and the Current Life Situation Assessment Scale followed the Myers-Briggs Type Indicator because it was felt that they would be less affected by the Myers-Briggs Type Indicator than if they were presented in reverse. In Campbell and Stanley's (1963) words, instruments 3-6 listed above are "potentially less reactive" and "the process of measuring" them will bring about less change in "that which is being measured".

The instruments were administered in one 90-minute session.

At the beginning of the session, the following statement was made by the researcher (or assistant).

"Let me introduce myself. My name is Gerry Lake. I am a doctoral student at the University of Maryland and I am working on my dissertation. My dissertation is a study which looks at how women work their way through important events that occur in their lives. Being involved in this study means that you will fill out some forms which do the following: give some background information about you, tell what the event is that you have been working through,

describe what you did or thought in going through the experience, tell who helped you, and describe how you feel about it all. There is also one scale which you will complete which gives information about some attributes of your personality. NO ONE will see any of this information except you and me and I will know you only by code number. There is no place on any of these forms that asks for your name, only your code number. Also, please know that you are free to withdraw from the study at any time you wish. There will be no attempt to stop you.

In return for your participation in this study, I am offering to do a two-hour Life Planning Session with you to give you back information about the MBTI which you've completed, tell you the interpretations of your scores and work with you on A Life Planning Workbook which was developed by George Ford and Gordon Lippitt of Washington, D.C. Again, no one is required to attend this Life Planning Session. Also, if you cannot make it at the scheduled session time, I will be glad to meet with you either separately or if there are a few of you, in a small group to go through the life planning process.

I do not think that you will find any of these forms difficult to complete or that they will bother you in any way. If you should feel any concern about any of them, please let me know and I will assist in any way possible. I also have names of counselors available, both in public agencies and in private practice, should you wish to talk



with any of them.

Are there any questions?

### Background Information Sheet

I am going to give each of you the first form for you to fill out. It is just background information asking for your age, sex, education, etc. Please note that there is a place in the upper right-hand corner for your code number. Please take a moment and think of a four digit number which you will easily remember, such as the last four digits of your telephone number, and use that as your code number to be written on every sheet in this set. I will be asking you to put that same code number on all of the other forms that you will be completing today. It is the only way you have of getting your own answer sheets back. Let me say that again. Only you will know which code number is yours. If you forget it, I do not have any back-up system for figuring out which forms are yours. This is for your protection. I will remind you to put it on each sheet as we progress.

Any questions? Please go ahead and fill out this form. If you have any trouble with it, I'll be glad to come around and assist you."

After five minutes, the researcher will state: "Is there anyone who has not finished?" When everyone has finished, the researcher will collect the forms.

### The Myers-Briggs Type Indicator

The researcher passed out the MBTI booklets with answer sheets tucked inside them. The researcher stated, "Please place your code number in the upper right-hand corner of your answer sheet. This next form is the scale that I mentioned earlier. It is called the Myers-Briggs Type Indicator. The directions for completing the answer sheet, which is tucked inside the booklet, are printed on the front cover of the booklet. Please read through them and I will be glad to answer any questions you may have.

#### Directions

There are no right or wrong answers to these questions. Your answers will help show how you like to look at things and how you like to go about deciding things. Knowing your own preferences and learning about other people's can help you understand where your special strengths are, what kinds of work you might enjoy and be successful doing, and how people with different preferences can relate to each other and be valuable to society.

Read each question carefully and mark your answer on the separate answer sheet. Make no marks on the question booklet. Do not think too long on a question. If you cannot decide on a question, skip it but be careful that the next space you mark on the answer sheet has the same number as the question you are answering.

Read the directions on your answer sheet, fill in your name and any other facts asked for and, unless you are told to stop at some point, work through until you have answered all the questions you can.

After twenty minutes, the researcher will ask; "Is there anyone who has not finished?" When everyone has finished, the researcher will collect the booklets and answer sheets and state: "Please make sure your code number is on the right-hand corner of your answer sheet. It is not necessary to put it on your booklet."

"We will complete one more form and then take a ten minute break."

### The Events List

The researcher will pass out The Events List and will state: "Please place your code number in the upper right-hand corner of this form. This form is called The Events List. It will give me information about the events that have transpired in the past three years of your life. The directions are printed at the top of the sheet."

### Directions

Below is a list of events which have been found to be important in most of our lives. Please read through the events and place a checkmark in front of every event which has happened in your life in the past three years. THEN read through those events which you have marked and put a large star (\*) in front of the one which you deem to be the most important of all.



The researcher will then state, "Are there any questions? You may begin."

"When you finish this form, please bring it up to the front and put it on the desk. There are coffee and cold drinks available. I will let you know when we are ready to begin again."

Ten minutes after the last few subjects have completed The Events List, the researcher will make the following statement: "I think we are ready to start again. Please feel free to bring your drink back with you."

#### Critical Response List

The researcher will pass out the Critical Response List and state: "Please be sure to place your code number in the upper right-hand corner of this form. The directions are self-explanatory."

#### Directions

The following items are different thoughts, behaviors, ideas, etc., which women state they use to get through a life event, transition, or stressful time. Please mark the items which have been most recurrent for you in dealing with the life event which you starred on the Events List on the previous page.

"Are there any questions? Please fill out the checklist."

After twenty minutes, the researcher will ask, "Is there anyone who has not finished?" When everyone has

finished, the researcher will collect the forms.

### Research Rating Sheet

The researcher will pass out the Resource Rating Sheet and state, "Please be sure to place your code number in the upper right-hand corner of this form.

This form deals with the resources that an individual uses in working through a life event. The instructions are printed at the top of the form."

### Directions

In times of crises or stress, some individuals receive assistance from other persons, groups, or institutions. In working through the life event which you starred on the Events List, were any individuals, groups, institutions helpful to you? Please place a checkmark in front of the ones that were helpful to you and then answer the questions on the following pages.

The researcher will state: "Are there any questions?" After ten minutes, the researcher will ask: "Is there anyone who has not finished?" When everyone has finished, the researcher will collect the forms.

### Current Life Situation Assessment Scale

The researcher will pass out the Current Life Situation Assessment Scale and state: "Please be sure to place your code number in the upper right-hand corner of this form.

This form deals with how you are feeling about your life now as opposed to how you were feeling three years

ago or at the beginning of the event. Please read the directions."

### Directions

Think back over the last three years or to the beginning of the event and rate each of the following items by circling the number that represents how you NOW feel as compared to that time.

The researcher will state: "Are there any questions? Please fill out the assessment scale."

After ten minutes, the researcher will ask: "Is there anyone who has not finished?" When everyone has finished, the researcher will collect the forms.

The researcher then stated: "I really do appreciate your participation in this study. The Feedback Session (and/or Life Planning), at which time I will share your results with you, will be held in Room \_\_\_\_ of the \_\_\_\_\_ Building from 2:00-4:00 p.m. on \_\_\_\_\_, 1983. If there are any of you who cannot make it at that time, please stop and see me on your way out and we will arrange a time that is convenient for both of us. I really look forward to the Feedback Session and hope it will be useful to you. Thank you very much."

### Analysis of Data

Hypothesis 1. For women who perceive that they have experienced a life event in the past thirty-six months, those who prefer extraversion report being helped by more



people and helped more by people when compared to women who prefer introversion.

To investigate hypothesis 1, t Tests were run using the Extraversion/Introversion continuum from the MBTI as the independent variable. As hypothesis 1 (parts a and b) is directional, the significance levels are those for one-tailed t tests. The dependent variables for hypothesis 1 were taken from the Resource Rating Scale. They are (a) the number of sources chosen by a subject (Appendix E-ONE) and (b) the subject's score on items A-C (Appendix E-TWO) of said scale.

The dependent variable (1a), "helped by more people" was created by counting the number of sources checked by each subject on Resource Rating Sheet-ONE, summing across subjects, and calculating the group mean.

On dependent variable (1b), "helped more by people" was created by treating items A-C on Resource Rating Sheet-TWO as five point scales. Each subject's scores on items A-C were summed and the mean calculated. These means were then summed and the mean for all subjects was calculated and t tests were run.

Hypothesis 2. For women who perceive that they have experienced a life event in the past thirty-six months, those women who report that they have more support report that their current life situation is better than was their life situation of thirty-six months prior when compared to women who report that they have less support.

To investigate hypothesis 2, t tests were run using the combined score for a subject on items A-C of the Resource Rating Sheet as the independent variable and the following two scores from the Current Life Situation Assessment Scale: (a) the sum of scores on items A-H and (b) the score from item I as the independent variable. As hypothesis 2 (parts a and b) is directional, the significance levels are those for one-tailed t tests.

The independent variable, "more support/less support" was created by treating items A-C on Resource Rating Sheet-TWO as five point scales. Each subject's scores on items A-C were summed and the mean calculated. All subjects' means were then summed and the mean for all subjects was calculated.

more help = subject scores above mean

less help = subject scores below mean

The dependent variable in hypothesis 2a was created by summing each subject's scores on items A-H of the Life Situation Assessment Scale and calculating the mean. All subjects' means were then summed and the mean for all subjects was calculated. For the dependent variable in hypothesis 2b, the mean for each subject was calculated on item I of the Life Situation Assessment Scale. All subjects' means were then summed and the mean for all subjects was calculated. T tests were then run.

Beside the above hypotheses, the following three questions were considered:

Question A: For women who perceive that they have experienced a life event in the past thirty-six months, do those women who prefer logical decision-making, aimed at an impersonal finding (thinking) display coping responses that are different from those women who prefer to make judgments in terms of a system of subjective, personal values (feeling)?

Questions B: For women who perceive that they have experienced a life event in the past thirty-six months, do those women who prefer to perceive the world that can be observed by way of the senses (sensing) display coping responses that are different from those women who prefer to perceive the world through meanings, relationships, and possibilities by way of insight (intuitive)?

Question C: For women who perceive that they have experienced a life event in the past thirty-six months, do those women who prefer to keep their plans and opinions as open as possible (perceiving) display coping responses that are different from those women who prefer to settle things or at least to have them settled (judging)?

For Questions A-C, coping responses are defined as those items checked by the subject on the Critical Response List (Appendix D).

To answer Questions A, B, and C, coefficients of correlation were computed between the critical responses of all women on Appendix D and the critical responses of women classified on the MBTI as thinking and feeling,



sensing and intuitive, and perceiving and judging. The variables of the Critical Response List were reduced by collapsing them into constructs. Two methods were used:

1) Coefficients of correlation were computed among the individual variables of the Critical Response List using a computer program entitled MINISSA (Michigan-Israel-Netherlands-Integrated-Small-Systems-Analysis) and attempts were made to cluster the variables also using MINISSA;

2) Three individuals were asked to develop subgroups of variables in the Critical Response List. These two methods of reducing the number of variables were then examined for agreement. Multiple Analyses of Variance were then run using the three scales from the MBTI and the new constructs from the Critical Response List.

## CHAPTER IV

### RESULTS

In this chapter the actual results of the two hypotheses as tested are presented, followed by the three questions and their results. Finally, several other interesting questions arose during the process of analyzing the data and the results of testing those questions are also presented.

#### Hypothesis 1

In the first hypothesis, there were two relationships of interest. First, it was of interest to determine if extraverts (who by definition prefer the company of others to a life of internal ideation) might report being helped by more people than would introverts. This first relationship focused just on quantity or number of people from whom help was received; the second relationship concerned itself with the quality of the help received. Again, it was hypothesized that the extraverts might report that the quality (e.g., helped more by people) was also higher.

