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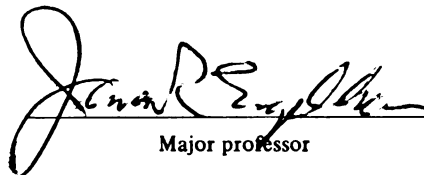
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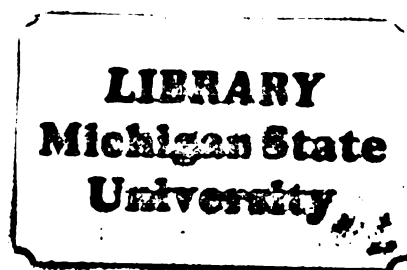
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ASSESSING THE APTITUDES OF
VOCATIONAL EVALUATION CLIENTS
IN THE EVALUATION PROCESS

BY
AHMAD B. HAMED

A THESIS
SUBMITTED TO
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ABSTRACT

ASSESSING THE ATTITUDES OF
VOCATIONAL EVALUATION CLIENTS
IN THE EVALUATION PROCESS

BY

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Purpose of This Study

This research attempts to provide additional data and information for ongoing research with respect to the vocational evaluation process. This research emphasizes the client's perspective of self before and after completing a vocational evaluation program. This research discusses vocational evaluation definitions, methods, tools and the vocational evaluator's role and relationship with other professionals. Furthermore, this research addresses vocational evaluation in other countries and how to develop a work evaluation system in Egypt.

(a) Hypotheses.

The first phase of this investigation consists of four hypotheses. The hypotheses to be examined are as follows: (1) there is a change in the client's perspective after completing a work evaluation program; (2) there are different changes in a client according to the length of the program evaluation; (3) there is no difference between sexes in the client's changes; and (4) clients do not often understand the vocational evaluation process.

(b) Data Analysis.

The second phase of this research is concerned with data collection. A group of clients are selected from Peckham Vocational Industries to determine the client's perspectives or attitude about the vocational evaluation process. The data which was collected about the client characteristics includes sex, age, educational level and type of disability. An instrument of 17 items was constructed to assess: (1) the client's knowledge about vocational evaluation; (2) the client's expectations after completing a work evaluation program; (3) the client's understanding of him/herself, abilities, vocational goals, and work behavior; and (4) the actions taken by the client toward getting a job after completing the work evaluation.

The collected data will be analyzed using percentage and correlation measurements as statistical methods.

(c) Recommendations.

The last phase of this research is concerned with making recommendations and the possibility of developing and improving an appropriate system in Egypt.

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CHAPTER I

Introduction

As life improves technologically, socially and becomes more sophisticated, the need increases for vocational work evaluation to determine feasible goals for people who are vocationally handicapped and to help rehabilitation counselors deal with the variety of physical, social, psychological and environmental problems that clients may experience. For these reasons, vocational rehabilitation counselors need a system to evaluate the strengths and limitations of their clients in order to establish appropriate counseling goals. Vocational evaluation as a profession has developed in various countries such as the United States, Iran, Sweden, Finland and Egypt for the purpose of assessing the handicapped person's skills, abilities, aptitudes and interests and to decide which occupations or jobs are the most suitable for individual clients. Each one of these countries has its own philosophy and programs to administer work evaluation. The process is implemented according to the country's idiosyncracies, system of social and rehabilitation services, and availability of professionals.

The United States has led other countries in establishing the main principles for work evaluation as a profession and in developing many systems, tools and methods for vocational evaluation which are appropriate to American society.

Vocational work evaluation has been considered one of the most relevant parts of the rehabilitation counseling process.

Statement of Problem

Vocational evaluation as a career has developed in some countries for the purpose of assessing the handicapped's skills, abilities, aptitudes and interests in order to determine feasible vocational goals. However each country has its philosophy and programs to administer work evaluation and implement this purpose in a unique way.

Literature and books have been written about vocational evaluation, its purpose, its tools and methods, the evaluator's role, the relationship between the evaluator and the rehabilitation staff, how evaluation helps counselors better understand the client, and what specific and appropriate career goals may exist for the client. (Nadolsky, 1973; Olshansky, 1975; Pruitt, 1977; Alkin, 1969; and Harris, 1963). Another vantage point is the client's perspective of vocational evaluation. What benefits will the client gain from participating in a vocational evaluation program? What does the client understand about vocational evaluation programs?

Clients who have participated in vocational evaluation programs have demonstrated different types of responses to being in a vocational evaluation facility and being involved in the evaluation process. Some clients appear to understand what they need to do and what kind of jobs they could do. Some clients who completed their program reported some degree of satisfaction with the outcome of the evaluation program. Other clients neither understand nor are satisfied with the process and outcome.

The purpose of this investigation was two-fold;

1. To review the nature of vocational evaluation and to describe international efforts in it; and

2. To determine the client's perspective about their vocational evaluation program in the United States.

For the first purpose, literature review was conducted to determine the nature of vocational evaluation and international efforts in the vocational process. For the second purpose, a questionnaire was developed consisting of two parts. The first part included items about client's name, age, sex, educational level and disability. Other questions focus on the client's thoughts, ideas and feelings about vocational evaluation. In addition, questions about the client's awareness of abilities were included. The first part of the questionnaire was administered to clients before beginning their vocational evaluation program. (See Appendix A).

The second part of the questionnaire was administered to the same group of clients after they completed the vocational evaluation program. This part had questions about the client's perspectives after completing work evaluation. Also, questions focused on what changes the client would make after work evaluation and his/her plans after being evaluated. Another question focused on changes in the client's thoughts and ideas after evaluation.

Expected Outcomes

According to reviewed experiences, it was expected that many clients would change their thoughts about vocational evaluation and their abilities after completing the evaluation process. In particular, clients anticipated they would have a better understanding of themselves and their vocational goal. Furthermore, expectations were that some clients would not have this positive aspect.

Sample

Peckham Vocational Industries was chosen as the site at which the sample clients would be selected. There are at least four reasons why Peckham was selected. It is the nearest rehabilitation facility offering vocational evaluation services in the Michigan State University area. The next closest facility is a one hour drive from campus. Peckham has a variety of referral sources for clients. These sources include the Michigan Rehabilitation Services district office, mental health services, programs for mental retardation, local school districts, insurance companies and others. Peckham offers vocational services to the Greater Lansing area and it has three different levels for vocational evaluation: two-day, two-week and three-week work skills evaluation programs. The samples selected included many categories of the handicapped such as: emotional, mentally retarded, visual and hearing impaired, orthopedic disabilities, drug addiction and alcoholism. These samples were obtained by including all new clients referred to the vocational evaluation section at Peckham over a period of 11 weeks, from January 24, 1983 to April 15, 1983.

Methodology

According to the types of clients who were selected, two methods were used to administer the questionnaire. First, clients who could not read and write were individually administered the questionnaire's items directly by the researcher. Secondly, clients who could not understand some of the questionnaire's items, but could read and write, were administered the questions in a group with direct assistance from the researcher. These two methods were used to administer the questionnaire

to the clients on the first day of their program before having any orientation about their program or what they would do. The second part of the questionnaire was administered on the last day of the evaluation program for each client.

Proposed Analysis

There were three different kinds of information that was collected from the questionnaire data: 1) information about the client's opinion of vocational evaluation before participating in the evaluation; 2) information about the client's age, sex, disability and education; and 3) information about the client's perspective regarding self-image, vocational goals and their plans to get a job. Once this data was collected, the items were scored and analyses were conducted including descriptive statistics for each category of client as well as pre- and post-evaluation of various scores.

Finally, recommendations for further research were presented.

Assumptions of the Study

Several assumptions were made in this study. These included:

1. That the samples of clients in the study were representative of the population of all vocational evaluation clients;
2. That the questionnaire used actually did measure the effectiveness of vocational evaluation and its benefits to different clients;
3. That the client's knowledge of participating in the study did not effect the results; and
4. That this research showed that vocational evaluation was highly effective and beneficial to the client.

Limitations of the Study

Limitations of this study were as follows:

1. The samples of clients were probably not representative of all vocational evaluation clients;
2. The descriptive data obtained from the resources about vocational evaluation world-wide is limited;
3. The sample size of clients was rather limited;
4. Some of the clients were severely mentally retarded and could not give accurate feedback; and
5. There were no other vocational evaluation centers to administer the research to their clients.

Definitions of Terms

In order to assist the reader in understanding the material in this study, the following terms have been selected for further explanation. They are defined with regard to their operational use in the study.

Ability

The natural talent or acquired proficiency to perform a task. Frequently identified within a specific area such as mechanical or clerical ability.

Adjustment programs

These programs are identified by emphasis on such areas as work, personal and social adjustment. In actual practice, the work adjustment program offered by many rehabilitation facilities will also include personal and social adjustment training. Adjustment programs are characterized by the objective of changing and improving behavior in order to make the client more employable. The desired behavioral changes may be brought

about through training or therapeutic techniques. The term program implies that the adjustment procedures are prescriptive and applied systematically.

Appraisal

A judgment concerning the fact or facts, guided by theory, but limited essentially to the behavior at hand . . . it asserts that the acts observed belong in a certain category, but does not generalize concerning the habitual behavior nor compare it with standards, as in evaluation (English & English, 1958).

Aptitude

The capacity to acquire proficiency with a given amount of formal or informal training. Aptitudes may be general such as learning aptitude or special such as mechanical aptitude. An aptitude test is one form of an ability test. The terms aptitude and potential are frequently used interchangeably in work evaluation.

Assessment

A method of evaluating an individual in real or simulated life situations using observational techniques.

Client

An individual receiving some form of aid or assistance from a helping agency and identified according to the primary service function of the agency, i.e., DVR client, welfare client, social security client, etc.

Dexterity

The ability to move fingers and/or hands easily and skillfully. Finger dexterity refers to the ability to manipulate small objects rapidly and

accurately. Manual dexterity refers to the ability to work with hands in placing and turning motions.

