Chapter 2

The Life Sphere Questionnaire

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The Life Sphere Questionnaire (LSQ) was developed by the first author to be a multifaceted scale intended to measure personality characteristics, values, relationships, social networks, leadership, and psychiatric symptoms. In a sense, it has grown like Topsy -- compiled essentially from a number of more specific scales. The Psychosocial Assessment Scale is completely contained within the LSQ. Items 1, 2, 3, 4, 5, 6, 14, 15, and 16 were taken from the DCMHQ (Denver Community Mental Health Questionnaire; Ciarlo & Riehman, 1974). Much of the questionnaire is DCMHQ "informed." The Social Network Questionnaire is also completely contained within this scale.

It is hoped that the LSQ can be used as an assessment and diagnostic tool as well as an instrument to measure change of personality structure. Currently, a number of studies are under way to identify the scales for assessing the diagnostic categories, leadership styles, and values. The questionnaire is being translated into Spanish.

At present, there are minimal psychometrics. The means and standard deviations for each item are listed below. These data were obtained from a general adult population. This sample is slightly skewed as a number of the respondents were graduate students in psychology.

#	ITEM	N	Mean	SD	Name
1.	enjoyed your leisure hours (evenings, weekends, etc.)?	127	5.46	2.11	ENJOY
2.	felt good about yourself or things you have done?	127	5.35	1.74	FGOOD
3.	felt like you've spent a worthwhile day?	127	4.96	1.95	WORTH
4.	felt fearful or afraid?	126	2.41	1.98	FEARFUL
5.	felt angry?	127	3.08	1.80	ANGRY
6.	felt tense?	126	3.52	1.88	TENSE
7.	felt shy?	127	1.81	1.55	SHY
8.	felt worn out?	127	3.95	2.13	WORNOUT
9.	fit in?	125	5.89	1.51	FITIN
10.	felt approved of?	127	5.54	1.69	APPROVE
11.	done what you should?	127	5.94	1.57	SHOULD
12.	finished things you started?	127	5.78	1.57	FINISHE
13.	changed your mind?	127	3.53	1.75	CHANGED
14.	felt sad or depressed?	126	2.97	2.06	SAD
15.	felt mixed up or confused?	126	2.48	2.06	CONFUSE
16.	felt useless?	127	1.92	2.04	USELESS
17.	felt like hurting yourself?	127	.72	1.69	HURTSEL
18.	had a say in what you did?	126	6.14	1.86	SAY
19.	felt jealous?	127	1.36	1.68	JEALOUS
20.	had trouble sleeping?	127	2.18	1.98	SLEEP
21.	done something just for fun?	127	4.13	1.78	FUN
22.	used alcohol?	127	1.59	1.61	ALCOHOL
23.	used drugs?	127	.28	.84	DRUGS
24.	lively?	126	4.70	1.83	LIVELY
25.	lonely?	127	2.22	2.16	LONELY
26.	insecure?	127	2.17	1.98	INSECUR
27.	worried?	127	3.59	2.02	WORRIED
28.	sorry for things done?	127	1.99	1.81	SORRY
29.	outgoing?	126	4.79	1.89	OUTGOIN
30.	forced to do things?	127	2.15	2.09	FORCED
31.	taken advantage of?	127	1.80	1.74	ADVANTG
32.	productive?	127	5.51	1.72	PRODUTI
33.	cooperative?	126	6.20	1.48	COPERTI
34.	punished?	127	.89	1.67	PUNISED
35.	suspicious?	127	1.60	1.84	SUSPICI
36.	how satisfied have you been in general (with relationships, with finances, with friends and family?)	126	5.31	1.98	SATISFI
37.	did you handle the basic necessities such as paying bills, shopping and taking care of your room (home;apt)?	127	6.41	1.85	NECESIT
38.	fair?	127	6.78	1.09	FAIR
39.	ambitious?	127	5.97	1.63	AMBITOU
40.	courteous?	127	6.80	1.22	COUTEOU
41.	creative?	127	5.08	1.72	CRETIVE
42.	loyal?	127	6.81	1.29	LOYAL
43.	good with your hands?	125	5.38	1.89	HANDS
44.	different from other people?	126	4.69	1.89	DIFEREN
45.	good at solving problems?	127	5.90	1.67	SOLVING
46.	a steady worker?	126	6.21	1.67	STEADY

47. in good health?	127	6.17	1.72	HEALTH
48. trustworthy?	127	7.23	.87	TRUST
49. intelligent?	127	6.43	1.35	INTELIG
50. kind?	127	6.76	1.07	KIND
51. busy?	127	6.51	1.58	BUSY
52. successful?	127	5.72	1.64	SUCESFU
53. charm people?	127	4.45	1.74	CHARM
54. like to be touched?	127	5.07	2.17	TOUCHED
55. take charge?	127	5.30	1.57	CHARGE
56. hold a grudge?	127	2.88	1.81	GRUDGE
57. have courage?	126	5.56	1.52	COURAGE
58. plan for the future?	127	5.97	1.79	FUTURE
59. hit people?	127	.47	.88	HITPEOL
60. like your work (studies)?	126	6.01	1.90	LKWORK
61. influence people?	127	4.69	1.58	PEOPLE
62. tell people what to do?	127	3.80	1.62	WHATDO
63. do what you say you will?	127	6.24	1.47	DOWILL
64. avoid disagreements?	126	4.98	1.78	DISAGRE
65. have a "sixth sense?"	127	4.49	2.26	SIXSENS
66. show people how to do things?	127	4.58	1.66	SHOW
67. get into trouble with the law?	127	.33	.81	LAW
68. help people resolve conflicts?	126	4.44	1.74	HCONFLI
69. feel good about your body (appearance)?	127	4.39	2.00	BODY
70. do things better than most people?	126	4.50	1.49	BETTER
71. have purpose in your life?	127	6.19	1.90	PURPOSE
72. arrange things to help people get things done?	127	4.79	1.75	ARRANGE
73. like to be included in activities?	127	5.79	1.60	INCLUDE
74. stand up for what is right?	127	6.09	1.41	STANDUP
75. express your negative emotions?	127	4.84	1.88	NEGATIV
76. express your positive emotions?	127	5.84	1.70	POSITIV
77. have trouble concentrating?	126	3.02	1.68	CONCETR
78. care what other people think of your behavior?	127	5.04	2.22	BEHAVIO
79. I feel that I do a good job (as self-employed,housewife student, or employee)?	127	6.24	1.54	GJOB
80. Emotional problems interfere with my work (or studies)?	126	2.68	1.97	INTEFER
81. I get things by being gentle rather than demanding?	127	5.14	1.65	GENTLE
82. In the past month,the amount of money I had, was enough to pay the bills?	125	5.70	2.71	MONEY
83. In a group of people I can get them to do things.	127	4.72	1.76	THINGS
84. I follow my own ideas rather than other peoples.	126	5.82	1.19	IDEAS
85. I sometimes think death might be the solution to my problems.	127	1.08	2.03	DEATH
86. I do things on the spur of the moment.	127	3.99	1.63	SPUR
87. What happens in my life is up to me.	127	6.35	1.45	LIFE
88. People should be paid at a rate that they produce goods.	124	4.92	2.23	PAID
89. Someone who breaks the law should be punished.	124	6.57	1.57	PUNISHE
90. The "down and out" person can count on me to help out.	127	5.14	1.65	HELP
91. I have been unable to quit doing something that I wanted to quit (like eating so much, or smoking).	127	3.88	2.34	QUIT

