

AN ABSTRACT OF THE THESIS OF

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Title: Selected Variables as Predictors of Retirement Readiness of Older Employed Women

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E. Wayne Courtney

The purpose of this study was to gather and interpret data in order to contribute to a better understanding of older employed women as they prepare for the transition from the paid workforce to retirement. Selected descriptive variables were measured to determine their relationship to retirement readiness in a sample of employed women aged 40 years and older. Retirement readiness, the dependent variable in this study, was conceptualized as the level of vocational maturity demonstrated in the early phases of the retirement process, the period preceding the retirement event.

Data from 191 respondents were gathered in a mail survey of randomly selected members of the Oregon Public Employees Union. Fifteen sets of descriptive data were selected to represent the six independent variables: Age, Educational level, Economic status, Family status, Employment history, and Proximity to retirement. The three subscales of the Retirement Preparation Index (RPI), Information about retirement, Attitudes about aging and retirement, and Behaviors related to retirement planning, were used to measure retirement readiness.

Data analysis addressed two research questions. The first question asked which of the 15 descriptive variables could predict scores on each of the subscales of the RPI. Three univariate stepwise regression analyses were conducted. Accounting for 17% of the variance in the information scores were Age, Family Definition, and Length of Current Commitment to Paid Employment, respectively. While none of the descriptors proved statistically significant in predicting attitudes scores, two economic measures, Family Income and Percentage of Family Income contributed by Respondent, were the most significant, together accounting for 6% of the variance. Educational Level combined with Proximity to Retirement accounted for 16% of the variance in scores on the behaviors scale.

The second research question asked how the three subscales of the RPI were related to one another in the sample population. All three pairs of relationships were positively correlated at the $P < .0001$ level, with the strongest correlation ($r = .5682$) between Information and Behaviors.

Selected Variables as Predictors of Retirement
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Jean E. Jordan

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Professor of Educational Foundations in charge of major

Redacted for Privacy

Head of Department of Educational Foundations

Redacted for Privacy

Dean of School of Education

Redacted for Privacy

Dean of Graduate School

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Typed by researcher Jean E. Jordan

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Selected Variables as Predictors of Retirement Readiness of Older Employed Women

Chapter One

Introduction

The need to examine the meaning of work and retirement for women in a changing social context is eminent. Three important facts support this statement:

1. Women have entered the paid workforce in unprecedented proportions over the past twenty years. As these female workers age, they are confronting their own retirement from the workforce in ever increasing numbers.
2. The occupational cycle of the female worker is distinctly different from that of the male worker. The discontinuous nature of women's occupational cycles necessarily alters the perspective from which retirement is viewed when attempting to understand the retirement process as experienced by women workers.
3. While some attention has been directed by researchers and employers to improving society's understanding of the retirement process, including the need for the worker to prepare for the transition from the paid workforce to retirement, little attention has been directed specifically at the female worker making this transition.

Women in the Workforce

In the past twenty years, the role of women in the paid workforce has changed significantly. Numerous studies note the dramatic increase in women's participation in the workforce with notable increases in participation at all age levels, particularly in the middle-aged or older group (Campbell, 1979; Giele, 1984; Markson, 1983; Rainwater, 1984; Shepard, 1980; & Voydanoff, 1984).

Markson (1983) noted that from 1960 to 1980 the percentage of all women who were in the labor force rose from about 38% to almost 52%, and that women currently constitute 43% of the total labor force. Similarly, Block, Davidson, and Grambs (1981) wrote that between 1950 and 1974, the number of women in the workforce doubled with a simultaneous decline in the male participation in the workforce. Based on data published by the U.S. Department of Commerce in 1976, female participation in the labor force is expected to increase by 22% from 1974 to 1990 (Block et al., 1981).

The increase in participation rates for employed women applies also to the subgroup of older employed women. Szinovacz (1982) reported that the percentage rates of older employed women increased dramatically between 1940 and 1976, by approximately 30% in the age group 45-54 years and 22% in the age group 55-64 years, while the percentage rate for employed men in the same age groups decreased by approximately 5% and 14% respectively over the same 36 years.

Evidence clearly indicates that numbers of employed women, and specifically older women, are increasing significantly in the latter half of this century. This increase in the percentage of older women

employed and the simultaneous decline in the percentage of older men employed have lead to an increasingly feminized older workforce. This current trend toward the feminization of the older workforce certainly indicates the growing need to include significant numbers of women in studies of retirement and of retirement preparation and, similarly, to view retirement and retirement preparation from a feminine prespective.

The Occupational Cycle of Women

Often female workers enter and exit the workforce to accommodate changes in concurrent roles, namely those of wife and mother.

Marriage and the presence of children in the home tend to curtail employment out of the home for women. Widowhood, divorce, a decrease in in-home responsibilities, and increases in financial needs of dependents tend to attract women into the workforce.

Giele (1984) related several trends to a change in the shape of the curve representing the participation of women in the workforce at different ages. She noted that since 1940, when women tended to drop permanently from the workforce around the age of 24 years, the decline in the birth rate resulting in smaller households, the shortening of the child-bearing years, the decreased time commitment necessary to care for and maintain the family and the home, and the increased longevity of women collectively encourage the reentry of women into career activities during the middle years of 35-54. Voydanoff (1984) identified three sequential patterns which stagger the combined commitments of motherhood (A) and workforce participation (B): (1)

A/motherhood to B/workforce participation, (2) B/workforce participation to A/motherhood, and (3) B/workforce participation to A/motherhood to B/workforce participation.

Although evidence indicates that women will continue to increase both their numbers in the workforce, as well as their numbers of years in the workforce over the course of the life cycle, the nature of the occupational cycles of the majority of women will continue to be intermittent and clearly distinguishable from those of men (Kline, 1975). Certainly this difference in the career experience between women and men suggests that effective differences may also exist in the career-related process of preparing to leave the workforce upon retirement.

Existing Research

Given that a significant portion of the paid workforce is women and that women experience career cycles clearly distinguishable from those of men, one might expect that researchers have gathered data appropriate for understanding the retirement process as experienced by women. In fact, relatively few studies have been undertaken which seek to understand how women experience retirement and, particularly, how women prepare for their own retirement from the paid workforce. Baker (1976), in her study of locus of control and retirement stages, wrote that, until recently, only males were considered to be full-time participants in the occupational cycles and, therefore, data which can be generalized to women is scant.

In her book, Women's Retirement, Szinovacz (1982) noted the

neglect of women's retirement in the research literature and argued that the increased participation of women in the workforce and the divergent needs of men and women as retirees render women's retirement a socially significant phenomenon. Szinovacz (1983) again addressed the lack of research on female retirement and concluded that research on work and retirement reflected the false assumption that retirement becomes a significant transition only for men. To support her analysis, she noted those studies on retirement in which females are consciously excluded from the sample, as well as those studies which either fail to describe the subjects by sex or fail to include a question on the sex of the respondent in the questionnaire.

Purpose of this Study

The purpose of this study is to gather and interpret data that will contribute to a better understanding of selected employed women as they approach retirement from the paid workforce. Such information is intended to help not only the older woman who makes the transition from the paid workforce to retirement but also employers, educators, counselors, and other professionals who provide services to the older woman as she prepares to make the transition.

Statement of the Problem

The focus of this study is to determine the relationship between selected variables and retirement readiness of older employed women.

The independent variables (age, education level, economic status, family status, employment history, and proximity to retirement) will be examined in relationship to three subcategories of retirement readiness (Information about retirement, Attitudes about aging and retirement, and Behaviors related to retirement planning).

The Objectives

The objectives of this study are:

1. To identify a sample population of older employed women,
2. To gather data that can adequately describe the sample population,
3. To measure retirement readiness of the respondents,
4. To relate the descriptive variables to the retirement readiness scores,
5. To determine which of the descriptive variables can predict retirement readiness of older employed women, and
6. To develop implications for retirement preparation for older employed women.

Summary

This study will address the need for information about older women workers and how they prepare for their own retirement from the

paid workforce by examining six descriptive variables (Age, Education level, Economic status, Family status, Employment history, and Proximity to retirement) and their relationship to three subcategories of retirement readiness (Information about retirement, Attitudes about aging and retirement, and Behaviors related to retirement planning in a sample population of employed women aged 40 years and older.

Chapter Two

Related Literature

This chapter examines the concepts of retirement, retirement readiness, preretirement planning, and preretirement planning related to the specific needs and experiences of women. The chapter concludes with a discussion of the independent variables selected for analysis in this study as they relate to older women, employment, and the retirement process.

Retirement

The concept of retirement can be interpreted in several ways: as an event, a role, or a process. Those who view retirement as an event examine the symbolic meaning of the end of an individual's work life often marked with a formal acknowledgement such as a party or program. The retirement event is frequently symbolized as an individual's last day of work. Although retirement as an event is a commonly held concept, it seems somewhat limited because it excludes many retirement experiences that are not marked by a formal event, and it limits the importance of retirement to a singular occasion (George, 1980).

Studies which examine retirement as a role consider the strategies that individuals use in later life to maintain or to redefine their identities related to the worker role. Retirement has been defined as a "roleless role" (Burgess, 1960) without behavioral

guidelines or expectations. Because clarity of the role definition facilitates adjustment to that role, retirement becomes problematic if viewed as an ambiguous role lacking cultural norms and expectations of prescribed behaviors. Seventeen years later, Atchley (1977), who perhaps has written more in recent years about the retirement experience than anyone else, argued that the retiree now holds a definite position in our society with social expectations and rights.

Liss (1982), in her study comparing older working women with women retirees, characterized retirement as a social status that is achieved late in life. Emphasizing role theory, she examined the adjustment that women made from the worker role to retiree in terms of life satisfaction.

George (1980) developed a model for examining life transitions, including retirement, from a social stress perspective. She noted that significant numbers of older workers look forward to retirement and voluntarily relinquish their work roles. Noting that a significant portion of retired persons reported positive attitudes toward retirement, she contended that certain conditioning variables affect the ways that older workers and retirees adjust to retirement over a period of time. This period of adjustment constitutes the retirement process. By examining the wide range of conditioning variables which can influence each individual's response to the role transition, one can begin to understand the complex process of adjusting, either positively or negatively, to retirement. Both George and Liss have effectively combined the role and process constructs of retirement.

Retirement as a process considers the sequential adaptations that an individual makes moving from the role of worker to the role of retiree. Often an important concern in examining the retirement process is the positive or negative adjustment that an individual makes to old age. Atchley (1977) proposed seven phases in the process of retirement, combining all three conceptualizations of retirement:

The Preretirement Period

1. Remote phase - The individual views retirement as a vague idea of something that will happen sometime in the future.
2. Near phase - The individual anticipates and plans for retirement at a specific time, begins to separate from the job and its social context, develops fantasies about the retirement experience.

The Retirement Event

The Retirement Period

3. Honeymoon phase - The individual experiences feelings of freedom with much opportunity for doing all of the things that time constraints prohibited in the past.
4. Disenchantment phase - The individual experiences an emotional letdown as the reality of retirement emerges and the fantasies which were tested in the previous phase fade.
5. Reorientation phase - The individual assesses the the available resources for matching the realities

identified in the previous phase and establishes a routine that will provide satisfaction.

6. Stability phase - The individual lives a reasonably comfortable and satisfying life, aware of the social expectations of the retiree role and of his or her own capabilities and limitations for meeting these responsibilities.
7. Termination phase - The individual relinquishes the role of retiree either by returning to a job or through illness or disability that results in the loss of the independence that characterizes the retirement role.

The limitations of Atchley's retirement model prohibit its application to individual adjustment patterns. Atchley stated that not everyone experiences all seven phases of the process, nor does everyone experience the same ordering of the phases. He cautioned that the phases are not directly applicable to chronological age or to the passage of time. However, the model does provide an understandable prototype for conceptualizing the process of retirement.

Retirement Readiness

In addition to the conceptual models identified by George and Atchley, a third conceptualization of the retirement process is applicable in understanding the underlying theory upon which the

current research project is based. In developing the concept of "retirement maturity", Johnson and Riker (1981) proposed that retirement be viewed as an extension of Super's (1957) stages of vocational development: exploration (ages 14-25), establishment (ages 25-45), maintenance (ages 45-60), and disengagement (age 60+). Each stage is characterized by certain developmental tasks that must be mastered before moving to the next stage. Vocational maturity is a measure of how well an individual is accomplishing the appropriate tasks for that stage including those tasks which specifically prepare the individual to move to the subsequent stage and once again to a state of vocational immaturity.

In the disengagement stage the individual is concerned with retirement from work-related activities and with establishing and maintaining the retirement role. Super, Zelkowitz, and Thompson (1975) divided the disengagement stage into three substages:

1. Decelerating - the process of slowing the pace, of tapering off the level of occupational activity before retirement
2. Retirement planning - taking steps to prepare for the changed situation effected by retirement
3. Retirement living - concern for relinquishing one's job, for ceasing to work, for accepting the new role of retired person

The vocationally mature individual in the disengagement stage is successfully mastering the developmental tasks of that stage, including those which are specifically intended to prepare the older

worker for retirement. That measure of retirement preparedness was called "retirement maturity" by Johnson and Riker (1981), a construct that is both developmental in nature and positive in outlook. Johnson and Riker proposed to measure an individual's readiness to retire in order to provide pre-retirement counselors with identified developmental tasks as goals for the client to accomplish.

Preretirement Planning

The proposition that specific plans can and should be designed to help the worker facing eventual retirement to make a positive adjustment to the new role would be predicted by George's (1980) social stress model and has been asserted by a number of proponents of preretirement planning. Several researchers see the retirement preparation process occurring over a period of time while the individual is actively engaged in work (Glasner, 1976; Manion, 1976; Morrison, 1976; & Sinick, 1976). The age of 45 has been suggested as a time when workers should begin to plan specifically, rather than generally, for retirement (Johnson & Riker, 1981).

