

The University of North Carolina
at Greensboro

JACKSON LIBRARY



CQ

no. 726

Gift of
Mary C. Holding.
COLLEGE COLLECTION

HOLDING, MARY C. Employer Assessment of Personal Appearance, Personal and Social Characteristics, and Work Habits of the Mentally Retarded Employee. (1970) Directed by: Dr. Rebecca M. Smith. pp. 63

The major purpose of this study was to assess the (1) personal appearance, (2) personal and social characteristics, and (3) work habits of the mentally retarded employee by means of a mailed opinionnaire completed by the employers of forty-seven of the fifty-five students available in the Murdoch Center District in North Carolina during the years of 1966 and 1967 with respect to whether they were dismissed or not dismissed. A second purpose was to compare the characteristics of the non-dismissed employees with respect to six subgroups: (1) sex, (2) I.Q., (3) C.A., (4) amount of home economics studied, (5) type of job, and (6) time on the job. A third purpose was to use the findings in recommending specific learning experiences for the home economics program at Murdoch Center.

The seven dismissed employees were compared with the forty non-dismissed employees on personal appearance, personal and social characteristics, and work habits. The non-dismissed employees received a greater percentage of yes answers by their employers on personal appearance, personal and social characteristics, and work habits.

When the forty non-dismissed mentally retarded employees were compared within the six subgroups, the highest percentages of yes answers for personal appearance, personal and social characteristics, and work habits, with only two exceptions, were given to (1) girls—boys rated higher on work habits, (2) those employees with higher I.Q.'s, (3) the younger employees, (4) those who had had two years of home economics, (5) employees in general public jobs—employees

in one-family type jobs rated higher on personal appearance, and (6) employees who had been on the job between 12 and 24 months.

The personal appearance characteristics which received the lowest percentage of yes answers for all non-dismissed employees were pleasant facial expression, appropriate make-up for girls, and pleasant body odor. The personal and social characteristics which received the lowest percentage of yes answers were having real friends, no problems with the opposite sex, ability to meet the public, not becoming upset easily, not being shy, adjusting to changes in routine, and managing time wisely. The work habits on which employers marked the fewest yes answers were these: carries a full load and does work as well as the average employee.

The recommendation was made that the home economics program at Murdoch Center include learning experiences which would improve the students' personal appearance, personal and social characteristics, and work habits. The major recommendations emphasized more learning experiences in which the student observed and practiced acceptable behavior.

EMPLOYER ASSESSMENT OF PERSONAL APPEARANCE,
PERSONAL AND SOCIAL CHARACTERISTICS,
AND WORK HABITS OF THE MENTALLY
RETARDED EMPLOYEE

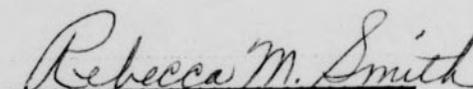
by

Mary C. Holding

A Thesis Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Home Economics

Greensboro
April, 1970

Approved by


Thesis Adviser

APPROVAL SHEET

This thesis has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

Thesis Adviser

Rebecca M. Smith

Oral Examination
Committee Members

Nancy White

Silbert England

Ellen M. Champoux

April 6, 1970
Date of Examination

ACKNOWLEDGMENTS

The writer acknowledges deep appreciation to her adviser, Dr. Rebecca M. Smith, Assistant Professor of Child Development and Family Relationships, for her guidance and encouragement throughout the study. Sincere gratitude is also expressed for the expertise of Dr. Gilbert Ragland, Chairman, Special Education at the University of North Carolina at Chapel Hill. To Dr. Nance White, Associate Professor of Child Development and Family Relationships, Dr. Ellen Champoux, Associate Professor of Home Economics Education, and Dr. Helen Canaday, Associate Professor of Child Development and Family Relationships, the writer is most grateful for the assistance in preparation of this thesis.

To Dr. Carl Cochran, Statistician and Professor of Psychology, Bowman Gray School of Medicine, the writer is grateful for suggestions in analysis of the data.

The writer also wishes to express gratitude to the American Home Economics Association for awarding her the Rehabilitation Services Scholarship for the years 1967 and 1968. In addition, acknowledgment is given to the administrative personnel at the Murdoch Center as well as to the employers of mentally retarded students in the Murdoch Center District who consented to participate in the study.

Finally, deepest appreciation is expressed to Mrs. Pat Latta for editorial and clerical assistance.

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGMENTS	iii
LIST OF TABLES	vi
CHAPTER	
I. INTRODUCTION	1
Purposes of the Study	2
Limitations	3
Definitions of Terms Used	3
II. REVIEW OF RELATED LITERATURE	4
III. PROCEDURE	12
Method of Collecting Data	12
Procedure for Analyzing the Data	14
IV. FINDINGS AND DISCUSSION	15
Subjects	15
Types of Jobs and Length of Employment of Employees	16
Analysis of the Data	17
Comparison of Dismissed and Non-dismissed Employees	18
Over-all Employability Characteristics of Non-dismissed Employees	20
Personal Appearance Characteristics of Non-dismissed Employees	23
Personal and Social Characteristics of Non-dismissed Employees	26
Work Habits of Non-dismissed Employees	29
Employers' Willingness to Assist Mentally Retarded Employees	32
Summary and Interpretation of Findings	33
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	37
Findings	38
Conclusions	41
Recommendations for Specific Learning Experiences in Home Economics	42
Recommendations for Further Research	44

	PAGE
BIBLIOGRAPHY	47
APPENDIX A	51
Cover Letter	52
Opinionnaire	53
Follow-Up Letter	58
APPENDIX B	59
Table 1. Personal Appearance Characteristics of the Dismissed and Non-dismissed Mentally Retarded Students Employed in the Murdoch Center District in 1966 and 1967	60
Table 2. Personal and Social Characteristics of the Dismissed and Non-dismissed Mentally Retarded Students Employed in the Murdoch Center District in 1966 and 1967	61
Table 3. Work Habits of the Dismissed and Non-dismissed Mentally Retarded Students Employed in the Murdoch Center District in 1966 and 1967	63

LIST OF TABLES

TABLE	PAGE
1. Personal Appearance Characteristics of the Dismissed and Non-dismissed Mentally Retarded Students Employed in the Murdoch Center District in 1966 and 1967	60
2. Personal and Social Characteristics of the Dismissed and Non-dismissed Mentally Retarded Students Employed in the Murdoch Center District in 1966 and 1967	61
3. Work Habits of the Dismissed and Non-dismissed Mentally Retarded Students Employed in the Murdoch Center District in 1966 and 1967	63
4. Employability Characteristics of Non-dismissed Mentally Retarded Students Employed in the Murdoch Center District in 1966 and 1967 with Respect to Sex, I.Q., C.A., Home Economics, Type of Job, and Time on the Job	21
5. Personal Appearance Characteristics of Non-dismissed Mentally Retarded Students Employed in the Murdoch Center District in 1966 and 1967 with Respect to Sex, I.Q., C.A., Home Economics, Type of Job, and Time on the Job	24
6. Personal and Social Characteristics of Non-dismissed Mentally Retarded Students Employed in the Murdoch Center District in 1966 and 1967 with Respect to Sex, I.Q., C.A., Home Economics, Type of Job, and Time on the Job	27
7. Work Habits of Non-dismissed Mentally Retarded Students Employed in the Murdoch Center District in 1966 and 1967 with Respect to Sex, I.Q., C.A., Home Economics, Type of Job, and Time on the Job	30

CHAPTER I

INTRODUCTION

Mentally retarded people are gaining a rightful place in the American society through the efforts of the National Association for Retarded Children and the Bureau of Employment Security of the United States Department of Labor, the Rehabilitation Services Administration, the American Association on Mental Deficiency, the President's Panel on Mental Retardation, and similar organizations. Perhaps no other aspect of the total field of disability has received such attention as has that of mental retardation. Many mentally retarded people find it hard to adjust to society and are unable to become self-supporting individuals. It is still doubtful that all the needs of the mentally retarded are being met sufficiently for helping them become gainfully employed. Society might be able to help the mentally retarded adjust if the characteristics of the mentally retarded were known.

Pierce (1966: 84-85, 120), in his studies of job placement for the educable mentally retarded, showed that they more often lose their jobs because of work habits, attitudes, and interpersonal relationships than for inability to do the work task required. Twelve years of experience as a home economics teacher for the mentally retarded has given this researcher impetus to investigate characteristics of students who have been employed.

The researcher is presently employed at Murdoch Center, a state institution for people between 6 and 85 years of age with a minimum I.Q. of 0 and a maximum I.Q. of 70. Murdoch is a part of a larger complex of state institutions for the mentally and emotionally handicapped. The Murdoch Center District includes 15 counties surrounding Murdoch Center. The students at Murdoch Center come from these 15 counties. The employers with whom students are first placed are located in the 15 counties in the area.

The students at the Murdoch Center, one of the four North Carolina state institutions for mentally retarded individuals, attend classes on one of two levels--the trainable or the educable. The educable retardates who can be gainfully employed are aided in finding jobs outside the institution. Some of these students are not retained in these jobs and some eventually return to Murdoch Center for retraining. An assessment of the personal and social characteristics and the work habits of those students who are or who have been employed would greatly aid the decisions concerning curriculum at the state schools for the mentally retarded. This investigator has attempted to find out more about the personal and social characteristics of the educable mentally retarded employee and to make suggestions for use in teaching mentally retarded students in the future.

Purposes of the Study

The purposes of the study are listed below:

1. To assess the personal appearance, personal and social characteristics, and the work habits of the mentally retarded students from Murdoch Center who have been placed in gainful employment.

