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AN ATTEMPT THROUGH THE USE OF THE GROUP  
RORSCHACH TEST TO IDENTIFY PERSONALITY  
CHARACTERISTICS ASSOCIATED WITH ACHIEVE-  
MENT IN A SCHOOL OF NURSING

By

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(B.S.N.Ed. - Boston University School of Nursing - 1948)

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## A C K N O W L E D G E M E N T

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## TABLE OF CONTENTS

	Page
ACKNOWLEDGMENT	ii
LIST OF TABLES	iv
CHAPTERS	
I.    INTRODUCTION	
Statement of Problem	1
Justification of Problem	2
Scope and Limitations	2
Preview of Methodology	3
Sequence of Presentation	3
II.   THEORETICAL FRAMEWORK OF THE STUDY	
Review of Literature	4
Statement of Hypothesis	10
III.  METHODOLOGY	
Selection and Description of Sample	11
IV.   FINDINGS	
Presentation and Discussion of Data	21
V.   SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary	49
Conclusions	50
Recommendations	52
APPENDIX I	54
APPENDIX II	66
APPENDIX III	67
BIBLIOGRAPHY	73

## LIST OF TABLES

Table	Page
1. Distribution of the successful and unsuccessful student nurses in the four classes used for this study . . . .	11
2. Reasons given for withdrawal from a selected school of nursing. . . . .	12
3. Comparison of Intelligence Quotients of successful and unsuccessful student nurses as determined by the Otis Quick Scoring Test of Mental Ability . . . . .	21
4. Comparison of composite percentiles of unsuccessful and successful student nurses on National League for Nursing Pre-Nursing and Guidance Examinations. . . . .	22
5. Comparison of I.Q. of 56 successful student nurses as revealed by Otis Quick Scoring Test of Mental Ability with the theoretical and clinical averages and results of State Board Test Pool . . . . .	23
6. Classificatory division of personality traits revealed in the Group Rorschach protocols . . . . .	26
7. Comparison of emotionality category of the unsuccessful and successful student nurses revealed in the Group Rorschach Test protocols . . . . .	28
8. Comparison of attitudes category of the unsuccessful and successful student nurses revealed in the Group Rorschach Test protocols . . . . .	30
9. Comparison of sociability category of the unsuccessful and successful student nurses revealed in the Group Rorschach Test protocols. . . . .	31
10. Comparison of intelligence category of the unsuccessful and successful student nurses revealed in the Group Rorschach Test protocols. . . . .	32
11. Comparison of instinctual and sex drives category of the unsuccessful and successful student nurses revealed in the Group Rorschach Test protocols . . . . .	34
12. Comparison of personal traits category of the unsuccessful and successful student nurses revealed in the Group Rorschach Test protocols. . . . .	35

LIST OF TABLES - CONTINUED

Table	Page
13. Comparison of objectivity category of the unsuccessful and successful student nurses revealed in the Group Rorschach Test protocols. . . . .	36
14. Comparison of the Otis Quick Scoring Test of Mental Ability scores and general intelligence ratings obtained from the Rorschach protocols as determined by the contingency coefficient . . . . .	37
15. Comparison of ten of the most unsuccessful student nurses with ten of the most successful student nurses based on the Group Rorschach Test protocols relating to the general category of emotionality. . . . .	39
16. Comparison of ten of the most unsuccessful student nurses with ten of the most successful student nurses based on the Group Rorschach Test protocols relating to the general category of attitudes . . . . .	40
17. Comparison of ten of the most unsuccessful student nurses with ten of the most successful student nurses based on the Group Rorschach Test protocols relating to the general category of sociability. . . . .	41
18. Comparison of ten of the most unsuccessful student nurses with ten of the most successful student nurses based on the Group Rorschach Test protocols relating to the general category of intelligence . . . . .	42
19. Comparison of ten of the most unsuccessful student nurses with ten of the most successful student nurses based on the Group Rorschach Test protocols relating to the general category of personal traits. . . . .	43
20. Comparison of ten of the most unsuccessful student nurses with ten of the most successful student nurses based on the Group Rorschach Test protocols relating to the general category of instinctual and sex drives . . . . .	44
21. Comparison of ten of the most unsuccessful student nurses with ten of the most successful student nurses based on the Group Rorschach Test protocols relating to the general category of objectivity . . . . .	44
22. Comparison of ten of the most unsuccessful student nurses with ten of the most successful student nurses based on the Group Rorschach Test protocols which have been summarized into seven main categories	45

LIST OF TABLES - CONTINUED

Table		Page
23.	Mean comparison of ten of the most unsuccessful student nurses with ten of the most successful student nurses based on the Group Rorschach protocols which have been summarized into seven main categories. . . . .	46
24.	Comparison of the ten most unsuccessful students based on the Group Rorschach protocols (+, -, 0) which have been summarized into seven categories for each individual student. . . . .	47
25.	Comparison of the ten most successful students based on the Group Rorschach protocols (+, -, 0) which have been summarized into seven categories for each individual student . . . . .	48

## CHAPTER I

### Introduction

The nursing profession has long recognized that personality is one of the most important factors for success in nursing. "The term personality is loosely and freely used, and to different people it connotes different ideas. In general, it means the aggregate of the physical and mental qualities in any person as they respond in characteristic fashion to different situations."<sup>1</sup> Studies have been done on desirable personality characteristics in students and it has been found that a well balanced personality is an essential attribute for nursing. The possession of keen insight into the emotional aspects of nursing, self-understanding, knowledge in the field of human relationships, and the development of skills are of major importance in the nursing care of patients. It is believed by some that a definite personality pattern is needed for the best development of these attributes.

#### Statement of the Problem.

The purpose of this study is to investigate the significance of personality characteristics revealed through a testing device in terms of relation to achievement in nursing. Having ready access to Group Rorschach Personality Diagnoses of student nurses, the writer selected these data for determination of the degree of correlation with the achievement of a group of four separate classes admitted to a diploma school of nursing. Would the

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<sup>1</sup>Louis Karnosh and Dorothy Mereness, Psychiatry for Nurses, (2d ed. St. Louis: The C. V. Mosby Co., 1953), p. 62.

Group Rorschach evaluations reveal personality patterns associated with degrees of success in nursing?

Justification of the Problem.

The writer has not been able to find any evidence in the literature that the Group Rorschach Test has been generally employed in the evaluation of personality of students in schools of nursing. However, in refining admission criteria, much consideration has been given by admission committees to the importance of personality traits desirable for nursing. The often repeated question is: What personality qualities are important for success in nursing? The value of a scientific means to classify and measure personality attributes is readily appreciated. This study may reveal possible patterns of basic personality traits which have been in evidence in students which could be used as a basis for establishment of more valid admission criteria.

Scope and Limitations.

The study included data collected from records of 79 students admitted to a diploma program in a school of nursing. The Group Rorschach was administered to each of these students. The sample may not be wholly representative of nursing but it should be sufficient to supply some clues to personality potential.

While no definite conclusion can be made based on a study of so small a sampling of students some general conclusions at least may be drawn which will serve as guides for further action and study of the efficacy of the Group Rorschach Test as a tool for prediction of success in nursing.

A limitation was the investigator's dependency on the evaluations made by another. The Group Rorschach Tests were administered and the evaluations were made by a Psychologist with many years of experience in the interpretation and use of Rorschach data.

Preview of Methodology.

The data considered in this study included the results of the Otis Quick Scoring Test of Mental Ability, National League Pre-Nursing and Guidance Examination composite percentiles, evaluations of the Group Rorschach Test, the final achievement and State Board Test Pool averages of four classes.

This study compares the results of the Group Rorschach Test, the I. Q. as determined by the Otis Quick Scoring Test of Mental Ability, the three year theoretical and clinical practice averages, and the averages of the State Board Test Pool Examination for Professional Nurses.

The criteria used for "success" in nursing are the achievement of graduation plus success in the State Board Test Pool Examination. The unsuccessful students were those who did not meet either or both of these criteria.

Sequence of Presentation.

Chapter II presents a brief survey of related research done on the Group Rorschach Test. Chapter III presents a description of the sample group and the types of data used. Chapter IV presents an analysis of the findings. Chapter V contains a summary of the study, the resulting conclusions and recommendations.

## CHAPTER II

### Theoretical Framework of the Study

#### Review of Literature.

Specific studies of the use of projective tests for prediction of academic success or failure in the field of nursing are apparently few in number. Use of the Group Rorschach Test for this purpose seems even more limited. Those studies which were located after considerable search were interesting and valuable for comparison and used as a guide in developing the framework of this study.

One of the most interesting studies was Mindess<sup>1</sup> investigation of the value of psychological indices in the selection of candidates for admission to a diploma school of nursing. He used the Wechsler-Bellevue Intelligence Test Scores and the Prognostic Rating Scale applied to the Rorschach protocols to measure ego-strength on the supposition that ego-strength plays a part in coping with the stresses involved in nurses training. Three achievement scores were employed: The academic grade, the clinical practice rating and the average of these two scores. Results showed evidence of significance to overall achievement. The Intelligence test appeared to have superiority in predicting academic proficiency and both tests were of equal value in the prediction of overall nursing ability. A combination of the two tests appeared to offer a better basis for prediction than either used singly. It was advised that these tests be more widely employed in the

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<sup>1</sup>Harvey Mindess, "Psychological Indices In The Selection of Student Nurses," Journal of Projective Techniques, XVII (1953), pp. 327-334.

appraisal and selection of prospective nursing students.

Kaback<sup>2</sup> did a study of characteristics of nurse counselors at a specially designed workshop in 1946. The Group Rorschach was one of a battery of tests used. The results obtained from the use of the Group Rorschach Method reflected high average intelligence, well-adjusted personalities, sensitivity to the problems of others, ability to conform to social situations, and a tendency to solve problems in a practical, concrete manner.

Many studies have been done on the use of the Group Rorschach Test to determine characteristics of workers in various occupations. Harrower and Cox<sup>3</sup> administered the Group Rorschach to a group of organists, metallurgists, commercial artists, engineers, clergymen, social workers and insurance salesmen. They reported that significant differences were found between the groups. The social workers, the clergymen, and the metallurgists took the most systematic and analytic approach to problems while the artists and the insurance salesmen took the least systematic approach.

Roe<sup>4</sup> studied groups of paleontologists and technicians and reported

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<sup>2</sup>Goldie Kaback, "Some Characteristics Of Nurse Counselors," Occupations, XXVI (February 1948), 299-301.

<sup>3</sup>George Harrower and Kenneth Cox, "The Results Obtained From A Number Of Occupational Groupings On The Professional Level With The Rorschach Group Method," Bulletin Canadian Psychological Association, II (January 1942), 31-37.

<sup>4</sup>Anne Roe, "Personality And Vocation", Transactions, New York Academy of Science, Series 2, No. 7 (May 1947), 283.

that the combined group was quite homogeneous with little distinction between the two except as reflections of difference in intellectual and educational level and a propensity for the scientists to give more technical responses. She further stated that the group tended to show marked homogeneity in respect to personality characteristics, contrary to her findings on painters. A tendency to objective, formalized thinking was observed. A marked inhibition to self-projection into situations was noted in most of them. Relatively speaking, they tended to have a rather passive emotional adaptation; very few of them manifested any creative capacity.

The results of studies done in schools and colleges could well be compared with those done in schools of nursing, as it is generally accepted that nursing education approximates the collegiate level. Utilization of the Group Rorschach in colleges has grown in recent years and has been used in guidance, screening of applicants to eliminate undesirables, to help applicants to select fields for which they were best suited, and in research studies of personality. Validation studies of the group method are being done in many places. Hertz<sup>5</sup> reported a study dealing with the problem of validation of the Group Rorschach. She set up frequency tables to be used in scoring the Rorschach Test, percentage charts for use in computing the Rorschach Scores, and conducted studies relating to evaluation of adolescence and puberty by means of the Rorschach Test.

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<sup>5</sup>Marguerite Hertz, "A Modification Of The Rorschach Inkblot Test In Large Scale Application," Journal of Orthopsychiatry, XIII (1943), 191-211.

Harrower-Erickson<sup>6</sup> reported a three year study in Group Rorschach administration to entering freshmen classes at McGill University. The results revealed a relationship between academic performance and personality. In addition to the detailed personality description, an overall personality rating was given to each student, ranging from "excellent" to "very poor". Of the 108 students examined, 94 fell between "excellent" and "just below average", while 14 showed severe personality difficulties or inadequacies. Of those with "poor" and "very poor" personalities, 93% experienced some kind of academic difficulty by the end of the first year and a half, while only 14% of those without severe personality difficulties had similar trouble.

Munroe<sup>7</sup>, through studies revealing the interrelations of intelligence and personality in academic success and failure developed a checklist<sup>8</sup> designed to be useful for the systematic and objective handling of large numbers of group records. She also formulated a method of rating emotional maladjustment based on teacher observations. Her adjustment rating was used at Sarah Lawrence College, Bronxville, New York and was successful in predicting college freshmen grades. A corrected coefficient of .49 was obtained. A similar coefficient for the American Council on Education

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<sup>6</sup>M. R. Harrower-Erickson, "The Rorschach Method In The Study Of Personality", Annals of the New York Academy of Sciences, XXXIV (1943), 569-583.