The specific hypothesis was: For women who perceive

that they have experienced a life event in the past thirty-six months, those who prefer extraversion report being helped by more people and helped more by people when compared to women who prefer introversion.

Data regarding Hypothesis 1 are presented in Tables 11 and 12. Table 11 (Hypothesis 1a) is a One-Tailed "t" Test using the Extraversion/Introversion Scale and "Helped By More People." The following assumptions necessary in the use of the t statistic are met: (1) the sample observations are independent, and (2) the observations are selected from a normal distribution. With two distributions, however, the variances of the two must also be homogeneous. In Hypothesis 1a, the variances are not equal, but Hays (1973) states that "when both samples (distributions) are quite large, then both the assumptions of normality and of homogeneous variances become relatively unimportant" (p. 412). The distributions of Hypothesis 1a are large enough to meet the sample size requirement which Hays calls "quite large".

The one-tailed test was used because directionality of results is stated in the Hypothesis:

$H_0: E \leq I$

$H_a: E > I$

The .05 level was chosen for the determination of significance.



Table 11  
T Test Summary Table for Hypothesis 1a  
Extraversion/Introversion Scale (MBTI)  
and Helped By More People (Quantity)

Sample	n	df	Mean	Variance	t	Signif- icance
Extraversion	55	54	4.4727	6.8465	-1.3787 <sup>a</sup>	.0857 one- tailed
Introversion	39	38	3.7692	4.6559		
Totals	94	92				

<sup>a</sup> $p < .10$

The significance level of the One-Tailed "t" Test for Hypothesis 1a is .0857 which is not significant. While the results indicate that hypothesis 1a cannot be supported, the t statistic does approach significance. Judgment on whether to reject the hypothesis should be suspended pending further evidence.

Because the t statistic of hypothesis 1a approaches significance, further t tests were run using the other three MBTI scales (thinking/feeling, sensing/intuitive, perceiving/judging) and the dependent variable from hypothesis 1a, "helped by more people". Findings from these further tests are reported in the last section on further findings.

Table 12 (Hypothesis 1b) is a One-Tailed "t" Test using the Extraversion/Introversion Scale and "Helped More By People". As in Hypothesis 1a, assumptions one and two

are met, but the variances are unequal. Again the sample sizes of the distributions in hypothesis 1b make these unequal variances of relative unimportance.

The one-tailed Test was used because directionality of results is stated in the hypothesis:

$$H_0: E \leq I$$

$$H_a: E > I$$

Table 12

T Test Summary Table for Hypothesis 1b  
Extraversion/Introversion Scale (MBTI)  
and Helped More By People (Quality)

Sample	n	df	Mean	Variance	t	Significance
Extraversion	52	51	2.0577	.73517		.3361 one-tailed
Introversion	36	35	2.1389	.84048	.4246	
Totals	88	86				

The significance level of the One-Tailed "t" test for Hypothesis 1b is .3361 which is not significant, therefore, Hypothesis 1(b) is rejected.

### Hypothesis 2

In the second hypothesis the interest was whether women who had more adequate support (qualitative) felt that their life situation was better than that of women who had less support. This was examined in two ways: (1) their support (taken from the Resource Rating Sheet-TWO, items A-C which is Appendix E) was tested with Life

Situation (summed) which included the first eight Life Situation Assessment items from that scale (Appendix F) and (2) their support was tested with the ninth item on the Life Situation Assessment Scale: Life Assessment General. The specific hypothesis was: For women who perceive that they have experienced a life event in the past thirty-six months, those women who report that they have more support report that their current life situation is better than was their life situation of thirty-six months prior when compared to women who report that they have less support.

Data regarding Hypothesis 2 are reported in Tables 13 and 14. Table 13 (Hypothesis 2a) is a One-Tailed "t" Test using More/Less Support and Life Situation Assessment (summed). As in Hypothesis 1a, assumptions one and two are met, but the variances are unequal. Again the sample sizes of the distributions in Hypothesis 2a make these unequal variances of relative unimportance.

The one-tailed test was used because directionality of results is stated in the hypothesis:

H<sub>0</sub>: more support  $\leq$  less support

H<sub>a</sub>: more support  $>$  less support



Table 13

## T Test Summary Table for Hypothesis 2a

More/Less Support and Life Situation Assessment (summed)

Sample	n	df	Mean	Variance	t	Signif- icance
More Support	49	48	4.8903	.45875	1.2483	.1076 one- tailed
Less Support	43	42	4.6744	.94356		
Totals	92	90				

The significance level of the One-Tailed t test for hypothesis 2a is .1076 which is not significant. While the results indicate that hypothesis 2a cannot be supported, the t statistic does approach significance. Judgment on whether to reject the hypothesis should be suspended pending further evidence.

Table 14 (hypothesis 2b) is a One-Tailed "t" Test using More/Less Support and Life Situation (General). As in hypothesis 1a, assumptions one and two are met, but the variances are unequal. Again the sample sizes of the distributions in hypothesis 2b make these unequal variances of relative unimportance.

The one-tailed test was used because directionality of results is stated in the hypothesis:

Ho: more support  $\leq$  less support

Ha: more support  $>$  less support

Table 14  
T Test Summary Table for Hypothesis 2b  
More/Less Support and Life Situation  
Assessment (general)

Sample	n	df	Mean	Variance	t	Signif- icance
More Support	51	50	5.4510	1.6925	1.4915 <sup>b</sup>	.0687 one- tailed
Less Support	44	43	4.9773	3.1855		
Totals	95	93				

<sup>b</sup> $p < .10$

The significance level of the One-Tailed "t" Test for Hypothesis 2b is .0687 which is not significant. While the results indicate that hypothesis 2b cannot be supported, the t statistic does approach significance. Judgment on whether to reject the hypothesis should be suspended pending further evidence.

Because the t statistics of hypotheses 2a and 2b approach significance, further t tests will be run using the individual items which were combined to create the More/Less Support variable for Hypothesis 2 and the individual Life Situation Assessment items which were summed to create the Life Situation Assessment (summed) variable for Hypothesis 2. Findings from these further tests will be reported later in this chapter.

#### Questions A-C

In this section, three questions are examined which

explore relationships among the other three scales of the MBTI (i.e., thinking/feeling, sensing/intuitive, and perceiving/judging) and coping responses of the women studied.

A. For women who perceive that they have experienced a life event in the past thirty-six months, do those women who prefer logical decision-making, aimed at an impersonal finding (thinking) display coping responses that are different from those women who prefer to make judgments in terms of a system of subjective, personal values (feeling)?

B. For women who perceive that they have experienced a life event in the past thirty-six months, do those women who prefer to perceive the world that can be observed by way of the senses (sensing) display coping responses that are different from those women who prefer to perceive the world through meanings, relationships, and possibilities (intuitive)?

C. For women who perceive that they have experienced a life event in the past thirty-six months, do those women who prefer to keep their plans and opinions as open as possible (perceiving) display coping responses that are different from those women who prefer to settle things or at least to have them settled (judging)?

Data for questions A-C are included in Tables 15 through 19. As the same process was used for all three questions, the findings are reported together.



Coefficients of correlation were computed between the critical responses of all women on the Critical Response List of Appendix D and the critical responses of women classified on the MBTI as thinking and feeling, sensing and intuitive, and perceiving and judging. The correlations were computed using the MBTI scales as interval variables with all subjects' scores included. The correlations are presented in Table 15.

As the correlations were very low, factor analysis was not a functional next step. Instead, the variables of the Critical Response List were reduced by collapsing them into constructs and Multiple Analysis of Variance was used to test the constructs with the MBTI scales.

In a first attempt to reduce the number of variables of the Critical Response List into constructs, coefficients of correlation were computed among the individual variables of the critical response list. A computer program entitled MINISSA (Michigan-Israel-Netherlands-Integrated-Small-Systems-Analysis) was used to complete the correlations. This process can be used with categorical variables because the technique is based on order (rank) relationship among coefficients. As there are over 3,000 correlations, the correlation matrix is not included in this chapter. Very few of the correlations were higher than .4; the large majority of the correlations were in the .05 to .25 range. Table 16 displays the only correlation above .4 on the entire matrix.

Table 15  
Correlation Matrix of Thinking/Feeling\*, Sensing/Intuitive\*\*, and Judging/Perceiving\*\*\*  
Scales of the MBTI and Critical Responses

Critical Response	Thinking/ Feeling*	Sensing/ Intuitive**	Judging/ Perceiving***	Critical Response	Thinking/ Feeling*	Sensing/ Intuitive**	Judging/ Perceiving***
1. Learned a new skill (driving, writing, etc.)	.0735	-.1107	.0597	28. Talked to siblings about it	.1148	.1708	.2171
2. Learned about the value of money	.0656	.1256	.1401	29. Changed residence	.1271	-.0769	-.0111
3. Cried	-.0346	.0570	-.0843	30. Found a new job	.0053	.0188	.0289
4. Went back to school	.0783	-.0086	-.0187	31. Felt a lot of anxiety	.2265	-.0269	-.0976
5. Left husband	.0771	-.1755	-.0697	32. Became active in church activities	-.0398	-.1090	.0120
6. Relied on religious faith	-.1902	.2117	.0965	33. Could not sleep	.2030	.0127	-.0386
7. Went back to work	.0420	-.0388	-.0707	34. Developed special relationship with male friend	-.0243	-.1089	-.0607
8. Read a particular book	.0320	-.0221	.0845	35. Felt strong feelings of anguish	.0402	-.0257	-.1827
9. Went for counseling, therapy	.1299	-.1476	.1153	36. Worked it through on own	.0228	.1038	.0337
10. Lost/gained a considerable amount of weight	.0565	.1216	-.0297	37. Made own decisions	.1931	.1480	.0980
11. Took particular medication	.1382	-.0020	.1573	38. Got a promotion at work	-.0227	-.0667	.0074
12. Felt very angry	.0687	.0885	-.0961	39. Almost went into shock	.0973	.0873	-.0417
13. Sought out volunteer work	.0810	-.1161	.0096	40. Developed a feeling of being in control of my own life	.0744	-.0872	.0888
14. Got married	-.1473	-.0732	-.1565	41. Made a list of priorities and stuck to them	.0136	.0603	-.0640
15. Sought out a close friend to talk to about it	-.0830	-.0800	-.1267	42. Felt like a failure	.1099	.0014	-.1269
16. Experienced depression from all this	.1618	-.1480	-.1316	43. Became a leader, trainer, organizer	.0911	-.0436	.1047
17. Thought it through	-.0157	-.0953	.0082	44. Did not give up easily	-.0032	-.1269	-.1881
18. Talked to priest, rabbi, minister about it	-.2299	.0083	.1136	45. Set own goals to accomplish something in particular	.1169	-.0702	.0431
19. Helped care for someone else	.0385	-.0166	.0941	46. Felt strong guilt	.1293	-.0691	-.2009
20. Had surgery	.0496	-.0145	-.0553	47. Planned ahead	.2360	.0465	.1543
21. Sought support from someone	-.0232	.0874	.2205	48. Worried	.0716	.0994	-.0585
22. Pulled self together	.0156	.0206	.1219	49. Found new sexual fulfillment	.0282	.0094	.0214
23. Quit job	-.0788	-.0454	.0238	50. Tried not to look back	-.0647	-.0832	-.1001
24. Just hung in there and hoped it would get better	-.1594	.2087	-.0083	51. Confronted relative, friend, authority	.0258	.0630	-.0163
25. Took a vacation	.1119	.0871	.0106	52. Let things slide and kept mouth shut	.1605	.0819	.0706
26. Talked to children about it	-.1805	.0181	.0033	53. Talked to husband about it	-.0053	-.1515	-.1163
27. Talked to parents about it	.1249	-.0284	.1377				