92. My life is exciting.	127	4.91	1.79	EXCITIN
93. People like me.	127	6.07	1.26	LIKEME
94. People are out for themselves.	122	4.56	1.80	OUTSELF
95. try to understand their position.	120	5.94	1.47	POSITON
96. stand firm on your point.	119	4.94	1.66	FIRM
97. go along with them.	119	3.29	1.78	ALONG
98. don't express your opinion.	118	2.54	1.87	EXPRESS
99. confront them.	118	4.03	1.72	CONFRON
100. get the disagreement resolved.	118	5.31	1.71	RESOLVE
101. talk with spouse.	76	7.53	1.39	SPTALK
102. conflict with spouse.	75	3.83	1.93	SPCONFL
103. feel close to spouse.	75	6.93	1.54	SPFEE
104. get support from spouse.	75	6.71	1.71	SPSUPP
105. share in productive activity with spouse.	75	5.79	1.83	SPPROD
106. share in leisure activity with spouse.	75	6.01	1.82	SPLEIS
107. talk with family.	118	5.67	2.01	FMTALK
108. conflict with family.	118	2.35	2.09	FMCONFL
109. feel close to family.	119	5.61	2.49	FMFEE
110. get support from family.	120	4.88	2.23	FMSUPP
111. share in productive activity with family.	118	3.25	2.25	FMPROD
112. share in leisure activity with family.	118	3.53	2.20	FMLEIS
113. talk with friends.	126	6.73	1.60	FRTALK
114. conflict with friends.	125	1.58	1.30	FRCONFL
115. feel close to friends.	126	5.33	2.04	FRFEE
116. get support from friends.	125	5.29	1.88	FRSUPP
117. share in productive activity with friends.	123	4.70	2.17	FRPROD
118. share in leisure activity with friends.	124	4.54	2.05	FRLEIS
119. talk with co-workers.	121	7.10	1.58	WKTALK
120. conflict with co-workers.	120	1.88	1.70	WKCONFL
121. feel close to co-workers.	118	4.27	2.36	WKFEE
222. get support from co-workers.	121	4.76	2.29	WKSUPP
123. share in productive activity with co-workers.	121	5.25	2.36	WKPROD
124. share in leisure activity with co-workers.	121	3.12	2.20	WKLEIS
125. Working	124	6.35	1.76	WORKING
126. Parenting	122	2.31	3.06	PARENTN
127. Commuting	124	2.69	1.36	COMUTIN
128. Sleeping	124	6.83	1.34	SLEEPNG
129. Eating	123	3.85	1.29	EATING
130. Reading	123	3.95	1.87	READING
131. Studying	123	3.32	2.42	STUDYIN
132. Exercising	124	1.89	1.39	EXERCIS
133. Shopping	124	1.89	.99	SHOPING
134. Drinking	124	.90	.95	DRINKIN
135. Relaxing	123	3.50	1.58	RELAXIN
136. Loving	124	3.22	2.53	LOVING
137. Nothing	124	1.52	1.52	NOTHING
138. Sports/Outside Events (participant)	123	.89	1.33	PSPORTS
139. Sports Events (observer)	124	.80	1.26	OBSPORT
140. Religious Services	124	.73	1.07	RELIGON
141. Classes, Seminars, Conferences	124	2.85	2.26	CLASSES
142. Plays/Concerts/etc	124	.46	.97	CONCERT
143. Service Organization (Rotary,etc)	124	.19	.66	SERVORG

144. Movies	124	1.40	1.22	MOVIES
145. Get together with friends	124	2.53	1.46	TOGETHE
146. Counseling/Treatment	123	.54	1.33	COUNSEL
147. Public Service (elected off.,board)	124	.29	.89	PUBSERV
148. Personal Hygiene/Grooming	124	3.43	1.32	HYGIENE
149. Housework/Cooking	124	2.96	1.37	HOUSEWO
150. Making/Creating Something	124	1.61	1.41	CREATIN
151. Errands	124	2.22	1.10	ERRANDS
152. Volunteer Work	124	.53	1.16	VOLUNTE
153. Driving (pleasure)	124	.84	1.30	DRIVING
154. Dinning/Dancing/etc	124	1.73	1.31	DINNING
155. House/Yard Work	124	2.19	1.59	HOUSEWK
156. Drama/Soap/SitCom	121	2.05	1.56	TVDRAMA
157. Sports	123	.98	1.36	TVSPORT
158. News/Educational	123	2.22	1.36	TVNEWS
159. Talk/Game/MTV etc	122	1.12	1.31	TVTALK
160. Total time spent talking	122	5.46	1.88	TTALK

It should be noted that there are two versions of the questionnaire (LSQ and LSQ-B). The data listed above is for the original LSQ.

Diagnosis

Descriptions of the conditions indicative of psychological disturbances have proven to be valuable in the conceptualization of both the problems on which to focus, and the goals toward which to work in clinical psychology. These criteria of disturbances are currently viewed as being divided into groups as described in the Diagnostic and Statistical Manual of Mental Disorders-Revised (DSM-III-R, American Psychiatric Association, 1987). These groupings are denoted as Axis I and Axis II. The former is concerned with most clinical syndromes that are considered situational, or disorders that are the focus of treatment and cannot be ascribed to a mental disorder. Examples of situational syndromes include disturbances of mood or conduct. Individuals with diagnoses of Major Depression and Schizophrenia fall into this category. Other disorders for which people seek treatment that may not be the direct result of a mental disturbance include marital or family issues, i.e., disorders of an interpersonal nature.

The disorders on Axis II are far less comprehensive in terms of categories but not so in the array of psychological symptoms. These disorders are thought to reflect disturbances of character or personality. They are described by the DSM-III-R as follows:

Personality traits are enduring patterns of perceiving, relating to, and thinking about the environment and oneself, and are exhibited in a wide range of important social and personal contexts. It is only when personality traits are inflexible and maladaptive and cause either significant functional impairment or subjective distress that they constitute Personality Disorders (p. 335).