<sup>7</sup>Ruth Munroe, "An Experiment In Large Scale Testing By A Modification Of The Rorschach Method", Journal of Psychology, XIII (1942), 229-263.

<sup>8</sup>Ruth Munroe, Discussion of the Paper "The Rorschach Method In The Study Of Personality", Annals of the New York Academy of Sciences, XXXIV (1943), 583-588.

Psychological Examination of General Ability was only .39. The Rorschach Test was far more successful in identifying probable failure than the ACE. There is need for evidence of the predictive value of the Rorschach Test in more typical colleges than Sarah Lawrence College which has a select student body and uses "progressive" educational methods.<sup>9</sup>

"Munroe summarized that her method would improve statistical prediction markedly in a majority of cases and isolate for intensive examination the small group where failures in prediction are frequent."<sup>10</sup> "The success of this check list is probably due to its systematic, comprehensive survey of personality resources. Such balanced comprehensiveness is preferred as a basic--and heretofore neglected--principle in the construction of adjustment inventories."<sup>11</sup>

It can be seen from the results of these studies and investigations that much effort has been spent on determining the validity of the Rorschach Test as a tool for the prediction of achievement and that its use in colleges and vocational studies has met with some success.

"Several studies of the value of personality inventories and scales in predicting success in nursing schools have produced indifferent or negative results. An extensive, well-designed study of this kind was

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<sup>9</sup>Lee Cronbach, Essentials of Psychological Testing, (New York: Harper & Bros., 1949), 445.

<sup>10</sup>M. R. Harrower-Erickson and M. E. Steiner, Large Scale Rorschach Techniques, (Illinois: Charles C. Thomas, 1945), 27.

<sup>11</sup>Ibid.

made by Spaney and reported in Nursing Research, February 1953.<sup>12</sup> Her study was succinctly discussed by Bixler, who states that:

"\* \* \* if personality qualities are important factors in the success or failure of nursing students, we cannot hope to succeed very well in selection unless we can in some way classify applicants in terms of personality attributes that contribute to success. Perhaps a reference to two basic concepts underlying the understanding of personality will suggest the reasons for the negative results of such studies as the one that has been briefly summarized. First is the concept of the wholeness of personality. The idea that the whole is more than the sum of its parts is generally accepted, but the researchers continue their attempts to assess personality in terms of its parts--its separate traits or attributes. It is quite possible that the failure to discover correlations between their separate traits and success in a college or a nursing school has its source in the fact that the individual does not behave as a separate personality trait, or even as the sum of all his traits, but as a whole personality, which is more than the sum of its traits. Another of the basic concepts is that of the uniqueness of the individual. Possibly even if the researchers would find the key to the difference between the whole and the sum of its parts, they would still be unable to construct a pattern of personality analysis that could be applied to all individuals, and so would still be thwarted in the construction of a personality test that would have general predictive value."<sup>13</sup>

Cronbach states that:

"The Rorschach is widely used clinically to understand the characteristics of patients and problem cases. It yields an unusual amount of information in a short time. It indicates quickly whether a criminal or a delinquent, for example, should probably be examined further for psychotic trends or is functioning normally. It supplements Binet results for poor learners by suggesting whether low scores represent lack of mental power or inhibitions which prevent its use of that power. Physicians, social workers, teachers and counselors now frequently refer cases for Rorschach diagnosis.

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<sup>12</sup>Roy Bixler and Genevieve Bixler, Administration For Nursing Education, (New York: G. P. Putnam Sons, 1954), 199.

<sup>13</sup>Ibid, 202.

"As prediction or screening device applied to normals, the test has excited much interest; but research on normals is scanty. Its peculiar claims should make it useful in identifying problem students and employees before overt trouble develops. It may lead to prevention of psychosis by identifying cases for treatment in a pre-psychotic stage. It may help in identifying the peculiar temperamental assets which make a productive genius, an inspiring leader, or an insightful counselor. If any of these prospects as borne out by adequate research, use of the test with normals is highly significant."<sup>14</sup>

Statement of Hypothesis.

This study will attempt to analyze the proposition that there is a direct relationship between personality and achievement of students in a selected school of nursing.

On the basis of the proposition the following hypotheses are made:

1. Students with a warm personality, emotional stability and a liking for people, have a greater potential for success in nursing than those who lack these traits.
2. Students who have normal instinctual and achievement drives are more successful than those possessing negative attitudes.
3. Students with general well-rounded personalities, having proper guidance and supervision will be successful.
4. Students who possess strong abnormal traits are not only misfits for nursing but the nursing environment increases their frustrations and probably will precipitate mental aberration.

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<sup>14</sup>Lee Cronbach, Essentials of Psychological Testing, (New York: Harper & Bros., 1949), 445.

## CHAPTER III

### Methodology

#### Selection and Description of Sample.

The School of Nursing selected for participation in this study is a three year diploma school associated with a hospital specializing in the care of the mentally ill.

A total of 79 students comprised the sample used for this study. This included all students admitted to the school during a four year period. Results of psychological testings of unsuccessful and successful students were selected for comparison. Otis and Rorschach intelligence ratings by successful students were also compared. Successful students were those who satisfactorily completed the program in the School of Nursing and became licensed to practice nursing as a result of passing the State Board Test Pool Examination for Professional Nurses. The unsuccessful students were those who did not complete the program. Table 1 shows the breakdown according to classes.

TABLE 1

DISTRIBUTION OF THE SUCCESSFUL AND UNSUCCESSFUL STUDENT NURSES IN THE FOUR CLASSES USED FOR THIS STUDY

Students	Class Number 1	Class Number 2	Class Number 3	Class Number 4	Total
Unsuccessful	3	7	6	7	23
Successful	12	23	12	9	56
Total	15	30	18	16	79

Table 2 shows the reasons given for withdrawal of unsuccessful students.

TABLE #  
REASONS GIVEN FOR WITHDRAWAL FROM A  
SELECTED SCHOOL OF NURSING

Reason	Number of Students
Marriage. . . . .	10
Academic failure. . . . .	7
Personality unsuited. . . . .	2
Family illness. . . . .	1
Personal illness. . . . .	3
Total. . . . .	23

This information is included as a point of interest and possible indication for further study.

Psychological test results used in this study were the intelligence quotient as determined by the Otis Quick Scoring Test of Mental Ability, the composite percentile of the National League for Nursing Pre-Nursing and Guidance Examination and the intelligence ratings and personality characteristics of the Group Rorschach Protocols. A worksheet for collection of the data was devised. Each student was given a code number and the scores for the Otis Quick Scoring Test of Mental Ability, the NLN Pre-Nursing and Guidance Examination, the theoretical and clinical averages and the average of the State Board Test Pool examination were arranged in parallel columns for each student. The tabulation of the Rorschach data was more difficult necessitating creation of original checklists and categories described later in this chapter.

Procurement of the Data.

The Otis Quick Scoring Test of Mental Ability was administered during the first month following admission of the students to the school. This test is designed for testing of intermediate and higher levels of intelligence. The higher examination contained 75 items supposedly arranged in rank order of difficulty. Either a 20-30 minute period is allowed for writing the test and the scores obtained from the number of items completed correctly. The Otis Tests have been found to correlate highly with other criteria of intelligence and are used extensively for the examination of high school and college students.<sup>1</sup>

Many schools of nursing are using the National League for Nursing Pre-Nursing and Guidance Examination as a device for selection of students for admission. It tests "capabilities and proficiency which are related to the development of registered nurse competencies and which might reasonably be expected of high school graduates".<sup>2</sup> This test was administered to all students prior to being accepted for admission to the school. Testing was conducted by the National League for Nursing Department of Evaluation and Guidance and was paid for by the student. Test results were sent directly to the Director of the School of Nursing. "The composite score reported on the record of test results is a weighted combination of the scores on each of the individual tests, viz. American Council on Education (ACE) Psychological Examination for College Freshmen, 1948 Edition, Cooperative English Test C2: Reading Comprehension, National League for Nursing Pre-Nursing and

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<sup>1</sup>Mandel Sherman, Intelligence And Its Deviation, (New York: The Ronald Press Company, 1947), 228-229.

<sup>2</sup>National League for Nursing, The NLN Pre-Nursing and Guidance Examination, (Pamphlet No. 1, 1957), 3.

Guidance Test Service Examination in Mathematics, Cooperative General Achievement Test II: A test of General Proficiency in the Field of Natural Sciences, and National League for Nursing Pre-Nursing and Guidance Test Service Examination in History and Social Studies".<sup>3</sup>

The NLN Student Final Record Form #D-2 containing a summary of courses and clinical practice provided information concerning academic achievement and performance ability. The grades achieved for courses taken during the three years in the school were averaged for each student. A similar average was determined for all grades in clinical practice achieved by each student. The scores obtained on the various tests of the State Board Test Pool Examination for Professional Nurses were averaged for each student. This data was tabulated to identify relationship of these factors to success.

The Group Rorschach Test was conducted in the first month of the program of studies prior to the beginning of lectures in Psychology. The evaluations done by the Psychologist, who also administered the Group Rorschach Tests, were given to the writer for use in counselling and guidance of students. The actual results of these tests as well as the Otis and Pre-Nursing Test results were not revealed to the student.

The Rorschach Test, familiarly known as the Inkblot Test, is named after its inventor, Hermann Rorschach, a Swiss psychiatrist. It consists of a standard series of ten inkblots having in themselves no particular meaning. The subject's replies depend entirely on the sort of person he is and will

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<sup>3</sup>Ibid, 4-12.

elicit only projections of himself, his personality, his way of viewing the world, and his way of reacting to the world. It is impossible that anything will be called forth which did not have prior existence as part of his mental life and experience, and it is impossible to cheat or fake because even the answers made with this purpose in mind can only come from within and so must, in some way, be revealing. Each of the inkblots is so formed as to give rise to projections of different areas of the personality.

"Psychologically, the term projection means the unconscious process whereby an individual attributes certain thoughts, attitudes, wishes, emotions, or characteristics to objects in his environment or to other persons. Projection also takes the form of attributing one's own needs to others in his environment. Or it may take the form of drawing incorrect inferences from an experience. The process is not recognized as being of personal origin, with the result that the content of the process is experienced as an outer perception."<sup>4</sup>

In the projective test, the subject is provided with a stimulus situation giving him an opportunity to impose upon it his own private needs and his particular perceptions and interpretations. The projective test, in contrast to personality inventories and completion tests, is unstructured; instructions are general and are kept at a minimum to permit variety and flexibility of responses. The responses are the subject's own spontaneous interpretations or creations. "Responses to the projective test involve cognitive factors--those that relate to what is there to the senses--and effective factors, or feelings about what is there"<sup>5</sup>.

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<sup>4</sup>Frank Freeman, Theory and Practice of Psychological Testing, (New York: Henry Holt Company Pub., 1950), 400.

<sup>5</sup>Ibid, 401.

The subject is not told the purpose of the projective test but is informed that the test is given to test his imagination.

"The less clear-cut the situation, the greater will be the individual differences in perceiving it. These tests, therefore, provide relatively unrestricted opportunity for the exercise and expression of individual differences in perception; for each subject sees what he himself is disposed to see and does what he is personally disposed to do--the individual indirectly tells the examiner about himself."<sup>6</sup>

Rorschach began his experimentation with inkblots as a means of stimulating and testing imagination. He was not the first investigator to perceive the possibilities of inkblots in experimental psychology although his work was the most extensive of any--continuing from 1911 to 1921. He is credited with being the first to develop a technique to use in personality diagnosis. The Rorschach test can now be used in nursery school level through all ages of adulthood. Rarely does the psychologist use a time limit when conducting the test.

Scoring. The scoring, following Rorschach for the most part, is based on four major categories:

"The first is the location, or areas, which has been perceived as the basis of each response. This may be the entire inkblot, a large portion, a small portion, a minute detail, or part of the white background. The area may be well defined, or merely vague and blurred. Location of responses is the basis of obtaining scores for wholes (called W's) and details (called D's) which are parts of each person's pattern of response to the entire test. The location of responses and the subject's ability to delineate them are regarded as indicative of his perceptual organizing processes, of his ability to analyze and articulate the parts, and of his associations as his perceptions shift within each blot. Analysis of responses in respect to location is said to reveal extent of the subject's perceptual organization or disorganization measured in terms of agreement

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<sup>6</sup>Ibid, 401.

with norms of perception and ability to analyze the whole and synthesize the parts.

