AN INVESTIGATION OF CERTAIN COMPONENTS OF EGOC-STRENGTH
TO DISTINGUISH VOCATIONALLY REHABILITABLE
AND NON-REHABILITABLE WORKERS

APPROVED:

Graduate Committee:

Sidney Hamilton
Major Professor

Earl W. Kooken
Committee Member

George C. Beamor
Committee Member

Dean of the School of Education

Robert T. Tomkows
Dean of the Graduate School
AN INVESTIGATION OF CERTAIN COMPONENTS OF EGO-STRENGTH
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AND NON-REHABILITABLE WORKERS

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By

Leo F. Solomos, M. A.
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CHAPTER I

INTRODUCTION

Although in recent years, there has been a rapid expansion in the number of sheltered workshops, the problem of identifying early in the vocational rehabilitation process those handicapped persons who are most likely to succeed and those who are most likely to fail continues to pose a major challenge (32). A survey of rehabilitation literature reveals a paucity of research in this area and gives evidence of a pressing need for suitable techniques of assessment to predict eventual vocational rehabilitation success (30).

Traditionally, most rehabilitation sheltered workshops emphasized the restructure and acquisition of working skills (7). They considered that attainment of working skills was sufficient to insure vocational success and ultimate gainful employment. In reviewing, however, the vocational adjustment problems of handicapped workers, it has become evident that a significant proportion of vocational failures observed, appear to be related to factors other than physical limitations, types of disability and acquisition of working skills (14, 43). This observation revealed that the influence of non-physical factors affected the work adjustment process, which appears to be a complex multi-dimensional network.
invoking psycho-social aspects (14, 27, 29). Furthermore, rehabilitation specialists have implied that the psycho-social aspects of work appear to be as important to vocational success and, in many instances, may handicap the vocationally disabled worker beyond the actual limitations resulting from disability (10, 31). The relevancy of these implications is not difficult to understand and accept when one recognizes that the whole person becomes affected. Disability, whether physical or psychic, may affect the individual at all levels of personality integration (3, 6, 17). Since personality factors may affect one's overall work adjustment process and may act as possible deterrents to the vocational rehabilitation program, some rehabilitation authorities have suggested that training objectives be aimed primarily at the psychological adjustment of the vocationally disabled. As stated by Brent, "The aim of rehabilitation of the disabled is the integration of re-integration of the personality," (6, p. 78).

In reference to the constellation of emotional limitations inhibiting the vocational adjustment process, the Institute for Crippled and Disabled in New York City, reported that, "The Institute's experience with some 40,000 physically handicapped persons has revealed that a great majority of patients experience emotional stress which is serious enough to interfere with treatment and training. This, in effect, becomes a part of the disability" (29, p. 23). In a study conducted by Laird investigating the incidence of
emotional disturbance among the vocational clients at West Virginia Rehabilitation Center, it was reported that 45 percent of the group interviewed and tested with projective techniques were considered emotionally disturbed (23).

Masterman substantiates the significance of the effect of the incidence of emotional aspects upon the rehabilitation process, commenting that, "The importance of psychological aspects of disability to rehabilitation cannot be over-emphasized in view of the wide spread of emotional characteristics which can serve as deterrents to rehabilitation success" (27, p. 73). Jacobs (20) indicated that the vocationally disabled worker must possess a healthy and positive orientation toward his disability, his personal assets and liabilities toward his job, community and environment before he could be certain that he is ready to assume the status of a worker. Syracuse University studies (34), dealing with this matter, concluded that what is needed is an adjustable worker, not a specifically trained worker. Similarly, conclusions advanced by Gellman (15), Wren (42), and Feintuch (10) generally indicated that in many instances vocational failures appear to be related to personality deficits of the vocationally disabled worker. From the reported findings the influence of personality dynamics on the vocational rehabilitation process become readily apparent. Thus, there appears to be a need for further exploratory
research of theoretical orientations vital for effective vocational prognosis.

The concepts of ego-strength as a promising predictive measurement for the disabled worker's subsequent vocational performance in a sheltered workshop, has been referred to, indirectly, by rehabilitation authorities (15, 27, 31). Neff, in his discussion of the determinants of vocational adjustment commented that, "The condition of being vocationally disabled can be looked at psycho-dynamically in terms of the inability of the ego to develop appropriate strategies... where the ego has adopted inappropriate strategies one can expect to find low ego-strength, defects in motivation to become productive, poor self-concept, among other things as dominant features of the personality" (31, p. 227). Adding to this emphasis and evidence for the importance for ego-strength in rehabilitation, Grayson stated that, "Ego-strength, the ability to relate to other people and integration of personality all correlate highly with success in rehabilitation" (17, p. 18). Furthermore, Bellak et al. (5) viewed the vocational rehabilitation process in psychodynamic terms and stated, "The major task... is the reconstruction of the client's ego strengths so that he can be made mentally fit and ready for work and... able to cope with the emotional and interpersonal factors involved in starting on and continuing a job" (5, p. 291).
Recently, Stotsky and Weinberg (33) made application of the concept of ego-strength with hospitalized psychiatric patients to predict their feasibility for rehabilitation success. They found ego-strength a useful index to predict successfully the vocational rehabilitation of this population. In another study, utilizing this same theoretical orientation, Connors et al. (8) found a significant relationship between psychiatric patients' level of ego-strength and the criteria of success vs. failure in a work centered program and in the degree of work adjustment attained in the community upon release from the hospital environment.

Although these cited studies are concerned with the concept of ego-strength, its components and their relationship to the vocational adjustment process of vocationally disabled workers, this is the exception, not the rule, in the area of vocational rehabilitation. The implications of these studies employing the ego-strength concept appear to be consistent with the observations and contentions of some recognized authorities in the area of psychoanalysis. For example, Freud (13), Hendrick (18), and Menninger (28) state that one's level of ego-strength is involved in the worker's efforts to adjust to the job situation.

Analysis of the literature reported herein imply that the concept of ego-strength and its components appear to present a promising avenue of research to the vital problem of vocational prediction. The vocational implications appear
to be consistent with the processes and functions identified and associated with ego-strength and its components. It becomes evident, therefore, that those determinants significant to successful vocational adjustment appear to be inherent in the notions of this concept. Thus, the possible utilization of this theoretical orientation as a basis for distinguishing the vocationally rehabilitable and non-rehabilitable appears to offer a unique approach to the problem of vocational prognosis.

Statement of the Problem

It was the intent of this study to investigate the relationship of the concept of ego-strength to the success in vocational rehabilitation. Specifically, the study was designed to evaluate in detail certain components of ego-strength which might be significant in distinguishing between the successful and unsuccessful disabled workers referred to Goodwill Industries of Dallas for vocational diagnosis and training. It has been implied by some authorities in the field that individual variations in the ego-strength dimensions may discriminate the vocationally rehabilitable groups from the non-rehabilitable.

Basic Facts About Goodwill Industries of Dallas

Goodwill Industries of Dallas is a voluntary, non-profit social service agency incorporated to provide employment, training, sheltered workshop experience and other related
rehabilitation services for handicapped persons. Its primary concern is to provide the vocationally disabled workers with the opportunities for training to attain the fullest possible vocational development of which they are capable.

Men and women with nearly every type of disability who can be benefited by Goodwill Industries procedures are accepted up to the limit of service capacity. Typical handicaps are orthopedic, mental and emotional, speech and hearing, social and organic (such as heart disease and arrested tuberculosis, etc.).

Goodwill Industries provides work experience and related services through four basic methods:

1. Evaluation, training and employment through the collection, remaking and sale of contributed household and industrial discards. Among the thirty trades and skills taught at Goodwill are furniture repair and refinishing, upholstering, spray painting, electrical and metal goods repair, offset printing, dry cleaning, laundry operations and pressing, sales, bookkeeping, switchboard operation, cashiering and clerical work.

2. Sales of reconditioned materials. Merchandise is sold in seven retail outlets in Dallas County and proceeds are used to pay wages to handicapped clients.

3. Sub-contract work. The Commercial Service Division provides work for commercial concerns in areas such as
light manufacturing, packaging, mailing, package processing, swatching, parts inspection and others.

4. Placement of trained clients in industry.

The daily hours of work for a worker in Goodwill are 8:00 a.m. to 4:45 p.m. Monday through Friday with forty minutes for lunch and fifteen minutes for morning and afternoon coffee breaks. Thus, the work week is 40 hours. A time clock is available for punching in and out, and a good deal of emphasis is put on the customary working rules of reporting on time and working a full day. The starting hourly rate in the workshop varies with the type of job placement. Workers are paid for hours worked and are docked for lateness and for time spent off the job because of personal business.

Rather intensive efforts are made to obtain information about a prospective applicant before he is accepted by Goodwill. The following steps are undertaken in this particular process:

1. The intake interview. All prospective applicants are interviewed by the Goodwill Industries employment interviewer permanently assigned to this function. On the basis of the employment interview and related material, the interviewer prepares a written case history which focuses upon the reasons for referral, the medical, educational and work experience of the applicant, his familial and personal relationships.
The employment interviewer attempts to summarize his impressions as to the applicant's work personality picture and suggests tentative hypotheses on the strengths and weaknesses of the applicant for vocational rehabilitation.

2. Testing. Only those applicants who are referred by employment interviewer are given a battery of entrance tests. These tests include as a minimum the Wechsler-Bellevue Intelligence Scale, Sentence Completion, Progressive Matrices, aptitude and interest tests. The purpose of testing is to appraise the applicant's assets for employment and training, to search out possible areas in which placement may be made, and to advise the workshop personnel as to the kind of behavior problems that may be encountered during the period of training.

3. Workshop procedures. Accepted applicants are inducted into the workshop on Mondays to start the working week. After a brief orientation session, in which the new worker is informed of the working rules (the hours of work, provision for lunch, morning and afternoon break periods, no smoking rule, etc.), he is introduced to his workshop supervisor and put to work. For the first day or two the supervisor observes the worker on his assigned working tasks, notes are kept with respect to his response to
training experiences, productivity rate, apparent attitudes toward work, contacts with co-workers and supervision.

The general plan for the work of the workshop supervision is as follows. Supervision is, of course, close and continuous, but this is not always perceptible to the worker. During the first two weeks of a worker's stay in Goodwill Industries the workshop supervisor plays the role of a generally supportive and accepting authority figure who instructs the worker in the work tasks and helps him to carry out the work assigned, but makes no undue demands other than those required for ordinary application to work. During the second two weeks, workers begin to be introduced to certain minimally stressful situations. If output is markedly below the average of the section, or is inconsistent, the workshop supervisor begins to set output goals.

Similarly, if the general work behavior is defective in one or another areas, e.g. resistance to supervision, inappropriate reactions to co-workers, lack of energy or motivation, frequent violations of the basic working rules, excessive lateness or unexplained absenteeism, the supervisor begins to work closely with the worker in an effort to correct these lapses. After the fourth week in Goodwill, the worker is increasingly prepared for further work adjustment responsibilities. The workshop supervisor now attempts to set production goals which are comparable to ordinary
industrial minims. Firm limits are set and close assistance is given in an effort to correct unsatisfactory work attitudes, and the worker's work tolerance is tested by exposing him to a number of moderately stressful situations. It should be noted that this overall work plan may be modified to fit the needs of the individual worker but is the general framework within which modifications take place.

An important feature of workshop operations is the periodic evaluation sessions held by the workshop supervisor and foremen. In these meetings, the behavioral and production problems of the worker are reviewed, decisions are made to remedy faulty conditions with a view toward minimizing difficulties. The value of these meetings is that it permits continuous review of work behavior in the shop and makes for great flexibility in changing the general plan for the work to meet the individual needs of the particular worker.