2. To compare various subgroups of these students with respect to personal appearance, personal and social characteristics, and work habits.
3. To use the findings for recommending specific learning experiences in the home economics curriculum at the Murdoch Center.

Limitations

This survey was limited to the 15 counties in the Murdoch Center District. Opinionnaires were mailed to all 40 of the employers who had employed Murdoch Center students during the two-year period including 1966 and 1967. Fifty-five students were employed in this period.

Definitions of Terms Used

Mentally retarded.—"Mental retardation refers to (1) sub-average general intellectual functioning, (2) which originates during the developmental period, and (3) is associated with impairments in adaptive behavior. All three conditions must ensue before a person should be labeled mentally retarded" (Herber, 1961: 3).

Educable mentally retarded.—A mentally retarded person who is educable is considered to have an intelligence quotient between 50-75 (Dunn, 1964: 6).

Trainable mentally retarded.—A mentally retarded person defined as trainable possesses an intelligence quotient between 30 and 50 (Dunn, 1964: 130).

CHAPTER II

REVIEW OF RELATED LITERATURE

John F. Kennedy at the time he was President of the United States said,

It is just as important to integrate the mentally retarded within our modern society and make full use of their abilities as it is to make a special effort to do this for the physically handicapped. The grim struggle for survival does not allow us the luxury of wasting our human resources (United States Department of Labor, 1963: i).

The appointment of the President's Committee on Employment of the Handicapped was one of the outstanding efforts made to give the mentally retarded a rightful place in the American society. This committee (United States Department of Labor, 1963: ii) agreed that there are retarded men and women ready and willing to work and employers ready and willing to hire the qualified mentally retarded, but the retarded people need help in placement. The committee (United States Department of Labor, 1963: iii) also said that there are increasing numbers of mentally retarded who show by working that they can help themselves.

The advantages of hiring the retarded were cited in a pamphlet developed by the President's Committee. Qualified mentally retarded workers are better employment risks than many normal, unstable workers. The mentally retarded take pride in their work and they will perform jobs that bore the average person. They display stability and they are more reliable, more loyal, and more dependable than other workers

who would do the same type job. When the mentally retarded are placed on the right jobs, they will return ten dollars in income taxes for every one dollar spent on their rehabilitation. According to types of occupations listed from 1954 to 1957, 30 per cent of mentally retarded persons were classified as service workers, 21 per cent were unskilled workers, and 19 per cent were semiskilled workers. The employer who has hired at least one mentally retarded person and has been satisfied is the best source for future employment.

Dubrow (1962: 7) took a critical look at some of the school programs and approaches in teaching the mentally retarded and found that too much time was spent on available curricular materials—academic instruction—and not enough time on skills of self-care, interpersonal relations, appropriate age behavior, and personal adjustments. He also said that often a devaluation of the retarded pupil results in an unrealistic world where the authority figure does not demand very much. He specified that the major ingredient of any training program should be to give the retarded individuals the principles, attitudes, and skills which will enable them to cope with social demands of their environment. Jordan (1962: 280) stated that the social life of the retarded young person is favorably influenced by special education. The educable retarded children are entirely capable of becoming adequate employees if suitable steps are taken. The mentally retarded can be assisted in getting jobs in the same way as the normal person. Jordan (1962: 280) stated that the mentally retarded person needs preparation for work, needs training in personal traits that make a person acceptable to others, and needs to develop

habits which would make a productive worker. Saenger's (1957: 16) work suggested that more stress needs to be put on the development of good interpersonal relations, good work habits, and cooperation rather than on competition. In order to build a strong ego in the retarded child, there are three things to avoid: overprotection, overconfidence, and rejection. The retarded, like the normal person, needs a realistic understanding of his limitations.

Thorne (1965: 129) found that the positive emotional characteristics outweighed the negative. The mentally retarded person desires to be friendly, to express affection, and to respond to others. These characteristics might lead to being exploited, but in most cases they have value. The retardates' failure in rehabilitation might have numerous causes such as lack of good, stable influences and supervision in the community as well as the difference in community living and institutional environment. Mentally retarded children with normal families were found to have a better chance of succeeding. Problems that gave the most trouble in rehabilitation of the retarded were interpersonal relationships on the job with other employees and the employer; relationships with members of the opposite sex, dating behavior, sexual problems of promiscuity, pregnancy or homosexuality; and problems of delinquency resulting from poor use of leisure time and involvement with the "wrong" crowd. Other social adjustment problems were undue dependency on others and poor habits of cleanliness and hygiene. On-the-job interpersonal relationships and control of emotional reactions were found to give trouble. Most retardates found it difficult to manage their finances. In spite

of these problems, "most retarded persons do live outside institutions; and since they are not reported as being a major community problem, it can be surmised that they are getting by (Thorne, 1965: 129)." McCandless (1967: 356) also stated that the retarded are able to get by and appear normal when dressed in good clothes and when silent.

A study by Mercer, Butler, and Dingman (1964: 195) showed that the retarded get along better in society as adults than they did as children. If an adult male can provide some minimal wage for his family, he is not perceived as retarded by society. If a female can keep house and take relatively adequate care of her children, she is not considered by her group as deficient. The study also showed that social development was highly related to mental ability for persons of school age but was less related for adults.

Similar facts were pointed out in a number of other studies. The number of retardates seem to be higher in the 10-14 age range than in the 20-29 age range because many in the older group were employed and thus not viewed as being retarded (Gunzburg, 1962: 14). Gunzburg (1962: 14) continued this study and found that 80 per cent of those same retarded subjects 18 years later were self-supporting and married and had children. There is still further support that persons judged to be more mentally retarded in their early years are often found to appear nearer normal when they reach the adult age. Charles (1953: 3) did a follow-up study on 127 subjects with a mean I.Q. of 60. These subjects were between 30-40 years of age at the time the follow-up study was done. The findings were as follows:

1. One third had been entirely economically self-sufficient during their adult lives.
2. Fewer than one half had received assistance from public relief funds.
3. A smaller percentage than expected had married.
4. Of the ones who married, the average number of children was 2.03.
5. The I.Q. range of the children was from 50-138 with an average of 95; only two children had to be institutionalized.
6. Most of the men were laborers.
7. Most of the women were housekeepers.
8. They were retested for I.Q. and found to have an average of 58; another test based on performance items was used and the I.Q. score changed to an average of 81.

Approximately ten years after Charles' (1953: 3) research, Miller (1965: 139) studied the same subjects and found them still functioning intellectually, physically, and socially at a level far above the original expectation.

A point that might affect the success in life outside the institution was brought out by Levine and Dysinger (1964: 784). They believed that success in life outside the institution is a function of performance intelligence; that is, those subjects with high performance I.Q.'s, regardless of the pattern of their intelligence, do better than those with low performance I.Q.'s. Krishef's (1959: 860) study on prediction of success of post-institutionalization showed that the mentally retarded who rebelled against the institution—acted out or ran away—actually adjusted better to the community than the "good" retardates did. In 1958 Peters (1958: 506) predicted that all of the moron group of retardates would eventually be returned

to community living.

Vocational success in this society is considered to be influenced greatly by the ability to get along. Gunzburg (1960: 14) believed that the retarded can be trained for many unskilled and semiskilled jobs formerly considered to be out of their reach. His study pointed out that, contrary to prevailing opinion, at least one third of a group of trainables were able to make money in the difficult environment of New York City. He stated that learning is easier for the retarded when they can see and do. Interpersonal relations can be improved by rehearsing and experiencing social relationships outside the institution.

According to the findings of most studies, there is much disagreement of the retardates' burden to the community. Peck and Stephens (1965: 826) investigated five married mentally retarded fathers who were part of a large sample of 125 retarded males. Four of the five men were judged to be unsuccessful in the role of fatherhood. Brandon (1960: 355) surveyed 200 women retardates who had been discharged from an institution for the mentally retarded. The findings showed that of the 200 discharged women, 46 were married and 31 had children. Two thirds of the women were gainfully employed. Brandon concluded that these women were not antisocial and were not a burden to the community. Some researchers believed that retardates are a burden to the community. Studies done separately by Hathaway (1947: 182), Halperin (1946: 153), and Johnson (1950: 404) agreed that the major responsibility for the progeny of young adult male retardates in most instances will become the responsibility of someone

other than the retarded father. Hill (1950: 399) said that "a mentally deficient person is not a suitable parent for either a normal or subnormal child, and children would be an added burden to an already handicapped individual who does well to support himself." Generally, however, a very low percentage of the retardates caused trouble for the community. Saenger (1957: 13) studied 348 adult subjects whose I.Q. scores were from 40-50 and found that only 11 per cent got into any kind of trouble in the community. Porter and Milazzo (1958: 410) compared mentally retarded adults who attended a special class with equally retarded children who attended regular classes. The special class participants were found to be more law-abiding and more religious and had more stable work histories. According to Hilliard's (1960: 14) article on the educable mentally retarded who received special education, 80 per cent were able to leave school and make their way in the world.

Lynch (1962: 20) did a study of retarded employees concerning fourteen factors responsible for job failure. The factors included unrealistic demands, poor appearance, poor parental attitude such as being overprotective and unrealistic as to ability of the child, fear of physical examinations, inability to travel alone, absenteeism, and inability to get along with others. Over half of these factors are psychological in nature, a fact which supports previous studies that social incompetence is more often the cause of job failure. The effectiveness of teaching social cues was done in a study by Edmonson, et.al. (1967: 1017). Subjects were used from experimental classes and no-treatment classes. The hypothesis that the social-

perceptual deficit of retarded adolescents is to some extent remediable was supported.