The diagnoses in this category include criteria that are in many ways similar to those listed under Axis I including, disturbances of mood, heightened anxiety, constricted affect, and disturbances of conduct. It is for this reason that the chronicity of the disturbance should be considered when making these diagnoses. The Personality Diagnoses are a compilation of several criteria that are both enduring, and pervasive. They are currently organized into three clusters, A, B, and C. The disorders in cluster A exhibit behaviors that are generally considered odd or eccentric and include Paranoid, Schizoid, and Schizotypal Personality Disorders. Cluster B Personality Disorders include the Antisocial, Borderline, Histrionic, and Narcissistic. Individuals with these character disturbances tend to behave in ways that are described as dramatic, emotional, or erratic. Finally, the cluster C Personality Disorders are labeled Avoidant, Dependent, Obsessive Compulsive, and Passive Aggressive. These individuals appear as anxious or fearful.

Organizing psychological evaluation to measure each Axis would help the clinician understand the problems and formulate a treatment plan. Many

assessment devices have been developed to measure most facets of human functioning including the psychological disturbances described by each of the Axis. The most commonly used assessment tools are the objective inventories. These paper and pencil self report measures have distinct advantages over a lengthy clinical interview or projective testing. The advocates of these inventories argue that they are time efficient in their administration, scoring, and interpretation. Those opposing the use of objective measures suggest that such forced choice procedures limit the data from which to make valuable and meaningful diagnoses. The dichotomous nature of the True/False response fails to provide qualitative information. The Life Sphere Questionnaire (LSQ) uses a Likert type scale which allows scaling on a particular dimension. The varied items assess many facets of human functioning, including both Axis I and Axis II criteria. The LSQ provides an opportunity for the respondent to qualitatively report his or her experiences. The LSQ can be understood as an assessment device, with all of the conveniences of the standard paper and pencil inventories with the added benefit of providing significantly more qualitative information. If the LSQ can be found to adequately assess criterion listed on the two Axis, it will become a useful device that the clinician can utilize in his or her diagnostic formulation. It is the goal of this work to encourage practicing professionals to take up the research of the LSQ in order to determine its ability to dependably and accurately measure the selected criterion.

The development of the LSQ included many items which were formulated to assess the criterion listed for each of the Personality Disorders in the DSM-III-R. Many inventories have been developed to assess these criteria, however, with the exception of the Millon Clinical Multiaxial Inventory (MCMI; Millon, 1983), none have been based on a specific personality theory that is consistent with current nosology. More recently, Morey, Waugh, & Blashfield (1985) have developed a set of 11 personality disorder scales corresponding to the criteria of the DSM-III (APA, 1980) from the existing Minnesota Multiphasic Personality Inventory (MMPI; Hathaway & McKinley, 1943). Because of the relative neophyte status of this personality assessment device, relatively little research has been done to date (Bagby, 1990) to assess its validity and reliability. Some internal consistency estimates have shown promise (Morey et al., 1985). Also, convergent validity studies using the MCMI have indicated an adequate amount of correspondence

(Dubro, Wetzler, & Kahn, 1988).

Despite these promising early results, this inventory is limited because of the nature of the construction that also limits the full MMPI. Additionally, it is not based on any specific theory of personality and so was not designed to measure those criteria specifically, i.e., it was developed after the fact which is equivalent to doing the research then stating the hypothesis.

The MCMI has been found to have fairly good correspondence with Axis II criteria as assessed by means of a structured clinical interview (Torgersen & Alnaes, 1990). However, it has been argued that some of the Axis II criteria are not adequately represented on the MCMI (Widiger, Williams, Spitzer, & Frances, 1985,1986) which can make precise diagnosis with this instrument difficult. Consistent with this has been divergent results of several attempts to relate the MCMI to various Axis II categories (Cantrell & Dana, 1987; Piersma, 1987; Widiger & Sanderson, 1987).

Despite of the theoretical position upon which the MCMI was based and its correlation with personality diagnoses criteria, its usefulness is limited. This limitation may be the result of the forced choice format and resulting inadequate measurement of the criteria.

Leadership

From 1904 to about 1940 research concentrated on the identification of traits and personal characteristics that differentiate leaders from followers. Many studies attempted to determine the physical, intellectual or personality traits of leaders. Other studies have concentrated more upon the leader's skills, or what he or she does, than upon the nature of his or her deeper personality. However, the search for traits and personal characteristics proved, generally, to be quite fruitless.

Thus, during the 1950's and 1960's, the trait approach was displaced by the attempt to identify observable, effective leader behaviors. Within that general research focus, attempts to identify such behaviors were usually discussed under the heading of "leadership style" and/or "leader behavior". In an effort to establish measures of leadership style, Stogdill and Coons (1957) systematically studied behaviors associated with effective leadership. Their research led to two important "behavior factors." They labeled one factor "consideration." It included

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socioemotional, expressive behaviors which indicated concern for the opinions, feelings, and welfare of subordinates. The other factor, "initiating structure", involved assignment of roles and tasks to group members, setting standards, specifying goals, evaluating performance, coaching, directing, and focusing on the task. Using this two-variable taxonomy (now referred to as the Ohio State taxonomy), they found that these types of behaviors played a major part in understanding the leader's role in shaping group interaction. Additionally, they found that leaders who displayed *both* "consideration" and "initiating structure" tended to be somewhat more effective than leaders who were not "considerate" or "initiating structure."

During the last two decades, one other striking development in the management area (the large influx of women into positions of leadership) has occurred, and with it, a growing body of literature on women in leadership roles. The studies have found some differences in the way women behave, and some studies, but not all, have found differences in the way women perform. It has been difficult to assess the extent to which these differences reflect biases of the men as well as those of the women who have rated women in leadership positions, or whether some real differences do exist. In particular and in response to surveys which indicated that a high percentage of men feel that women are "temperamentally unfit for management", Bowman, Worthy, and Greyser (1965) found, in fact, that this was not the case. Bartol (1976) again responded to a survey about the attitudes and anticipatory reservations men would have "in working for a woman." In their study using comparisons of the actual experience of female and male subordinates, these attitudes were, again, not borne out. However, it was found by Bartol and Butterfield (1976) that sex -role stereotyping of outside observers does affect the evaluation of leadership styles. They proposed that women would be more positively evaluated for a "consideration" style, while men would be positively evaluated for an "initiating structure" style, and a production emphasis. Their results supported these notions, except that there were no sex differences for the leaders who emphasized production. Another researcher, Sandra Bem, assessed the debilitating effects of sex-role stereotyping in an effort to "free the human personality from the restricting prison of sex-role stereotyping, and to develop a conception of mental health which is free from culturally imposed

definitions of masculinity and femininity" (1976). In an article called "Probing the Promise of Androgyny", Bem discusses the concept of psychological androgyny in which the androgynous person is expected to be more competent and relaxed with the tasks of either sex and will, therefore, be more flexible and adaptable, and, thus, more ideal psychologically. As Bem sees it, "the concept of psychological androgyny implies that it is possible for an individual to be both assertive and compassionate, both instrumental and expressive, both masculine and feminine, depending upon the situational appropriateness of these various modalities; and it further implies that an individual may even blend these complementary modalities in a single act, being able, for example, to fire an employee if the circumstances warrant it but with sensitivity for the human emotion that such an act inevitably produces (Bem, 1974)."