At the end of the three month period, the workshop supervisor makes the first detailed progress measurement report of the worker's assets and deficits and makes wage recommendations. It is at the end of this period that the first wage review of the worker is conducted followed by a second wage review ninety days later.

Hypotheses

Certain hypotheses were formulated and were investigated by statistical analysis of the data collected. These hypotheses were:
1. Performance on Barron's Ego Strength Scale is positively related to vocational rehabilitation success as found in Vocationally Rehabilitable and Non-Rehabilitable workers.

2. There is a positive relationship between Self-Concept and vocational rehabilitation success.

3. There is a positive relationship between sense of Personal Security and vocational rehabilitation success.

4. There is a positive relationship between Level of Aspiration and vocational rehabilitation success.

5. There is a positive relationship between Acceptance of Disability and vocational rehabilitation success.

6. There is a positive relationship between Level of Affective Tolerance and vocational rehabilitation success.

7. There is a positive relationship between Anxiety Drive Level and vocational rehabilitation success.

**Definition of Terms**

Ego.--This term refers to the integrating core of the personality which mediates between needs and reality.

Ego-Strength.--This term refers to the dimensions of self-concept, sense of personal security, level of aspiration, acceptance of disability, affective tolerance, and anxiety drive level. Some authorities have associated these dimensions with the concept of ego-strength and have considered them important to the individual's efforts toward adjustment.
Generic Sheltered Workshop.--This term refers to a rehabilitative workshop program which closely simulates an industrial atmosphere to facilitate the transition to gainful employment of vocationally handicapped persons who have been judged apparently unemployable in accordance with private business employment standards.

Progress Measurement Report.--This term refers to the assessment technique devised by the Personnel Services Committee of Goodwill Industries to appraise periodically the training and job performance progress of vocationally disabled workers. This evaluation form is described in detail in Appendix A.

Vocationally Disabled or Handicapped.--This term refers to individuals who are unable to find and keep employment in regular industry because of physical, mental, emotional disabilities or advanced age.

Vocationally Non-Rehabilitable Workers.--Operationally, this term refers to those disabled workers who are experiencing difficulty in meeting satisfactorily the requirements essential to successful vocational rehabilitation. This particular group represented: (1) those workers who completed the training program, but who, because of unsatisfactory Progress Measurement Report ratings, were found to be ineligible for a wage increment on the first two
wage review presentations, (2) those workers who entered the training program, but did not complete the training, dropping out without promise or possibility of outside employment and (3) those workers who, because of their inadequate and unacceptable work behavior, were terminated on the recommendation of workshop supervisor.

**Vocationally Rehabilitable Workers.**—Operationally, this term was applied to those who were satisfactorily responding to the anticipated training demands and expectations of the sheltered workshop vocational program. This category included: (1) those who successfully completed the training phase, obtained satisfactory Progress Measurement Report ratings, and were found to be eligible for a wage increment on the first two wage review presentations, (2) those who completed the training period, received wage increment on the first two wage reviews and who, either on their own or with the assistance of the Personnel Department obtained employment in private industry, (3) those who successfully completed the training program, were found to be eligible for wage increment on the first two occasions and eventually were promoted to more responsible positions within the Goodwill Industries organizational structure, and (4) those who moved out of Goodwill Industries before completion of the program, but found employment outside the rehabilitation workshop.
Basic Assumptions

It was assumed that when a vocationally handicapped individual was tested for ego-strength in a test situation, he brought to this setting approximately the same ego-strength variables that he brings to bear upon his training situation. It was further assumed that the subjects are a representative sample of the working population at Goodwill Industries of Dallas.

Limitations of the Study

This study was conducted at Goodwill Industries of Dallas, a generic sheltered workshop for the vocationally disabled. The vocational handicap of this population was the factor which directed it to Goodwill Industries for training. This study included only those individuals who were able to read and understand at and beyond the seventh grade level as measured by the reading test of the Wide Range Achievement Test. This study also included only those vocationally disabled individuals who in the last three years, 1961-1964, entered the training program at Goodwill Industries. The limitations mentioned further limit the findings and conclusions of this investigation to the population being studied or to similar populations found at other Goodwill Industries.
Method

Population

The present study was based on a sample of 152 vocationally handicapped individuals who entered the training program of Goodwill Industries in the last three years, 1961-1964. The subjects were men (N=70) and women (N=82) who, because of their handicap were judged unemployable by private industry and were unable to obtain gainful employment. Their vocational handicap was the propelling factor which directed them to the rehabilitation workshop training program. This group can be considered representative of handicapped individuals served by a Goodwill Industries. Included were subjects with many different types of disabilities ranging from orthopedic restrictions, psychiatric disorders, cardiovascular disease, arthritis, amputation, aged, cerebral vascular accidents, paraplegia to tuberculosis inactive.

The subjects were divided into two major groups, Rehabilitable and Non-Rehabilitable determined by the criterion of wage increase or non-increase recommended at trainee's first two wage review presentations. The sample included 78 who were classified Rehabilitable and 74 who were categorized as Non-Rehabilitable. The ages of the subjects ranged from 17 to 76 years with a mean of 48.30 and standard deviation of 13.74.

A total of 172 individuals were screened but it was necessary to exclude 20 from the study because of
hospitalization, refusal to complete test battery, unavailability for testing, relocation to another city, death, and termination from workshop training program by supervisor because of highly inadequate work performance and stability. Examiner attempted to secure the cooperation of the terminated workers to complete the test instruments but was unsuccessful because of their bitterness towards management for administrative discharge.

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<td>Refusal to continue with study</td>
<td>5</td>
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<tr>
<td>Unavailability for testing</td>
<td>4</td>
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<tr>
<td>Termination from workshop by supervisor because of inadequate work performance</td>
<td>5</td>
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<tr>
<td>Relocation to another city</td>
<td>4</td>
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<tr>
<td>Death</td>
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Determination of Reading Level

The reading test of the Wide Range Achievement Test was administered to all subjects considered for this study. Those individuals who achieved a seventh and above reading grade level were considered eligible for this investigation.
This level was determined on the basis of information received from the publishers, who judged the seventh grade reading level as minimal for understanding the test instruments employed.

Description of Test Instruments

Wide Range Achievement Test.—The Wide Range Achievement Test (21) was used to assess the subject's reading grade level. This instrument was selected because word pronunciation and deficiency in the mastery of reading mechanics have been recognized basic, causative factors to reading disability rather than reading comprehension (21). The reading test used in this study consists of 120 words correctly pronounced and examiner discontinues test with ten consecutive failures. Correlation with the New Stanford Paragraph Reading Test and the New Stanford Word Reading Test is .81 and .84 respectively.

Barron's Ego-Strength Scale (Es).—Barron's Ego-Strength Scale (2) was used in this investigation to obtain a measure of one's total ego-strength. It is a separate scale of the Minnesota Multiphasic Personality Inventory (MMPI) and consists of 68 items taken from the total pool of 550 items from the MMPI. It was developed by Barron on the basis of significant item correlations with improvement in psychotherapy, but Barron found later to be related to such dimensions of ego-strength as personal adaptability, resourcefulness, vitality, persistence, and emotional
outgoingness (2). This instrument was selected because it has an objective scoring system and since its original publication in 1953 has received much experimental verification (22, 35, 36, 37, 40). The odd-even reliability of the scale in a clinic population of 126 patients was .76. Test-retest reliability after three months was .72. Also, a correlation of .91 between two skilled judges in their independent ratings of subjects relative to degree of improvement in psychotherapy was obtained. Further studies with clinic and non-clinic population seem to indicate that Barron's Ego-Strength Scale does effectively measure constructive forces in the personality (2).

Attitude Toward the Disabled Persons Scale (ATDP).--
The Attitude Toward The Disabled Persons Scale was developed by Yuker (43) et al., associated with Human Resources Foundation, a research division of Abilities Incorporated in Albertson, New York. This scale was used in this study because it shows promise to be a useful instrument to assess one's attitude toward disability. This instrument is a 20 item Likert-Type attitude scale whose items are worded so as to refer to disabled persons in general and phrased so as to be appropriate and suitable for the measurement of attitudes of the physically normal toward the disabled, and attitudes for disabled persons toward themselves. The reliability of this scale has been investigated with a disabled population
and an internal consistency coefficient of .76 was obtained and a test-retest coefficient of .67 was obtained over a period of 18 months. With a group of 170 physically normal college students the test had an internal consistency coefficient of .78.

This instrument shows promise as a research instrument and it measures the disabled person's attitude toward his handicap which is related to his acceptance or rejection of his disability. One's acceptance or non-acceptance of his disability appears to be related to the notion of ego-strength and attitude toward disability has been indicated to be closely related to potential employability (44).

Security-Insecurity Inventory (SI).--The Security-Insecurity Inventory (26) was used in this study to measure a component of ego-strength which could probably be reflected by the vocationally disabled person's security-insecurity pattern. It is expected that the Vocationally Rehabilitable subjects are more likely to reflect a higher degree of security, acceptance, belongingness, optimism and perception of others as friendly because of adequacy of ego functioning. Conversely, the Vocationally Non-Rehabilitable subjects are more likely to be insecure and reflect low-ego-strength through expressions of rejection, isolation, threat and danger which may act as deterrents to their vocational process.
Maslow developed the Security-Insecurity Inventory as an outgrowth of clinical and theoretical research with the concept of emotional or psychological security. Validation studies in terms of internal and theoretical criteria, experiments and clinical tests of validation proved to be accurate and satisfactory (21). This test is comprised of 75 questions divided into three groups of 25 each, with each group of 25 on a single page. Measures of the reliability for the whole test range from .64 to .91.

Self-Activity Inventory (SAI).—The Self-Activity Inventory (41) was used in this study to measure the subject's concept of self. This inventory was selected because considerable light has been thrown on the nature of the personality dynamics in the well-adjusted by recent investigations of the self-concept (19). Also, if the notion of ego-strength can be assumed to be a measure of the potentiality of the subject to adjust to a stress situation, the perception of self, whether favorable or unfavorable, high or low discrepancy between ratings of self and ideal, and high or low discrepancy between ratings of self and other could be considered to be correlates of ego-strength. This inventory was developed by Schach (47) and is composed of 54 statements describing responses to the arousal of hostility, achievement, sex, and dependency needs. To measure the intensity of the responses, the subject is asked to indicate on a 5-point
scale, from 1 indicating never to 5 indicating always, how much of the time the activity described is like him (Self), how he would like to be (Ideal), and how it is like other people (Other). Thus, a low score represents the positive self-attitude on the adjusted end of the continuum while a high score represents the negative or maladjusted extreme.

Test-retest reliability correlation coefficients of the inventory scores relative to the self, ideal, and other person were .79, .71 and .78 respectively. All three coefficients were considered fairly high for this type of test and were significantly different from zero at less than the .001 level. These data show that the self, ideal, and other person rating scores are reliable measures reflecting consistent attitude responses by the subjects.

Wechsler-Bellevue Digit Symbol Test.—The Wechsler-Bellevue Digit Symbol Test (39) was used in this study to measure one's level of aspiration. This test was selected because in the notion of ego-strength one's ability to assess reality, set up realistic individual goals are processes generally associated with ego functioning. Studies by Lewin (24) indicate a relationship between adequacy of ego functioning and level of aspiration.