Studies pertaining to the employers of the mentally retarded are limited. Phelps (1965: 575) used a questionnaire to measure the attitudes of employers toward employing the mentally retarded. Out of 257 employers who were selected and sent the questionnaire, 32 employers returned the questionnaire. The majority of the personnel managers who answered the questionnaires indicated that the mentally retarded could do productive work and that most organizations should be able to hire them. The longer the retardates had been on the job, the more favorable were the attitudes from personnel managers who had higher education levels and from hospital and motel personnel managers toward the retardates.

The review of literature covered the need for the advantages of hiring the mentally retarded. Several research studies were concerned with the education of mentally retarded children. One research covered the characteristics of the retardates. Other research studied the problems of the mentally retarded as an adult. There were other studies that were concerned with the retardates as a burden to the community. A few studies had been done on the reasons for job failure of the mentally retarded.

CHAPTER III

PROCEDURE

The major purpose of the study was to assess the personal appearance, personal and social characteristics, and the work habits of mentally retarded students through the use of an opinionnaire completed by each student's employer. A discussion of how the data were collected and the procedure for analyzing these data are included in the following sections.

Method of Collecting Data

To assess the personal and social characteristics of mentally retarded students from Murdoch Center who had been placed in gainful employment within the Murdoch Center district during the years 1966 and 1967, a structured opinionnaire (see Appendix A) was used. The structured opinionnaire was developed by the process of interviewing some employers of mentally retarded employees at Murdoch Center, studying evaluation sheets used by the school and vocational departments, and discussing characteristics of the mentally retarded with advisors and directors of training programs at Murdoch Center. The first part of this opinionnaire was divided into three sections: (1) personal appearance, (2) personal and social characteristics, and (3) work habits. The employer was requested to respond to each of a total of fifty-four questions in the first part by marking in a column headed yes or no.

The second part of the opinionnaire was designed to gain general information about the type of work the employee performed, the length of employment, and the employer's willingness to advise the employee. A panel of experts read the proposed opinionnaire and made suggestions for changes. These suggestions were incorporated into the opinionnaire. Four employers of Murdoch students were then asked to fill in the opinionnaire for a trial and to make suggestions for changes. Changes were made as suggested by these employers.

A cover letter on Murdoch Center stationery (see Appendix A) to accompany the opinionnaire gave information about the survey and requested the employer's opinion about the personal and social characteristics of the mentally retarded students. The cover letter was signed by the superintendent of Murdoch Center and the investigator.

Through the aid of the Murdoch office of Rehabilitation Services, Social Service, and personal contacts, the names and addresses of the 40 employers within the Murdoch Center District who had employed the students from Murdoch Center in 1966 and 1967 were obtained. The Murdoch Center District includes 15 counties in the central part of North Carolina. One opinionnaire and cover letter was mailed for each student to his employer. Letters were sent to the 40 employers for the 55 available students. Some employers had more than one mentally retarded employee. After two weeks a follow-up letter (see Appendix A) was sent to those employers who had not returned their opinionnaires.

Information concerning sex of student, chronological and mental ages, the number of years students had studied home economics, and causes of retardation were obtained from the students' permanent

records. Permission to use this information was secured from the superintendent of Murdoch Center and The Mental Health Board of North Carolina.

Procedure for Analyzing the Data

This study was designed to compare the characteristics of the mentally retarded employees (1) between those who were dismissed and those who were not dismissed, and (2) among six subgroups of those who were not dismissed. The six subgroups were (1) sex, (2) I.Q., (3) C.A., (4) amount of home economics, (5) type of job, and (6) time on the job.

All data concerning the characteristics of the employees were tabulated in percentages of yes answers. When statements about characteristics were in the negative, they were reversed and the answers were reversed so that all yes answers were comparable. All responses were tallied and percentages were determined separately for (1) the dismissed and the non-dismissed and (2) for the six subgroups of the non-dismissed mentally retarded employees.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the general description of the mentally retarded employees in the study will be followed by an analysis of the data from the opinionnaire and a discussion of the findings.

The data were analyzed to compare the personal appearance, personal and social characteristics, and work habits between the dismissed and non-dismissed employees. The data were further analyzed to compare the three aforementioned characteristics among six subgroups of the non-dismissed employees. These six subgroups were (1) sex, (2) I.Q., (3) C.A., (4) amount of home economics training, (5) type of job, and (6) time on the job.

Subjects

Opinionnaires for 50 students were returned by the 40 employers of the 55 available students. Three of these 50 opinionnaires could not be used because of failure of the employer to complete enough answers. Forty-seven opinionnaires (85 per cent) were used in this analysis. These forty-seven students are described below by showing the number of employees who were dismissed and the number who were not dismissed. Seven were dismissed and 40 were not dismissed during the two years in which the study was conducted.

	Dismissed	Non-dismissed
Sex		
Boys (N=23)	5	18
Girls (N=24)	2	22
I.Q.		
30-50 (N=16)	2	14
50-75 (N=31)	5	26
C.A.		
18-25 (N=35)	6	29
25-30 (N=12)	1	11
Home Economics		
None (N=26)	7	19
2 years (N=21)	0	21

The cause of the retardation of these forty-seven students was indicated on their cumulative folders in the following areas:

Cultural familial	41
Birth injury	4
Prenatal causes	1
Premature birth	1

Types of Jobs and Length of Employment
of Employees

The jobs in which the students were employed fell into two categories—public and one-family. The public work included serving on cafeteria lines, working in nursing homes, cleaning buildings, loading and unloading freight in warehouses, working in greenhouses and mills, and helping in grocery stores. Those who worked for one family did such things as keeping house, caring for children, caring for the sick or aged, and working on farms. Of those who worked for the

public, 23 remained on the job and 5 were dismissed. There were 17 who continued to work with one family and 2 were dismissed.

The employers indicated on the opinionnaires that most employees worked 25 to 48 hours. Of the 47 employees, 15 worked 20 hours or less per week and 6 of those were dismissed. There were 32 who worked 25 to 48 hours per week and only 1 was dismissed. The time on the job was divided into 2 parts--1 to 12 months and 13 to 24 months. All except 1 of those 7 employees who were dismissed had worked less than 12 months. Eleven of those who were not dismissed had worked from 13 to 24 months and 29 had been employed from 1 to 12 months and were still employed.

Analysis of the Data

The data obtained in the first section of the opinionnaire were in the form of yes and no answers made by the employers to questions regarding the personal appearance, personal and social characteristics, and work habits of mentally retarded employees. Because the population was limited and the size of all groups small, after careful consideration with a statistical consultant it was determined that tests of statistical significance would be inappropriate in analyzing the data. Therefore, these data are presented by percentages of yes answers. In order to facilitate the tabulation of the answers, some of the items were reworded to make affirmative statements. All items are listed in the same order on the tables as they were on the opinionnaire.

The data presented in the tables will be discussed in terms of the differences of characteristics between the two factors in

each of six subgroups. Factors refer to such things as boys and girls in the subgroup of sex. A difference score of 20 percentage points or more is arbitrarily considered high enough to indicate that there is a difference in a characteristic between the two factors in each subgroup. Those characteristics on which 75 per cent of the employers marked yes will be discussed for each factor in each subgroup.

Tables are used for presentation of data. A summary and interpretation of the data follows the discussion and tables.

Comparison of Dismissed
and Non-dismissed
Employees

The first comparison will be between the 40 employees who were not dismissed and the 7 employees who were dismissed. The comparison of characteristics between the dismissed and non-dismissed employees showed a considerable difference between the two groups in favor of the non-dismissed employees. The greatest difference was found in the personal and social characteristics with the non-dismissed having 39 average percentage points higher than the dismissed, and in the work habits with the non-dismissed having 40 average percentage points higher than the dismissed. The difference between dismissed and non-dismissed employees in personal appearance was also considered to be noteworthy, 19 average percentage points, but not nearly so much so as the difference in personal and social characteristics and in work habits.

Seventy-five per cent or more of the employers marked yes for 13 of the 15 personal appearance characteristics for the non-dismissed but for only 6 of the characteristics for the dismissed (see Table 1, Appendix B). There were 6 characteristics out of the 15 in which the non-dismissed received at least 20 percentage points more than the dismissed. These six characteristics were clean shoes, pleasant body odor, a minimum of perfume or perfumed hair oil, fingernails clean, fingernails trimmed, and appropriateness of girls' make-up. Seven of the 15 characteristics were quite similar in number of yes responses for the dismissed and the non-dismissed.

In the area of personal and social characteristics, the non-dismissed employees again rated higher than did the dismissed (see Table 2, Appendix B). Twenty of the 29 characteristics were marked positively for the non-dismissed by three fourths of the employers as against only 2 characteristics for the dismissed. These two groups were as much as 20 percentage points different in 22 of the 29 characteristics; the non-dismissed had the greatest percentage of yes answers.

The non-dismissed employees rated considerably higher on a comparison of the 10 characteristics in work habits than the dismissed (see Table 3, Appendix B). Seventy-five per cent or more of the employers marked yes for 7 of the characteristics of work habits for the non-dismissed and none for the dismissed employees. In 9 of the characteristics, there was a great difference, the non-dismissed scoring higher on all 9. The characteristic showing the least difference between the dismissed and the non-dismissed was that once familiar

with the job, the employee does it with reasonable skill.

The major reasons the employers gave in open-ended questions for dismissal of these employees were lack of interest in work and being unable to conform to rules and regulations on the job.

Overall Employability Characteristics
of Non-dismissed
Employees

Table 4 shows the comparison of the average percentages of employers' yes answers on employability--personal appearance, personal and social characteristics, and work habits--of the non-dismissed employees with respect to sex, I.Q., C.A., amount of home economics education, type of job, and time on job.