Dictionary of Occupational Titles

A standard source of occupational information about 21,741 separate occupations. Published originally in 1939, and revised in 1949 and 1965, the current edition contains two volumes and several supplements. Volume I consists of codes, definitions and jobs alphabetically arranged by job titles. Volume II contains industrial classification of the jobs listed in Volume I, definition of worker functions and discussion of worker traits, training time, physical demand and working conditions.

Disability

An impairment in structure or function of an organ or bodily member resulting from disease, injury or congenital condition.

Disadvantaged

Those individuals within our society who are unable to function above a marginal level because of disability, poverty, cultural, social or educational deprivation.

JEYS Evaluation System

The initials refer to the Jewish Employment and Vocational Service of Philadelphia, Pennsylvania, where this work sample battery was developed. The evaluation system contains 28 work samples which are keyed to jobs in the Dictionary of Occupational Titles.

Job placement

The procedures for enabling clients to become employed. Effective job placement requires knowledge of job requirements, job market and a

knowledge of the client's capabilities and limitations.

Interest

A tendency to engage in an activity solely for the gratification. In work evaluation, interest is differentiated into three types, i.e., expressed interest, tested interest and manifest interest. The latter is perhaps the most valid for vocational planning.

Potential

A global term which encompasses specific and general abilities, aptitudes, interest, attitudes, needs, physical and mental attributes.

Sheltered Workshop

A facility designed to provide sheltered (non-competitive) employment to vocationally handicapped individuals. Workshops are frequently categorized as terminal, transitional or rehabilitative depending on purpose, function and program.

Work Behavior

Observable characteristics and activities of an individual during the performance of a work task.

Organization of the Study

Chapter II presents a review of literature related to and pertinent to the problem of the study.

Chapter III outlines the methodology or procedures and deals with data collection, procedures for data processing, analysis, and interpretations.

Chapter IV presents an analysis and interpretation of data. It is subdivided into three sections: results, analysis and summary of findings in the study.

Chapter V presents the summary, conclusions and recommendations for further research.

Summary. The first section of this chapter offered an introduction to the problem under study. The second section presented a statement of the problem followed by the purpose of the study in which the goal and objectives were stated. The section dealt with the expected outcomes, the assumptions and limitations, a definition of terms, the organization of the remaining chapters, and this summary.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction.

This investigation was concerned with identifying and assessing the client's perspective of their vocational evaluation program and his or her changes after completing a program. Also, this investigation was concerned with vocational evaluation activities and systems in other countries.

The treatment of the literature review in this chapter provides a background of the main ideas of this investigation. The review is concerned with (1) vocational evaluation definitions, purposes and goals, and methods and tools; (2) selected vocational evaluation systems; (3) the vocational evaluator's role, responsibilities, and relationships with other professionals; (4) vocational evaluation in some other countries; and (5) vocational evaluation clients.

I. Vocational Evaluation Definitions

Vocational evaluation is a methodology and process that has developed within the field of vocational rehabilitation. Generally, evaluation as a process includes how one determines or assesses current status. There are many definitions for vocational evaluation which have been published.

1. "Evaluation is the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives." (Alkin, Marvin C., 1969)
2. "Vocational evaluation is one of the major phases necessary in the effective preparation of the handicapped." (Bunontempe, McNulty and Ringleheim, 1974).

3. "Vocational evaluation is a process fostering individualized goals related to education with tangible objectives making the educational process more meaningful to the student. As a preventative measure, it is more economical in terms of time, effort and utilization of humane resources than the corrective techniques and should be made available on a nationwide basis." (Nadolsky, 1973).
4. "Vocational evaluation is a comprehensive process that utilizes work, real simulated, as the focal point for assessment and vocational counseling to assist individuals in vocational development. Vocational evaluation incorporates medical, psychological, social, vocational, educational, cultural and economic data to assist in the attainment of the goals of the evaluative process." (The Tenth Institute of Rehabilitation Services, 1972).
5. "Vocational evaluation can be thought of as an assessment process that uses real or simulated work, to identify the client's job related assets and limitations." (Stout Vocational Rehabilitation Institute, 1980).

Based on these definitions, it could be said that vocational evaluation is an assessment process which attempts to cover individual job strengths and weaknesses as well as identify courses of action which utilize assets effectively to remediate the problem.

Purpose of Vocational Evaluation

The purpose of work evaluation is to provide an assessment of an individual's service needs. These individuals may need help in determining a feasible vocational direction due to a physical or mental disability or vocational handicaps that resulted from cultural or social deprivation.

Vocational Evaluation Goals

The overall goals of vocational evaluation are many. They may be categorized in four major areas (Stout Voc. Rehab. Institute, 1980):

1. Assessment of job related skills, aptitude, and physical capacities.

The most important function in vocational evaluation is to provide information on what specific skills or aptitudes the client possess.

Skills assessment refers to identifying specific capabilities which

the client has or can learn. Examples of job skills include typing, welding and drafting. Aptitude assessment, on the other hand, refers to those abilities that change to one degree or another within each person. Examples of aptitude tests include manual dexterity, eye-hand coordination and intelligence. Assessment of physical capacity refers to evaluation of factors such as ability to lift heavy objects, to bend, to stand or to sit for long periods of time. Assessment in all three areas is important because all jobs require certain skills, aptitudes and physical capabilities. Evaluation in these areas can provide valuable information for matching client capabilities with job demands and training programs.

2. Assessment of Job Related Behavior

Attendance, punctuality, productivity and interpersonal skills are considered as work related behavior. Accurate assessment of them is one of the most critical functions of vocational evaluation. Without the ability to meet the requirements of the job, few clients are ever able to obtain and hold a job even if they can do the actual work. By assessment of a client's job related behavior, the evaluator can identify any significant problems which would be a barrier to the client's obtaining stable and long-term employment. Once this behavior is identified, an effective treatment strategy can be developed.

3. Measurement of Occupational Exploration

This area of vocational evaluation involves the systematic exposure of clients to many different occupations to real and simulated work tasks. Occupational exploration helps insure that the client's job interests develop from a reliable and organized exposure to the world of work. In addition, occupational exploration provides important information for helping a client define work interests and establish

realistic goals. During the occupational exploration process, clients are generally exposed to a wide variety of entry level and semi-skilled jobs. In many different occupational areas such as clerical, mechanical, technical and services related work, exploration helps insure that the job goals the client selects meet his/her vocational needs, and increases the likelihood that future training and work experiences are satisfying and stable.

4. Assessment of Factors Indirectly Related to Employment

This factor can strongly influence the person's ability to find and hold a job. Two examples for this factor are independent living and mobility skills.

Vocational evaluation can help identify important indirect job needs as well as suggest services which will help meet those needs. For example, a client may be capable of working but does not know how to use public or private transportation to and from work. If unnoticed, this problem could prevent the client from obtaining the job. Once recognized, however, the problem can be solved by proper training. Accurate assessment of indirect job needs helps to insure that once a client is able to obtain a job he or she will have the related ability and skills necessary to maintain employment.

The major goal of vocational evaluation then is to obtain an accurate and reliable picture of unique abilities and needs of handicapped people. This knowledge provides a sound basis for the provision of effective and efficient rehabilitation services.

Types of Vocational Evaluation

There are three types of vocational evaluation.

1. Pre-vocational evaluation

In this type of evaluation, the primary goal is to establish the physical, emotional, or psychological problems that need to be dealt with before the client's vocational potential can be accurately and reliably assessed. Zelle (1976) considered that the goals of pre-vocational evaluation are to gain preliminary insight into the client's vocational interest, general intelligence, physical capacity, special aptitudes and psychological adjustment, in order that his or her counselor can more accurately determine an optimal rehabilitation plan.

2. Prescriptive evaluation

One of the primary goals during this phase is to enable the client to make an optimal occupational choice which takes into account his or her interests, abilities and functional limitations as well as local and national trends in the job market. Another goal would be to provide the counselor with adequate information about aspects of the environment that would either enhance or reduce the client's chances of success in a particular employment position.

3. Predictive evaluation

The evaluator's primary goal in this phase is to provide both the client and his or her counselor with an estimated probability of job success. In addition, the evaluator may be able to recommend modifications or adaptations to the client's potential work environment, which would improve his or her chances of success.

Tools and Techniques

The Stout Vocational Rehabilitation Institute (Hoffman 1969) has published a monograph on the four major areas of the evaluation tools and techniques.

1. Psychological Testing

The most commonly used psychological tests include general intelligence, aptitude, achievement, personality and interest assessment. Primary emphasis is placed on relating test performance to vocational potential. Specific measures of interest, aptitude, educational achievement and intelligence can be obtained by psychological testing. Psychological testing is the most useful technique for assessing specific factor such as Intelligence Quotient, reading levels or certain types of interest and aptitude.

2. Work Samples

Work samples are a simulation of a job or portion of the job. Most work samples are related to many different kinds of jobs and unlike paper-and-pencil tests, most resemble real work. Work samples are used to measure many different factors such as work skills, aptitudes, behavior, interests and other characteristics needed in order to do the kinds of jobs which are represented. Based on a client's work sample performance, decisions can be made regarding the client's ability and interests in doing many different kinds of jobs.

3. Situational Assessment

This involves placing a client in a controlled work setting such as a production area of a sheltered workshop. Here the client can earn wages in real work tasks while the evaluator can observe the client's performance and reactions to a number of different kinds of job demands. In many cases, the evaluator will actually alter the working conditions in order to observe the client's reactions to such changes. For example, a client who works alone may be placed in group work tasks in order to observe his or her reactions to the new job demands.

4. Job site evaluation

Job site evaluation is another professional technique used to place clients in actual jobs in industry in order to observe his or her performance in a real work setting. In fact, clients are considered to be newly hired workers. They must try to meet the demands of the work setting. Since job site evaluation requires clients to work in actual work settings, it is a useful assessment technique because it takes assessment out of a formal testing environment and moves it into the real world of work. Thus, for the client, it will provide the close relationship between evaluation and employment.

The major tests and techniques of vocational evaluation provide evaluators with invaluable resources for assessing client capabilities. To a certain extent, they may be thought of as the keys to open the door to an accurate rehabilitation understanding of the client's work potentials.