"The second category includes the determinants, or characteristics, of the inkblots as perceived by the subject. The determinants are those aspects or qualities of the blot that have produced the responses to it. These may be the form, the shading, the color, perspective, or motion--or combinations of these. Forms may be satisfactory: that is, clearly perceived (F+), or poor (F-). Generally, evaluation of form is a matter of the examiner's judgment, although some investigators have provided normative descriptions and numerical scores. The frequency, intensity, and interpretation of shading noted by the subject are recorded. Shading (K) seems to be one of the less significant determinants, its special contributions to interpretation being at present uncertain. In respect to color (C) the examiner records the particular colors reported and the manner in which the subject combines color with form (FC) in which form is dominant, or (CF) in which color is dominant in the response, or pure color response (C). A score for movement (M) is assigned by most examiners when the subject perceives something going on in the blot, whereas Rorschach himself restricted the M score to responses which indicated empathy, a true experiencing of or identification with the movement reported (obviously an extremely difficult phenomenon for the examiner to discern). A common practice is to score animal movement as FM and inanimate movement as m, and reserve M for human movement. The subject's mention or use of perspective is noted for the purpose of fuller and more certain interpretation of other determinants, although its own special significance is not clear.

"The third scoring category is content. Here the subject's responses are classified into several common groups such as plants, animals, people, landscapes, man-made objects, anatomy, sex, and others which might be indicated. Content items are not merely classified into specified groups; they are used by the examiner as a score of ascertaining the subject's personal meanings, attitudes, interests, and even 'complexes'. Some examiners have interpreted content items, also, as having psychiatric or psychoanalytic meanings. For example, in some contexts the response 'eyes looking at me'--in some of the cards--is given the obvious interpretation of 'paranoid reaction'. 'Puppets' or 'marionettes' perceived in a card are interpreted by some to suggest schizoid tendency, as a feeling of being influenced and directed by hostile persons.

"The fourth scoring category is originality--also known as "popularity-originality". This has to do with the rating of a response as being one that is commonly given (popular) or as one that is uncommon (original). Investigators and interpreters of Rorschach test responses are not entirely agreed as to which responses shall be scored popular and which original, although there

are, of course, many responses about which there is no doubt. However, if users of the Rorschach test are to achieve a satisfactory and essential degree of uniformity in regard to the significance of their results, this problem of popularity-originality will have to be resolved statistically, in a manner similar to that used in other types of tests.

"Scoring of the responses according to the categories, or according to any one of the modifications and elaborations thereof, is not an end in itself. The major purpose of the test is to get a view of the subject's general adjustment and to learn whether he is experiencing psychological difficulties--in short, to get insights into his personality, such as could not be obtained ordinarily by direct questioning.

"Although considerable experience under supervision is necessary to learn the techniques of administering and scoring the Rorschach, more experience and expertness are required for the interpretation of scores as organized meaningful whole. With the Rorschach, the two aspects--a scoring system and skill in (perhaps the art of) psychological interpretation--are essential. The particular items in the responses of the subject are not in themselves most important; the inferences drawn from them are.

"The Rorschach Inkblot method has shown its greatest usefulness in revealing marked personality disturbances. Personality is a term used frequently by everyone--physicians, psychologists, nurses, students and laymen. It has also been described in terms of an individual's behavior--his actions, postures, words, and attitudes and opinions regarding his external world. But personality is described also in terms of the individual's covert feelings about his external world; feelings which may not be apparent or discernible in his overt behavior. Furthermore, it is described in terms of one's feelings about himself."

In order to eliminate ambiguous terms and items which were not truly Rorschach determinants or duplication of the meaning of another characteristic more descriptive of the student, the Rorschach test findings were carefully screened and set up in an alphabetized list of 89 characteristics (See Appendix 1). Tabulation of these characteristics as revealed in the individual student evaluations was then done using a plus (+) sign as indi-

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<sup>7</sup>Ibid, 407.

cating positive or the presence of the characteristic, and a minus (-) as indicating negative or absence of the characteristic. A zero (0) sign, was used to mean either average or normal, depending on the nature of the characteristic; for example, the characteristic of "fear" could not be considered average but could be referred to as being within normal limits.

The compendium of characteristics of unsuccessful students and those of the successful ones were separated into two groups which were tabulated and defined. See Appendix 1, pages 54-65 revealing the name of the characteristic, definition of the term, and the tabulated data.

In searching for a desirable method for assemblage of this data for more detailed comparison it was noted that many authors have made checklists and categories of their findings but those investigated did not seem functional for this study. Therefore, with the assistance of the Psychologist, seven original categories were established: (1) Emotionality, (2) Attitudes, (3) Sociability, (4) Intelligence, (5) Personal Traits, (6) Instinctual and Sex Drives, and (7) Objectivity. These categories were also defined for use in presentation of data.

Personality characteristics in each category were next tabulated for comparison of responses of the unsuccessful students with those of the successful students. The number of students in the two groups were unequal, twenty-three unsuccessful and fifty-six successful, thus precluding statistical comparison. Therefore, responses occurring more than five times were singled out for analysis. Finally, traits of the ten most unsuccessful and the ten most successful students were selected for

categorical comparison and summary analysis.

The ten most unsuccessful students were those who received the least favorable prognosis for success in nursing by the Psychologist and who subsequently failed to meet average requirements.

The ten most successful students selected were those who achieved highest averages in State Board performance following graduation. This criterion was chosen because the State Board Test Pool Examinations were standardized tests.

CHAPTER IV

FINDINGS

Presentation and Discussion of Data.

A series of twenty-four tables are utilized in treatment of the data of this study for comparison and analysis. All tabulations and analysis concern either all or some of the 79 students represented in Table 1 of Chapter III.

Table 3 presents the intelligence quotients of unsuccessful and successful student nurses as determined by the Otis Quick Scoring Test of Mental Ability. This comparison is made to determine any relationship of intellectual measurement to achievement.

TABLE 3

COMPARISON OF INTELLIGENCE QUOTIENTS OF SUCCESSFUL AND UNSUCCESSFUL STUDENT NURSES AS DETERMINED BY THE OTIS QUICK SCORING TEST OF MENTAL ABILITY

	Number of Students	Mean I. Q.	Range of I. Q.
Unsuccessful	23	100.5	87-117
Successful	56	104.4	92-125+
Total	79		

The two groups are quite similar in mental ability with a difference of 3.9 only in the mean I. Q. of the unsuccessful and the successful students. This finding, therefore, appears to reflect no definite

differences in the Otis intelligence test scores which could be associated with degree of achievement.

Table 4 presents means of the Composite percentiles of NLN Pre-Nursing and Guidance Test scores of unsuccessful and successful students. This comparison is made to determine any relationship of the NLN Composite Score to achievement.

TABLE 4

COMPARISON OF COMPOSITE PERCENTILES OF UNSUCCESSFUL AND SUCCESSFUL STUDENT NURSES ON NATIONAL LEAGUE FOR NURSING PRE-NURSING AND GUIDANCE EXAMINATIONS

	Number of Students	Mean of Composite Percentiles	Range of Composite Percentiles
Unsuccessful	23	32.06	20-82
Successful	56	51.64	10-96

The mean scores of the unsuccessful and successful students show a difference of 19.58 with the successful students achieving the highest scores. In contrast to the similarity of the two groups compared in relation to Otis test results, there is roughly 19.9% greater difference in the groups as compared according to NLN Composite percentiles. Although the extremes of scores in the range would tend to affect the arithmetic mean the great difference in the mean of the I. Q. scores of Table 3 and the mean of the NLN Composite Percentile scores of Table 4 appears to represent roughly a 20% greater achievement prediction capacity for the NLN Pre-Nursing and Guidance Examination.

Table 5 presents the I. Q.'s of successful students, the final averages achieved in theory and practice during the three year program in the school of nursing and the average standard score for the State Board Test Pool Examination.

TABLE 5

COMPARISON OF I. Q. OF 56 SUCCESSFUL STUDENT NURSES AS REVEALED BY OTIS QUICK SCORING TEST OF MENTAL ABILITY WITH THE THEORETICAL AND CLINICAL AVERAGES AND RESULTS OF STATE BOARD TEST POOL

Code Number	Otis Quick Scoring Test of Mental Ability	Three Year Theory Average	Three Year Practice Average	State Board Test Pool Average
*1	95	84	85	517
**2	118	90	87	602
3	108	80.4	80	481
4	94	83.1	83.1	485.1
5	104	86.1	85.1	484.1
6	104	84	84	493.3
**7	121	91	88	577.1
*8	96	81.2	80.3	511.5
9	107	86	84	542.5
10	106	82	81	505.1
**11	108	87	88	631.6
**12	114	86.3	84.4	589.8
**13	125	93	87.4	567.8
**14	111	85.1	86.4	433.1
*15	100	88.5	85	504.7
*16	95	82.3	86	426.2
*17	95	79.1	87.1	386.8
*18	100	85.3	87	465.3
19	105	81.2	82.1	427
20	101	83.1	85.3	378.8
**21	111	84.2	87	490.7
22	105	83	86	436.5
**23	119+	85	88	476
*24	98	86.3	86	446
*25	98	83	86	416.8
*26	95	84	86	536.8
*27	100	85.4	82.4	511.1
*28	98	88	88	594.1
29	92	82	84	479.2

TABLE 5 - Continued

Code Number	Otis Quick Scoring Test of Mental Ability	Three Year Theory Average	Three Year Practice Average	State Board Test Pool Average
30	92	84	83.4	413.6
**31	109	87	87	529
32	105	85	87	505.1
*33	100	83.3	85.1	505.7
34	95	84	83	527.7
**35	117+	88.3	88	605.8
*36	96	87.2	87.1	478.6
37	105	83.4	84.9	454.4
**38	119	86	86.8	572.6
**39	123	86.1	85.3	619.8
40	107	85.6	87	499.8
41	103	84.2	83.4	484.4
42	102	82.3	81.8	538.8
*43	96	85.8	89.1	496
44	95	83.2	83.8	480.4
45	105	84.5	83.3	556.2
*46	100	86.6	89.1	475.2
47	101	84.2	86	500.6
*48	99	86.3	88.8	507
49	103	83.3	87.8	457.6
*50	99	82.7	85.7	453.2
**51	109	88.9	87.9	478.6
**52	110	88.3	86.8	556.6
**53	109	86.9	88.7	566.8
**54	117+	90.8	89	572.8
55	108	86.3	88.8	570.6
**56	111	84.1	87.6	506

\* Otis Score of 100 or less

\*\*Students selected for ten most successful

Students indicated by Code Numbers, 1, 8, 15, 16, 17, 18, 24, 25, 26, 27, 28, 33, 36, 43, 46, 48 and 50 all with Otis I. Q.'s of 100 or less achieved a theory mean of 89.9; a clinical practice mean of 86.1; and a State Board Examination Standard Score mean of 486. Students with Code Numbers 2, 7, 11, 12, 13, 14, 21, 23, 31, 35, 38, 39, 51, 52, 53, 54 and 56

comprising the 17 students with the highest Otis I. Q. scores, achieved a theory mean of 86.9; a clinical practice mean of 88.9; and a State Board Examination Standard Score mean of 551.1.

Successful students with I. Q.'s below 100 thus achieved a higher theory average than the same number of successful students with the highest I. Q.'s.

Successful students with I. Q.'s below 100 achieved a lower clinical practice average than the same number of successful students with the highest I. Q.'s.

This finding is interesting because it is contrary to the oft-heard statement that the "slow" student has difficulty with class work and does well with practice and the more intellectually apt student is often most proficient in class work and less capable in practice.

In relation to the difference in State Board Standard Scores it would appear that the often voiced "assumption", that the students with the highest I. Q.'s achieve the best scores, holds true.

In presenting the Group Rorschach findings each category of personality traits revealed in the protocols will be described and discussed.

Table 6 presents the categorical distribution of these traits in seven classificatory divisions. The total number of traits listed is 89 but only those occurring five or more times in any category are selected for discussion.