The literature on the use of the level of aspiration technique reveals that a wide variety of tasks both verbal and motor have been used. Tasks used, for example, include card sorting, cancellation, addition, peg-boards, bowling
games, target tasks, etc. The Wechsler-Bellevue Digit Symbol Test was principally employed because (1) it involves skills similar to performance-type, hand-eye coordinative work activities at Goodwill Industries of Dallas, (2) it is not a game-type task which has been recently criticized by Barnett et al., (2) as not being closely related to life situations and as such would be less challenging to adults and (3) the Digit Symbol Test presented as "a test of coordination" would prove to be a meaningful task to vocationally handicapped who may be entertaining doubts and uncertainties about their vocational potential and future occupational goals.

**Taylor Manifest Anxiety Scale (MAS).** The Taylor Manifest Anxiety Scale (38) was used in this study to assess the subject's anxiety drive level. Personality theorists (1, 11, 13) have indicated that anxiety is a significant factor in the development of maladjustment. Great emphasis is placed on anxiety as a motivating factor in life adjustment, however, it has been demonstrated that anxiety beyond a moderate level acts as a disruptive force and makes the individual less capable of coping and withstanding stresses. Since anxiety plays a crucial role in one's life adjustment process, one can expect the presence of excessive, undue anxiety to interfere with the vocational process and reflect ego-strength deficiency. Thus, the measurement of anxiety seemed appropriate for this study.
The **Taylor Manifest Anxiety Scale** is a derivative of the **Minnesota Multiphasic Personality Inventory**, the items being selected by judges on the basis of Cameron's description of chronic manifest anxiety. It is a self-report inventory consisting of 50 manifest anxiety items with measures of reliability ranging from .82, .89 and .81. Corrected correlation between Taylor Scale and the **Minne Scale of Neuroticism** yielded .86.

**Inventory of Affective Tolerance.**—The **Inventory of Affective Tolerance** (12) was used in this investigation to measure one's capacity to deal with affective tensions or emotional excitements. It is commonly assumed that a disability, whether physical, emotional or vocational, augments frustration which tends to result in an increased tension state (9). It is also assumed that with disability limitation of normal mobility and activity a frustrating situation develops, which tends to block normal outlets for tension, thus, expecting an increase in tensions. Since the adequacy of the ego determines to a large extent one's ability to absorb or give appropriate discharge to affective tensions, this inventory was considered appropriate for this investigation.

This inventory was developed by Fisher and Watson (12). It consists of 61 statements each of which may be measured by one of six possible choices such as "never," "rarely,"
"occasionally," etc. The weights of the items were figured by the $t$-ratio method. Reliability coefficients determined by the Spearman-brown formula were reported as .93, .94, and .93.

Development of Progress Measurement Report

The evaluation procedure in a rehabilitation workshop training program is perhaps one of the most significant phases upon which many developmental steps are dependent. This procedure helps guide the vocationally handicapped to vocational independence. Evaluation is a continuous process and as such, must be formalized to be most effective.

During the Spring of 1962 Goodwill Industries of Dallas reviewed its evaluation program. This review was conducted by the Personnel Services Committee, which consisted of members of administration, personnel, operations, and training. The purpose of this study was to develop and strengthen the important phase of evaluation. Findings indicated that the general format of the performance appraisal program of the vocationally handicapped needed to be formalized and the evaluation judgments exercised by supervisors standardized. The Personnel Services Committee recognized the need for a progress measurement instrument so that the vocational adjustment process of vocational trainees be measured in a more precise, formalized manner to increase the objectivity of supervisory judgments relative to performance appraisal and development.
In the initial study and development of the proposed performance measurement scale, the Personnel Services Committee requested the participation and assistance of a group of eight individuals. This group consisted of representatives from the Division of Vocational Rehabilitation of Dallas, Texas Employment Commission, private industry, and Goodwill Industries of Dallas. An orientation period was conducted for this group where a thorough explanation of the suggested project, training program of Goodwill Industries, its objectives and the need for a standardized job performance appraisal program was presented and given. Also, this group was given the opportunity to review performance appraisal programs of other companies and rehabilitation workshops, giving special attention to work characteristics measured, to training of appraisers, to provisions for appraisal review and to programs for appraisal coaching.

Following this period of orientation, this group of eight individuals was requested to make a collective list of basic performance categories for the proposed progress measurement scale from which the vocationally handicapped could be rated for performance development and progress. It was recommended that this list be predicated upon those categories commonly used in merit rating literature and acceptable by industry to determine one's employability and job efficiency. When this list of job performance categories was completed, it was then given to a five-man group for
further refinement on the basis of numerical rating in terms of how pertinent these job categories were to employability. This group was requested to assign numerical weight values of 5, 4, 3, 2, and 1 to the prepared list of job categories. Five represented the highest positive point value in terms of importance for job success and efficiency and One represented the lowest point value in this continuum. Each member of this five-man group was requested to assign independently one weighted value from 5 to 1 to each category and only those categories which averaged a point value of 3 and above were retained. The five-man group consisted of two workshop supervisors, personnel manager of a private industry, personnel director of Goodwill Industries, and a workshop foreman. Once again, this particular group was asked to independently rate the remaining job categories of twenty-five. This time the members were requested to assign point values on a 3 point scale. Only those factors given a score value of 2 and 3 were retained. The selection and rating of major job categories were based upon those factors which were pertinent to adequate work performance, provided adequate data to measure employee's progress, and gave concrete and specific information for performance and management review. Thus, the eleven major performance categories of the progress measurement instrument were selected. Each major appraisal category had six descriptive statements on a 6 point numerical scale.
value ranging from a minimum of 0 to a maximum of 5 which was the highest positive scoring weight. Both the descriptive statements and point values were developed and based upon recommended practices and procedures of current merit rating literature. Studies in this field have indicated that the above procedure tends to minimize halo effect, provides little more flexibility for rating, gives specific meaningful data relative to job efficiency, couches the descriptive statements in language understandable to raters, and avoids the use of ambiguous, broad traits which tend to result in inadequate generalizations and snap judgments. In this particular progress measurement instrument, the total rating of each performance category was used as an indicator of one's level of vocational success and adjustment. The maximum point values a ratee could receive was 55.

Subsequent to the development of this appraisal instrument a pilot study was conducted to obtain ratings between independent rater assessments of vocationally disabled in training. The production organizational unit was selected for this purpose because more vocationally disabled were in training in this area and independent raters could be found who had daily contact and observation of the employees to complete the instrument and measure the adjustment process of the vocationally disabled. Independent raters selected were production supervisor and department head. Sixty vocationally disabled workers were selected from the
production area. Thirty were classified as rehabilitable and thirty were classified as non-rehabilitable. The criterion of classification of these pilot study subjects was determined by consensus involving the personnel director, operations director, and supervisor. These staff individuals were selected because they possessed definite, general knowledge of work performance, work habits, and specific incidents of job performance for classification required.

Although the independent raters had sufficient and reliable knowledge of the vocationally disabled for performance rating, these raters had no knowledge as to the classification of these vocationally disabled and why this particular population was selected for the pilot study. The independent raters were told that this pilot study was designed to give them training with the new appraisal instrument and get their reaction to the instrument before it was formally introduced. Analysis of independent ratings was conducted and inter-supervisor reliabilities were found to be .62 (N=60). This inter-supervisor statistic of r could also be an indication of the validity of the instrument, in that it involved the independent ratings of job efficiency.

Upon completion of the pilot study training sessions were conducted for all levels of supervision. The purpose of these sessions was to explain in detail the objectives and importance of the newly developed instrument, give training in the nature of the appraisal program, sharpen
the supervisor's judgment to job performance categories, point out the advantages and disadvantages of an appraisal instrument, and provide supervisors with a prepared written progress measurement manual. These training sessions also provided the supervisory personnel the opportunity to participate and practice in job performance rating. Individual consultation was also made available to answer questions and provide assistance in filling out properly the new progress measurement form.

Eventually, the question of how often the Progress Measurement Report was to be administered arose. It was recommended, based upon standard merit rating procedures, to rate each new employee first three months of training, second three months, and every six months thereafter. It was also recommended that each individual appraisal be filled out by the immediate supervisor and then the completed rating of the vocationally disabled be reviewed by workshop foreman and personnel director. This approach was introduced to serve as a check, contribute to standardized appraisals and conform to the acceptable practices of merit rating.

Since the formal introduction of the Progress Measurement Report, four separate ratings have been conducted with the two major groups of this study. The t test, to test the significance of difference between means, was employed. In each of the four separate ratings .01 level of significance was obtained.
Additional studies with the Progress Measurement Report should be seriously considered by the management of Goodwill Industries to statistically refine this instrument to meet the expansion needs and services of this rehabilitation workshop. Research studies could include independent studies of the major performance categories, total score of the instrument, part score, and validity computations.

Procedure for Treating Data

The tenability of the seven hypotheses of the study was determined by analyzing the data utilizing chi square. Data were organized in 2 by 3 tables. The population consisted of two major groups designated as Vocationally Rehabilitable and Vocationally Non-Rehabilitable. Each group was divided into three levels with Level I representing the upper group, Level II, the middle group, and Level III, the lower group. These three levels were determined by the standard deviation obtained from each test instrument's normative data. Specifically, .44 of each instrument's sigma, pertinent to the seven hypotheses of this investigation, was calculated and this sum was added to and subtracted from each instrument's mean to establish levels of equal thirds.
CHAPTER BIBLIOGRAPHY


Historically, ego-strength is a psychoanalytic concept. The question now arises, particularly from the critics of psychoanalytic theory, whether such a concept is capable of experimental application and measurement. It has been stated by Kris (41) and others, that constructs like ego-strength, which basically are psychoanalytic concepts, are incapable of such application. Thus, to attempt to do so would seem rather difficult. Although the measurement of any concept is difficult, its usefulness or adequacy in the explanation or understanding of diverse phenomena can be determined. For example, it is on this basis that the global concept of intelligence has been accepted and Wechsler has effectively appraised intelligence to provide meaningful measurements and data (59). This kind of consideration may also be extended to the concept of ego-strength and to its problem of measurement. Intelligence, being a concept, is not amenable to direct measurement. However, it has been operationally defined and its manifestations have been measured quite successfully. Similarly, objective measurement of psychoanalytic concepts, such as repression (60), displacement (48), regression (49) and fixation (47) have been reported by Lundin (45).
In 1956 Selig and Smith (8) conducted an interesting study on the validation of the psychoanalytic process to determine the degree with which theoretical formulation fits empirical data. The quantitative results of this study showed a high degree of agreement among the judges who participated and also among the predictors.

These studies demonstrate that the concept of ego-strength which is basically psychoanalytic in origin can be conceived of as something global and an operational approach can be employed to measure its components and effectiveness.

Basic Literature on Ego-Strength

In the course of the development of psychoanalysis as a theory and therapeutic technique, various aspects of the personality structure have been in the foreground of interest and investigation. First the id, then the superego, and in recent years the entire field of ego-psychology (2, 17, 10, 21, 31, 51, 55). In fact, with modern dynamic psychology, assessment of the ego, ego-strength and defenses, assets and liabilities of the personality have assumed increasing recognition and concern (7, 12, 13, 16, 19, 25, 46). Selig suggests, "That the proper field of projective psychology, its character, its formation in, its manifestations, and that the theoretical emphasis, insofar as it is psychoanalytic, should be the psychology of the id and not the psychology of the id" (11, p. 4). Consonant with this emphasis and with
modern theoretical developments in ego psychology and psychoanalysis Hartmann (37) Schacter (56) and Federn (20) also have indicated the significance of ego processes and ego-strength.

Perusal of early psychoanalytic literature indicates the absence of reference to the concept of ego-strength before 1926. The very first mention that the ego can be strong as well as weak was made with the publication of The Ego and The Id by Freud (27). In another paper by Freud, (29) he hypothesized that as long as there is a fairly close and workable relationship between ego and id, ego and superego, the ego is strong.