Vocational Evaluator Role and Responsibilities

The vocational evaluator has a very critical role in the work evaluation process. Recommendations made by the Tenth Institute on Rehabilitation Issues are that the vocational evaluator should have a Master's Degree in vocational evaluation, rehabilitation counseling, psychology, sociology, education, industrial arts or a related area. Many authors have defined the evaluator's role in several tasks or functions. These are as follows:

1. Pruitt (1972)

Pruitt identified seven functions of the evaluator's role:

- a. Evaluation, i.e., work sample evaluation, situational assessment, psychometric testing

- b. Counseling and interviewing
- c. Training
- d. Administration
- e. Occupational analysis
- f. Communicating and relating
- g. Research and development

2. Rosenberg (1967)

The number of possible roles listed by Rosenberg are:

- a. To determine the client's aptitudes, interests and abilities through a systematic and supervised work sampling in the major occupational areas of clerical work, skilled, semi-skilled, unskilled areas, service and subprofessional occupations.
- b. To provide a specified period for the evaluation of the client's performance in actual work situations by i) appraising his or her emotional adjustment and relationship with people around him or her; ii) observing the client in a work environment and how he or she functions under pressure and work demands; iii) ascertaining the quantity and quality of his work.
- c. To assist the client in developing work confidence.
- d. To assist the client in developing acceptable work habits.
- e. To determine his or her work tolerance in an actual or simulated work situation.
- f. To provide opportunities for experimenting with the adaptation of vocational apparatus and equipment.

3. Speiser (1967)

Other work roles suggested by Speiser include:

- | | |
|-------------------------------|---------------------|
| a. Observational assessor | e. Case coordinator |
| b. Vocational counselor | f. Instructor |
| c. Co-worker of client worker | g. Caseworker |
| d. Psychometrist | h. Administrator |

4. Sink and Porter (1980)

Sink and Porter defined eleven unique functions for the evaluator.

They listed that the evaluator is responsible for:

- a. Developing the vocational evaluation plan in order to assess the various levels of the client's functioning.
- b. Selecting and utilizing the evaluation techniques, i.e., work samples, job tryouts and situational assessment.
- c. Developing additional evaluation tools to measure all the behaviors necessary to the evaluation process.
- d. Observing and interpreting the vocationally related behavior while the client is performing in various types of real or simulated work settings, and quantifying all work related behaviors to permit common communication among employers, counselors, clients and evaluators.
- e. Measuring and quantifying the client's personal and social behavior.
- f. Administering and interpreting psychometric tests.
- g. Using the information obtained by analyzing jobs in the development of work samples and job information files, and providing preliminary information necessary for job restructuring.

- h. Modifying jobs to meet the needs of the severely handicapped.
- i. Assessing the effectiveness of evaluation techniques by
 comparing them with the current needs of the labor market,
 and by comparing identified evaluation goals with the outcomes.

Generally, the evaluator is carrying out five major roles through his or her work. These roles are:

- Information collector
- Information disseminator
- Problem solver
- Information interpreter
- Client educator

In addition, the evaluator attempts to create an environment in which a client's work related behavior, observations and interpretation of evaluation findings can be assimilated. With thorough and relevant knowledge of the local labor market, labor laws, local employment practice and community resources, evaluators are in a position to relate results and outcomes to potential success in education, training job placement, and for identifying further services needed for a client to function independently within the community. Also, the evaluator releases the collected information only to other professionals and the referral source involved in serving the client. The evaluator is responsible to client for obtaining accurate and complete data which may have a bearing on the client's potential vocational independence as well as the interpretation of the evaluation.

Relationship with Other Professionals

The evaluator has a primary relationship with the rehabilitation counselor. A major responsibility evaluators have to counselors is to provide them with knowledge about the evaluation process--i.e. what it

is, how it is done, its cost, determination of client willingness, readiness and ability to be evaluated, and how to refer clients and ask meaningful referral questions. Through this relationship, the evaluator writes recommendations for a client's referral to community services. The counselor develops a plan with the client for referral to these services. Both the evaluator and the rehabilitation counselor have common contributions toward the client's rehabilitation (Sink & Porter, 1980) which are outlined below.

1. Both the counselor and the evaluator are responsible for maintaining a constructive interpersonal relationship with the client, and for establishing similar relationships with individuals who can make a significant contribution to the client's rehabilitation program.
2. Since the ultimate goal of the rehabilitation process is placement, the accurate use of occupational information is a critical factor in the success of placement.
3. Analysis and synthesis of medical, psychological, social, vocational and educational information is important to the success of an individual client's rehabilitation program and are the responsibility of the evaluator and the rehabilitation counselor.
4. The counselor and evaluator are responsible for identifying services needed to complete the rehabilitation process and for assessing the current status and potential of the client. They are also responsible for identifying the services the client needs to realize such potential.

5. Objectives, processes, and policies of rehabilitation agencies are in a constant state of change. The counselor and evaluator have the responsibility to assess such changes and their relationship to the changing needs of the handicapped.
6. Encouragement of the vocational independence of the handicapped.
7. The counselor and evaluator are also responsible for professional growth and development which is the only true assurance that clients will receive the best service possible.

Evaluators have a relationship with rehabilitation engineers as well. Evaluators can make referrals to rehabilitation engineers when they feel that their services could enhance the client's functioning in activities of daily living, communication, homemaking, mobility, recreation, transportation, education, training and work. Also, rehabilitation engineers have the potential to assist in four important ways:

1. They can help increase the efficiency of service delivery to a wider range of handicapped and disabled individuals.
2. They can assist in developing more objective evaluation and performance standards. Rehabilitation engineers may analyze specific jobs in the community upon request. This information can be shared with evaluators to assist in developing a more realistic offering of services.
3. They can assist in developing modifications for work samples, work stations, production lines and training programs.
4. They can assist in developing adaptations to deal with an individual client's problems and general population needs.

Although evaluators have relationship with others, the major ones are seen as being with the rehabilitation counselor and engineer.

II. Vocational Evaluation in Other Countries

Other countries around the world have developed vocational evaluation systems to help their clients to complete the rehabilitation process successfully. In this study, five of these systems will be reviewed.

Vocational Evaluation in Iran (International Labor Office, 1976)

In Iran, there is no separate work assessment center for the disabled. The clients are referred to either the vocational training center or to the sheltered workshop in Teheran for evaluation in a work situation. In the vocational training center, there are good conditions for evaluation of work potential of the handicapped including a modern and fully equipped workshop serving disabled and non-disabled together.

In the sheltered workshops, the evaluation opportunities were not as favorable as in the vocational training center. Evaluation methods used in Iran are described as they evaluate work potential of the disabled based upon observation. Observation forms are used which are non-standardized.

Therefore, the National Iranian Society for Rehabilitation of the Disabled (NISRD) selected and translated into Farsi some psychological tests that could be useful in assessing the work capacity of the disabled. These included intelligence tests (revised Beta examination test and Raven Progressive matrices) as well as some types of peg-board and dexterity tests.

NISRD established a vocational guidance department in Teheran to provide rehabilitation services to the disabled. The staff consists of ten persons, seven of whom were counselors and evaluators who hold Bachelor's degrees in psychology. Their experience, however, in practical vocational evaluation and counseling was rather limited. However, by 1976 the staff had grown to 15 professionals including nine evaluators.

Vocational Evaluation in Sweden (Handicap Policy in Sweden, 1981)

In Sweden, vocational evaluation is listed as the third step in the vocational rehabilitation process, as "analysis and preparatory measures". These major parts to vocational evaluation include medical examinations and psycho-technical abilities tests as well as those for aptitude. First, medical examinations are conducted to determine disability. Second, the psychotechnical tests are carried out to ascertain the ability of a handicapped person for suitable work. Special examinations have been developed for persons with impaired vision, defective hearing, orthopedic handicaps, spastics and persons of low intelligence. Third, aptitude tests are administered at the government clinic for occupational testing and at a special testing department in municipal training institutions. Aptitude tests aim to plot the interests and aptitudes of handicapped persons, their work capacity and motivation, and their ability to cooperate. Persons undergoing aptitude tests receive grants on the same terms as for labor market training.

Vocational Evaluation in Finland (Aila Jarvikoski 1982)

Finland has a network of vocational guidance offices throughout the country whose services are organized by the government and

provided free. There is a specialized rehabilitation psychologist at each office whose job is to provide guidance and counseling for handicapped clients. Different kinds of psychological aptitude tests and counseling are employed. Anyone can use the services without any assistance from other rehabilitation organizations. However, in general, a client will first contact a delivery system for rehabilitation services. This service in turn, will give advice on where a client should turn for vocational guidance in evaluating his or her own capacities and aptitudes and in planning the proper rehabilitation program. There are work assessment clinics which carry out diagnostic work for rehabilitation and undertake planning for suitable individual rehabilitation programs. These clinics have been established by private organizations, most of which are associations of different groups of disabled people. The assessment period depends on the problem and the goal, but usually takes from three to four weeks. Work assessment clinics are a new form of vocational evaluation in Finland and are therefore still in an experimental stage. Their experimental nature gives the service flexibility both in operation and in the setting of goals. The needs for assessment are multifaceted and multiple services are available. However, there is no formal training for personnel at the work assessment clinics, although some plans for training are under development.

Vocational Evaluation in Egypt

Vocational evaluation as a professional career does not yet exist in Egypt. However, evaluation is taking its place as a part of the rehabilitation process. Usually high school graduates,

specializing in vocational education are responsible for evaluation. As a vocational specialist, such a person is a member of a rehabilitation team either in the rehabilitation offices or centers throughout the country.

In Egypt, there are two kinds of evaluation techniques that are being used in evaluation. These techniques are:

1. Psychological testing, such as Wechsler Adult Intelligence Scale and Stanford Binet Intelligence Scale. These tests are the responsibility of the psychological specialist with a Bachelor's degree in psychology and little experience in administering these types of tests.