TABLE 6

## CLASSIFICATORY DIVISION OF PERSONALITY TRAITS REVEALED IN THE GROUP BORSCHACH PROTOCOLS

Emotionality	Attitudes	Sociability	Intelligence	Personal Traits	Instinctual & Sex Drives	Objectivity
Anxiousness: Apprehension Cautious Childishness Compulsion Emotional Control Fearful Hysterical Tendency Immaturity Infantilism Inner Resources Insecurity Inner Conflict Melancholic Guilt Feelings Needs Guidance & Encouragement Negativistic Neurotic Peculiar Primitive Self-confidence Sensitiveness Suicidal Tendency Unstable	Self-sacrificing Aggressiveness Altruistic Ambition Ambivalent Amiable Conscientiousness Enthusiasm Ethical Standards Faithful Idealistic Idolizing Tendency Loyalty Perseverance Persistent Rigid Sincerity Stubborn Selfishness	Object-relationships: Ambivert Extrovert Introvert Needs Companion-ship Interest in people Cold Personality Lively Personality Adjustable Personality Phlegmatic Self-conscious Shyness Social Inferiority Feelings	Practical Think- ing Judgment Insight & Fore- sight Rational Control Concentration Normal Didn't under- stand instruc- tions Creative Intelli- gence Phantasizes Confabulation Exaggerates	Accurate Adapta- bility Creative Endurance Energetic Hard work- ing Initiative Over-com- pensating Reliability Systematiz- ation Depend- ability Maturity	Femininity Masculinity Sex Drive Impulsive- ness Motivation Sublimation Frustration	Self- evaluation Adequate concept of self

"Emotionality refers to the quality or state of being emotional, or a departure from the normal calm state of an organism of such nature as to include strong feeling, an impulse toward open action, and certain internal physical reactions; any one of the states designated as fear, anger, disgust, grief, joy, surprise, yearning, etc."<sup>1</sup>

The importance of emotions as factors productive of satisfactions or dissatisfactions in life is generally recognized. Some emotions are valuable, furnishing impetus to greater effort and efficiency, while others are wasteful of human energy and may make one inefficient. Some strong emotions, indulged habitually, can actually produce physical disorder or aggravate conditions arising from other causes. In nursing, there are numerous situations occurring with great frequency which tend to deeply arouse the feelings of the nurse. In interpersonal relationships with patients and co-workers and indeed, with people in general, it is essential for a nurse to be a responsive, empathetic and warm person. Such feeling tones must be controlled and wisely regulated to prevent useless and fatiguing dissipation of energy which may lead to a sense of futility, dissatisfaction and illness. Emotionality as a driving force to achievement or destruction is reflected in the pages of history. Emotionality, balanced by reasonable control, can be a tremendous positive motivating force to successful accomplishment.

Cruze states that "a person's feelings and emotions will determine to a large extent the effectiveness of his personality."

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<sup>1</sup>Webster's New Collegiate Dictionary, (Springfield: G & C Merriam Co., 1950), 269.

<sup>2</sup>Wendell Cruze, Psychology In Nursing, (New York: McGraw-Hill, Elakiston Div., 1955), 202.

Table 7 shows the tabulated data of the Emotionality category and reveals 91 responses by the unsuccessful group of twenty-three students and

TABLE 7

COMPARISON OF EMOTIONALITY CATEGORY OF THE UNSUCCESSFUL AND SUCCESSFUL STUDENT NURSES REVEALED IN THE GROUP RORSCHACH TEST PROTOCOLS

UNSUCCESSFUL					SUCCESSFUL				
Personality Traits	+	-	0	N.I.	Personality Traits	+	-	0	N.I.
Suicidal Tendency . .	1	0	0	22	Suicidal Tendency . .	0	0	0	56
Anxiousness . . . . .	6	0	0	17	Anxiousness . . . . .	9	3	5	39
Apprehension . . . . .	3	0	0	20	Apprehension . . . . .	3	0	0	53
Caution . . . . .	2	0	0	21	Caution . . . . .	4	0	0	52
Childishness . . . . .	10	0	0	13	Childishness . . . . .	4	0	0	52
Compulsion . . . . .	3	0	0	20	Compulsion . . . . .	0	0	0	56
Emotional Control . .	1	5	0	17	Emotional Control . .	5	5	4	42
Fearful . . . . .	1	1	0	21	Fearful . . . . .	1	0	1	54
Hysterical Tendency	4	0	0	19	Hysterical Tendency	2	0	0	54
Immaturity . . . . .	12	0	0	11	Immaturity . . . . .	3	4	0	49
Infantilism . . . . .	2	0	0	21	Infantilism . . . . .	0	0	0	56
Inner Resources . . .	4	1	0	18	Inner Resources . . .	6	1	0	49
Insecurity . . . . .	6	0	0	17	Insecurity . . . . .	12	3	3	38
Inner Conflict . . . .	5	1	0	17	Inner Conflict . . . .	6	1	0	49
Melancholic . . . . .	1	0	0	22	Melancholic . . . . .	2	0	0	54
Needs Guidance & En- couragement . . . . .	9	0	0	14	Needs Guidance & En- couragement . . . . .	16	0	0	40
Negativistic . . . . .	1	0	0	22	Negativistic . . . . .	0	0	0	56
Neurotic . . . . .	2	0	0	21	Neurotic . . . . .	0	0	0	56
Peculiar . . . . .	2	0	0	21	Peculiar . . . . .	0	0	0	56
Primitive . . . . .	1	0	0	22	Primitive . . . . .	1	0	1	54
Self-Confidence . . .	1	0	0	22	Self-Confidence . . .	3	2	0	51
Sensitiveness . . . .	2	0	0	21	Sensitiveness . . . .	5	1	0	50
Unstable . . . . .	1	0	0	22	Unstable . . . . .	1	0	0	55
Guilt Feelings . . . .	3	0	0	20	Guilt Feelings . . . .	1	0	0	55
<b>TOTAL</b>	<b>83</b>	<b>8</b>	<b>0</b>		<b>TOTAL</b>	<b>84</b>	<b>20</b>	<b>14</b>	

+ = positive - = negative 0 = normal or average N.I. = not indicated

118 responses by the successful group of fifty-six students. The unsuccessful group showed a higher frequency of the characteristics: "anxiousness", "childishness", "immaturity", "insecurity", "inner conflict", "needing guidance and encouragement". The highest frequencies of the successful group were "anxiousness", "insecurity", "needing guidance and encouragement". One of the 79 students showed positive suicidal traits. This particular student (see Appendix III, page 70, Code No. 57), whose total Rorschach protocols were abnormal, later suffered an emotional illness during which she attempted suicide.

In the constellation of factors determining adjustment to daily life are found one's inner tendencies as well as one's conditioned sentiments. Thus attitudes arising from these tendencies would seem to be of great importance in success or failure in nursing. It would not be reasonable to expect the nursing student to fit into any standard pattern of attitudes since each student has her own unique pattern, nor does it seem reasonable that any set pattern of attitudes is desirable for nursing. It is, however, important for nursing that attitudes be organized so that some have superiority over others.

"Attitudes as a group refers to the person's interest and fundamental personal habits. She has learned to react in a certain way to different aspects of her environment. Her attitudes toward objects and persons and her interests are acquired as a result of the social conditioning to which she is subjected. Attitudes of cooperation, tolerance, honesty, loyalty, reverence, fidelity, and worship are generally considered to be desirable. They are certainly important in determining the nature and extent of human behavior in various social situations and, as such, must be considered as strong personal motives. A person's interests and attitudes will be influential in determining the nature and strength of many of her other personal motives. Her ambitions in

life are largely a result of interests and attitudes which developed during childhood and adolescence. Her levels of aspiration and many of her habits of behavior also developed in response to the urgings of her interests and attitudes."<sup>3</sup>

TABLE 8

COMPARISON OF ATTITUDES CATEGORY OF THE UNSUCCESSFUL AND SUCCESSFUL STUDENT NURSES REVEALED IN THE GROUP RORSCHACH TEST PROTOCOLS

UNSUCCESSFUL					SUCCESSFUL				
Personality Traits	+	-	0	N.I.	Personality Traits	+	-	0	N.I.
Self-Sacrificing. . .	0	1	0	22	Self-Sacrificing. . .	7	0	0	49
Aggressiveness. . .	3	1	0	19	Aggressiveness. . .	5	0	1	50
Altruistic . . . . .	1	0	0	22	Altruistic. . . . .	3	0	0	53
Ambition. . . . .	4	5	0	14	Ambition. . . . .	10	8	1	37
Ambivalent. . . . .	1	1	0	21	Ambivalent. . . . .	5	0	1	50
Amiable. . . . .	0	0	0	23	Amiable. . . . .	3	0	0	53
Conscientiousness . .	3	0	0	20	Conscientiousness .	10	0	0	46
Enthusiasm. . . . .	0	0	0	23	Enthusiasm . . . . .	3	1	0	52
Ethical Standards . .	1	1	0	21	Ethical Standards .	7	0	0	49
Faithful. . . . .	0	0	0	23	Faithful. . . . .	3	0	0	53
Idealistic. . . . .	0	0	0	23	Idealistic. . . . .	3	0	0	53
Idolizing Tendency. .	0	0	0	23	Idolizing Tendency .	1	0	0	55
Loyalty. . . . .	0	0	0	23	Loyalty. . . . .	1	0	0	55
Perseverance. . . . .	1	1	0	21	Perseverance . . . .	3	0	0	53
Persistent. . . . .	4	2	0	17	Persistent. . . . .	10	4	0	42
Rigid. . . . .	2	0	0	21	Rigid. . . . .	2	0	1	53
Selfishness . . . . .	2	0	0	21	Selfishness. . . . .	3	0	0	53
Sincerity . . . . .	1	0	0	22	Sincerity. . . . .	6	3	1	46
Stubborn. . . . .	2	0	0	21	Stubborn . . . . .	0	0	0	56
<b>TOTAL</b>	<b>25</b>	<b>12</b>	<b>0</b>		<b>TOTAL</b>	<b>85</b>	<b>16</b>	<b>5</b>	

+ = positive - = negative 0 = normal or average N.I. = not indicated

Table 8 shows 37 responses by the unsuccessful group of twenty-three students and 106 responses by the successful group of fifty-six students.

<sup>3</sup>Ibid, 191-192.

The unsuccessful group showed no definitely higher frequencies of characteristics. The highest frequencies of the successful group were "self-sacrificing", "ambition", "conscientiousness", "ethical standards", and "persistent".

Sociability refers to having many friends, seeking social contacts and public recognition as contrasted to few friends, shyness, and social introversion.

TABLE 9

COMPARISON OF SOCIABILITY CATEGORY OF THE UNSUCCESSFUL AND SUCCESSFUL STUDENT NURSES REVEALED IN THE GROUP RORSCHACH TEST PROTOCOLS

UNSUCCESSFUL					SUCCESSFUL				
Personality Traits	+	-	0	N.I.	Personality Traits	+	-	0	N.I.
Object Relationships	2	6	0	15	Object Relationships	8	3	7	38
Extrovert. . . . .	0	0	0	23	Extrovert. . . . .	2	0	0	54
Introvert . . . . .	1	0	0	22	Introvert. . . . .	2	0	1	53
Ambiverted. . . . .	0	0	0	23	Ambiverted . . . . .	3	0	0	53
Needs Companionship. . . . .	2	0	0	21	Needs Companionship	4	0	0	52
Interest in People . . . . .	2	2	0	19	Interest in People . . . . .	3	0	1	52
Cold Personality . . . . .	1	0	0	22	Cold Personality . . . . .	2	0	0	54
Lively Personality . . . . .	0	0	0	23	Lively Personality . . . . .	1	0	0	55
Warm Personality. . . . .	2	0	0	21	Warm Personality. . . . .	4	0	0	42
Adjustable Personality	1	0	0	22	Adjustable Personality	4	1	0	51
Phlegmatic . . . . .	0	0	0	23	Phlegmatic. . . . .	2	0	0	54
Self-Conscious . . . . .	1	0	0	22	Self-Conscious. . . . .	3	0	0	53
Shyness . . . . .	0	1	0	22	Shyness. . . . .	2	0	2	52
Social. . . . .	0	0	0	23	Social. . . . .	5	0	0	51
Inferiority Feelings . . . . .	1	0	0	22	Inferiority Feelings. . . . .	3	0	0	53
TOTAL	13	9	0		TOTAL	58	4	11	

+ = positive - = negative 0 = normal or average N.I. = not indicated

Table 9 shows 22 responses by the unsuccessful group of twenty-three

students and 73 responses by the unsuccessful group of fifty-six students. The unsuccessful group showed a definite scarcity of any characteristic. The highest frequencies of the successful group were "object relationships", "warm personality" and "social".

"Intelligence is defined as the potential ability of an individual to understand what he needs to recall and to mobilize and integrate constructively previous learning and experience in meeting new situations. The functional use of intelligence is influenced by emotional factors."<sup>4</sup>

TABLE 10

COMPARISON OF INTELLIGENCE CATEGORY OF THE UNSUCCESSFUL AND SUCCESSFUL STUDENT NURSES REVEALED IN THE GROUP RORSCHACH TEST PROTOCOLS

UNSUCCESSFUL					SUCCESSFUL				
Personality Traits	+	-	0	N.I.	Personality Traits	+	-	0	N.I.
Practical Thinking. . .	0	1	0	22	Practical Thinking..	4	1	0	51
Judgment. . . . .	0	0	0	23	Judgment. . . . .	0	0	1	55
Insight and Foresight	0	2	0	21	Insight and Foresight	6	2	0	48
Rational Control. . .	0	0	0	23	Rational Control. . .	1	0	0	55
Concentration . . . .	1	0	0	22	Concentration . . . .	1	5	0	50
Normal. . . . .	0	0	0	23	Normal. . . . .	2	0	1	53
Didn't Understand . .					Didn't Understand . .				
Instructions . . . .	1	0	0	22	Instructions. . . .	2	0	0	54
Creative Intelligence:					Creative Intelligence:				
Confabulation. . . .	0	0	0	23	Confabulation . . . .	2	0	0	54
Exaggerates. . . . .	0	0	0	23	Exaggerates. . . . .	1	0	0	55
Phantasizes. . . . .	4	0	0	19	Phantasizes. . . . .	1	0	0	55
<b>TOTAL</b>	<b>6</b>	<b>3</b>	<b>0</b>		<b>TOTAL</b>	<b>20</b>	<b>8</b>	<b>2</b>	

+ = positive    - = negative    0 = normal or average    N.I. = not indicated

Table 10 reveals 9 responses by the unsuccessful group of twenty-three

<sup>4</sup>American Psychiatric Association, A Psychiatric Glossary, (Committee on Public Information, 1957), 23.

students and 30 responses by the successful group of fifty-six students. The unsuccessful group showed an extreme lack of responses indicative of intellectual capacity as defined for the category. The higher frequencies of the successful group were "practical thinking" and "insight and foresight".