Additionally, Janet Taylor Spence and her collaborators, Robert Helmreich and Joy Stapp (1974), independently developed the same concept of the androgynous personality as that of Bem. In fact, recent work of Lubinski, Tellegen, and Butcher (1983) indicates the work measures of Spence and Bem were equivalent and, thus the idea of the androgynous personality was the *Zeitgeist* of 1974 (Brown, 1986).

Utilizing the *Life Sphere Questionnaire* can extend and further illuminate the work of Bem, Spence, Lubinski, and others as it pertains to leadership characteristics. Two preliminary studies using a population primarily of graduate students of psychology have been conducted by administering the *Life Sphere Questionnaire*. The first indicated no differences between the "consideration" (relationship behavior emphasis) and the "initiating structure" (task behavior emphasis) for males and females who have self-reported their leadership behaviors in this questionnaire. The items examined for "consideration" were FAIR, COUTEOU, STEADY, TRUST, INCLUDE, GENTLE, HELP, LIKEME, and POSITION (see listing above), while those associated with "initiating structure" were AMBITOU, CHARGE, SOLVING, WHATDO, BETTER, ARRANGE, IDEAS, RESOLVE, and HCONFLI. When a forced two-factor analysis was applied, six (FAIR, COUTEOU, TRUST, GENTLE, LIKEME, and POSITION) of the nine variables associated with "consideration" did create a subset, Factor 1. Similarly, six (CHARGE, SOLVING, WHATDO, BETTER, ARRANGE, and HCONFLI) of the nine variables associated with "initiating structure" were

located in Factor 2. In using this two-factor analysis only 42.0% of the variance was accounted for, with Factor 1 accounting for 32.2% and Factor 2 accounting for 9.8% of the variance. Additionally, using factor, or weighted scores, the factorial MANOVA determined that there was no significant difference for "consideration" based on gender (mean for females was 6.9 and males 7.0); and for the "initiating structure" group the mean for females was 4.9 and 5.3 for males. In attempting to determine the percentage of "grouped" cases correctly classified, the differences were so significant that there were no variables eligible to compute the discriminant analysis. Since opposite results were achieved in the Bartol and Butterfield study (1974), the difference is suspected to lie in the outside observer and self-reporting arena. It would be interesting to have the same group of subjects rated by outside observers to see if those results would more closely approximate those of the Bartol and Butterfield (1974) study.

The second preliminary study using the same population of graduate students of psychology, utilized Bentler's (1989) EQS structural equation modeling software to produce a confirmatory-factor-analysis. Using both correlated and uncorrelated structures, EQS tested for differences in fit among the most viable models resulting from these correlations. A chi square test of goodness of fit of the proposed model to the correlation was attained by maximizing a fitting function of the given information matrix. The original CFA three-factor model allowed the variables to load and correlate on Feminine Characteristics, Masculine Characteristics, and those factors thought to be indicative of Leadership. Feminine were: COPERTI, SIXSENSE, SHOW, INCLUDE, GENTLE, and POSITON. Male were: PRODUTI, AMBITOUS, HCONFLI, IDEAS, PAID, FIRM; while Leadership Qualities were SOLVING, CHARGE, PEOPLE, WHATDO, ARRANGE, and THINGS. The best fitting model accounted for 73% of the variance of the sample data. Nine variables were dropped because they contained almost all error as indicated in the standardized solution of the original model. Additionally, indicated parameter changes were included from the Wald Test for dropping, and the LeGrange for adding, parameters. These changes rearranged the three factors to: feminine (COPERTI, AMBITOUS, and INCLUDE); masculine (PRODUTI, and SHOW); and leadership qualities (SOLVING, CHARGE, PEOPLE, and HCONFLI).

For this best fitting model, the Goodness of Fit Summary indicates a statistically nonsignificant chi square (36.683, N = 679), p < .06. The Comparative Fit Index is .953 which is slightly less and than greater than (respectively) the recommended .90 by Bentler (1989). The standardized solution produced low coefficients for each of the variables.

Thus, the results of this study supported the prediction that there would be an androgynous move toward the center (correlated) of those variables most usually associated with feminine characteristics of leadership and those associated with masculine. In other words, there was an androgynous move toward the middle (correlated) of characteristics previously thought to operate on the more bi-polar, one dimensional masculine and feminine plane; an important concept since the idea of an androgynous personality has now become the "Zeitgeist" of 1974 (Brown, 1986).

Additionally, the Life Sphere Questionnaire could be utilized to test the constructs proposed by researchers in the area of Leadership such as Fielder's Contingency Model or the Vroom and Yetton Normative Decision Model with the goal of improving the quality of leadership, both for greater effectiveness and greater follower satisfaction.

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Life Sphere Questionnaire

Name:_____ ID:_____ Date:_____ Gender:_____

Occupation:_____ Education (Yrs):_____ Religion:_____ Age:_____

Rate how much the statements below apply to you by using the following scale:

Never	Hardly ever	Once in a while	Little of the time	Some of the time	A lot of the time	Fre-quent-ly	Most of the time	All of the time
0	1	2	3	4	5	6	7	8

IN THE PAST WEEK HOW OFTEN HAVE YOU ...

1.___ enjoyed your leisure hours (evenings, weekends, etc.)?
2.___ felt good about yourself or things you have done?
3.___ felt like you've spent a worthwhile day?
4.___ felt fearful or afraid?
5.___ felt angry?
6.___ felt tense?
7.___ felt shy?
8.___ felt worn out?
9.___ fit in?
10.___ felt approved of?
11.___ done what you should?
12.___ finished things you started?
13.___ changed your mind?
14.___ felt sad or depressed?
15.___ felt mixed up or confused?
16.___ felt bored or useless?
17.___ felt like hurting yourself?
18.___ had a say in what you did?
19.___ felt jealous?
20.___ had trouble sleeping?
21.___ done something just for fun?
22.___ used alcohol?
23.___ used drugs?

IN THE PAST WEEK HOW OFTEN HAVE YOU BEEN ...

24.___ lively?
25.___ lonely?
26.___ insecure?
27.___ worried?
28.___ sorry for things done?
29.___ outgoing?
30.___ forced to do things?
31.___ taken advantage of?
32.___ productive?
33.___ cooperative?
34.___ punished?
35.___ suspicious?

IN THE PAST WEEK ...

36.___ how satisfied have you been in general (with relationships, with finances, with friends and family?)
37.___ did you handle the basic necessities such as paying bills, shopping and taking care of your room (home;apt)?

DO YOU THINK YOU ARE:

38.___ fair?
39.___ ambitious?
40.___ courteous?
41.___ creative?
42.___ loyal?
43.___ good with your hands?
44.___ different from other people?
45.___ good at solving problems?
46.___ a steady worker?
47.___ in good health?
48.___ trustworthy?
49.___ intelligent?
50.___ kind?
51.___ busy?
52.___ successful?