Both formal and informal preretirement planning activities are considered valuable in increasing an individual's readiness to make a positive adjustment to the retirement role. George (1980) discussed retirement planning programs as effective socialization experiences contributing to the adjustment of the worker to retirement. She noted that programs designed to provide information about retirement seemed more effective than programs providing counseling in crisis

prevention. The informal practice of rehearsing for retirement, anticipatory socialization, as well as informal sources of information, such as friends, coworkers, and mass media, also contribute to effective socialization to retirement.

Atchley (1977) stated that providing information about retirement tends to reduce the preretiree's uncertainty about retirement, thereby producing more favorable attitudes toward retirement and a better adjustment to retirement. Shapiro (1979/1980) added that preretirement programs also appear to positively influence adjustment to retirement by promoting social interactions and retirement planning behaviors.

Boyack and Tiberi (1975), in developing and testing educational models for preretirement programs, concluded that information about retirement is most amenable to change through education and that attitudes toward retirement are the most difficult to influence. Shapiro (1979/1980) noted that the voluntary nature of participation in retirement preparation programs selects those individuals with positive attitudes toward retirement, thereby limiting the potential for significant change in attitudes over the course of a planning program.

Preretirement Planning for Women

Shapiro (1979/1980) reviewed the literature on retirement planning and concluded that most of the research findings did not relate specifically to female workers. She cautioned that many of

these findings may not be generalizable to women. In addition to the neglect of older female workers by researchers, retirement planners interested in female workers are constrained by the unique nature of women's participation in the workforce. Many employed women work in small local businesses that cannot afford to provide employee assistance in retirement planning. Discontinuity in workforce participation by many women often renders them ineligible as recipients of employee benefits, such as retirement planning programs, that are provided by larger employers.

Policies affecting retirement benefits are often ambiguous in interpretations that apply to women, thus creating unique, if not difficult, challenges for the retirement planning expert. For example, the dual measure of women's Social Security benefits as a wage earner and as a wife of a wage earner can be confusing, as well as frustrating, particularly for those women who must relinquish the benefits they have earned from employment in order to receive greater benefits as the wife of a wage earner. Similarly, insurance policies may cover the wife of a wage earner only while the husband is alive. A widow's own participation in the workforce may not have earned her comparable benefits, and she may not have perceived the need to acquire comparable benefits while her husband was alive. Traditional retirement planning programs may not address, or may not adequately address, these unique choices that face many female workers.

Liss (1983) noted the conflicting evidence of the importance of the work role for women and subsequently of relinquishing that role upon retirement. She concluded that the increasing rate of

participation by women in the labor force will increase the importance of understanding women's occupational retirement, the relationship of their work roles to their domestic roles, and the need to broaden the descriptive profile of work and retirement to include women's experiences. Based on her study of older female workers and retirees, she recommended that employers offer voluntary retirement education programs to female employees 50 years of age and older with the option of ongoing participation in the programs throughout retirement.

Shapiro (1979/1980) compared preretirement educational programs for women and concluded that a short-term course preparing women for retirement can significantly affect their measured information about retirement and can subsequently help them prepare for a better adjustment in the later years. However, she noted that, based upon the responses of women in her treatment group, women participants in such a program who are in their 30's and 40's may not be ready to confront retirement as an approaching reality. They may be in the process of developing new careers or planning to do so, and focusing on retirement is difficult, perhaps because it shortens their view of life when they already perceive themselves as getting a late start. She concludes that her study would have been improved if she had limited participation in her retirement preparation class to those women 50 years of age and older.

Selected Variables Related to Older Employed Women

Age

The term "older" as applied to contemporary working women is difficult to define. A report from The Institute of Gerontology at the University of Michigan (1984) used the term "older working woman" to describe a working woman in the age range of 40 to 70 years. This age range was adopted as used in the federal Age Discrimination in Employment Act of 1967, as amended in 1978, to indicate the working years during which men and women experience age discrimination. The practice of age discrimination, although illegal, is a common experience, particularly for women over the age of 40 years. The University of Michigan report entitled "Old at 40: Women in the Workplace" noted that age and sex are important variables when considering disparities in income, health benefits, and pension income as determinants of retirement satisfaction of men and women.

A more commonly used definition of "older woman" arbitrarily establishes 65 as the age for such designation. Uhlenberg (1979) used this definition of "older woman" as it related to life stage and specifically to the beginning of the last stage of life, the old-age stage. Some adult development theorists roughly estimate the beginning of old age as a time which follows the transition from middle age, a stage that roughly spans the years 30 to 60 (Giele, 1982). Certainly there exists no universally applied definition of "older woman" that can be established by measuring chronological age.

Age is particularly significant when discussing women's

employment histories. Moen (1985) discussed age as an important indicator of women's attachment to the workforce. She noted that age operates as both a life-cycle effect (e.g., when age indicates the likelihood of childcare constraints) and cohort effect (e.g., when changes in social attitudes provide more encouragement for younger women to work). To illustrate the former effect, Moen stated that the majority of women over the age of 65 are out of the labor force, suggesting a linear relationship between age and the probability of being out of the workforce. Older women are more likely than younger women to spend five consecutive years without working.

Moen stated that the cohort effect of age is much less clear than the life-cycle effect. While better than 40% of preretirement age women (55-64 years) work continuously at either part-time and full-time jobs, these women are as likely as younger cohorts to maintain uninterrupted attachment to the workforce for five consecutive years. She summarized that age effects on women's attachment to the workforce seemed to be both a product of family constraints of life stage and social change.

Educational level

The better educated a woman is the more likely she is to be employed at any given time in her work life (Moen, 1983). More specifically, within each age group of adult women, including 45-64 years, the greater the educational level the greater the proportion of women working full-time on a 12 month basis (Shepard, 1980). Lopata and Norr (1980) reported in their study of 996 Chicago area older

women that the more education a woman had, the more likely she was to be employed, to have worked a greater proportion of her life since leaving school, to have earned more, to have a higher educated husband, and to have a higher income from the husband. In fact, one of the main influences of education on women was experienced vicariously through marriage. They noted also that women college graduates had lower lifetime workforce participation rates than women with lower educational levels probably due to the years spent in school rather than working. Younger women tended to have higher educational levels than older women illustrating the cohort effect.

Economic status

In a report discussing the employment-related problems of older workers, Shepard (1980) stated that women are less likely than men to receive adequate retirement income. He contributed cause to a number of problems faced by today's older working woman, most notably the greater retrogressive impact of social security taxes on the wages of older women who are clustered in lower-paying jobs, shorter job tenure and longer periods of joblessness, and the impact of age and sex discrimination on employment and promotion.

According to the 1984 University of Michigan report on older working women, more than half of all working women 45 years of age and older earned less than \$10,000 in 1982. The economic outlook for women without husbands is particularly bleak. Of women aged 55 or over, 70% live alone, and of the women in this age group who are widowed, divorced, or have never married, better than 1/3 have incomes

below the poverty line. Between 1972 and 1982, the number of families maintained by women increased by 57% compared with a 10% increase for other family types. This recent increase in households headed by women almost certainly assures a future of continued poverty for many older women (Snyder, Miller, Hollenshead, & Ketchin, 1984).

About 60% of the single head-of-household women were working in 1982. Compared to married women, these single working women tended to have lower educational levels and to be concentrated in low-skilled, lower paying jobs. Although in recent years there have been improvements in employment opportunities for women, women still are clustered in jobs that pay the least: clerical, service, domestic, and factory work. Proportionally, far fewer women workers are protected by membership in unions. Women are further penalized by their discontinuities in employment (Snyder et al., 1984).

The economic status of retired women is no more positive. An estimated 50% of working women are in jobs with no pension plans. An estimated 60% of workers vested in pension plans have opted to receive bigger payments in exchange for forfeiting survival benefits for spouses. Many women who have husbands with pension plans will have limited pension benefits. An estimated four million women aged 45-65 have no health insurance (Snyder et al., 1984). These data clearly support the argument that large numbers of older women can anticipate continued, if not increased, financial constraints upon retiring.

A similar study addressing the needs of midlife and older women was commissioned by the Women's Initiative of the American Association of Retired People (AARP). Results were published in the AARP

newsletter, Working Age (1987). The researchers surveyed 1,767 women 40 years of age and over. The findings indicate that 2/3 of the women surveyed will not be eligible for a pension. Only 20% of the older women will receive retirement benefits other than the Social Security calculated either on their own earnings or as a noncontributory spouse. [Wives are eligible to receive 1/2 of their husbands' Social Security benefits. Wives with their own covered earnings can receive only that which is larger: their own covered earnings or the noncontributory spouse benefit (Holden, 1979).]

A much different picture of the economic status of older women was presented by Uhlenberg (1979), who examined census and survey data to formulate a profile of the population of older women (65 years and over) over the years 1970-2000. He reported that increased social welfare benefits and improved retirement benefits reduced the number of older women below the poverty level by almost 50% between 1967 and 1975. He predicted that the employment patterns in cohorts entering old age during the 30 year period studied will continue to change over the next several decades. Although the employment rates of older women will continue to decline, more of the women will have worked in earlier years with the average length of their employment much longer than older cohorts. These women will receive greater earned Social Security benefits, as well as more private pension benefits, upon retiring. Uhlenberg concluded that the population of older women will continue to increase and the great majority of that population will continue to increase its economic status.

Family status

The quality of the ties women have to their families has remained consistent in spite of the significant historical changes that have influenced their life patterns in this century (Frederickson, 1986). Most researchers stress the need to examine women's family roles when developing an understanding of women's employment experience.

A number of researchers have reported that unmarried women are more likely to work continuously throughout their work lives (Keating & Jeffrey, 1983; Lopata & Norr, 1980; Moen, 1985). Moen (1985) reported that married women are more likely to remain continuously out of the labor force. However, Shepard (1980) reported that the labor force participation rates of married women aged 45-64 years increased from 1968-1980 while the participation rates for widowed, divorced, and separated women of the same age declined. Similarly, Shepard reported that the labor force participation rates of women heads of household, aged 45-64 years, declined during the years 1970-1975 in contrast to the increased rates of other groups of women, including married women of the same age group.

Shepard cautioned researchers to consider women's educational and occupational levels related to marital status when monitoring trends in the labor force participation rates of older women. For example, he reported that the higher the educational level of older women, the less the difference in labor force participation rates between married and other older women.

Lopata and Norr (1980) report in their study of Chicago area women aged 25-54 that while women head of households were more likely

to be employed full-time (66% of the sample) than women in households headed by someone else, only women who never married had worked a higher percentage of their work life than other women when all other variables were considered. In their study comparing the work careers of ever married and never married retired women, Keating and Jeffrey (1983) found that none of the 58 ever married women in their sample had worked continuously in their work careers, while 60% of the ever married women had experienced two or more gaps in employment over the course of their work careers. Conversely, 55% of the 22 never married women in their sample reported a continuous work career from entry in their early 20's to retirement in their early 60's. The remaining 45% of the never married women in the sample had experienced one and no more than two gaps in employment.

In the Keating and Jeffrey study, the never married women had worked an average of 37.5 years beginning one year later than the ever married women who worked an average of 28.5 years. Keating and Jeffrey concluded that while marital status is a good predictor of the form of a woman's work career, it is not a predictor of the qualitative aspects of their careers, such as the style of involvement in work and the level of commitment to the work role.

Moen (1985) contended that a causal relationship exists between women's family roles and work attachment with each affecting the other and both influenced by external variables. She stated that changes in the marital or family situation will be experienced in the work role and that to understand women's labor force attachment, one must understand the continuities and discontinuities in their family roles.

She noted that women whose marital status changed were the most likely to move into or out of the labor force during the five-year duration of her study and suggested that irregularities in women's work lives might be perceived as strategies for managing competing family and marital roles across the lifespan.

Clearly the family stage was related to the work patterns of the women that Moen studied. Nevertheless, she stated that the presence of children, even very young ones, was becoming less of a constraint on women's labor force participation. In the research by Keating and Jeffrey (1983), 83% of the married women gave family reasons for the first gap in their employment with marriage the reason cited by 76% of the women, pregnancy by 16%, illness of a family member by 6%, and husband's transfer by 2%. While marriage, not birth of a child, was the main reason for the first exit from the workforce, it was during the first lengthy gap in employment that many of the women had their children.

Further support for the importance of considering family roles in studies of working women was provided by Johnson and Price-Bonham (1980). The researchers interviewed 59 employed women over 50 years of age, married with spouse living, who had middle-range or higher occupational status. Ninety percent (53) of the women ranked "wife" as their most important role, and 73% (43) ranked "mother" as their second most important role. Fifty-nine percent (35) of the women said that their families came first when conflicts occurred between work and family responsibilities.

Some research has addressed the relationship between working

women's family roles and retirement. The dependency status of women seems to affect the decision to retire. George (1980) wrote that marital status was related to the decision to retire. Married women were more likely to retire earlier than unmarried women. Lopata and Norr (1980) reported that regardless of income level, most married women in their study expected their husbands to be their main source of income when the women reached 65 years of age. Johnson and Price-Bonham (1980) reported that women who could expect their husbands' pensions as a source of retirement income had a lower resistance to retirement, as well as fewer stereotypes of retirement, compared with women who expected to use their own sources of retirement income.

Many divorced, widowed, and separated women lack the resources of married women who depend on their husbands and of never married women who have developed independent sources of income. Women with higher economic needs who must be economically independent expect to retire at a later age and to work after retirement. Women heads of household, women with lower earnings and family incomes, and women with higher economic needs are more likely to expect social security benefits to be their main income source at age 65, probably because they have fewer economic resources (Lopata & Norr, 1980).

In developing implications of their study of the attitudes of middle-age employed women to retirement, Johnson and Price-Bonham (1980) posited a number of interpretations of their findings. Two of the reasons suggested by Johnson and Price-Bonham (1980) as possible explanations of the respondents' overall positive attitudes toward retirement were 1) financially secure, educated, older women with

husbands living and children launched could feel more positive about their lives, and the successful accomplishments of a marriage and raising a family outweigh the impending loss of a job, and 2) women may be socialized for more flexibility in their roles, and another change, that of retirement, would not threaten their well-being because of the multiple roles they have played throughout their adult lives.

