

A PREFERENCE STUDY OF MUSICAL ACTIVITIES
" OF SENIOR CITIZENS

by

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ABSTRACT

The study of musical activity preferences of older persons is important because it can establish the activities in which the elderly tend to involve themselves in a program setting. More effective and efficient programs can be planned through an understanding of musical preferences. The purpose of this study was to determine whether or not senior citizens had a significant preference for one of four musical activity categories: (1) singing, (2) Orff-Schulwerk, (3) kitchen band, and (4) dancing.

Twenty-two senior citizens from two settings, a senior citizen center and a congregate development, were subjects in the study. In weekly one hour sessions, subjects were presented with the four musical activity categories of singing, Orff-Schulwerk, kitchen band, and dancing during each session. At the end of each session, the subjects ranked the activity categories from the most preferred to least preferred.

Results indicated that one or more activity categories were significantly preferred over others in combined settings. The rank order of the other activity categories from most preferred to least preferred was Orff-Schulwerk, kitchen band, and dancing. Further results showed that there was significant agreement among the subjects in both settings concerning the rank of activity categories.

From these results, it can be concluded that singing perhaps has great potential to provide for successful experiences and to increase commitment within a senior citizen program. As the least preferred musical activity in this study, however, dancing perhaps has the least potential to provide for successful experiences. These conclusions may provide a focus for program planners within other senior citizen settings

to design musical activities which increase commitment and most enhance successful experiences. Further research on activity preferences for the elderly is necessary.

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CHAPTER I

INTRODUCTION

The study of aging has recently become a topic of great concern in American society due to the rapidly growing number of elderly persons. The elderly, who are generally labeled as those age 65 and over, comprise America's fastest growing minority group (Baumhover and Jones, 1977). In 1960 there were 5.6 million people in the United States over the age of 75, as compared to 7.6 million in 1970. This represents a 13 per cent increase (Huttman, 1977). The elderly population over the age of 65 represented 22.4 million people in 1977 and the majority of this population was over the age of 75. This population increase in the elderly is partly due to the longer life expectancy of people. People are currently living longer than in the past because of the increase in medical knowledge and skill in treatment. In the United States, the average life-expectancy for both males and females was 49 years in 1900. In 1973, the average life expectancy was 71 years and is increasing (Bradbury, 1975; Baumhover and Jones, 1977).

The increased numbers of elderly persons has become a problem because American society does not seem to have a place for them. In technological society, a person's worth is judged by his or her productivity and older adults are being denied their productivity in the job force by mandatory retirement laws (Hochschild, 1973). In addition, they are released first when employment cutbacks are made so

that people who are younger and have greater dexterity may replace them. Loss of productivity through loss of job can result in loss of status (Baumhover and Jones, 1977). This abrupt loss of status affects older adults and often damages their outlook on life and changes their attitudes and behaviors (Boxberger and Cotter, 1968).

The elderly place much importance in their work (Hochschild, 1973) and do not value leisure time as much as their work (Christenson, 1977). Leisure may be frustrating to them because the working person is generally valued more highly than those persons with leisure time (Christenson, 1977). In their leisure, older people desire activities that can give them the same satisfaction as they experienced in the working role (Bergmann, 1972). The leisure time activities must therefore be meaningful and successful. The legitimacy of leisure time determines the status of old people, and that status will remain low until society places more importance on the nonworking role and meaningful activities in that role.

A greater number of older adults now have more uncommitted or free time than they did in the past. The free time is a problem for the elderly because they arrive in old age unprepared for the utilization of large amounts of unstructured time (Pfeiffer and Davis, 1974). They are unaccustomed to the lack of structure and ways to utilize this time for successful experiences.

It is clear that the loss of the work role and increased leisure time have created serious degrees of dissatisfaction among the elderly. As a result, older adults are now demanding appropriate programs and services that will enhance their quality of life. These programs need

to provide a structure in which success can be achieved through worthwhile activities. Various activity programs can offer a variety of alternative experiences designed to provide success for a diverse population of people. Music is often included in such programs since it enhances self-image and increases self-actualization (Eisman, Note 1). However, there is a scarcity of research literature concerning scientific support in musical programs for the aged (Gibbons, 1979).

There are a number of reasons why music can be used as a viable tool in programs for elderly persons. One reason is that most older adults respond to music in some way since they have been in contact with it throughout their lives. As a familiar medium in a program setting, the elderly will often involve themselves in musical activities. Music is also a flexible medium and can be adapted for success at many different ability levels (Sears, 1968). As a flexible medium, music can be used to help elderly adults develop knowledge, abilities, and skills in musical, psychological, physical, or social contexts (Gibbons, 1979). Within the physical context, sensory stimulation, especially that of auditory, visual, and tactile senses is enhanced through creative experiences with music. Within the social context, music can provide successful experiences in interaction with others. It is through successful experiences in musical activities that older persons may feel self-fulfillment and pride.

Most older adults will respond to music in some way, but observation reveals that they tend to more actively involve themselves in musical activities which they like. As a result, they commit themselves to the most preferred activities. The study of musical preferences, then, seems especially important because it can establish the activities

in which the elderly tend to involve themselves. Therefore, more effective and efficient programs can be planned by the recreational and music therapist. Even though preference information is necessary for effective and efficient programs, literature describing musical activity preferences among the elderly is scarce. Currently, programs are designed and implemented on the basis of limited experience and intuition (Gibbons, 1979). As a result, elderly persons may not find these programs as satisfying as they might be with a more appropriate design.

There are several types of musical activities that can be used with older adults in a structured music program. Four categories chosen by the researcher were defined for the musical activity preference study. Those categories include singing, kitchen band activities, Orff-Schulwerk, and dancing.

In addition to activity categories, it is important to have some description of the elderly persons in this study. One way to describe a population of older adults is to discuss various situations in which they are involved. This study was specifically concerned with the population often referred to as senior citizens or senior adults. Although there is no strict definition of this population, senior adults often share common characteristics. They are generally described as persons over the age of 65 who have reached retirement age and are experiencing symptoms of the aging process (Bergmann, 1972). Among those symptoms are the limitations of physical, psychological, economic, and social resources.

Senior citizens generally live in various noninstitutional community settings and comprise 95 per cent of the total elderly population. The other 5 per cent of older adults reside in adult care facilities (Crockett, Note 2). Senior adults maintain themselves with

little or no assistance in their own homes or apartments as independently functioning members of society.

In the present study, senior citizens participated in senior citizen centers or congregate developments. Both offer many services, but the senior center is not a place for residency. It is a voluntary organization which provides a range of services for those who choose to use them. The center is a place for social interaction with those of similar interests, as well as a place for cultural and cognitive stimulation. It can be a source of recreational activities, as well as a wide variety of educational programs, information, and referral services (Bergmann, 1972; Huttman, 1977).

Congregate developments are similar to senior citizen centers in providing the same types of services. However, congregate housing refers to an apartment development where the senior citizen resides. These residents are less independent and less likely to be completely ambulatory than the members of the senior citizen center (Pfeiffer, 1976). The senior center and congregate development can vary widely in programs and staffings (Huttman, 1977). Both, however, provide a place where the elderly can meet, feel at home, participate in activities, or watch programs.

Purpose

This study attempted to examine senior citizens' preferences for a variety of activities within each of the four activity categories: singing, Orff-Schulwerk, kitchen band, and dancing. This study tested

the following null hypothesis:

H_{0_1} : senior citizens will prefer no particular musical activity category over any other category.

Results of this study can contribute to the design of whether or not there is a significant difference among activity preferences of senior citizens.

Summary

In summary, two critical problems that older adults face are loss of status and the inability to constructively utilize free time. These two problems may result in the loss of self-esteem. Programs are one way of developing a structure which will enhance successful experiences in meaningful activities. Musical activity preferences are important in providing a focus for programs. Increased participation in the activities and a deeper commitment is more likely to occur when there is an understanding of musical preferences in the group. The present study is an attempt to study musical preferences among senior citizens.

CHAPTER II

RELATED LITERATURE

This chapter presents literature related to the importance of musical preferences in the study of aging. It focuses on life satisfaction as the key to successful aging, specific theories and predictors of life satisfaction, and the importance of music activities in the development of life satisfaction. This chapter explores some deprivations due to age which hinder life satisfaction. Finally, the importance of understanding musical preferences in programs is emphasized.

Life Satisfaction

Aging was not a topic of concern before 1900 since people generally did not live beyond the age of 50 years. As a consequence they were mainly concerned with survival. With the life span increase in the last 30 years, however, gerontology has gained increasing attention. Gerontology in its modern sense dates from about 1950 (Comfort, 1979). In that time there were numerous approaches to the study of aging.

The most frequently used indicator of successful aging is life satisfaction (Peppers, 1976). Life satisfaction reflects the psychological well-being and the self-esteem of the older adults and is comprised of individually-oriented components. These include whether the individual takes pleasure from activities that constitute everyday life; whether he regards his life as meaningful; whether he holds a

positive self-image; whether he feels his goals are successfully met; and whether he is able to maintain happy and optimistic attitudes and moods. These components are all directly related to life satisfaction or self-esteem of the individual (Neugarten, Havighurst, and Tobin, 1961).

Self-esteem is based on a continuous interaction between a person and the environment. It is through this interaction with the environment that the individual is able to define his or her appropriate social roles, personal traits, work, and leisure activities in some meaningful and positive way (Schwartz, 1975). If this positive interaction with the environment is changed, the individual must seek out other meaningful ways to maintain self-esteem. Failure to do so can result in the person's adjustment to the environment at the price of harming his self-esteem.

Older adults may need structure in their lives in order to maintain self-esteem in the environment. One attempt to provide structure has been through the use of programs. One problem with many programs, however, is that they are often preoccupied with public health and medical concerns at the expense of psycho-social needs. Schwartz (1975) states that the issue of self-esteem should be as important as health care for the aged. One might conclude, therefore, that the elderly will not find self satisfaction in their lives if the psycho-social needs are neglected. Programs which include support services are badly needed to provide more than just a safe and sanitary environment for the aged. These programs must provide the elderly with experiences which make their lives interesting, exciting, adventuresome, meaningful, satisfying, and therefore worthwhile. By providing these experiences,

programs can help maintain the self-esteem and increase life satisfaction of the older adult.