DO YOU:

53.___ charm people?
54.___ like to be touched?
55.___ take charge?
56.___ hold a grudge?
57.___ have courage?
58.___ plan for the future?
59.___ hit people?
60.___ like your work (studies)?
61.___ influence people?
62.___ tell people what to do?
63.___ do what you say you will?
64.___ avoid disagreements?
65.___ have a "sixth sense?"
66.___ show people how to do things?
67.___ get into trouble with the law?
68.___ help people resolve conflicts?
69.___ feel good about your body (appearance)?
70.___ do things better than most people?
71.___ have purpose in your life?
72.___ arrange things to help people get things done?
73.___ like to be included in activities?
74.___ stand up for what is right?
75.___ express your negative emotions?
76.___ express your positive emotions?
77.___ have trouble concentrating?
78.___ care what other people think of your behavior?

[TURN PAGE OVER]

Rate how much the statements below apply to you by using the following scale:

Never	Hardly ever	Once in a while	Little of the time	Some of the time	A lot of the time	Fre-quent-ly	Most of the time	All of the time
0	1	2	3	4	5	6	7	8

79.___ I feel that I do a good job (as self-employed,housewife student, or employee)?
80.___ Emotional problems interfere with my work (or studies)?
81.___ I get things by being gentle rather than demanding?
82.___ In the past month,the amount of money I had, was enough to pay the bills?
83.___ In a group of people I can get them to do things.
84.___ I follow my own ideas rather than other peoples.
85.___ I sometimes think death might be the solution to my problems.
86.___ I do things on the spur of the moment.
87.___ What happens in my life is up to me.
88.___ People should be paid at a rate that they produce goods.
89.___ Someone who breaks the law should be punished.
90.___ The "down and out" person can count on me to help out.
91.___ I have been unable to quit doing something that I wanted to quit (like eating so much, or smoking).
92.___ My life is exciting.
93.___ People like me.
94.___ People are out for themselves.

When someone disagrees with you what do you do?

95.___ try to understand their position.   97.___ go along with them.   99.___ confront them.
96.___ stand firm on your point.   98.___ don't express your opinion.   100.___ get the disagreement resolved.

For items numbered 101 through 124 consider the following people: spouse or mate, family, friends, people at work/school, or acquaintances. Think about each of those persons listed and the kind of activity you had with them. All blanks should be filled in that apply to you. For Example, items 101 through 106 would not apply if you were not married or living with someone. Rate each item according to the following:

8 = daily   5 = about once a week   2 = two to eleven times per year
7 = five or six times per week   4 = two or three times per month 1 = about once a year
6 = two to four times per week   3 = about once a month   0 = never

	talk with	conflict with	feel close to	get support from	share in productive activity	share in leisure activity
spouse or mate	101.___	102.___	103.___	104.___	105.___	106.___
family	107.___	108.___	109.___	110.___	111.___	112.___
*friends/acquaintances	113.___	114.___	115.___	116.___	117.___	118.___
people at work/school	119.___	120.___	121.___	122.___	123.___	124.___

* NOTE: If some people are both co-workers (or classmates) and friends then rate the time
spent with them outside of work (school) as friends and the time at work as co-workers (classmates).

In an average week estimate the number of hours that you spend in the activities listed below. Don't take a lot of time to get the exact number of hours.

0 = 0   3 = 4 to 6 hours   6 = 20 to 32 hours
1 = 1 hour or less   4 = 7 to 11 hours   7 = 33 to 53 hours
2 = 2 to 3 hours   5 = 12 to 19 hours   8 = 54 hours or more

125___ Working**
126___ Parenting
127___ Commuting
128___ Sleeping
129___ Eating
130___ Reading
131___ Studying
132___ Exercising
133___ Shopping
134___ Drinking
135___ Relaxing
136___ Loving
137___ Nothing

Attending the Following:
138___ Sports/Outside Events (participant)
139___ Sports Events (observer)
140___ Religious Services
141___ Classes, Seminars, Conferences
142___ Plays/Concerts/etc
143___ Service Organization (Rotary,etc)
144___ Movies
145___ Get together with friends
146___ Counseling/Treatment
Doing the Following:
147___ Public Service (elected off.,board)
148___ Personal Hygiene/Grooming
149___ Housework/Cooking
150___ Making/Creating Something

151___ Errands
152___ Volunteer Work
153___ Driving (pleasure)
154___ Dining/Dancing/etc
155___ House/Yard Work
Watching TV (type)
156___ Drama/Soap/SitCom
157___ Sports
158___ News/Educational
159___ Talk/Game/MTV etc
160___ Total time spent talking; whether at work with friends, at meetings, etc — (this can overlap with anything above.)

** Includes housewife, student, self-employed, employee.   9-30-91

Life Sphere Questionnaire - B

Name:_____ ID:_____ Date:_____ Gender:____

Occupation:_____ Education (Yrs):_____ Religion:_____ Age:_____

Rate how much the statements below apply to you by using the following scale:

Never	Hardly ever	Once in a while	Little of the time	Some of the time	A lot of the time	Fre-quent-ly	Most of the time	All of the time
0	1	2	3	4	5	6	7	8

IN THE PAST WEEK HOW OFTEN HAVE YOU ...

1.___ enjoyed your leisure hours (evenings, weekends, etc.)?
2.___ felt good about yourself or things you have done?
3.___ felt like you've spent a worthwhile day?
4.___ felt fearful or afraid?
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6.___ felt tense?
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30.___ forced to do things?
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33.___ cooperative?
34.___ punished?
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IN THE PAST WEEK ...

36.___ how satisfied have you been in general (with relationships, with finances, with friends and family?)
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DO YOU THINK YOU ARE:

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62.___ tell people what to do?
63.___ do what you say you will?
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65.___ have a "sixth sense?"

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67.___ get into trouble with the law?
68.___ help people resolve conflicts?
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73.___ like to be included in activities?
74.___ stand up for what is right?
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77.___ have trouble concentrating?
78.___ care what other people think of your behavior?

[TURN PAGE OVER]

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79.___ I feel that I do a good job (as self-employed,housewife student, or employee)?
80.___ Emotional problems interfere with my work (or studies)?
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82.___ In the past month,the amount of money I had, was enough to pay the bills?
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	talk with	conflict with	feel close to	get support from	share in productive activity	share in leisure activity
spouse or mate	101.___	102.___	103.___	104.___	105.___	106.___
family	107.___	108.___	109.___	110.___	111.___	112.___
*friends/acquaintances	113.___	114.___	115.___	116.___	117.___	118.___
people at work/school	119.___	120.___	121.___	122.___	123.___	124.___

* NOTE: If some people are both co-workers (or classmates) and friends then rate the time spent with them outside of work (school) as friends and the time at work as co-workers (classmates).

In an average week estimate the number of hours that you spend in the activities listed below. Don't take a lot of time to get the exact number of hours.