Kunzberg (51) in 1931 emphasized the synthetic function of the ego and suggested that the ego's capacity to construct and create tends to make the actual operation of the ego more adequate and effective. The author further indicated how in psychosis the integrative function of the ego weakens considerably due to the destruction of personality patterns.

Subsequent to this emphasis, papers by Fenichel (22), Alexander (1), French (22, 24), and Falint (5) brought out clearly for the first time that psychoanalytically oriented therapists were becoming constantly concerned with the adequacy of the ego and began to see ego building and strengthening as one of the fundamental therapeutic aims.

This shift towards ego emphasis began to give more prominence to the concept of ego-strength in the psychanalytic structural theme which previously was primarily concerned with
instinctual forces and their derivatives. Studies by Beres (9), Hartmann (37), and Novey (50) highlight and focus this emphasis upon ego psychology.

Ego-strength again received attention in 1936 Symposium on the Theory of Therapeutical Results (10). Bibring (10) delivered a paper and pointed out the need for strengthening that part of the ego which had some strength left. Anna Freud in one of her publications (26) crystallized many aspects of ego-strength. She traced the development of the ego and the weakness of the infantile ego was emphasized. Further, this author indicated the inconsistency of the ego's ability to deny reality and its ability to evaluate and test reality.

The International Psychoanalytic Congress in Paris in 1938 had a symposium on the strength and weaknesses of the ego and stimulated the development of two important lines of thought. The first was crystallized in Nunberg's classic paper (51) which stressed the synthetic functions of the ego and concluded that ego-strength is related to the relative strength of the drives toward life and death. The other approach, suggested by Hartmann (38) considered the adaptive aspects of the ego. This author introduced the important concept of the "conflict-free ego-sphere" and pointed out how in psychoanalytic theorizing the tendency was to consider the ego only in terms of conflicts either in avoiding dangers or in gratifying drives. Hartmann added that there was a need in the development of the ego to accept the
tenet that there were areas which were free of conflict and which would produce some insight into ego-strength and weaknesses in terms other than conflict.

Finally, a recent comprehensive review of the psychology of the ego, including sections of ego-strength and weaknesses, has indicated additional literature developing and discussing the concept of ego psychology and ego-strength in the areas of learning (3), psychotherapy (37), personality disorders (4), psychodiagnostic testing (36), social case work (33), occupational choice (57), work activity (44), and rehabilitation (29).

Indicators of Ego-Strength

Ego-strength as a separate concept was first postulated by Freud in 1926 (27). Since that time it has been considerably extended and has undergone modification. Correlates of ego-strength and the major indicators of this concept will be discussed in this section.

One indication of ego-strength is the ego's ability to repress material (30). Regarding this, the infant's and child's ego are considered weak. The ego must first develop the functions of judgment and intelligence (21) and this is a gradual process. Once the ego has passed the primitive, archaic stages and has reached a certain level of maturation, it must manifest a certain amount of control. Ego-strength is indicated by the extent to which impulses and excitement
are controlled (22). In this article Fenichel characterized ego-strength in terms of control over varying amounts of excitement. He outlined the developmental process of the ego and how, in neurosis, the normal ego was superseded by archaic form images. In the normal developmental process, maturation provided for an ever increasing strength of the ego so that the effects were mastered. Fenichel concluded that the mature and strong ego was able to defend itself against noxious stimuli, absorb the impact, and integrate towards a better concept of reality. Cattell (15) indicated that this particular function of the ego can be carried to an extreme and the balance between ego-strength and weakness could be destroyed when the ego attempts to repress drives which are too strong.

Another indicator of ego-strength was the extent to which an individual feels himself adequate to deal with novel situations. Harms (35) dealt with this quite effectively in contrasting ego inflation and ego deflation. He suggested that ego deflation could be brought about by the overpowering strength of id drives earlier in development which could result in reduction of original ego-strength.

A further indicator of ego-strength was suggested by Symonds (58). He contrasted the degree of rigidity with the extent of elasticity in the personality structure. He stressed that optimal ego-strength was shown somewhere between the two extremes. Control over impulses should
therefore not be so complete as to shut out all tendencies to act impulsively occasionally. Cattell (14) defined his factor of rigidity as a relative inability to modify old habits and develop new ones. He proposed that a high rigidity factor was symptomatic of defective ego development resulting either from an environmental history of trauma or conflict or from a constitutional origin.

The last indicator to be considered, and perhaps the most important one, was concerned with the synthesizing ability of the ego. This function was recognized by Nunberg (53) who asserted that ego synthesis simplifies and economizes the ego's operations and related this synthesizing function to the individual's efforts toward self-preservation. Leowald (43) traced the synthetic function of the ego from the point where the ego set up boundaries between itself and the external world in infancy. He maintained that the ego integrates, unifies, compromises, modifies and mediates because there is constant temptation to escape reality and regress. The better able the ego was to integrate and escape from the pleasure principle towards the reality principle, the stronger was the ego.

Some of the major indicators of ego-strength have been discussed. These included the ability to repress, the degree to which an individual feels adequate in a given situation, the extent of rigidity versus the extent of plasticity, and, finally, the degree to which the ego is capable of synthesis.
Ego-Strength and Psychodiagnostic Instruments

One of the crucial questions surrounding ego-strength is whether the dimensions of this concept may be expressed and assessed by psychological instruments in a readily discernible and quantifiable manner. Certain representative clinic instruments will be considered and the manner ego-strength is measured by each.

Ego-strength in the Rorschach Test (6, 36, 40, 56) is considered to be most closely associated with the factors of $F_t$, perception of human movement ($m$), color reactions, animal movement responses, inanimate movement responses, and shading reactions. These responses may indicate an individual's imaginative capacities, his manner of dealing with reality, the control of impulses, his synthesizing ability and organization of the blot material which present a clear insight into the ego resources of the individual. Thus, the Rorschach Test appears to represent an important measuring instrument for ego-strength.

The notion of ego-strength has also been explored by Pascal and Suttell (54) in their work with the Bender-Gestalt Test. To them the degree of reproductive accuracy of the nine designs reflects the level of ego-strength and a satisfactory life adjustment. Observations made by these authors have indicated an age-accuracy correlation continuum between children's reproductions and those of mature individuals. Also, these writers have indicated a significant
decrease in reproductive accuracy with the organically involved and psychologically disturbed individuals. Such observations tend to reflect the degree of ego-strength one possesses and which one usually identifies with the developmental aspects and adequacy or inadequacy of the ego. Recently Hutt and Briskin (39) in their clinical use of the Revised Bender-Gestalt Test support the manifestations of ego-strength expressed in this clinical scale.

Implications of ego-strength are also indicated in Machover's Draw-A-Person Test (46). According to Machover the head is generally accepted as the center for the self. As such, it is considered that important area for intellectual achievement, control and communication. It is suggested that the ego lacks strength to the extent that the head is drawn out of proportion and deviates significantly from the rest of the body (34). Machover has observed that young children will occasionally give a drawing of the head as the complete figure. Likewise, individuals affected by organic brain disease will tend to exaggerate the size of the head. Machover suggests this is an indication of low ego-strength.

The three psychodiagnostic instruments considered to measure ego-strength were the Rorschach Test, **Bender-Gestalt Test**, and Machover's Draw-A-Person Test. Seemingly, these clinical instruments offer tangible evidence that it is possible to translate, measure and quantify the notion of ego-strength into a working concept.
Summary

A review of the psychoanalytic literature indicated that before 1926 there was no reference to the concept of ego-strength. This notion was first postulated by Freud in 1926 and since that time it has been considerably extended and developed. Ego-strength appears to be manifested in the efficiency shown in handling external and internal stimuli, in accepting the reality principle and the willingness to delay immediate gratification of impulses for later gratification.

The major indicators of ego-strength were shown to be:

1. Ability to repress.
2. The degree to which an individual feels adequate in a given and novel situation.
3. The extent rigidity versus the extent of plasticity of the personality structure.
4. The extent to which the ego is capable of synthesizing and integrating environmental stimuli both internally and externally.

The question of measurement and experimental application of ego-strength was discussed. It was concluded that this notion could be measured operationally.

Finally, the question of whether the notion of ego-strength could be measured by representative psychodiagnostic instruments was mentioned. It was pointed out that the accuracy of perceiving form relationships in the Rorschach
Test (F+%), perception of human movement, reaction to color were some of the indices of ego-strength. The **Bender-Gestalt Test** was discussed and considered ego-strength in terms of satisfactory life adjustment reflected by the qualitative reproductions of the designs. The more accurate the reproduction the higher level of ego-strength manifested. Finally, Machover's **Draw-a-Person Test** was considered and generally the size of the head in proportion to the rest of the body gave indications of ego-strength efficiency.
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CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

This study was an investigation of the relationship of the concept of ego-strength relative to the vocational rehabilitation success of vocationally handicapped persons referred to Goodwill Industries for training. More specifically, this investigation was designed to evaluate in detail certain components of ego-strength which might be significant in distinguishing between Vocationally Rehabilitable and Non-Rehabilitable subjects.

Since the advent of modern psychology it has become increasingly recognized that the emotional impact of disability upon the individual may pose one of the serious hindrances to satisfactory vocational adjustment (3, 7). Some specialists in this field of endeavor have indirectly referred to the significance of personality dynamics as a possible crucial determining factor to one's vocational rehabilitation success (2, 8, 16). Despite these few indirect references directed toward the interplay of vocational success and personality factors, there have been only scattered organized scientific efforts made to explore the validity of the implications reported (2). To investigate the major concern of this study an assortment of test
instruments were utilized to measure some of the basic dimensions of ego-strength relative to this investigation.

Hypothesis One

It was stated in Hypothesis One that performance on Barron's Ego-Strength Scale is positively related to vocational rehabilitation success as found in Vocationally Rehabilitable and Non-Rehabilitable workers. The present data support this hypothesis. Data presented in Table II show the results of the chi square test of independence which was used to test this hypothesis. The chi square which was obtained (chi square = 9.55 with two degrees of freedom) makes it necessary to reject the null hypothesis because a value of this magnitude could be obtained only one time out of a hundred on the basis of chance.

**Table II**

THE RELATIONSHIP BETWEEN BARRON'S EGO-STRENGTH SCALE AND VOCATIONAL REHABILITATION SUCCESS

<table>
<thead>
<tr>
<th></th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocationally</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rehabilitable</td>
<td>12 (10.26)</td>
<td>60 (53.88)</td>
<td>6 (13.85)</td>
<td>78</td>
</tr>
<tr>
<td>Vocationally</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Rehabilitable</td>
<td>8 (9.73)</td>
<td>45 (51.11)</td>
<td>21 (13.14)</td>
<td>74</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>105</td>
<td>27</td>
<td>152</td>
</tr>
</tbody>
</table>

df = 2
Chi Square = 9.55
P = .01
The major groups shown in Table II were categorized into three levels determined by the standard deviation of Barron's Ego-Strength Scale. Level I formed the upper third, Level II, the middle third, and Level III, the lower third.

The chi square which was beyond the .01 level of significance, indicated that the scores of the two groups were distributed differently in this area. Barron's Ego-Strength Scale is described as an assessment device measuring various aspects of effective personal functioning which are usually subsumed under the term "Ego-Strength." Characteristics such as personal adaptability, resourcefulness, emotional outgoingness, spontaneity, feelings of personal adequacy and vitality are correlates associated with this concept. Thus, the Vocationally Rehabilitable, according to the scale, appear to have greater strengths and constructive forces in their personality, either manifest or latent. This group could be described as being spontaneous, emotionally outgoing, vital, and adaptable. On the other hand, the Vocationally Non-Rehabilitable as a group could be described as less adequate, less adaptable and resourceful, and lacking much in the way of spontaneity and vitality.