Music may be an important vehicle in increasing the life satisfaction of older adults. Music enhances self-image and increases opportunities for self-actualization which leads to improved self-esteem (Eisman, Note 1). Music can be designed to promote experiences almost certain to ensure success. This success can lead to the development of pride in oneself (Sears, 1968). Because the enhancement of one's pride or self-esteem is an essential part of life satisfaction in the elderly, music has the potential of enhancing that life satisfaction.

In summary, the quality of one's experiences in his environment is central to life satisfaction and life satisfaction is a frequent predictor of successful aging. Life satisfaction reflects the psychological well-being and the self-esteem of an individual which is derived from a continuous interaction between a person and his environment. When the interaction is not favorable, support services may be important in order to enhance the self-esteem and the life satisfaction of elderly persons. Than enhancement can come in many forms, but music may be an important vehicle in which it occurs.

Life Satisfaction, Self-Esteem, and Theories of Aging

The question arises as to what factors contribute to successful aging, or as to how the elderly maintain their self-esteem in spite of the many changes that occur with aging. A number of theories have been proposed which deal with the relationship of psycho-social factors and successful aging. These include (1) the disengagement theory, (2)

activity theory, (3) role-set or continuity theory, (4) life-cycle or personalitiy theory, and (5) the symbolic interaction theory.

The disengagement theory was the first psycho-social theory of aging to appear in the literature of social gerontology (Havighurst, Neugarten, and Tobin, 1975). It was first described by Cumming, Dean, Newell, and McCaffery in 1960, then elaborated by Cumming and Henry in 1961 in the book Growing Old. Cumming and Henry (1961) describe the disengagement theory as decreased social interaction with the environment as a person grows older. There are a number of ramifications related to this decreased social interaction. Havighurst, Neugarten, and Tobin (1975) state that the individual's social withdrawal is accompanied by increased preoccupation with the self and decreased emotional investment in people and objects in the environment. The older person who has a sense of psychological distance, altered equilibrium characterized by greater psychological distance, altered types of relationships, and decreased social interaction with people. The disengagement theory suggests that this withdrawal from social participation provides self satisfaction to the individual (Knapp, 1977).

The disengagement theory is often referred to as the "subcultural theory" because it portrays aging people as evolving into a distinct subgroup within society (Berghorn, et al., 1978). People in this subgroup experience a decline in physical capacities as well as some loss of social roles. Because individual physical decline, loss of social roles, and social stereotypes distinguish the older person from other adults, disengagement with previous life patterns is likely to happen to the aging individual (Berghorn, et al., 1978).

Another theory is known as the activity theory of aging and implies that older people have the same psychological and social needs as middle-aged people (Neugarten, 1975). The older person who ages optimally is the person who stays active and maintains the activities of middle-age as long as possible. The theory maintains that life satisfaction is high for the older adult who continues his activities rather than reduces them as the disengagement theory proposes.

There have been many criticisms of the activity theory. Fontana (1977) states that this theory equates success with activity, and that activity is not clearly defined. Activity might imply success only for some, while for others it is just a way to keep busy and avoid boredom. The theory also confuses activity with engagement and they are not the same (Fontana, 1977). Some adults may be engaged and not active, while others might busy themselves without engagement in the activities. Another problem with this theory is that it applies to those who are physically healthy and have adequate income, and applies less well to those with physical and/or financial problems (Berghorn, et al., 1978).

Unlike the disengagement and activity theory, the role-set or continuity theory is not a developmental theory. It does not hold a developmental perspective involving the biological, psychological, or social determinants of behavior (Berghorn, et al., 1978). Instead, it assumes that a person wishes to maintain many patterns of middle-age; however, a person can be flexible in modifying these patterns in response to the psychological, biological, and social factors that occur during the aging process (Berghorn, et al., 1978). Rosow, the main person associated with this theory, states that a number of different roles are possible in the aging process (Rosow, 1974).

The personality or life-cycle theory is basically the theory of Neugarten who believes that individuals possess certain personality traits throughout their life-span. An individual's personality, then, is the main determinant of life satisfaction. As a function of the personality, individuals may disengage or engage in activities. There are persons with certain personality types who, as they age, disengage with relative comfort and who remain contented with life (Neugarten, Havighurst, and Tobin, 1975). Others disengage with discomfort and show a drop in life satisfaction. On the other hand, some older adults have low levels of activity accompanied by high satisfaction while others need high levels of activity for satisfaction.

The symbolic interactionist theory comes from a major sociological perspective which has many supporters and applications. This theory originates in the works of George H. Mead (1934). The basic points of this theory are the following: (1) an older person formulates his self-image through interaction with others; (2) his self-image is constantly changed in response to the interaction with others; (3) the most important interactional elements in determining the ways in which a person grows old and experiences this growth are cultural values and meanings; (4) the way in which a person grows old depends largely on the environment and can be changed by changing the environment (Fontana, 1977). As a result, an older person's interactions with others and his environment are essential for developing his self-image in society.

Some of these psycho-social theories of successful aging have direct implications for the use of music in programs to enhance life satisfaction. They are: the activity theory, the personality or life-cycle theory, and the symbolic interactionist theory.

The activity theory has important ramifications for the use of musical activities in programs for the aged. It states that life satisfaction will be high for the older adult who maintains his activities rather than reduces them. Musical activities can provide a means of maintaining the activity levels of middle-age. As a result, these musical activities are one way of enhancing life satisfaction.

The personality or life-cycle theory has direct implications for the study of musical preferences. This theory states that an individual's personality is the main determinant of life satisfaction and levels of activity. The types of activities which promote life satisfaction will vary according to individual personalities. As a result, preference studies are needed to understand the types of activities which will provide life satisfaction for each individual. Likewise, for music programs, music activity preference studies are needed to understand the types of musical activities which will provide life satisfaction.

The symbolic interactionist theory has direct implications for music programs. In this theory, one's self-image and self-esteem are determined through interaction with other people. Music activities provide experiences in relating to others. Through this experience an individual becomes aware of his identity and his accomplishments (Sears, 1968). As a result of this socializing influence, musical activities can influence the self-image and the self-esteem of the older person.

In summary, five theories attempt to explain the relationship between psycho-social factors and successful aging. These include the disengagement theory, activity theory, role-set or continuity theory,

life-cycle or personality theory, and the symbolic interactionist theory. The activity theory, the life-cycle or personality theory, and the symbolic interactionist theory have direct implications for the use of music and music programs, and for the importance of musical activity preference studies.

Predictors of Life Satisfaction

Five psycho-social theories attempt to explain the relationship between aging and life satisfaction. One problem with these theories, however, is that no one theory can adequately explain all the facets of successful aging. There is no one theoretical perspective at the present time that is comprehensive enough to meet all of the contingencies of aging. In examining the complex data collected from elderly people, Berghorn, et al. (1978) wrote that a new integrative theoretical approach was necessary. This approach requires holistic research among the multiplicity of factors which affect life satisfaction. Berghorn, et al. (1978) believes that a holistic approach is necessary in comprehending the complex factors influencing older persons and life satisfaction.

Several recent studies have begun to examine the relationship among the multiplicity of predictors of life satisfaction. Some of those predictors include health, living situation, socioeconomic status, and activity level. These predictors are directly related to the life satisfaction of the individual.

Self-related health is an important predictor of life satisfaction (Palmore, 1974; Palmore and Kivett, 1977), but the relationship between perceived health and actual health is not clear (Palmore and Luikart, 1972). Another important predictor is socioeconomic status (Chatfield, 1977; Palmore and Kivett, 1977). In addition, research shows that the

components of life satisfaction are affected by the living arrangements of the older adult (Rosow, 1967; Butlena and Wood, 1969; Bild and Havighurst; Wolk and Tellen, 1976).

Besides these studies, others indicate that activities are important predictors of life satisfaction (Palmore and Luikart, 1972; Palmore, 1974; Grancy, 1975; Peppers, 1976; Knapp, 1977; Toseland and Sykes, 1977; Berghorn, et al, 1978). These findings have an important implication for the use of activities in programs with older adults. That is, if activities are an important predictor of life satisfaction, then activity programs perhaps will enhance life satisfaction.

One study concluded that activity level was the best predictor of life satisfaction in a senior citizen center. In that study, Toseland and Sykes (1977) were interested in the participation and nonparticipation of older adults in a senior citizen center and its effect on life satisfaction. The findings of this study showed no significant differences in the participation levels of members and nonmembers of senior citizen centers. Activity level, however, was the best indicator of life satisfaction. The authors suggested programs should focus on significant predictors of life satisfaction in order to meet the needs of older persons in the community which the senior citizen serves and activity level is one of those significant predictors.

While research indicates that activities are an important predictor of life satisfaction, there seems to be no agreement on which activity type most enhances life satisfaction. Two studies focus on the relationship of activity type and life satisfaction. In the first, Palmore and Luikart (1972) defined activity as (1) organizational, the number of religious services and secular club meetings attended monthly, (2) social,

the typical number of weekly hours spent in such things as sporting events, cultural events, church or community meetings, writing letters or visiting, and (3) productive, the number of hours working at various tasks in or out of the home. They found that organizational activities had a high correlation with life satisfaction but that social and productive activities had no correlation.

In the second study, Peppers (1976) also concluded that the number of activities and the activity type influences life satisfaction. While Palmore and Luikart (1972) found that organizational activities had the greatest effect on life satisfaction, Peppers (1976) found that activities which are primarily social and/or physical in nature have the most positive effect on life satisfaction. It can perhaps be concluded that if an individual is not restricted by health or location, it would seem advantageous for him to engage in either the physical or social types of activities rather than the sedentary or isolate activities. Peppers (1976) also found that retirees who were participating in their favorite activity had greater life satisfaction scores. One might conclude, therefore, that participation in preferred activities relates positively to life satisfaction.

A review of the literature suggests that activities are an important variable related to life satisfaction. While studies conclude that participation in preferred activities relates positively to life satisfaction, it has not been established to what degree activity types influence life satisfaction.

Many implications can be drawn from these studies on activity types in connection with activity programs for senior citizens. Because

participation in preferred activities relates positively to life satisfaction, it is important for program planners to know preferences in order to design effective programs. Music program planners share the responsibility to understand preferences. In order to understand these preferences, however, more research must be conducted because the results of the relationship between activity types and life satisfaction are varied.