2. Situational assessment, which is available only in three vocational rehabilitation centers in Egypt. Either a rehabilitation counselor, vocational specialist or the trainer at the sheltered workshop observes the client's reactions and performance during his or her work. The voluntary sector is responsible for offering rehabilitation services which includes evaluation. The government, however, supervises and finances this sector.

III. Vocational Evaluation Systems

This section presents some of the vocational evaluation systems which are being used in the United States. Other countries such as Israel and Iran have selected the appropriate systems and used them with their clients. Vocational evaluation systems are being presented in this chapter for the purpose of giving ideas of and examples to professionals in countries that do not have such systems.

1. Comprehensive Occupational Assessment and Training (COATS)

COATS is the most comprehensive evaluation system presently available for use in educational and rehabilitation settings. The system is logically consistent, well designed and based on a wide range of research studies. It consists of four components that are intended to give the evaluator a complete picture of the client. These components consist of a: a) Job Matching System; b) Employability Attitudes System; c) Work Sample System; and a d) Living Skills System.

COATS is unique in that it emphasizes the client's use of the assessment's results to plan and, it is hoped, to change his or her own behavior; and that each component can be used independently. This means that a facility could use, for example, the Work Samples and Job Matching Systems in an evaluation unit, the Employability Attitudes System in a work adjustment program, and the Living Skills System in a literacy training program. As COATS was basically designed for school populations several potential problems for rehabilitation facilities result and are as follows:

- a. The client must be able to read at about the eighth grade level in order to use the written materials effectively;
- b. The use of an audiovisual format and separate answer sheet may present some problems for persons with hearing, visual, and/or learning handicaps; and
- c. Except for the hand-scored work sample option, the turn around time of 1 week is a problem for facilities that typically have a period of evaluation of 2-3 weeks.

From a technical point of view, the weakest component is the Work Samples which do not presently contain adequate norms.

2. Motivational Occupational Vocational Evaluation (MOVE)

MOVE is based almost exclusively on the third edition of the Dictionary of Occupational Titles (DOT). The system stresses the Data-People-Things hierarchy, physical conditions, environmental conditions, general vocational preparation and specific vocational preparation. It is a battery of psychological tests and ratings designed to relate client scores to the DOT. It includes 26 separate performance and paper-and-pencil tests to measure 27 abilities. These ability scores are grouped into seven areas: a) Finger Dexterity; b) Manual Dexterity; c) Perceptual Accuracy; d) Motor Coordination-Aiming; e) Abstract Reasoning; f) Reading; and g) Hand Strength. MOVE uses the trait-and-factor approach, which has proven successful for many psychological tests.

3. The Jewish Educational and Vocational System (JEVS) (Field, Sink & Cook, 1978)

JEVS consists of 28 individual work samples. The system was designed to assist in determining an individual's ability to perform simulated work tests. According to the JEVS work sample evaluators handbook (1973), the work samples are representative of 10 Workers Trait Group (WTG) as defined by Volume II of the DOT (1965). The samples and corresponding WTG's are as follows:

- | | |
|-----------------------------------|----------------------------------|
| 1 - Nut, Bolt and Washer Assembly | Worker Trait Group (Arrangement) |
| 2 - Rubber tsamping | Handling |
| 3 - Worker threading | |
| 4 - Budget assembly | |
| 5 - Sign making | |

10 - Sorting	Sorting, Inspecting, Measuring and Related
11 - Nut packing	
12 - Collating leather samples	

20 - Grommet assembly	Tending
-----------------------	---------

30 - Union assembly	Manipulating
31 - Belt assembly	
32 - Ladder assembly	
33 - Metal square fabrication	
34 - Hardware assembly	
35 - Telephone assembly	
36 - Lock assembly	
40 - Filing by numbers	Routing, Checking and Recording
41 - Proofreading	

50 - Filing by letters	Classifying, Filing and Related
51 - Nail and screw sorting	
52 - Adding Machine	

53 - Payroll compensation
54 - Computing postage

60 - Resistor reading	Inspecting and Stock Checking
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70 - Pipe assembly	Craftsmanship and Related
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80 - Blouse making	Costuming, Tailoring, and Dressmaking
80a - Vest making	

90 - Condensing principle	Drafting and Related
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Administration of the work samples provides the evaluator with the opportunity to observe the behaviors of clients during their performance in simulated work settings.

The JEVS work sample Handbook (1973) suggests the use of a rating scale developed from a study of the Normal Performance of over 200 enrollees in the Philadelphia Concentrated Employment Program. Scores are determined for each work sample by an assessment of performance time and quality.

Scores of "1", the lowest 30% of the normative population, scores of "2", the middle 30% of the normative population, and scores of "3", upper 40% of the normative population, may be obtained on each work sample. Scores of 2 or more in a majority of work samples of a WTG must be obtained to warrant recommendation for job placement in that WTG. The JEVS work samples are currently used throughout the USA in rehabilitation facilities, vocational schools, institutions for the mentally retarded and mentally ill, and various programs sponsored by the U.S. Department of Labor.

4. McCarron-Dial Systems (McCarron 1972)

As a neuropsychological approach used in clinical, vocational, and educational evaluation, the McCarron-Dial System is designed to describe the individual's abilities and limitations in cognitive

emotional-coping. Other components of the system are a sensorimotor function which provides predictive information regarding work potential, methods for suggesting appropriate strategies for rehabilitation, and providing useful information for predicting the individual's response potential to an education and rehabilitation program. The system has been effectively used in the evaluation of the following disability groups: a) mentally retarded; b) cerebral palsy; c) emotional or psychological; d) stroke and head trauma; e) central nervous system disease including brain tumor; f) conditions resulting from alcohol and drug abuse; g) visual impairment: (Modified version of the system); h) hearing impairment in conjunction with other instrumentation; and i) other learning disabilities.

The system consists of 8 separate instruments grouped into 5 factors: a) Verbal-cognitive; b) Sensory; c) Motor; d) Emotional; e) Integration-Coping. In a vocational evaluation setting, the system may achieve its best use as a preliminary assessment device for assessing general levels of functioning prior to a systematic exploration of interests and specific skills.

5. The MICRO-TOWER

In this system, work samples were designed to measure aptitudes required for a wide variety of semi-skilled and unskilled jobs. A complete evaluation with the Micro-Tower system of vocational evaluation provides a profile of a person's strengths and weaknesses in specific aptitude areas. This pattern of abilities is used when making decisions regarding the placement of individuals in training programs and jobs, and for planning further evaluation. Because they are designed to look like real job tasks, the work samples have a certain amount of face

validity. That is, the samples tend to look like they are measuring what they are supposed to be measuring. Important decisions should not be made on the basis of face validity - however, as the information is subjective and not based on hard evidence. Eventually, statistical evidence needs to be collected to show that the work samples are actually measuring the aptitudes they were designed to measure.

The Micro-Tower work samples were designed to measure aptitudes as defined by the Dictionary of Occupational Titles (DOT). The work samples were subsequently organized into five aptitude areas, based on the results of a factor analysis. They are as follows:

Work Sample	Primary aptitude	Measurable Behavior
	Motor	# = Number
Electronic connector assembly	Finger dexterity	# of small pins palce in plastic housing
Bottle capping and packing	Manual dexterity	# of bottles capped and packed
Lamp assembly	Motor coordination	# of hand tool operations performed correctly
Zip coding	Clerical Perception	# of zip cards looked up correctly using zip code directory

Record checking	Clerical Perception	# of items checked correctly
Filing	Clerical Perception motor dexterity	# of sets of cards filed correctly
Mail sorting	motor dexterity	# of envelopes sorted correctly
Blueprint reading	Special Spatial Reasoning	# of measurements correctly identified based on reading blueprints
Graphics illustration	Motor Coordination Spatial Reasoning	# of lines drawn correctly using drafting tools
Making change	Numerical reasoning & figuring change	# of times change is made correctly for a "sale"
Payroll computation	Numerical Computation/ Basic Arithmetic skills	# of correct computations using the four basic Arithmetic operations
Want ads comprehension	Verbal Verbal Comprehension	# of questions about ads answered correctly
Message taking	Verbal Comprehension & using	# of essential parts of message transcribed correctly from simulated telephone calls

6. The TOWER System (Rosenberg 1978)

The TOWER System finds its source in the analysis of jobs that were considered open to handicapped persons in the New York City area. This system contains 93 work samples arranged into 14 job training areas:

- | | |
|-------------|-----------------------|
| 1. Clerical | 8. Lettering |
| 2. Drafting | 9. Mail clerk |
| 3. Drawing | 10. Optical mechanics |

- | | |
|--------------------------|------------------------------|
| 4. Electronics assembly | 11. Pontograph engraving |
| 5. Jewelry manufacturing | 12. Sewing machine operating |
| 6. Leather goods | 13. Welding |
| 7. Machine shop | 14. Workshop assembly |

The TOWER system is the oldest complete work evaluation system. Over the years, it has served as a model for development of many work samples. The System uses a realistic job setting to thoroughly evaluate clients for a rather narrow group of jobs. Major weaknesses the system has which are twofold: the lack of precise definitions for work performance factors and client behavior, and the lack of adequate norms.

7. Pre-Vocational Readiness Battery (Valper 17)

This battery is apparently intended to be an assessment of variables that must be considered when assessing a mentally retarded person's interest, vocational skills and social maturity. The system is designed to be used by a person who is not trained in psychology, medicine or occupational therapy. The system is well designed and attractive to the client as well as evaluators. Data collection forms are unusually well designed. The major problems are in the technical areas.

8. Valpar Component Work Sample Series (Brandon 1975)

This system is based on a trait-and-factor approach taken from job analysis. It consists of 16 individual work samples that are physically well designed and constructed. They are appealing to clients and lend themselves to easy administration and scoring. These work samples are:

- | | |
|--|--|
| 1. Small tools | 9. Whole body range of motion |
| 2. Size discrimination | 10. Tri-level measurement |
| 3. Numerical sorting | 11. Eye-hand-foot coordination |
| 4. Upper extremity range of motion | 12. Soldering and inspection (electronics) |
| 5. Clerical comprehensive and aptitude | 13. Money handling |
| 6. Independent problem solving | 14. Integrated peer performance |
| 7. Multi-level sorting | 15. Electrical circuitry and print reading |
| 8. Simulated assembly | 16. Drafting |

9. Vocational Information and Evaluation Work Samples (VIEWS)

VIEWS is based on four areas of work and six worker traits in the third edition of DOT. These areas of work were chosen because they represent the most common areas of training and employment for mentally retarded persons. There are 16 work samples, organized according to DOT as follows: 1) elemental area of work; 2) clerical area of work; 3) machine area of work; 4) crafts area of work.