\*Positive correlation = thinking, negative correlation = feeling

\*\*Positive correlation = sensing, negative correlation = intuitive

\*\*\*Positive correlation = judging, negative correlation = perceiving

Table 16  
Coefficients of Correlation Among  
Items on the Critical Response List

Item	Coefficient
1. felt strong guilt and felt like failure	.545
2. planned ahead and set own goals	.502
3. could not sleep and experienced depression	.482
4. worried and experienced depression	.482
5. worked it through on own and set own goals	.464
6. worked it though on own and developed a a feeling of being in control of own life	.455
7. set own goals and learned a new skill	.448
8. felt like a failure and felt very angry	.439
9. felt strong feelings of anguish and felt a lot of anxiety	.429
10. felt stong feelings of anguish and felt very angry	.423
11. made own decisions and worked it through on own	.417
12. felt a lot of anxiety and experienced depression	.410
13. sought out volunteer work and became active in church activities	.406
14. felt very angry and could not sleep	.402



Three attempts at clustering the variables were attempted using the MINISSA program. The two-dimensional plot showed some clustering of items which could be called emotional factors, religious factors, inner determination factors, and talked with family about it factors, but the relationships among factors were weak and the goodness of fit statistics were inadequate. Guttman-Lingoe's Coefficient of Alienation( $=0.36943$ ) and Kruskal's Stress( $=0.33029$ ) need to be close to .10 through .15 to be acceptable. A five-dimensional plot was not done because even if the goodness of fit statistics were then acceptable, the conceptualization and usefulness of five-dimensional plotting would be questionable.

Three individuals were then asked to develop subgroups of variables in the Critical Response List to reduce the number of variables. Each individual worked independently; the three individuals then met together and worked out agreements to merge their separate lists into one set of constructs. There is some agreement between those items included in the two-dimensional plot categories (emotional, religious, determination, talked with family) and the items in the same constructs developed by the three individuals. There is little agreement between the plot and any of the other constructs. Those constructs and the critical responses (from the Critical Response List) within each are listed in Table 17.

Table 17

New Constructs from Critical Response  
List and Response Items in Each

---

- A. Learning/Decision-Making/Planning  
includes variables 1, 2, 17, 37, 41, 45, 47
- 1. learned a new skill (driving, writing, etc.)
  - 2. learned about the value of money
  - 17. thought it through
  - 37. made own decisions
  - 41. made a list of priorities and stuck to them
  - 45. set own goals to accomplish something in particular
  - 47. planned ahead
- B. Emotional  
includes variables 3, 12, 16, 31, 33, 35, 39  
40, 42, 46, 48, 52
- 3. cried
  - 12. felt very angry
  - 16. experienced depression from all this
  - 31. felt a lot of anxiety
  - 33. could not sleep
  - 35. felt strong feelings of anguish
  - 39. almost went into shock
  - 40. developed a feeling of being in control of own life
  - 42. felt like a failure
  - 46. felt strong guilt
  - 48. worried
  - 52. let things slide and kept mouth shut
- C. Initiated New Activities  
includes variables 4, 7, 8, 13, 19, 25, 29,  
30, 43
- 4. went back to school
  - 7. went back to work
  - 8. read a particular book
  - 13. sought out volunteer work
  - 19. helped care for someone else
  - 25. took a vacation
  - 29. changed residence
  - 30. found a new job
  - 43. became a leader, trainer, organizer
- D. Discussed With Someone  
includes variables 9, 15, 21, 26, 27, 28, 53
- 9. went for counseling, therapy

- 15. sought out a close friend to talk to about it
- 21. sought support from someone
- 26. talked to children about it
- 27. talked to parents about it
- 28. talked to siblings about it
- 53. talked to husband about it

E. Internal Determination  
includes variables 22, 36, 44, 51

- 22. pulled self together
- 36. worked it through on own
- 44. did not give up easily
- 51. confronted relative, friend, authority

F. Sexuality/Male-Female Relationships  
included variables 5, 14, 34, 49

- 5. left husband
- 14. got married
- 34. developed special relationship with male friend
- 49. found new sexual fulfillment

G. Health/Medical  
includes variables 10, 11, 20

- 10. lost/gained a considerable amount of weight
- 11. took particular medicine
- 20. had surgery

H. Religion  
includes variables 6, 18, 32

- 6. relied on religious faith
- 18. talked to priest, rabbi, minister about it
- 32. became active in church activities

I. Independents not included:

- 23. quit job
  - 24. just hung in there and hoped it would get better
  - 38. got a promotion at work
  - 50. tried not to look back.
-



MANOVAs were then run using the three scales from the MBTI and the eight new constructs from the Critical Response List. Tables 18, 19, and 20 display this data.

Table 18 is a MANOVA using the thinking/feeling scale from the MBTI and the eight new constructs from the Critical Response List. The significance level of the F Test is .9694 which is not significant, therefore, the findings in relation to Question A indicate that women who prefer logical decision-making, aimed at an impersonal finding (thinking) do not display coping responses that are different from those women who prefer to make judgments in terms of a system of subjective, personal values (feeling).

Table 19 is a MANOVA using the sensing/intuitive scale from the MBTI and the eight new constructs from the Critical Response List. The significance level of the F. Test is .3927 which is not significant, therefore, the findings in relation to Question B indicate that women who prefer to perceive the world that can be observed by way of the senses (sensing) do not display coping responses that are different from those women who prefer to perceive the world through meanings, relationships, and possibilities by way of insight (intuitive).

Table 18  
 Multiple Analysis of Variance  
 (Displaying Means) Using the  
 Thinking/Feeling Scale from the MBTI  
 and Constructs from the Critical Response List

Equality of Covariances:    df=36,14971    F=.60698    Sig=.9694		
Constructs	Thinking	Feeling
A. Learning, Decision-Making, Planning	2.6061	2.5645
B. Emotions	3.8788	3.8226
C. Initiated New Activities	3.9697	4.1452
D. Discussed With Someone	3.3030	3.0000
E. Internal Determination	2.6970	2.7742
F. Sexuality/Male-Female Relationships	2.4848	2.7581
G. Health/Medical	2.0606	1.9839
H. Religion	2.7879	2.5323
General Variance	.2666	1.4695
n	33	62

Table 19  
Multiple Analysis of Variance  
(Displaying Means) Using the  
Sensing/Intuitive Scale from the  
MBTI and Constructs from the Critical Response List

Equality of Covariances:    df=36,27190    F=1.0465    Sig=.3927		
Constructs	Sensing	Intuitive
A. Learning, Decision-Making, Planning	2.6122	2.4091
B. Emotional	3.6327	3.9318
C. Initiated New Activities	4.0408	4.0000
D. Discussed With Someone	3.0408	3.0909
E. Internal Determination	2.6735	2.6818
F. Sexuality/Male-Female Relationships	2.5918	2.6136
G. Health/Medical	2.1224	1.9091
H. Religion	2.7143	2.5682
General Variance	.65383	.45002
n	49	44

Table 20 is a MANOVA using the perceiving/judging scale from the MBTI and the eight new constructs from the Critical Response List. The significance level of the F Test is .6439 which is not significant, therefore, the findings in relation of Question C indicate that women who prefer to keep their plans and opinions as open as possible (perceiving) do not display coping responses that are different from those women who prefer to settle things or at least have them settled (judging).



Table 20  
Multiple Analysis of Variance  
(Displaying Means) Using the  
Perceiving/Judging Scale from the  
MBTI and Constructs from the Critical Response List

Equality of Covariances:    df=36,28262    F=.89800    Sig=.6439		
Constructs	perceiving	Judging
A. Learning, Decision-Making, Planning	2.5455	2.4906
B. Emotional	3.5909	3.9245
C. Initiated New Activities	4.0227	4.0377
D. Discussed With Someone	2.9773	3.1698
E. Internal Determination	2.6364	2.7170
F. Sexuality/Male-Female Relationships	2.7500	2.4906
G. Health/Medical	1.9318	2.0566
H. Religion	2.6136	2.5849
General Variance	1.0887	.41865
n	44	53

## FURTHER ANALYSES

This section reports on further sets of analyses done on data in this study. In each new analysis set the reason why the further testing was done is stated. This is followed by a description of the test and the results.

### The MBTI Scales and the Support Variables

Because the one-tailed  $t$  statistic of hypothesis 1a (.0857) approaches significance, further  $t$  tests were run using the other three MBTI scales (thinking/feeling, sensing/intuitive, and perceiving/judging) as the independent variables and "Helped By More People" as the dependent variable. The purpose of these further tests was to investigate whether any of the other MBTI sub-scales showed significant differences in the amounts of help they used.

$T$  tests were also run using the three MBTI scales listed above with the dependent variable of hypothesis 1b, "Helped More By People" to examine whether on any one of the MBTI Continua one sub-group used more resources, but the other sub-group felt that they were helped more. Data from these tests are reported in Tables 21 and 22.

As no hypothesis had been stated as to which part of each of the three scales would be "Helped By More People" or "Helped More By People", these were two-tailed tests. According to Hays (1973), the two-tailed test is not quite as powerful as the one-tailed test, but is necessary when

directionality has not been stated in the hypothesis. Only the perceiving/judging scale had a significance level on either or both of the dependent variables of less than .10. This supports the statement that the MBTI sub-group defined as perceiving used more resources (Helped By More People), but the sub-group defined as judging felt that they were helped more by the resources they used (Helped More By People). Perceiving and judging are two parts of the same continua of the MBTI.

Table 21  
T Test Summary Table of Three MBTI  
Scales and Helped By More People (Quantity)

Sample	n	df	Mean	Variance	t
Thinking	33	32	4.1818	6.6534	- .79581
Feeling	62	61	4.1774	6.5418	
Totals	95	93			
Sensing	49	48	4.2449	6.7304	- .45881
Intuitive	44	43	4.0000	6.4651	
Totals	93	91			
Perceiving	44	43	3.6364	4.6554	-1.6872 <sup>a</sup>
Judging	53	52	4.4906	7.4086	
Totals	97	95			

<sup>a</sup>p<.10 (two-tailed)



Table 22

T Test Summary Table of Three MBTI  
Scales and Helped More By People (Quality)

Sample	n	df	Mean	Variance	t
Thinking)	32	31	2.1562	1.0178	-.53183
Feeling	56	55	2.0536	.61324	
Totals	88	86			
Sensing	46	45	2.0797	1.0034	.37191
Intuitive	42	41	2.1508	.58104	
Totals	88	86			
Perceiving	39	38	2.3077	.96131	1.7424 <sup>b</sup>
Judging	51	50	1.9804	.64183	
Totals	90	88			

<sup>b</sup> $p < .10$  (two-tailed)

The Four MBTI Scales and Three Individual Support Variables

Because 90.4% of the subjects had stated that emotional support was the most important to them, t tests were run using each of the four scales of the MBTI (extraversion/introversion, sensing/intuition, thinking/feeling, and perceiving/judging) and each of the three individual support variables (emotional, physical, and financial) that had been summed and used in hypotheses 1 and 2 to create the new variable called "Helped More By People". These further analyses were done to examine whether the different kinds of support (emotional, physical, and financial) were differentially related to the sub-groups of each of the four scales of the MBTI. "T" tests were computed using each of the four MBTI scales

and each of the three individual support variables. As no hypothesis had been stated, these were two-tailed *t* tests. Data from these tests are reported in Tables 23, 24, and 25. No significance levels below .10 were found. Thus the data indicate that the different kinds of support are not differentially related to the sub-groups of each of the four scales of the MBTI.