Hypothesis Two

It was stated in Hypothesis Two that there is a positive relationship between Self-Concept and vocational rehabilitation success. This test instrument of self-concept measures
three dimensions of Self which consist of Self, Ideal Self, and Other. The data confirm this hypothesis for the measures of Self and Ideal Self. The relationship, however, for the measure of Other was not significant. The Self-Activity Inventory (SAI) is a self-rating scale consisting of 54 statements describing responses to arousal of hostility, achievement, sex, and dependency needs. The subjects are instructed to rate themselves, their ideal, and others on a five-point frequency scale. The data in Table III show that the relationship for the measure of Self was significant. The chi square which was obtained for Self (chi square = 11.94 with two degrees of freedom) was sufficient to be statistically significant.

TABLE III
THE RELATIONSHIP BETWEEN SELF AND VOCATIONAL REHABILITATION SUCCESS

<table>
<thead>
<tr>
<th>Groups</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocationally Rehabilitable</td>
<td>4</td>
<td>14</td>
<td>60</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>(10.26)</td>
<td>(17.96)</td>
<td>(49.77)</td>
<td></td>
</tr>
<tr>
<td>Vocationally Non-Rehabilitable</td>
<td>16</td>
<td>21</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>(9.73)</td>
<td>(17.03)</td>
<td>(47.22)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>35</td>
<td>97</td>
<td>152</td>
</tr>
</tbody>
</table>

df = 2
Chi Square = 11.94
P = .01
Data presented in Table IV show the results of the chi square test of independence for the dimension of Ideal Self. The computed chi square for this relationship (chi square = 8.86 with two degrees of freedom) was statistically significant at greater than .05 level of significance.

**TABLE IV**

THE RELATIONSHIP BETWEEN IDEAL SELF AND VOCATIONAL REHABILITATION SUCCESS

<table>
<thead>
<tr>
<th>Groups</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocationally Rehabilitable</td>
<td>7</td>
<td>9</td>
<td>62</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>(13.85)</td>
<td>(10.77)</td>
<td>(53.36)</td>
<td></td>
</tr>
<tr>
<td>Vocationally Non-Rehabilitable</td>
<td>20</td>
<td>12</td>
<td>42</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>(13.14)</td>
<td>(10.22)</td>
<td>(50.63)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>21</td>
<td>104</td>
<td>152</td>
</tr>
</tbody>
</table>

df = 2
Chi Square = 8.86
P = .05

Analysis of the chi square values in Table V indicated that the obtained relationships for the measure of Other (chi square = .831 with two degrees of freedom) was not statistically significant.
TABLE V
THE RELATIONSHIP BETWEEN OTHER AND VOCATIONAL REHABILITATION SUCCESS

<table>
<thead>
<tr>
<th>Groups</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocationally Rehabilitable</td>
<td>24 (25.14)</td>
<td>23 (20.52)</td>
<td>31 (32.32)</td>
<td>78</td>
</tr>
<tr>
<td>Vocationally Non-Rehabilitable</td>
<td>25 (23.85)</td>
<td>17 (19.47)</td>
<td>32 (30.67)</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>40</td>
<td>63</td>
<td>152</td>
</tr>
</tbody>
</table>

df = 2
Chi Square = 831
P = Not significant at .05 level

Review of the data of Tables III and IV revealed that the two major groups under investigation appear to be significantly different as to how the scores on the Self and Ideal Self scores are distributed. This difference between the Rehabilitable and Non-Rehabilitable suggests important differentiating characteristics. A more positive self-attitude, acceptance of self and adequacy in coping with hostility, achievement, sexual and dependency relations seem to obtain in the lives of the Rehabilitable subjects. More of the Non-Rehabilitable individuals appear to express greater depreciation of self and ideal self and a general feeling of inadequacy to meet their needs and expectancy levels. Self theorists have held, in one form or another, that effectiveness of behavior is directly related to self
acceptance and maladjustment related to an inadequate picture of self (1, 14, 17). Thus, it would be expected that those individuals with a negative self and ideal self would reflect adjustment difficulties and would tend to be predisposed to maladjustment in the vocational process.

Examination of the data in Table V revealed that the measure of Other was not significantly related to the performance rating. This column, according to the Self Activity Inventory, is an evaluation of "other people" and provides an index of self-appreciation or depreciation when it is compared to the evaluation of one's self. This finding of no difference in score distribution between the two groups supports other research and is in keeping with the general results on the relationship between self-acceptance and acceptance of others (5, 14, 20). Perhaps these results in the evaluation of "other people" by both groups may, in part, be a denial of differences with the non-disabled population and may be an attempt to adjust to one's own "lot" in life as Sheimo (18) has pointed out. Further, it may be that the two groups were referring to their own kind, that is, other handicapped with whom they are associated and were not comparing themselves with the so-called non-disabled population.

Hypothesis Three

It was stated in Hypothesis Three that there is a positive relationship between sense of Personal Security
and vocational rehabilitation success. The data confirm this hypothesis. This obtained relationship is shown in Table VI. The chi square results (chi square = 18.30 with two degrees of freedom) make it possible to reject the null hypothesis at greater than the .001 level of significance.

**TABLE VI**

THE RELATIONSHIP BETWEEN MASLOW'S SECURITY-INSECURITY INVENTORY AND VOCATIONAL REHABILITATION SUCCESS

<table>
<thead>
<tr>
<th>Groups</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocationally Rehabilitable</td>
<td>8 (17.44)</td>
<td>25 (27.71)</td>
<td>45 (32.84)</td>
<td>78</td>
</tr>
<tr>
<td>Vocationally Non-Rehabilitable</td>
<td>26 (16.55)</td>
<td>29 (26.28)</td>
<td>19 (31.15)</td>
<td>74</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>54</td>
<td>64</td>
<td>152</td>
</tr>
</tbody>
</table>

df = 2
Chi Square = 18.30
P = .001

This inventory is described as a measure of security-insecurity with subsyndromes of feelings of acceptance, belongingness, safety, perception of the world and life as pleasant, warm and benevolent at the security continuum and feelings of rejection, isolation, mistrust, general pessimism, guilt, perception of the world and life as dangerous and threatening at the insecurity continuum. Thus, more of the Rehabilitable subjects, according to the inventory, reflected feelings of acceptance, belongingness, optimism, perception
of others as friendly and supportive, and emotional stability. Conversely, more of the Non-Rehabilitable group appeared to be insecure and reflected sufficient feelings of rejection, isolation, threat and danger from the external world, pessimism and feelings of self-condemnation.

Hypothesis Four

It was stated in Hypothesis Four that there is a positive relationship between Level of Aspiration and vocational rehabilitation success.

The Wechsler-Bellevue Digit Symbol subtest was selected to assess the two major groups' level of aspiration based upon estimation of performance to complete as many squares possible within the prescribed time limit. To arrive at a measure of level of aspiration the subjects had an initial practice performance to see for themselves how many of the divided boxes or squares they could complete. Subsequent to this trial performance, estimation of performance was requested and verbalized by each subject before actual performance. The subject's estimated performance of squares completed was the established criterion to measure level of aspiration. The data of the computed chi square values found in Table VII indicate the absence of a statistical significance and make it possible to accept the hypothesis of no relationships between estimation of performance and rehabilitation success.
TABLE VII
THE RELATIONSHIP BETWEEN ESTIMATION OF PERFORMANCE AND VOCATIONAL REHABILITATION SUCCESS

<table>
<thead>
<tr>
<th>Groups</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocationally Rehabilitable</td>
<td>22</td>
<td>25</td>
<td>31</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>(16.42)</td>
<td>(28.22)</td>
<td>(33.35)</td>
<td></td>
</tr>
<tr>
<td>Vocationally Non-Rehabilitable</td>
<td>10</td>
<td>30</td>
<td>34</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>(15.57)</td>
<td>(26.77)</td>
<td>(31.64)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>55</td>
<td>65</td>
<td>152</td>
</tr>
</tbody>
</table>

df = 2
Chi Square = 4.99
P = Not significant at .05 level

The data of the computed chi square values found in Table VII indicate the absence of a statistical significance and makes it possible to accept the hypothesis of no relationship between estimation of performance and rehabilitation.

Analysis of chi square findings show the absence of a positive relationship between level of aspiration and vocational rehabilitation success. The results, therefore, of estimation of performance subsequent to initial trial performance did not lend support to the concepts of ego-strength and level of aspiration in terms of reality-testing and relationship between aspirational level and underlying personality dynamics which have been recognized in theory by Lewin (11), Gardner (6), and supported by the
research findings of Singer et al. (19) and those of Gruen (10) and White (23). It was interesting, however, to note that a positive relationship was obtained (chi square = 6.29 with two degrees of freedom) when subjects were permitted to estimate performance on second practice trial following estimation of performance. These results apparently indicate that Rehabilitable subjects with time and more trials tend to possess more of a capacity to become reality oriented with respect to aspiration needs than the Non-Rehabilitable.

Hypothesis Five

It was stated in Hypothesis Five that there is a positive relationship between Acceptance of Disability and vocational rehabilitation success. The data did not confirm this hypothesis. This is shown in Table VIII which presents the results of the chi square test of independence. The chi square which was obtained (chi square = 3.24 with two degrees of freedom) makes it possible to retain the null hypothesis of no relationship.

One of the characteristics recognized as basic to the general adjustment and potential employability of the disabled person is his underlying attitude toward himself and his disability. The importance of this factor is indicated both in the research literature dealing with the disabled and his vocational rehabilitation process (2, 25). The Attitude Toward Disabled Persons Scale was primarily
developed to measure the attitudes of disabled persons toward themselves (self-acceptance vs. self-rejection) relative to their potential employability.

**TABLE VIII**

THE RELATIONSHIP BETWEEN ACCEPTANCE OF DISABILITY AND VOCATIONAL REHABILITATION SUCCESS

<table>
<thead>
<tr>
<th>Groups</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocationally Rehabilitable</td>
<td>24 (20.01)</td>
<td>29 (28.22)</td>
<td>25 (29.76)</td>
<td>78</td>
</tr>
<tr>
<td>Vocationally Non-Rehabilitable</td>
<td>15 (18.98)</td>
<td>26 (26.77)</td>
<td>33 (28.23)</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>52</td>
<td>52</td>
<td>152</td>
</tr>
</tbody>
</table>

*Chi Square = 3.24
P = Not significant at .05 level*

Examination of the data in Table VIII does not suggest important additudinal differences between the Rehabilitable and Non-Rehabilitable groups under investigation. Greater acceptance of disability does not seem to obtain in the lives of the Rehabilitable in this population. This finding does not support the original research population (25) as to acceptance of self and disability among vocationally handicapped relative to satisfactory work adjustment. The findings of this study, however, do support the research project conducted by Arnholter (1) at Goodwill Industries of Indianapolis which employed the **Attitude Toward Disabled Scale**.
It would appear that the population of disabled workers at Goodwill Industries is in some way unlike the disabled population in the original study. Probably, the vocationally disabled people who seek vocational services from Goodwill Industries appear to be more marginal relative to vocational potential.

**Hypothesis Six**

It was stated in Hypothesis Six that there is a positive relationship between level of Affective Tolerance and vocational rehabilitation success. This hypothesis was supported by data obtained in this study. Data presented in Table IX show chi square results obtained were significant beyond the .05 level.