The most unique feature of the system is the attempt to separate learning from performance. It also uses standardized behavior observations that are combined with time and quality scores to produce a well organized final report. The major problem with using VIEWS by itself is the lack of occupational information.

10. Vocational Interest Temperament and Aptitude Systems (VITAS)

VITAS is based on 15 worker trait groups in the third edition of DOT. Apparently, these groups were selected because of employment and/or training opportunities. This system was developed by the Philadelphia JEVS. It stresses the importance of careful and accurate behavior

observations. Although the system could provide an accurate assessment of populations falling under the Comprehensive Employment Training Act in a relatively short period of time, it has two problems: lack of client occupational information and the failure to make any real distinction between learning and performance.

11. Singer System (Nadolsky 1973)

The Singer system consists of 20 work samples:

- | | |
|--|----------------------------------|
| 1. Sample making | 11. Masonry |
| 2. Bench assembly | 12. Sheet metal |
| 3. Drafting | 13. Cooking and baking |
| 4. Electrical wiring | 14. Engine service |
| 5. Plumbing and pipe fitting | 15. Medical service |
| 6. Carpentry | 16. Cosmetology |
| 7. Refrigeration, heating,
and air conditioning | 17. Data calculation |
| 8. Soldering and welding | 18. Soil testing |
| 9. Office and sales clerk | 19. Photo lab technician |
| 10. Needle trades | 20. Production machine operating |

These work samples provide the opportunity to evaluate a client for many job areas, mostly in the skilled trades. The use of interest measures and occupational information makes the client aware of a wide variety of jobs. The functions of career exploration and occupational information are the strong points of the system, but are often used at the expense evaluating the client's potential. Many procedures for using the system are not clarified in the manual and the system is not well integrated as a functional whole.

There are many different systems for vocational evaluation which are used but not as frequently as those listed above. Other systems include:

1. Vocational skills assessment and development program
(Brodhead - Garrett)
2. Wide range employability sample test (Botterbusch 1973)
3. Talent assessment programs (Morley 1973)

IV. Vocational Evaluation Clients

The primary objective of most vocational evaluation programs is to determine the vocational potential of each client evaluated and to establish vocational goals that are consistent with this potential.

In other words, most vocational evaluation programs reviewed are designed to evaluate each client as an individual and to relate their findings to the world of work. They did not confine their programs to a few specific vocational areas, nor limit client involvement to a few predetermined areas of vocational choice. Rather, the initial emphasis is upon uncovering the specific assets and limitations of each individual and relating these results to possible areas of vocational involvement.

During the work evaluation, each client is provided with appropriate practical tasks and activities through which he or she can gain a better understanding of the vocational areas under consideration and portray, in action, his or her ability to function within these areas. Vocational evaluation can be applied to culturally disadvantaged clients as well as those who are disabled. Vocational evaluation can also be applied to normal persons who are interested in knowing about themselves.

Summary

Literature about vocational evaluation has been reviewed in this chapter. The chapter was divided into four main sections. The first was about vocational evaluation definitions, purpose, goals and evaluator role and responsibility. The second section was about vocational evaluation activities in some countries. The third section was about vocational evaluation systems in the United States of America. The last section was about vocational evaluation clients. The next chapter will deal with methods and procedures that are used to implement this study.

CHAPTER III

METHODS AND PROCEDURES

Content of This Chapter

This chapter consists of four main parts. The first part gives a brief description of the population and sample used in the investigation; the second part sets forth the description of the instrument used to measure the variables; the third part presents the main research hypotheses of the investigation; and, finally, the fourth part of the chapter describes the design and analysis of the study. The conclusion consists of a summary and a brief introduction to the following chapter.

Sample

The sample included all referred clients to Peckham Vocational Industries Center, Lansing, Michigan, between 1/24/83 and 4/15/83. This center is the only vocational evaluation center in Lansing. The sample was considered to be representative of the handicapped and disadvantaged clients who were seeking work evaluation in the Greater Lansing area during that time period.

Permission was obtained from the center to solicit client participation in this study. A total of 35 out of 37 persons participated in the study. The criterion for participation was the actual presence of the client for work evaluation and his or her agreement to participate in the study.

Sample Characteristics

Ages ranged from 16 to 50 years. Twenty-six were male, and nine were female. They had different types of disabilities (one or more of the following: mental retardation, visual and/or hearing impairments, learning disability, alcoholism, and emotional disability). The sample was divided into four groups according to the length of their work evaluation program. The programs were three weeks, two weeks, one week, and as short as two or three days of work evaluation. All sample members were referred by rehabilitation agencies (i.e., mental health agencies, schools, rehabilitation offices, and social services facilities) to determine a feasible vocational goal.

Hypotheses

The intent of this investigation was to identify, analyze, and compare the incoming perspective of clients attending work evaluation programs with the changes in that perspective after completing the program. The following hypotheses were formulated to be tested:

1. There is a change in the client's attitudes from before evaluation to after completing a work evaluation program.
2. There are differences in the client's attitudes according to the length of the program in which he or she participated.
3. There is no difference by sex in the client's attitudes.

In addition, questions were asked to determine the level of understanding the client had of the vocational evaluation process.

Instrumentation

A questionnaire was developed to collect the appropriate and necessary data with reference to the formulated hypotheses. The questionnaire was divided into two parts. The first was administered to the sample before they started their work evaluation program and even before being oriented to the program. This was done to establish an understanding of the client's incoming perspective about vocational evaluation. The second part was administered to the same group after completing their work evaluation program. The purpose here was to get feedback from the clients about their thoughts and ideas after completing the program and to identify changes in perspective. It should also be noted that in the first part, there are demographic items that collect general data about each sample number (i.e., name, age, sex, education level, and disability).

The following is a notation of the items that elicited data with reference to the stated hypotheses.

Hypothesis 1: There are changes in the client's attitudes from before evaluation to after completing a work evaluation program (Items 8, 9, 11, 12, 13, 14, 15, 16, and 17).

Hypothesis 2: There are differences in the client's attitudes according to the length of the program in which he or she participated (Items 11, 14, 15, 16, and 17).

Hypothesis 3: There is no difference by sex in the client's attitudes. (The item numbers are located

in the general information section.) In addition, this hypothesis will be examined through analyzing responses of males and females who participated in the investigation.

Additional question: The client does not often understand the vocational evaluation process (Items 3, 4, 5, and 6).

Data Collection

Two different methods were used to collect data. The first consisted of the researcher administering the questionnaire items through an individual interview with clients who could not read or write. The second method involved administering the questionnaire items to groups of clients. Assistance was provided by the researcher to clients who could not understand some of the items. The assistance in most cases took the form of rewording the said items to aid client understanding.

The data were collected in the staff meeting room at the Peckham Vocational Industries Center. In the room were a table and some comfortable chairs. The first part of the questionnaire was administered to the client as the first order of business on their first day in the program. It was administered before the client was given any information about the vocational evaluation process. The second part of the questionnaire was administered by the researcher individually on the last day of the client's program to determine (a) his or her pure perspectives on the evaluation program, (b) his or her perceived abilities, and (c) what steps he or she is going to take to get a job.

Design

The design of this study is the One-Group Pretest-Posttest design which is appropriate in educational research.

Data Analysis

Descriptive statistics were used to analyze the data. These methods included percentage and calculations where appropriate.

Summary

Included in this chapter on methodology were details on the population, sample, hypotheses, research questions, design and data collection, and data analysis. The results will be reported in the following chapter.

CHAPTER IV

ANALYSIS AND RESULTS

Introduction

This chapter presents the data analysis and discussion. After the research questions were developed and administered to the sample, the data were collected according to the two methods that were described in Chapter III. In this chapter, the data have been classified, analyzed, and presented in tables according to the hypotheses. Discussion of the research questions and data is presented for each hypothesis. This chapter concludes with a summary of the results and conclusion. Following is an outline and discussion of each hypothesis used in this study.

Hypothesis 1: There is a change in the client's attitudes from before evaluation to after completing a work program. To address this hypothesis, nine items of the research question were analyzed and discussed.

Item 8: I AM AWARE OF (check one or more):

- My vocational interests _____
- My vocational qualifications _____
- My vocational goals _____
- My vocational potentials _____

See Table 4.1 for responses on page 45.

Table 4.1
The Client's Awarenesses Before Being Involved
in Work Evaluation Program

L.O.P.	A	%	B	%	C	%	D	%	N	%	T	%
3 weeks	6	46.2	1	7.7	4	30.8	2	15.4	3	23.1	13	
2 weeks	6	60.0	4	40.0	3	30.0	3	30.0	2	20.0	10	
1 week	2	66.7	2	66.7	2	66.7	1	33.3	-		3	
2.5 days	2	50.0	1	25.0	2	50.0	2	50.0	-	0.0	4	
	16	53.3	8	26.7	10	33.3	8	26.7	7	23.3	30	

L.O.P. = Length of Program
A = My vocational interests
B = My vocational qualifications
C = My vocational goals
D = My vocational potentials
N = No answer
T = total

Item 9: DO YOU FEEL THAT YOU HAVE ANY OR ALL THE FOLLOWING ABILITIES?

I feel that I have the:

--Ability to appraise my vocational
assets and liabilities _____

--Ability to utilize occupational
information _____

--Ability to select a vocational
goal _____

--Ability to plan entry into a
career area _____

--Ability to solve problems
related to entry into a
career area _____

See Table 4.2 for responses on page 47.

Item 11: WHAT KIND OF JOB DO YOU FEEL THAT YOU CAN DO NOW?
(List three.)

a.

b.

c.