Table 23

## T Test Summary Table of Four MBTI

## Scales and Emotional Support

Sample	n	df	Mean	Variance	t
Extraversion	55	54	1.7455	1.2303	.57659
Introversion	39	38	1.8718	.90418	
Totals	89	87			
Thinking	33	32	1.7576	1.0644	.15631
Feeling	62	61	1.7903	1.0865	
Totals	95	93			
Sensing	49	48	1.6939	.84184	.79750
Intuitive	44	43	1.8636	1.2833	
Totals	93	91			
Perceiving	44	43	1.6864	.89274	.61392
Judging	53	52	1.8266	1.1923	
Totals	98	95			

Table 24

## T Test Summary Table of Four MBTI

## Scales and Physical Support

Sample	n	df	Mean	Variance	t
Extraversion	54	53	2.1296	1.3225	-.11231
Introversion	39	38	2.1026	1.3050	
Totals	93	91			
Thinking	33	32	2.3939	1.6212	-1.5706
Feeling	60	59	2.0000	2.3939	
Totals	93	91			
Sensing	48	47	2.2083	1.1652	-.17962
Intuitive	43	42	2.1628	1.2824	
Totals	91	89			
Perceiving	50	49	2.3172	1.2424	-.18783
Judging	43	42	2.1518	1.3615	
Totals	93	91			

Table 25

## T Test Summary Table of Four MBTI

## Scales and Financial Support

Sample	n	df	Mean	Variance	t
Extraversion	53	52	2.3962	1.4361	-.24133
Introversion	36	35	2.3333	1.4857	
Totals	89	87			
Thinking	32	31	2.2125	1.4476	.35288
Feeling	57	56	2.4035	1.3164	
Totals	89	87			
Sensing	46	45	2.3043	1.7720	.36834
Intuitive	43	42	2.3953	.91141	
Totals	89	87			
Perceiving	39	38	2.2152	1.2333	-.35462
Judging	50	49	2.1122	1.3846	
Totals	89	87			



Also because 90.4% of the subjects stated that emotional support was most important to them, the three individual support variables were weighted and t Tests computed using these weighted scores and each of the four scales of the MBTI. The weighting was done by multiplying the quality of support on each item by the importance of that support. Data from these tests are reported in Tables 26, 27, and 28. A significance level of .0046 was found between the weighted score of the emotional support variable and the perceiving/judging scale of the MBTI. Those subjects defined as judging felt that their emotional support was much better than did those subjects defined as perceiving. (On this scale, the lower the mean, the better the support.) No other significance levels below .10 were found.

Table 26

T Test Summary Table of Four MBTI  
Scales and Emotional Support (Weighted)

Sample	n	df	Mean	Variance	t
Extraversion	55	54	2.0727	5.1057	.79161
Introversion	39	38	2.4872	7.8880	
Totals	94	92			
Thinking	33	32	2.2727	7.1420	-.14711
Feeling	62	61	2.1935	5.7652	
Totals	95	93			
Sensing	49	48	2.0408	4.6233	.75044
Intuitive	44	43	2.4318	8.1580	
Totals	93	91			
Perceiving	44	43	3.0000	11.674	2.0920 <sup>a</sup>
Judging	53	43	1.6038	.51306	
Totals	97	95			

<sup>a</sup> $p < .005$

Table 27

T Test Summary Table of Four MBTI  
Scales and Physical Support (Weighted)

Sample	n	df	Mean	Variance	t
Extraversion	52	51	5.1923	9.0211	-.65441
Introversion	39	38	4.7692	9.7085	
Totals	91	89			
Thinking	32	31	5.6563	12.555	-1.2717
Feeling	59	58	4.7797	8.4161	
Totals	91	89			
Sensing	46	45	5.2391	10.942	.56128
Intuitive	43	42	2.4218	11.587	
Totals	89	87			
Perceiving	43	42	5.0465	10.950	-.34746
Judging	50	49	5.2800	10.002	
Totals	93	91			

Table 28

T Test Summary Table of Four MBTI  
Scales and Financial Support (Weighted)

Sample	n	df	Mean	Variance	t
Extraversion	51	50	6.0588	11.336	-.47947
Introversion	36	35	5.7222	9.0635	
Totals	87	85			
Thinking	31	30	5.7419	7.9312	.36892
Feeling	56	55	6.0000	10.764	
Totals	87	85			
Sensing	44	43	5.8409	11.858	-.40761
Intuitive	43	42	5.8140	7.1074	
Totals	87	85			
Perceiving	39	38	6.2564	13.669	.69487
Judging	50	49	5.7800	7.6853	
Totals	89	87			



### Helped More By People and Life Situation Assessment

Because the t statistic of hypothesis 2a (.1076) approached significance further analysis was done on the individual variables which were summed to create the "Helped More By People" variable used in hypothesis 2 and the individual variables which were summed to create the Life Situation Assessment variable used in hypothesis 2. The individual variables for both the independent and dependent variables are listed below:

<u>Helped More By People</u>	<u>Life Situation Assessment</u>
Emotional Support	Finances
Physical Support	Relationships
Financial Support	Recreation
	Sex
	Work
	Religion
	Education
	Health

T Tests were computed for each independent variable with each dependent variable. As no hypothesis was stated for these computations, Two-Tailed t Tests were used. Data for these Two-Tailed t Tests are reported in Tables 29, 30, and 31.

On the emotional support variable, only Life Situation Assessment-Religion had a significance level of less than .05, thus supporting the statement that emotional support is related to a perceived better life

situation in religious areas. The Life Situation Assessment-Relationship and Recreation areas approached significance.

On the physical support variable, only Life Situation Assessment-Relationships had a significance level of less than .05, thus supporting the statement that physical support is related to a perceived better life situation in relationships. The Life Situation Assessment-Finances and Work areas approached significance.

On the financial support variable, only Life Situation Assessment-Finances approached significance.

If directionality of hypotheses could be assumed in these tests as it was in hypothesis 2 (i.e., that more support is related to perceived better life situation), then Life Situation Assessment-Relationships approaches significance on all three support variables and Life Situation Assessment-Work approaches significance on the Emotional and Physical Support variables.

TABLE 29

T Test Summary of Emotional Support and  
Life Situation Assessment (Eight Individual Variables)

VARIABLE	EMOTIONAL SUPPORT	GOOD	POOR	TEST STATISTIC	df	SIGNIF- ICANCE
1. FINANCES (TOTAL=97)	MEAN VAR N	4.8043 2.5164 46	4.7000 3.1939 50	T=.30151 F=1.2692 PROB(1ST MEAN 2ND DATA)=	94 49.45	.7637 .2102 .6175
2. RELATIONSHIPS (TOTAL=97)	MEAN VAR N	5.2128 1.3016 47	4.6600 2.4331 50	T=1.9816 <sup>a</sup> F=1.8693 PROB(1ST MEAN 2ND DATA)=	95 49.46	.0504 .0172 .9746
3. RECREATION (TOTAL=97)	MEAN VAR N	4.8936 1.7058 47	4.3800 2.5486 50	T=1.7075 <sup>b</sup> F=1.5527 PROB(1ST MEAN 2ND DATA)=	95 49.46	.0910 .0675 .9539
4. SEX (TOTAL=97)	MEAN VAR N	4.8298 1.7095 47	4.5200 2.3363 50	T=1.0695 F=1.3666 PROB(1ST MEAN 2ND DATA)=	95 49.46	.2876 .1438 .8548
5. WORK (TOTAL=97)	MEAN VAR N	5.2391 1.0082 46	4.7551 2.5638 49	T=1.5563 F=1.2766 PROB(1ST MEAN 2ND DATA)=	93 48.45	.1230 .2054 .9372
6. RELIGION (TOTAL=97)	MEAN VAR N	5.0638 1.6698 47	4.3061 1.1752 49	T=3.1174 <sup>c</sup> F=1.4209 PROB(1ST MEAN 2ND DATA)=	94 46.48	.0024 .1155 .9986
7. EDUCATION (TOTAL=97)	MEAN VAR N	4.8936 1.0971 47	4.9600 1.4678 50	T=-.28787 F=1.3378 PROB(1ST MEAN 2ND DATA)=	95 49.46	.7741 .1609 .6123
8. HEALTH (TOTAL=97)	MEAN VAR N	4.6170 1.3719 47	4/3469 2.3146 49	T=.97171 F=1.6872 PROB(1ST MEAN 2ND DATA)=	94 48.46	.3337 .0385 .8320

<sup>a</sup>  $p < .10$

<sup>b</sup>  $p < .10$

<sup>c</sup>  $p < .005$



Table 30

T Test Summary Table of Physical Support and  
Life Situation Assessment (Eight Individual Variables)

VARIABLE	PHYSICAL SUPPORT	GOOD	POOR	TEST STATISTIC	df	SIGNIF- ICANCE
1. FINANCES (TOTAL=95)	MEAN VAR N	4.9839 2.6719 62	4.3750 3.0806 32	T=1.6688 <sup>a</sup> F=1.1530 PROB(1ST MEAN 2ND DATA)=	92 31.61	.0986 .3117 .9440
2. RELATIONSHIPS (TOTAL=95)	MEAN VAR N	5.1587 1.5228 63	4.5000 2.6452 32	T=2.2033 <sup>b</sup> F=1.7371 PROB(1ST MEAN 2ND DATA)=	93 31.62	.0300 .0326 .9743
3. RECREATION (TOTAL=95)	MEAN VAR N	4.6349 2.1710 63	4.5938 2.5071 32	T=.12552 F=1.1548 PROB(1ST MEAN 2ND DATA)=	93 31.62	.9004 .3082 .5481
4. SEX (TOTAL=95)	MEAN VAR N	4.6667 1.6452 63	4.6875 2.9960 32	T=-.66299 -1 F=1.8211 PROB(1ST MEAN 2ND DATA)=	93 31.62	.9473 .0226 .5237
5. WORK (TOTAL=95)	MEAN VAR N	5.1803 2.1836 61	4.6250 2.5645 32	T=1.6727 <sup>c</sup> F=1.1744 PROB(1ST MEAN 2ND DATA)=	91 31.60	.0978 .2917 .9440
6. RELIGION (TOTAL=95)	MEAN VAR N	4.6984 1.2785 63	4.6129 2.1785 31	T=.31087 F=1.7039 PROB(1ST MEAN 2ND DATA)=	92 30.62	.7566 .0388 .6104
7. EDUCATION (TOTAL=95)	MEAN VAR N	4.9206 1.3001 63	4.9375 1.2863 32	T=-.68259 -1 F=1.0107 PROB(1ST MEAN 2ND DATA)=	93 62.31	.9457 .5003 .5269
8. HEALTH (TOTAL=95)	MEAN VAR N	4.4516 1.8583 62	4.5938 1.9264 32	T=-.47609 F=1.0367 PROB(1ST MEAN 2ND DATA)=	92 31.61	.6351 .4408 .6794