Employment history

One of the more energetic research projects to look at women's work involvements was undertaken by Martin and Roberts (1984) in Great Britain. Their research team interviewed 5,588 randomly selected women of working age (16-59 years of age) in order to identify factors that affect women's decisions to work and to examine women as workers. An initial task was to develop a system for categorizing women by the nature of their involvement in economic activities (i.e., employment).

Categories were established based on commonly used definitions of paid work, as well as changes in the definitions to better reflect women's economic activities.

The subjects were grouped into three basic categories: 1. Working in a paid job, 2. Not working in a paid job, and 3. Full-time students. Women in the first category, working in a paid job, were subcategorized as "full-time" or "part-time" using the women's own definition of these terms. Analysis included comparing the women's own definitions with the researchers' standard definitions of full-time (working more than 30 hours per week) and part-time (working 30

hours or less per week). There was slight discrepancy in term usage with 3% saying part-time and 5% saying full-time when the opposite standard definition would apply.

Women not working in a paid job were grouped in two subcategories: 1. "Unemployed" defined as a) waiting to begin a job already obtained, b) looking for work, or c) prevented from looking for work by temporary illness or injury; and 2. "Inactive" defined as other than working for pay, unemployed, or full-time student. Using these definitions, women who were either working for pay or unemployed were classified as "economically active". Additional questioning of the "not working" group identified women who worked for pay on a regular or occasional basis but who didn't define the activity as work. The full-time students who had a job or did paid work of some kind were identified, though not classified, as economically active. The researchers noted the difficulties in adequately defining women's work activities and the subsequent implications for statistical measurement of women's economic activities using traditional definitions.

Keating and Jeffrey (1983) categorized women's work histories by retrospectively identifying the pattern or form of the work career over the course of the women's work lives. Their data identified patterns which closely paralleled the patterns proposed by Elder and Rockwell (1976). The five patterns identified by Keating and Jeffrey were:

1. Continuous - from entrance to the workforce at an age in the early 20's to retirement at an age in the early 60's

2. Interrupted - one gap in continuous employment with an exit in the mid 20's and reentry in the late 30's
3. Double track - two interruptions in employment with an exit in the mid 20's, reentry in the late 30's, exit in the early 40's, and reentry in the late 40's
4. Unstable - one to three more gaps in employment than the double track pattern between the mid 40's and mid 50's
5. Delayed - first entry in the mid 30's and continued employment to retirement in the early 60's.

Keating and Jeffrey emphasized the importance of considering continuities and discontinuities in women's labor force attachment when developing an understanding of women's work histories.

A third approach to analysis of women's employment histories was taken by Moen (1985), who traced the trajectories of labor force activities of 3,586 women whose families participated in the Michigan Panel Study of Income Dynamics. Moen analyzed the data for the five-year period 1972-1976 to determine the extent of transitions made among the three categories of work status: Full-time, Part-time, and Out of the labor force. For this analysis full-time work was defined as 35 hours or more per week. Of the women who were not retired and thus were available for work throughout the five-year period, an estimated 48% made one or more transitions between categories. Twenty-one different trajectories were analyzed. Age, education level, and family stage were examined as contributing factors for understanding transitions in the work patterns of the women. Moen emphasized the importance of part-time work in women's work

experience. She concluded that there is no predominant pattern of women's attachment to the labor force across age and educational groups and stressed the continuing interdependence between family events and women's employment experience.

Lopata and Norr (1980) developed a typology of women for analyzing women's life patterns and formulated implications for institutionalized social security policies. They identified six "types" of women, each type covering numerous subtypes and variations. The basic six types were:

1. The traditional homemaker - functions solely within the role complex of wife-housewife-mother, is financially dependent on her husband's earnings
2. The life course woman - interrupts employment for varied time periods for raising children
3. The displaced homemaker - begins as a traditional homemaker or life course woman but marital disruption forces her into full-time employment
4. The changing woman - begins as a traditional homemaker but changes her values and the social expectations of her contributing roles by returning to school and/or renewing her career interests
5. The part-time employee - is committed both to work and to full-time motherhood and her part-time work is viewed as a satisfactory compromise
6. The career woman - is committed to her full-time career

and may or may not be committed, as well, to her family roles

Although women's traditional life patterns persist, changes are occurring in women's labor force participation, in women's occupational roles, and in women's overall life patterns. These changes will necessarily alter women's contributions to Social Security, their earned benefits, and their demands for policy adjustments to reflect their new patterns of work participation (Lopata & Norr, 1980).

Johnson & Price-Bonham (1980) reported that the longer women had worked at their present jobs, the more favorable was their attitude toward retirement. Their findings did not indicate if attachment to the job was related to greater satisfaction with life and, therefore, more positive attitudes toward retirement, or if the longer the women had worked at their jobs, the greater their dissatisfaction and, therefore, the more they expected retirement to be a welcome change from working. George (1980) noted the conflicting studies about women's attitudes toward retirement and concluded that further research is needed to develop an understanding of women's retirement experience.

Lopata and Norr (1980) wrote that the increasing diversity in women's work histories suggests that contemporary women will have equally diverse retirement needs. Their findings indicated that women's involvement in employment and family roles, as well as their economic situations, is related to their retirement plans. They noted that the interruptions in women's work careers have a negative impact

on their earned retirement benefits which are allocated based on the modal career pattern of men.

Proximity to retirement

Commonly, retirement from the workforce is experienced by both men and women in the mid-60 age range. In comparing men and women's retirement experience, Atchley (1982) found that the mean age for planned retirement for both sexes was 64. However, by examining subgroups of the men and women in his sample who indicated an age at which they planned to retire, Atchley found that women were more likely than men (22% of the women compared to 14% of the men) to plan to retire before 60 years of age. The women planning earlier retirement tended to be married and to have high social status. In addition, Atchley found that women were more likely than men (11% of the women compared to 6% of the men) to plan to retire at age 70 or older. The women planning later retirement tended to be unmarried and to have low social status.

Research by Keating and Jeffrey (1983) comparing ever married and never married older women found that both groups had an average retirement age of 62 years. Apparently there is conflicting evidence on the relationship of women's marital status and their decision of when to retire.

As discussed earlier in this chapter, both Liss (1982) and Shapiro (1979/1980) suggested 50 years as the initial age when voluntary retirement education programs should be offered to older working women. In Liss' study comparing retired and employed older

women, the minimum age of eligibility for the study was 55 years. Both the employed women (mean age of 59.2 years) and the retired women (mean age of 68.1 years) reported that they needed help in learning how to plan for retirement. Although Liss did not explain her selection of 50 years as the appropriate age for beginning educational programming for learning how to plan for retirement, she apparently selected 50 years because it preceded the minimum age of 55 years of the participants in her study.

Shapiro selected the age of 50 years for beginning preretirement planning programs for women based on her study which noted the reluctance of women in their 30's and 40's to address retirement as an approaching reality. While Liss' reasons for choosing the age of 50 are unclear, Shapiro set the appropriate age for retirement planning to begin late enough in women's careers to be acceptable to the participants. Both Shapiro and Liss implied that women respond well to educational programs designed to help them prepare for their retirement and that the age of the women participating in the programs is important in assuring participants readiness to address the topics related to positive adjustment to retirement.

The average age of retirement is likely to increase with the extension of the mandatory retirement age to 70 years. Campbell (1979) projected that the greater mandatory retirement age will benefit women by providing them with an extended work life and an extended opportunity for the many women who begin careers in mid-life to build equity in their work roles and their retirement benefits.

Summary

This chapter has examined the literature related to retirement readiness and older employed women. A review of the literature has encouraged the development of an understanding of the concept of retirement readiness and has provided support for including the six independent variables selected for the analysis of retirement readiness of older employed women.

As a means for developing an understanding of the concept of retirement readiness, the dependent variable in this study, theoretical literature examining retirement as an event, a role, and a process was examined. Retirement readiness was discussed as a level of vocational maturity developed within the process of retiring and measured through the assessment of attributes and activities which help the worker make a successful transition from working to retirement living.

Preretirement planning was discussed as formal and informal activities designed to assist the individual who is preparing to make the transition from worker to retiree. Preretirement planning, then, is a means for increasing retirement readiness of participants. Although information about the effectiveness of preretirement planning programs for women is scant, it seems reasonable to conclude that as women become better informed about their own retirement experience they will be better able to develop positive attitudes and make informed decisions about retirement. Ultimately, these attitudes and

decisions can contribute to a successful transition to retirement living.

Research relating all of the six independent variables selected for this study to employment issues for older women was discussed. Age, with both a life stage and a cohort effect, seems most readily understood as an important factor to consider. However, there is no universal definition of "older" to apply to the women who are being studied. "Older" can connote any age between 40 and 70 years arbitrarily applied to a given situation. Educational level has a strong relationship to women's occupational and economic status. Married women vicariously experience the influence of education through their husbands. The economic status of older working women places relatively tight financial constraints on many of them in their later years. There may be hope for younger cohorts of working women who may experience improvement in economic status as their participation patterns and rates in the labor force change significantly from those of older cohorts.

The relationship of family status and employment history is quite complex, and the interdependency of the two variables is stressed in all studies of older employed women. Much variation exists in how women combine family and work roles. Changes in family stage affects women's attachment to the labor force. The presence of children in the family seems to be decreasing in its effect on labor force participation of mothers. Marital status seems to influence many women's decisions of when to retire.

The interdependency of family and work roles is reflected in the

diverse and complex patterns of women's labor force attachment. Researchers must consider both the cross-sectional and the life course implications of these interdependencies when attempting to define and examine the nature and extent of women's employment patterns and commitments. The effect of women's employment histories on their earned retirement benefits is of great concern to a number of researchers. Retirement benefit policies, such as Social Security, penalize women for their commonly-experienced discontinuities in labor force attachment, for working while married, and for age and sex discrimination in employment practices.

Women's decisions of when to retire may be related to marital status and economic status. Women's proximity to retirement seems to be influenced by their employment histories, for, reportedly, they are most ready to participate in preretirement planning programs after they have had a chance to mature within their career roles and before the age of early retirement.

Chapter Three

Methodology

This study examined selected variables among older employed women to determine if these variables could predict retirement readiness for these women. Specifically, six independent variables - age, educational level, economic status, family status, employment history, and proximity to retirement - were examined to determine if these variables related to retirement readiness in older employed women. Retirement readiness was examined by measuring three subcategories: Information about retirement, Attitudes about aging and retirement, and Behaviors related to retirement planning.

The Sample

The sample was selected from the membership roster of the Oregon Public Employees Union (OPEU). Excluding all male members of OPEU and those female members who were under the age of 40 years, 350 names and respective addresses were randomly selected to receive mailed questionnaires. Following the initial request for participation and a subsequent reminder, 191 questionnaires, representing a response rate of 55%, were collected. According to Courtney (1984), a minimum sample size of 154 is necessary for regression analysis using 15 sets of predictive data.

The Procedure

The OPEU randomly identified 350 members for receiving mailed questionnaires. The coded questionnaire with a stamped return envelope was mailed to each identified OPEU member. A postcard reminding each non-respondent to return the questionnaire was mailed two weeks after the initial mailout of the questionnaire. The approximate time from the initial mailing of questionnaires to data analysis was six weeks. A copy of the cover letters, the questionnaire, and the reminder postcard are included as Appendices A, B, and C, respectively.

The Instruments

The Independent Variables

A researcher-designed instrument was used to measure the six independent variables. This instrument, composed of 13 items, was included as the fourth and final section of the mailed questionnaire. The independent variables measured in this study were:

1. Age
2. Educational level
3. Economic Status
4. Family status
5. Employment history
6. Proximity to retirement

1. Age was measured by a single item producing continuous data.

2. Educational level was measured by a single item requiring a response selected from ten categories ordered from "NO FORMAL EDUCATION" to "COMPLETED GRADUATE OR ADVANCED PROFESSIONAL DEGREE".

3. Economic status was assessed by three items asking for household and individual income, respectively, and for the respondent's perception of how important her income was as support for her family. Analysis included a) the total family income data as reported and b) the computed percentage of the family income represented by the respondent's income. The third indicator of economic status was a categorical response estimating the importance of the individual's income in supporting the household. The five categorical responses were ordered from "NOT AT ALL IMPORTANT" to "EXTREMELY IMPORTANT".

4. Family status was measured by three items on the questionnaire. The first item asked for the number of dependents in the household, the second item asked for the age of each dependent, and the third asked for a categorical indicator of marital status. Analysis included a) the total number of dependents in the household as reported and b) a measure of remaining dependency care commitment. Data measuring the remaining dependency care commitment were computed by totalling the number of years short of 18 for each dependent under the age of 18 years. For example, if a respondent indicated three dependents, aged 14, 15, and 16, in the household, the remaining dependency care commitment was computed by totalling 4, 3, and 2 for a total of 9 years. The third indicator of family status was computed by assigning each of the respondents to one of the four following

categories: 1. SINGLE WITH NO DEPENDENTS, 2. SINGLE HEAD OF HOUSEHOLD, 3. MARRIED WITHOUT DEPENDENTS, and 4. MARRIED WITH DEPENDENTS.

5. Employment history was measured by four items on the questionnaire. The first item asked the respondent to estimate the age at which she first became available for full-time work upon relinquishing her full-time student status. For the analysis, data were computed to indicate the number of years that each respondent had been available for full-time employment. The second item describing employment history produced data which were computed to indicate the proportion of the respondents' work lives spent in a) full-time employment, b) part-time employment, and c) not working for pay.

The third item indicating employment history produced data to indicate the number of discontinuities in the respondents' employment histories. A discontinuity was defined as leaving the workforce and remaining out for a minimum period of six months. These data were used as reported by the respondents. The fourth item asked the respondent to indicate the age at which she most recently entered or reentered the workforce. The responses generated a computed data set to indicate the length of the respondents' current participation in the workforce.

6. Proximity to retirement was assessed by a single item asking for an estimated age of retirement. The respondent's current age was subtracted from the retirement age to provide continuous data.

