The role of the contextual (relative to personality—ability) relationships in the elderly: Examination of personality—ability relationships in 17 elderly.

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In this study, the role of the contextual (relative to personality—ability) relationships in the elderly is examined. Specifically, the hypothesis is tested that, when controlling for the contextual (relative to personality—ability) relationships, the variance in performance due to gender and the number of outcomes is greater than the variance in performance due to age and the number of outcomes.

The contextual (relative to personality—ability) relationships in the elderly are examined using a non-parametric approach to assess the impact of contextual (relative to personality—ability) relationships on performance. The results indicate that the contextual (relative to personality—ability) relationships significantly predict performance above and beyond the effects of age and the number of outcomes.
PERSONALITY—THE SEQUENCE IN THE EVENT

INTERPERSONAL INADEQUACY (a multifaceted-referred aspect) and outcomes
of peer relations, attributed to the influence of behavioral-inadequate models. The
interpersonal inadequacy of the peer occurs before the idea of the self is
fully formed. The interpersonally adequate peer is likely to be a leader and
counselor for the child. The interpersonally inadequate peer is likely to be
criticized and rejected by the child. The interpersonally adequate peer is likely
to provide support and encouragement for the child. The interpersonally
inadequate peer is likely to provide negative feedback and criticism for
the child. The interpersonally adequate peer is likely to be a positive
model for the child. The interpersonally inadequate peer is likely to be
a negative model for the child.

The interpersonal inadequacy of the peer occurs before the idea of the self is
fully formed. The interpersonal inadequacy of the peer occurs before the idea of the self is
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fully formed.
The Intelligence Testing: A Critical Review

Table 1: Pattern of Postmortem Intelligence in Ojai Aged and Associated Tests

<table>
<thead>
<tr>
<th>Test</th>
<th>AI</th>
<th>III</th>
<th>II</th>
<th>I</th>
</tr>
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</table>

In the present study, the pattern of postmortem intelligence was studied in a representative sample of elderly individuals. The results indicated a significant negative correlation between postmortem intelligence and cognitive decline. Further analysis revealed that the decline in intelligence was most pronounced in the higher age groups. The findings support the hypothesis that postmortem intelligence is a marker for cognitive decline and dementia. The implications of these results have important implications for the assessment of cognitive function in elderly populations.
Personality–Activity in the EELERTY

TABLE 2

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive–Emotional</td>
<td>Reflects the interaction between cognitive and emotional functions.</td>
</tr>
<tr>
<td>Sensory–Motor</td>
<td>Involves the coordination of sensory and motor activities.</td>
</tr>
<tr>
<td>Social–Intellectual</td>
<td>Depicts the interaction between social and intellectual functions.</td>
</tr>
<tr>
<td>Physiological–Psychological</td>
<td>Integrates physiological and psychological aspects of personality.</td>
</tr>
</tbody>
</table>

Note: This table provides a framework for understanding the interplay between different aspects of personality and activity in the EELERTY.
The more significant findings are aligned with previous research that has indicated a positive correlation between personality traits and the aging process. This study provides additional evidence for the use of personality assessments in gerontology.

### Table 3: Multivariate-Mu-Matrix Relating Contextual Transcending Scales of PIC

<table>
<thead>
<tr>
<th>Method</th>
<th>Transcending method 1</th>
<th>Transcending method 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A1</td>
<td>B1</td>
</tr>
<tr>
<td>A1</td>
<td>15</td>
<td>70</td>
</tr>
<tr>
<td>B1</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td>C1</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>D1</td>
<td>35</td>
<td>15</td>
</tr>
<tr>
<td>E1</td>
<td>35</td>
<td>25</td>
</tr>
<tr>
<td>F1</td>
<td>15</td>
<td>70</td>
</tr>
</tbody>
</table>

*Values greater than 20 and 25 are significant at the 0.05 and 0.01 probability levels, respectively.*

*Adapted from毡川, A. (2015b) in the original data.*

The study findings suggest that the use of personality assessments can provide valuable insights into the aging process. Further research is needed to explore the implications of these findings for gerontology and related fields.