Employees who rated the highest on employability--personal appearance, personal and social characteristics, and work habits--were (1) girls; (2) those who had a higher I.Q.; (3) those who were younger; (4) those who had had two years of home economics education; (5) those who were employed in general public jobs; and (6) those who had remained on the job longer. Three fourths of the employers gave yes answers to the employability characteristics of all employees except those employees with a lower I.Q., those who were older, and those who had not had home economics training.

Among the employability characteristics of all non-dismissed, personal appearance was rated highest, personal and social characteristics next, and work habits lowest. The employees who rated the highest in personal appearance were girls, those with a higher I.Q., those

TABLE 4

EMPLOYABILITY CHARACTERISTICS OF NON-DISMISSED
MENTALLY RETARDED STUDENTS EMPLOYED IN THE
MURDOCH CENTER DISTRICT IN 1966 AND 1967
WITH RESPECT TO SEX, I.Q., C.A., HOME
ECONOMICS, TYPE OF JOB, AND
TIME ON THE JOB

Subgroups	Employability			
	Personal Appearance % ^a	Personal and Social Characteristics %	Work Habits %	Average % ^b
Sex				
Boys (N=18)	76	79	77	77
Girls (N=22)	95	80	75	83
I.Q.				
30-50 (N=14)	80	71	69	73
50-75 (N=26)	89	84	80	84
C.A.				
18-25 (N=29)	88	82	80	83
25-30 (N=11)	81	69	65	72
Home Economics				
None (N=19)	75	75	69	73
2 years (N=21)	95	81	79	85
Type of Job				
Public (N=23)	83	84	78	82
Family (N=17)	89	74	72	78
Time on Job				
1-12 (N=29)	86	78	69	78
13-24 (N=11)	88	79	92	86

a. Average percentages of yes answers of employees.

b. Average percentage of the average percentages of yes answers of the employers.

who were younger, those with two years of home economics training, those who worked in one-family type jobs, and those who had worked longer than twelve months. The highest ratings in personal and social characteristics were given to girls, those with a higher I.Q., those who were younger, those with two years of home economics training, those who worked for the public, and those who had worked more than twelve months. The highest ratings in work habits went to boys, those with a higher I.Q., those who were younger, those who had had two years of home economics training, those who worked for the public, and those who had worked more than twelve months. The directions of the ratings were the same except in two cases. Girls rated higher than boys in personal appearance and personal and social characteristics, but boys rated higher in work habits. Those employees in public work rated higher in personal and social characteristics and in work habits, but those in one-family jobs rated higher in personal appearance.

In only two areas were there as many as twenty average percentage points difference between groups being compared. Those employees who had been on the job more than twelve months rated twenty-three average percentage points higher in work habits than those who had worked less than twelve months. Those employees who had had two years of home economics training received twenty average percentage points higher in personal appearance than did those without home economics training.

The greatest differences in ratings on all three areas of concern were in the subgroups of I.Q., age, and amount of home economics. The employees who had a higher I.Q., who were younger, and who had had

two years of home economics scored higher. The greatest differences in ratings within each of the three areas of concern were in work habits. The higher scores in work habits went to those who had a higher I.Q., those who were younger, those who had had two years of home economics, and those who had worked more than twelve months. However, only those who had worked more than twelve months differed by more than 23 percentage points.

The most similar ratings were in the area of personal and social characteristics. There were practically no sex differences and no difference in time spent on the job with respect to personal and social characteristics. Another similarity was that there was no apparent difference in time spent on the job with respect to personal appearance.

Personal Appearance Characteristics
of Non-dismissed
Employees

Table 5 shows the comparison of the personal appearance characteristics of the non-dismissed employees with respect to sex, I.Q., C.A., amount of home economics, type of job, and time on the job.

Employees who rated the highest on personal appearance characteristics were those who had had two years of home economics training and those who were girls. The greatest difference in over-all personal appearance characteristics was between boys and girls and between those having studied two years of home economics as compared to those not having studied home economics. Those

TABLE 5

PERSONAL APPEARANCE CHARACTERISTICS OF NON-DISMISSED MENTALLY RETARDED STUDENTS EMPLOYED
IN THE MURDOCH CENTER DISTRICT IN 1966 AND 1967 WITH RESPECT TO SEX, I.Q.,
C.A., HOME ECONOMICS, TYPE OF JOB, AND TIME ON JOB

Personal Appearance Characteristics	Subgroups											
	Sex		I.Q.		C.A.		Home Economics		Type of Job		Time on Job	
	Boys (N=18)	Girls (N=22)	30-50 (N=14)	50-75 (N=26)	18-25 (N=29)	25-30 (N=11)	None (N=19)	2 years (N=21)	Public (N=23)	One family (N=17)	1-12 months (N=29)	13-24 months (N=11)
	%	%	%	%	%	%	%	%	%	%	%	%
1. ^a Facial expression not dull	78	73	50	88	83	54	68	81	83	65	76	73
2. Appropriate work clothes worn	78	100	86	92	90	91	84	95	85	94	86	100
3. Clean clothes worn for work	83	100	93	92	93	91	84	100	85	100	93	91
4. Clothes pressed and neat ..	72	95	79	88	86	82	68	100	83	88	86	82
5. Clean socks and stockings worn	67	100	79	88	83	91	74	95	74	100	83	91
6. Shoes appropriate for work	89	95	93	92	93	91	89	95	85	100	90	100
7. Shoes clean	89	91	86	92	93	82	84	95	85	94	93	82
8. Hair worn appropriately for job	78	100	93	88	90	91	74	100	83	100	90	91
9. Hair appears clean	89	100	93	96	96	91	89	100	91	100	96	91
10. Body appears clean	83	100	93	92	93	91	84	100	85	100	93	91
11. ^a Body odor not present	61	91	58	88	86	54	53	100	85	65	76	82
12. ^a Does not overuse perfume, perfumed hair oil, lotion	100	91	93	96	100	82	95	95	100	88	93	100
13. Fingernails trimmed	83	95	86	91	93	82	84	100	91	88	90	91
14. Fingernails clean	83	100	86	96	93	91	84	86	91	94	93	91
15. Girls' make-up appropriate	0	91	36	58	48	54	10	86	44	59	45	64

a. These characteristics were reworded on the tables in order to tabulate all affirmative answers together.

b. The percentages refer to the number of yes responses by the employer.

personal appearance characteristics which received the lowest ratings by employers were facial expression not appearing dull, lack of body odor, and girls' make-up appropriate. Employees were more alike than different in personal appearance.

Of the 40 employees not dismissed, the girls were given a score of 75 per cent on 14 characteristics while the boys received 75 per cent on 12 characteristics. Girls were given at least 20 percentage points higher than boys on appropriateness of clothes and hair, neatness and cleanliness of clothing, and lack of body odor.

The higher I.Q. employees were given a yes by 75 per cent of the employers on 14 characteristics but on only 12 characteristics for the lower I.Q. employees. The higher I.Q. employees rated 20 or more percentage points higher than the lower I.Q. on lack of body odor, facial expression not appearing dull, and appropriateness of girls' make-up.

The younger employees received yes answers by 75 per cent of the employers on 14 of the 15 characteristics and on only 12 characteristics for the old employees. Employees between the ages of 18 to 25 years also rated 20 or more percentage points higher on those same 14 characteristics.

The employees with 2 years of home economics training received yes answers by 75 per cent of the employers on all 15 of the characteristics and on only 9 characteristics for those with no home economics. The employees with 2 years of home economics compared with those with none rated 20 or more percentage points higher on appearance of

clothing and hair, the lack of body odor, facial expression not appearing dull, and appropriateness of girls' make-up.

Those employees who worked for the public received yes answers by 75 per cent of the employers on 13 of the characteristics and on 12 characteristics for those who work for one family. The employees who worked for the public rated 20 or more percentage points higher than those working for one family on the lack of body odor, while those working for one family rated 20 or more percentage points higher on clean socks and appropriateness of girls' make-up.

Employees who had been on the job less than 12 months received yes answers by their employers on 14 characteristics and on 13 characteristics for those who had worked longer than 12 months. A difference of 20 or more percentage points was found in appropriateness of girls' make-up.

Personal and Social Characteristics
of Non-dismissed
Employees

Table 6 shows a comparison of personal and social characteristics of the non-dismissed employees with respect to sex, I.Q., C.A., amount of home economics education, type of job, and time on the job.