**TABLE IX**

**THE RELATIONSHIP BETWEEN AFFECTIVE TOLERANCE AND VOCATIONAL REHABILITATION SUCCESS**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocationally Rehabilitable</td>
<td>39</td>
<td>27</td>
<td>12</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>(20.01)</td>
<td>(33.35)</td>
<td>(24.63)</td>
<td></td>
</tr>
<tr>
<td>Vocationally Non-Rehabilitable</td>
<td>26</td>
<td>21</td>
<td>27</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>(18.98)</td>
<td>(31.64)</td>
<td>(23.36)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>48</td>
<td>39</td>
<td>152</td>
</tr>
</tbody>
</table>

\[ \text{df} = 2 \]

Chi Square = 9.02

\[ P = .05 \]
This Inventory is described as an assessment of one's capacity to deal with affective tensions or emotional excitements. Thus, the Rehabilitable subjects as a group, according to this inventory, appear to reflect to a greater degree the capacity to deal with emotionally laden situations and could be described as possessing a higher level of tolerance to cope with situations of conflict and tensions. On the other hand, the Non-Rehabilitable as a group appear to reflect less tolerance for affective tensions and frustrations.

Hypothesis Seven

It was stated in Hypothesis Seven that there is a positive relationship between Anxiety Drive level and vocational rehabilitation success. The data confirm this hypothesis. This is shown in Table X. The results of the chi square which were obtained (chi square = 11.30 with two degrees of freedom) make it possible to reject the null hypothesis at greater than the .01 level of significance.

According to Taylor (22) the main purpose of this instrument is to determine the presence or absence of manifest anxiety. The scale is based on the assumptions that variation in drive level is related to the level of internal anxiety and that the intensity of this anxiety can be ascertained by a test consisting of items describing overt or manifest symptoms of anxiety.
TABLE I

THE RELATIONSHIP BETWEEN ANXIETY DRIVE LEVEL AND VOCATIONAL REHABILITATION SUCCESS

<table>
<thead>
<tr>
<th>Groups</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocationally Rehabilitable</td>
<td>20</td>
<td>(26.73)</td>
<td>36</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(22.06)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocationally Non-Rehabilitable</td>
<td>36</td>
<td>(27.26)</td>
<td>17</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(20.93)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>43</td>
<td>53</td>
<td>152</td>
</tr>
</tbody>
</table>

df = 2
Chi Square = 11.30
P = .01

Data presented in Table I revealed that more of the Vocationally Rehabilitable appear to be less anxious than the Non-Rehabilitable and conversely more of this latter group are anxious. This finding supports other research (1, 13) as to the degree of anxiety manifested among such groups and gives evidence to the debilitating effects excessive anxiety could have on one's life adjustment process. Thus, the Rehabilitable, according to Taylor's Anxiety Scale, appear to reflect low anxiety drive levels, whereas, the Non-Rehabilitable indicate a high anxiety drive level which apparently tends to act as a disruptive force in the vocational rehabilitation process and tends to reflect low ego-strength.
Summary

The purpose of this investigation was to test the tenability of hypothesized relationships of certain components of ego-strength between Vocationally Rehabilitable and Non-Rehabilitable workers undergoing vocational training at a rehabilitation workshop. In view of the apparent widespread prevalence of emotional characteristics which can serve as deterrents to vocational success, the importance of the interplay between personality dynamics and eventual vocational adjustment cannot be overemphasized.

The performance on Barron’s Ego-Strength Scale between the Rehabilitable and Non-Rehabilitable was positively related to vocational rehabilitation success. According to this scale, more of the Rehabilitable group tend to reflect to a significant degree characteristics such as personal adaptability, resourcefulness, spontaneity, feelings of personal adequacy and vitality and generally, appear to have greater strengths and constructive forces in the personality picture.

The hypothesis that there is a positive relationship between the three measures of Self-Concept—Self, Ideal Self, and other—was confirmed by the chi square test of independence only for Self and Ideal Self. The results add statistical strength to previous studies relative to Self, Ideal Self, and Other. The Rehabilitable subjects as a group reflected more positive self-attitude, acceptance of self
and adequacy in coping with hostility, achievement, sexual and dependency relations, whereas, the Non-Rehabilitable group demonstrated a greater depreciation of Self and Ideal Self and a general feeling of inadequacy to meet their needs and expectancy levels.

In this population, the hypothesis of a relationship between security-insecurity and vocational rehabilitation success was confirmed by the chi square test of independence. Thus, more of the Rehabilitable subjects, according to the inventory, reflected feelings of acceptance, belongingness, optimism, and emotional stability. Conversely, more of the Non-Rehabilitable group reflected sufficient feelings of insecurity-rejection, isolation, and threat from the external world. The computed chi square did not indicate an obtained relationship between level of aspiration and vocational rehabilitation success. On the basis of these findings no relationship was indicated between aspirational needs and personality dynamics and goal and accomplishment between the two major groups of this investigation.

A positive relationship between acceptance of disability and vocational rehabilitation success was not obtained by the chi square test of independence. These results were not consistent with findings of original study that acceptance of disability indicated potential employability of the disabled population. Findings of this investigation, however, do support the conclusions of a study conducted at a
midwestern Goodwill Industries. It would appear that vocationally disabled populations at Goodwill Industries are unlike in some way from the original disabled population.

Another hypothesis supported by the study was the positive relationship between level of affective tolerance and vocational rehabilitation success. These findings tend to reflect the greater capacity the Rehabilitable subjects possess to cope with situations of frustration, conflict, and emotionally laden situations in their lives.

The hypothesis that anxiety drive level is positively related to vocational rehabilitation success was confirmed by the chi square test of independence. The most probable explanation of the data analyzed suggests that the Rehabilitable group tend to reflect low anxiety drive level, whereas, the Non-Rehabilitable group tend to indicate a high anxiety drive level. The results are consistent with previous studies and tend to indicate the debilitating and disruptive effects excessive anxiety may have in one's adjustment efforts and strivings.

Data relevant to an investigation of hypothesized relationships between certain components of ego-strength and vocational rehabilitation success among Rehabilitable and Non-Rehabilitable subjects were analyzed. Generally, the following differentiating characteristics were indicated. The Rehabilitable subjects, as a group, reflected more personal adaptability, resourcefulness, personal adequacy,
positive self-attitude, feelings of acceptance, belongingness, optimism, emotional and affective tolerance, and less anxiety than the Non-Rehabilitable group. Conversely, the Non-Rehabilitable subjects, as a group could be described as less adaptable and resourceful, less adequate in meeting self needs and expectancy levels, less optimistic and secure, less able to absorb affective tensions adequately, and more anxious. Characteristics which obtained no relationships were acceptance of disability and level of aspiration.
CHAPTER BIBLIOGRAPHY


SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was an investigation of the relationship of certain components of ego-strength which might be significant in distinguishing between Vocationally Rehabilitable and Non-Rehabilitable workers. The population included vocationally handicapped individuals who, in the last three years (1961-1964), entered the training program of a large, metropolitan Southwestern rehabilitation workshop. The vocational handicap of this population was the propelling factor which directed it to the generic sheltered workshop for vocational diagnosis and training. Included were vocationally disabled with many different types of disabilities ranging from orthopedic restrictions, cardio-vascular disease, arthritis, psychiatric disorders, amputation, aged, paraplegia, cerebral vascular accident to tuberculosis inactive.

A total of 172 vocationally handicapped were screened for this study. Of this original number, 152 completed the investigation. It was necessary to exclude 20 from the original population because of illness, relocation to another city, termination, unavailability for psychometric testing, refusal to continue, and death. Eligibility into
the study was based upon performance on a reading test of a standardized achievement instrument. The seventh grade reading level was considered to be minimal requirement for acceptance. The population was divided into two major groups, Vocationally Rehabilitable and Non-Rehabilitable. Of this population, 78 were designated as Rehabilitable and 74 were classified as Non-Rehabilitable. Each major group was divided into three levels of equal thirds determined by .44 of the standard deviation of test instruments used. The sigma used was obtained from the instruments' normative data. These levels were designated as Level I which represented the upper third, Level II, the middle third, and Level III, the lower third.

The significance of personality dynamics as a possible crucial determining factor to vocational rehabilitation success and the interplay of vocational success and personality factors, especially those of the vocationally handicapped population, provided the theoretical framework from which the hypothesis of this investigation was formulated. Seven hypotheses were tested through the use of chi square to determine relationship between certain components of ego-strength, self concept, security-insecurity, level of aspiration, attitude toward disability, affective tolerance, and anxiety drive level. It was hypothesized that the scores of the Rehabilitable as compared to the Non-Rehabilitable would be distributed significantly and reflect a positive
relationship between the components of ego-strength of this study and vocational rehabilitation success.

Findings

The chi square analysis of Hypothesis One confirmed that performance on Barron's Ego-Strength was positively related to vocational rehabilitation success. Chi square values were beyond the .01 level of significance.

It was stated in Hypothesis Two that there was a positive relationship between Self-Concept and vocational rehabilitation success. The chi square confirmed this hypothesis for the measures of Self and Ideal Self. The chi square analysis for the measure of Other, however, was not significant. An analysis of the data indicated that more of the Rehabilitable groups reflected a positive Self and Ideal Self, whereas more of the Non-Rehabilitable expressed a depreciation of Self and Ideal Self and a general feeling of inadequacy to cope with themes of hostility, achievement, sexual and dependency in their lives.

It was stated in Hypothesis Three that there would be a positive relationship between sense of Personal Security and vocational rehabilitation success. The computed chi square results did not confirm this hypothesis with estimation of performance. On the basis of these findings no obtained relationship was found relative to realistic contact between goal and accomplishment.
It was stated in Hypothesis Five that there would be a positive relationship between Acceptance of Disability and vocational rehabilitation success. The chi square analyses indicated that the obtained relationship was not statistically significant. Although greater acceptance of self and disability seemed to be characteristic of the Rehabilitable, as reported in original study, this finding was not confirmed in this investigation with the population at Goodwill Industries.

The computed chi square values for Hypothesis Six, which hypothesized that there would be a positive relationship between level of Affective Tolerance and vocational rehabilitation success, were sufficient to be statistically significant. An examination of the data suggested that the Rehabilitable group indicated a relatively greater capacity to deal with emotionally laden situations and events.

It was stated in Hypothesis Seven that there would be a positive relationship between Anxiety Drive level and vocational rehabilitation success. The computed chi square data confirmed this hypothesis. Analysis of the data revealed that the Vocationally Rehabilitable tended to reflect a low anxiety drive level.
Recommendations and Conclusions

Recommendations for further study relative to the significance of ego-strength variables involved in the vocational process of the handicapped as indicated by this investigation include the following:

1. Attempts to be made to develop a single instrument to measure vocational adjustment and predict eventual vocational success. Items of this test instrument should consist of the discriminating responses of seven test instruments employed in this study. Such a scale could be more functional and adaptable in terms of time and workshop situations.

2. Additional research is needed to determine the effects the social and emotional milieu of the workshop has upon the personality strengths and weaknesses of the vocationally disabled referred for vocational training. Periodic test administration of the basic personality variables would indicate test and behavioral changes during workshop training.

3. The relevance of increased understanding of individual reaction to new learning, unlearning and relearning involved in the training process for the vocationally disabled may have far reaching implications relative to the introduction of new techniques and approaches which may lead to vocational adjustment.
4. Experimental attempts should be conducted to assess and/or change negative self attitudes and values which may act as deterrents to the vocational rehabilitation process.