To summarize, the following 15 sets of data represent the six independent variables (Age, Educational level, Economic status, Family status, Employment history, and Proximity to retirement) that were

selected for this study:

I. AGE

1. Respondent's current age

II. EDUCATIONAL LEVEL

2. Highest educational level achieved by respondent

III. ECONOMIC STATUS

3. Family income
4. Percentage of family income contributed by respondent
5. Perceived importance of respondent's income

IV. FAMILY STATUS

6. Number of dependents in household
7. Remaining dependency care commitment
8. Household definition

V. EMPLOYMENT HISTORY

9. Length of availability for full-time employment
10. Proportion of work years in full-time employment
11. Proportion of work years in part-time employment
12. Proportion of work years not working for pay
13. Number of employment discontinuities
14. Length of current commitment to paid employment

VI. PROXIMITY TO RETIREMENT

15. Years remaining until projected date of retirement

The dependent variables

The response variable, retirement readiness, was measured by a revision of the Retirement Preparation Index (RPI) developed by Boyack

and Tiberi in 1975. The RPI consists of three subscales measuring 1) Information about retirement, 2) Attitudes about aging and retirement, and 3) Behaviors related to retirement planning. The three subscales were analyzed individually as three dependent variables comprising the conceptual variable, retirement readiness.

The RPI was developed using a sample of 295 respondents (47% male and 56% female) with a mean age of 58 years. According to Mangen and Peterson (1982), this initial sample was fairly representative of the racial and marital status of the older population but was higher on educational status (30% were college graduates) and on income level (only 29% were below \$15,000 annual income) than was considered representative of the older population. Instrument reliability was investigated by Boyack and Tiberi using 103 introductory psychology students. Items with low variance and non-significant ($p > .05$) test-retest reliability coefficients were removed. The remaining items were factor analyzed. Validity and reliability coefficients were established for three viable factors in each of the three original scales (see Appendix D).

In the present study, items on the original RPI instrument which referred specifically to California programs were considered inapplicable to Oregon residents and were eliminated for the study. Conceptual referents, such as "significant other" and "close partner" were standardized. Additionally, the scale measuring behaviors was adopted as revised by Shapiro (1979/1980) for her study on effective preretirement education for middle-aged women. Because of those revisions, Shapiro noted that the validity and reliability measures of

the factored items on the behavior scale were of limited use for her study. Appendix E presents a copy of tables of reliability and validity coefficients established by Boyack, Tiberi, and Kerschner (1978).

The RPI is noted for its extensive use in preretirement planning research (Shapiro, 1979/1980; Mangen & Peterson, 1982). It is particularly useful for subsequent planning of educational responses to preretirement planning data. For this reason the RPI was selected as the most appropriate instrument for use in this study. Few, if any, other research instruments measuring retirement readiness are available.

A). The RPI Information subscale

Information about retirement was measured by a 26-item scale using a Likert format. The response categories indicating amount of information were scored as follows: 1=NONE, 2=A LITTLE, 3= SOME, 4=FAIRLY MUCH, and 5=A GREAT DEAL. The scores of the items were totalled and divided by the total number of responses on the subscale, producing mean scores within the range of 1 to 5.

B). The RPI Attitude subscale

Attitudes about aging and retirement were measured by a 20-item scale using a Likert format. Respondents indicated to what extent they agreed or disagreed with the relevant statements of opinion. Eight of the 20 statements expressed positive opinions while the remaining 12 statements are considered to be negative statements about

aging or retirement. Responses to the 12 negative statements were reverse-scored. Responses to the 20 statements were scored as follows: 1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEUTRAL, 4=AGREE, and 5=STRONGLY AGREE. The scores of all items were totalled and divided by the number of responses to the subscale producing mean scores within a range of 1 to 5.

C). The RPI Behavior subscale

Behaviors related to retirement planning were measured using a checklist of 33 items as revised by Shapiro (1979/1980). The number of items checked by a respondent were summed producing a score with a possible range of 0 to 33.

Data Analysis

Data analysis addressed two research questions.

Research Question #1:

Which of the six variables (Age, Educational level, Economic status, Family status, Employment history, and Proximity to retirement) are significant predictors of the three subcategories of retirement readiness (Information about retirement, Attitudes about aging and retirement, and Behaviors related to retirement planning) in older employed women?

The data gathered from the returned questionnaires was analyzed

to determine the relationship between the six independent variables and the three dependent variables. Three univariate analyses using stepwise multiple regression procedures examined the effects and the degree of effect of the independent variables on each of the three dependent variables. This series of regression analyses attempted to identify sets of predictors for each of the three subcategories of retirement readiness (Information, Attitudes, and Behaviors). Fifteen sets of predictive data were used in each analysis.

Research Question #2:

How are the three subcategories of retirement readiness (Information, Attitudes, and Behaviors) related to one another and to selected demographic characteristics in the sample population of older employed women?

A calculation of the correlation matrix for the three subcategories of retirement readiness determined how each subscale related to the other two. In addition, 12 sets of continuous data produced by the researcher-designed instrument were included in the correlation matrix for analysis.

Summary

The intent of this study was to identify a set of predictors of retirement readiness for a sample of older employed women by examining the relationship of six independent variables to each of three

subcategories of retirement readiness (Information about retirement, Attitudes about aging and retirement, and Behaviors related to retirement planning). Using the three subscales of the Retirement Preparation Index and a researcher-designed scale, data were collected from a randomly selected group of 350 female members, aged 40 years or older, of the Oregon Public Employees Union.

Fifteen sets of predictive data were examined using univariate stepwise regression procedures. Analysis determined the linear relationship of the independent variables to each of the subscales of the dependent variable, retirement readiness. In addition, a correlation matrix was calculated to examine the non-directional relationships among the three subscales of the dependent variable and 12 sets of continuous data collected by the researcher-designed scale.

Chapter Four

Data Analysis

Of the 350 randomly selected members of the Oregon Public Employees Union who received mailed questionnaires in this survey, 191 respondents (a 55% response rate) returned completed questionnaires for analysis. A total of 24 sets of descriptive data were considered during analysis. Fourteen sets of data were reported by respondents and an additional ten sets were computed using the reported data. Of the 24 sets of descriptive data, 15 sets representing the six independent variables in this study were selected to include in the regression and correlation analyses.

The Independent Variables

A summary of the descriptive variables by response range, means, and standard deviation is provided in Table 4.1. Tables 4.2 - 4.10 show the frequency distributions for indicated variables. A brief discussion of each of the 24 descriptive variables follows:

AGE - The age range of the respondents was from 40 - 67 years, with a mean age of 49.65 years (s.d. = 7.07).

EDUCATIONAL LEVEL - Responses were indicated for all ten categories for highest level of education completed. The lower four categories were collapsed and considered as one for analysis. The final seven categories ranged in order from "SOME HIGH

Table 4.1
Range of Responses, Mean, and Standard Deviation
of Selected Descriptive Variables

Variable	Range of Responses	Mean	Standard Deviation
Age (years)	40-67	49.65	7.07
Family income	\$6,300-\$88,000	29,151.70	15,895.80
Respondent's income	\$2,300-\$60,000	16,988.10	6,794.70
Respondent's income as percentage of family income	6.8-100.0	70.3	29.6
Number of household dependents	0-4	.73	.97-
Remaining dependency care commitment (years)	0-24	1.8	4.2
Number of dependents 18 years of age and older in household	0-3	.29	.58
Age when first available for full-time employment (years)	15-30	19.08	2.28
Length of availability for full-time employment (years)	13-48	30.43	7.69
Estimated years of full-time employment	0-42	19.19	8.95
Proportion of work years in full-time employment (%)	0-100	63.1	.26
Estimated years of part-time employment	0-18	3.03	4.4
Proportion of work years in part-time employment (%)	0-60.9	10.3	.15
Estimated years of worklife not employed for pay	0-30	8.02	6.94
Proportion of work years not employed for pay (%)	0-81.1	25.8	.21
Number of employment discontinuities	0-11	1.78	1.66
Age of most recent entry into paid workforce (years)	14-60	35.86	9.24
Length of current commitment to paid employment (years)	0-45	13.48	8.38
Expected age of retirement years	45-never	62.32	5.6
Proximity to retirement (years)	0-49	12.61	8.75

SCHOOL OR LESS" to "COMPLETED GRADUATE OR ADVANCED PROFESSIONAL DEGREE". The response mode was "SOME COLLEGE OR VOCATIONAL TRAINING", with 65.4% of the subjects falling at or below this category of educational level. A frequency distribution of educational level responses is shown in Table 4.2.

FAMILY INCOME - Reported family annual income ranged from \$6,300 - \$88,000, with a mean of \$29,151.70 (s.d. = 15,895.80).

RESPONDENT'S INCOME - The range of the respondents' annual incomes was from \$2,300 - \$60,000, with a mean of \$16,988.10 (s.d. = 6,794.70).

PERCENTAGE OF FAMILY'S INCOME CONTRIBUTED BY RESPONDENT -The computed range of income percentages contributed by the respondents was from 6.8% - 100%, with a mean of 70.3% (s.d. = 29.6).

PERCEIVED IMPORTANCE OF RESPONDENT'S INCOME (Respondent's perception of the importance of her income in supporting her household) - Responses were indicated for all five categories ranging in order from "NOT AT ALL IMPORTANT" to "EXTREMELY IMPORTANT", with 76% of the respondents indicating the highest category, "EXTREMELY IMPORTANT". A frequency distribution of income importance responses is shown in Table 4.3.

NUMBER OF DEPENDENTS IN HOUSEHOLD - Responses indicating the number of dependents in the household ranged from 0 - 4, with a mean of .73 (s.d. = .97). One hundred and two (53.4%) of the respondents reported no household dependents. A frequency distribution of responses on number of household dependents is shown in Table 4.4.

Table 4.2
Distribution of Subjects by Educational Level

Educational Level	Frequency	Percent
Some high school or less	7	3.6
Completed high school or equivalency	37	19.4
Some college or vocational training	81	42.4
Completed associate degree or equivalency	19	9.9
Completed bachelor's degree	18	9.4
Some graduate work	18	9.4
Completed graduate or advanced professional degree	11	5.8
Total	191	100.0

Table 4.3
Distribution of Subjects by
Perceived Importance of Respondent's Income

Perceived Importance	Frequency	Percent
Not at all important	4	2.1
Somewhat important	16	8.4
Important	14	7.3
Fairly important	11	5.8
Extremely important	145	75.9
No response	1	.5
Total	191	100.0

Table 4.4
Distribution of Subjects by
Number of Household Dependents

No. of Household Dependents	Frequency	Percent
0	102	53.4
1	55	28.8
2	23	12.0
3	6	3.1
4	5	2.6
Total	191	100.0

Table 4.5
Distribution of Subjects by
Remaining Dependency Care Commitment

Care Commitment (years)	Frequency	Percent
0	136	71.2
1	11	5.8
2	6	3.1
3	8	4.2
4	8	4.2
5	1	.5
6	2	1.0
7	1	.5
8	1	.5
9	3	1.6
11	6	3.1
13	1	.5
16	5	2.6
23	1	.5
24	1	.5
Total	191	100.0

REMAINING DEPENDENCY CARE COMMITMENT (The concurrent years of commitment to household dependents under the age of 18 years computed consecutively) - The range of computed years of commitment to dependents was from 0 - 24 years, with a mean of 1.8 years (s.d. = 4.2). Only 55 (28.8%) respondents reported the presence of household dependents under the age of 18 years. A frequency distribution of dependency care commitment in years is shown in Table 4.5.

NUMBER OF DEPENDENTS 18 YEARS OF AGE AND OLDER IN THE HOUSEHOLD - From the list of reported ages of household dependents, the number of dependents 18 years of age and older was computed. The range of the computed responses was from 0 - 3, with a mean of .29 (s.d. = .58). Only 47 (24.6%) respondents reported the presence of household dependents 18 years of age and older. A frequency distribution of responses on number of dependents 18 years of age and older is shown in Table 4.6.

MARITAL STATUS - Responses were indicated for all five categories of marital status: "NEVER MARRIED", "MARRIED", "SEPARATED", "DIVORCED", and "WIDOWED". Ninety-seven (50.8%) of the respondents reported they were married, and 71 (37.2%) reported they were divorced. A frequency distribution of responses is shown in Table 4.7.

HOUSEHOLD DEFINITION - Using the reported data on household dependents and marital status, a variable was generated to categorize respondents by household definition. The sample was distributed fairly evenly among the four categories: 1. SINGLE WITH NO DEPENDENTS, 2. SINGLE HEAD OF HOUSEHOLD, 3. MARRIED WITH NO

Table 4.6
Distribution of Subjects by Number of Dependents
18 Years of Age and Older in the Household

No. of Household Dependents 18 and Older	Frequency	Percent
0	144	75.4
1	41	21.5
2	3	1.6
3	3	1.6
Total	191	100.0

Table 4.7
Distribution of Subjects by Marital Status

Marital Status	Frequency	Percent
Never married	6	3.1
Married	97	50.8
Separated	2	1.0
Divorced	71	37.2
Widowed	14	7.3
No response	1	.5
Total	191	100.0

Table 4.8
Distribution of Subjects by Household Definition

Household Definition	Frequency	Percent
Single with no dependents	51	26.7
Single head of household	42	22.0
Married with no dependents	50	26.2
Married with dependents	47	24.6
No response	1	.5
Total	191	100.0

DEPENDENTS, and 4. MARRIED WITH DEPENDENTS. A frequency distribution of the sample within the four categories is shown in Table 4.8.

AGE WHEN FIRST AVAILABLE FOR FULL-TIME EMPLOYMENT (The age when respondent gave up full-time student status) - The mean age when respondents first became available for full-time employment was 19.08 years (s.d. = 2.28). The response mode was 18 years and response range was from 15 - 30 years. A frequency distribution of responses noting age for giving up student status is shown in Table 4.9.