Employees with the higher I.Q.'s and those who work for the public rated the highest on over-all personal and social characteristics. The ten characteristics which received the lowest rating by employers were not interrupting others, having the ability to meet the public, not becoming upset easily, not tiring easily, managing time wisely, adjusting to changes, shyness, shyness with opposite sex, not having

TABLE 6

PERSONAL AND SOCIAL CHARACTERISTICS OF NON-DISMITTED MENTALLY RETARDED STUDENTS EMPLOYED
IN THE MURDOCH CENTER DISTRICT IN 1966 AND 1967 WITH RESPECT TO SEX, I.Q.,
G.A., HOME ECONOMICS, TYPE OF JOB, AND TIME ON JOB

Personal and Social Characteristics	Subgroups											
	Sex		I.Q.		G.A.		Home Economics		Type of Job		Time on Job	
	Boys (N=18) %	Girls (N=22) %	30-50 (N=14) %	50-75 (N=26) %	18-25 (N=29) %	25-30 (N=11) %	None (N=19) %	years (N=21) %	Public (N=23) %	One family (N=17) %	1-12 months (N=29) %	13-24 months (N=11) %
1. ^a Does not demand too much attention	78	86	71	88	86	73	74	86	83	82	79	91
2. ^a Does not doubt capacity to do job	94	86	93	88	86	100	89	90	83	100	86	100
3. ^a Estimates own capacity to do job	83	77	79	81	86	64	74	81	96	59	45	82
4. Shows respect toward employer	72	95	64	96	89	82	74	95	85	82	83	91
5. ^a Does not interrupt others	72	77	71	77	76	73	68	81	85	59	79	64
6. ^a Does not talk too loudly	89	77	79	85	90	64	74	86	96	65	86	73
7. ^a Has ability to meet public	50	68	50	65	62	54	53	67	65	53	55	73
8. ^a Keeps personal problems to self	89	91	79	96	96	73	84	95	96	82	86	100
9. ^a Does not pity self	94	77	86	85	93	64	89	81	85	82	79	100
10. ^a Does not feel that others are "double-crossing" him	89	95	79	100	96	82	84	100	96	88	90	100
11. Appears to be honest	89	95	100	88	90	100	89	95	85	100	96	82
12. Respects others' property	89	91	86	92	86	100	89	90	96	82	96	73
13. Can be depended upon to keep his word	78	86	71	88	83	82	74	90	85	76	83	82
14. ^a Does not become upset easily	67	73	58	77	83	36	63	76	74	65	72	64
15. ^a Does not destroy others' property when upset ..	94	86	86	92	93	82	89	90	100	76	86	100
16. ^a Is not selfish	94	95	86	100	96	91	84	100	100	88	93	100
17. ^a Does not resent supervision	83	86	86	85	90	73	84	86	100	88	86	82
18. ^a Does not tire easily	78	68	64	77	86	36	74	76	83	59	69	82
19. Manages time wisely												
a. Free time during work	61	82	64	77	55	45	58	86	65	82	69	82
b. Work time	50	68	43	69	49	82	53	67	65	53	69	82
20. Has pleasant manner toward others	83	91	71	96	93	73	74	95	91	82	86	91
21. Uses good health habits on job	89	95	79	100	93	91	84	100	96	88	93	91
22. ^a Is not rude to fellow employees	94	91	93	92	100	73	84	100	100	82	96	82
23. ^a Is not rude to public ...	100	95	50	96	100	91	95	100	100	94	96	100
24. ^a Is easy to work with	89	73	86	77	83	73	84	86	83	76	76	91
25. ^a Can adjust to changes in routine	72	73	64	77	83	45	68	76	78	65	72	73
26. ^a Is not shy	61	60	64	58	55	73	58	62	56	65	62	54
27. ^a Is not shy with opposite sex	50	60	50	58	55	54	47	62	52	59	55	54
28. ^a Does not have problems with opposite sex	67	73	50	81	76	54	68	71	74	65	69	73
29. Has many real friends among other employees	67	41	29	65	59	0	53	52	74	24	55	45

a. These items were reworded on the tables in order to tabulate all affirmative answers together.

b. The percentages refer to the number of yes responses by the employer.

problems with opposite sex, and having real friends among employees. On these characteristics the employees were more alike than different.

Boys received yes answers from 75 per cent of employers for 18 personal and social characteristics and girls received yes for 19 characteristics. Girls received 20 or more percentage points higher than boys on showing respect toward employer and on managing free time wisely on the job, but boys were 20 percentage points higher on having many real friends among other employees.

Employees with a lower I.Q. received yes answers from 75 per cent of employers for 13 characteristics and those with a higher I.Q. received yes answers for 24 characteristics. On 7 characteristics, the higher I.Q. employees received at least 20 or more percentage points more than the lower I.Q. employees. These 7 characteristics were showing respect toward employer, feeling that others are not "double-crossing" him, managing work time wisely, having a pleasing manner toward others, using good health habits on job, not being rude to the public, and not having problems with opposite sex.

The younger employees were given yes answers from 75 per cent of employers for 23 characteristics and on 10 characteristics for the older employees. The younger employees received 20 or more percentage points higher than the older employees on 10 characteristics but the older employees received 20 or more percentage points higher on one characteristic—not having problems with the opposite sex.

Those employees who had had no home economics received yes answers from 75 per cent of the employers on 12 characteristics but those employees having had 2 years of home economics received yes

answers for 23 characteristics. On only 3 characteristics did the employees with home economics receive 20 or more percentage points higher than did those without home economics. These 3 characteristics were showing respect toward employer, managing free time during work, and having a pleasing manner toward others.

Employees who work for the public received yes answers from 75 per cent of the employers for 21 of the characteristics and for 17 of the characteristics of those who work for private families. On 5 of the characteristics those who worked for the public received 20 or more percentage points higher than those who work for private families. These 5 characteristics were estimating capacity to do the job, not interrupting others, not talking too loudly, considering others' property, and having real friends among other employees.

Seventy-five per cent of the employers gave yes answers to 18 characteristics for those who had worked less than 12 months. There were only 2 characteristics on which those who had worked more than 12 months received 20 or more percentage points higher than those who had worked less than 12 months. These 2 characteristics were estimating own capacity to do job and not pitying self.

Work Habits of Non-dismissed Employees

In Table 7, which compares work habits with respect to sex, I.Q., C.A., amount of home economics, time on the job, and type of job among the 40 non-dismissed employees, the highest over-all ratings were given to those who had worked longer than 12 months, to the younger employees, and to the employees with the higher I.Q.'s. The lowest percentage of yes answers for all non-dismissed employees was given

TABLE 7

WORK HABITS OF NON-DISMISSED MENTALLY RETARDED STUDENTS EMPLOYED IN THE
MURDOCH CENTER DISTRICT IN 1966 AND 1967 WITH RESPECT TO SEX, I.Q.,
C.A., HOME ECONOMICS, TYPE OF JOB, AND TIME ON JOB

Work Habits	Subgroups											
	Sex		I.Q.		C.A.		Home Economics		Type of Job		Time on Job	
	Boys (N=18)	Girls (N=22)	30-50 (N=14)	50-75 (N=26)	18-25 (N=29)	25-30 (N=11)	None (N=19)	2 years (N=21)	Public (N=23)	One family (N=17)	1-12 months (N=29)	13-24 months (N=11)
	% ^b	%	%	%	%	%	%	%	%	%	%	%
1. Once familiar with job, does it with reasonable skill	78	82	86	77	79	82	68	90	78	82	79	82
2. ^a Does not have to be pushed to do job	83	77	71	85	86	64	79	81	85	71	72	100
3. Is punctual for job	89	77	64	92	90	64	79	86	91	71	79	91
4. Works well with little supervision	67	68	50	85	76	64	63	81	70	76	59	91
5. Works without complaining	83	77	86	77	83	73	79	81	83	76	72	100
6. Carries full load	78	60	64	65	69	54	74	57	70	59	55	100
7. Completes job started ...	78	82	79	77	83	64	74	81	78	76	72	100
8. Takes pride in work	72	82	64	88	79	73	63	67	78	76	72	91
9. Follows rules	78	82	71	85	86	64	68	90	83	76	76	91
10. Does work as well as average employee	61	64	50	69	69	45	47	76	65	59	55	73

a. These characteristics were reworded on the tables in order to tabulate all affirmative answers together.

b. The percentages refer to the number of yes responses by the employer.

to four characteristics—working with little supervision, carrying a full load, taking pride in work, and working as well as average employees. On work habits, the employees were more alike than different.

Boys and girls received yes answers by 75 per cent of the employers on 7 work habits. On none of the work habits were there as many as 20 percentage points difference between boys and girls.

The employees with the higher I.Q.'s were given yes answers by 75 per cent of the employers on 8 work habits but on only 3 work habits for the lower I.Q. employees. The higher I.Q. employees received 20 or more percentage points higher in 3 work habits. These 3 work habits were being punctual for the job, working with little supervision, and taking pride in work.

The younger employees received yes answers from 75 per cent of their employers on 8 work habits and on only 2 work habits for the older employees. There were 4 work habits on which younger employees received 20 or more percentage points higher than the older. They were not having to be pushed to do job, being punctual for job, following rules, and working as well as average employees.

Those employees who had had 2 years of home economics received yes answers from 75 per cent of their employers on 8 work habits and on only 3 work habits for those who had had no home economics. Those with 2 years of home economics rated 20 or more percentage points higher on doing job with reasonable skill, carrying full load, following rules, and working as well as average employee.

Seventy-five per cent of the employers gave yes answers for 9

work habits for those who worked in public jobs and for 6 work habits for those working for one family. On 1 work habit the employees in public work received 20 percentage points higher than those in one family jobs. This work habit was being punctual for the job.

Employees who had worked more than 12 months received yes answers from their employers on 9 work habits while those who had worked less than 12 months received yes answers for only 3 work habits. On 6 work habits, those who had worked more than 12 months received 20 or more percentage points higher than those who had worked less than 12 months. These 6 work habits were not having to be pushed to do job, working well with little supervision, working without complaining, carrying full load, completing job started, and doing work as well as average employee.

Employers' Willingness to

Assist Mentally Retarded

Employees

The questions on assistance given the employee, willingness to hire another mentally retarded person, and suggestions for future training were answered by at least 75 per cent of the employers on the second section of the opinionnaire (see Appendix A). All except four employers indicated giving some type of assistance to the employee. The assistance given included management of finances, emotional support, understanding work skills, selection of clothes, encouragement, help with personal problems, and assistance with living arrangements. Forty-four employers indicated that they would be willing to hire another mentally retarded person. Two of these

employers who were willing to hire another mentally retarded person had dismissed their employees. Comments or suggestions for training the retardates in the future were listed by thirty-four of the employers. These thirty-four employers suggested more training in homemaking, learning to use the telephone, better care of personal belongings, more information about the employee's background, better on-the-job type training, and the need for sterilization. Under additional comments, thirty-one employers expressed their concern for the employees and discussed employees' problems and capabilities.