125___ Working**
126___ Parenting
127___ Commuting
128___ Sleeping
129___ Eating
130___ Reading
131___ Studying
132___ Exercising
133___ Shopping
134___ Drinking
135___ Relaxing
136___ Loving
137___ Nothing

Attending the Following:
138___ Sports/Outside Events (participant)
139___ Sports Events (observer)
140___ Religious Services
141___ Classes, Seminars, Conferences
142___ Plays/Concerts/etc
143___ Service Organization (Rotary,etc)
144___ Movies
145___ Get together with friends
146___ Counseling/Treatment
Doing the Following:
147___ Public Service (elected off.,board)
148___ Personal Hygiene/Grooming
149___ Housework/Cooking
150___ Making/Creating Something

151___ Errands
152___ Volunteer Work
153___ Driving (pleasure)
154___ Dining/Dancing/etc
155___ House/Yard Work
Watching TV (type)
156___ Drama/Soap/SitCom
157___ Sports
158___ News/Educational
159___ Talk/Game/MTV etc
160___ Total time spent talking; whether at work with friends, at meetings, etc -- (this can overlap with anything above.)

** Includes housewife, student, self-employed, employee.   1-13-92

Chapter 3

The Life Sphere Questionnaire
and Older People: Normative Data

Joy Elaine Canfield and Merle L. Canfield

California School of Professional Psychology

The Life Sphere Questionnaire (LSQ) may be a solution for the problems cited in geriatric research regarding psychological assessment of older people. The limitations of existing instruments used with older clients include (a) test length, (b) instruction clarity, (c) social desirability concerns, and (d) inappropriate item content (Gallagher, Thompson, & Levy, 1980; Lawton, Whelihan, & Belsky, 1980; Klassen, Homstra, & Aderson, 1975). Although the LSQ was developed for the general adult population, it is especially well suited for older adults. "The item content is simple in language, without a clinical or diagnostic quality. The inventory allows the respondent a socially acceptable method of communicating thoughts, feelings, opinions, and preferences of activities" (Canfield, 1991, p. 7).

The LSQ was administered in 14 states to 391 people over age 64 (See Table 1).

Table 1. Older people by state.

Value	Frequency	Percent
AL	1	.3
AR	5	1.3
CA	100	25.6
CO	7	1.8
FL	2	.5
KS	32	8.2
MO	9	2.3
MS	9	2.3
NJ	2	.5
NM	3	.8
NY	1	.3
OK	155	39.6
PA	3	.8
TX	62	15.9
—	—	——
TOTAL	391	100.0

The ages of the respondents ranged from 65 to 96 with a mean of 75.12, standard deviation of 7.09, mode of 73.00 and median of 74. Two hundred seventy six (71%) of those sampled were female and 115 (29%) were male. A large proportion of the sample was Caucasian (N = 343, 88%). The remainder of the sample was divided as follows: 21 (5%) Native American, 11 (3%) African American, 6 (2%) Hispanic, 6 (2%) "Other," 2 (.5%) Asian, and 2 (.5%) did not indicate their ethnicities. Of the 391 respondents, 215 (55%) were married, 134 (34%) were widowed, 21 (5%) were divorced, 20 (5%) had never been married, and 1 (.3%) was living with a significant other. The range of education in the sample was 0–4 years through a Ph.D. or M.D. level of education. The mode of education level was "some college or technical training." Major physical problems were experienced by 155 (40%) of the sample, 234 (60%) did not have major physical complaints.

In order to establish norms for the older population, these data will be compared to the mean responses of the general population (N = 271). Table 2 provides the geriatric means and standard deviations of the individual LSQ items as well as the means and standard deviations of the subtests (subtest results are listed below the individual items in Table 2).

Table 2. Life Sphere Questionnaire Norms of the Over 64 Population.

Variable	Mean	SD	N
AGE	75.12	7.09	391
ENJOY	6.38	1.62	386
FGOOD	6.09	1.71	386
WORTH	5.66	1.82	388
FEARFUL	1.17	1.38	383
ANGRY	1.69	1.51	380
TENSE	2.14	1.69	381
SHY	1.35	1.60	381
WORNOUT	3.44	2.01	388
FITIN	5.77	1.93	375
APPROVE	6.12	1.57	385
SHOULD	6.13	1.56	385
FINISHED	5.96	1.74	384
CHANGED	3.43	1.78	381
SAD	2.21	1.74	380
CONFUSE	1.35	1.59	379
USELESS	Missing		
HURTSEL	.13	.57	377

Variable	Mean	SD	N	Variable	Mean	SD	N
SAY	6.55	1.64	385	ARRANGE	4.58	2.25	377
JEALOUS	.75	1.16	380	INCLUDED	5.67	1.95	384
SLEEP	2.71	2.24	383	STANDUP	6.86	1.54	386
FUN	4.57	1.92	384	NEGATIVE	3.91	2.26	379
ALCOHOL	.67	1.47	379	POSITIVE	5.50	1.84	381
DRUGS	.13	.86	377	CONCETRT	2.97	2.07	383
LIVELY	4.79	2.13	368	BEHAVIOR	5.89	2.35	387
LONELY	1.47	1.78	377	GJOB	6.57	1.67	350
INSECURE	1.06	1.60	379	INTEFER	1.55	1.95	363
WORRIED	2.21	1.93	381	GENTLE	6.12	1.76	370
SORRY	1.70	1.54	376	MONEY	7.22	1.81	377
OUTGOING	5.12	2.15	378	THINGS	4.70	2.06	360
FORCED	1.32	1.67	379	IDEAS	5.53	2.01	376
ADVANTGE	1.19	1.55	378	DEATH	.71	1.67	376
PRODUTIV	5.01	2.15	378	SPUR	3.71	2.26	378
COPERTIV	6.55	1.42	371	LIFE	6.25	1.86	378
PUNISED	.27	.70	365	PAID	6.59	1.72	362
SUSPICIS	.94	1.45	364	PUNISHED	7.26	1.29	375
SATISFID	6.66	1.37	368	HELP	5.63	1.86	371
NECESITS	6.73	2.26	367	QUIT	3.37	2.84	363
FAIR	7.04	1.08	387	EXCITING	4.77	2.23	366
AMBITOUS	5.62	2.06	377	LIKEME	6.38	1.40	374
COUTEOUS	7.02	1.11	386	OUTSELF	4.40	2.06	361
CRETIVE	4.86	2.22	379	POSITON	6.09	1.76	350
LOYAL	7.42	.98	380	FIRM	5.59	1.78	338
HANDS	5.69	2.14	382	ALONG	3.22	1.90	331
DIFERENT	3.51	2.24	375	EXPRESS	3.50	2.09	329
SOLVING	5.36	1.86	381	CONFRONT	2.98	2.14	327
STEADY	6.24	1.99	373	RESOLVED	5.06	2.12	330
HEALTH	5.99	2.12	383	SPTALK	7.66	1.50	212
TRUST	7.58	.92	385	SPCONFLT	2.85	2.22	196
INTELIGN	6.78	1.33	377	SPFEE	7.48	1.61	209
KIND	7.17	.97	377	SPSUPP	7.36	1.66	205
BUSY	6.17	1.88	372	SPPROD	6.95	1.88	206
SUCESFUL	6.07	1.70	365	SPLEIS	7.08	1.63	207
CHARM	4.13	2.14	370	FMTALK	5.85	1.89	334
TOUCHED	4.44	2.34	384	FMCONFLT	1.03	1.53	298
CHARGE	4.31	2.21	382	FMFEE	6.95	1.87	318
GRUDGE	1.67	1.77	384	FMSUPP	5.94	2.49	315
COURAGE	5.86	1.80	379	FMPROD	3.90	2.61	295
FUTURE	5.87	2.17	380	FMLEIS	3.96	2.27	306
HITPEOLE	.09	.49	381	FRTALK	6.50	1.57	337
LKWORK	5.90	2.15	330	FRCONFLT	.80	1.34	299
PEOPLE	4.24	1.98	381	FRFEE	5.92	2.10	299
WHATDO	2.91	2.10	380	FRSUPP	5.35	2.40	304
DOWILL	7.04	1.26	387	FRPROD	4.05	2.46	295
DISAGREE	6.22	1.86	384	FRLEIS	4.68	2.15	311
SIXSENSE	4.24	2.41	350	WKTALK	5.42	2.95	100
SHOW	4.16	1.98	383	WKCONFLT	.90	1.63	98
LAW	.10	.52	381	WKFEE	4.52	3.07	97
HCONFLIC	2.93	2.11	379	WKSUPP	4.23	3.14	98
BODY	5.80	1.97	384	WKPROD	3.86	2.97	97
BETTER	3.93	2.07	380	WKLEIS	2.98	2.89	97
PURPOSE	6.00	2.05	378	WORKING	3.58	2.60	332