5. Development of an attitude scale to assess the underlying attitudes and reactions of supervisory personnel toward the vocationally disabled and their disability should be considered. Research findings have strongly indicated the importance of supervisory attitudes in the development and training of subordinates.

6. Isolation of personality factors and workshop elements which negatively influence training and ultimate vocational adjustment be investigated extensively.

7. Further research is needed to develop a meaningful body of knowledge encompassing the "psychological man" at work. In such an investigation relevant topics for exploration and attention might include (1) relation of security (economic and emotional) to motivation for rehabilitation, (2) social alienation and its effect upon the vocationally disabled, (3) relationship of self-concept to vocational success in life and, (4) effects of vocational failures in vocational rehabilitation process.
8. An attempt should be made to formulate a theory of rehabilitation training emphasizing the psychodynamic and psychosocial elements significant to the vocational process.

9. The test battery of this study could be used effectively in both individual and group counseling sessions by a counselor to relate and work more productively with the more difficult cases in vocational rehabilitation.
<table>
<thead>
<tr>
<th>FACTORS</th>
<th>Amount of Work</th>
<th>Turns Out Just Enough To Get By</th>
<th>Turns Out Fair Amount of Work</th>
<th>Usually Finishes Allotted Amt.</th>
<th>Turns Out More Than Allotted Amount</th>
<th>Consistently Turns Out More Than Allotted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality of Work</td>
<td>Unsatisfactory</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Quality of Work</td>
<td>Not Acceptable</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Responsibility</td>
<td>No Responsibility</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Progress</td>
<td>Unable to Follow Simple Instructions. No Adjustment.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Initiative</td>
<td>No Initiative. Neglectful</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Attitude Toward Workers</td>
<td>Dissatisfied</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Safety Consciousness</td>
<td>Careless and Negligent</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Punctuality</td>
<td>Unreliable. Does Not Report</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Sub-Totals
5. What are your plans for training or advancement of this worker?

(7) Worker's ability warrants outside placement or first opportunity.
(6) Worker's ability warrants promotion at first opportunity.
(5) Worker's ability warrants raise at first opportunity.
(4) Worker has not reached peak of which he is capable.
(3) Worker has been Warned that improvement is necessary to stay on job.

4. Check one or more:
(1) Worker should be...

3. Has worker demonstrated any unused abilities or potential?

2. Are you aware of any personal or health problems which may be affecting the worker's performance?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly</td>
<td>Possibly</td>
<td>Usually</td>
<td>Usually</td>
<td>Friendly</td>
<td>Friendly</td>
<td>Friendly</td>
<td>Friendly</td>
<td>Friendly</td>
</tr>
<tr>
<td>2</td>
<td>Anti-Social</td>
<td>Negative</td>
<td>Unimportant</td>
<td>Unimportant</td>
<td>Groomed</td>
<td>Groomed</td>
<td>Groomed</td>
<td>Groomed</td>
<td>Groomed</td>
</tr>
<tr>
<td>3</td>
<td>Likely</td>
<td>Negligent</td>
<td>Negligent</td>
<td>Negligent</td>
<td>Usually</td>
<td>Usually</td>
<td>Usually</td>
<td>Usually</td>
<td>Usually</td>
</tr>
<tr>
<td>4</td>
<td>Careless</td>
<td>Careless</td>
<td>Careless</td>
<td>Careless</td>
<td>Always</td>
<td>Always</td>
<td>Always</td>
<td>Always</td>
<td>Always</td>
</tr>
<tr>
<td>5</td>
<td>Punctual</td>
<td>Punctual</td>
<td>Punctual</td>
<td>Punctual</td>
<td>Punctual</td>
<td>Punctual</td>
<td>Punctual</td>
<td>Punctual</td>
<td>Punctual</td>
</tr>
</tbody>
</table>

Progress Measurement Report — Page 2
Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write +1, +2, +3; or -1, -2, -3; depending on how you feel in each case.

+3: I agree very much
+2: I agree pretty much
+1: I agree a little

# # #

-1: I disagree a little
-2: I disagree pretty much
-3: I disagree very much

1. Parents of disabled children should be less strict than other parents.
2. Physically disabled persons are just as intelligent as non-disabled ones.
3. Disabled people are usually easier to get along with than other people.
4. Most disabled people feel sorry for themselves.
5. Disabled people are the same as anyone else.
6. There shouldn't be special schools for disabled children.
7. It would be best for disabled persons to live and work in special communities.
8. It is up to the government to take care of disabled persons.
9. Most disabled people worry a great deal.
10. Disabled people should not be expected to meet the same standards as non-disabled people.
11. Disabled people are as happy as non-disabled ones.
12. Severely disabled people are no harder to get along with than those with minor disabilities.
13. It is almost impossible for a disabled person to lead a normal life.
14. You should not expect too much from disabled people.
15. Disabled people tend to keep to themselves much of the time.
16. Disabled people are more easily upset than non-disabled people.
17. Disabled people cannot have a normal social life.
18. Most disabled people feel that they are not as good as other people.
19. You have to be careful of what you say when you are with disabled people.
20. Disabled people are often grouchy.
**APPENDIX C**

**SELF-ACTIVITY INVENTORY**

In this inventory you are asked to: (A) describe yourself, (B) describe what you would like to be, and (C) describe what you think the average person is like.

First, you are to describe the type of person you think you are. For example, in the Sample Item A below you will find the statement to the left, "_______ finds it hard to keep his mind on a task or job."

<table>
<thead>
<tr>
<th></th>
<th>I AM A PERSON</th>
<th>I WOULD LIKE TO BE A PERSON WHO</th>
<th>THE AVERAGE PERSON IS ONE WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. never</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. seldom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. very often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SAMPLE A**

_______ finds it hard to keep his mind on a task or job.

If the word, "often", best describes you, you would circle (4) in Column I. Now, find the word in Column I that best describes you. Circle the appropriate number under Column I, remembering that (1) means never, (2) seldom, (3) sometimes, (4) often, and (5) very often. Do this now!

Second, in Column II, you are to describe the kind of person you would like to be. The procedure is exactly the same as that for Column I, except now you are to pick out the word which best describes what you would like to be. If the statement, "I would like to be a person who seldom finds it hard to keep his mind on a task or job," best describes how you would like to be, you would circle (2) in that column. Now find the word in Column II in the Sample that best describes what you would like to be. Circle the appropriate number in Column II.

Third, in Column III, you are to describe what you think the average person is like. Again the same procedure is used. For example, if "the average person is one who sometimes finds it hard to keep his mind on a task or job," best describes the average person you would circle (3). Look at Sample A. Find the word that best describes what you think the average person is like. Circle the appropriate number under Column III.

Go through the rest of the statements in this manner. Remember, you are to do three things. First, in Column I you are to describe what you are like. In Column II you are to describe what you would like to be, and in Column III you are to describe what you think the average person is like. Be sure to complete all three columns before proceeding to the next statement. Answer all items even if you are not sure.
<table>
<thead>
<tr>
<th>I AM A PERSON</th>
<th>I WOULD LIKE</th>
<th>THE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHO:</td>
<td>TO BE A</td>
<td>PERSON IS</td>
</tr>
<tr>
<td></td>
<td>PERSON WHO:</td>
<td>ONE WHO:</td>
</tr>
<tr>
<td>1. FEELS HE MUST WIN AN ARGUMENT.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. PLAYS UP TO OTHERS IN ORDER TO ADVANCE HIS POSITION.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. REFUSES TO DO THINGS BECAUSE HE IS NOT GOOD AT THEM.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. AVOIDS TELLING THE TRUTH TO PREVENT UNPLEASANT CONSEQUENCES.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. TRIES HARD TO IMPRESS PEOPLE WITH HIS ABILITY.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. DOES DANGEROUS THINGS FOR THE THRILL OF IT.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. RELIES ON HIS PARENTS TO HELP MAKE DECISIONS.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. HAS PERIOD OF GREAT RESTLESSNESS AND MUST BE ON THE GO.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. SEeks OUT OTHERS SO THEY CAN LISTEN TO HIS TROUBLES.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10. GETS ANGRY WHEN CRITICIZED BY HIS FRIENDS.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>11. FEELS INFERIOR TO HIS FRIENDS.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>12. IS AFRAID TO TRY SOMETHING NEW.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>13. GETS CONFUSED WHEN WORKING UNDER PRESSURE.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>14. WORRIES ABOUT HIS HEALTH.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>15. HAS DIFFICULTY IN STARTING TO GET DOWN TO WORK.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>16. IS DISSATISFIED WITH HIS SEX LIFE.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>17. BLUFFS TO GET AHEAD.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>18. FEELS UNCOMFORTABLE IN THE PRESENCE OF OLD WOMEN.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>19. GOES OUT OF HIS WAY TO AVOID AN ARGUMENT.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>20. MAKES QUICK JUDGMENTS ABOUT OTHER PEOPLE.</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>I AM A PERSON WHO:</td>
<td>I WOULD LIKE TO BE A PERSON WHO:</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1. <strong>NEVER</strong></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. <strong>SELDOM</strong></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. <strong>SOMETIMES</strong></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. <strong>OFTEN</strong></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. <strong>VERY OFTEN</strong></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>21. <strong>Wonders whether parents will approve of his actions.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>22. <strong>Is bothered by thoughts about sex</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>23. <strong>Is afraid to disagree with another person.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>24. <strong>Ignores the feelings of others.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>25. <strong>Feels angry when his parents try to tell him what to do.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>26. <strong>Likes to gossip about the misfortunes and embarrassments of his friends.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>27. <strong>Is awkward in his relationships with members of the opposite sex.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>28. <strong>Is annoyed when asked to do a favor by a friend.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>29. <strong>Takes disappointment so keenly that he can't put it out of his mind.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>30. <strong>Resents the way he has been treated by his parents.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>31. <strong>Feels guilty about his past sex life.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>32. <strong>Suppresses or &quot;bottles up&quot; his feelings when angry with someone.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>33. <strong>Worries about saying things that will hurt other people's feelings.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>34. <strong>Holds grudges against those who have &quot;hurt&quot; him.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>35. <strong>Feels resentful when bossed.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>36. <strong>Feels sexually stimulated when reading or talking about sex.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>37. <strong>Needs somebody to push him in order to get things done.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>38. <strong>Feels hurt when ignored by superiors.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>39. <strong>Fails to take the initiative in meeting people, arranging dates, etc.</strong></td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>I AM A PERSON WHO:</td>
<td>I WOULD LIKE TO BE A PERSON WHO:</td>
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<td>---------------------------------</td>
</tr>
<tr>
<td>40.</td>
<td><strong><em>TAKES EXTREME LIKES OR DISLIKES TO OTHER PEOPLE.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>41.</td>
<td><strong><em>FEELS ILL AT EASE WHEN HE IS THE ONLY MAN IN A GROUP OF GIRLS.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>42.</td>
<td><strong><em>EXERTS A GREAT DEAL OF INFLUENCE OVER MOST OF HIS FRIENDS.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>43.</td>
<td><strong><em>DISLIKES LENDING THINGS TO HIS FRIENDS.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>44.</td>
<td><strong><em>UPSET WHEN HE FEELS HE IS NOT TREATED FAIRLY.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>45.</td>
<td><strong><em>IS NERVOUS WHEN HE HAS TO WAIT.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>46.</td>
<td><strong><em>WOULD RATHER SEEK HELP FROM OTHERS ON DIFFICULT THINGS THAN TO DO IT HIMSELF.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>47.</td>
<td><strong><em>WORRIES ABOUT WHETHER OTHER PEOPLE LIKE HIM.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>48.</td>
<td><strong><em>GIVES IN IF ANYONE INSISTS ON A POINT.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>49.</td>
<td><strong><em>IS CRITICAL OF THE BEHAVIOR OF MOST OF HIS ASSOCIATES.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>50.</td>
<td><strong><em>LOOKS FOR WEAKNESSES IN OTHERS.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>51.</td>
<td><strong><em>MAKES EXCUSES FOR HIS BEHAVIOR.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>52.</td>
<td><strong><em>WORRIES ABOUT THE OPINIONS OTHERS HAVE OF HIM.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>53.</td>
<td><strong><em>FEELS JEALOUS WHEN OTHERS GET AHEAD OF HIM.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>54.</td>
<td><strong><em>PLACES HIS FAITH IN GOD WHEN IN TROUBLE.</em></strong></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
APPENDIX D
INVENTORY OF AFFECTIVE TOLERANCE
By ROBERT I. WATSON and V. E. FISHER

Name.............................................................................. Sex........................................ Date...........................................