See Table 4.3 for responses on page 48.

Item 12: WHAT ARE YOU EXPECTING AFTER DOING VOCATIONAL EVALUATION?

I am expecting to:

--Reassure that I have made the
right choice of occupation _____

--Make sure about the occupation
I could perform well _____

--Know what my major strengths
and weaknesses are _____

--Find out what kind of area
I should follow _____

See Table 4.4 for responses on page 49.

Table 4.2
The Client's Awareness of His Abilities

L.O.P.	A	%	B	%	C	%	D	%	E	%	N	%	T	%
3 weeks	2	15.4	1	7.7	8	61.5	3	23.1	2	15.6	2	15.4	13	
2 weeks	3	30.0	5	50.0	4	40.0	5	50.0	2	20.0	1	10.0	10	
1 week	2	66.7	1	33.3	1	33.3	-	----	-	----	1	33.3	3	
1/2 week	1	25.0	2	50.0	3	75.0	2	50.0	1	25.0	1	25.0	4	
	8	26.7	9	30.0	17	56.7	10	33.3	5	16.7	5	16.7	30	

A = Ability to appraise vocational assets and liabilities

B = Ability to utilize occupational information

C = Ability to select a vocational goal

D = Ability to plan entry into a career area

E = Ability to solve problems related to entry into a career area

N = No response

T = Total

Table 4.3
The Client's Evaluation of His Abilities
to Perform Jobs Before Being Involved in Work Evaluation Program

L.O.P.	A	%	B	%	C	%	D	%	T	%
3 weeks	6	15.4	2	15.4	1	7.7	4	30.8	13	
2 weeks	5	50.0	1	10.0	1	18.0	3	30.0	10	
1 week	2	66.7	-	----	-	----	1	33.3	3	
2 1/2 days	-	----	1	25.0	-	----	3	75.0	4	
	13	43.0	4	13.3	2	6.7	11	36.7	30	

A = No response

B = The client can perform one job

C = The client can perform two jobs

D = The client can perform three jobs

T = Total

L.O.P. = Length of Program

Table 4.4
Client's Expectation After Doing Work Evaluation

L.O.P.	A	%	B	%	C	%	D	%	N	%	T	%
3 weeks	2	15.4	5	38.5	7	-----	5	38.5	-	----	13	
2 weeks	1	10.0	5	50.0	8	80.0	3	30.0	-	----	10	
1 week	1	33.3	-	-----	1	33.3	1	33.3	1	33.3	3	
1/2 week	3	75.0	2	50.0	2	50.5	3	75.0	-	----	4	
	7	23,3	12	40.0	18	60.0	12	40.0	1	3.3	30	

L.O.P. = Length of Program

A = Reassure that I have made the right choice of occupation

B = Make sure about the occupation I could perform well

C = Know what my major strengths and weaknesses are

D = Find out what kind of area I should follow

N = No response

T = Total

There are many relationships among the previous four items (8, 9, 11, and 12). With reference to the client's awareness of his or her vocational interests and his or her inclination to select a vocational goal, 30% of the sample responded positively to both of these points; 55% of the 30% answered that they felt they have the ability to perform three types of jobs; and 77.8% of the 30% expected to know their strengths and limitations.

Thirteen percent of the sample gave the same response to questions addressing each of the following areas: the client's awareness of his or her vocational qualifications and his or her feelings about having the ability to appraise vocational assets and liabilities (13.3%); the client's awareness of his or her vocational qualifications and his or her feelings about having the ability to use occupational information (13.3%); and the client's awareness of his or her vocational qualifications and his or her feelings about having the ability to select a vocational goal (13.3%). Of these 13.3%, approximately one quarter gave the response that they felt they have the ability to perform three types of jobs.

Thirty percent of the sample gave positive responses to questions addressing the client's awareness of his or her vocational goal and his or her feelings on selecting a vocational goal. Sixty-six point six percent of the 30% answered that they felt they have the ability to perform three types of jobs. Finally, 77.8% of the same percentage (30%) expected to know their strengths and limitations.

Sixteen point seven percent of the sample responded positively to questions addressing their awareness of his or her vocational potentials and his or her feelings about having the ability to select a

vocational goal. Eighty percent of this group answered that they have the ability to perform three types of jobs.

The highest relationships were found among the client's awareness (item 8), feelings of abilities (item 9), feelings of job performance (item 11), and expectations after completing a work evaluation program (item 12). Out of these data, no more than 30% of the sample made a complete response about their awareness, abilities, feelings about performing jobs, and expectations before being involved in a work evaluation program. See Table 4.5 on page 52.

Item 13: WHAT KIND OF TRAINING WOULD APPEAR MOST APPROPRIATE TO YOU AFTER THE WORK EVALUATION?

The training would be (check one):

- School _____
- Work adjustment _____
- Placement _____
- Skill training _____
- Sheltered employment _____
- Work activities _____
- Other (specify) _____

See Table 4.7 on page 53.

This item showed the first step in the change of the client's attitudes. It showed that most of the sample (76.4%) have real and/or better understanding of themselves. It showed that the client became more aware of his or her needs after being evaluated.

Table 4.5
Items 8, 9, 11, and 12

L.O.P.	C ₈	%	C ₉	%	C ₁₁	%	C ₁₂	%	T	%
3 weeks	4	-	4	-	2		3		13	
2 weeks	4		3		2		3		10	
1 week	1		1		1		-		3	
1/2 week	1		1		1		1		4	
	9	30	9	30	6	20	7	23.3	30	

L.O.P. = Length of Program

C₈ = aware of his/her vocational goal

C₉ = feeling that he/she have the ability to select a vocational goal

C₁₁ = feeling of performing three different jobs

C₁₂ = expecting to know his/her major strengths and weaknesses

Table 4.7

The Client's Awareness of Need to Involve in a Program Training

L.O.P.	A	%	B	%	C	%	D	%	E	%	F	%	T	%
3 weeks	3	23.1	3	23.1	1	7.7	6	46.2	2	15.4	2	15.4	13	
2 weeks	3	30.0	1	10.0	4	40.0	6	60.0	-	----	-	----	10	
1 week	2	66.7	1	33.3	-	----	-	----	-	----	-	----	3	
1/2 week	-	----	-	----	2	50.0	1	25.0	1	25.0	-	----	4	
	8	26.7	5	16.7	7	23.3	13	43.3	3	10.0	2	6.7	30	

A = School

B = Work adjustment

C = Placement

D = Skill training

E = Sheltered employment

F = Work activities

T = Total

Item 15: WHAT KIND OF JOB DO YOU FEEL THAT YOU COULD DO NOW?
(List three.)

- a.
- b.
- c.

See Table 4.6 on page 55.

In comparing this response with the response of Item 11, which was the same item administered before the client's involvement in the work evaluation program, it became clear that the responses changed as follows.

Feelings on being able to perform one job increased from 13.3% to 23.3%, and on being able to perform two jobs increased from 6.7% to 20%. Feelings on being able to perform three jobs remained the same (36.7%) while "no response" decreased from 43% to 20%.

Item 14: DO YOU THINK THAT YOUR SITUATION IS BETTER AFTER COMPLETING THE WORK EVALUATION PROGRAM?
(Check one.)

yes _____ no _____

See Table 4.8 on page 56.

Eighty percent of the sample showed positive response.

Item 16: WHAT THINGS ARE YOU AWARE OF AFTER COMPLETING THE WORK EVALUATION PROGRAM?
(Check one.)

I am aware of a:

- Better understanding of myself _____
- Better understanding of my abilities _____
- Better understanding of my vocational goal _____

Table 4.6
The Client's Evaluation of His/Her Ability To Perform
Jobs After Completing Work Evaluation Program

L.O.P.	A	%	B	%	C	%	D	%	T	%
3 weeks	2	15.4	1	7.7	2	15.4	8	61.5	13	
2 weeks	1	10.0	5	50.0	1	10.0	3	30.0	10	
1 week	1	33.3	1	33.3	1	33.3	-	----	3	
2.5 days	2	50.0	--	----	2	50.0	-	----	4	
	6	20.0	7	23.3	6	20.0	11	36.7	30	

L.O.P. = Length of Program

A = No response or / "I don't know"

B = The client can perform one job

C = The client can perform two jobs

D = The client can perform three jobs

T = Total

Table 4.8
The Client's Evaluation of His/Her Situation After
Completing Work Evaluation

L.O.P.	Yes		No		Same		T	
		%		%		%		%
3 weeks	9	69.2	3	23.1	1	7.7	13	---
2 weeks	9	90.0	1	10.0	-	---	10	33.3
1 week	3	100.0	-	---	-	---	3	10.0
2.5 days	3	75.0	1	25.0	-	---	4	---
	24	80.0	5	16.7	1	3.3	30	

L.O.P. = Length of Program

--Better understanding of my
work behavior

See Table 4.9 on page 58.

Items 14 and 16 show the client's change in his or her awareness and attitudes toward him/herself. Eighty percent of the sample felt they were better than they were prior to completing the work evaluation, and 66.7% of the sample felt they had a better understanding of themselves. Forty-five point eight percent of the 80% responded that they were in a better situation and had a better understanding of themselves. In addition, this percentage group responded that they have the ability to perform two or three jobs.

Item 17: WHAT DO YOU THINK YOU ARE GOING TO DO TO HELP YOURSELF
GET A JOB?

I am going to (list specifically):

- a.
- b.
- c.

See Table 4.10 on page 59.

Discussion

The data that were collected and analyzed from research questions administered before the client's involvement in the work evaluation (Items 8, 9, and 11) showed that only 30% of the clients were aware of and understood themselves and their abilities to perform jobs they felt were appropriate for them. Of this percentage (30%), 77.8% of them expected to know their major strengths and limitations after completing the work evaluation program (Item 12) (see Table 4.5 on page 52).