Summary and Interpretation of Findings

The non-dismissed employees seemed to have a better personal appearance, more acceptable personal and social characteristics, and more satisfactory work habits than did the dismissed. On personal and social characteristics and on work habits, the non-dismissed averaged 20 or more percentage points higher on yes answers than did the dismissed. The yes responses from the employers of the non-dismissed employees averaged less than 20 percentage points higher on personal appearance compared to those given the dismissed. Although there were only seven dismissed employees, these figures support previous studies which show that social and personal ineptitudes are quite prevalent for dismissed mentally retarded employees. Since there were only seven dismissed employees, further comparisons were limited to the non-dismissed.

An over-all comparison of non-dismissed employees with regard to personal appearance, personal and social characteristics, and work habits showed that the employees rated highest on personal appearance

and lowest in work habits. The lowest rank being for work habits again supports the belief of other researchers that the main problem of the mentally retarded as employees is in work habits rather than in work skills.

The forty non-dismissed employees were compared with respect to six subgroups: (1) sex, (2) I.Q., (3) C.A., (4) amount of home economics training, (5) type of job, and (6) time on the job. The employees with the highest over-all employability ratings (a combination of ratings on personal appearance, personal and social characteristics, and work habits) within each subgroup were girls, those with higher I.Q. scores, those who were younger, those with two years of home economics training, those employed in jobs in the general public, and those who had been on the job more than 12 months. Some explanation for these findings may be that girls, not boys, take home economics courses at Murdoch and that girls generally are more conforming. The higher ratings for younger employees and those with higher I.Q. scores may be attributed to the fact that mentally retarded students came to Murdoch at an earlier age and therefore may have an increased I.Q. and may be ready for job placement at an earlier age. A high percentage of the older group are also in the low I.Q. group. Since Murdoch students are placed in jobs in the general public only if they can cope with a variety of situations, the higher rating here could be expected. Many of the students placed in one-family jobs are also in the low I.Q. group. To be able to hold a job more than twelve months is in itself verification of having satisfactory employability characteristics. When each of the three

areas of employability were analyzed, the findings were in keeping with the over-all employability ratings.

The highest ratings in personal appearance were given to girls and to those employees who had had two years of home economics education. The lowest ratings were given to boys and to those employees who had not had home economics training.

In the area of personal and social characteristics the highest ratings were for the employees in the higher I.Q. group and for those who worked for the general public. The employees in the lower I.Q. group were rated the lowest in personal and social characteristics.

Those employees who had been on the job more than twelve months rated higher than any other group did in the area of work habits. The lowest ratings on work habits were given to those with low I.Q. scores, those who had had no home economics training, and those who had been on the job less than twelve months.

The specific characteristics which ranked lowest for all forty of the non-dismissed mentally retarded employees in the area of personal appearance were having a pleasant facial expression, having no body odor, and appropriateness of girls' make-up. In the area of personal and social characteristics those items which ranked lowest were meeting the public, controlling emotions, managing time, adjusting to change, being able to speak up, having problems with the opposite sex, and having real friends. In the area of work habits, the two characteristics which ranked lowest were carrying a full load and doing work as well as the average employee.

Most of the employers said that they had advised the employees and all except one was willing to hire another mentally retarded person. Since the employers are willing to hire a mentally handicapped person in the first place may cause them to rate him higher than an employer would who did not want to hire a retardate.

The major factors relating to being more employable seemed to be having had two years of home economics education, being younger, and having a higher I.Q. It may be that the younger employees had greater access to home economics education and that their higher I.Q. helped them gain from having taken the course.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of the study were (1) to assess personal appearance, personal and social characteristics, and work habits of mentally retarded students from Murdoch Center who had been placed in gainful employment in 1966 and 1967, (2) compare the personal appearance, personal and social characteristics, and work habits of these employees, with respect to sex, I.Q., C.A., amount of home economics, type of job, and time on the job, and (3) to use the findings for recommending specific learning experiences in the home economics curriculum at Murdoch Center.

A structured opinionnaire with cover letter was mailed to the 40 employers of the available 55 students who had been gainfully employed in the 15 counties of the Murdoch Center District during the two-year period of 1966-1967. Eight of the 55 students could not be used for this research. Five opinionnaires were not returned and three were not fully completed. Eighty-five per cent of the opinionnaires were used for the data analysis. The opinionnaire was designed in two sections; the first section included the personal appearance, personal and social characteristics, and work habits of each employee; and the second section was designed to gain general information about the type of work the employee performed, the employee's length of employment, and the employer's willingness to advise the employee.

The data were analyzed by comparing the 7 dismissed employees and the 40 non-dismissed employees with respect to three areas: personal appearance, personal and social characteristics, and work habits. Since there were only 7 dismissed employees, further comparisons were made within the non-dismissed group. Each of the three aforementioned areas of concern were subsequently analyzed with respect to six factors: (1) sex, (2) I.Q., (3) C.A., (4) amount of home economics training, (5) type of job, and (6) time on the job. The comparisons were made by using the percentages of yes answers given by the employer for each characteristic for each employee. The various groups compared were arbitrarily considered different if there were as much as twenty percentage points between the scores.

Findings

The major findings from the analysis of the data are listed below:

1. The mentally retarded employees who were dismissed were rated lower than those who were not dismissed in all three areas of concern—19 average percentage points lower in personal appearance, 39 average percentage points lower in personal and social characteristics, and 40 average percentage points lower in work habits.
2. Those employees who were not dismissed were found to differ in varying percentage points when compared by sex, I.Q., C.A., amount of home economics, type of job, and time on the job within each of the three areas of concern listed above. The highest ratings went to girls, those with

higher I.Q.'s, those who were younger, those with two years of home economics training, those who work for the public, and those who worked twelve months or more in all three areas except boys rated higher than girls in work habits and those employees in one-family type jobs rated higher in personal appearance.

- a. Girls rated 19 average percentage points higher than boys did in personal appearance and 1 average percentage point higher in personal and social characteristics, but they rated 2 average percentage points lower than boys on work habits.
- b. The higher I.Q. employees rated 9 average percentage points higher than the lower I.Q. employees did in personal appearance, 13 average percentage points higher on personal and social characteristics, and 11 average percentage points higher on work habits.
- c. The younger employees rated 13 percentage points higher than the older employees did in personal and social characteristics and 15 percentage points higher in work habits and 7 average percentage points higher on personal appearance.
- d. Those employees with two years of home economics training rated 20 average percentage points higher in personal appearance and 10 average percentage points higher in work habits than did those with no home economics training and 6 average percentage points

- higher in personal and social characteristics.
- e. Those employees in public work rated 10 average percentage points higher on personal and social characteristics and 6 average percentage points higher on work habits than did those employees in one-family type of job; however, they rated 6 average percentage points lower on personal appearance.
 - f. Those employees who had been on the job between 13 and 24 months rated 23 average percentage points higher on work habits than did the ones who had worked less than 12 months and only 2 average percentage points higher on personal appearance and 1 average percentage point higher on personal and social characteristics.
3. The greatest differences in ratings on over-all characteristics were in the subgroups of I.Q., age, and amount of home economics training—the higher scores going to the brighter, the younger, and those with two years of home economics. The greatest differences in ratings in subgroups within the three areas of concern were in work habits.
4. Specific characteristics of the non-dismissed employees which were considered the poorest for the mentally retarded employee are listed under each area of concern.
- a. Personal appearance
 - (1) Facial expression
 - (2) Body odor

- (3) Girls' make-up
 - b. Personal and social characteristics
 - (1) Meeting the public
 - (2) Controlling emotions
 - (3) Managing time
 - (4) Adjusting to change
 - (5) Being able to speak up
 - (6) Having problems with opposite sex
 - (7) Having real friends
 - c. Work habits
 - (1) Carrying a full load
 - (2) Doing work as well as the average employee
5. Forty-four of the forty-seven students' employers said they would be willing to hire another mentally retarded student.

Conclusions

Because the population was limited to the available employees in the Murdoch Center District, the conclusions were based on the findings from this population and were not generalized to all mentally retarded employees. The size of all groups that were compared was also small and therefore no generalizations to all mentally retarded employees from these comparisons were made. Employability characteristics include personal appearance, personal and social characteristics, and work habits. The conclusions based on percentages of yes answers from employers in this limited study are presented as follows:

1. Dismissed employees in the Murdoch Center District appeared to be lower in employability characteristics than were the non-dismissed employees.
2. Employability of Murdoch Center students seems to have been related to the fact that the employees (a) were girls, (b) were younger, (c) had a higher I.Q., (d) had had two years of home economics training, (e) had jobs in the general public, and (f) had been employed over twelve months.
3. Mentally retarded employees in the Murdoch Center District seemed to be more alike than different.
4. Home economics training seems to be a factor in helping students gain employability characteristics.
5. Employers in the Murdoch Center District who had hired a mentally retarded student were willing to hire another mentally retarded student.

Recommendations for Specific
Learning Experiences in
Home Economics

In light of the findings which seem to indicate that the group of mentally retarded students who had had home economics were more employable than most of the other groups, the recommendation is made that home economics should be offered to all mentally retarded students at Murdoch Center. Specific learning experiences which should aid in making the students more employable are suggested in keeping with most of the characteristics which were found to be considerably

lower than the others. These learning experiences which are listed below are intended to be in keeping with accepted methods of instruction for the educable mentally retarded student.