Even though it is concluded that participation in preferred activities relates positively to life satisfaction, a crucial question that arises is how activities function to maintain life satisfaction. Sears (1968) provided a possible explanation when he said that musical activities can lead to successful experiences. Successful musical experiences, in turn, can lead to the enhancement of pride in oneself or enhancement of self-esteem. Theoretically, successful musical activities lead to the enhancement of self-esteem which is directly related to life satisfaction. Therefore, activities which are successful enhance life satisfaction, while activities which are unsuccessful will not enhance life satisfaction.

A further implication can be drawn about successful experiences. That is, successful activities in the past are, more likely, choices for the most preferred activities in the future. Conversely, unsuccessful activities in the past are less likely choices and are least preferred activities. A study of preferences is therefore important because it provides an indication of activities or experiences which were successful in the past and which likely have contributed to greater life satisfaction.

There are many activity types which can enhance life satisfaction in the elderly. Music is one type of activity which can lead to greater life satisfaction in older adults. Using the Peppers' (1976) research and some ramifications of Sears' processes (1968), perhaps the following implications can be made about musical activities with older persons. Musical activities which are social and/or physical in nature will have a positive effect on the life satisfaction of older adults. Successful musical activities will increase life satisfaction whereas unsuccessful musical activities will decrease life satisfaction. Musical activities which were successful in the past will more likely be chosen in the future because these activities have led to greater life satisfaction. On the other hand, musical activities which were unsuccessful will least likely be chosen in the future because they have decreased life satisfaction. Therefore, participation in preferred activities will relate positively to life satisfaction.

In summary, a holistic approach is necessary in comprehending the multiplicity of factors influencing older persons and life satisfaction. Some of these predictors include health, living situation, socioeconomic status, and activity level. Activity level is an important variable related to life satisfaction. While research indicates that activities are an important predictor of life satisfaction, there seems to be no agreement as to what activity type most enhances life satisfaction. Activities which are social and/or physical in nature have a positive effect on life satisfaction. In addition, participation in preferred activities relates positively to life satisfaction and successful participation contributes best to life satisfaction enhancement.

It is therefore important for program planners to know preferences and successful experiences in order to design activities which will enhance life satisfaction.

Deprivations Due to Age

The interaction between a person and his environment is an essential determinant of an individual's life satisfaction. This interaction with the environment enables the individual to define his or her appropriate social roles, personal traits, and activities in some meaningful and positive way. A change in one's relationship to the environment may lead to a deterioration of life satisfaction. This change is caused by several factors throughout the aging process. Some of these factors include deterioration of the senses, the loss of social roles, and increased leisure time. There are numerous activities which may enable an individual to continually define these factors in a meaningful and positive way to enhance self-esteem. Musical activities, in particular, may enable the older adults to interact in a positive way with the environment in spite of these changes. This section focuses specifically on musical activities and their relationship to sensory changes, social changes, and ways to structure leisure time.

Sensory Changes

Sensory changes are some of the most crucial and most underrated changes associated with the aging process (Shore, 1976). The reason for this is perhaps because these changes in the elderly are gradual and only occur suddenly in the case of an accident or serious illness. In older age, the amount and quality of sensory input are vital factors in adapting and adjusting to the environment. Survival and day to day

living depends upon the degree to which the older person is aware of the environment and the changes taking place within it. He must be able to interpret incoming information, to integrate it with knowledge about the body at that moment, and to act upon it in an adaptive manner (Mueller, 1965; Wilentz, 1968; Ludel, 1970; Geldard, 1972; Shore, 1976; Botwinick, 1978; Saxon and Etten, 1978). Adequate behavior in the environment depends upon the integrity of the sensory systems. Inaccurate or partial information received in these systems may result in distorted or inappropriate behavior (Geldard, 1972; Botwinick, 1978; Saxon and Etten, 1978).

Sensory systems of major concern are visual, auditory, gustatory, tactile, olfactory, vestibular, and kinesthetic (Shore, 1976). Each contributes a specific type of information necessary for continuing adaptation and adjustment. Some sensory systems are more important than others in daily functioning (Emerson, 1977). Sight and hearing are the most important senses because they are the primary senses in which people relate to the world. This study is mainly concerned with the (1) visual, (2) auditory, and (3) tactile sensory systems because they are more directly related to the tasks involved in musical activity programs.

Vision is often considered the most important sense (Geldard, 1972; Shore, 1976). A change of vision, as a result, can have a significant effect on the behaviors and activities of the older adult. Visual loss can cause decreasing mobility, poor orientation, and frightening visual impressions that resemble hallucinations. This may lead to a feeling of increased vulnerability to danger and crime (Shore, 1976). In addition, some of the favorite pastimes for older persons such as

reading or watching television may be reduced or eliminated (Emerson, 1977).

The second sensory deprivation due to age is a decrease in hearing acuity. Hearing is crucial for humans since they relate to each other primarily through verbal communication. With advancing years, auditory changes interfere with the communication process and the individual is inclined to restrict the degree of his social interaction (Eisendorfer and Wilkie, 1974). In addition, hearing loss may result in feelings of suspiciousness and paranoia because of lack of clarity and understanding in communication (Moe, 1971; Corso, 1977).

Changes in the tactile sense represent the third sensory change due to age. Tactile changes in the elderly may seriously affect a person's perception of the environment. The cutaneous or skin senses are touch, pressure, heat, cold, and pain. Each cutaneous sense has receptors specific to those particular sensations (Wyburn, 1964; Wilentz, 1968; Geldard, 1972; Shore, 1976). As a result, damage to any of these senses may cause an inability to perceive pressure, heat, cold, and pain. These losses may have important implications for the older adult's abilities to perceive factors which may seriously affect his health and well-being.

These sensory changes in the elderly limit sensory input from the environment. Because of these deprivations in the sensory systems, the issue of sensory stimulation becomes very significant if older persons are to maintain a positive interaction with the environment. The greater the sensory stimulation, the more the world becomes enriched for an individual (Gaston, 1968). Sensory stimulation is necessary for cognitive development because it provides the brain with material with which

to understand the environment. In turn, a detachment from sensory stimulation limits the input that the brain receives from the environment. This detachment can affect the efficiency of the sensory systems and impede or prohibit cognitive development.

In addition to sensory stimulation that humans need for cognitive development, they need sensory stimulation to pursue creative endeavors. Unlike animals whose main purpose is survival in the environment, humans have the ability and the need to create meaningful forms in the environment (Gaston, 1968). As a result, creative endeavors provide aesthetic experiences which enrich the environment and enhance the quality of life.

There are many ways to provide sensory stimulation for older adults. Music may be one way to provide this stimulation necessary for cognitive development and creative endeavors. Music can enhance sensory stimulation through sounds, sights, shapes, textures, and rhythms. Music can also promote creative experiences which are necessary for the elderly. Music, then, may be important in enabling an older person to adapt to his environment.

In addition to providing sensory stimulation, musical experiences have the potential to rehabilitate sensory deficits in the elderly. Participation in a variety of musical activities requires the use of a number of senses. Visual acuity may be improved through playing instruments, reading music, watching the conductor, and through watching and imitating dance patterns. Auditory discrimination may be enhanced through attaining balance within the group on rhythm instruments, listening to directions, and developing an awareness of pitch in singing. Tactile sensations are redeveloped and used in playing different musical

instruments and through partner contact in various activities.

In summary, the sensory systems represent the ways in which a person perceives the environment. Many changes in the sensory systems can occur with aging. These sensory changes in the elderly limit sensory input from the environment. Adequate sensory stimulation is necessary for the older adult to develop cognitively and to pursue creative endeavors. These creative endeavors provide aesthetic experiences which enrich the environment and enhance the quality of life. Music may be one way to provide sensory stimulation necessary for cognitive development and creative endeavors. Musical experiences, then, provide sensory stimulation and rehabilitate sensory deficits in the elderly. Therefore, the rehabilitation of senses through musical experiences enables the older adult to better adjust and adapt to his environment.

Social Changes

The interaction between a person and his environment is an essential determinant of an individual's life satisfaction. It is through this interaction with the environment that the individual is able to define his or her social roles in a meaningful and positive way. A change in these roles may result in the loss of self-esteem. Older adults face many social role changes which may affect their self-esteem in society. One type of role change is role loss (Huttman, 1977). This change can affect the life satisfaction of the older adult.

Role loss is a state in which the older adult no longer has a structure in which to define his behavior in a meaningful way. Role loss is the most common type of social change that the older adult has to face. Some kinds of role loss that can occur include those due to retirement, widowhood, or the death of family or friends (Bengston, 1973).

Retirement from the work role causes a crisis in the meaningful use of time (Hoffman, 1970). It forces a person to shift his or her major activity out of the customary work role and seek satisfaction in other roles (Hochschild, 1973). Some major problems associated with role loss due to retirement include the following: loss of status identity previously associated with the work role, loss of the environment in which an individual often met new people, and loss of the peer group associated with work. Not all elderly adults suffer a role loss with retirement; some may move to more fulfilling roles as volunteers in the working world, or as participants in leisure time activities (Huttman, 1977).

Another kind of role loss is due to widowhood. Most commonly, the male spouse dies and the loss occurs more frequently for women than men (Hoffman, 1970; Huttman, 1977). One result of widowhood is that there is often a decrease in the number of social relationships. The specific nature of these changes in relationship are affected by income, previous life patterns, and length of time that a person is widowed (Huttman, 1977).

Another role loss is connected with the death of family or friends. Friends and family members are important sources of emotional support for the elderly. As a result, death of relatives or loved ones may cause sadness and emotional pain for the older adult. This pain and sadness may lead to a gradual withdrawal and isolation from the community.

Many of the problems associated with social role changes result from the loss of important people in the life of the older person. The loss of these important people can be devastating to the self-esteem of the elderly because an older person formulates his self-image through interaction with others. His self-image is constantly changed in response

to these interactions (Mead, 1934). The loss of friends and relatives deprive the older person of a crucial means for developing his self-image and for gaining self-esteem. Older adults may need to establish new relationships to maintain self-esteem in the environment.

Musical activities can provide ways of increasing socialization in the lives of older persons. Music can be used therapeutically to encourage people to participate in activities with each other. Through group participation in music, the older adult develops a sensitivity to the other members in the group. This, in turn, may enable the older adult to develop new relationships with others. These new relationships, perhaps, may increase the self-esteem of the older individual. The increased self-esteem and socialization through music may enhance life satisfaction for elderly persons.