Score.................................................. Norm Centile.................................. Local Centile..................................

INSTRUCTIONS: Below you will find a number of incomplete statements which have to do with a person's ability to deal with his feelings and emotions. Each statement is followed by a series of lettered descriptive terms. Complete each statement by drawing a circle around the letter preceding the term which best describes you.

Consider your feelings and emotions during only the last year or two unless otherwise directed by the form of the statement. There is no time limit, but work as rapidly as care and sincerity will permit.

If at first two or more terms in a series seem equally descriptive to you, reread the series; then encircle the letter preceding the term which you feel is most descriptive of you.

Be sure to answer every item (statement with its series of six descriptive terms), and complete each item before going on to the next one. Remember to encircle one, but only one, letter in each series. Encircle the letter, not the descriptive term.

1. I do things in spite of myself and against my better judgment
   a. Continuously  d. Occasionally
   b. Very frequently  e. Rarely
   c. Frequently  f. Never

2. I possess self-confidence in my associations with members of the opposite sex
   a. Never  d. Frequently
   b. Rarely  e. Very frequently
   c. Occasionally  f. Always

3. I feel at ease in most social situations
   a. Never  d. Frequently
   b. Rarely  e. Very frequently
   c. Occasionally  f. Always

4. I keep in the background at social gatherings
   a. Continuously  d. Occasionally
   b. Very frequently  e. Rarely
   c. Frequently  f. Never

5. I had nightmares as a child
   a. Continuously  d. Occasionally
   b. Very frequently  e. Rarely
   c. Frequently  f. Never

6. I have conflicting feelings of love and hate for members of my family
   a. Continuously  d. Occasionally
   b. Very frequently  e. Rarely
   c. Frequently  f. Never

7. I am embarrassed by the blunders of members of my family
   a. Most intensely  d. Mildly
   b. Very strongly  e. Very mildly
   c. Strongly  f. Not at all

8. I have feelings that things are not real
   a. Continuously  d. Occasionally
   b. Very frequently  e. Rarely
   c. Frequently  f. Never

9. I have spells of the blues
   a. Continuously  d. Occasionally
   b. Very frequently  e. Rarely
   c. Frequently  f. Never

10. I have periods of anxiety
    a. Continuously  d. Occasionally
    b. Very frequently  e. Rarely
    c. Frequently  f. Never

(Publisher: Sheridan Supply Co., Beverly Hills, Calif.)
(Copyright 1942, by Robert I. Watson and V. E. Fisher)
11. I forget humiliating experiences
   a. Never  
   b. Very slowly 
   c. Slowly 
   d. Quickly 
   e. Very quickly 
   f. Immediately 

12. I am composed when before a group
   a. Never  
   b. Rarely 
   c. Occasionally 
   d. Frequently 
   e. Very frequently 
   f. Always 

13. When I have been frightened in a given situation, I return to it
   a. Never  
   b. Very difficultly 
   c. Difficultly 
   d. Easily 
   e. Very easily 
   f. Most easily 

14. I have unpleasant dreams
   a. Continuously 
   b. Very frequently 
   c. Frequently 
   d. Occasionally 
   e. Rarely 
   f. Never 

15. Useless thoughts run through my mind
   a. Continuously 
   b. Very frequently 
   c. Frequently 
   d. Occasionally 
   e. Rarely 
   f. Never 

16. Strongly disliking a person in my class or place of work interferes with my thinking and concentrating
   a. Tremendously 
   b. A great deal 
   c. Some 
   d. A little 
   e. Very little 
   f. Not at all 

17. When a member of the opposite sex shows a strong liking for me, I avoid him, or her
   a. Continuously 
   b. Very frequently 
   c. Frequently 
   d. Occasionally 
   e. Rarely 
   f. Never 

18. I am in fear of violating my own standard of morals
   a. Continuously 
   b. Very frequently 
   c. Frequently 
   d. Occasionally 
   e. Rarely 
   f. Never 

19. I experience feelings of hate
   a. Continuously 
   b. Very frequently 
   c. Frequently 
   d. Occasionally 
   e. Rarely 
   f. Never 

20. I forget unpleasant experiences
   a. Never  
   b. Very slowly 
   c. Slowly 
   d. Quickly 
   e. Very quickly 
   f. Immediately 

21. I worry about the present and immediate future
   a. Continuously 
   b. Very frequently 
   c. Frequently 
   d. Occasionally 
   e. Rarely 
   f. Never 

22. I control my feelings of sympathy
   a. Never  
   b. Very difficultly 
   c. Difficultly 
   d. Easily 
   e. Very easily 
   f. Most easily 

23. In general I make decisions
   a. Never  
   b. Very slowly 
   c. Slowly 
   d. Quickly 
   e. Very quickly 
   f. Immediately 

24. I feel impelled to perform certain acts without really wanting to do so
   a. Continuously 
   b. Very frequently 
   c. Frequently 
   d. Occasionally 
   e. Rarely 
   f. Never 

25. I feel lonesome even when with other persons
   a. Continuously 
   b. Very frequently 
   c. Frequently 
   d. Occasionally 
   e. Rarely 
   f. Never 

26. I can endure seeing an accident
   a. Never  
   b. Very difficultly 
   c. Difficultly 
   d. Easily 
   e. Very easily 
   f. Most easily
27. I am jealous
   a. Continuously
d. Occasionally
   b. Very frequently
e. Rarely
   c. Frequently
   f. Never

28. I worry over possible future misfortunes
   a. Continuously
d. Occasionally
   b. Very frequently
e. Rarely
   c. Frequently
   f. Never

29. I can endure emotional situations in general
   a. Never
d. Easily
   b. Very difficultly
e. Very easily
   c. Difficultly
   f. Most easily

30. I feel just miserable without apparent cause
   a. Continuously
d. Occasionally
   b. Very frequently
e. Rarely
   c. Frequently
   f. Never

31. I have feelings of remorse
   a. Continuously
d. Occasionally
   b. Very frequently
e. Rarely
   c. Frequently
   f. Never

32. I have spontaneous or random thoughts of a member of my family’s dying
   a. Continuously
d. Occasionally
   b. Very frequently
e. Rarely
   c. Frequently
   f. Never

33. I suffer from feelings of inferiority
   a. Most intensely
d. Mildly
   b. Very strongly
e. Very mildly
   c. Strongly
   f. Not at all

34. I feel grouchy or irritable
   a. Continuously
d. Occasionally
   b. Very frequently
e. Rarely
   c. Frequently
   f. Never

35. I can keep at a given task
   a. Never
d. Easily
   b. Very difficultly
e. Very easily
   c. Difficultly
   f. Most easily

36. I can stand the sight of injured or mutilated human bodies
   a. Never
d. Easily
   b. Very difficultly
e. Very easily
   c. Difficultly
   f. Most easily

37. I worry about past failures or mistakes
   a. Continuously
d. Occasionally
   b. Very frequently
e. Rarely
   c. Frequently
   f. Never

38. I have periods of irritability for little or no reason at all
   a. Continuously
d. Occasionally
   b. Very frequently
e. Rarely
   c. Frequently
   f. Never

39. Examinations upset me
   a. Tremendously
d. A little
   b. A great deal
e. Very little
   c. Some
   f. Not at all

40. I am shocked or disturbed by dirty jokes
   a. Most intensely
d. Mildly
   b. Very strongly
e. Very mildly
   c. Strongly
   f. Not at all

41. I have nervous mannerisms, such as, nail biting, or playing with pencil or watch chain, etc.
   a. Continuously
d. Occasionally
   b. Very frequently
e. Rarely
   c. Frequently
   f. Never

42. I am stubborn
   a. Continuously
d. Occasionally
   b. Very frequently
e. Rarely
   c. Frequently
   f. Never

43. I have buzzing or roaring sounds in my ears
   a. Continuously
d. Occasionally
   b. Very frequently
e. Rarely
   c. Frequently
   f. Never
44. When my plans miscarry I become disconcerted
   a. Tremendously
   b. A great deal
   c. Some
   d. A little
   e. Very little
   f. Not at all

45. I control my feelings of anger
   a. Never
   b. Very difficultly
   c. Difficultly
   d. Easily
   e. Very easily
   f. Most easily

46. I am shocked or disturbed by immodesty
   a. Most intensely
   b. Very strongly
   c. Strongly
   d. Mildly
   e. Very mildly
   f. Not at all

47. When others expect a great deal of me, I become disturbed
   a. Most intensely
   b. Very strongly
   c. Strongly
   d. Mildly
   e. Very mildly
   f. Not at all

48. I am embarrassed at my blunders
   a. Most intensely
   b. Very strongly
   c. Strongly
   d. Mildly
   e. Very mildly
   f. Not at all

49. I fear death as such
   a. Most intensely
   b. Very strongly
   c. Strongly
   d. Mildly
   e. Very mildly
   f. Not at all

50. I have spells of dizziness
   a. Continuously
   b. Very frequently
   c. Frequently
   d. Occasionally
   e. Rarely
   f. Never

51. I feel self-conscious in the presence of superiors
   a. Most intensely
   b. Very strongly
   c. Strongly
   d. Mildly
   e. Very mildly
   f. Not at all

52. I experience conflict between my moral standards and sexual interests
   a. Continuously
   b. Very frequently
   c. Frequently
   d. Occasionally
   e. Rarely
   f. Never

53. I envy other persons their happiness
   a. Continuously
   b. Very frequently
   c. Frequently
   d. Occasionally
   e. Rarely
   f. Never

54. My effort and efficiency are impaired by unfavorable criticism
   a. Tremendously
   b. A great deal
   c. Some
   d. A little
   e. Very little
   f. Not at all

55. I day dream
   a. Continuously
   b. Very frequently
   c. Frequently
   d. Occasionally
   e. Rarely
   f. Never

56. As a child I had temper tantrums
   a. Continuously
   b. Very frequently
   c. Frequently
   d. Occasionally
   e. Rarely
   f. Never

57. I have ideas or feelings that people are watching me
   a. Continuously
   b. Very frequently
   c. Frequently
   d. Occasionally
   e. Rarely
   f. Never

58. Having a lot of work to do decreases my efficiency in the tasks concerned
   a. Tremendously
   b. A great deal
   c. Some
   d. A little
   e. Very little
   f. Not at all

59. Becoming extremely angry leaves me upset afterwards
   a. Tremendously
   b. A great deal
   c. Some
   d. A little
   e. Very little
   f. Not at all

60. I control my feelings of grief or sorrow
   a. Never
   b. Very difficultly
   c. Difficultly
   d. Easily
   e. Very easily
   f. Most easily

61. I can stand the sight of blood
   a. Never
   b. Very difficultly
   c. Difficultly
   d. Easily
   e. Very easily
   f. Most easily
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