<sup>a</sup> p < .10

<sup>b</sup> p < .05

<sup>c</sup> p < .10

Table 31

Financial Support and Life Situation Assessment  
(Eight Individual Variables)

VARIABLES	FINANCIAL SUPPORT	GOOD	POOR	TEST STATISTICS	df	SIGNIF- ICANCE
1. FINANCES (TOTAL=91)	MEAN VAR N	4.9388 1.6837 49	4.3571 2.8206 42	T=1.6689 <sup>a</sup> F=1.0510 PROB(1ST MEAN 2ND DATA)=	89 41.48	.0986 .4315 .9484
2. RELATIONSHIPS (TOTAL=91)	MEAN VAR N	5.0408 1.2722 49	4.6667 2.4715 42	T=1.2979 F=1.7997 PROB(1ST MEAN 2ND DATA)=	89 41.48	.1977 .0255 .8936
3. RECREATION (TOTAL=91)	MEAN VAR N	4.5714 1.7500 49	4.7619 3.1127 42	T=.58744 F=1.7787 PROB(1ST MEAN 2ND DATA)=	89 41.48	.5584 .0279 .7145
4. SEX (TOTAL=91)	MEAN VAR N	4.5102 1.2134 49	4.8095 2.9384 42	T=-1.0045 F=2.4216 PROB(1ST MEAN 2ND DATA)=	89 41.48	.3179 .0018 .8303
5. WORK (TOTAL=91)	MEAN VAR N	5.1064 2.1841 47	4.8810 2.5952 42	T=.68849 F=1.1882 PROB(1ST MEAN 2ND DATA)=	87 41.46	.4930 .2840 .7500
6. RELIGION (TOTAL=91)	MEAN VAR N	4.6667 1.3333 48	4.7857 1.9774 42	T=-.44086 F=1.4830 PROB(1ST MEAN 2ND DATA)=	88 41.47	.6604 .0959 .6660
7. EDUCATION (TOTAL=91)	MEAN VAR N	4.8163 1.2781 49	5.0952 1.3566 42	T=1.1570 F=1.0614 PROB(1ST MEAN 2ND DATA)=	89 41.48	.2504 .4187 .8715
8. HEALTH (TOTAL=91)	MEAN VAR N	4.4082 1.4133 49	4.5000 2.4024 42	T=-31946 F=1.6999 PROB(1ST MEAN 2ND DATA)=	89 41.48	.7501 .0388 .6213

<sup>a</sup>  
p < .10

### Type of Event and Type of Support

One further question was considered because it arose in numerous discussions during the study: Will the type of event make a difference in which type of support is seen as most important? For example, will women who are experiencing marriage problems state that financial or physical support is more important than emotional support? Will subjects undergoing illness feel that physical or financial support is more important than emotional support?

From the Events Chosen List of Table 8 on Page 99, the following events which subjects chose more often were examined:

Divorce	12
Change in Relationship with Spouse	6
Marital Separation	<u>3</u>
Total (called Marriage Problems)	21
Personal Injury or Illness	10
Change in Responsibility for Aging Parents	8
Change in Child Relations	8

Analyses of Covariance were then run on the above four events and the three kinds of support; emotional, physical, and financial controlling for family income. Regardless of which event was chosen, emotional support was found to be the most important kind of support to have. The significance level of the F test for marriage problems and emotional support is .005. No other significance levels of less than .05 were found.



## CHAPTER V

### SUMMARY AND DISCUSSION

#### Summary

The purpose of this investigation was to examine the relationships among social situation variables, selected personality variables, and how a woman in mid-life copes with a life event. These variables were couched in the heuristic, metatheoretical model of life events and their consequences developed by Cobb (1974). This study examined social situation and personality variables which are described in Cobb's model as central to the study of life events. In regard to social support, this study specifically considered the relationship of quantity and quality of support used to 1) particular personality variables and 2) the women's perceptions of how they cope with a life event. In regard to personality variables, this study specifically considered the relationships of the continua of the MBTI to 1) amount of social support and 2) the choices a woman makes in coping with a life event.

#### Summary of Procedures

One-hundred-two women, aged thirty-five to fifty-five, who stated that they had been through a life

event in the past three years, comprised the subject pool for this study. Each subject completed the following instruments: 1) Background Information Sheet, 2) Myers-Briggs Type Indicator, 3) Events List (which described the events the subject had experienced during the period of the study and asked the subject to indicate the most important event), 4) Critical Response List (which was used to discover the different thoughts, behaviors, ideas, etc., which women stated they used to get through a life event), 5) Resource Rating Sheet (which was used to assess the quantity, quality, and types of resources used by the subjects, 6) Current Life Situation Assessment Scale (which asked subjects to rate their current life situation in eight different areas plus their general life situation).

T Tests were computed using the Extraversion/Introversion continuum from the MBTI as the independent variable with the following dependent variables: the number of resources chosen by a subject (amount of support) and items A-C (emotional, physical, and financial support) of the Resource Rating Sheet (quality of support). T Tests were also computed using the combined score for subjects on items A-C of the Resource Rating Sheet as the independent variable and the following two scores from the Current Life Situation Assessment Scale: the sum of scores on items A-H (finances, relationships, recreation, sex, work, religion, education, and health

called Life Situation Assessment-summed) and the score from item I (Life Situation Assessment-General) as the dependent variables.

Coefficients of correlation were computed between subjects' responses on the Critical Response List and responses of women classified on the MBTI as thinking/feeling, sensing/intuitive, and perceiving/judging on the same list. As the correlations were very low, the intended factor analysis was not a functional next step. The variables of the Critical Response List were reduced by collapsing them into constructs and Multiple Analysis of Variance was used to test the constructs with the MBTI Scales.

### Summary of Results

The general hypothesis of this study was that perceived social support and selected personality variables were related to how a woman in mid-life copes with a life event. Specifically, it was hypothesized that 1) extraverts on the MBTI would use more resources (quantity of support) and would feel that they were helped more by those resources (quality of support) than would introverts; that each sub-group on the following MBTI Scales, thinking/feeling, sensing/intuitive, and perceiving/judging, would display different coping responses from each other; that women who have more support would feel that their current life situation was



better than that of women with less support.

The general hypothesis was operationally examined in terms of two separate hypotheses and three questions:

Hypothesis 1a & b. for women who perceive that they have experienced a life event in the past thirty-six months, those who prefer extraversion report being helped by more people and helped more by people when compared with women who prefer introversion.

1a. While extraverts did use more help (quantitative) than did introverts, the difference between the two groups was not significant. The t Test, however, did approach significance; therefore, judgment on whether to reject this hypothesis was suspended pending further evidence.

1b. This hypothesis was rejected. There was very little difference between extraverts and introverts in regard to their perceptions of the quality of their help.

Hypotheses 2a & 2b. For women who perceive that they have experienced a life event in the past thirty-six months, those women who report that they have more support report that their current life situation is better than was their life situation of thirty-six months prior when compared to women who report that they have less support.

2a and 2b. While women with more support did report that their life situation (both life situation summed across eight areas-hypothesis 2a and life situation, general-hypothesis 2b) was some better than that of women

with less support, the difference between the two groups was not significant. The t tests on both, however, did approach significance; therefore, rejection of both parts of this hypothesis was suspended pending further evidence.

Questions A-C. For women who perceive that they have experienced a life event in the past thirty-six months, do those women who prefer:

A. logical decision-making, aimed at an impersonal finding (thinking) display coping responses that are different from those women who prefer to make judgments in term of a system of subjective, personal values (feelings)?

B. to perceive the world that can be observed by way of the senses (sensing) display coping responses that are different from those women who prefer to perceive the world through meanings, relationships, and possibilities (intuitive)?

C. to keep their plans and opinions as open as possible (perceiving) display coping responses that are different from those women who prefer to settle things or at least to have them settled (judging)?

No significant differences between sub-groups of the MBTI were found. On the MANOVAS computed on these questions, no F statistics were significant indicating that the MBTI scales did not discriminate among the coping responses used by these women.

## Discussion

### Background

Interest in the ways women cope with life events during their middle years arose out of the fact that the lives of women have changed rapidly in recent years; indications are that these changes will continue at least through the end of the century (Toffler, 1980). Many questions have arisen about decisions women now face. "What forces in a woman's life are crucial as she works through a life event?" "What makes a difference in how a woman copes with such an event?" "What are the effects on the individual of having a support group or person to whom she can turn for help?"

This study proposed to increase knowledge of how women cope with significant events during their middle years. By examining relationships among personality variables and number, kinds, and quality of resources used, it was expected that implications could be drawn which would increase understanding and aid planners, counselors, materials developers, and workshop leaders as they work with women who are making difficult life choices.

### Study Limitations

It was expected that this study would not fully answer the range of questions of interest in relation to how women cope with life events and the study has revealed limitations which must be reviewed before implications can



be stated.

First, and perhaps most limiting, is the fact that this study required females to recall what they did to cope with a significant event which occurred anywhere from a few weeks to three years prior to the data collection. Psychological research on memory is replete with factors such as recency, primacy, etc., which may distort recall (Brown, 1962; Brunswik, 1952). It is conceivable that such factors may have served to reduce or increase actual differences that might have been detected in a prospective design which researched the phenomena at the time they were occurring and over a period of several years. Because of the expense and difficulty of such studies, relatively few exist (Vaillant, 1977; Ogden & Terman, 1968). Such research simply was not feasible in this context. At the same time that this limitation is recognized, it is also relevant to note that the kind of study developed here is needed to serve as a source of information on types of variables which could be studied in long term studies. For example, given the findings in this study, it would be important to examine the friendship and family network impact on coping in a long term study.

The MBTI, for the most part, did not perform as well as expected. It was anticipated that each scale might provide useful information on how women who scored differently on the scales might make different choices in

relation to the variables of support and coping responses. Except for the perceiving/judging scale, this was not found to be true. This raises several questions: "Does the lack of differentiation signify a lack of preciseness in the scales?" or if the scales are operating as designed, "Do the lack of differences mean that these personality dimensions are not key factors in the ways women cope with life events?" or, "Is it simply that there is a confounding of the personality dimensions with the recollection of what the women did to cope which would not be operating if the data could have been collected during the change period itself?" Still another question arises as to whether the scales are really adequate to the differentiation task designed for them in this study. Another approach might be to test the hypotheses against the sixteen MBTI types rather than the subscales. This would require a much larger sample. Current speculation by Kirsey (1978) is moving in the direction of consolidating the sixteen types into four, but no empirical work in this area is complete.

Perhaps further limitations lie in the instruments designed for this study. It is possible that the language of these instruments (or of the MBTI) is not appropriate for subjects of differing education levels or perhaps the Life Situation Assessment Scale is susceptible to the halo effect. If a subject is feeling generally better or worse, she/he might not discriminate on the items, marking

them all in one general direction.

It is also possible that the Critical Response List needs further refining, a different design to try to group the responses or reduce the length of the list.