Table 4.9
The Client's Awareness after Completing of Work Evaluation Program

L.O.P.	A	%	B	%	C	%	D	%	E	%	T	%
3 weeks	9	69.2	5	38.5	9	69.2	6	46.2	1	7.7	13	
2 weeks	7	70.0	6	60.0	5	50.0	4	40.0	-	----	10	
1 week	3	100.0	3	100.0	-	----	-	----	-	----	3	
2.5 days	1	25.0	2	50.0	1	25.0	1	25.0	2	50.0	4	
	20	66.7	16	53.3	15	50.0	11	36.7	3	10.0	30	

L.O.P. = Length of program

A = Better understanding of myself

B = Better understanding of abilities

C = Better understanding of vocational goals

D = Better understanding of work behavior

E = No response

T = Total

Table 4.10

The Client's Action After Completing Work Evaluation
Program To Help Himself Get A Job

L.O.P.	A	%	B	%	C	%	D	%	E	%	T	%
3 weeks	2	15.4	5	38.5	3	23.1	3	23.1	-	----	13	
2 weeks	-	----	9	90.0	-	----	1	10.0	-	----	10	
1 week	2	66.7	1	33.3	-	----	-	----	-	----	3	
2.5 days	1	25.0	2	50.0	-	----	1	25.0	-	----	4	
	5	16.7	17	56.7	3	20.0	5	16.7	-	----	30	

L.O.P. = Length of Program

A = No response

B = The numbers of clients whose response " to look for a job "

C = The numbers of clients whose response " to look and apply "

D = The numbers of clients whose response " to look , apply and ask for
interviews / get recommendations letters .

The clients became aware of two different things after completing the work evaluation program. Changes indicated in the analyzed data of the second part of the questionnaire include an awareness in the client of needing to be involved in another training program, either at school, or through work adjustment sheltered employment or skill training (76.3%).

Clients also felt that their situation was better after completing the work evaluation program. This appeared in the client's awareness and understanding of him/herself and abilities. It can be noticed that the total of the clients' responses about Item 8 (awareness of vocational interests, qualifications, goals and potentials) were less than the total responses to Item 16 (better understanding of him/herself, ability, vocational goal, and work behavior). There were 49 responses to Item 8 and 65 responses to Item 16 (an increase of 32.7%).

The clients also felt that they had a better understanding of their abilities and qualifications in jobs they felt they have the ability to perform. This was noticed in the changes of the responses to Items 11 and 15 (see Tables 4.3 and 4.6 on pages 48 and 55). The clients' responses to questions addressing their feelings as to whether they have the ability to perform one job increased from 13.3% to 23.3% --and most of them changed their feelings on the type of job they felt they could perform. The clients' responses to their feelings about the ability to perform two jobs also increased from 6.7% to 20.0%. Again, some clients changed their perspectives on the type of jobs. However, the clients who responded that they have the ability to perform three jobs gave the same response (36.7%). Also, it had been noticed that the clients who did not respond to this item decreased

from 43% to 20%. This likely means that work evaluation had an effect on clients and demonstrates the changes in attitudes from before to after work evaluation.

Hypothesis 2: There are differences in the client's attitudes according to the length of the program in which he or she participated. To address this hypothesis, Items 11, 14, and 15 should be analyzed and discussed.

Item 14: DO YOU THINK THAT YOUR SITUATION IS BETTER AFTER WORK EVALUATION?
(Check one.)

yes _____ no _____

The responses were presented as shown in Table 4.8 on page 56.

It means there are actual changes in the clients' attitudes according to the length of the evaluation program. For this perspective, one week of work evaluation is a better period of time for the client.

Items 11 and 15: WHAT KIND OF JOB DO YOU FEEL THAT YOU COULD DO NOW?

(List three.)

a.

b.

c.

These two items showed the changes in a client's feelings about selecting a number of appropriate jobs that he or she could perform. The results are presented in Table 4.1 (page 45), 4.3 (page 48), and 4.6 (page 55). Perspectives of his or her feelings toward the type of

job that he or she could perform changed to better if he or she spent a period of three weeks in work evaluation.

Discussion

By analyzing Items 11, 14, and 15 data, it appears that clients feel better about themselves after one week of work evaluation and have a better understanding of their abilities to perform jobs after three weeks of work evaluation.

Hypothesis 3: There is no difference by sex in the client's attitudes. To address this hypothesis, many items will be analyzed and discussed.

Items 11 and 15: WHAT KIND OF JOB DO YOU FEEL THAT YOU COULD DO NOW?

(List three.)

- a.
- b.
- c.

These items focused the client's feelings of performing jobs before and after work evaluation. It appeared that there were differences by sex in the client's attitude (see Table 4.11 on page 63). Different percentages were found between males and females in their feelings about being able to perform the same number of jobs.

1. Fifty-five point six percent of females increased their feelings after completing the evaluation program, while only 38.1% of males increased it.

Table 4.11

by Sex

Changes of Feeling to Perform Jobs Before & After

	F	%	M	%
Increase feeling	5	55.6	8	38.1
Same feeling	1	11.1	11	52.4
Decrease feeling	3	33.3	2	9.5
Total	9		21	

F = Female

M = Male

2. Eleven point one percent of females had the same feelings after completing the work evaluation, while 52.4% of males had the same feelings.
3. Thirty-three point three percent of females decreased their feelings compared to only 9.5% of the males.

Item 13: WHAT KIND OF TRAINING WOULD APPEAR MOST APPROPRIATE TO YOU AFTER THE WORK EVALUATION?

The training would be (check one):

- School _____
- Work adjustment _____
- Placement _____

- Skill training _____
- Sheltered employment _____
- Work activities _____
- Other (specify) _____

See Table 4.7 on page 53.

This item focused on the client's awareness of the need to participate in program training. It showed that no big difference existed across sexes, especially in the client's need to participate in skill training programs (females, 44.4% and males, 42.9%), in school (females, 22.2% and males, 28.6%), and sheltered employment (females, 11.1% and males, 9.5%).

Item 14: DO YOU THINK THAT YOUR SITUATION IS BETTER AFTER WORK EVALUATION?

(Check one.)

yes _____ no _____

For responses, see Table 4.15 on page 65.

1. Seventy-seven point seven percent of females answered that their situation was better after doing work evaluation, while 81% of males answered the same.
2. Twenty-two point two percent of females responded negatively to this item, compared to 14.3% of the males.
3. Four point eight percent of males had the same feelings about their situation before and after the work evaluation program.

Table 4.15

The Clients' Feelings of Better
Situation After Completing Work Evaluation by Sex

	F %		M %	
"Yes" Response	7	77.8	17	81.0
"No" Response	2	22.2	3	14.3
Same Feeling	--	---	1	4.8
	9		21	

F = Female

M = Male

Discussion

It appeared that there were differences by sex in the client's changes of his or her attitudes in many areas. Females showed their attitudes in areas which addressed their feelings on having the ability to perform jobs before and after completing the work evaluation. They appeared to have a better understanding of their abilities since 55.6% increased the number of jobs they felt they could perform, 33.3% decreased it, and 11.1% gave the same response. In the area of clients'

thoughts about their situations before and after work evaluation, males gave the higher positive response. Eighty-one percent of the males thought that they were better. Both males and females indicated the same percentage in their need to participate in program training.

Items 3, 4, 5, and 6 present the clients' knowledge and understanding of vocational evaluation. Item 5 showed that 100% of the sample had learned about vocational evaluation from professional people, i.e., a rehabilitation counselor (60%), family doctor (10%), caseworker (10%), psychiatrist (3.3%), school counselor (3.3%), and others (16.7%). Responses to Item 4 suggested that 73.3% of the sample received an explanation about vocational evaluation from these professionals. However, Item 3 showed that only 53.3% of the sample gave a positive response that they understood vocational evaluation (see Table 4.12 on page 62). Item 6 showed the exact data about the clients' understanding of vocational evaluation. Only 33.3% gave the response that "vocational evaluation is a group of tests." The rest of the sample gave different responses such as "it is job training" (43.3%) or "it is getting a job" (26.0%). This means that only one-third of the clients understood the vocational evaluation process before they became involved (see Table 4.13 on page 68).

Summary

This chapter presented the analyzed data of the investigation and a discussion according to the formulated hypotheses. It can be noticed that there are big changes in a client's attitudes from before and after completing a work evaluation program in the areas of the client's awareness and understanding of him/herself, abilities, qualifications,

Table 4.12
The Client's Knowledge About Vocational Evaluation

L.O.P.	Yes %		No %		N %		T %	
3 weeks	5	38.5	8	61.5	-	-	13	
2 weeks	6	60.0	4	40.0	-	-	10	
1 week	3	100.0	-	----	-	-	3	
2.5 days	3	75.0	1	25.0	-	-	4	
	17	56.7	13	43.3	-	-	30	

L.O.P. = Length of Program

Table 4.13
Client's Thoughts About Vocational Evaluation

L.O.P.	A	%	B	%	C	%	D	%	E	%	N	%	T	%
3 weeks	3	23.1	3	-----	-	-----	6	46.2	-	-----	1	7.7	13	
2 weeks	4	40.0	6	60.0	-	-----	2	20.0	1	10.0	-	-----	10	
1 week	1	33.3	2	66.7	-	-----	-	-----	-	-----	-	-----	3	
2.5 days	2	50.0	3	75.0	-	-----	-	-----	-	-----	-	-----	4	
	10	33.3	14		-	-----	8	26.7	1	3.3	1	3.3	30	

A = A group of tests

B = Job training

C = A group of games

D = Getting a job

E = Other

N = No answer

T = Total

and the need for program training. Also it appears that the client's experienced changes according to the length of the evaluation program. Differences did exist between sexes and were discussed. The final section suggested that most clients did not understand vocational evaluation process.

The next chapter will present recommendations and a conclusion of this investigation.

Table 4.14
The Percentage of Clients by Sex

Sex	M		F		T	
		%		%		%
3	12	92.3	1	7.7	13	43.3
2	6	60.0	4	40.0	10	33.3
1	2	66.7	1	33.3	3	10.0
2.5	1	25.0	3	75.0	4	13.3
	21	70.0	9	30.0	30	

M = Male
F = Female
T = Total

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter consists of three sections: a summary of the investigation, conclusions based on the results, and recommendations for developing vocational evaluation systems in other countries such as Egypt and further research.