Subtest	Mean	SD	N
PARENTNG	.86	1.64	309
COMUTING	1.04	1.42	317
SLEEPNG	6.59	1.67	381
EATING	4.05	1.60	377
READING	3.87	1.71	379
STUDYING	1.35	1.57	316
EXERCISE	2.47	1.61	363
SHOPING	2.06	1.31	364
DRINKING	.56	1.17	335
RELAXING	4.08	1.91	341
LOVING	2.38	2.57	293
NOTHING	1.85	1.98	306
PSPORTS	.60	1.30	328
OBSPORT	1.02	1.44	333
RELIGON	2.16	1.42	378
CLASSES	.50	1.00	323
CONCERTS	.60	.97	328
SERVORG	.67	1.16	326
MOVIES	.77	1.25	332
TOGETHER	2.66	1.36	369
COUNSEL	.21	.69	317
PUBSERV	.61	1.13	314
HYGIENE	3.20	1.32	375
HOUSEWOR	3.20	2.20	359
CREATING	1.91	1.88	348
ERRANDS	2.06	1.42	354
VOLUNTER	1.38	1.57	337
DRIVING	1.25	1.36	342
DINNING	1.37	1.43	330
HOUSEWK	2.55	1.88	352
TVDRAMA	2.20	2.06	331
TVSPORT	1.65	1.54	331
TVNEWS	3.39	1.46	367
TVTALK	2.30	1.68	345
TTALK	4.20	1.67	319

Subtest	Mean	SD	N
ACCEPT	5.81	1.22	389
CARE	3.62	1.33	390
COPING	4.87	1.40	387
DEP1	1.93	.87	391
DRUGALC	.40	.85	379
DSM3	1.53	.79	391
DSTRS	1.41	1.00	391
DSTRS2	1.59	1.12	388
EMPLOY	6.04	1.67	381
LCONTRL	4.21	.79	391
LEAD	4.64	1.08	390
LEIS1	4.93	1.74	344
LEIS2	1.31	1.09	370
LEIS3	1.71	1.02	373
LEIS4	4.01	1.37	381
PARAN	1.49	.99	387
QUAL	5.85	1.28	391
REL1	5.37	1.76	336

Subtest	Mean	SD	N
REL2	5.20	1.20	390
REL3	5.37	1.62	343
REL4	4.33	2.68	108
VALUE	7.02	.85	391

To determine the variability between the older population and the general adult population, Table 2 may be compared to the norms of the LSQ which appear in Table 3. A t-test was conducted to determine the significant differences between the two samples at a .05 level (See Table 4). The primary subtests of the LSQ are listed in Table 5. Of the original 22 subtests, these 17 subtests (Table 5) are the most commonly used. They are discussed in the following section.

Table 3. LSQ general population norms.

Subtest	Mean	SD	N
ACCEPT	5.84	1.14	271
CARE	3.36	1.06	271
COPING	5.49	1.10	271
DEP1	2.37	.97	271
DRUGALC	.86	1.00	270
DSM3	2.12	.98	271
DSTRS	2.48	1.42	271
DSTRS2	1.97	1.17	271
EMPLOY	6.11	1.22	271
LCONTRL	4.52	.68	271
LEAD	4.90	.77	271
LEIS1	4.08	1.33	269
LEIS2	.94	.81	267
LEIS3	1.52	.95	266
LEIS4	3.33	1.36	267
PARAN	2.20	1.09	271
QUAL	4.96	1.39	271
REL1	5.03	1.86	261
REL2	5.58	1.05	271
REL3	4.94	1.64	267
REL4	5.16	1.43	261
VALUE	6.71	.83	271

Table 4. Life Sphere Questionnaire: Statistically significant differences between older and general populations.

SUBTEST	SIGNIFICANCE*	NORM	OLDER PEOPLE	DIRECTION OF DIFFERENCE**
ACCEPT	N	5.84	5.81	Comparable
CARE	Y	3.36	3.62	Above
COPE	Y	5.49	4.87	Below
DEP1	Y	2.37	1.93	Above
DRUGALC	Y	.86	.40	Above
DSM3	Y	2.12	1.53	Above
DSTRS	Y	2.48	1.41	Above
DSTRS2	Y	1.97	1.59	Above
EMPLOY	N	6.11	6.04	Comparable
LCONTRL	Y	4.52	4.21	Below
LEAD	Y	4.90	4.64	Below
LEIS1	Y	4.08	4.93	Above
PARAN	Y	2.20	1.49	Above
QUAL	Y	4.96	5.85	Above
REL1	Y	5.03	5.37	Above
REL2	Y	5.58	5.20	Below
REL3	Y	4.94	5.37	Above
VALUE	Y	6.71	7.02	Above

* Significance: "N" = Not a significant difference at a .05 level; "Y" = Significant difference at a .05 level.

** Direction of Difference indicates (a) "Comparable" = differences between populations are not significant, (b) "Above" = older sample has a higher level of psychological well-being than the norm, and (c) "Below" = older sample has a lower level of psychological well-being than the norm.