Two additions might also improve the performance of the instruments. First, although data was collected as to when the major event occurred, it was only reported descriptively. It is possible that a subject's responses are affected by the length of time that has elapsed since the event occurred and that subjects might have been grouped in six month or year-length groups in this regard. Second, the instruments might have been aided by the addition of a subjective support scale which looks at the amount of time spent with different resources rather than just examining how many resources were used.

In spite of such limitations, the differences found on the perceiving/judging dimension, the nature of the support (relatives, friends, etc.) used to cope with life events, the importance of emotional support during the event, and the relatively high satisfaction indicated in the life assessment instrument are important outcomes of this study which suggest both the need for further research and the importance of this line of investigation to professionals who counsel women during these events.



### Recommendations

The results of this study, although mixed, are sufficient to warrant continued study of the differing paths that women use to work their way through significant events in their lives. Specifically, further studies are needed which (1) assess the ways women cope with significant events in "real time," that is, as the coping is actually occurring, (2) use entire MBTI types rather than the sub-scales, and (3) examine the impact of socio-economic variables on the coping process. Ultimately, research must be attempted which goes beyond self-report as the criterion of outcome for coping. It is not being recommended that objective criteria supplant self-report data, but that they complement it.

Finally, while the research findings of this study do contribute to knowledge about women and coping, this research interest began in part because of experience gained in helping women work through life events, transitions, and changes. The expectation was that this study would also contribute to those professionals who work with women during these times.

Two findings in this study stand out for their significance to such professional helpers. The data show firmly that women use relatives and friends more than any other types of resources of support and that over 90% of the women felt that emotional support was the most

important kind of support to have while working through a life event. The implication of these findings for professional counselors suggests that it would be parsimonious to offer educational courses on such topics as "On Being a Support Person to Relatives and Friends," "On the Importance of Support Groups," etc., which would provide larger portions of the populace with support skills. Therapy was chosen by a number of the subjects and the above is not intended to lessen its importance, but regardless of professional help available, the large proportion of individuals seeking support will turn to relatives and friends. It seems important that they be as prepared as possible. Promoting an educational approach to the training of relatives and friends as helpers also makes sense in terms of the success that support groups have had with cancer and heart attack victims, drug abusers, families of handicapped children, etc.

#### Concluding Remarks

Very little has been said about the personal reactions of the 102 women who participated in this study, but, with only one exception they went out of their way to let the researcher know how important this investigation was to them. They wanted to elaborate on "their story" and discuss in much more detail the findings of the study. Comments such as "God, it feels good to have someone interested in me!"; "You know, Gerry, middle-aged women are not considered an interesting topic in this country."; "No one has ever asked about any of

this before, how come?"; "I hadn't realized how much I've learned suffering through this mess," were not unusual. Reactions like these plus the actual findings of the study argue quite conclusively for the need for further research in this area.

Plans are already underway to analyze the current data set by (1) socio-economic differences, and (2) MBTI types.

It is hoped that this study has identified both an important area and key variables for investigation which in turn will promote further research and contributions to the practice of helping women during times when they are coping with life events.



## APPENDIX A

## BACKGROUND INFORMATION SHEET

Code Number \_\_\_\_\_

# APPENDIX A INFORMATION SHEET

Age \_\_\_\_\_ Sex \_\_\_\_\_

Education: completed high school \_\_\_\_\_  
 completed one year of college \_\_\_\_\_  
 two years of college \_\_\_\_\_  
 three years of college \_\_\_\_\_  
 college graduate \_\_\_\_\_  
 completed trade/technical school \_\_\_\_\_  
 last year I was in school: 19 \_\_\_\_\_

Income: Personal Income

\_\_\_\_\_ Less than \$5,000      \_\_\_\_\_ \$5,000 to \$10,000      \_\_\_\_\_ \$10,000 to \$15,000  
 \_\_\_\_\_ \$15,000 to \$20,000      \_\_\_\_\_ \$20,000 to \$25,000      \_\_\_\_\_ over \$25,000

Income: Combined Family Income

\_\_\_\_\_ Less than \$10,000      \_\_\_\_\_ \$10,000 to \$15,000      \_\_\_\_\_ \$15,000 to \$20,000  
 \_\_\_\_\_ \$20,000 to \$25,000      \_\_\_\_\_ \$25,000 to \$30,000      \_\_\_\_\_ \$30,000 to \$50,000  
 \_\_\_\_\_ \$50,000 to \$70,000      \_\_\_\_\_ \$70,000 to \$90,000      \_\_\_\_\_ over \$90,000

Choose one of the following:

- \_\_\_\_\_ This level of income has been constant during this time of crisis.  
 \_\_\_\_\_ This level of income is current, but is lower than the level of income maintained most of the time during this crisis.  
 \_\_\_\_\_ This level of income is current, but is higher than the level of income maintained most of the time during this crisis.  
 \_\_\_\_\_ My/Our income has varied greatly over the duration of this crisis.

## APPENDIX B

## MYERS-BRIGGS TYPE INDICATOR



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These consist of pages:

Appendix B.

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# MYERS-BRIGGS TYPE INDICATOR

FORM F

by Katharine C. Briggs and Isabel Briggs Myers

## DIRECTIONS:

There are no "right" or "wrong" answers to these questions. Your answers will help show how you like to look at things and how you like to go about deciding things. Knowing your own preferences and learning about other people's can help you understand where your special strengths are, what kinds of work you might enjoy and be successful doing, and how people with different preferences can relate to each other and be valuable to society.

Read each question carefully and mark your answer on the separate answer sheet. *Make no marks on the question booklet.* Do not think too long about any question. If you cannot decide on a question, skip it but be careful that the *next* space you mark on the answer sheet has the same number as the question you are then answering.

Read the directions on your answer sheet, fill in your name and any other facts asked for, and work through until you have answered all the questions.



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EIGHTH PRINTING, 1983



Which answer comes closest to telling how you usually feel or act?

1. Does following a schedule  
(A) appeal to you, or  
(B) cramp you?
2. Do you usually get along better with  
(A) imaginative people, or  
(B) realistic people?
3. If strangers are staring at you in a crowd, do you  
(A) often become aware of it, or  
(B) seldom notice it?
4. Are you more careful about  
(A) people's feelings, or  
(B) their rights?
5. Are you  
(A) inclined to enjoy deciding things, or  
(B) just as glad to have circumstances decide a matter for you?
6. When you are with a group of people, would you usually rather  
(A) join in the talk of the group, or  
(B) talk individually with people you know well?
7. When you have more knowledge or skill in something than the people around you, is it more satisfying  
(A) to guard your superior knowledge, or  
(B) to share it with those who want to learn?
8. When you have done all you can to remedy a troublesome situation, are you  
(A) able to stop worrying about it, or  
(B) still more or less haunted by it?
9. If you were asked on a Saturday morning what you were going to do that day, would you  
(A) be able to tell pretty well, or  
(B) list twice too many things, or  
(C) have to wait and see?
10. Do you think on the whole that  
(A) children have the best of it, or  
(B) life is more interesting for grown-ups?
11. In doing something that many other people do, does it appeal to you more to  
(A) do it in the accepted way, or  
(B) invent a way of your own?
12. When you were small, did you  
(A) feel sure of your parents' love and devotion to you, or  
(B) feel that they admired and approved of some other child more than they did of you?
13. Do you  
(A) rather prefer to do things at the last minute, or  
(B) find that hard on the nerves?
14. If a breakdown or mix-up halted a job on which you and a lot of others were working, would your impulse be to  
(A) enjoy the breathing spell, or  
(B) look for some part of the work where you could still make progress, or  
(C) join the "trouble-shooters" who were wrestling with the difficulty?
15. Do you usually  
(A) show your feelings freely, or  
(B) keep your feelings to yourself?
16. When you have decided upon a course of action, do you  
(A) reconsider it if unforeseen disadvantages are pointed out to you, or  
(B) usually put it through to a finish, however it may inconvenience yourself and others?
17. In reading for pleasure, do you  
(A) enjoy odd or original ways of saying things, or  
(B) like writers to say exactly what they mean?

18. In any of the ordinary emergencies of everyday life, do you prefer to  
(A) take orders and be helpful, or  
(B) give orders and be responsible?
19. At parties, do you  
(A) sometimes get bored, or  
(B) always have fun?
20. Is it harder for you to adapt to  
(A) routine, or  
(B) constant change?
21. Would you be more willing to take on a heavy load of extra work for the sake of  
(A) extra comforts and luxuries, or  
(B) a chance to achieve something important?
22. Are the things you plan or undertake  
(A) almost always things you can finish, or  
(B) often things that prove too difficult to carry through?
23. Are you more attracted to  
(A) a person with a quick and brilliant mind, or  
(B) a practical person with a lot of common sense?
24. Do you find people in general  
(A) slow to appreciate and accept ideas not their own, or  
(B) reasonably open-minded?
25. When you have to meet strangers, do you find it  
(A) pleasant, or at least easy, or  
(B) something that takes a good deal of effort?
26. Are you inclined to  
(A) value sentiment more than logic, or  
(B) value logic more than sentiment?
27. Do you prefer to  
(A) arrange dates, parties, etc. well in advance, or  
(B) be free to do whatever looks like fun when the time comes?
28. In making plans which concern other people, do you prefer to  
(A) take them into your confidence, or  
(B) keep them in the dark until the last possible moment?
29. Is it a higher compliment to be called  
(A) a person of real feeling, or  
(B) a consistently reasonable person?
30. When you have a decision to make, do you usually  
(A) make it right away, or  
(B) wait as long as you reasonably can before deciding?
31. When you run into an unexpected difficulty in something you are doing, do you feel it to be  
(A) a piece of bad luck, or  
(B) a nuisance, or  
(C) all in the day's work?
32. Do you almost always  
(A) enjoy the present moment and make the most of it, or  
(B) feel that something just ahead is more important?
33. Are you  
(A) easy to get to know, or  
(B) hard to get to know?
34. With most of the people you know, do you  
(A) feel that they mean what they say, or  
(B) feel you must watch for a hidden meaning?
35. When you start a big project that is due in a week, do you  
(A) take time to list the separate things to be done and the order of doing them, or  
(B) plunge in?
36. In solving a personal problem, do you  
(A) feel more confident about it if you have asked other people's advice, or  
(B) feel that nobody else is in as good a position to judge as you are?
37. Do you admire more the people who are  
(A) conventional enough never to make themselves conspicuous, or  
(B) too original and individual to care whether they are conspicuous or not?
38. Which mistake would be more natural for you:  
(A) to drift from one thing to another all your life, or  
(B) to stay in a rut that didn't suit you?

Go on to the next page.