LENGTH OF AVAILABILITY FOR FULL-TIME EMPLOYMENT - The computed number of years that the respondents were available for full-time work (current age less the age when respondent first gave up full-time student status) ranged from 13 - 48 years with a mean of 30.43 years (s.d. = 7.69).

ESTIMATED YEARS OF FULL-TIME EMPLOYMENT - Responses indicating the number of years during the worklife spent in full-time employment ranged from 0 - 42 years with a mean of 19.19 (s.d. = 8.95) and mode of 20 years.

PROPORTION OF WORK YEARS IN FULL-TIME EMPLOYMENT - Respondents spent from 0% - 100% of their worklives in full-time employment with a mean of 63.1% (s.d. = .26).

ESTIMATED YEARS OF PART-TIME EMPLOYMENT - Responses indicating the number of years during the worklife spent in part-time employment ranged from 0 - 18 years with a mean of 3.03 (s.d. = 4.4) and a mode of 0 years.

PROPORTION OF WORK YEARS IN PART-TIME EMPLOYMENT - Respondents

Table 4.9
Distribution of Subjects by Age When
First Available for Full-Time Employment

Age When First Available (years)	Frequency	Percent
15	2	1.0
16	8	4.2
17	33	17.3
18	49	25.7
19	35	18.3
20	17	8.9
21	19	9.9
22	13	6.8
23	4	2.1
24	2	1.0
26	1	.5
27	3	1.6
30	1	.5
No response	4	2.1
Total	191	100.0

spent from 0% - 60.9% of their worklives in part-time employment with a mean of 10.3% (s.d. = .15).

ESTIMATED YEARS OF WORKLIFE NOT EMPLOYED FOR PAY - Responses indicating the number of years of the worklife spent not working for pay ranged from 0 - 30 years with a mean of 8.02 years (s.d. = 6.94) and a mode of 0 years.

PROPORTION OF WORK YEARS NOT EMPLOYED FOR PAY - Respondents spent from 0% - 81.1% of their worklives not working for pay with a mean of 25.8% (s.d. = .21).

NUMBER OF EMPLOYMENT DISCONTINUITIES - Responses indicating the number of times that a respondent left the paid workforce and remained unemployed for six months or longer ranged from 0 - 11 with a mean of 1.78 times (s.d. = 1.66) and a mode of 1.0 time. A frequency distribution of responses reporting employment discontinuities is shown in Table 4.10.

AGE OF MOST RECENT ENTRY INTO PAID WORKFORCE - The responses indicating the age of the respondent's most recent entry or reentry into the paid workforce ranged from 14 - 60 years of age. The mean age of entry or reentry was 35.86 years (s.d. = 9.24), and the mode was 35.0 years of age.

LENGTH OF CURRENT COMMITMENT TO PAID EMPLOYMENT (Current age less the age when the respondent most recently entered or reentered the paid workforce) - The computed number of years of the respondents' most recent continuous commitment to paid employment ranged from 0 - 45 years with a mean of 13.48 years (s.d. = 8.38).

Table 4.10
Distribution of Subjects by
Number of Employment Discontinuities

No. of Employment Discontinuities	Frequency	Percent
0	27	14.1
1	67	35.1
2	43	22.5
3	24	12.6
4	8	4.2
5	3	1.6
6	1	.5
8	2	1.0
10	1	.5
11	1	.5
No Response	14	7.3
Total	191	100.0

EXPECTED AGE OF RETIREMENT - The range of responses indicating the age at which the respondents expected to retire was from 45 years to "never going to retire" (coded as 89 years). The mean age was 62.32 years (s.d. = 5.6) and a mode of 62 years.

PROXIMITY TO RETIREMENT (The expected age of retirement less the respondent's current age) - In this study, the greater the number of years measuring Proximity to Retirement the longer the time remaining before the anticipated date of retirement. The computed range of years remaining before the expected age of retirement was from 0 - 49 years (As noted above, 89 was the code number for "never going to retire"), and the mean was 12.61 years (s.d. = 8.75) until the expected age of retirement.

The Dependent Variables

Retirement readiness was measured by the three scales of the Retirement Preparation Index (RPI). Each scale measured one of the three subcategories of retirement readiness:

Information about Retirement

Attitudes about Aging and Retirement

Behaviors Related to Retirement Planning

A summary of the response ranges, means, standard deviations, and valid number of responses for the three subscales is provided in Table 4.11.

Information about retirement - This scale measured amount of knowledge about retirement using item scores ranging from 1 (NONE) to

Table 4.11
 Range of Responses, Mean, Standard Deviation, and
 Valid Number of Responses of Retirement Readiness Subscales

Subscale	Range of Responses	Mean	Standard Deviation	Valid Responses
Information about retirement ^a	1.36-5.00	2.817	.706	190
Attitudes about aging and retirement ^a	2.85-4.90	3.803	.402	191
Behaviors related to retirement planning ^b	1.00-32.00	13.821	5.754	190

^aPossible range 1 to 5

^bPossible range 0 to 33

5 (A GREAT DEAL). The mean score on this 26-item scale was 2.817 (s.d. = .706) with a range of 1.36 to 5.00. A summary of the mean scores of each of the 26 items can be found in Appendix E.

Attitudes about aging and retirement - This scale measured opinions about aging and retirement with item scores ranging from 1 (STRONGLY DISAGREE) to 5 (STRONGLY AGREE). Higher scores on this scale reflected more positive attitudes. The mean score on this 20-item scale was 3.803 (s.d. = .402) with a range of 2.85 to 4.90. A summary of the mean scores of each of the 20 items can be found in Appendix F.

Behaviors related to retirement planning - The mean score on this 33-item checklist was 13.821 (s.d. = 5.754) with a range of 1.00 to 32.00.

Research Question #1

Which of the six variables (Age, Educational level, Economic status, Family Status, Employment history, and Proximity to retirement) are significant predictors of the three subcategories of retirement readiness (Information about retirement, Attitudes about aging and retirement, and Behaviors related to retirement planning) in older employed women?

To answer this question, three univariate stepwise multiple regression analyses were conducted to predict the value of each of the three dependent variables, Information, Attitudes, and Behaviors, on

the basis of the known values of the 15 independent variables selected to represent the six variables: Age, Educational level, Economic status, Family status, Employment history, and Proximity to retirement. The fifteen independent variables used in these univariate analyses were:

I. AGE

1. Respondent's current age

II. EDUCATIONAL LEVEL

2. Highest educational level achieved by respondent

III. ECONOMIC STATUS

3. Family income
4. Percentage of family income contributed by respondent
5. Perceived importance of respondent's income

IV. FAMILY STATUS

6. Number of dependents in household
7. Remaining dependency care commitment
8. Household definition

V. EMPLOYMENT HISTORY

9. Length of availability for full-time employment
10. Proportion of work years in full-time employment
11. Proportion of work years in part-time employment
12. Proportion of work years not employed for pay
13. Number of employment discontinuities
14. Length of current commitment to paid employment

VI. PROXIMITY TO RETIREMENT

15. Years remaining until projected date of retirement

The stepwise procedure was selected because it allowed predictors to be selected and retained only when they were useful in contributing to the prediction (Neter & Wasserman, 1974). Tests were performed at each step to identify the variable most useful in the prediction and to allow the researcher to construct the best set of predictors for each dependent variable. Table 4.12 contains a summary of the results of each of the three analyses.

Information about Retirement

Of the 15 predictor variables related to Information about Retirement, only three emerged as significant predictors as a result of the analysis. At step one, Age (P value = .0028) emerged as the variable with the highest correlation with the Information score. The correlation produced an R Square of .0670, indicating that almost 7% of the variability of the Information scores could be attributed to the age of the respondents. As age of the respondent increased, higher scores on the information scale could be predicted.

At the second step, Household Definition (P value = .0142), a categorical variable, emerged as a significant predictor when considered with the age of the respondent. Four categories of Household Definition were created by combining the reported data for Marital Status and Number of Household Dependents. Using the dummy variable technique for multiple categories as explained by Lewis-Beck (1980), Household Definition was incorporated into the multiple

Table 4.12
Multiple Regression Analysis Summary Data

Step	Variable	<u>df</u>	<u>F</u>	<u>B</u>	<u>p</u>	<u>R²</u>
Information about Retirement						
1	Age	1,129	9.2597	+.0275	.0028	.0670
2	Household definition	3,126	3.6675		.0142	.1419
	Indicator ₁			+.1036		
	Indicator ₂			+.4731		
	Indicator ₃			-.0383		
3	Length of current commitment to paid employment	1,125	4.5817	+.0160	.0343	.1722
Attitudes about Aging and Retirement						
1	Percentage of family income contributed by respondent	1,129	3.0478	+.1839	.0832*	.0231
2	Family income	1,128	5.2784	+.0006	.0232	.0618
Behaviors Related to Retirement Planning						
1	Educational level	6,157	3.2837		.0045	.1115
	Indicator ₁			-3.9256		
	Indicator ₂			-2.5923		
	Indicator ₃			+.0509		
	Indicator ₄			-1.1812		
	Indicator ₅			+2.4994		
	Indicator ₆			+2.8744		
2	Proximity to retirement	1,156	9.0969	-.1432	.0030	.1605

*Not significant at $p \leq .05$ level but most important at this step

regression model. Three (the number of noninterval categories minus 1) regression coefficients for the dummy variables are reported in Table 4.12. The R Square for step two was .1419, indicating that Age and Household Definition combined to account for 14% of the variance in Information scores.

At the third step of the regression analysis, Length of Current Commitment to Paid Employment (P value = .0343) emerged as a significant predictor variable and, when combined with Age and Household Definition, accounted for 17% of the variance in the Information scores.

Neither step 4 nor step 5 in the regression produced significant variables to add to the model. The final mathematical model produced by the analysis was:

$$\text{INFOSCALE} = 1.141 + .0273 \text{ AGE} + .0792 \text{ HOUSEDEF}_1 + .463 \text{ HOUSEDEF}_2 \\ - .044 \text{ HOUSEDEF}_3 + .016 \text{ LENGTHEMPL.}$$

Attitudes about Aging and Retirement

Of the 15 predictor variables related to Attitudes about Aging and Retirement, none proved significant at step one. Percentage of Family Income Contributed by Respondent emerged as the variable with the lowest P value (.0832) at step one and, therefore, as the variable most appropriate to add to the model. The R Square at step one was .0231.

At step two, Family Income emerged as significant with a P value of .0232. The R Square value at step two was .0618 indicating that 6% of the variance in the Attitude scores could be attributed to

Percentage of Family Income Contributed by Respondent and Family Income when considered together. No predictor variables emerged as significant at either step three or step four. The mathematical model at step 2 was:

$$\text{ATTSCALE} = 3.34 + .416 \text{ INCOME\%} + .000637 \text{ FAMINCOME.}$$

Behaviors Related to Retirement Planning

At step one in the regression analysis of Behavior scores, a categorical variable, Educational Level (P value = .0045), emerged as the most significant. The dummy variable technique as discussed above was used to incorporate the seven categories of Educational Level into the regression analysis. Six regression coefficients representing the dummy variables of Educational Level are listed in Table 4.12. The R Square of .1115 indicated that at step one 11% of the variance in Behavior scores was attributed to Educational Level.

At step two, Proximity to Retirement (P value = .0030) emerged as the most significant variable when considered with Educational Level. With an R Square of .1605 at step two, Educational Level and Proximity to Retirement accounted for 16% of the variance in Behavior scores. None of the remaining variables emerged as significant or even close to significant at step three in the regression. The mathematical model at step two was:

$$\begin{aligned} \text{BEHSCALE} = & 15.957 - 4.382 \text{ EDUC}_1 - 2.901 \text{ EDUC}_2 - .128 \text{ EDUC}_3 \\ & - 1.597 \text{ EDUC}_4 + 2.735 \text{ EDUC}_5 + 2.593 \text{ EDUC}_6 \\ & - .1432 \text{ PROXRET.} \end{aligned}$$

Research question #2

How are the three subcategories of retirement readiness (Information about retirement, Attitudes about aging and retirement, and Behaviors related to retirement planning) related to one another in the sample population of older employed women?

To answer this question, a simple correlation matrix was calculated to determine the linear relationship between each pair of the three dependent variables. In addition, 12 sets of continuous data describing the sample population were included in the matrix for analysis.

Table 4.13 contains the Pearson's r correlation coefficients for the three pairs of dependent variables. All three of the coefficient values were significant at the $P < .0001$ level. The Information scale was positively correlated with the Attitude scale with $r = .3949$. The Information scale was positively correlated with the Behavior scale with $r = .5682$. The Attitude scale was positively correlated with the Behavior scale with $r = .3629$.

Additional correlation coefficients were calculated between twelve selected descriptive variables. A summary of the significant correlations is presented in Appendix G. The significance of two sets of variables included in the correlation matrix, Economic Status and Employment History, should be noted.

Table 4.13
Pearson Correlation Coefficients for
Subscales of Retirement Readiness

	Attitude Scale	Behavior Scale
Information Scale	.3949 (n = 190)	.5682 (n = 189)
Attitude Scale		.3629 (n = 190)

$p < .0001$

Economic Status

Family Income was negatively correlated with Respondent's Income as a Percentage of Family Income with $r = -.7202$ ($P < .0001$). In other words, as family income increased the proportion of the family's income contributed by the respondent decreased. Family Income was positively correlated with Proportion of Work Years in Part-time Employment with $r = .1993$ ($P = .012$). As family income increased, the proportion of the respondent's work life spent in part-time employment also increased. Family Income and Proximity to Retirement were negatively correlated with $r = -.1699$ ($P = .034$). The greater the family income, the less time remained before the expected date of retirement.

Conceptually related to the Family Income correlations were the significant correlations with Respondent's Income as a Percentage of Family Income. The latter variable was positively correlated with Proportion of Work Years in Full-time Employment ($r = .2132$, $P = .006$) and negatively correlated with Proportion of Work Years in Part-time Employment ($r = -.2392$, $P = .003$). Stated in other terms, as the proportion of the family income contributed by the respondent increased, the greater the proportion of the respondent's work life was spent in full-time employment and the less the proportion of the work life was spent in part-time employment.