In summary, older adults face many role changes in society. One type of role change that may occur is role loss. Many of the problems associated with social role changes result from the loss of important people, and the loss of these people can be devastating to the self-esteem of the older adult. Music may provide opportunities to increase self-esteem through socialization in the lives of the elderly. Increased self-esteem and socialization through music may enhance life satisfaction for elderly persons.

Leisure Time

The way in which an individual structures time in his environment is an important determinant of life satisfaction. One of the major problems resulting from mandatory retirement and the social role changes

associated with it, is that more and more older adults are forced to experience unstructured time perhaps for the first time in their lives.

Unstructured time is a recent problem for most men over the age of 65 due to mandatory retirement laws. It was common in the past for men over the age of 65 to continue working; mandatory retirement was unheard of in that work-oriented generation (Botwinick, 1978). Hochschild (1973) states that in 1900, two out of three men over the age of 65 were working. In 1973, less than one-third of the men over the age of 65 worked. The proportion of older men with full-time work dropped steadily from 26 per cent in 1950 to 15 per cent in 1962 (Hochschild, 1973). One of the reasons for this decrease in the number of men working past the age of 65 is that the decision to continue working is no longer a private decision; each individual's decision is now influenced by a larger company's policies on retirement.

Older persons who represent the work-oriented generation are now placed in a new role in which leisure constitutes most of their time. This new role, however, has a negative connotation in American society (Fontana, 1977). That is because the work role is associated with status and leisure is viewed as the opposite of work. As a result, leisure is associated with a loss of status. In much of the literature, leisure is still defined as time that is not work-related (Bergmann, 1972; Fontana, 1977). Leisure is defined only in terms of work as though it does not have any meaning apart from work. This is perhaps because the work ethic is still prominent in American society (Fontana, 1977).

Because leisure has little meaning apart from work, older adults associate this time with a lack of structure and a loss of status. The

leisure role for many older adults has created a vacuum in which time is no longer structured to provide success. Older adults need new kinds of activities to structure their time, to promote success, and to raise self-esteem. Leisure for them should be time used for self-fulfillment which is not influenced by social pressure.

To meet the needs of the elderly, a new definition of leisure is necessary. One definition describes leisure in terms which are not related to work. This definition states that leisure is what a person chooses to do in his or her discretionary time which is not influenced by social pressures (Fontana, 1977). This new definition enables the older adult to associate the leisure role with positive connotations.

Although this new definition of leisure has positive connotations for the leisure role, successful activities are still needed to structure leisure time. Music activities may provide a meaningful way to utilize leisure time to promote successful experiences. Music activities provide structure for successful experiences by enabling older adults to participate in activities which are meaningful and enjoyable to them. Successful musical activities will enable older adults to find satisfaction in leisure time.

In summary, mandatory retirement laws have resulted in a larger proportion of unemployed elderly persons past the age of 65. One major problem associated with this loss of work is that many older persons must face more leisure time and meaningful ways to utilize it. Leisure time is defined as discretionary time used for self-fulfillment which is not influenced by social pressures. These older adults need new kinds of activities to structure their time and to promote success. Successful

musical activities, then, will enable older adults to find satisfaction in leisure time.

Programs for the Elderly

Activity programs provide viable ways to enhance the life satisfaction of older persons. A review of the literature provides a strong rationale for the enhancement of life satisfaction through activity programs for the elderly. The rationale is based on the premise that life satisfaction is the most important indicator of successful aging. To promote successful aging, older adults need to interact with the environment in ways that will enhance their life satisfaction. One possible way to enhance life satisfaction is through the use of activities. In turn, activity programs may provide one major way of maintaining the activity levels of elderly persons. As a result, activity programs may enhance life satisfaction of the elderly.

A large number of activity programs for older adults were begun at state and local levels since the Older Americans Act of 1965 was passed. Many of these programs have attempted to provide a balanced schedule of social group work, recreation, and adult education.

Adult education, however, is one area that is weak in the programs for older adults. A weakness of the educational system in this country is that it reflects a philosophy that education should end somewhere in the early years of life (Hoffman, 1970). This perpetrates the attitude that individuals can be taught enough in childhood and youth to last them a lifetime, and that older adults cannot learn. Contrary to folklore, however, there is no change in the ability of healthy persons to learn

up to and beyond the ninth decade of life (Comfort, 1976). Studies do indicate, however, that older people perform less well than younger people in learning situations (Botwinick, 1977). Techniques which enable older adults to learn more effectively include slowing the pace of events and motivating them through more meaningful tasks (Botwinick, 1977; Elias and Elias, 1977).

Senior programs should try to provide a balanced schedule of social group work, recreation, and adult education. This combination can best develop the social, physiological, and cognitive skills of the elderly. A crucial factor of these programs is that they must focus on the issue of life satisfaction. To do that, these programs must provide experiences which are successful.

Musical Activity Programs

Musical activity programs provide viable ways to enhance the life satisfaction of older adults. There are several reasons for this. First, music activities can lead to successful experiences which, in turn, may lead to pride in oneself or enhancement of self-esteem. This self-esteem directly relates to life satisfaction. As a result, music activities which are successful enhance life satisfaction. Second, musical activities can be a viable way of working on deprivations of the elderly which may deteriorate life satisfaction. Music can provide for sensory stimulation, increased socialization, and meaningful ways to utilize leisure time. Third, music is a viable medium in an educational setting for the enhancement of intellectual and creative potentials of the older adult. Finally, music is a flexible medium and can be adapted for success at many different ability levels (Sears, 1968). Musical

activities, therefore, can provide successful experiences in a wide variety of goals for older adults.

There is a paucity of literature concerning the use of musical programs with adults. Some of those studies are included here. Reports indicate that many activities that have been successful with older adults include group singing, dancing, listening to music, writing music, guest entertainment, Orff-Schulwerk activities, and participating in kitchen band (Hart, 1959; Toombs, 1968).

Group singing is an activity that is perhaps most often used with older adults and is an activity in which the majority of the group usually participates (Williams, 1953; Burns, 1959; Toombs, 1968; Palmer, 1977). One study, however, indicated that group singing was the most difficult activity to initiate (Hart, 1959). Another study stated that older adults especially enjoy old music with which they are familiar and which evokes pleasant memories of the past (Williams, 1953); this is probably why older adults respond to hymn singing (Williams, 1953; Burns, 1959).

Another effective activity in providing successful experiences with older adults is dancing (Toombs, 1968; Palmer, 1977). Older adults seem to prefer dances or dance music of their young adult years (Williams, 1953; Palmer, 1977). Another valuable experience with older adults is listening to music (Hart, 1959; Toombs, 1968). Listening is especially effective with older adults if it has special meaning; old songs tend to evoke old memories from the past (Hart, 1959; Altschuler, 1960; Toombs, 1968). One study by Gibbons (1977) indicated that elderly people prefer popular music of their young adult years to popular music of life periods after young adulthood.

Several authors found that kitchen band or rhythm activities were effective in motivating participation with older adults (Hart, 1959; Toombs, 1968; Wells, 1968). They concluded that this kind of involvement might be discouraging if a person does not have the physical facility required to play the instruments (Toombs, 1968). Finally, Orff-Schulwerk activities, when conducted on the adult level, were effective in increasing cooperation among older adults (Hossack, 1973).

A search of the literature reveals that singing, dancing, rhythm band, listening, writing music, Orff-Schulwerk activities, and guest performances are the most widely used musical activities within a geriatric or senior citizen setting. Most of these studies, however, isolate one or two musical activities with the elderly, but do not attempt to determine if there are any preferences.

There is a need for research concerning musical activity preferences of older adults. Not only is there a paucity of research concerning musical preferences, but there is also a scarcity of literature concerning scientific support for the use of music in programs for the elderly. There is a necessity to know which experiences have been successful in the past. Through understanding musical activity preferences, there is an increased probability that a program can be designed to increase successful experiences.

Musical Activity Preferences

The issue of musical activity preferences is crucial in programs because it can provide a focus for which activities older persons are more likely to commit themselves. This study is therefore important for these reasons. First, the study of musical activity preferences

provides an indication of those musical activities which were successful in the past. These musical activities are more likely to provide success in the future and people are more likely to make a commitment to them. Second, successful activities provide for self-esteem and, in turn, enhance the life satisfaction of the older adult. Third, there is a paucity of research concerning musical preferences with older adults. More research is needed to provide program planners with more information on activity preferences so that effective and efficient programs can be designed.

Musical Activity Categories

Based on the literature which outlined some potentially successful musical activities, this study attempted to examine musical activity preferences in noninstitutionalized program settings with senior citizens. Four activity categories were chosen by the researcher for this study. They include singing, Orff-Schulwerk activities, kitchen band, and dancing.

Singing

Singing is probably the most widely used activity in a musical setting because many people have it in their repertoire. Nearly everyone is able to become involved in group singing in some way. It provides an opportunity to interact in a non-threatening structured way, and it is socially acceptable.

Orff-Schulwerk

The Orff-Schulwerk approach to musical instruction is very unique and relatively new within the United States. Carl Orff's approach to music follows the premise that feelings precede intellectual understanding. The Orff-Schulwerk approach to music begins with the basic

element of music that is most natural to a person experienced in speech and movement; this basic element is rhythm (Wheeler and Raebeck, 1977). Rhythm may be experienced in a variety of ways. Some of these include speech patterns and chants, proverbs, rhymes, jingles, and rhythmic ostinati. Orff-Schulwerk instruments may also be added to enhance the musical experience through use of the pentatonic scale and ostinati patterns. With rhythm as the foundation, improvisation may follow.

The Orff-Schulwerk approach to music was developed for use with children but has been adapted for the adult population during the last few years. Heller (1969) and Hossack (1973) have devised Orff-Schulwerk methods and materials for adults and found that there is an increase in group participation; the spirit of group cooperation and working together for common goals became enhanced through involvement in Orff-Schulwerk activities.

Kitchen Band

The use of kitchen utensils or rhythm band instruments may comprise a kitchen band. Williams (1953) states that older people enjoy rhythm bands or kitchen bands. Kitchen bands may provide a stimulating and aesthetic experience to the person because of the necessary concentration and alertness that must be employed. These activities must be very structured and instruments must be of such a form that they are not associated with children.