39. When you run across people who are mistaken in their beliefs, do you feel that  
(A) it is your duty to set them right, or  
(B) it is their privilege to be wrong?
40. When an attractive chance for leadership comes to you, do you  
(A) accept it if it is something you can really swing, or  
(B) sometimes let it slip because you are too modest about your own abilities, or  
(C) or doesn't leadership ever attract you?
41. Among your friends, are you  
(A) one of the last to hear what is going on, or  
(B) full of news about everybody?
42. Are you at your best  
(A) when dealing with the unexpected, or  
(B) when following a carefully worked-out plan?
43. Does the importance of doing well on a test make it generally  
(A) easier for you to concentrate and do your best, or  
(B) harder for you to concentrate and do yourself justice?
44. In your free hours, do you  
(A) very much enjoy stopping somewhere for refreshments, or  
(B) usually want to use the time and money another way?
45. At the time in your life when things piled up on you the worst, did you find  
(A) that you had gotten into an impossible situation, or  
(B) that by doing only the necessary things you could work your way out?
46. Do most of the people you know  
(A) take their fair share of praise and blame, or  
(B) grab all the credit they can but shift any blame on to someone else?
47. When you are in an embarrassing spot, do you usually  
(A) change the subject, or  
(B) turn it into a joke, or  
(C) days later, think of what you should have said?
48. Are such emotional "ups and downs" as you may feel  
(A) very marked, or  
(B) rather moderate?
49. Do you think that having a daily routine is  
(A) a comfortable way to get things done, or  
(B) painful even when necessary?
50. Are you usually  
(A) a "good mixer", or  
(B) rather quiet and reserved?
51. In your early childhood (at six or eight), did you  
(A) feel your parents were very wise people who should be obeyed, or  
(B) find their authority irksome and escape it when possible?
52. When you have a suggestion that ought to be made at a meeting, do you  
(A) stand up and make it as a matter of course, or  
(B) hesitate to do so?
53. Do you get more annoyed at  
(A) fancy theories, or  
(B) people who don't like theories?
54. When you are helping in a group undertaking, are you more often struck by  
(A) the cooperation, or  
(B) the inefficiency, or  
(C) or don't you get involved in group undertakings?
55. When you go somewhere for the day, would you rather  
(A) plan what you will do and when, or  
(B) just go?
56. Are the things you worry about  
(A) often really not worth it, or  
(B) always more or less serious?
57. In deciding something important, do you  
(A) find you can trust your feeling about what is best to do, or  
(B) think you should do the *logical* thing, no matter how you feel about it?
58. Do you tend to have  
(A) deep friendships with a very few people, or  
(B) broad friendships with many different people?
59. Do you think your friends  
(A) feel you are open to suggestions, or  
(B) know better than to try to talk you out of anything you've decided to do?
60. Does the idea of making a list of what you should get done over a week-end  
(A) appeal to you, or  
(B) leave you cold, or  
(C) positively depress you?
61. In traveling, would you rather go  
(A) with a companion who had made the trip before and "knew the ropes", or  
(B) alone or with someone greener at it than yourself?
62. Would you rather have  
(A) an opportunity that may lead to bigger things, or  
(B) an experience that you are sure to enjoy?
63. Among your personal beliefs, are there  
(A) some things that cannot be proved, or  
(B) only things that *can* be proved?
64. Would you rather  
(A) support the established methods of doing good, or  
(B) analyze what is still wrong and attack unsolved problems?
65. Has it been your experience that you  
(A) often fall in love with a notion or project that turns out to be a disappointment—so that you "go up like a rocket and come down like the stick", or do you  
(B) use enough judgment on your enthusiasms so that they do not let you down?
66. Do you think you get  
(A) more enthusiastic about things than the average person, or  
(B) less enthusiastic about things than the average person?
67. If you divided all the people you know into those you like, those you dislike, and those toward whom you feel indifferent, would there be more of  
(A) those you like, or  
(B) those you dislike?
- [On this next question *only*, if two answers are true, mark both.]
68. In your daily work, do you  
(A) rather enjoy an emergency that makes you work against time, or  
(B) hate to work under pressure, or  
(C) usually plan your work so you won't need to work under pressure?
69. Are you more likely to speak up in  
(A) praise, or  
(B) blame?
70. Is it higher praise to say someone has  
(A) vision, or  
(B) common sense?
71. When playing cards, do you enjoy most  
(A) the sociability,  
(B) the excitement of winning,  
(C) the problem of getting the most out of each hand,  
(D) the risk of playing for stakes,  
(E) or don't you enjoy playing cards?

Go on to the next page.



Which word in each pair appeals to you more?

72. (A) firm-minded warm-hearted (B)  
 73. (A) imaginative matter-of-fact (B)  
 74. (A) systematic spontaneous (B)  
 75. (A) congenial effective (B)  
 76. (A) theory certainty (B)  
 77. (A) party theater (B)  
 78. (A) build invent (B)  
 79. (A) analyze sympathize (B)  
 80. (A) popular intimate (B)  
 81. (A) benefits blessings (B)  
 82. (A) casual correct (B)  
 83. (A) active intellectual (B)  
 84. (A) uncritical critical (B)  
 85. (A) scheduled unplanned (B)  
 86. (A) convincing touching (B)  
 87. (A) reserved talkative (B)  
 88. (A) statement concept (B)  
 89. (A) soft hard (B)  
 90. (A) production design (B)  
 91. (A) forgive tolerate (B)  
 92. (A) hearty quiet (B)  
 93. (A) who what (B)  
 94. (A) impulse decision (B)  
 95. (A) speak write (B)  
 96. (A) affection tenderness (B)  
 97. (A) punctual leisurely (B)

98. (A) sensible fascinating (B)  
 99. (A) changing permanent (B)  
 100. (A) determined devoted (B)  
 101. (A) system zest (B)  
 102. (A) facts ideas (B)  
 103. (A) compassion foresight (B)  
 104. (A) concrete abstract (B)  
 105. (A) justice mercy (B)  
 106. (A) calm lively (B)  
 107. (A) make create (B)  
 108. (A) wary trustful (B)  
 109. (A) orderly easy-going (B)  
 110. (A) approve question (B)  
 111. (A) gentle firm (B)  
 112. (A) foundation spire (B)  
 113. (A) quick careful (B)  
 114. (A) thinking feeling (B)  
 115. (A) theory experience (B)  
 116. (A) sociable detached (B)  
 117. (A) sign symbol (B)  
 118. (A) systematic casual (B)  
 119. (A) literal figurative (B)  
 120. (A) peacemaker judge (B)  
 121. (A) accept change (B)  
 122. (A) agree discuss (B)  
 123. (A) executive scholar (B)

Which answer comes closest to telling how you usually feel or act?

124. Do you find the more routine parts of your day  
 (A) restful, or  
 (B) boring?  
 125. If you think you are not getting a square deal in a club or team to which you belong, is it better to  
 (A) shut up and take it, or  
 (B) use the threat of resigning if necessary to get your rights?  
 126. Can you  
 (A) talk easily to almost anyone for as long as you have to, or  
 (B) find a lot to say only to certain people or under certain conditions?  
 127. When strangers notice you, does it  
 (A) make you uncomfortable, or  
 (B) not bother you at all?  
 128. If you were a teacher, would you rather teach  
 (A) fact courses, or  
 (B) courses involving theory?  
 129. When something starts to be the fashion, are you usually  
 (A) one of the first to try it, or  
 (B) not much interested?  
 130. In solving a difficult personal problem, do you  
 (A) tend to do more worrying than is useful in reaching a decision, or  
 (B) feel no more anxiety than the situation requires?  
 131. If people seem to slight you, do you  
 (A) tell yourself they didn't mean anything by it, or  
 (B) distrust their good will and stay on guard with them thereafter?  
 132. When you have a special job to do, do you like to  
 (A) organize it carefully before you start, or  
 (B) find out what is necessary as you go along?  
 133. Do you feel it is a worse fault  
 (A) to show too much warmth, or  
 (B) not to have warmth enough?  
 134. When you are at a party, do you like to  
 (A) help get things going, or  
 (B) let the others have fun in their own way?  
 135. When a new opportunity comes up, do you  
 (A) decide about it fairly quickly, or  
 (B) sometimes miss out through taking too long to make up your mind?  
 136. In managing your life, do you tend to  
 (A) undertake too much and get into a tight spot, or  
 (B) hold yourself down to what you can comfortably handle?  
 137. When you find yourself definitely in the wrong, would you rather  
 (A) admit you are wrong, or  
 (B) not admit it, though everyone knows it,  
 (C) or don't you ever find yourself in the wrong?  
 138. Can the new people you meet tell what you are interested in  
 (A) right away, or  
 (B) only after they really get to know you?  
 139. In your home life, when you come to the end of some undertaking, are you  
 (A) clear as to what comes next and ready to tackle it, or  
 (B) glad to relax until the next inspiration hits you?  
 140. Do you think it more important to  
 (A) be able to see the possibilities in a situation, or  
 (B) be able to adjust to the facts as they are?  
 141. Do you feel that the people whom you know personally owe their successes more to  
 (A) ability and hard work, or  
 (B) luck, or  
 (C) bluff, pull and shoving themselves ahead of others?  
 142. In getting a job done, do you depend upon  
 (A) starting early, so as to finish with time to spare, or  
 (B) the extra speed you develop at the last minute?  
 143. After associating with superstitious people, have you  
 (A) found yourself slightly affected by their superstitions, or  
 (B) remained entirely unaffected?

Go on to the next page.



144. When you don't agree with what has just been said, do you usually  
(A) let it go, or  
(B) put up an argument?
145. Would you rather be considered  
(A) a practical person, or  
(B) an ingenious person?
146. Out of all the good resolutions you may have made, are there  
(A) some you have kept to this day, or  
(B) none that have really lasted?
147. Would you rather work under someone who is  
(A) always kind, or  
(B) always fair?
148. In a large group, do you more often  
(A) introduce others, or  
(B) get introduced?
149. Would you rather have as a friend someone who  
(A) is always coming up with new ideas, or  
(B) has both feet on the ground?
150. When you have to do business with strangers, do you feel  
(A) confident and at ease, or  
(B) a little fussed or afraid that they won't want to bother with you?
151. When it is settled well in advance that you will do a certain thing at a certain time, do you find it  
(A) nice to be able to plan accordingly, or  
(B) a little unpleasant to be tied down?
152. Do you feel that sarcasm  
(A) should never be used where it can hurt people's feelings, or  
(B) is too effective a form of speech to be discarded for such a reason?
153. When you think of some little thing you should do or buy, do you  
(A) often forget it till much later, or  
(B) usually get it down on paper to remind yourself, or  
(C) always carry through on it without reminders?
154. Do you more often let  
(A) your heart rule your head, or  
(B) your head rule your heart?
155. In listening to a new idea, are you more anxious to  
(A) find out all about it, or  
(B) judge whether it is right or wrong?
156. Are you oppressed by  
(A) many different worries, or  
(B) comparatively few?
157. When you don't approve of the way a friend is acting, do you  
(A) wait and see what happens, or  
(B) do or say something about it?
158. Do you feel it is a worse fault to be  
(A) unsympathetic, or  
(B) unreasonable?
159. When a new situation comes up which conflicts with your plans, do you try first to  
(A) change your plans to fit the situation, or  
(B) change the situation to fit your plans?
160. Do you think the people close to you know how you feel  
(A) about most things, or  
(B) only when you have had some special reason to tell them?
161. When you have a serious choice to make, do you  
(A) almost always come to a clear-cut decision, or  
(B) sometimes find it so hard to decide that you do not wholeheartedly follow up either choice?
162. On most matters, do you  
(A) have a pretty definite opinion, or  
(B) like to keep an open mind?
163. As you get to know people better, do you more often find that they  
(A) let you down or disappoint you in some way, or  
(B) improve upon acquaintance?
164. When the truth would not be polite, are you more likely to tell  
(A) a polite lie, or  
(B) the impolite truth?
165. In your way of living, do you prefer to be  
(A) original, or  
(B) conventional?
166. Would you have liked to argue the meaning of  
(A) a lot of these questions, or  
(B) only a few?