Employment History

The Proportion of Work Years in Full-time Employment was negatively correlated with both Proportion in Part-time Employment

($r = -.5600$, $P < .0001$) and Proportion in not Employed for Pay ($r = -.7919$, $P < .0001$). The greater the proportion of the respondent's work life spent in full-time employment, the less the proportion spent in part-time employment and, similarly, in nonpaid employment. While Proportion of Work Years in Part-time Employment was significantly correlated with Proportion of Work Years in Full-time Employment, it was not significantly correlated with Proportion of Work Years not Employed for Pay. Length of Current Commitment to Paid Employment was significantly correlated with the three variables measuring percentage of work life in full-time, part-time, and nonpaid employment. Length of Current Commitment was positively correlated with Proportion of Work Years in Full-time Employment with $r = .4569$, ($P < .0001$). Length of Current Commitment was negatively correlated with both Proportion of Work Years in Part-time Employment ($r = -.2426$, $P = .002$) and Proportion of Work Years Not Employed for Pay ($r = -.3717$, $P < .0001$).

Summary

This chapter has reported the results of data analyses of 191 returned questionnaires from a survey of 350 randomly selected members of the Oregon Public Employees Union. A total of 24 sets of descriptive data were used in the analyses as independent variables and three subscales of the Retirement Preparation Index (RPI) were the dependent variables.

The first research question was answered by three univariate

stepwise multiple regression analyses. Age, Household Definition, and Length of Current Commitment to Paid Employment emerged as significant predictors of Information about Retirement, combining to account for 17% of the variance in scores. Respondent's Income as a Percentage of Family Income and Family Income emerged as the most significant predictors of Attitudes about Aging and Retirement, accounting for 6% of the variance in the scores. Educational Level and Proximity to Retirement emerged as significant predictors of Behaviors Related to Retirement Planning, accounting for 16% of the variance in scores.

The second research question was answered by Pearson's r correlation analysis of each of the three subscales of the RPI related to the other two. All three relationships, Information, Attitudes, and Behavior, were positive and significant at the $P < .0001$ level. Additional variables were included in the correlation matrix producing other correlations of significance.

Chapter Five

Discussion

This research study investigated the relationship of selected demographic variables to retirement readiness of older employed women. Retirement readiness was measured by three subscales of the Retirement Preparation Index (RPI) - Information about retirement, Attitudes about aging and retirement, and Behaviors related to retirement planning. The demographic variables were measured by a researcher-designed instrument which produced 15 sets of data representing six independent variables -Age, Educational level, Economic status, Family status, Employment history, and Proximity to retirement.

The following discussion addresses the two research questions of the study and considers the implications of these findings for future research.

Research question #1

This question asked which of the 15 demographic variables could be used to best predict each of the three subscales of retirement readiness. A stepwise regression analysis was performed for each of the three subscales.

Information about Retirement

The regression model identified Age, Household Definition, and

Length of Current Commitment to Paid Employment, respectively, as predictors of Information about Retirement. These three independent variables combined to account for 17% of the variability in the Infoscale scores. Logically, Age and Length of Current Commitment to Paid Employment were significant in predicting the amount of information about retirement that a respondent reported. The older a worker grows, the more she can be expected to anticipate retirement and to gather information about the approaching experience. Similarly, the longer a worker has been committed to current paid employment, the more likely she is to be anticipating retirement. Both findings seem to support Shapiro's (1979/80) theory that women 50 years of age and older are more receptive to preparing for retirement than younger women who may have entered or reentered the paid workforce more recently.

Additional analysis of Household Definition, when combined with Age, as a significant predictor of Information about Retirement is required. While Age proved most significant at step one in the regression, accounting for 6% of the variance in scores, Household Definition contributed an additional 8% when combined with Age to account for 14% of the variance.

To create the categorical variable, Household Definition, Marital Status and Number of Household Dependents were combined to produce four groups: Single with no dependents, Single head of household, Married with no dependents, and Married with dependents. Calculations using the mean age of respondents (49.65 years), the mean length of current commitment to paid employment (13.48 years), and the three

coefficient indicators for the dummy variables for Household Definition produced the following predicted scores on the information scale for the four categories of Household Definition:

Single with no dependents.....2.739

Single head of household.....3.175

Married with no dependents....2.668

Married with dependents.....2.214

These statistics indicate that single women are more likely than married women to have higher information scores and that single women with dependents in the household are likely to have the most information, while married women with dependents in the household are likely to have the least information.

As noted in chapter two, a number of studies have identified the importance of examining family roles when studying women's work roles and women's attachment to the labor force (George, 1980; Johnson & Price-Bonham, 1980; Keating & Jeffrey, 1983; Lopata & Norr, 1980; and Moen, 1985). The present study supports the research which argues for examining women's family roles when attempting to understand their work roles and, as indicated from the results of this study, their preparation for retirement from their work roles.

The current research suggests several considerations for subsequent research. Does age combined with family circumstances reflect a cohort or life stage effect in predicting the more or less informed preretiree? Does role primacy change for women in the 40 to 70 age group as a result of changes in life stage, in family circumstances, or with age? Do these latter changes influence the

amount of information about impending retirement that a working woman acquires?

Attitudes about Aging and Retirement

Stepwise regression analysis relating the 15 demographic variables to Attitudes about aging and retirement produced results with very small significance. At step one of the regression, none of the independent variables proved significant, but Percentage of Family Income Contributed by Respondent had the lowest P value and was included in analysis for step 2. At step 2 Family Income combined with Percentage of Family Income Contributed by Respondent to account for 6% of the variance in the Attitude subscale scores. Although 6% seems relatively insignificant, it should be noted that Economic Status, as represented by Percentage of Family Income Contributed by Respondent and by Family Income in the current study, had a greater influence on Attitudes than any of the other independent variables.

The positive relationship between Family Income and Attitudes about Aging and Retirement appears logical when one considers that women with positive attitudes toward retirement tend to be married and more financially secure (Johnson & Price-Bonham, 1980). This same study reported that women who could expect their husbands' pensions as a source of retirement income had a lower resistance to retirement.

More puzzling, however, is the relationship between Percentage of Family Income Contributed by Respondent and Attitudes about Aging and Retirement. In the current study, Family Income correlated negatively with Percentage of Family Income Contributed by Respondent with

$r = -.7202$ ($P < .0001$), suggesting women who contributed proportionately less to their families' incomes lived in households with relatively higher incomes. This negative correlation seems to contradict the combined significance of Percentage of Family Income Contributed by Respondent and Family Income in the regression analysis of Attitude scores. Perhaps it is enough to note the relative insignificance of either variable in predicting Attitude scores. Economic Status was the only independent variable to emerge in the regression analysis of Attitudes about Aging and Retirement.

The generally high scores on the Attitude subscale, with a mean score of 3.803 (s.d. = .402), are notable. Johnson & Price-Bonham (1980) reported the overall positive attitudes toward retirement of the middle-aged employed women they studied. They suggested that two of the reasons for the positive attitudes might be 1) that the women were financially secure, married, with children launched, and the positive feelings about their successful lives outweighed the impending loss of a job, and 2) that, compared to men, women are more socialized for role flexibility.

A third reason for the positive attitude scores should be considered. The high scores on the attitude subscale may reflect the attitudes that the respondents believe they should hold toward aging and retirement. These high scores, however, may not reflect their actual attitudes toward their expectations of future experiences. Qualitative data collected in this study, but not analyzed, contradict the positive attitudes shown in the Attitude subscale scores. Instead, there appeared to be a considerable amount of fear and anger

among respondents who believe they will not have adequate resources to maintain themselves in retirement. The respondents expressed concern that unexpected circumstances would arise which would require them to use up their resources too soon. It is difficult to resolve the apparent contradiction between the positive attitudes reported by the respondents and their expressed concerns about their anticipated retirement experiences.

Behaviors Related to Retirement Planning

The third univariate regression analysis identified two predictor variables as significant in predicting Behaviors Related to Retirement Planning. Educational Level, a categorical variable, combined with Proximity to Retirement to account for 16% of the variance in the Behavior scores. The latter predictor, Proximity to Retirement, is obviously related to retirement planning behaviors. The closer one gets to the projected date of retirement, the more likely she would have performed specific tasks to prepare for retirement.

The relationship of Educational Level to planning behaviors requires additional consideration. At step one, Educational Level accounted for 11% of the variance in Behavior subscale scores. Seven categories of educational level were included in this analysis. Using the mean number of years measuring Proximity to Retirement, 12.61, and the six indicator coefficients for Educational Level in the final mathematical model for this regression, the following Behavior subscale scores were predicted for each category of Educational Level:

Some high school or less.....	9.769
Completed high school or equivalency.....	11.250
Some college or vocational training.....	14.023
Completed associate degree or equivalency....	12.554
Completed bachelor's degree.....	16.886
Some graduate work.....	16.744
Completed graduate or advanced.....	17.831
professional degree	

While the educational categories are ordered, progressing from less to more education, the predicted behavior scores for categories three through six do not follow the same pattern. Respondents with the two lowest educational levels indicate they have performed the fewest retirement planning tasks. Similarly, respondents with the highest educational level indicate they have performed the most retirement planning tasks. Respondents fitting into the middle four categories of educational level indicate no apparent pattern of planning behaviors.

It is possible that the 33-item checklist used to measure Behaviors Related to Retirement Planning did not include some of the tasks performed by respondents in certain categories of Educational Level. Further research would be necessary to determine if certain planning tasks were omitted from the checklist and if unmeasured variables could account for the apparent lack of a consistent pattern in levels of education related to retirement planning behaviors. Analysis of variance could determine if significance differences exist between the middle levels of educational achievement.

Research Question #2

The second research question asked how the three subcategories of retirement readiness were related to one another in the sample population of older employed women. Correlation coefficients for each of the three pairs of dependent variables indicated positive correlations significant at the $P < .0001$ level. The highest correlation coefficient was .5682 produced by Information scores and Behavior scores. Clearly, more information about retirement indicates increased behavioral outcomes related to retirement planning. Preretirement planning programs which provide the most information about retirement would encourage participants to do more to prepare for the experience.

Lower r values were produced by Information scores and Attitude scores (.3949) and by Attitude scores and Behavior scores (.3629). The positive significant relationships among the three subscales of the RPI would seem to indicate that the three subscales are, in fact, valid components of the singular measure of retirement readiness.

The correlation matrix, which included 12 sets of descriptive data in addition to the three dependent variables, identified two independent variables, Economic Status and Employment History, as significant and of interest to the current study. The negative relationship between Family Income and Respondent's Income as Percentage of Family Income ($r = -.7202$, $p < .0001$) indicates that as the total family income increases, the percentage of the total income contributed by the respondent decreases.

This correlation seems to reflect both the decreasing need for women to work out of the home as the husband's income increases and the comparably lower pay rates for employed women. Women approaching retirement with the privilege of relying on their husbands' earnings, investments, and retirement benefits are likely to be more secure financially than those women who must work outside of the home. The latter group of women, who aren't married or whose husbands' earnings are not adequate by themselves, must work to help provide for current or future needs. These women, earning comparably less for their efforts than men, cannot provide resources equal to those husbands who singularly can provide more financial security for their dependents. Younger cohorts of working women may need to realize significant changes in women's employment patterns, in discriminatory employment practices, and in retirement planning policies before this incongruity between women's financial contributions to the family and the family's standard of living is resolved.

Significant relationships exist within one set of measures of Employment History. Not surprisingly, Proportion of Work Years in Full-time Employment was negatively correlated with Proportion of Work Years in Part-time Employment ($r = -.5600$, $P < .0001$) and Proportion of Work Years Not Employed for Pay ($r = -.7919$, $P < .0001$). The greater the proportion of work years spent in full-time employment, the less the proportion in either part-time employment or in not working for pay. While these two correlations are not unexpected, the lack of a significant relationship between Proportion of Work Years in Part-time

Employment and Proportion of Work Years Not Employed for Pay is harder to understand.

Respondents spent 63.1% of their worklives, which averaged 30.43 years, in full-time employment and 25.8% of their worklives not working for pay. An average of only 10.3% of their worklives was spent in part-time employment. The employment patterns most apparent in this study seem to be 1) full-time employment with one to three periods of not working for pay, 2) continuous full-time employment, and 3) full-time employment with 10% or approximately 3 years of part-time employment.

Conclusions

The findings in the current study suggest two conclusions. First, demographic data are not very helpful in developing an understanding of older employed women preparing for their own retirement. Demographic variables could account for only 17%, 6%, and 16%, respectively, of the variance in scores measuring Information about Retirement, Attitudes about Aging and Retirement, and Behaviors Related to Retirement Planning. Studies which examine the highly complex relationship between women's work and family roles and/or measure individual differences, particularly in adaptability to change and in perceived power to direct and manage life's events, are expected to prove more informative about women's work-related experiences.

Secondly, the use of the RPI as a valid measure of retirement

readiness is questionable. Although this instrument is the most commonly used measurement of retirement readiness, it is most often used as a needs assessment instrument for educators and retirement planning professionals. In that context, the instrument seems quite adequate. It is frequently used as a pre-and post-test to determine the effectiveness of educational treatment.

Use of the instrument in this study has raised several questions about its validity in measuring retirement readiness. The Information subscale does not measure information. Rather it asks each respondent to record her own evaluation of how much information she has about each of the 26 items. Thus, the information subscale purportedly equates the respondent's evaluation of her knowledge with the amount of actual knowledge acquired.

Earlier discussion in this chapter raised the question of whether the Attitude subscale measures actual attitudes or attitudes that the respondent believes she should hold. Qualitative data, although not statistically analyzed in this study, seemed to refute the overall positive scores of the respondents on this subscale. Earlier discussion also raised the question of how exhaustive the list of behaviors related to retirement planning is. Some respondents may have been unable to report all related behaviors because the list may be incomplete.