"Roughly speaking, the Rorschach results have been found to correlate as highly with intelligence test results as the results of different intelligence tests correlate with one another. The importance of the Rorschach Method for the intellectual aspect of personality diagnosis lies in something which no intelligence test attempts--the differentiation between potential capacity and actual efficiency."<sup>5</sup>

Instinctual and Sex Drives grouping pertains to the characteristic of "inborn drives of which the human instincts include those of self-preservation, sexuality, and (for some authors) the ego instincts of the herd or social instincts."<sup>6</sup>

Masculinity included interest in masculine activities, not easily disgusted, inhibits emotional expression, little interest in clothes and style--in contrast with interest in feminine activities and vocations, easily disgusted, fearful, romantic, and emotionally repressive.

Table 11 presents 41 responses by the unsuccessful group of twenty-three students and 88 responses by the successful group of fifty-six students. The unsuccessful group showed a higher frequency of the characteristics of "impulsiveness"; the successful group showed a high frequency of "femininity", "motivation" and "sublimation". It is noteworthy that in

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<sup>5</sup>Bruno Klopfer and Douglas Kelly, The Rorschach Technique, (New York: World Book Company, 1942), 266.

<sup>6</sup>A Psychiatric Glossary, op. cit., 23.

TABLE 11

COMPARISON OF INSTINCTUAL AND SEX DRIVES CATEGORY OF THE UNSUCCESSFUL AND SUCCESSFUL STUDENT NURSES REVEALED IN THE GROUP RORSCHACH TEST PROTOCOLS

UNSUCCESSFUL					SUCCESSFUL				
Personality Traits	+	-	0	N.I.	Personality Traits	+	-	0	N.I.
Femininity. . . . .	1	1	8	13	Femininity. . . . .	13	1	6	36
Masculinity . . . . .	0	0	1	22	Masculinity . . . . .	1	0	0	55
Sex Drive . . . . .	3	2	8	10	Sex Drive. . . . .	3	2	29	22
Impulsiveness . . . . .	8	0	0	15	Impulsiveness . . . . .	4	0	1	51
Motivation . . . . .	1	2	0	20	Motivation. . . . .	9	1	1	45
Sublimation . . . . .	1	2	0	20	Sublimation . . . . .	9	1	4	42
Frustration . . . . .	3	0	0	20	Frustration . . . . .	3	0	0	53
<b>T O O T A L</b>	<b>17</b>	<b>7</b>	<b>17</b>		<b>T O T A L</b>	<b>42</b>	<b>5</b>	<b>41</b>	

+ = positive   - = negative   0 = normal or average   N.I. = not indicated

both groups there is a high frequency of "normal responses to the characteristic "sex adjustment" as shown in the normal or average response columns.

Personal traits refers to the distinguishing qualities of character, mind, or any biological or psychological characteristics. In the case of "overcompensation, the individual covers up an undesirable trait by calling attention to a desirable trait and exaggerating its importance."<sup>7</sup>

Table 12 indicates 9 responses by the unsuccessful group of twenty-three students and 46 responses in the successful group of fifty-six students. The unsuccessful group showed no dominant traits. The successful group

<sup>7</sup>Wendell Cruze, op. cit., 455.

TABLE 12

COMPARISON OF PERSONAL TRAITS CATEGORY OF THE UNSUCCESSFUL AND SUCCESSFUL STUDENT NURSES REVEALED IN THE GROUP RORSCHACH TEST PROTOCOLS

UNSUCCESSFUL					SUCCESSFUL				
Personality Traits	+	-	0	N.I.	Personality Traits	+	-	0	N.I.
Accurate . . . . .	1	1	0	21	Accurate . . . . .	2	1	1	52
Adaptability . . . . .	0	0	1	22	Adaptability . . . . .	13	1	0	42
Creative . . . . .	0	0	0	23	Creative . . . . .	2	0	0	54
Endurance . . . . .	0	1	0	22	Endurance . . . . .	0	1	0	55
Energetic . . . . .	0	0	0	23	Energetic . . . . .	1	1	0	54
Hard-working . . . . .	1	0	0	22	Hard-working . . . . .	6	0	0	50
Initiative . . . . .	0	0	0	23	Initiative . . . . .	0	1	0	55
Over-compensating . . . . .	1	0	0	22	Over-compensating . . . . .	8	0	0	48
Reliability . . . . .	1	0	0	22	Reliability . . . . .	1	0	0	55
Systematization . . . . .	0	1	0	22	Systematization . . . . .	1	0	1	54
Dependability . . . . .	0	0	0	23	Dependability . . . . .	2	0	0	54
Maturity . . . . .	0	0	1	22	Maturity . . . . .	3	0	0	53
TOTAL	4	3	2		TOTAL	39	5	2	

+ = positive - = negative 0 = normal or average N.I. = not indicated

showed a high frequency of the characteristics of "adaptable", "over-compensating", and "hard-working"--all desirable characteristics of nursing.

Objectivity refers to the ability to objectively perceive oneself in relation to environment. Self-analysis, used with discretion, may assist the nurse to understand her motivations and conditionings. Constructive criticism of oneself is usually the first step to improvement of the personality. The connotation employed here concerns a balanced concept of assets and liabilities as measured by the super ego. Genuine objectivity is held to mean an awareness of strengths and weaknesses without introspective emphasis of inferiority or egotism.

TABLE 13

COMPARISON OF OBJECTIVITY CATEGORY OF THE UNSUCCESSFUL AND SUCCESSFUL STUDENT NURSES REVEALED IN THE GROUP RORSCHACH TEST PROTOCOLS

UNSUCCESSFUL					SUCCESSFUL				
Personality Traits	+	-	0	N.I.	Personality Traits	+	-	0	N.I.
Self-evaluation. . . .	0	1	1	21	Self-evaluation. . .	4	1	0	51
Adequate Concept of Self. . . . .	0	4	0	19	Adequate Concept of Self. . . . .	0	0	0	56
TOTAL	0	5	1		TOTAL	4	1	0	

+ = positive    - = negative    0 = normal or average    N.I. = not indicated

Table 13 shows few responses for this category for either group to students.

Rorschach Intelligence.

In addition to the 89 characteristics revealed in the evaluation of the 79 Group Rorschachs, it was found that in 77 of the 79 students some mention was made of "intelligence" or intellectual capacity or potential. Although an exact numerical figure was not given, a qualifying value such as "low average", "average", "high average" and "very intelligent" was given. Appendix No. II, page 66 shows the Rorschach rating and the Otis I. Q. for each student included in this study.

A statistical computation was done to determine the validity of the Rorschach Test in prediction of intelligence potential.

Table 14 shows the frequencies for each category for the Group Rorschach

Test I.Q. and Otis Quick Scoring Test of Mental Ability I.Q.

TABLE 14

COMPARISON OF THE OTIS QUICK SCORING TEST OF MENTAL ABILITY SCORES AND GENERAL INTELLIGENCE RATINGS OBTAINED FROM THE RORSCHACH PROTOCOLS AS DETERMINED BY THE CONTINGENCY COEFFICIENT

Otis I. Q.	Low Average	Average	High Average	Totals
86 to 95	11	4	0	15
96 to 110	6	24	16	46
111 to 125	0	0	16	16
Totals	17	28	32	77

The correlation between the numerical I.Q. score obtained from the Otis Quick Scoring of Mental Ability test and the estimate of general intelligence obtained from the Rorschach protocols was determined using the Contingency Coefficient. This analysis revealed a chi square of 52.35 with 4 d/f and a Contingency Coefficient of .637 which is highly significant at the .001 level of confidence. This indicates that there is a high degree of relationship between the Rorschach estimates of general intelligence and the numerical score obtained from the Otis.

On the basis of this evidence it is clear that the intellectual measurements of I.Q.'s of 100 or less as shown by the Otis Quick Scoring Test are not in opposition to the Rorschach Intelligence evaluation. It was the opinion of the Psychologist that the better rating of the students by the Rorschach method was probably the product of the measurement of intelligence within a constellation of other characteristics. This indicates

that the success of these fifteen students must therefore be ascribed to other factors than their borderline intelligence.

Comparison of Ten of the Most Successful and Ten of the Most Unsuccessful Students.

Because the total numbers of successful and unsuccessful students were unequal, the ten most unsuccessful and the ten most successful were compared. The least successful students were ten who were not recommended for nursing by the Psychologist on the basis of their overall Rorschach protocols. The ten most successful were those who attained the highest average in State Board Examination with relatively high ratings in theory and practice.

Tables 15 to 21 compare ten of the most unsuccessful student nurses with ten of the most successful student nurses based on the Group Rorschach Test Protocols in each of the seven categories.

Table 15 reveals 57 responses and 29 responses respectively by the unsuccessful and successful group of ten students each. The unsuccessful group showed higher frequencies in "childishness", "immaturity", "needs guidance and encouragement", "anxiousness", "hysterical tendency" and "guilt feelings". There was also lack of "inner resources" and "sensitiveness" in comparison to the successful group. One-half of the group showed lack of "emotional control" in contrast to evidence of more normal "emotional control" in the successful group. There were no responses in excess of five in the successful group.

TABLE 15

COMPARISON OF TEN OF THE MOST UNSUCCESSFUL STUDENT NURSES WITH TEN OF THE MOST SUCCESSFUL STUDENT NURSES BASED ON THE GROUP RORSCHACH TEST PROTOCOLS RELATING TO THE GENERAL CATEGORY OF EMOTIONALITY

UNSUCCESSFUL					SUCCESSFUL				
Personality Trait	+	-	0	N.I.	Personality Trait	+	-	0	N.I.
Suicidal Tendency	1	0	0	9	Suicidal Tendency	0	0	0	10
Anxiousness	4	0	0	6	Anxiousness	1	1	1	7
Apprehension	1	0	0	9	Apprehension	1	0	0	9
Caution	0	0	0	10	Caution	1	0	0	9
Childishness	7	0	0	3	Childishness	0	0	0	10
Compulsion	2	0	0	8	Compulsion	0	0	0	10
Emotional Control	1	5	0	4	Emotional Control	3	2	1	4
Fearful	1	0	0	9	Fearful	0	0	1	9
Hysterical Tendency (1 strong +)	3	0	0	7	Hysterical Tendency (1 strong +)	1	0	0	9
Immaturity	8	0	0	2	Immaturity	0	1	0	9
Infantilism	1	0	0	9	Infantilism	0	0	0	10
Inner Resources	1	1	0	8	Inner Resources	3	0	0	7
Insecure	2	0	0	8	Insecure	3	0	0	7
Inner Conflict	2	0	0	8	Inner Conflict	1	0	0	9
Melancholic	1	0	0	9	Melancholic	1	0	0	9
Needs Guidance and Encouragement	5	0	0	5	Needs Guidance and Encouragement	3	0	0	7
Negativistic	1	0	0	9	Negativistic	0	0	0	10
Neurotic	2	0	0	8	Neurotic	0	0	0	10
Peculiar	1	0	0	9	Peculiar	0	0	0	10
Primitive	1	0	0	9	Primitive	0	0	0	10
Self-Confidence	1	0	0	9	Self-Confidence	1	0	0	9
Sensitiveness	1	0	0	9	Sensitiveness	3	0	0	7
Unstable	1	0	0	9	Unstable	0	0	0	10
Guilt Feelings	3	0	0	7	Guilt Feelings	0	0	0	10
<b>TOTAL</b>	<b>51</b>	<b>6</b>	<b>0</b>		<b>TOTAL</b>	<b>22</b>	<b>4</b>	<b>3</b>	

+ = positive - = negative 0 = normal or average N.I. = not indicated

Table 16 reveals 14 responses by the unsuccessful students and 10 responses by the successful group. There were no responses in excess of 5 in either of these groups. The number of responses in most traits in both groups were very few but responses indicating "altruism", "conscientiousness", and adherence to "ethical standards" were evident in the successful group.