Dancing

Dancing is an activity that many older adults enjoy. Williams (1953) states that dancing of all kinds, such as social, folk, and square dancing, provides moderate physical exercise for the participant

as well as sociability and pleasure. Older adults generally request dances that they enjoyed in early adult years such as waltzes, fox trots, square dances, and folk dances.

The Present Study

This study attempted to examine senior citizens' preferences for a variety of activities within each of four activity categories: singing, Orff-Schulwerk, kitchen band, and dancing. This study tested the following null hypothesis:

H_{01} : senior citizens will prefer no particular musical activity category over any other category.

Results of this study can contribute to the design of whether or not there is a significant difference among activity preferences of senior citizens.

CHAPTER III

PROCEDURES

The purpose of this study was to determine whether or not older adults had a significant preference for one of four musical activity categories: (1) singing, (2) Orff-Schulwerk, (3) kitchen band, and (4) dancing. This study tested the following null hypothesis: there are no significant differences in preferences among the activity categories.

Subjects

There were 55 subjects used in this study, although many of them were not consistent in coming to the activity site each week. Subjects in Setting A consisted of 32 ambulatory women between the ages of 52 and 90 who lived in separate apartments within a congregate development. The women each lived alone and functioned independently within their own apartment. They could choose, however, to eat meals in the main dining hall and to be involved in many activities offered in the development. The majority of the women had been housewives during their lives. Most of them were lively, humorous, sociable, and interested in music. Many of them had grown up in a musical family and had received some musical instruction within the last 25 years. All except two were in good physical condition.

Subjects in Setting B included 23 ambulatory men and women between the ages of 65 and 79 who came to the site once a week from within

the community. These people were quiet, polite, and more reserved than those in Setting A. Many of them had received some musical instruction within the last 25 years and they indicated an interest in music. Most of the men were retired farmers and the women had been housewives on a farm. They had strong religious backgrounds and all of them were in good physical condition. A distribution of the 55 original volunteers in both activity sites is shown in Table 1.

Table 1
Distribution of All Subjects by Sex and Age

	Subjects	Males	Females	Age Range
Setting A	32	0	32	52-90
Setting B	23	10	13	65-79

N = 55

Number of Subjects

Data were analyzed for 22 of the 55 subjects tested; 14 were from Setting A and 8 were from Setting B. The other 33 subjects were either not consistent in coming to the sessions, or their data were not completed correctly and had to be discarded. Fourteen subjects in Setting A consistently participated in eight sessions. Eight subjects in Setting B consistently participated in four sessions. Data from the first four sessions were used for the subjects in each setting. A distribution of experimental subjects is located in Table 2.

Table 2
Distribution of Experimental Subjects by Sex and Age

	Subjects	Males	Females	Age Range
Setting A	14	0	14	52-90
Setting B	8	4	4	65-79

N = 22

Setting

There were two settings used in this study. Both Setting A and B were located in two small rural communities in the Lawrence-Kansas City area. Setting A was a congregate development which consisted of apartment housing where senior citizens lived independently. They had the option of fixing their own meals or eating with others in the dining room. The music therapy sessions were conducted during the evening once a week in the center room of the building that was constructed specifically for activity purposes.

Setting B was located in a church which served as a senior citizen center. Senior citizens could come once a week, eat meals with other people, and then stay for activities. Music therapy sessions were presented after lunch in the community room area next to the kitchen.

Equipment

Materials and equipment used in this study included method books which contained songs and other activities. These are indicated in Appendix A. Equipment used in activities included a piano, banjo, guitar,

saxophone, kitchen band instruments, a record player, and a Panasonic tape recorder, Model DRP-917.

Procedure

Subjects were given the option to participate or not to participate in this study. They were encouraged to join in a demonstration session to gain a better understanding of the study. The initial demonstration session was conducted for the subjects to gain familiarity with the activities and procedures that would be used in each experimental session. Data were not analyzed during this session. This session was only 20 minutes in length and allowed for any questions that the subjects had. For it, the subjects were seated in a semi-circle and told they would be presented with four musical activities. The experimenter presented the activities in a random order. At the end of the demonstration session, each subject was given an index card with the following musical activities printed on it: singing, Orff-Schulwerk, kitchen band, and dancing. They were told to rank the activity categories using the numbers 1, 2, 3, or 4. Number 1 corresponded to the most preferred activity; number 2 corresponded to the second most preferred activity; number 3 corresponded to the third most preferred activity; and number 4 corresponded to the least preferred activity. Those who did not comprehend this process were given individual instruction until they could function independently during the demonstration session. The procedure was reviewed several times until each of the subjects fully comprehended the process of filling out the index card.

Experimental Sessions

Each experimental session was conducted once a week with the subjects who volunteered in each setting. Each session lasted 60 minutes and followed the basic procedure of the demonstration session. In the experimental sessions, however, no questions were allowed during the time of preference rating, and data were collected at the end of each session. Three experimenters were present for all the sessions throughout the study. Each experimenter led one or two activity categories in each session for both Settings A and B. The experimenters rotated the leadership of activity types weekly so that they would not influence the preference categories chosen. The four activity categories of singing, Orff-Schulwerk, kitchen band, and dancing were presented during each session. Each activity type lasted 15 minutes during the 60 minute session. The activities were rotated weekly so that preferences would not be influenced by the activity order. At the end of each session, each person was presented with an index card and asked to rank their preferences as they were shown in the demonstration session. Preference results were then tallied at the end of each session and organized so they could be analyzed at the completion of the study. The time span for this study was 14 weeks which resulted in 14 music therapy sessions in each setting. Data, however, were only analyzed for four of the sessions since a consistent number of subjects and correctly completed data forms were not available for the other 10 sessions.

Experimental Activities

Each music therapy session was comprised of four musical activity categories: singing, Orff-Schulwerk, kitchen band, and dancing. Each category consisted of a wide variety of musical selections as indicated in Appendix A. In singing, the songs were found in a number of sources, but, primarily, in Our Singing Nation (Heller, 1955) and Songs of the Gay Nineties (Frey, 1966). Most of the songs were popular between 1900 and World War II.

The first few minutes of the singing activity usually focused upon the mechanics of singing, such as posture and breath control. The experimenter demonstrated the proper posture for singing and showed proper breath control through the singing of syllables. During most of the singing activity, songs were sung either from memory or with the assistance of song sheets. The songs were accompanied by one or more of the following instruments: piano, guitar, banjo, and saxophone.

Orff-Schulwerk activities were taken mainly from the Jane Frazee Workshop (May 25-29, 1976) and from the book Orff and Kodaly Adapted for the Elementary School (Wheeler and Raebeck, 1972). The activities were presented on an adult level even though they were originally designed for children. This was accomplished through adapting the words and movements to a more sophisticated level.

The subjects were first introduced to Orff-Schulwerk chants and body percussion. They were asked to think of proverbs and say them rhythmically using body percussion. They were introduced to accent and meter and asked to play their names rhythmically on the hand drums and then to create rhymes using their names. Rhythmic and melodic ostinati

were presented next and the subjects were asked to play a variety of ostinati on the Orff-Schulwerk xylophones to accompany the songs. They were encouraged to improvise once they had a firm foundation of the basic elements of rhythmic ostinati. After this, many of the Jane Frazee activities were incorporated and these are found in Appendix A.

Songs for the kitchen band activities were the same ones used in the singing category so that the subjects would be familiar with them. For the first two sessions, rhythm band instruments were used to accompany the songs. The subjects were then presented with kitchen utensils such as pots and pans, wooden and silver spoons, a washtub bass, and metal cans. The experimenters demonstrated different ways to play these instruments. Most of the subjects were interested enough that they eventually brought their own instruments such as a washboard, and many of the instruments were hand-made. The instruments were eventually divided into four sections according to their pitch range. The higher pitched instruments were in one section, the two middle ranges were in another section, and the lower pitched instruments were placed in back of the group. Subjects were then instructed to watch the conductor for cues, and upon request many of the people eventually volunteered to conduct the groups.

Dances were first demonstrated in their entirety by the experimenters. This was to give a clear picture of the dance as a whole. The dances were broken down into separate steps and were slowly taught in a simple sequence. The three experimenters each worked with small groups of individuals so that they could see the steps more easily and receive

additional help. Finally, all the steps were put together in their proper sequence and the subjects performed the dances independently.

Mirror dancing was the first dancing activity presented in order to exercise the muscles and to give the people an opportunity to work with a partner. Dances were eventually presented in this order: the Virginia Reel, square dances, ballroom dances such as the waltz, fox trot, and polka, and Renaissance dances which included the basse dance, gailliard, and pavane. Dances were accompanied either by a record, tape recorder, or with the piano and guitar or banjo.

Analysis of Data

Because assumptions were not met for normal distribution and because the subject sample was small, nonparametric tests were used in the data analyses. The Chi-Square Goodness-of-Fit Test (Daniel, 1978, p. 255) was used to analyze the data collected in this study to test the research hypothesis that senior citizens will prefer no particular activity category over any other category. Kendall's Coefficient of Concordance W (Daniel, 1978, p. 326) was used to test the degree of agreement among the subjects.

The Chi-Square Goodness-of-Fit Test was chosen to analyze whether there is a significant difference between observed and expected frequencies on the first preference votes for singing, Orff-Schulwerk, kitchen band, and dancing in each session. The preference scores used in this analysis were tabulated in the following manner: the number of first preference votes for each activity category in each session were totalled for all four sessions. These totals were used in the chi-square analysis.

Kendall's Coefficient of Corcordance \underline{W} was chosen to analyze the degree of agreement among the senior citizens for preferences in the four activity categories in each session. The preference scores for each subject in each individual session were used in this analysis.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

The Chi-Square Goodness-of-Fit Test was computed on first preference scores for each session in both Settings A and B. This chi-square test was chosen because the hypothesis tested concerned the comparison of observed and expected frequencies in discrete categories. This test determines whether there is a significant difference between observed and expected frequencies of the first preference votes for singing, Orff-Schulwerk, kitchen band, and dancing in each session.

The observed activity category scores for first preference are given in Table 3. Chi-square was computed for all the first preference scores in each of the four individual sessions. For each session, analysis of data was computed for all the activity categories where $df = 3$.

The expected frequency of first preference votes for activity categories in each session is 5.5. The frequency of 5.5 is derived from the fact that the first preference votes of 22 subjects in each session are equally distributed among the four activity categories since the null hypothesis states that there are no significant differences in preferences among the activity categories.