APPENDIX C

EVENTS LIST



Code \_\_\_\_\_

## APPENDIX C

Below is a list of events which have been found to be important in most of our lives. Please read through the events and place a checkmark in front of every event which has happened in your life in the past three years. THEN read through those events which you have marked and put a large star (\*) in front of the one which you deem to be the most important of all.

## A. Financial

- \_\_\_ Mortgage on loan less than \$10,000
- \_\_\_ Change in financial status
- \_\_\_ Business readjustment
- \_\_\_ Mortgage over \$10,000
- \_\_\_ Foreclosure of mortgage or loan

## B. Primary Relationships

- \_\_\_ Death of a close friend
- \_\_\_ Gain of a new family member
- \_\_\_ Death of close family member
- \_\_\_ Change in number of family get-togethers
- \_\_\_ Change in relationship with spouse
- \_\_\_ Change in relationship with close friend
- \_\_\_ Change in living arrangements with spouse/mate
- \_\_\_ Marital separation
- \_\_\_ Son or daughter leaving home
- \_\_\_ Trouble with in-laws
- \_\_\_ Marriage
- \_\_\_ Divorce
- \_\_\_ Death of spouse
- \_\_\_ Change in responsibility for aging parents
- \_\_\_ Extensive absence of person important to you
- \_\_\_ Presence of handicapped family member
- \_\_\_ Childbirth
- \_\_\_ Significant achievement of family member
- \_\_\_ Change in child relations (school performance, delinquency, etc.)
- \_\_\_ Parent marries

## C. Recreation and Vacation

- \_\_\_ Vacation
- \_\_\_ Change in recreation (type of frequency)
- \_\_\_ Change in social activities
- \_\_\_ Change in services volunteered

## D. Sexuality

- \_\_\_ Change in sexual activity
- \_\_\_ Change in feelings about myself as a sexual being
- \_\_\_ Change in child's sexual behavior
- \_\_\_ Change in spouse's sexual behavior

### E. Work and Career

- \_\_\_ Change in work hours or conditions
- \_\_\_ Change to different line of work
- \_\_\_ Change in responsibilities at work
- \_\_\_ Switched from housewife to outside work
- \_\_\_ Switched from outside work to full time housewife
- \_\_\_ Spouse began or stopped work
- \_\_\_ Spouse had trouble with boss
- \_\_\_ Trouble with own boss
- \_\_\_ Spouse's retirement
- \_\_\_ Own retirement
- \_\_\_ Spouse fired from job
- \_\_\_ Fired from own job
- \_\_\_ Part or major reorganization

### F. Religious Life

- \_\_\_ Change in church activities
- \_\_\_ New pastor
- \_\_\_ Change in religious education programs
- \_\_\_ Conflict in congregation
- \_\_\_ Controversy (liturgy, ordination of women, etc.)

### G. Health

- \_\_\_ Personal injury or illness
- \_\_\_ Disability of spouse
- \_\_\_ Change in sleeping habits
- \_\_\_ Change in eating habits
- \_\_\_ Change in health of family member
- \_\_\_ Hospitalization
- \_\_\_ Pregnancy
- \_\_\_ Abortion
- \_\_\_ Menopause

### H. Education

- \_\_\_ Begin or end school (includes courses)
- \_\_\_ Spouse begins or ends school
- \_\_\_ Change in schools

### I. Political

### J. Miscellaneous

- \_\_\_ Change in residence
- \_\_\_ Outstanding personal achievement
- \_\_\_ Revision of personal habits
- \_\_\_ Change in living conditions
- \_\_\_ Minor violations of law
- \_\_\_ Jail term
- \_\_\_ Start or end therapy

As I recollect, this entire crisis began: \_\_\_\_\_' \_\_\_\_\_  
month year

## APPENDIX D

## CRITICAL RESPONSE LIST



Code \_\_\_\_\_

## Appendix D

## CRITICAL RESPONSE LIST

The following items are different thoughts, behaviors, ideas, etc., which women state they use to get through a life event/transition or stressful time. Please mark the items which have been most recurrent for you in dealing with the life event/transition which you starred (\*) on the Events List on the previous page.

- |   |   |
|---|---|
| <input type="checkbox"/> learned a new skill (driving, writing, etc.)     | <input type="checkbox"/> changed residence                                      |
| <input type="checkbox"/> learned about the value of money                 | <input type="checkbox"/> found a new job  |
| <input type="checkbox"/> cried  | <input type="checkbox"/> felt a lot of anxiety                                  |
| <input type="checkbox"/> went back to school                              | <input type="checkbox"/> became active in church activities                     |
| <input type="checkbox"/> left husband                                     | <input type="checkbox"/> could not sleep  |
| <input type="checkbox"/> relied on religious faith                        | <input type="checkbox"/> developed special relationship with male friend        |
| <input type="checkbox"/> went back to work                                | <input type="checkbox"/> felt strong feelings of anguish                        |
| <input type="checkbox"/> read a particular book                           | <input type="checkbox"/> worked it through on own                               |
| <input type="checkbox"/> went for counseling, therapy                     | <input type="checkbox"/> made own decisions                                     |
| <input type="checkbox"/> lost/gained a considerable amount of weight      | <input type="checkbox"/> got a promotion at work                                |
| <input type="checkbox"/> took particular medication                       | <input type="checkbox"/> almost went into shock                                 |
| <input type="checkbox"/> felt very angry                                  | <input type="checkbox"/> developed a feeling of being in control of my own life |
| <input type="checkbox"/> sought out volunteer work                        | <input type="checkbox"/> made a list of priorities and stuck to them            |
| <input type="checkbox"/> got married                                      | <input type="checkbox"/> felt like a failure                                    |
| <input type="checkbox"/> sought out a close friend to talk to about it    | <input type="checkbox"/> became a leader, trainer, organizer                    |
| <input type="checkbox"/> experienced depression from all this             | <input type="checkbox"/> did not give up easily                                 |
| <input type="checkbox"/> thought it through                               | <input type="checkbox"/> set own goals to accomplish something in particular    |
| <input type="checkbox"/> talked to priest, rabbi, minister about it       | <input type="checkbox"/> felt strong guilt                                      |
| <input type="checkbox"/> helped care for someone else                     | <input type="checkbox"/> planned ahead  |
| <input type="checkbox"/> had surgery                                      | <input type="checkbox"/> worried  |
| <input type="checkbox"/> sought support from someone                      | <input type="checkbox"/> found new sexual fulfillment                           |
| <input type="checkbox"/> pulled self together                             | <input type="checkbox"/> tried not to look back                                 |
| <input type="checkbox"/> quit job   | <input type="checkbox"/> confronted relative, friend, authority                 |
| <input type="checkbox"/> just hung in there and hoped it would get better | <input type="checkbox"/> let things slide and kept mouth shut                   |
| <input type="checkbox"/> took a vacation                                  |   |
| <input type="checkbox"/> talked to children about it                      |   |
| <input type="checkbox"/> talked to parents about it                       |   |
| <input type="checkbox"/> talked to siblings about it                      |   |

Other: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX E

## RESOURCE RATING SHEET

Code Number \_\_\_\_\_

# APPENDIX E-ONE RESOURCE RATING SHEET-ONE

In times of crisis or stress, some individuals receive assistance from other persons, groups or institutions. In working through the life event which you starred (\*) on the Events List, were any individuals, groups, institutions helpful to you? Place a checkmark in front on the ones that were helpful to you and then answer the questions on the following pages.

Event (see Events List): \_\_\_\_\_

## Professional:

\_\_\_ Therapist

\_\_\_ Counselor

## Clergy:

\_\_\_ Pastor

\_\_\_ Priest

\_\_\_ Rabbi

## Friends:

\_\_\_ (Male)

\_\_\_ (Female)

## Significant Group:

\_\_\_ Congregation at Church

\_\_\_ Alcoholics Anonymous

\_\_\_ Women's Group

## Family:

\_\_\_ Husband

\_\_\_ Children

\_\_\_ Father

\_\_\_ Mother

\_\_\_ Father-in-law

\_\_\_ Mother-in-law

\_\_\_ Brother

\_\_\_ Sister

\_\_\_ Other Relative

## Other:

\_\_\_ (state relationship)

## Significant Institution:

\_\_\_ Work \_\_\_\_\_  
state role of individual

\_\_\_ Hospital \_\_\_\_\_  
state role of individual

\_\_\_ Education \_\_\_\_\_  
state role of individual



Code Number \_\_\_\_\_

APPENDIX E-TWO  
RESOURCE RATING SHEET-TWO

- A. Please check the item which indicates your feelings in regard to your emotional support during this event/transition.

My emotional support from all sources checked on the previous page has been

- \_\_\_\_\_ excellent during this time.  
\_\_\_\_\_ quite good during this time.  
\_\_\_\_\_ adequate during this time.  
\_\_\_\_\_ fair during this time.  
\_\_\_\_\_ poor during this time.

- B. Please check the item which indicates your feelings in regard to your financial support during this event/transition. This includes both self support and support from others.

My financial support from all sources checked on the previous page, plus my own finances, has been:

- \_\_\_\_\_ excellent during this time.  
\_\_\_\_\_ quite good during this time.  
\_\_\_\_\_ adequate during this time.  
\_\_\_\_\_ fair during this time.  
\_\_\_\_\_ poor during this time.

Code number \_\_\_\_\_

APPENDIX E-TWO  
RESOURCE RATING SHEET-TWO

(Continued)

- C. Please check the item which indicates your feelings in regard to your physical support during this event/transition. (This means assistance with your children, transportation, housing and/or mechanical problems, etc.)

My physical support from all sources checked on the previous page has been:

- \_\_\_\_\_ excellent during this time.  
\_\_\_\_\_ quite good during this time.  
\_\_\_\_\_ adequate during this time.  
\_\_\_\_\_ fair during this time.  
\_\_\_\_\_ poor during this time.

- D. Of the three types of support listed in items A, B, C please number them in order of importance in assisting you through this event/transition.

- \_\_\_\_\_ Emotional Support  
\_\_\_\_\_ Physical Support  
\_\_\_\_\_ Financial Support

1 = most important  
2 = next in importance  
3 = least important of the  
three

## APPENDIX F

## CURRENT LIFE SITUATION ASSESSMENT SCALE



Code Number

## APPENDIX F

## CURRENT LIFE SITUATION ASSESSMENT SCALE

Think back over the last three years or to the beginning of this event and rate each of the following items by circling the number that represents how you NOW feel as compared to that time.

	Much Worse		About the Same		Much Better	
A. My financial affairs are	1	2	3	4	5	6 7
B. My primary relationships are	1	2	3	4	5	6 7
C. My recreation/creative activities are	1	2	3	4	5	6 7
D. My attitudes toward my own sexuality are	1	2	3	4	5	6 7
E. My work or career life is	1	2	3	4	5	6 7
F. My personal religious life is	1	2	3	4	5	6 7
G. My educational growth is	1	2	3	4	5	6 7
H. At this time my health is	1	2	3	4	5	6 7
I. In general my life situation is (when compared with three years ago)	1	2	3	4	5	6 7

- #1 = much worse  
 #2 = somewhat worse  
 #3 = a little worse  
 #4 = about the same  
 #5 = a little better  
 #6 = somewhat better  
 #7 = much better

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