Summary of the Investigation

Introduction

This study examined the clients' attitudes toward vocational evaluation and changes they experienced after completing a work evaluation program. Furthermore, the study was concerned with vocational evaluation activities in Egypt. The purpose of the study was to review the nature of vocational evaluation, to describe international efforts in the area, and to determine the clients' perspective of their vocational evaluation program. The results are intended to assist in developing a vocational evaluation system in countries such as Egypt that do not have this system and to determine the effectiveness of evaluation through clients' attitudes of their program before and after completing it.

Review of Literature

The related literature presented vocational evaluation as a methodology and process that has developed within the field of vocational

rehabilitation. Vocational rehabilitation is an assessment process which attempts to cover individual job strengths and weaknesses as well as identify courses of action which use assets effectively to remediate the problem. The overall goal of vocational evaluation was categorized in four major areas: assessment of job related skills, aptitudes, and physical capacities; assessment of job related behavior; measurement of occupational interests; and assessment of factors indirectly related to employment. Vocational evaluation has four major techniques and tools including psychological tests, work samples, situational assessment, and job site evaluation which may be used separately or together to implement the purpose of the vocational evaluation process. The evaluator has a critical role in the evaluation process and also has necessary relationships with professionals working with the clients in order to provide rehabilitation services. Vocational evaluation has been developed in some countries and administered differently according to the philosophy of each country. Some countries do not have an established vocational evaluation process or system. Some vocational systems and tests were selected and presented to give an idea or to serve as a guide for countries which are interested in developing such systems for their clients. The literature presented the vocational evaluation clients as the culturally disadvantaged and the disabled as well as the normal person.

Design of the Study

This study took the form of a pretest-posttest survey of clients who were referred to Peckham Vocational Industries. Subjects responded to the same instrument before and after their involvement with a

vocational evaluation program. The intention of this study was to examine the clients' perspective and the changes clients made after completing a work evaluation program. Four research questions were examined. These questions sought to determine the extent and nature of changes in (a) the subjects' perspective after completing a work evaluation program, (b) their changes according to the length of the evaluation program, (c) their changes according to sex, and (d) their understanding of the vocational evaluation process.

The population of this study consisted of all clients who were referred to the evaluation center at Peckham Vocational Industries between January 15 and April 15, 1983. Data were collected using an instrument specifically designed for this study. The first part of the instrument was based on the subjects' knowledge about vocational evaluation, self-awareness of their abilities and thoughts on performing jobs, and their expectations after completing work evaluation. The second part consisted of items to obtain data about the clients' changes after completing the program.

Contingency tables were generated from the data and analyzed using the percentage measurement. A primary concern about the validity of the study relates to the extent to which the responses of the subjects were truthful.

Results of the Study

Responses to the research questions were received from 30 subjects representing all evaluation clients in the Greater Lansing area. Hypothesis 1 predicted significant changes in the subjects' perspective after completing the evaluation. Seventy-six point three percent of

the subjects became aware of their needs to become involved in program training in order to improve their skills. Subject responses about their awareness of abilities, self, vocational goals, and work behavior increased 32% after completing the program. The subjects' awareness of their abilities to perform appropriate jobs increased 12.6%. Subjects generally felt that their situation became better after completing the work evaluation program (80%).

Hypothesis 2 predicted significant changes in the subjects' perspective according to the length of the program in which they participated. The subjects felt better about their situation after one week of work evaluation, in that they expressed a better feeling about the jobs they could perform after three weeks of evaluation.

Hypothesis 3 predicted no differences by sex in the subjects' changes. There were no differences by sex in feeling a need to participate in a training program after completing their evaluation program. However, there were differences by sex in the area addressing a subject's feelings toward being able to perform jobs. Females had the highest percentage in this area, and in the area focusing on feelings toward their situation males had the highest percentage.

In addition the research predicted subjects would not often understand the vocational evaluation process. Only 30% of the subjects demonstrated an understanding of the process.

Conclusion

This section analyzes the results in terms of its implications for potential users of the research.

1. Do changes occur in the client's perspective after completing a work evaluation program, and, if so, what is the nature of these changes? Results of Hypothesis 1 clearly indicated that there are changes in the client's perspective. These changes appeared in the client's awareness of his or her ability, vocational goal, interests, potentials, and work behavior.

2. Do changes occur according to the length of the program, and, if so, what is the nature of these changes? Results of Hypothesis 2 showed that one week is the best period of time for the client to spend in work evaluation in order to feel better about him/herself. A three-week evaluation program is better for the client to understand his or her ability to perform appropriate jobs.

3. Do differences occur by sex in the clients' changes? Results of Hypothesis 3 showed that there was no difference by sex on the subjects' feelings that they need to improve their skills and be involved with programs for more training.

4. Do clients increase their understanding of the vocational evaluation process? The results showed that only 30% of the subjects do understand the vocational evaluation process before being involved in any program, although they have had an explanation of what it is.

Recommendations

1. Recommendations for developing the profession of vocational evaluation in countries that do not have such a program.
 - a. Establish a program of training to prepare professionals to carry out the responsibility of administering the evaluation system to the clients. This program would

- require a bachelor's degree in any human service. The program would be for at least one academic year.
- b. Select the appropriate systems and surveys and translate them into the native language of the country.
 - c. Administer these selected systems under an experimental phase to examine their appropriateness to the clients in the country based on the culture and the way of life.
 - d. Develop a local system to implement the same purpose of vocational evaluation.
 - e. Disseminate information about the vocational evaluation process to professionals who work with disabled and disadvantaged people.
2. Emphasize the importance of telling clients what vocational evaluation is and what he or she will do by participating in a program for work evaluation. This should be the responsibility of people who refer clients to evaluation centers.
 3. Emphasize the importance of explaining work evaluation to professionals who work with the disadvantaged and disabled.
 4. Emphasize the importance of giving feedback to the clients about their performance on different evaluation tools or techniques and encourage them to express their feelings about their abilities in order to realize what changes they make in their thoughts.
 5. Emphasize the importance of the length of work evaluation programs. A program should not be less than three weeks in order for clients to gain the appropriate benefits from the program.

Recommendations for Further Research

1. Repeat the research using another data-gathering instrument. Additional items and research questions may be discovered using more variables of interest that were not included in this study.

2. Repeat the research using another design. The design of this study was one-group, pretest-posttest. Another design using more than one measurement could be helpful in analyzing the collected data. The questionnaire could also be administered to a larger number of evaluation clients, with the exception of the severely mentally retarded clients who could not give accurate responses to the research questions.

APPENDIX

QUESTIONNAIRE

QUESTIONNAIRE

Part I

Client Name:

Date:

Age:

Sex: M___ F___

1. Educational level (check one):

- Special education _____
- Less than 8 grades _____
- High school/GED _____
- Vocational/technical _____
- Some college _____
- Completed college _____

2. Primary disability (check one):

- Emotional _____
- Mental retardation _____
- Epilepsy and seizures _____
- Drug addiction and alcoholism _____
- Hearing or visual disability _____
- Orthopedic disability _____
- Other (specify) _____

3. DO YOU KNOW WHAT VOCATIONAL EVALUATION IS ABOUT? yes no

4. DID ANYONE EXPLAIN TO YOU WHAT VOCATIONAL EVALUATION IS? yes no

5. HOW DID YOU LEARN ABOUT VOCATIONAL EVALUATION?

(I learned about it from (check one):

- My rehabilitation counselor _____
- My family doctor _____
- My psychiatrist _____

- My school counselor _____
- My case worker _____
- My family _____
- Other (explain) _____
6. WHAT DO YOU THINK VOCATIONAL EVALUATION IS?
(I think that it is (check one):
- A group of tests _____
- Job training _____
- A group of games _____
- Getting a job _____
- Other (explain) _____
7. WHO REFERRED YOU TO VOCATIONAL EVALUATION?
I was referred by (check one):
- My rehabilitation counselor _____
- My family doctor _____
- My psychiatrist _____
- My school counselor _____
- My case worker _____
- My family _____
- Other (explain) _____
8. I AM AWARE OF (check one or more):
- My vocational interests _____
- My vocational qualification _____
- My vocational goals _____
- My vocational potential _____
9. DO YOU FEEL THAT YOU HAVE ANY OR ALL OF THE FOLLOWING ABILITIES?
I feel that I have the:
- Ability to appraise my vocational assets and liabilities _____
- Ability to utilize occupational information _____
- Ability to select a vocational goal _____
- Ability to plan entry into a career area _____
- Ability to solve problems related to entry into a career area _____
10. HAVE YOU BEEN TO VOCATIONAL EVALUATION BEFORE? yes no

11. WHAT KIND OF JOB DO YOU FEEL THAT YOU CAN DO NOW?

(List three.)

a.

b.

c.

12. WHAT ARE YOU EXPECTING AFTER DOING VOCATIONAL EVALUATION?

I am expecting to:

--Reassure that I have made the right choice of
occupation

--Make sure about the occupation I could perform well

--Know what my major strengths and weaknesses are

--Find out what kind of area I should follow

Part II

Name:

Date:

13. WHAT KIND OF TRAINING WOULD APPEAR MOST APPROPRIATE TO YOU AFTER THE WORK EVALUATION?

The training would be (check one):

--School _____

--Work adjustment _____

--Placement _____

--Skill training _____

--Sheltered employment _____

--Work activities _____

--Other (specify) _____

14. DO YOU THINK THAT YOUR SITUATION IS BETTER AFTER WORK EVALUATION?

(check one)

yes no

15. WHAT KIND OF JOB DO YOU FEEL THAT YOU COULD DO NOW?

(List three.)

a.

b.

c.

16. WHAT THINGS ARE YOU AWARE OF AFTER DOING WORK EVALUATION?

I am aware of (check one):

--Better understanding of myself _____

--Better understanding of my abilities _____

--Better understanding of my vocational goal _____

--Better understanding of my work behavior _____

17. WHAT DO YOU THINK YOU ARE GOING TO DO TO HELP YOURSELF GET A JOB?

I am going to (list specifically):

a.

b.

c.

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