When the chi-square analysis was computed for the first preference scores of activity categories of singing, Orff-Schulwerk, kitchen band, and dancing in session 1, results indicated that there was a significant difference between observed and expected frequencies of first preference votes. The chi-square value of $< .005$ displayed in

Table 4 exceeds the level of significance and is therefore within the region for rejection of the null hypothesis. This means that one or more activity categories was significantly preferred over other categories.

Table 3
Frequency of Observed First Preference
Votes for Combined Settings

Session	Singing	Orff-Schulwerk	Kitchen Band	Singing
1	14	3	2	3
2	13	3	4	2
3	15	4	3	0
4	14	3	3	2

N = 22

Total number of sessions = 4

Expected frequency = 5.5

Table 4
Chi-Square Values and Significance
Levels for Combined Settings

Sessions	χ^2	Significance Level	H0
1	16.8	<.005	rejected
2	12.85	<.005	rejected
3	23.4	<.005	rejected
4	16.8	<.005	rejected

When the chi-square analysis was computed for the first preference scores in session 2, results indicated that there was a significant difference between observed and expected frequencies of first preference votes. The chi-square value of $<.005$ given in Table 4, exceeds the level of significance and is therefore within the region for rejection of the null hypothesis.

When the chi-square analysis was computed for the first preference scores in the third and fourth session, results once again indicated that there was a significant difference between observed and expected frequencies of first preference votes. Table 4 shows a value of $<.005$ for each of the sessions which once again exceeds the level of significance and is therefore in the region for rejection of the null hypothesis.

When the chi-square analysis was computed for the first preference scores in all four sessions, results indicated that there was a significant difference between observed and expected frequencies. The null hypothesis was rejected for all four sessions. This means that one or more activity categories were significantly preferred over others. An observation of the first preference scores in Table 3 shows that singing was most strongly selected as the preferred activity in all four sessions. Observation of the other activity category scores showed little difference in preferences among them.

The Chi-Square Goodness-of-Fit Test was computed on first preference scores specifically in Setting A. The expected frequency of first preference votes for each activity category in each session is 3.5. The expected frequency of 3.5 is derived from the fact that the first preference votes of 14 subjects in Setting A should be equally distributed among the four categories in each session. The observed

activity scores for first preference in Setting A are given in Table

5. Chi-square was computed for all the activity categories where $df = 3$.

Table 5
Frequency of Observed First Preference
Votes for Setting A

Session	Singing	Orff-Schulwerk	Kitchen Band	Dancing
1	9	2	1	2
2	9	2	2	1
3	10	2	2	0
4	10	2	1	1

$N = 14$

Total number of sessions = 4

Expected frequency = 3.5

Results of chi-square computation for the first session in Setting A indicated that there was a significant difference between observed and expected frequencies of first preference votes. Table 6 shows a chi-square value of $<.01$ which exceeds the level of significance and is therefore within the region of rejection of the null hypothesis.

Results for first preference scores in the second session indicated a significant difference between observed and expected frequencies. The chi-square value of $<.01$ displayed in Table 6 exceeds the level of significance and is therefore in the region for rejection of the null hypothesis.

When the chi-square analysis was computed for the first preference scores in the third and fourth sessions, results once again indicated that there was a significant difference between observed and expected frequencies of first preference votes. Table 6 shows the chi-square value of $<.005$ for both sessions which once again exceeds the level of significance and is therefore in the region for rejection of the null hypothesis.

Table 6
Chi-Square Values and Significance
Levels for Setting A

Session	χ^2	Significance Level	HO
1	11.6	$<.01$	rejected
2	11.6	$<.01$	rejected
3	16.8	$<.005$	rejected
4	15.5	$<.005$	rejected

When the chi-square analysis was computed for the first preference scores in all four sessions in Setting A, results indicated that there was a significant difference between observed and expected frequencies. The null hypothesis was rejected for all four sessions in Setting A. This means that one or more activity categories were significantly preferred over others. Observation of the data in Table 5 indicates that singing was the activity category much preferred over

other categories. Once again, observation of the other activity scores showed little difference in preferences among them.

The Chi-Square Goodness-of-Fit Test was computed on first preference scores specifically in Setting B. The expected frequency of 2 was used for first preference votes in each activity category. The expected frequency of 2 was derived from the fact that the first preference votes of 8 subjects in Setting B should be equally distributed among the four categories in each session. The observed activity scores for first preference in Setting B are given in Table 7. Analysis of data was computed for all the activity categories where $df = 3$.

Table 7

Frequency of Observed First Preference
Votes for Setting B

Session	Singing	Orff-Schulwerk	Kitchen Band	Dancing
1	5	1	1	1
2	4	1	2	1
3	5	2	1	0
4	4	1	2	1

N = 14

Total number of sessions = 4

Expected frequency = 2

When the chi-square analysis was computed for the first preference scores in the first session of Setting B, results indicated that there were no significant differences between observed and expected

frequencies of first preference votes. Table 8 displays the chi-square value of $>.10$ which is not significant and the null hypothesis is accepted. This means that there were no significant differences in preferred activity categories among the subjects in Setting B.

Results for first preference scores in the second session indicated no significant difference between observed and expected frequencies. The chi-square value of $>.10$ is not significant and therefore the null hypothesis is again accepted.

Chi-square analysis for the third session scores indicated no significant difference between observed and expected frequencies of first preference votes. Table 8 displays the chi-square value of $<.10$ which is not significant and therefore the null hypothesis is once again accepted.

Chi-square analysis for the fourth session also indicated no significant difference between observed and expected frequencies of first preference votes. Table 8 shows a chi-square value of $>.10$ which is not significant and therefore the null hypothesis is accepted.

When the chi-square analysis was computed for the first preference scores in Setting B, results indicated that there was no significant difference between observed and expected frequencies. The null hypothesis was accepted for all four sessions in Setting B. This means that no activity categories were significantly preferred over others. The variable of setting, the number of subjects, and the diversity in sex and age in Setting B may have influenced the equal distribution of preference votes.

Table 8
Chi-Square Values and Significance
Levels for Setting B

Session	χ^2	Significance Level	HO
1	6	>.10	accepted
2	3	>.10	accepted
3	7	<.10	accepted
4	3	>.10	accepted

Kendall's Coefficient of Concordance \underline{W} was computed on the preference scores for the four sessions to determine the degree of agreement among the subjects in both settings for preferences within the four activity categories. The Kendall Coefficient tested the null hypothesis that there is no association among the rankings of the senior citizens. Table 9 shows the activity preference scores used in the computations.

The results of Kendall's Coefficient computed for both Settings A and B yielded a coefficient of .205. Table 10 shows this coefficient was significant at <.005. The null hypothesis of no association among rankings was rejected. This means that there was an association among the rankings of activity categories among the subjects. It was therefore concluded that there was significant agreement among the subjects in both settings concerning the rank of activity categories. Observation of Table 11 shows the rank order of activities in both settings from most preferred to least preferred was singing, Orff-Schulwerk, kitchen band, and dancing.

Table 9
Activity Preference Order of Settings A and B

	Setting A														Setting B							
	1	2	3	4	5	6	7	8	Subjects		11	12	13	14	15	16	17	18	19	20	21	22
<u>Activity Category</u>																						
Singing	3	3	1	1	1	1	1	3	1	1	1	1	1	2	4	1	1	1	1	2	3	2
Orff-Schulwerk	1	1	2	2	2.5	4	2	1	3.5	3	4	4	4	4	1	3	2	2	3	4	1.5	4
Kitchen Band	2	4	3	3.5	2.5	3	3	3	3.5	4	3	2	2.5	2	2	4	4	3	2	1	1.5	3
Dancing	4	2	4	3.5	4	2	4	3	2	2	2	3	2.5	2	3	2	3	4	4	3	4	1

Number 1 = most preferred
 Number 2 = second most preferred
 Number 3 = third most preferred
 Number 4 = least preferred

Table 10

Kendall's Coefficient for Concordance \underline{W} and Significance Levels for Combined Settings, Setting A, and Setting B

	\underline{W}	Significance Level	H ₀
Combined Settings	.205	<.005	rejected
Setting A	.271	<.01	rejected
Setting B	.130	>.10	rejected

Table 11

Sum of Activity Preference Scores in Combined Settings, Setting A, and Setting B*

Activity Category	Combined Settings	Setting A	Setting B
Singing	36	21	15
Orff-Schulwerk	57.5	38	19.5
Kitchen Band	61.5	41	20.5
Dancing	64	40	24

*Scores are derived from Table 9

Lower total scores indicate more preferred activities

Higher total scores indicate less preferred activities

The results of Kendall's Coefficient computed for Setting A yielded a coefficient of .271. Table 10 shows this coefficient was significant at <.01 and the null hypothesis of no association among rankings was therefore rejected. It was concluded that there was significant agreement among the subjects in Setting A concerning the

activity categories. Observation of Table 11 shows the rank of activities from most preferred to least preferred was singing, Orff-Schulwerk, dancing, and kitchen band.

The results of Kendall's Coefficient computed for Setting B yielded a coefficient of .130. This coefficient was not significant at $>.10$ as shown in Table 10. The null hypothesis of no association among rankings was accepted. It was therefore concluded that there was not significant agreement among the subjects in Setting B concerning the activity categories. This means that subjects in Setting B did not agree on the order of preferences among the activity categories.

In summary, when the chi-square analysis was computed for the first preference scores in all four sessions in the combined Settings A and B, the null hypothesis was rejected for all four sessions. Observation of the data indicates that singing was the activity category much preferred over other categories. Chi-square was then computed for Settings A and B separately. The null hypothesis was rejected for all four sessions in Setting A. Observation of the data indicated that singing was the activity category much preferred over other categories. The null hypothesis was accepted, however, when the data from Setting B were analyzed.

The results for Kendall's Coefficient of Concordance \underline{W} for combined Settings A and B rejected the null hypothesis of no association among rankings. It was concluded that there was significant agreement among the subjects in both settings concerning the rank of activity categories. The rank order of activities from most preferred to least

preferred was singing, Orff-Schulwerk, kitchen band, and dancing.

The results of Kendall's Coefficient for Setting A rejected the null hypothesis of no association among rankings. It was concluded that there was significant agreement among the subjects in Setting A concerning the rank of activity categories. The results for Setting B, however, accepted the null hypothesis of no association among the rankings by the subjects. This means that there was no significant agreement among the subjects in Setting B concerning the rank of activity categories.