Students will:

1. Experiment with deodorant soaps and other preparations to determine the kind which seems to be most effective in keeping an acceptable body odor.
2. Experiment to find the effect of a daily bath and clothes change along with a deodorant.
3. Apply make-up in various ways to learn the proper amount and type for various situations (for girls only).
4. Go on trips outside the institution to observe and practice learnings about body odor and make-up.
5. Practice the proper way to greet strangers, particularly customers in business establishments.
6. Practice comments to make in order to carry on simple conversations with people who are friends, acquaintances, or customers.
7. Go in small groups or individually to places outside the institution in which they will have opportunities to converse with other people.
8. Practice preparation of various foods in the laboratory to learn the time it takes for completion of the food. They will then practice the use of their time in preparing this food and using the cooking time for another job in order to learn time management.

9. Practice timing on other jobs and then put several jobs together for further practice on time management.
10. Practice making changes in the original plan for preparation of a food and other items so that they will know what can be done when changes must be made.
11. Participate in many skits in which a student gets angry or sad or excited over something and shows overt reaction to this conflict. Class members will discuss what makes people react overtly. Then they will re-enact the skits in many conflict situations to learn new ways of reacting in more socially acceptable ways.
12. Participate in skits concerning the opposite sex so that they can practice socially acceptable ways of interacting.
13. Go to many supervised social activities inside and outside the institution in which both boys and girls attend in order to provide opportunities to observe and practice acceptable behavior.
14. Discuss and practice those socially acceptable behaviors which cause people to like to be friends with them.

Recommendations for Further Research

This research was exploratory and should be the basis for future research. This research could be replicated in a different district or in a different period of time. Research could also be planned to include the implementation of the specific learning experiences in home economics for both boys and girls followed by an

assessment of their personal appearance, personal and social characteristics, and work habits.

SELECTED BIBLIOGRAPHY

BIBLIOGRAPHY

- Baumgartner, Bernice and Lynch, Katherine D. Administering Classes for the Retarded: What Kinds of Principals and Supervisors Are Needed? New York: The John Day Company, 1967.
- Brandon, M. W. G. "A Survey of Two Hundred Women Discharged from a Mental Deficiency Hospital." Journal of Mental Science, CVI (1960), 355-370.
- Charles, David C. "Abilities and Accomplishments of Persons Earlier Judged to be Mentally Defective." Genetical Psychological Monogram, XLVII (March, 1953), 3-71, as quoted by N. O'Connor and J. Tizard in The Social Problem of Mental Deficiency. London: Pergamon Press, 1956.
- Clark, Mary J. "A Community Placement Program for the Mentally Retarded." American Journal of Mental Deficiency, LXIV (November, 1959), 548-555.
- Dubrow, Max. "Vocational Preparation of the Mentally Retarded for Adult Responsibilities." Institute on Mental Retardation. Edited by Erbert F. Cicienia and Joseph J. Parnicky. Bordentown, New Jersey: Edward R. Johnstone Training and Research Center, 1962.
- Dunn, Lloyd M. Exceptional Children in the Schools. New York: Holt, Rinehart and Winston, Inc., 1964.
- Edmonson, Barbara; Leland, Henry; Jung, John; and Leach, Ethel M. "Increasing Social Cue Interpretations (Visual Decoding) by Retarded Adolescents Through Training." American Journal of Mental Deficiency, LXXI (May, 1967), 1017.
- Fudell, Stanley E., and Peck, John R. How to Hold Your Job. New York: The John Day Company, 1967.
- Gunzburg, Herbert C. "The Place of Further Education for the Rehabilitation of the Adult Subnormal." Report presented at proceedings of the London Conference, July, 1960.
- Halperin, Sidney L. "Human Heredity and Mental Deficiency." American Journal of Mental Deficiency, LI (1946), 153-163.
- Hathaway, Starke R. "Planned Parenthood and Mental Deficiency." American Journal of Mental Deficiency, LII (1947), 182-186.

- Heber, Rick F. "A Manual on Terminology and Classification in Mental Retardation." Monograph Supplement, American Journal of Mental Deficiency, Second Edition (April, 1961), 3.
- Hill, I. B. "Sterilization in Oregon." American Journal of Mental Deficiency, LIV (1950), 399-403.
- Hilliard, Leslie T. "Mental Retardation, A World View." Supplement, Canada's Mental Health. Ottawa, Canada: Department of National Health and Welfare, 1960, 14.
- Jacobs, John F. "Evaluating the Components of a Curriculum for the Mentally Retarded." Digest of the Mentally Retarded, II (1966), 126-127.
- Johnson, Betsy Scott. "A Study of Sterilized Persons from Laconia State School." American Journal of Mental Deficiency, LIV (1950), 404-408.
- Jordan, Thomas E. The Exceptional Child. Columbia, Ohio: Charles E. Merrill Books, Inc., 1962.
- Krishef, Curtis H. "The Influence of Rural-Urban Environment Upon the Adjustment of Discharges from the Owatonna State School." American Journal of Mental Deficiency, LXIII (1964), 860-865.
- Levine, David, and Dysinger, Don W. "Patterns of Intellectual Performance and the Outcome of Institutionalization in the Mentally Retarded." American Journal of Mental Deficiency, LXVIII (May, 1964), 784-788.
- Lynch, Katherine D. "Preparation of Mentally Retarded Youth for Gainful Employment." Proceedings of the London Conference on the Scientific Study of Mental Deficiency, Dagenham, England: May and Baker, Ltd., I (1962), 106-112.
- McCandless, Boyd R. Children Behavior and Development. Second Edition. New York: Holt, Rinehart and Winston, Inc., 1967.
- Mercer, Jane R.; Butler, Eugene W.; and Dingman, Harvey F. "The Relationship between Social Developmental Performance and Mental Ability." American Journal of Mental Deficiency, LXIX (September, 1964), 195.
- Miller, Elsa L. "Ability and Social Adjustment at Middlelife of Persons Earlier Judged Mentally Deficient." Genetical Psychological Monographs, LXXII (1965), 139-198.
- Peck, John R., and Stephens, Will Beth. "Marriage of Young Adult Male Retardates." American Journal of Mental Deficiency, LXIX (May, 1965), 826.

- Peters, Roswell B. "The Role of the Institution Academic Schools in the Rehabilitation of the Mentally Retarded." American Journal of Mental Deficiency, LXIII (November, 1958), 506-510.
- Pierce, Marnell L. "A Life-Adequacy Curriculum for the Adolescent Educable Retarded." Digest of the Mentally Retarded, II (1966), 84-85, 120.
- Porter, Rutherford B., and Milazzo, Tony C. "A Comparison of Mentally Retarded Adults Who Attended a Special Class with Those Attending Regular Classes." Exceptional Children, XXIV (May, 1958), 410-412.
- Phelps, William R. "Attitudes Related to the Employment of the Mentally Retarded." American Journal of Mental Deficiency, LXIX (January, 1965), 575-584.
- Saenger, Gerhart. Adjustment of the Severely Retarded Adult in the Community. Report to the New York State Interdepartmental Health Resources Board, Albany, New York, 1957.
- Thorne, Gareth D. Understanding the Mentally Retarded. New York: McGraw-Hill, Inc., 1965.
- United States Department of Labor. Guide to Job Placement of the Mentally Retarded. Washington, D.C.: Government Printing Office, 1963.

APPENDIXES

(Name of Employer)
 (Street Address of Employer)
 (City, State, and Zip)

Dear Sir:

All of us who work with the Department of Rehabilitation at Vermont College are aware of and grateful for the help that employers provide in our total efforts to assist our residents who are physically disabled. The help that overcomes their handicaps is strong and understanding.

Some of these residents are not successful in their jobs and eventually return to Vermont. We would like to find out why you have been able to hold jobs and why others have been discharged. To help us know the characteristics of our employees, we would appreciate your completing the enclosed questionnaire. The information will help us plan a letter, brochure and subsequent recruitment of needed workers to the future who could be successful in your particular job requirements. Enclosed is a self-addressed envelope for returning this opinionnaire. We appreciate your signing the completed

APPENDIX A

Cover Letter

Opinionnaire

Follow-Up Letter

If you would like a summary of the study, please check in the space provided on the questionnaire.

Very truly,

Mary G. Manning, Director of the
 Vermont Department of Rehabilitation

Approved by:

J. F. Wilson, M.D.
 Superintendent

(Name of Employer)
(Street Address of Employer)
(Town) _____, North Carolina

Dear Mr. _____:

All of us who work with the Department of Rehabilitation at Murdoch Center are aware of and grateful for the help that employers provide in our total efforts to make our residents more productive citizens. You help them overcome their handicaps by hiring and understanding them.

Some of these residents are not successful in their jobs and eventually return to Murdoch. We would like to find out why some have been able to hold jobs and why others have been dismissed. To help us know the specific characteristics of your employee, we would appreciate your completing the enclosed opinionnaire. The information will help us plan a better curriculum and consequently assure you of receiving workers in the future who could adjust better to your particular job requirements. Enclosed you will find a self-addressed envelope for returning this opinionnaire. We would appreciate your returning the completed form by June 19.

If you would like a summary of the study, please check in the space provided on the opinionnaire.

Yours truly,

Mary C. Holding, Teacher
Home Economics

Approved by:

J. F. Elliott, M.D.
Superintendent

DESCRIPTIVE CHARACTERISTICS OF
MENTALLY RETARDED EMPLOYEE

Name of employee: _____

Name of employer: _____

Name of business: _____

Address of employer: _____

Directions: Please check either yes or no for the following statements as they generally apply to the person named above.