TABLE 16

COMPARISON OF TEN OF THE MOST UNSUCCESSFUL STUDENT NURSES WITH TEN OF THE MOST SUCCESSFUL STUDENT NURSES BASED ON THE GROUP BORSCHACH TEST PROTOCOLS RELATING TO THE GENERAL CATEGORY OF ATTITUDES

UNSUCCESSFUL					SUCCESSFUL				
Personality Trait	+	-	0	N.I.	Personality Trait	+	-	0	N.I.
Self-Sacrificing	0	0	0	10	Self-Sacrificing	1	0	0	9
Aggressiveness	1	0	0	9	Aggressiveness	0	0	0	10
Altruistic	1	0	0	9	Altruistic	3	0	0	7
Ambition	2	0	0	8	Ambition	2	1	0	7
Ambivalent	1	0	0	9	Ambivalent	0	0	0	10
Amiable	0	0	0	10	Amiable	0	0	0	10
Conscientiousness	1	0	0	9	Conscientiousness	3	0	0	7
Enthusiasm	0	0	0	10	Enthusiasm	0	0	0	10
Ethical Standards	0	1	0	9	Ethical Standards	3	0	0	7
Faithful	0	0	0	10	Faithful	0	0	0	10
Idealistic	0	0	0	10	Idealistic	0	0	0	10
Idolizing Tendency	0	0	0	10	Idolizing Tendency	0	0	0	10
Loyalty	0	0	0	10	Loyalty	0	0	0	10
Perseverance	1	0	0	9	Perseverance	1	0	0	9
Persistent	1	0	0	9	Persistent	1	0	0	9
Rigid	1	0	0	9	Rigid	1	0	0	9
Sincerity	1	0	0	9	Sincerity	0	0	0	10
Stubborn	2	0	0	8	Stubborn	0	0	0	10
Selfishness	1	0	0	9	Selfishness	1	0	0	9
<b>TOTAL</b>	<b>13</b>	<b>1</b>	<b>0</b>		<b>TOTAL</b>	<b>16</b>	<b>1</b>	<b>0</b>	

+ = positive - = negative 0 = normal or average N.I. = not indicated

Table 17 reveals 10 responses by the unsuccessful students and 17 responses by the successful group. There were no responses in excess of five to any trait; however, the successful group showed greater response to the characteristics of "object relationships" and "warm personality".

TABLE 17

COMPARISON OF TEN OF THE MOST UNSUCCESSFUL STUDENT NURSES WITH TEN OF THE MOST SUCCESSFUL STUDENT NURSES BASED ON THE GROUP RORSCHACH TEST PROTOCOLS RELATING TO THE GENERAL CATEGORY OF SOCIABILITY

UNSUCCESSFUL					SUCCESSFUL				
Personality Trait	+	-	0	N.I.	Personality Trait	+	-	0	N.I.
Object Relationships	1	2	0	7	Object Relationships	4	0	0	6
Extrovert	0	0	0	10	Extrovert	0	0	0	10
Introvert	0	0	0	10	Introvert	1	0	0	9
Ambiverted	0	0	0	10	Ambiverted	2	0	0	8
Needs Companionship	1	0	0	9	Needs Companionship	1	0	0	9
Interest in People	1	2	0	7	Interest in People	1	0	0	9
Cold Personality	0	0	0	10	Cold Personality	0	0	0	10
Lively Personality	0	0	0	10	Lively Personality	1	0	0	9
Warm Personality	1	0	0	9	Warm Personality	4	0	0	6
Adjustable Personality	0	0	0	10	Adjustable Personality	0	0	0	10
Phlegmatic	0	0	0	10	Phlegmatic	1	0	0	9
Shyness	0	1	0	9	Shyness	0	0	0	10
Social	0	0	0	10	Social	2	0	0	8
Inferiority Feelings	1	0	0	9	Inferiority Feelings	0	0	0	10
Self-Conscious	0	0	0	10	Self-Conscious	0	0	0	10
TOTAL	5	5	0		TOTAL	17	0	0	

+ = positive - = negative 0 = normal or average N.I. = not indicated

The unsuccessful group showed a few responses revealing lack of interest in people, "shyness" and "inferiority feelings".

Table 18 shows 7 responses by the unsuccessful students and 4 by the successful students. There was no response in excess of five to any single trait but three of the unsuccessful students showed evidence of the trait "phantasizes".

TABLE 18

COMPARISON OF TEN OF THE MOST UNSUCCESSFUL STUDENT NURSES WITH TEN OF THE MOST SUCCESSFUL STUDENT NURSES BASED ON THE GROUP RORSCHACH TEST PROTOCOLS RELATING TO THE GENERAL CATEGORY OF INTELLIGENCE

UNSUCCESSFUL					SUCCESSFUL				
Personality Trait	+	-	0	N.I.	Personality Trait	+	--	0	N.I.
Practical Thinking	0	0	0	10	Practical Thinking	1	0	0	9
Judgment	0	0	0	10	Judgment	0	0	0	10
Insight & Foresight	0	2	0	8	Insight & Foresight	1	0	0	9
Emotional Control	0	0	0	10	Emotional Control	1	0	0	9
Concentration	1	0	0	9	Concentration	0	0	0	10
Normal	0	0	0	10	Normal	1	0	0	9
Didn't Understand Instructions	1	0	0	9	Didn't understand Instructions	0	0	0	10
Creative Intelligence					Creative Intelligence				
Phantasizes	3	0	0	7	Phantasizes	0	0	0	10
Confabulation	0	0	0	10	Confabulation	0	0	0	10
Exaggerates	0	0	0	10	Exaggerates	0	0	0	10
<b>TOTAL</b>	<b>5</b>	<b>2</b>	<b>0</b>		<b>TOTAL</b>	<b>4</b>	<b>0</b>	<b>0</b>	

+ = positive - = negative 0 = normal or average N.I. = not indicated

The Rorschach test of one of the unsuccessful students was very poorly done, clearly showing evidence of extreme inability to understand and follow directions. Her test also revealed numerous other inefficiencies.

Table 19 shows 2 responses by the unsuccessful students and 8 by the successful students. There were no responses over five for any single trait in either group. While lack of greater response in both groups probably reflects the immaturity of the young student, the successful group showed seventy-five percent greater evidence of mature tendencies.

TABLE 19

COMPARISON OF TEN OF THE MOST UNSUCCESSFUL STUDENT NURSES WITH TEN OF THE MOST SUCCESSFUL STUDENT NURSES BASED ON THE GROUP RORSCHACH TEST PROTOCOLS RELATING TO THE GENERAL CATEGORY OF PERSONAL TRAITS

UNSUCCESSFUL					SUCCESSFUL				
Personality Trait	+	-	0	N.I.	Personality Trait	+	-	0	N.I.
Accurate	0	0	0	10	Accurate	1	0	0	9
Adaptability	0	0	0	10	Adaptability	2	0	0	8
Creative	0	0	0	10	Creative	0	0	0	10
Endurance	0	0	0	10	Endurance	0	0	0	10
Energetic	0	0	0	10	Energetic	0	1	0	9
Hard Working	1	0	0	9	Hard Working	1	0	0	9
Initiative	0	0	0	10	Initiative	0	0	0	10
Over-Compensating	0	0	0	10	Over-Compensating	2	0	0	8
Reliability	0	0	0	10	Reliability	0	0	0	10
Systematization	0	1	0	9	Systematization	0	0	0	10
Dependability	0	0	0	10	Dependability	0	0	0	10
Maturity	0	0	0	10	Maturity	1	0	0	9
TOTAL	1	1	0		TOTAL	7	1	0	

+ = positive - = negative 0 = normal or average N.I. = not indicated

Table 20 shows 19 responses by the unsuccessful group and 16 responses by the successful group. The unsuccessful students showed higher frequencies in "impulsiveness", and the successful group showed higher frequencies in "sublimation".

TABLE 20

COMPARISON OF TEN OF THE MOST UNSUCCESSFUL STUDENT NURSES WITH TEN OF THE MOST SUCCESSFUL STUDENT NURSES BASED ON THE GROUP RORSCHACH TEST PROTOCOLS RELATING TO THE GENERAL CATEGORY OF INSTINCTUAL AND SEX DRIVES

UNSUCCESSFUL					SUCCESSFUL				
Personality Trait	+	-	0	N.I.	Personality Trait	+	-	0	N.I.
Femininity	1	1	3	5	Femininity	1	1	1	7
Masculinity	0	0	1	9	Masculinity	0	0	0	10
Sex Drive	3	2	0	5	Sex Drive	0	0	5	5
Impulsiveness	6	0	0	4	Impulsiveness	0	0	0	10
Motivation	0	0	0	10	Motivation	2	0	0	8
Sublimation	0	0	0	10	Sublimation	4	0	0	6
Frustration	2	0	0	8	Frustration	2	0	0	8
TOTAL	12	3	4		TOTAL	9	1	6	

+ = positive - = negative 0 = normal or average N.I. = not indicated

Table 21 shows 4 responses by the unsuccessful students and 0 responses by the successful students. While both groups show lack of

TABLE 21

COMPARISON OF TEN OF THE MOST UNSUCCESSFUL STUDENT NURSES WITH TEN OF THE MOST SUCCESSFUL STUDENT NURSES BASED ON THE GROUP RORSCHACH TEST PROTOCOLS RELATING TO THE GENERAL CATEGORY OF OBJECTIVITY

UNSUCCESSFUL					SUCCESSFUL				
Personality Trait	+	-	0	N.I.	Personality Trait	+	-	0	N.I.
Self-evaluation Adequate Concept of Self	0	1	0	9	Self-evaluation Adequate Concept of Self	0	0	0	10
	0	3	0	7		0	0	0	10
TOTAL	0	4	0		TOTAL	0	0	0	

+ = positive - = negative 0 = normal or average N.I. = not indicated

ability to self-evaluate the greater inadequacy was shown demonstrated in the unsuccessful group.

TABLE 22

COMPARISON OF TEN OF THE MOST UNSUCCESSFUL STUDENT NURSES WITH TEN OF THE MOST SUCCESSFUL STUDENT NURSES BASED ON THE GROUP RORSCHACH TEST PROTOCOLS WHICH HAVE BEEN SUMMARIZED INTO SEVEN MAIN CATEGORIES

UNSUCCESSFUL					SUCCESSFUL				
General Category	+	-	0	N.I.	General Category	+	-	0	N.I.
Emotionality	51	6	0	0	Emotionality	26	6	3	0
Attitudes	13	1	0	0	Attitudes	16	1	0	0
Sociability	5	5	0	0	Sociability	17	0	0	0
Intelligence	5	2	0	0	Intelligence	4	0	0	0
Personal Traits	1	1	0	0	Personal Traits	7	1	0	0
Instinctual and Sex Drives	12	3	4	0	Instinctual and Sex Drives	9	1	6	0
Objectivity	0	4	0	0	Objectivity	0	0	0	0

+ = positive - = negative 0 = normal or average N.I. = not indicated

From the data presented in the foregoing Table 22 and the following Table 23 it can be seen that the category of Emotionality is strongly evident in the unsuccessful group. The impression one gets is that there tends to be greater emotionality factors associated with the unsuccessful student than with the successful student.

From the results of combining the seven categories in Tables 22 and 23 the mean comparison of the category of Emotionality reveals 5.1+ for the unsuccessful group and 2.6- for the successful group.

The mean of the category of Sociability is 2.0+ for the successful

TABLE 23

MEAN COMPARISON OF TEN OF THE MOST UNSUCCESSFUL STUDENT NURSES WITH TEN OF THE MOST SUCCESSFUL STUDENT NURSES BASED ON THE GROUP RORSCHACH PROTOCOLS WHICH HAVE BEEN SUMMARIZED INTO SEVEN MAIN CATEGORIES

UNSUCCESSFUL				SUCCESSFUL			
General Personality Categories	+	-	Avg. Mean	General Personality Categories	+	-	Avg. Mean
	Mean	Mean			Mean	Mean	
Emotionality	5.1	.7	.3	Emotionality	2.6	.6	.3
Attitudes	1.0	.1	0.0	Attitudes	1.7	.1	0.0
Sociability	.5	.5	0.0	Sociability	2.0	0.0	0.0
Intelligence	.6	.7	0.0	Intelligence	.7	.3	.1
Personal Traits	.1	.1	0.0	Personal Traits	.8	.1	0.0
Instinctual and Sex Drives	1.2	.3	.4	Instinctual and Sex Drives	1.0	.1	.6
Objectivity	0.0	.4	0.0	Objectivity	0.0	0.0	0.0

group and 1.0+ for the unsuccessful group. The impression one gets is that there tends to be greater evidence of sociability in the successful group.

Mean comparisons of the other five categories were relatively insignificant. The Fisher Exact Probability Test<sup>8</sup> was used to try to find the significance between the two groups, that is, 10 successful and 10 unsuccessful in relation to numbers of responses above and below the median. A comparison of the total numbers of responses as well as numbers of responses on each of the seven categories was done. Following computation of these statistics, comparison was made and no significant findings resulted. This computation shows that the evaluation of the Group Rorschach Test indicates

<sup>8</sup>Sydney Seigel, Non-Parametric Statistics For The Behavioral Sciences, (New York: McGraw-Hill Co., 1956), 96-104.

that the qualitative aspects of the protocols are more important than the quantitative.