Table 5. Life Sphere Questionnaire Subtests and Abbreviations.

Self-acceptance	ACCEPT
Self-care	CARE
Coping	COPE
Depression	DEP1
Drug and Alcohol	DRUGALC
DSM-IIIR	DSM3
Psychological Distress	DSTRS and DSTRS2
Work	EMPLOY
Locus of Control	LCONTRL
Leadership	LEAD
Leisure	LEIS1
Paranoia	PARAN
Quality of Life	QUAL
Relationships with Family	REL1
Relationships with Others	REL2
Relationships with Friends	REL3
Values	VALUE

Subtests of the LSQ

The Self-acceptance (ACCEPT) subtest assesses one's self-perception of intelligence and congeniality, and the abilities to fit in and gain approval from others. The purpose of the Self-care (CARE) subscale is to determine the respondent's capacity to meet his or her daily needs. Individual items evaluate such areas as personal hygiene habits and maintenance of household responsibilities.

The Coping (COPING) subtest assesses the respondent's perception of his or her problem solving abilities. Items included in the coping subtest are, "in the past week how often have you been productive?" and "do you think you are successful?" (Canfield, 1991). The Depression (DEP1) subscale contains 22 items that evaluate positive and negative emotions regarding enjoyment of life, purpose in life, desire to harm oneself, and the belief that death is a solution to one's problems. The Drug and Alcohol (DRUGALC) subtest specifically measures the person's use of alcohol and drugs in the past week.

The items of the DSM-III-R (DSM3) subscale pertain more explicitly to severe pathology than do the other subtest items. The DSM-III-R subtest includes items relating to anger, feeling forced to do things, confusion, and suspiciousness. Psychological distress (DSTRS and DSTRS2) is the respondent's self-appraisal of his or her psychological well-being. This subtest assesses the person's negative emotions. Individual items evaluate one's anger, tension, fear, confusion and depression (Canfield, 1991).

Items assessing Employment (EMPLOY) include "do you feel that you do a good job (as self-employed, housewife, student, or employee)?" and "do you think you are a steady worker?". These items focus on the person's overall self-efficacy in employment by evaluating enjoyment, proficiency and frequency of work habits (Canfield, 1991). The Locus of Control (LCONTRL) subscale assesses one's mastery of environmental elements. The individual items focus on abilities to stand up for one's beliefs, show people how to do things, and say what one means. Locus of Control items also assess feelings of being exploited and punished by others.

Items assessing Leadership (LEAD) include those focussed on abilities to help others resolve conflict, arrange things to help others, express an opinion, and do things better than other people. The Leisure (LEIS 1) subtest evaluates the respondent's use of non-work hours, both structured and unstructured. The items assess time spent in leisure activities with family, friends or co-workers (Canfield, 1991).

The Paranoia (PARAN) subscale evaluates the respondent's degree of paranoid thought disturbances. Individual items assessing paranoia include "do you think you are different from other people?" "how often have you been: forced to do things? suspicious? punished?"

The Quality of Life (QUAL) subtest includes such items as "in the past week how often have you felt good about yourself or things you have done; felt like you've spent a worthwhile day; enjoyed your leisure hours?" The aim of the subscale is to evaluate satisfaction with one's daily activities, leisure hours, finances and relationships. The Relationships with family subtest assesses relationships with children, siblings, parents and extended family. Relationships with friends refer to any association perceived as a friendship. The Relationships with family and Relationships with friends subtests examine the nature of the respondent's relationships by assessing the frequency of positive interaction with family members (REL1) or friends (REL3). The Relationships with other people (REL2) subtest assesses the respondent's ability to interact with other people and his or her perception of this ability. The individual items include "in the past week how often have you: felt you fit in; felt approved of?" The Values (VALUE) subscale evaluates self-perception of priorities and convictions, both personally and interactively. The subtest items include, "do you think you are trustworthy?" and "do you think you are fair?" (Canfield, 1991).

Results

In relation to the general population norms, the geriatric sample responded similarly to the self-acceptance subtest (older population = 5.81; norm = 5.84) indicating a comparable perception of intelligence and congeniality between the two populations. Subtests that deviated between the two samples are discussed in the following section. Significant differences between populations (at a .05 level) are indicated by an asterisk (*).

The older respondents indicated that they did not feel as greatly "in control" of their environments as did the norm (locus of control–older population = 4.21*; norm = 4.52*) and had a less favorable perception of their coping abilities (older population = 4.87*; norm = 5.49*). The older people also experienced a slightly more negative view of their interactive skills (relationships with others–older population = 5.20*; norm = 5.58*). As might be expected due to the sample's retirement age, the employment subtest, assessing the individual's greater self-efficacy in work, showed a more negative response in relation to the norm (older population = 6.04; norm = 6.11). Similarly, Leadership, which

assesses one's ability to achieve and excel in activities, was below the norm (older population = 4.64*; norm = 4.90*). Beyond these five dimensions (Locus of Control, Coping, Relationships with Others, Employment and Leadership), the remainder of the nine most widely used LSQ subtests each elicited a more favorable response from the older sample.

The older respondents reported a greater capacity to meet their personal and household needs than did the general population (self-care--older population = 3.62*; norm = 3.36*). The older people also indicated having greater enjoyment of their leisure activities than did the norm (LEIS1--older population = 4.93*; norm = 4.08*) which may relate to their enhanced life satisfaction (quality of life--older population = 5.85*; norm = 4.96*). These favorable views may also be affected by the older person's greater satisfaction in relationships with family (older population = 5.37*; norm = 5.03*) and relationships with friends (older population = 5.37*; norm = 4.94*). The older sample appeared to have a more positive appraisal of their values and personal convictions than did the norm (older population = 7.02*; norm = 6.71*).

It is noteworthy that for each of the subscales that measures the more negative dimensions of the individual's psychological structure, the older population responded with less disturbance than did the general population. When compared to the norm, the older respondents appeared less depressed (Depression--general population = 1.93*; norm = 2.37*), reported less psychological distress (DSTRS--older population = 1.41*; norm = 2.48*; DSTRS2--older population = 1.59*; norm = 1.97*), demonstrated less severe pathology (DSM-III-R--older population = 1.53*; norm = 2.12*), expressed fewer feelings of Paranoia (older population = 1.49*; norm = 2.20*) and used less Drugs and Alcohol (older population = .40; norm = .86).

Summary

These findings suggest that older age may be associated with improved psychological well-being. Although older people may feel in less control of the environment and have less opportunity to achieve in work-related activities, it appears that their overall psychological organization is functioning on an above average level of mental wellness. These data provide valuable information about the norms of the LSQ in older people as well as positive information concerning older age.

References

Canfield, J. E. (1991). A construct validity of the life sphere questionnaire for people over 64. Unpublished doctoral dissertation, California School of Professional Psychology, Fresno.