Although the RPI may be an inadequate instrument for measuring retirement readiness, it remains the best option because of its widespread use and the absence of a better measurement tool. Future researchers should consider the possibility of developing a more valid

measurement of retirement readiness. In developing a better instrument, consideration should be given to addressing the unique employment experiences of women.

Implications of This Study for Pre-retirement Education

The current study supports previous studies which recommend retirement planning activities and programs for employed women approaching their own retirement from the workforce (Liss, 1983; Shapiro, 1979/80). Both Liss and Shapiro recommend 50 years as the appropriate age to begin retirement planning programs. The current study found Age related to Information about Retirement at step one in the regression model. This study clearly indicates that younger women in the sample report lower amounts of information about retirement than older women. Presumably the younger women have more information to gain from educational programming.

When considered with Educational Level, Proximity to Retirement, which is highly correlated with Age, could significantly predict Behaviors Related to Retirement Planning in the sample studied. Women with certain levels of educational achievement who are getting closer to their projected date of retirement could be expected to have performed more planning behaviors. Early retirement planning programs, if sensitive to the unique patterns of women's employment, could encourage younger women to begin planning behaviors sooner.

This study produced no evidence that women younger than 50 years of age would reject retirement planning activities or programs. Age

was not related to Attitudes about Aging and Retirement nor to Behaviors Related to Retirement Planning. Younger women with positive attitudes toward retirement planning might benefit more from educational programming which is initiated before the age of 50. Earlier planning behaviors might be able to prevent some of the problems that women anticipate in retirement.

Analysis of individual items on the Information and Attitude scales produced some data that can be of value to educators and retirement planning professionals in developing the content of their programs for employed women. Information scale items with the highest mean scores in this study are listed in Table 5.1.

The Information scale items with the lowest mean scores in this study, indicating areas of greatest need in educational programming, are listed in Table 5.2.

Certainly these data suggest that women believe they have less information about retirement income, benefits, and insurance coverage than other areas of retirement planning. Perhaps this lack of information contributed to the anxiety toward retirement expressed in the open-ended responses which were not analyzed in this study.

As reported in chapter two, Boyack and Tiberi (1975) concluded that information about retirement is most amenable to change through education and that attitudes toward retirement are the most difficult to influence. Analysis of the mean scores of individual items on the Attitude scale of the RPI identified the statements which elicited responses reflecting the most positive attitudes (Table 5.3), as well as those reflecting the least positive responses (Table 5.4). It

Table 5.1
Items with Highest Mean Scores on
Information About Retirement Scale

Scale No.	Item	\bar{X}
7.	The effects of exercise upon older people	3.78
1.	The consequences of not making a will	3.66
22.	How to plan your leisure time	3.53
3.	How to deal with loneliness	3.49
6.	How to develop good relationships between older and younger generations	3.43
10.	The kinds of food older people should eat	3.35
21.	The physical changes in your body as you grow older	3.32

Table 5.2
Items with Lowest Mean Scores on
Information About Retirement Scale

Scale No.	Item	\bar{X}
15.	What services Medi-Care hospital insurance will pay for	1.80
13.	The differences between Medi-Care medical and Medi-Care hospital insurance	1.82
14.	What services Medi-Care medical insurance will pay for	1.83
17.	How to estimate the amount of Social Security you will receive	1.89
20.	How to figure your net worth upon retirement	2.05
18.	How much retirement pension you will receive	2.11
16.	How much money you can earn in retirement without losing any Social Security benefits	2.42
19.	The change to expect in your income upon retirement	2.45

Table 5.3
Items with Highest Mean Scores on
Attitudes About Aging and Retirement Scale

Scale No.	Item	\bar{X}
4.	Retirement is necessary because older workers are less dependable than young workers*	4.45
9.	Older people shouldn't exercise when they don't have to*	4.40
1.	Older people are valuable because of their experience	4.31
6.	Older people are just as useful to society as young people	4.28
16.	Retirement means not doing much of anything*	4.22
11.	Older people can learn new things just as well as younger people	4.03

*Reverse scored when coded

Table 5.4
Items with Lowest Mean Scores on
Attitudes About Aging and Retirement Scale

Scale No.	Item	\bar{X}
2.	Retired people are generally more lonely than non-retired people*	2.89
7.	In general, a person's health typically gets worse after retirement*	3.22
18.	The thought of growing older scares me*	3.25
8.	I expect retirement to be the best years of my life	3.32
10.	Retirement is one of those things you just can't avoid*	3.41
19.	I feel that things are getting better as I grow older	3.42

*Reverse scored when coded

should be noted that the least positive responses, with one exception, are not statistically negative (less than the neutral score of 3).

Individual items on the checklist of behaviors related to retirement planning were not totalled across the sample. This study cannot report the behaviors that were checked more or less frequently by the respondents.

Summary

This chapter has discussed the results of the data analyses of the three dependent variables - Information about retirement, Attitudes about aging and retirement, and Behaviors related to retirement planning. Three univariate stepwise regression analyses could identify relatively little significance in variance attributed to the six independent variables represented by 15 sets of selected data. It was concluded that demographic data are not very helpful in developing an understanding of retirement readiness of the sample population of older employed women. Use of the RPI as a valid measure of retirement readiness was questioned.

Pearson's r correlation analysis determined that the three subscales of retirement readiness were positively correlated at $P < .0001$. Several other significant correlations were discussed.

The final section of the chapter discussed implications of the study for pre-retirement education programs. This study concluded that women would benefit from pre-retirement education, but no evidence from this study supports the need to wait until women are 50

years of age to begin program participation. Quite possibly, women between 40 and 50 years of age would benefit more from educational programming which encourages earlier planning behaviors intended to prevent anticipated problems in retirement. Individual items from the Information scale with the highest and lowest mean scores were listed. Educators planning content of preretirement programs can consider including those topics about which the employed women in this study reported the least amount of knowledge.

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APPENDICES

APPENDIX A
Cover Letters



November 1986

Dear OPEU Member,

Your name has been selected at random from OPEU's membership files to participate in a study of women and retirement. Your participation is voluntary, and your responses will be confidential.

We agreed to cooperate with Drs. Jordan and Pratt of Oregon State University in this project because of the importance of the topic to the union and to women workers. We need to learn all we can about women's needs as we approach retirement. Your participation can help us understand trends among employed women and aid us in developing educational programs about retirement.

Please feel free to call one of us about this project if we can answer questions or be of assistance to you. We sincerely hope that you will participate by completing the enclosed questionnaire.

Sincerely,

Redacted for Privacy

KEI WALTERS-SMITH
OPEU President

EVA ECKSTEIN
Chair, OPEU Women's Committee

1799n

Enclosure

PORTLAND
Field Office
123 NE Third Avenue, #225
Portland, OR 97232
230-9231

SALEM
Headquarters/Field
1127 Twenty-Fifth Street SE
P.O. Box 12159
Salem, OR 97309
501-1500; 1-800-452-2146

EUGENE
Field Office
99 W Tenth, #339
Eugene, OR 97401
342-1055; 1-800-521-3446

MEDFORD
Field Office
1133 S. Riverside, #7
Medford, OR 97501
779-4324; 1-800-452-7965

PENDLETON
Field Office
John Murray Building
721 SE Third Street
Pendleton, OR 97801
276-4983; 1-800-452-8146

College of
Home Economics



Corvallis, Oregon 97331
United States of America

November, 1986

Dear Public Employee:

The population of older employees in Oregon includes significant numbers of women, but little is known about the needs of older employed women as they approach retirement. We want to learn more about this important employment concern in order to better prepare women for their eventual retirement. Also, we hope to provide important information to employers, retirement counselors, and educators that they can better understand the needs of employed women as they approach retirement.

As a public employee in the State of Oregon, you are one of a small number of employed women being asked to provide information about retirement. The information you provide will help determine Oregon's needs for education and policy about women's retirement. Your name was selected randomly from state membership in the Oregon Public Employees Union. In order that the information will truly represent the thinking of publicly employed women in Oregon, it is important that you complete and return your questionnaire as soon as possible.

You can be assured of complete confidentiality. Your questionnaire has been numbered in the upper right-hand corner to allow us to check your name off the mailing list when your questionnaire is returned. This numbering system helps us to follow up on questionnaires that have not been returned, thus increasing the responses and the representativeness of gathered information. Your name will never be placed on your questionnaire.

The results of this study will be available to officials of OPEU and to the union's membership at large. If you would like to receive a summary of the results, please write "Copy of results requested" on the back of the return envelope and print your name and address below it. Please do not put this information on the questionnaire itself.

If you have any questions, please write or call. The phone number is (503) 754-3668.

Thank you for your assistance.

Sincerely,

Redacted for Privacy

Jean E. Jordan
Project Director

Clara C. Pratt
Director
OSU Program on Gerontology

APPENDIX B

The Instruments

An important part of this study is to learn how much information you have about retirement. Please indicate the amount of knowledge you have about each of the following items.

	Amount of knowledge about retirement (Circle your answer)				
	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
11. The consequences of not making a will	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
12. Employment opportunities for the retired.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
13. How to deal with loneliness	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
14. The problems associated with being widowed.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
15. How to become a more interesting person	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
16. How to develop good relationships between older and younger generations	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
17. The effects of exercise upon older people	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
18. How to deal with boredom.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
19. How attitudes toward the aged are changing.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
110. The kinds of food older people should eat	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
111. The sexual needs of women and men as they grow older.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
112. Health problems which aging people may commonly have	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
113. The difference between Medi-Care medical and Medi-Care hospital insurance.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
114. What services Medi-Care medical insurance will pay for.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
115. What services Medi-Care hospital insurance will pay for.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
116. How much money you can earn in retirement without losing any Social Security benefits	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
117. How to estimate the amount of Social Security you will receive.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
118. How much retirement pension you will receive.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
119. The changes to expect in your income upon retirement.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
120. How to figure your net worth upon retirement.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
121. The physical changes in your body as you grow older	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
122. How to plan your leisure time	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL

123. Changes to expect in your marriage or your relationship with a close partner when you retire.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
124. What to expect if you decide to live with your children	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
125. Where to find help in coping with problems you may face in your later years	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL
126. Changes to expect in your personal life as you grow older.	NONE	A LITTLE	SOME	FAIRLY MUCH	A GREAT DEAL

People have differing opinions about aging and retirement. We would like to know the extent to which you agree or disagree with the following statements.

		Opinions about aging and retirement (Circle your response)				
A1.	Older people are valuable because of their experience	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A2.	Retired people are generally more lonely than non-retired people	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A3.	Retirement will be the beginning of a new and exciting lifestyle for me.	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A4.	Retirement is necessary because older workers are less dependable than younger workers.	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A5.	Older people tend to be more like one another than do younger people	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A6.	Older people are just as useful to society as young people.	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A7.	In general, a person's health typically gets worse after retirement	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A8.	I expect retirement to be the best years of my life.	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A9.	Older people shouldn't exercise when they don't have to	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A10.	Retirement is one of those things you just can't avoid	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A11.	Older people can learn new things just as well as younger people.	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A12.	Much of a retired person's life is boring and monotonous.	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A13.	Sex is something that retired people are generally not interested in.	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A14.	Retired people have plenty to do	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE

A15. Most older people prefer not to get involved in community affairs.	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A16. Retirement means not doing much of anything.	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A17. I am looking forward to my retirement.	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A18. The thought of growing older scares me	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A19. I feel that things are getting better as I grow older.	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
A20. When I think of retirement, I get depressed.	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE

Have you done any of the following? Please check (✓) as many as apply to you.

- Experimented with living on a retirement budget
- Found out whether or not I will be covered by health insurance after my retirement
- Have a written outline or plan on how to spend my leisure time in retirement
- Read books and/or articles on retirement planning
- Made out a will
- Figured out my net worth
- Estimated my Society Security in retirement
- Keep a regular check on my blood pressure readings (at least once a year)
- Keep in contact with an immediate member(s) of my family (other than spouse) at least once a week
- Participate as a volunteer in a community or non-work related activity
- Have a health insurance policy
- Discussed retirement with my spouse or close partner
- Sought help with financial planning
- Keep in contact with a friend(s) at least once a week
- Made a list of activities that are important to me and prioritized them
- Discussed with a person close to me changes in myself and in my life that I could realistically expect as I age
- Figured out how much it costs me (us) to live now
- Spent some time reflecting upon what is important and meaningful in my life
- Discussed with my spouse or close partner what direction our relationship may take after retirement
- Figured out how much it will cost me (us) to live in retirement
- Discussed with my spouse or close partner how we feel about our sex life
- Developed a schedule of regular exercise for myself
- Found out whether or not I (we) have a pension plan
- Evaluated the relative enjoyment my activities provide for me
- Established at least one close relationship in which I can share my intimate feelings and thoughts
- Learned about the employment benefits I receive from my employer
- Developed a program of good nutrition for myself
- Estimated the effect of inflation on my (our) cost of living
- Started a career plan for myself
- Identified and listed resource persons and organizations I could consult regarding financial planning
- Developed a schedule in which I get the amount of rest I require
- Discussed with my parents what I should like my role to be in the event that they require caretaking in later life
- Discussed with my family my preferences in the event I require caretaking due to illness or infirmity in later life

Finally, we would like to ask some questions about yourself.

P1. Your age: _____ YEARS

P2. Which is the highest level of education that you have completed? (Circle number)

- 1 NO FORMAL EDUCATION
- 2 SOME GRADE SCHOOL
- 3 COMPLETED GRADE SCHOOL
- 4 SOME HIGH SCHOOL
- 5 COMPLETED HIGH SCHOOL OR EQUIVALENCY
- 6 SOME COLLEGE OR VOCATIONAL TRAINING
- 7 COMPLETED ASSOCIATE DEGREE OR EQUIVALENCY
- 8 COMPLETED BACHELOR DEGREE
- 9 SOME GRADUATE WORK
- 10 COMPLETED GRADUATE OR ADVANCED PROFESSIONAL DEGREE

P3. What was your approximate total family income, before taxes, in 1985?

\$ _____ YOUR FAMILY'S TOTAL INCOME

P4. What was your own approximate total income, before taxes, in 1985?