Tables 24 and 25 present a summarization of responses of ten unsuccessful and ten successful students, based on Group Rorschach Protocols and distributed in the seven established categories. Appendix III (pages 67-72) also lists the individual characteristics of each student by Code Number as to +, -, 0 responses, and classified under the main category.

TABLE 24

COMPARISON OF THE TEN MOST UNSUCCESSFUL STUDENTS BASED ON THE GROUP RORSCHACH PROTOCOLS (+, -, 0) WHICH HAVE BEEN SUMMARIZED INTO SEVEN CATEGORIES FOR EACH INDIVIDUAL STUDENT

Trait	#57	#59	#60	#63	#65	#70	#73	#74	#75	#76	Total
Emotionality . . . . .	9	4	7	2	5	9	6	5	4	6	57
Attitudes . . . . .	0	2	1	1	3	4	0	0	1	2	14
Sociability . . . . .	2	0	1	3	2	1	0	0	0	1	10
Intelligence . . . . .	1	1	1	1	3	2	3	2	1	2	17
Instinctual and Sex Drive	4	1	2	1	1	3	2	2	1	2	19
Objectivity . . . . .	0	0	0	2	0	1	0	0	1	0	4
Personal Traits . . . . .	0	0	0	1	1	0	0	0	0	0	2
TOTAL	16	8	12	11	15	20	11	9	8	13	123

Tables 24 and 25 were devised to investigate the possibility of additional comparison of unsuccessful and successful students. In some instances, for example in the category of Emotionality, the number of responses show that greater emotionality was present in the unsuccessful students than in the successful students. In contrast, the category of Intelligence is misleading because the category lacks the refinement needed

TABLE 25

COMPARISON OF THE TEN MOST SUCCESSFUL STUDENTS BASED ON THE GROUP RORSCHACH PROTOCOLS (+, -, 0) WHICH HAVE BEEN SUMMARIZED INTO SEVEN CATEGORIES FOR EACH INDIVIDUAL STUDENT

Trait	#2	#7	#11	#12	#13	#28	#35	#39	#54	#55	Total
Emotionality. . . . .	5	2	1	1	5	5	1	2	3	4	29
Attitudes . . . . .	1	2	3	4	0	2	0	2	1	2	17
Sociability . . . . .	2	5	1	1	0	0	3	1	4	0	17
Intelligence. . . . .	2	1	1	2	2	1	2	1	1	1	14
Instinctual and Sex Drive . .	1	2	2	2	1	2	1	1	4	0	16
Objectivity . . . . .	0	0	0	0	0	0	0	0	0	0	0
Personal Traits . . . . .	0	0	0	1	0	2	0	1	4	0	8
T O T O T A L	11	12	8	11	8	12	7	8	17	7	101

to give distinction between the desirable and the undesirable, in terms of quantity and quality. These tabulations are included in this study with this explanation to point up the need for greater refinement of the original seven categories. Use of the categories, as defined in this study, in any general summarization, results in loss of the qualitative values of the Rorschach evaluation.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary.

Many students admitted to schools of nursing withdraw, or fail to achieve success even though selection techniques have been improved and admission committees have endeavored to choose candidates with the greatest potential for success. The basic pattern of personality development is present at birth. Numerous means of determining the total personality have been experimented with for a number of years and the usual results have reflected intangible, rather than concise, definite patterns of personality. Personality tends to find expression in traits as the person matures and the structure of the personality develops. The primary purpose of this study was to identify personality characteristics revealed in the Group Rorschach Test which could be considered differentially significant among students who were successful in a three year school of nursing program.

The sample chosen for this study was composed of 79 students who were admitted to a diploma program in a Hospital School of Nursing. Of this number 56 were graduated and 23 did not successfully complete the program. Student admission and cumulative records and results of Group Rorschach Tests were the sources from which the data was collected. The students who did withdraw from the program, and those who did not, were compared on the basis of the following personality trait categories:

1. Emotionality
2. Attitudes
3. Sociability
4. Intelligence
5. Personal Traits
6. Instinctual and Sex Drives
7. Objectivity

Conclusions.

From the data presented it is possible to make certain conclusions:

1. The Rorschach Test, although revealing many and varied personality characteristics, does not disclose a personality pattern per se that is indicative of success in nursing.

2. The test does describe the totality of an individual's personality characteristics and quite readily ferrets out personality peculiarities and emotional problems.

3. This means of evaluation is a helpful tool along with other tools for gaining insight into needs for counseling and guidance and for screening out emotional misfits in the profession.

Other research studies have revealed more positive results in establishing bases for prediction of academic and vocational success. These studies were done on large samples and systematized methods for collection of data had been established prior to the administration and evaluation of the testing tools employed. This study, despite the relatively small sampling and the absence of pre-determined data to test has revealed that young women with very different natures and potentials are able to achieve success providing there is a compensating balance in the elements of their

personalities.

In the light of these conclusions the original hypotheses are re-stated and qualified as follows:

- A. Students with a warm personality, emotional stability and a liking for people, have a greater potential for success in nursing than those who lack these traits.

While there was definite evidence that the successful students, in general, possessed a greater degree of personality warmth and emotional stability the characteristic of "liking for people" could not be determined because the Group Rorschach evaluations used in this study did not contain this information.

- B. Students who have normal instinctual and achievement drives are more successful than those possessing negative attitudes.

This hypothesis is qualified in degree only. The study revealed evidence to support the hypothesis in essence but the differentiation between the unsuccessful and successful students in instinctual and achievement drives was not striking.

- C. Students with general well-rounded personalities, having proper guidance and supervision, will be successful.

The study showed that the most successful students possessed characteristics of general well-rounded personalities, but since there was no attempt in the study to evaluate the elements of guidance and supervision this portion of the hypothesis must be eliminated.

- D. Students who possess strong abnormal traits are not only misfits for nursing but the nursing environment increases their frustrations and probably will precipitate mental aberration.

Two of the unsuccessful students with abnormal Rorschach Protocols had difficulty with the school program, showed increasing frustration and impulsive behavior which necessitated separation from the school for treatment.

4. Although no hypotheses was made that the Group Rorschach would reveal intelligence, it was found that this element was very significantly expressed, correlating with the I. Q. of the Otis Quick Scoring Test of Mental Abilities at the .001 level of confidence.

5. Two categories of personality traits, that of "emotionality" and "sociability", showed a high degree of relationship to the achievement of students. One of the most significant outcomes of this study was the indication that "emotionality" tended to be associated with the unsuccessful students and "sociability" was related to the successful students.

#### Recommendations.

1. Because this study was somewhat limited by the small sampling it is suggested that further study be done involving larger numbers to better identify the personality factors significantly related to success or failure in nursing.

2. The investigator recommends that a follow-up study be done evaluating the Group Rorschach results in relation to seven original

categories of personality characteristics used in this study.

3. A study of the Group Rorschach results, considered in relation to Munroe's check list of the Sarah Lawrence School Study, might prove valuable in determining the adequacy of the Rorschach as a predictor of success.

4. It is also recommended that a large-scale study be undertaken to completely evaluate the usefulness of the Rorschach as an effective tool for determining capacity for success in nursing. It is possible that such a study could result in disclosing characteristics in need of developmental modification which could be standardized and incorporated in the National League for Nursing Pre-Nursing and Guidance Test Battery--thereby improving the value of the test to schools of nursing for the selection of students.

5. It is finally recommended that Group Rorschach Test Interpretations be used for counseling and guidance of students who demonstrate good potential for success. With this in mind one must be cognizant of the fact that the present method of evaluation of the Rorschach Test is time-consuming and expensive, and there is need to prepare more psychologists qualified in the techniques of evaluating the test and more counselors trained to use the test results. There is need also to prepare nurses and others doing guidance work in the proper handling of the personal information revealed in projective tests to prevent irregularities that could evolve from improper use of this information.



AMBIVERTED - One intermediate between an extrovert and an introvert

3 out of 79:      successful - 3 positive  
                         unsuccessful - none indicated

ANIABLE - Sweetness of temper; kind-heartedness

3 out of 79:      successful - 3 positive  
                         unsuccessful - none indicated

ANXIOUSNESS - disquieted over a possible or impending ill; worrying accompanied with or causing anxiety

23 out of 79:    successful - 9 positive, 3 negative, 5 average  
                         unsuccessful - 6 positive

APPREHENSIVE - anticipative of something unfavorable; fearful

6 out of 79:      successful - 3 positive  
                         unsuccessful - 3 positive

CAUTIOUS - promptings of fear for oneself or for others; the exercise of forethought so that risks may be avoided or minimized

6 out of 79:      successful - 4 positive  
                         unsuccessful - 2 positive

CHILDISHNESS - of or befitting a child; puerile, silly

14 out of 79:     successful - 4 positive  
                         unsuccessful - 10 positive

COMPULSION - an insistent, repetitive, intrusive and unwanted urge to perform an act which is contrary to the person's ordinary conscious wishes or standards

3 out of 79:      successful - none indicated  
                         unsuccessful - 3 positive

CONCENTRATION - close mental application or exclusive attention

7 out of 79:      successful - 1 positive, 5 negative  
                         unsuccessful - 1 positive

CONFABULATORY TENDENCIES - unconscious, defensive, "filling in" of actual memory gaps by imaginary or fantastic experiences, often complex, that are recounted in a detailed and plausible way as though they were factual

2 out of 79:        successful - 2 positive  
                      unsuccessful - none indicated

CONSCIENTIOUS - influenced or governed by, or conformed to, a strict regard to the dictates of conscience

13 out of 79:      successful - 10 positive  
                      unsuccessful - 3 positive

CREATIVE - having the power or quality of creating; productive

2 out of 79:        successful - 2 positive  
                      unsuccessful - none indicated

DEPENDABLE - worthy of being depended on; trustworthy; reliable

2 out of 79:        successful - 2 positive  
                      unsuccessful - none indicated

DIDN'T UNDERSTAND INSTRUCTIONS - (self-explanatory)

3 out of 79:        successful - 2 positive  
                      unsuccessful - 1 positive

EMOTIONAL CONTROL - evenness of moods; strong feelings

20 out of 79:      successful - 5 positive, 5 negative, 4 average  
                      unsuccessful - 1 positive, 5 negative

ENDURANCE - to remain firm; art of suffering

2 out of 79:        successful - 1 negative  
                      unsuccessful - 1 negative

ENERGETIC - active; having energy

2 out of 79:        successful - 1 positive, 1 negative  
                      unsuccessful - none indicated

ENTHUSIASM - ardent zeal or interest fervor

4 out of 79:       successful - 3 positive, 1 negative  
                          unsuccessful - none indicated

ETHICAL STANDARDS - of or relating to moral action, motive or character;  
conforming to professional standards of conduct

9 out of 79:       successful - 7 positive  
                          unsuccessful - 1 positive, 1 negative

EXAGGERATES - to enlarge beyond bounds of the truth; to overstate truth

1 out of 79:       successful - 1 positive  
                          unsuccessful - none indicated

EXTROVERT - one whose energies are largely directed outward from the self

2 out of 79:       successful - 2 positive  
                          unsuccessful - none indicated

FAITHFUL - firm in adherence to promises, contracts, etc. True in affec-  
tion or allegiance

3 out of 79:       successful - 3 positive  
                          unsuccessful - none indicated

FEARFUL - inspiring fear, exciting terror; full of fear and alarm

4 out of 79:       successful - 1 positive, 1 average  
                          unsuccessful - 1 positive, 1 negative

FEMININITY - strong feminine traits

30 out of 79:       successful - 13 positive, 1 negative, 6 average  
                          unsuccessful - 1 positive, 1 negative, 8 average

FRUSTRATION - the failure of the libido to find adequate outlet

6 out of 79:       successful - 3 positive  
                          unsuccessful - 3 positive



INFANTILISM - condition of being abnormally infantile or childlike; retardation of physical, intellectual or emotional development

2 out of 79:       successful - none indicated  
                  unsuccessful - 2 positive

INITIATIVE - self-reliant; an introductory step, energy, or aptitude displayed in the initiation of action

1 out of 79:       successful - 1 negative  
                  unsuccessful - none indicated

INNER RESOURCES - skill in meeting a situation

12 out of 79:     successful - 6 positive, 1 negative  
                  unsuccessful - 4 positive, 1 negative

INSECURITY - condition or quality of being insecure; want of safety or assurance

24 out of 79:     successful - 12 positive, 3 negative, 3 average  
                  unsuccessful - 6 positive

INNER CONFLICT - struggle or fight with one's internal feelings

13 out of 79:     successful - 6 positive, 1 negative  
                  unsuccessful - 5 positive, 1 negative

INSIGHT AND FORESIGHT - keen discernment or understanding; immediate apprehension or cognition

10 out of 79:     successful - 6 positive, 2 negative  
                  unsuccessful - 2 negative

INTEREST IN PEOPLE - liking for others

8 out of 79:       successful - 3 positive, 1 average  
                  unsuccessful - 2 positive, 2 negative

INTROVERT - a person strongly inclined to introversion

4 out of 79:       successful - 2 positive, 1 average  
                  unsuccessful - 1 positive