PERSONAL APPEARANCE

Yes No

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Facial expression is dull. |
| _____ | _____ | 2. Clothes worn for work are appropriate for the job. |
| _____ | _____ | 3. Clothes worn for work are clean. |
| _____ | _____ | 4. Clothes are pressed and neat in appearance. |
| _____ | _____ | 5. Clean socks or stockings are worn with shoes. |
| _____ | _____ | 6. Shoes are appropriate for the job. |
| _____ | _____ | 7. Shoes are clean. |
| _____ | _____ | 8. Hair is worn appropriately for the job. (This includes haircuts for men.) |
| _____ | _____ | 9. Hair appears clean. |
| _____ | _____ | 10. Body appears clean. |
| _____ | _____ | 11. Body odor is present. |
| _____ | _____ | 12. Too much perfume, perfumed hair oil, or lotion is worn. |

- | Yes | No | |
|-----|-----|---|
| ___ | ___ | 13. Fingernails are trimmed. |
| ___ | ___ | 14. Fingernails are clean. |
| ___ | ___ | 15. Make-up is worn appropriately by girls. |

PERSONAL AND SOCIAL CHARACTERISTICS

- | | | |
|-----|-----|--|
| ___ | ___ | 1. Demands too much attention. |
| ___ | ___ | 2. Doubts own capacity to do the job. |
| ___ | ___ | 3. Overestimates own capacity to do the job. |
| ___ | ___ | 4. Shows respect toward employer. |
| ___ | ___ | 5. Interrupts others. |
| ___ | ___ | 6. Talks too loudly. |
| ___ | ___ | 7. Has ability to meet the public. |
| ___ | ___ | 8. Carries too many personal problems to employer. |
| ___ | ___ | 9. Pities self. |
| ___ | ___ | 10. Feels that others are "double-crossing" him. |
| ___ | ___ | 11. Appears to be honest. |
| ___ | ___ | 12. Respects other's property. |
| ___ | ___ | 13. Can be depended upon to keep his word. |
| ___ | ___ | 14. Becomes upset easily. |
| ___ | ___ | 15. Destroys other's property when upset. |
| ___ | ___ | 16. Is selfish toward others. |
| ___ | ___ | 17. Is resentful of supervision. |
| ___ | ___ | 18. Becomes tired easily. |
| ___ | ___ | 19. Manages time wisely. |
| ___ | ___ | a. Free time during working hours |
| ___ | ___ | b. Work time |

- | Yes | No | |
|-----|-----|--|
| ___ | ___ | 20. Has a pleasant manner toward others. |
| ___ | ___ | 21. Uses good health habits on the job. |
| ___ | ___ | 22. Is rude to fellow employees. |
| ___ | ___ | 23. Is rude to the public. |
| ___ | ___ | 24. Is easy to work with. |
| ___ | ___ | 25. Is unable to adjust to changes in routine. |
| ___ | ___ | 26. Is shy. |
| ___ | ___ | 27. Is shy with opposite sex. |
| ___ | ___ | 28. Has problems in dealing with opposite sex. |
| ___ | ___ | 29. Has many real friends among other employees. |

WORK HABITS

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Once familiar with job, does it with reasonable skill. |
| ___ | ___ | 2. Has to be pushed to do the job. |
| ___ | ___ | 3. Is punctual for job. |
| ___ | ___ | 4. Works well with little supervision. |
| ___ | ___ | 5. Carries out work without complaining. |
| ___ | ___ | 6. Carries full load. |
| ___ | ___ | 7. Completes job started. |
| ___ | ___ | 8. Takes pride in work. |
| ___ | ___ | 9. Follows rules. |
| ___ | ___ | 10. Does work as well as average employee. |

Please give us the following information.

1. What type of work does the employee perform?
2. Does the employee have the knowledge and skill for carrying out the job? If not, what is lacking?
3. How many hours per week does the employee work?
4. How many months has this person been employed by you?
5. Is he still employed by you? If not, when was he dismissed?
6. If this person has been dismissed, please state the reason for dismissal.
7. If the employee left the job for other reasons, why did he leave?
8. What type of assistance have you given the employee? (Work skill, emotional support, and assistance with living arrangements or finances.)
9. Would you ever hire another mentally retarded person?
10. Please make any comments or suggestions that might be of help in training retardates in the future.

11. Please add any additional comments.

It is often easy to get off on target something we mean
to do. A cover letter and questionnaire was mailed to you con-
cerning the person you contacted who has been a resident of
Madison County.

Since we feel that this information will help us with
better particular for further research, we would appreciate
your response.

12. Would you like a copy of the summary of the study?

Yes _____ No _____

Sincerely,

May 11, 1972
John H. Hester, Director

(Name of Employer) _____
(Street Address of Employer) _____
(Town) _____, North Carolina

Dear Mr. _____:

It is often easy to put off or forget something we mean to do. A cover letter and opinionnaire was mailed to you concerning the person you employed who has been a resident of Murdoch Center.

Since we feel that this information will help us plan a better curriculum for further workers, we would appreciate your cooperation in completing and returning the opinionnaire.

A self-addressed envelope was enclosed.

Thank you for your help.

Sincerely,

Mary C. Holding
Home Economics Teacher

APPENDIX B

- Table 1. Personal Appearance Characteristics of the Dismissed and Non-dismissed Mentally Retarded Students Employed in the Murdoch Center District in 1966 and 1967
- Table 2. Personal and Social Characteristics of the Dismissed and Non-dismissed Mentally Retarded Students Employed in the Murdoch Center District in 1966 and 1967
- Table 3. Work Habits of the Dismissed and Non-dismissed Mentally Retarded Students Employed in the Murdoch Center District in 1966 and 1967

TABLE 1

PERSONAL APPEARANCE CHARACTERISTICS OF THE DISMISSED AND
NON-DISMISSED MENTALLY RETARDED STUDENTS EMPLOYED
IN THE MURDOCH CENTER DISTRICT IN 1966 AND 1967

Characteristics	Dismissed (N=7) %	Non-dismissed (N=40) %
1. ^a Facial expression normal	71	73
2. Appropriate work clothes worn .	100	90
3. Clean clothes worn for work ...	86	93
4. Clothes pressed and neat	71	85
5. Clean socks and stockings worn	86	85
6. Shoes appropriate for work	100	93
7. Shoes clean	43	90
8. Hair worn appropriately for job	71	90
9. Hair appears clean	86	95
10. Body appears clean	86	93
11. ^a Body odor pleasant	57	78
12. ^a Uses perfume, perfumed hair oil, lotion to a minimum ...	57	92
13. Fingernails trimmed	43	90
14. Fingernails clean	29	93
15. Girls' make-up appropriate	29	50

a. These characteristics were reworded on the tables in order to tabulate all affirmative answers together.

b. The percentages refer to the number of yes responses by the employer.

TABLE 2

PERSONAL AND SOCIAL CHARACTERISTICS OF THE DISMISSED AND
NON-DISMISSED MENTALLY RETARDED STUDENTS EMPLOYED IN
THE MURDOCH CENTER DISTRICT IN 1966 AND 1967

Characteristics	Dismissed (N=7) %	Non-dismissed (N=40) %
1. ^a Demands little attention	29	83
2. ^a Secure about capacity to do job ...	86	90
3. ^a Estimates own capacity to do job ..	57	80
4. ^a Shows respect toward employer	57	85
5. ^a Interrupts others only occasionally	29	73
6. ^a Talks in normal tone	43	83
7. ^a Has ability to meet public	71	60
8. ^a Keeps personal problems to self ...	86	90
9. ^a Has good self-image	43	85
10. ^a Trusts others	43	93
11. Appears to be honest	43	93
12. Respects others' property	29	90
13. Can be depended upon to keep his word	14	83
14. ^a Remains calm usually	57	70
15. ^a Has concern for others' property even when upset	43	90
16. ^a Is not selfish	14	95
17. ^a Does not resent supervision	71	85
18. ^a Does not tire easily	43	73
19. Manages time wisely		
a. Free time during work	57	73
b. Work time	29	60
20. Has pleasant manner toward others .	71	88
21. ^a Uses good health habits on job	43	93
22. ^a Is not rude to fellow employees ...	29	93
23. ^a Is not rude to public	57	98
24. ^a Is easy to work with	29	80
25. ^a Can adjust to changes in routine ..	14	73
26. ^a Is not shy	71	60
27. ^a Is not shy with opposite sex	14	55
28. ^a Does not have problems with opposite sex	14	70
29. Has many real friends among other employees	14	53

TABLE 2—CONTINUED

- a. The characteristics were reworded on the tables in order to tabulate all affirmative answers together.
- b. The percentages refer to the number of yes responses by the employer.

TABLE 3

WORK HABITS OF THE DISMISSED AND NON-DISMISSED
MENTALLY RETARDED STUDENTS EMPLOYED IN THE
MURDOCH CENTER DISTRICT IN 1966 AND 1967

Characteristics	Dismissed (N=7) %	Non-dismissed (N=40) %
1. Once familiar with job, does it with reasonable skill	71	80
2. ^a Does not have to be pushed to do job	43	80
3. Is punctual for job	57	83
4. Works well with little supervision	29	73
5. Works without complaining	43	80
6. Carries full load	14	65
7. Completes job started	29	78
8. Takes pride in work	29	78
9. Follows rules	29	80
10. Does work as well as average employee	29	63

a. These characteristics were reworded on the tables in order to tabulate all affirmative answers together.

b. The percentages refer to the number of yes responses by the employer.