\$ _____ YOUR OWN INCOME

P5. Please estimate how important your own earned income is in supporting your household. (Circle number)

- 1 NOT AT ALL IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 IMPORTANT
- 4 FAIRLY IMPORTANT
- 5 EXTREMELY IMPORTANT

P6. Number of dependents currently residing in your household. (If none, write "0" and skip to P8.)

_____ NUMBER OF DEPENDENTS (If 1 or more, continue on with P7)

P7. Please list the age of each dependent in your household.

AGE OF EACH DEPENDENT

_____	_____
_____	_____
_____	_____
_____	_____

P8. Your present marital status. (Circle number)

- 1 NEVER MARRIED
- 2 MARRIED
- 3 SEPARATED
- 4 DIVORCED
- 5 WIDOWED

P9. Please estimate your age when you gave up being a full-time student for the first time.

_____ YEARS

- P10. Since you first gave up being a fulltime student, approximately:
- a) how many years have you worked fulltime (30 hours or more per week) for pay?
_____ YEARS WORKED FULLTIME
 - b) how many years have you worked parttime (29 hours or less per week) for pay?
_____ YEARS WORKED PARTTIME
 - c) how many years have you not worked for pay?
_____ YEARS NOT WORKED
- P11. Please estimate the number of times that you have left the paid workforce and remained unemployed for six months or longer.
_____ TIMES LEFT WORKFORCE
- P12. Your age when you most recently entered (or re-entered) the paid workforce:
_____ AGE ENTERED WORKFORCE
- P13. Age at which you expect to retire:
_____ AGE OF RETIREMENT
- P14. If there is anything else that you would like to tell us to help us understand your experiences as a working woman and/or your concerns about retirement, please write your comments in the space provided.

Thank you very much for your time. Please fold the completed questionnaire and return it by mail in the envelope provided. Your prompt response is greatly appreciated.

APPENDIX C

Follow-up Postcard

Dear OPEU member:

Recently you received a mailed questionnaire asking you for information related to preretirement planning. Because you are one of a small number of OPEU members selected randomly to participate in this important study, we need your completed questionnaire to assure that our findings are representative of publicly employed women in Oregon.

Please, won't you take the time to complete the questionnaire and return it to me before December 22?

Your prompt response will be greatly appreciated.

Sincerely,
Redacted for Privacy

Jean E. Jordan, Project Director

APPENDIX D

Factor Score Coefficients:

Information Items

Item	Mode of measurement	Factors		
		4 ^a	5 ^b	6 ^c
The difference between Medicare Medical and Medicare hospital insurance	1. No knowledge 2. A little knowledge 3. Some knowledge 4. Knowledgeable 5. Very knowledgeable	.25	-.11	-.01
How to deal with loneliness	_____	-.02	.02	.20
The problems associated with being widowed	_____	-.01	-.05	-.08
What services my Medicare medical insurance will pay for	_____	.49	-.09	-.14
How to figure my net worth upon retirement	_____	-.17	.47	-.02
Employment opportunities for the retired	_____	-.05	.09	.03
What services my Medicare hospital insurance will pay for	_____	.30	-.11	.07
How to deal with boredom	_____	-.06	-.07	.70
The changes to expect in my income upon retirement	_____	-.08	.20	.02
How much money I can earn in retirement without losing any Social Security benefits	_____	.02	.14	.01
The differences between Medicare and Medicaid	_____	.16	-.03	.02
How to estimate the amount of Social Security I will receive	_____	-.05	.34	-.07

^aHealth care issues

^bFinancial planning issues

^cPsychological adjustment

Factor Score Coefficients:

Attitude Items

Item	Mode of measurement	Factors		
		7 ^a	8 ^b	9 ^c
Retired people are generally more lonely than non-retired people	1. Strongly agree 2. Agree 3. Undecided 4. Disagree 5. Strongly disagree	-.01	.43	-.06
In general a person's health typically gets worse after they retire		.04	.34	.16
I expect retirement to be the best years of my life		.03	-.04	.10
Older people shouldn't exercise when they don't have to		.24	-.02	-.02
Sex is something that retired people are generally not interested in		.35	-.04	-.09
Most older people prefer not to get involved in community affairs		.12	.11	-.04
Retirement means not doing much of anything		.34	-.09	.11
The more education a person has the better they can plan for their retirement		-.02	.16	-.03
I need somebody to push me in order to accomplish the things I want	1. Very much like me 2. Generally like me 3. Undecided 4. Generally not like me 5. Not like me at all	-.01	-.05	.41
I am looking forward to my retirement		-.03	.13	.07
The thought of growing old scares me		-.04	.01	.28

^aPreretirement zest^bPreretirement optimism^cFunctional worth and capability

Factor Score Coefficients:

Behavior Items

Item	Mode of measurement	Factors		
		1 ^a	2 ^b	3 ^c
Have you sought help in planning your retirement?	1. No 2. Yes	.01	.10	.03
If yes, in what areas and from whom?				
Legal affairs	_____	-.01	.96	.02
Accountant	_____	-.01	.01	.02
Lawyer	_____	-.01	.03	-.04
Do you participate in any community or other non-work related organizations?	_____	.01	.05	.17
How many community or other non-work related organizations do you participate in?	1. One to two 2. Three to five 3. Six or more	-.01	-.06	.22
How active are you in the organizations in which you participate?	1. Not very active 2. Somewhat active 3. Active 4. Very active	.10	-.02	.61
About how many hours per week do you spend participating in volunteer activities?	1. One to two 2. Three to four 3. Five to nine 4. Ten to twenty 5. More than twenty	-.01	-.03	.04
Do you follow any type of regular exercise program?	1. No 2. Yes	.84	.04	-.06
How often do you exercise?	1. I do not exercise 2. About once a month 3. About once a week 4. Several times a week 5. Everyday	.16	-.06	.01
Have you done any of the following?				
Experimented with living on a retirement budget?	1. No 2. Yes	.02	.01	-.01

Estimated my Social Security in retirement?	1. No	.01	.02	-.02
	2. Yes			
How close do you feel toward your spouse, or if not married, a friend with whom you are intimate?	1. Not very close	-.04	-.01	.02
	2. We have always been close, but recently seem to be drifting apart			
	3. We are very close			
	4. We have always been close, but recently seem to be growing closer			
Have their been any changes in your relationship with your spouse (or partner if not married) in terms of your sex life?	1. No change, we have never had a good sex life	-.01	.01	-.02
	2. Recently our sex life has become worse			
	3. Recently our sex life has become better			
	4. No change, we have always had a good sex life			
About how often do you and your spouse (or partner if not married) spend time alone with each other?	1. Hardly ever	.02	.01	-.03
	2. About once a month			
	3. A few times a month			
	4. About once a week			
	5. A few times a week			
	6. About once a day			
	7. A few times everyday			
	8. Many times everyday			
About how often do you and your spouse (or partner if not married) participate in social or leisure activities?	1. Hardly ever	-.02	-.04	.03
	2. A couple times a month			
	3. About once a week			
	4. A few times a week			

^a Health maintenance

^b Financial planning

^c Community activity

Reliability and Validity Coefficients

Inter-factor correlations								
Factor								
1 ^a	2 ^b	3 ^c	4 ^d	5 ^e	6 ^f	7 ^g	8 ^h	9 ⁱ
-	-.11	-.09	.06	.05	.03	.06	.03	.04
-	-	-.12	.14*	.17*	.00	.05	.01	.07
-	-	-	.00	.06	.14*	.11	.04	.08
-	-	-	-	.13*	.00	.05	.01	.03
-	-	-	-	-	.04	.12	.00	.14*
-	-	-	-	-	-	.20**	.16*	.09
-	-	-	-	-	-	-	.06	.09
-	-	-	-	-	-	-	-	.10
Factor correlations with life satisfaction form 2								
.10	.04	.18*	.01	.07	.16*	.21**	.15	.37**
Test-retest coefficients (time span = three months, N = 42)								
.54	.58	.54	.68	.53	.57	.54	.58	.45
Homogeneity ratios for highest loading items								
.89	.54	.70	.70	.64	.67	.41	.40	.41

^a Health maintenance

^b Financial planning

^c Community activity

^d Health care issues

^e Financial planning issues

^f Psychological adjustment

^g Preretirement zest

^h Preretirement optimism

ⁱ Functional worth and capability

** $p < .01$

* $p < .05$

Appendix E

Mean Scores of Items on Information About Retirement Scale

Item No.	Mean	Valid Responses*
1	3.660	191
2	2.279	190
3	3.489	190
4	2.818	187
5	3.133	188
6	3.434	189
7	3.738	191
8	3.642	190
9	3.021	188
10	3.346	190
11	2.911	190
12	3.279	190
13	1.817	191
14	1.826	190
15	1.800	190
16	2.416	190
17	1.889	189
18	2.105	190
19	2.447	190
20	2.047	190
21	3.317	189
22	3.529	189
23	2.837	178
24	2.798	183
25	2.681	188
26	2.931	189

*Total number of respondents in study = 191
 Total mean = 2.817 (s.d. = .706)

Appendix F

Mean Scores of Items on Attitudes About Aging and Retirement Scale

Item No.	Mean	Valid Responses*
1	4.311	190
2	2.885	191
3	3.785	191
4	4.455	191
5	3.916	191
6	4.288	191
7	3.225	191
8	3.321	190
9	4.403	191
10	3.416	190
11	4.031	191
12	3.911	191
13	3.969	191
14	3.686	191
15	3.720	189
16	4.226	190
17	3.879	190
18	3.258	190
19	3.429	189
20	3.916	190

*Total number of respondents in study = 191
 Total mean = 3.803 (s.d. = .402)

Appendix G

Pearson Correlation Coefficients for Selected Descriptive Variables
and Retirement Readiness Subscales

Age		
Number of household dependents	-.5046****	(n = 191)
No. of dependents 18 years of age and older in household	-.1683*	(n = 191)
Length of availability for full-time employment	.9556****	(n = 187)
Length of current commitment to paid employment	.2917****	(n = 181)
Proximity to retirement	-.7694****	(n = 171)
Information subscale	.2300***	(n = 190)

Family Income		
Respondent's income as percentage of family income	-.7202****	(n = 173)
Proportion of work years in part-time employment	.1993*	(n = 157)
Proximity to retirement	-.1699*	(n = 156)
Behavior subscale	.1534*	(n = 174)

Respondent's Income as Percentage of Family Income		
Family income	-.7202****	(n = 173)
Proportion of work years in full-time employment	.2132**	(n = 166)
Proportion of work years in part-time employment	-.2392**	(n = 156)
Information subscale	.1499*	(n = 173)

No. of Household Dependents		
Age	-.5046****	(n = 191)
No. of dependents 18 years of age and older in household	.6289****	(n = 191)
Length of availability for full-time employment	-.5024****	(n = 187)
Length of current commitment to paid employment	-.1800*	(n = 181)
Proximity to retirement	.4901****	(n = 171)

*p ≤ .05

***p ≤ .001

**p ≤ .01

****p ≤ .0001

 No. of Dependents 18 Years of Age and Older in Household

Age	-.1683*	(n = 191)
No. of household dependents	.6289****	(n = 191)
Proximity to retirement	.2179**	(n = 171)

 Length of Availability for Full-Time Employment

Age	.9556****	(n = 187)
No. of household dependents	-.5024****	(n = 187)
Length of current commitment to paid employment	.2808****	(n = 178)
Proximity to retirement	-.7440****	(n = 167)
Information subscale	.1785*	(n = 186)

 Proportion of Work Years in Full-Time Employment

Respondent's income as percentage of family income	.2132**	(n = 166)
Proportion of work years in part-time employment	-.5600****	(n = 168)
Proportion of work years not employed for pay	-.7919****	(n = 169)
Number of employment discontinuities	-.2000**	(n = 173)
Length of current commitment to paid employment	.4569****	(n = 183)
Attitude subscale	.1760*	(n = 183)

 Proportion of Work Years in Part-Time Employment

Family income	.1993**	(n = 157)
Respondent's income as percentage of family income	.2392**	(n = 156)
Proportion of work years in full-time employment	-.5600****	(n = 168)
Number of employment discontinuities	-.2242**	(n = 163)
Length of current commitment to paid employment	.2426**	(n = 166)

 Proportion of Work Years Not Employed for Pay

Proportion of work years in full-time employment	-.7919****	(n = 169)
Length of current commitment to paid employment	-.3717****	(n = 166)

 No. of Employment Discontinuities

Proportion of work years in full-time employment	-.2000****	(n = 173)
Proportion of work years in part-time employment	-.2242**	(n = 163)
Length of current commitment to paid employment	-.2285**	(n = 170)

 Length of Current Commitment to Paid Employment

Age	.2917****	(n = 181)
No. of household dependents	-.1800*	(n = 181)
Length of availability for full-time employment	.2808****	(n = 178)
Proportion of work years in full-time employment	.4569****	(n = 175)
Proportion of work years in part-time employment	-.2426**	(n = 166)
Proportion of work years not employed for pay	-.3717****	(n = 166)
No. of employment discontinuities	-.2285**	(n = 170)
Proximity to retirement	-.3108****	(n = 162)
Information subscale	.1604*	(n = 180)

 Proximity to Retirement

Age	-.7694****	(n = 171)
No. of household dependents	-.1699*	(n = 156)
No. of dependents 18 years of age and	.4901****	(n = 171)
Length of availability for full-time employment	.2179**	(n = 174)
Length of current commitment to paid employment	-.3108****	(n = 162)
Information subscale	.1632*	(n = 170)

 Information Subscale

Age	-.2300***	(n = 190)
Respondent's income as percentage of	.1499*	(n = 173)
Length of availability for full-time employment	.1785*	(n = 186)
Length of current commitment to paid employment	.1604*	(n = 180)
Proximity to retirement	-.1632*	(n = 170)

Attitude Subscale

Proportion of work years in full-time employment	.1760*	(<u>n</u> = 183)
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Behavior Subscale

Family income	.1534*	(<u>n</u> = 174)
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