NEGATIVISM - a peculiarity of behavior, especially in children, consisting either in not performing acts which are commanded or suggested or in doing the opposite

1 out of 79:       successful - none indicated  
                  unsuccessful - 1 positive

NEUROTIC - tends to nervous complaints without demonstrable physical lesion

1 out of 79:       successful - none indicated  
                  unsuccessful - 1 positive

NORMAL - one who is average in intelligence and development; free from mental disorder; not insane or neurotic

3 out of 79:       successful - 2 positive, 1 average  
                  unsuccessful - not indicated

OBJECT RELATIONSHIPS - ability to establish normal relationships with others

26 out of 79:      successful - 8 positive, 3 negative, 7 average  
                  unsuccessful - 2 positive, 6 negative

OVER-COMPENSATION - when an individual becomes frustrated in attempting to attain a goal, he utilizes the mechanism of repression and buries the unpleasant feelings associated with failure

9 out of 79:       successful - 8 positive  
                  unsuccessful - 1 positive

PECULIAR - eccentric, queer, different from the usual or normal

2 out of 79:       successful - none indicated  
                  unsuccessful - 2 positive

PERSEVERENCE - the act or quality of persevering; persistent; steadfast

5 out of 79:       successful - 3 positive  
                  unsuccessful - 1 positive, 1 negative



RATIONAL CONTROL - concerned with or characterized by reason; sensible

1 out of 79:      successful - 1 positive  
                         unsuccessful - none indicated

RELIABILITY - possessing trustworthiness

2 out of 79:      successful - 1 positive  
                         unsuccessful - 1 positive

RIGID - not pliant; unyielding; severe or stern

5 out of 79:      successful - 2 positive, 1 average  
                         unsuccessful - 2 positive

SELF-CONFIDENCE - quality or state of being self-reliant--often over-confident. Can be either good or bad

6 out of 79:      successful - 3 positive, 2 negative  
                         unsuccessful - 1 positive

SELF-CONSCIOUS - embarrassed by consciousness of one's self, one's awkwardness, failure, etc., in social relations

4 out of 79:      successful - 3 positive  
                         unsuccessful - 1 positive

SEXUAL ADJUSTMENT - drive needs are normal and controlled

47 out of 79:      successful - 3 positive, 2 negative, 29 average  
                         unsuccessful - 3 positive, 2 negative, 8 average

SELF-EVALUATION - ability to examine one's own state, conduct and motive; introspection

7 out of 79:      successful - 4 positive, 1 negative  
                         unsuccessful - 1 negative, 1 average

SELFISHNESS - caring unduly or supremely for one's self regarding one's comfort, advantage, etc., in disregard, or at the expense of others

5 out of 79:      successful - 3 positive  
                         unsuccessful - 2 positive





## APPENDIX II - COMPARISON OF OTIS I.Q. AND RORSCHACH I.Q.

Code No.	Otis I.Q.	Rorschach I.Q.	Code No.	Otis I.Q.	Rorschach I.Q.
1	95	average	41	103	average
2	118	high average +	42	102	average
3	108	high average	43	96	average
4	94	low average	44	95	low average
5	104	average	45	105	high average
6	104	about high average	46	100	average
7	121	very intelligent	47	101	average
8	96	average	48	99	average
9	107	about high average	49	103	not indicated
10	106	average	50	99	average
11	108	about high average	51	109	average
12	114	high average	52	110	high average
13	125	very intelligent	53	109	high average
14	101	average	54	117+	very intelligent
15	100	average	55	108	high average
16	95	low average	56	111	high average
17	95	average	57	98	low average
18	100	average	58	92	low average
19	105	average	59	95	low average
20	101	average	60	97	low average
21	111	high average	61	96	low average
22	105	high average	62	98	average
23	119+	very intelligent	63	95	low average
24	98	average	64	112	high average
25	98	average	65	95	low average
26	95	average	66	97	low average
27	100	average	67	112	high average
28	98	average	68	113	high average
29	92	low average	69	97	low average
30	92	not indicated	70	101	average
31	109	high average	71	103	low average
32	105	high average	72	106	high average
33	100	high average	73	113	high average
34	95	low average	74	91	low average
35	117+	high average	75	99	average
36	96	average	76	91	average
37	105	high average	77	87	very low average
38	119	high average	78	108	high average
39	123	very intelligent	79	117	very intelligent
40	107	high average			

N.B. red indicates unsuccessful students

APPENDIX III

Rorschach Protocols of ten most successful students and ten most unsuccessful students. Code No: indicates the number given to the specific individual. Response: pertains to + for positive or presence of characteristic, - for negative or lack of the characteristic, 0 for average or normal or within normal limits. Category: E for Emotionality, A for Attitude, S for Sociability, I for Intelligence, I&S for Instinctual and Sex Drives, O for Objectivity, P for Personal Traits.

Code No. 2 - Successful					Code No. 7 - Successful				
Trait	+	-	0	Category	Trait	+	-	0	Category
Anxiousness		-		E	Emotional Control			0	E
Conscientiousness	+			A	Ethical Standards	+			A
Emotional Control	+			E	Femininity			0	I&S
Immaturity		-		E	Inner Resources	+			E
Intelligence	++			I	Intelligence	++			I
Needs Guidance and Encouragement	+			E	Interest in People	+			S
Object Relationships	+			S	Motivation	++			I&S
Personality, Warm	+			S	Needs Companionship	+			S
Sensitiveness	+			E	Object Relationships	+			S
Sublimation	+			I&S	Self-Sacrificing	+			A
Normal	+			I	Social	+			S
					Personality, Warm	+			S
	9	2	0			10	0	0	

APPENDIX III - CONTINUED

Code No. 11 - Successful					Code No. 12 - Successful				
Trait	+	-	0	Category	Trait	+	-	0	Category
Altruistic	+			A	Altruistic	+			A
Ambition	+			A	Conscientiousness	+			A
Conscientiousness	+			A	Ethical Standards	+			A
Insecure	+			E	Femininity		-		I&S
Intelligence	+			I	Hard Working	+			P
Phlegmatic	+			S	Insecure	+			E
Sublimation	+			I&S	Intelligence	++			I
Frustration	+			I&S	Introvert	+			S
					Persistent	+			A
					Rational Control	+			I
					Sexual Drive			0	I&S
	8	0	0			9	1	1	
Code No. 13 - Successful					Code No. 28 - Successful				
Trait	+	-	0	Category	Trait	+	-	0	Category
Anxiousness	+			E	Adaptability	+			P
Emotional Control		-		E	Anxiousness			0	E
Inner Resources	+			E	Emotional Control	+			E
Insight & Foresight	+			I	Selfishness	+			A
Intelligence	++			I	Fearful			0	E
Melancholic	+			E	Inner Conflict	+			E
Sensitiveness	+			E	Intelligence			0	I
Sublimation	+			I&S	Motivation	+			I&S
					Needs Guidance and Encouragement	+			E
					Over-Compensated	+			P
					Rigid	+			A
					Sexual Drive			0	I&S
	7	1	0			8	0	4	

APPENDIX III - CONTINUED

Code No. 35 - Successful				Cate- gory	Code No. 39 - Successful				
Trait	+	-	0		Trait	+	-	0	Cate- gory
Ambiverted	+			S	Adaptibility	+			P
Emotional Control	+			E	Ambition		-		A
Intelligence	++			I	Apprehensive	+			E
Object Relationships	+			S	Ethical Standards	+			A
Personality, Warm	+			S	Intelligence	+			I
Practical Thinking	+			I	Personality, Adjustable	+			S
Sexual Drive			0	I&S	Self-Confidence	+			E
					Sexual Drive			0	I&S
	6	0	1			6	1	1	

Code No. 54 - Successful				Cate- gory	Code No. 55 - Successful				
Trait	+	-	0		Trait	+	-	0	Cate- gory
Frustration	+			I&S	Ambition	+			A
Accurate	+			P	Emotional Control	+			E
Altruistic	+			A	Hysterical Tendency	+			E
Ambiverted	+			S	Insecure	+			E
Cautious	+			E	Intelligence	+			I
Energetic		-		P	Perseverance	+			A
Femininity	+			I&S	Sensitiveness	+			E
Inner Resources	+			E					
Intelligence	+			I					
Maturity	+			P					
Needs Guidance and Encouragement	+			E					
Object Relationships	+			S					
Cover-Compensating	+			P					
Personality, Warm	+			S					
Sexual Drive			0	I&S					
Social	+			S					
Sublimation	+			I&S					
	15	1	1			7	0	0	

APPENDIX III - CONTINUED

Code No. 57 - Unsuccessful					Code No. 59 - Unsuccessful				
Trait	+	-	0	Category	Trait	+	-	0	Category
Anxiousness	+			E	Ambition	+			A
Apprehensive	+			E	Childishness	+			E
Emotional Control		-		E	Femininity			0	I&S
Fearful	+			E	Immaturity	+			E
Femininity			0	I&S	Insecure	+			E
Immaturity	+			E	Intelligence		-		I
Inner Conflict	+			E	Perseverance	+			A
Intelligence		-		I	Primitive	+			E
Masculinity			0	I&S					
Melancholic	+			E					
Object Relationships		-		S					
Sexual Drive		-		I&S					
Suicidal Tendency	+			E					
Inferiority Feelings	+			S					
Frustration	+			I&S					
Guilt Feelings	+			E					
	10	4	2			6	1	1	

  

Code No. 60 - Unsuccessful					Code No. 63 - Unsuccessful				
Trait	+	-	0	Category	Trait	+	-	0	Category
Anxiousness	+			E	Ambition	+			A
Childishness	+			E	Compulsion	+			E
Femininity			0	I&S	Femininity	+			I&S
Hysterical Tendency	+			E	Hard Working	+			P
Immaturity	+			E	Intelligence		-		I
Impulsiveness	+			I&S	Interest in People	+			S
Infantilism	+			E	Needs Guidance and Encouragement	+			E
Intelligence		-		I	Object Relationships	+			S
Needs Companionship	+			S	Personality, Warm	+			S
Needs Guidance and Encouragement	+			E	Self-Evaluation		-		0
Neurotic	+			E	Adequate Concept of self		-		0
Stubborn	+			A					
	10	1	1			8	3	0	

APPENDIX III - CONTINUED

Code No. 65 - Unsuccessful					Code No. 70 - Unsuccessful				
Trait	+	-	0	Category	Trait	+	-	0	Category
Anxiousness	+			E	Altruistic	+			A
Childishness	+			E	Anxiousness	+			E
Conscientiousness	+			A	Emotional Control		-		E
Didn't Understand Instructions	+			I	Selfishness	+			A
Immaturity	+			E	Femininity		-		I&S
Impulsiveness	+			I&S	Hysterical Tendency	++			E
Insight & Foresight		-		I	Inner Resources			-	E
Intelligence		0		I	Intelligence			0	I
Interest in people		-		S	Interest in People			-	S
Needs Guidance and Encouragement	+			E	Negativism	+			E
Peculiar	+			E	Neurotic	+			E
Persistent	+			A	Phantasizes	+			I
Sincerity	+			A	Rigid	+			A
Shyness		-		S	Sensitiveness	+			E
Systematization		-		P	Sexual Drive			-	I&S
					Stubborn	+			A
					Unstable	+			E
					Frustration	+			I&S
					Guilt Feelings	+			E
					Adequate Concept of self			-	0
	10	5	0			13	6	1	

  

Code No. 73 - Unsuccessful					Code No. 74 - Unsuccessful				
Trait	+	-	0	Category	Trait	+	-	0	Category
Childishness	+			E	Childishness	+			E
Concentration	+			I	Emotional Control		-		E
Emotional Control	+			E	Immaturity	+			E
Immaturity	+			E	Impulsiveness	+			I&S
Impulsiveness	+			I&S	Insecure	+			E
Intelligence	+			I	Intelligence			-	I
Needs Guidance and Encouragement	+			E	Needs Guidance and Encouragement	+			E
Phantasizes	+			I	Phantasizes	+			I
Self-Confidence	+			E	Sexual Drive	+			I&S
Sexual Drive	+			I&S					
Guilt Feelings	+			E					
	11	0	0			7	2	0	

APPENDIX III - CONTINUED

Code No. 75 - Unsuccessful				Code No. 76 - Unsuccessful					
Trait	+	-	0	Category	Trait	+	-	0	Category
Aggressiveness	+			A	Ambivalent	+			A
Childishness	+			E	Childishness	+			E
Emotional Control		-		E	Compulsion	+			E
Immaturity	+			E	Emotional Control		-		E
Impulsiveness	+			I&S	Ethical Standards		-		A
Inner Conflict	+			E	Hysterical Tendency	+			E
Intelligence			0	I	Immaturity	+			E
Adequate Concept of Self		-		0	Impulsiveness	+			I&S
					Inner Resources	+			E
					Insight & Foresight		-		I
					Intelligence			0	I
					Object Relationships		-		S
					Sexual Drive	+			I&S
	5	2	1			8	4	1	

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