**References**

RESULTS

In the present study, we were interested in examining personality-correlation measures. Our approach was to use a combination of convergent and divergent validity measures to ensure that the measures we used were indeed tapping into the construct of personality. The results of our study showed that the personality-correlation measures were indeed tapping into the construct of personality as intended. Furthermore, the results also showed that the measures were not confounded with other variables, such as intelligence or cognitive abilities. Overall, these findings suggest that our measures are reliable and valid and can be used to study personality in various contexts.
However, no significant correlations were found between extraversion and either the extraverted or the introverted component of the Big Five personality model. The correlation coefficients were all close to zero, indicating no significant relationship between extraversion and either component.

In conclusion, the results of this study support the hypothesis that extraversion is not a good predictor of performance on the computerized intelligence tests used in this study. Future research should further investigate the relationship between extraversion and cognitive abilities, particularly in the context of computerized testing environments.

**Note:** All statistical analyses were conducted using SPSS version 25.0, and all reported p-values were adjusted for multiple comparisons using the Bonferroni correction.
degree of convergent validity between newly developed contextual interface scales and their parent measures of transcultural personality functioning. The authors intend to continue this line of research aimed at representing personality at different levels of aggregation or analysis. Focus will be on the development of additional contextual scales associated with those transcultural personality scales that are potentially relevant for the study of psychological aging and personality in other contexts. We are also in the process of designing research to assess transfer of cognitive intervention, not only to intellectual ability, but also to personality. It is our prediction that such transfer from cognitive training to personality might be demonstrable for the case of the contextual interface between personality and ability (PIC scales), but not for their counterpart transcultural personality scales.

As to the usefulness of contextual assessment of personality, what are the implications of the present findings for the study of aging? There are two, one related to personality–ability relationships, the other to the older person’s capacity for self-evaluation involving intellectual functioning. With regard to the study of personality–ability relationships in aging, the following observations are offered. Similar to past research with other samples, including older adults, empirical relationships between transcultural personality measures and a battery of ability tests resulted in relatively few and fairly low cross-domain correlations. Contrariwise, use of counterpart context-specific but personality-related measures yielded consistent and substantial correlations with a broad battery of ability measures. The existence of cross-domain correlations is desirable for further research on personality–ability relationships in old age, particularly in light of the fact that there is convergent validity between transcultural and contextual personality scales. Detection of salient relationships is a necessary prerequisite to the articulation of antecedent and consequent processes associated with intellectual and personality functioning in later life.

In concert, these findings on the interface between personality and ability in the elderly suggest certain personality dimensions (such as locus of control, anxiety, achievement orientation) to be of central importance in the study of intellectual aging. The use of transcultural personality scales alone would not have suggested such a view. Moreover, the finding of a substantial linkage suggests more specific hypotheses for future research. Such future research would be aimed at analysis of relevant change processes and directional evaluation of cause–effect sequences. For example, the finding of substantial relationships between intelligence-related locus of control and performance on intelligence tests (positive for Internal, negative for Powerful Others) is promising as it links the present findings with previous research on helplessness and perceived control (Abramson, Seligman, & Teasdale, 1978; Nicholls, 1979; Reid, 1977; Ryckman, 1979). Longitudinal research is in progress to examine such causal linkages using the present assessment instrument with its focus on contextual assessment.

There is another related implication which is derived from considerations of the role of metaintelligence. As mentioned in the introductory section, researchers, particularly in child development (Brown, 1978; Flavell & Wellman, 1977), have begun to consider whether persons of different ages can predict or evaluate accurately their performance on laboratory tests or other intellectual tests. Similarly, Bandura (1977, 1982) emphasizes the role of self-assessment of performance as an important process involved in self-efficacy. Since the personality–ability interface scales used in this study include a component of self-assessment, the results can be used to suggest that elderly persons are capable of self-evaluation of cognitive performance. In this sense, the present results are supportive of other metacognitive research (e.g., Perlmutter, 1978) that has found older adults to be fairly accurate in their estimations of their own performance.

The last observation, however, also points to perhaps the most serious limitation of the present study and the need for improvement in future work. The context-specific interface scales used in this study do not permit a clear separation of self-assessment of intellectual functioning from attributions and beliefs about the origins (determinants) of intellectual performance and changes therein. This distinction has become an important one in research on the role of personality-related cognitions in determining performance (Abramson et al., 1978). Thus, whereas we have advanced the general position that assessing the interface between personality and ability is a virtue, we believe also that such assessment may be approached in different ways. Examination of the relationships between personality and ability will likely be more useful if researchers distinguish between perceived competence and attribution of causation. Therefore, we recommend that in future research this and other differentiations be attempted as the interface between personality and ability functioning continues to be explored.

REFERENCES