CHAPTER V

SUMMARY AND CONCLUSIONS

The study of aging has recently become a topic of great concern in American society due to the rapidly growing numbers of elderly persons. This increased number of elderly persons has prompted gerontologists to ask questions, to undertake research, and to formulate theories on various aspects of aging. There have been numerous approaches to the study of aging. One prominent approach stresses factors related to successful aging. The most frequently used indicator of successful aging is life satisfaction (Peppers, 1976).

Life satisfaction reflects the psychological well-being and the self-esteem of the older adult. Self-esteem is based on a continuous interaction between a person and the environment. It is through this interaction with the environment that the individual is able to define his or her appropriate social roles, personal traits, work, and leisure activities in some meaningful and positive way (Schwartz, 1975). A change in one's relationship to the environment can lead to a loss of self-esteem and therefore a decrease in life satisfaction.

This change is caused by several factors throughout the aging process. Some of these include (1) deprivation of the senses, (2) the loss of social roles, and (3) increased leisure time.

One factor which causes a change in one's relationship to the environment is sensory deprivation. The sensory changes of main concern in this study are the visual, auditory, and tactile senses since they

are related to the tasks involved in musical activity programs. These sensory changes in the elderly limit sensory input from the environment which is necessary for cognitive development and creative endeavors. In turn, failure to receive adequate stimulation will result in a lessened ability to adapt and to adjust to the environment.

Another factor causing a change in one's relationship to the environment is social role change. One type of social role change that may occur in the elderly is role loss. Some role losses that may occur include those due to retirement, widowhood, or the death of family or friends (Bengston, 1973). Many of the problems associated with social role changes result from the loss of important people and these losses can be devastating to the self-esteem of the elderly.

Third, unstructured leisure time is a recent problem for most men over the age of 65 due to mandatory retirement laws. One major problem associated with the loss of work is that many older adults must face more leisure time and meaningful ways to utilize it. Older adults need new kinds of activities to structure their time, to promote success, and to raise self-esteem. Leisure for them must be time used for self-fulfillment which is not influenced by social pressure.

There are several changes in one's relationship to the environment which can cause a loss of self-esteem and an erosion of life satisfaction. The question arises as to what factors in the environment specifically contribute to successful aging and life satisfaction. A number of theories have been proposed which deal with the relationship of psycho-social factors and successful aging. These include (1) the disengagement theory, (2) activity theory, (3) role-set or continuity

theory, (4) life-cycle or personality theory, and (5) the symbolic interaction theory.

The five psycho-social theories attempt to explain the relationship between aging and life satisfaction. There is no one theoretical perspective at the present time, however, that is comprehensive enough to meet all the contingencies of aging. A new approach requiring holistic research examines a multiplicity of factors influencing older persons and life satisfaction. Some of those predictors include health, living situation, socioeconomic status, and activity level.

After examining both the theories and the predictors of life satisfaction, it appears that one important determinant of life satisfaction is activities. The activity theory states that life satisfaction will be high for the older adult who maintains his activities rather than reduces them. Additional evidence for the activity theory comes from the holistic approach to life satisfaction which concludes that activities have been found to be an important predictor of life satisfaction (Palmore and Luikart, 1972; Palmore, 1974; Grancy, 1975; Peppers, 1976; Knapp, 1977, Toseland and Sykes, 1977; Berghorn, et al., 1978).

The importance of activities in determining the life satisfaction of older adults has important ramifications for the development of activity programs. Programs may provide one major way of maintaining the activity levels of older adults. By providing these activities, programs can enhance self-esteem and increase the life satisfaction of the older adult.

Music activity programs, in particular, provide one viable way to enhance the life satisfaction of older adults. There are several reasons for this. First, music activities can lead to successful experiences which, in turn, may lead to pride in oneself or enhancement of self-esteem. As a result, music activities which are successful enhance life satisfaction. Second, music activities can be a viable way of working on deprivations of the elderly which deteriorate life satisfaction. Music can provide for sensory stimulation, increased socialization, and meaningful ways to utilize leisure time. Third, music is a viable medium in an educational setting for the enhancement of intellectual and creative potentials of the older adult. Finally, music is a flexible medium and can be adapted for success at many different ability levels (Sears, 1968). Music activities, therefore, can provide successful experiences in a wide variety of goals for older adults.

Activity programs and music activity programs, in particular, provide viable ways of enhancing life satisfaction. A search of the literature reveals that numerous musical activities can provide success in a geriatric or senior citizen setting. Most of these studies, however, isolate one or two musical activities with the elderly, but do not attempt to incorporate several categories of activities within a single study to determine if there are any preferences. Through understanding musical activity preferences, there is an increased probability that more effective and efficient programs can be designed to increase successful experiences.

The issue of musical activity preferences is crucial in programs because it can provide a focus for which activities older persons are more likely to commit themselves. This study is therefore important for these reasons. First, the study of musical activity preferences

provides an indication of musical activities which were successful in the past. These musical activities are more likely to provide success in the future and people are more likely to make a commitment to them. Second, successful activities provide for self-esteem and, in turn, enhance the life satisfaction of the older adult. Third, there is a paucity of research concerning musical preferences with older adults. More research is needed to provide program planners with more information on activity preferences so that effective and efficient programs can be designed.

This study attempted to examine musical activity preferences in noninstitutionalized program settings with senior citizens. Four activity categories were chosen for this study and include singing, Orff-Schulwerk, kitchen band, and dancing. The specific objective of this study was to test the null hypothesis that senior citizens will prefer no particular musical activity category over any other category.

Procedures

Subjects

The subjects were comprised of senior citizens who are often described as persons over the age of 65 who have reached retirement age and are experiencing symptoms of the aging process (Bergmann, 1972). Senior citizens generally live in various noninstitutional community settings and comprise 95 per cent of the total elderly population. Fifty-five subjects from two settings were used in this study, although data were analyzed for 22 of the subjects tested. Fourteen subjects in Setting A included women between the ages of 52 and 90, and 8 subjects

in Setting B consisted of 4 men and 4 women between the ages of 65 and 79. The other 33 subjects were either not consistent in coming to the sessions, or their data were not completed correctly and had to be discarded.

Setting

There were two settings used in this study. Setting A was a congregate development which consisted of apartment housing where senior citizens lived independently. Setting B was located in a church which served as a senior citizen center. Both settings were located in small rural communities.

Procedure

Subjects were given the option to participate or not to participate in this study. They were encouraged to join in a demonstration session to gain familiarity with the activities and procedures that would be used in each experimental session. Data were not analyzed during this session. The subjects were told that four musical activity categories would be presented. After the session, they were given an index card with the musical activity categories of singing, Orff-Schulwerk, kitchen band, and dancing printed on it. The subjects were told to rank the activity categories using the numbers 1, 2, 3, or 4 which represent the most preferred to least preferred activities.

Each experimental session was conducted once a week with the subjects who volunteered in each setting. Each session lasted 60 minutes and followed the basic procedure of the demonstration session. Three experimenters were present for all the sessions throughout the study and rotated weekly so that preferences would not be influenced by the

activity order. At the end of each session, each subject was presented with an index card and asked to rank their preferences. Preference results were tallied at the end of each session and organized to be analyzed at the completion of the study. The time span for this study was 14 weeks which resulted in 14 music therapy sessions in each setting. Data, however, were only analyzed for four of the sessions since a consistent number of subjects and correctly completed data forms were not available for the other 10 sessions.

Analysis of Data

Because assumptions were not met for normal distribution and because the subject sample was small, nonparametric tests were used in the data analyses. The Chi-Square Goodness-of-Fit Test (Daniel, 1978, p. 255) was used to analyze the data collected in this study to test the research hypothesis that senior citizens will prefer no particular activity category over any other category. This test was chosen to analyze whether there is a significant difference between observed and expected frequencies of the first preference votes for singing, Orff-Schulwerk, kitchen band, and dancing in each session. Kendall's Coefficient of Concordance W (Daniel, 1978, p. 326) tested the null hypothesis that there is no association among the activity category rankings of the subjects. This test was chosen to determine the degree of agreement among the senior citizens in both settings for preferences within the four activity categories.

Results

The Chi-Square Goodness-of-Fit Test was computed on first preference scores of the activity categories singing, Orff-Schulwerk, kitchen band, and dancing in all four sessions. Scores were first computed for combined settings, Setting A, and then for Setting B.

When the chi-square analysis was computed for the first preference scores in all four sessions of the combined Settings A and B, results indicated that there was a significant difference between observed and expected frequencies. The chi-square value for all four sessions is $<.005$ which exceeds the level of significance and is therefore within the region for rejection of the null hypothesis. This means that one or more activity categories were significantly preferred over others. An observation of first preference scores shows that singing was most strongly selected as the preferred activity in all four sessions. Observation of the other activity category scores showed little difference in preferences among them.

When the chi-square analysis was computed for the first preference scores in all four sessions of Setting A, results again indicated that there was a significant difference between observed and expected frequencies. The chi-square value for the first and second sessions is $<.01$, and for the third and fourth sessions is $<.005$. These values exceed the level of significance and are therefore within the region for rejection of the null hypothesis. This means that one or more activity categories were significantly preferred over others. An observation of first preference scores shows that singing was most strongly selected as the preferred activity in all four sessions. Observation of the other activity category scores showed little difference in preferences among them.

When the chi-square analysis was computed for the first preference scores in all four sessions in Setting B, results indicated that there was no significant difference between observed and expected frequencies. The chi-square value for the first, second, and fourth sessions is $>.10$, and the chi-square value for the third session is $<.10$. These values are not significant and therefore the null hypothesis is accepted for all four sessions. This means that one or more activity categories were not preferred over others.

Kendall's Coefficient of Concordance W was computed on the preference scores for the four sessions to determine the degree of agreement among the senior citizens in both settings for preferences within the four activity categories. The Kendall Coefficient tested the null hypothesis that there is no association among the rankings of the activity categories by the subjects.

The results of Kendall's Coefficient computed for both Settings A and B yielded a coefficient of .205. This coefficient was significant at $<.005$ and the null hypothesis of no association among rankings was rejected. This means that there was an association among the rankings of activity categories among the subjects. It was therefore concluded that there was significant agreement among the subjects in both settings concerning the rank of activity categories. Observation of the data shows the rank order of activities in both settings from most preferred to least preferred was singing, Orff-Schulwerk, kitchen band, and dancing.

The results of Kendall's Coefficient computed for Setting A yielded a coefficient of .271. This coefficient was significant at

$<.01$ and the null hypothesis of no association among rankings was therefore rejected. It was concluded that there was significant agreement among the subjects in Setting A concerning the activity categories. Observation of the data shows the rank of activities from most preferred to least preferred was singing, Orff-Schulwerk, dancing, and kitchen band.

The results of Kendall's Coefficient computed for Setting B yielded a coefficient of .130. This coefficient was not significant at $>.10$ and the null hypothesis of no association among rankings was accepted. It was therefore concluded that there was no significant agreement among the subjects in Setting B concerning the activity categories. This means that subjects in Setting B did not agree on the order of preferences among the activity categories.

Conclusions and Implications

This study attempted to examine senior citizens' preferences for a variety of activities within each of the four activity categories: singing, Orff-Schulwerk, kitchen band, and dancing. The study tested the following null hypothesis: senior citizens will prefer no particular musical activity category over any other category. The most important conclusion that can be drawn is that certain musical activity categories are preferred over others by the senior citizens in this study. Results of this study indicated that singing was by far the most preferred activity category in combined settings. Orff-Schulwerk was the second most preferred activity. Kitchen band was the third most preferred activity, and dancing was the activity least preferred.

These conclusions have important ramifications in the development of efficient and effective programs for senior citizens. As the most preferred activity in this study, singing perhaps has great potential to provide for successful experiences and to increase commitment within other senior citizen programs. As the least preferred musical activity in this study, however, dancing perhaps has the least potential to provide for successful experiences within a senior citizen setting. These conclusions may provide a focus for program planners within other senior citizen programs to design musical activities which most enhance successful experiences.

There are many speculations about why the population preferred singing among all other activities. Most of the songs used in the singing activities were written prior to World War II and seemed to have some meaning to the people. It is difficult to determine if this was due to the music itself, the text of the songs, or to the extra-musical associations evoked by the songs. Gibbons (1977) found that in listening experiences, older adults preferred popular music of their young adult years compared to popular music of other years. It is possible that Gibbons' conclusions may be related to why people enjoyed singing in this study; most of the music within the category of singing was taken from the young adult years. Another speculation as to why older adults preferred singing above other activity categories is that singing immediately had special meaning to the women in Setting A. That is, singing was associated with the Sweet Adeline group which they particularly enjoyed.

The writer also observed that singing was the most passive activity of the four activity categories. Singing involved the least amount of movement, coordination, and creativity. It is possible that there is a correlation between the most popular activity and the activity involving the least amount of coordination; coordinated movement might provide a more threatening experience among older adults.

The threat of increased movement and coordination might help to explain why dancing was the least preferred activity among the population since it required a great amount of physical effort. Some people remarked about their slowness and difficulty in movement. Those remarks indicated inhibitions associated with dancing. Another possible reason was that dancing required the longest amount of time to obtain a successful experience. Directions were often difficult for many older adults to comprehend and this, in turn, caused delayed results. It was also observed that dancing was a psychologically stressful activity in both settings. In Setting A, which was comprised of all females, the women felt inhibited about dancing with other women as their partners. In addition, all of the women were widows and many seemed to associate dancing with memories of their deceased spouses. Also, group members seemed to have many personality conflicts which, in turn, caused stress. In Setting B, many of the men had recently become widowers and they did not want to dance with unfamiliar women. Some dances, however, provided for less stressful situations and these included the Virginia Reel and the Renaissance dances. One possible speculation for the lack of stress in these dances is that partners were less dependent upon each other for the success of the dance, and personal interaction was minimized.

Both populations seemed to enjoy Orff-Schulwerk activities. They were interested in the Orff-Schulwerk xylophones and liked their tone. They also particularly enjoyed the proverbs and rhythmic chants. The unfamiliarity of the Orff-Schulwerk songs, however, may have contributed to this category not being as popular as singing.

Subjects in both populations responded enthusiastically to the kitchen band activity. A possible explanation for the strong response in kitchen band activities is that the entire population from both settings was from rural areas. Because of this specific cultural background, the subjects were familiar with kitchen band utensils and the music associated with this activity. They enjoyed bringing kitchen band utensils of their own, and many of them were proud of the ones which they had constructed. The kitchen band activity, however, might be less successful with populations from more sophisticated cultural backgrounds.

In summary, there are a number of speculations as to why singing was the most preferred activity. Perhaps singing was the most preferred activity because the songs, many of which were from their young adult years, had special meaning to the people. Another possible reason is that singing might have had a special association with the Sweet Adeline group. Singing also represented the most passive physical activity. Finally, a successful experience could be obtained in a relatively short amount of time through singing.

On the other hand, dancing was perhaps the least preferred activity because it required a great amount of physical effort and coordination. Dancing also required the longest amount of time to obtain a successful experience. In addition, people appeared to have many inhibitions about dancing with other partners and this caused psychological

stress.

Although this study found that certain activity categories were significantly preferred over others and that there was significant agreement in the activity rankings by the senior citizens, the results of the two settings in this study were not the same. Therefore, while the results of this study may indicate some activities which might promote successful experiences among senior citizens, these results cannot predict successful activities in specific settings.

Limitations and Recommendations

There are some limitations in the research that may have influenced results. Perhaps the most limiting aspect of this study concerned the small sample size. For more valid results, larger numbers of senior citizens should be tested.

Another problem in this study resulted from the wide age range of people. Future studies should focus on a more narrow age span.

Finally, more music therapy sessions are needed for more accurate results. Perhaps results might have been different if the subjects had been exposed to the activity categories for more than four sessions. A greater familiarity with these categories might have influenced preferences.

In light of the above conclusions and limitations, the following recommendations are made for further research:

1. This study should be replicated using a larger sample size and a greater number of sessions.
2. This study should be replicated using a narrower age range of subjects.
3. This study should be replicated using different musical activity categories. One suggested activity is listening.

4. This study should be broadened to examine musical activity preferences within different settings. This might be accomplished by placing the same population in different settings and studying the effect of activity categories upon different settings within this population. The senior citizen center and congregate development are two suggested settings.
5. Further studies might attempt to compare activity preferences between senior citizens and geriatric patients.
6. Another study might examine whether or not there is a correlation between musical preferences and degree of physical movement.
7. Another might examine whether or not there is a correlation between musical activity preferences and the amount of time needed for success in the activities.
8. One possibility for future research might be to extend the Gibbons' study (1977) into a research project examining whether senior citizens prefer singing music of the young adult years as compared to singing popular music of other years.

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APPENDICES

APPENDIX A

Musical Activity Categories

Singing

The following is a list of songs used within the category of singing. Most of these songs were taken from Songs of the Gay Nineties (Frey, 1966) and Our Singing Nation (Heller, 1955).

Ain't She Sweet?

Amazing Grace

Battle Hymn of the Republic

Bill Bailey, Won't You Please Come Home?

Carry Me Back to Old Virginny

Clementine

Dixie

Don't Sit Under the Apple Tree

Down in the Valley

Five Foot Two

Goober Peas

Home on the Range

Home, Sweet Home

I've Been Working on the Railroad

Jeannie With the Light Brown Hair

Just Because She Made Dem Goo-Goo Eyes

Let Me Call You Sweetheart

Li'l Liza Jane

Merry Widow Waltz

Oh! Susanna

Polly Wolly Doodle

Red River Valley

Shoo-Fly Don't Bother Me

Side by Side

Simple Gifts

Singin' in the Rain

Swanee River

Swing Low, Sweet Chariot

Tea for Two

The Band Played On

The Old Gray Mare

The Yellow Rose of Texas

There is a Tavern in the Town

Tip-Toe Through the Tulips

Turkey in the Straw

We Gather Together

When It's Springtime in the Rockies

When Johnny Comes Marching Home

When You Wore a Tulip

While Strolling Thru' the Park One Day

You Must Have Been a Beautiful Baby

Orff-Schulwerk

The book entitled Orff and Kodaly Adapted for the Elementary School (Wheeler and Raebeck, 1972, p. 5-76, 95-108) was used for many of the opening activities. Later on, activities from the Jane Frazee Workshop (May 25-28, 1976) were employed in this order.

Nanny Goat

On a Mountain

Softly

Mississippi Boatman's Song

Spring Rain

When the Sun Wakes Up

This is a Time

Oh, Watch the Stars

Moonrise

The Sun is a Very Magic Fellow

Kitchen Band

Songs for the kitchen band activities were the same ones used in the singing category so that the subjects would be familiar with them. For the first two sessions, rhythm band instruments were used to accompany the songs. The subjects were then presented with kitchen utensils such as pots and pans, wooden and silver spoons, a washtub bass, and metal cans. Most of the people were interested enough that they eventually brought their own instruments such as a washboard, and many of the instruments were hand-made. The instruments were eventually divided into four sections according to their pitch range. The higher pitched instruments were in one section, the two middle ranges were in another section, and the lower pitched instruments were placed in back of the group. Subjects were then instructed to watch the conductor for cues, and upon request many of the people eventually volunteered to conduct the group.

Dancing

The following is a list of dances used in the study and the songs or records used with each dance.

Mirror Dancing

Piano Concerto in G for Piano and Orchestra, second movement.
Ravel, M. Paris Symphony Orchestra, Angel recording
S-36785.

Virginia Reel

Turkey in the Straw - piano

Oh! Susanna - piano

Square Dances

Honor Your Partner series; records #1-3.

Ballroom Dances (Fox Trot, Waltz, Polka)

Echoes of an Era. Parker, C., Gillespie, D. Roulette RE 105.
Some of the fox trot music was from the above. Albums were brought by the subjects, such as Mitch Miller albums, specifically for the fox trot. Various piano accompaniments were played for the waltz and polka.

Renaissance Dances

Dances from the Courts and Villages from the Sixteenth Century.
Du Roy, M. Grand Ecurie and Chambre Odys YT 34617.

Golden Dance Hits of 1600. Ulsamer Collequium, Terpiochore
DG ARC 2533184.

Renaissance Festival Music: Flemish Dances and Venetian Music.
Susato, R., New York: Pro Musica DL 9419.

The High Renaissance: IV Research Period. Germany: ARC 3071.