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VOLUME TWO

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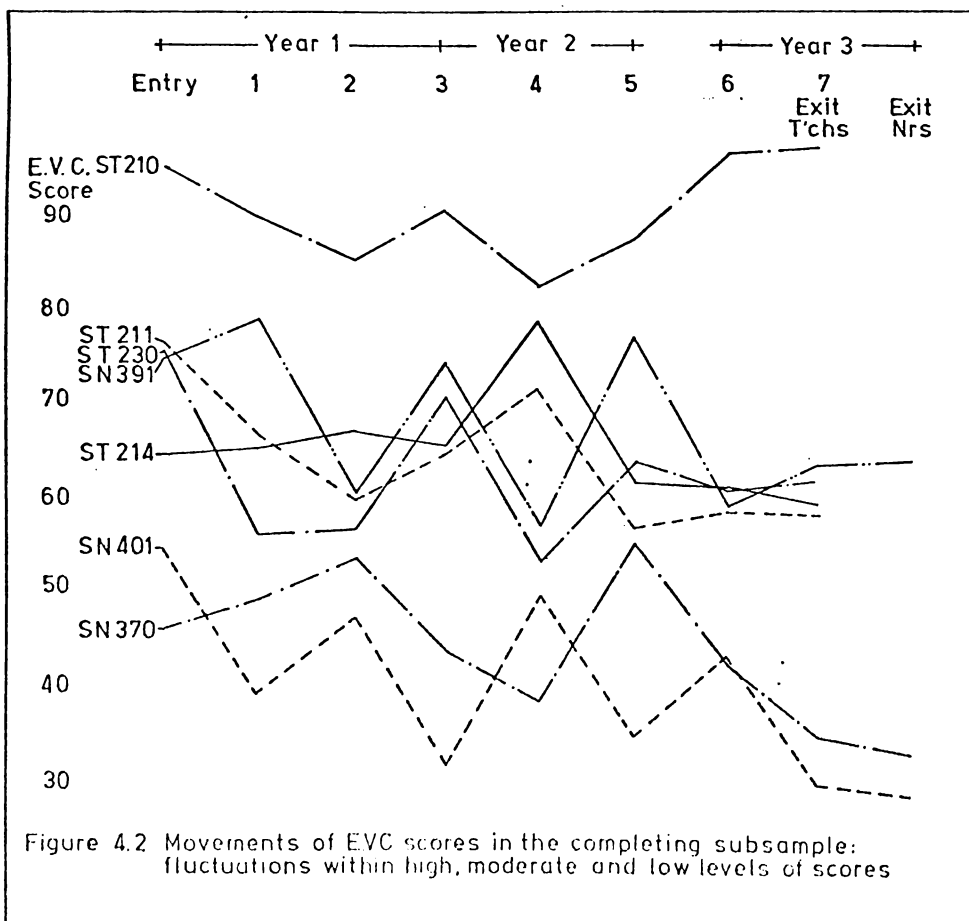
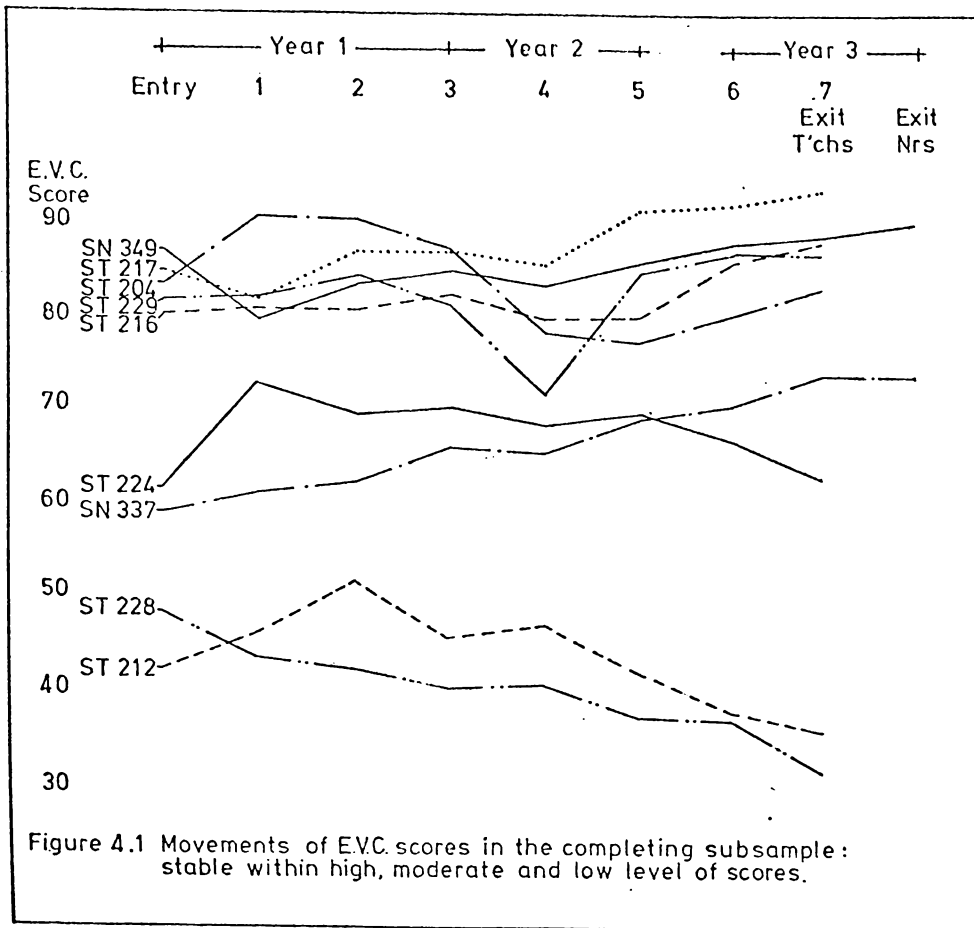
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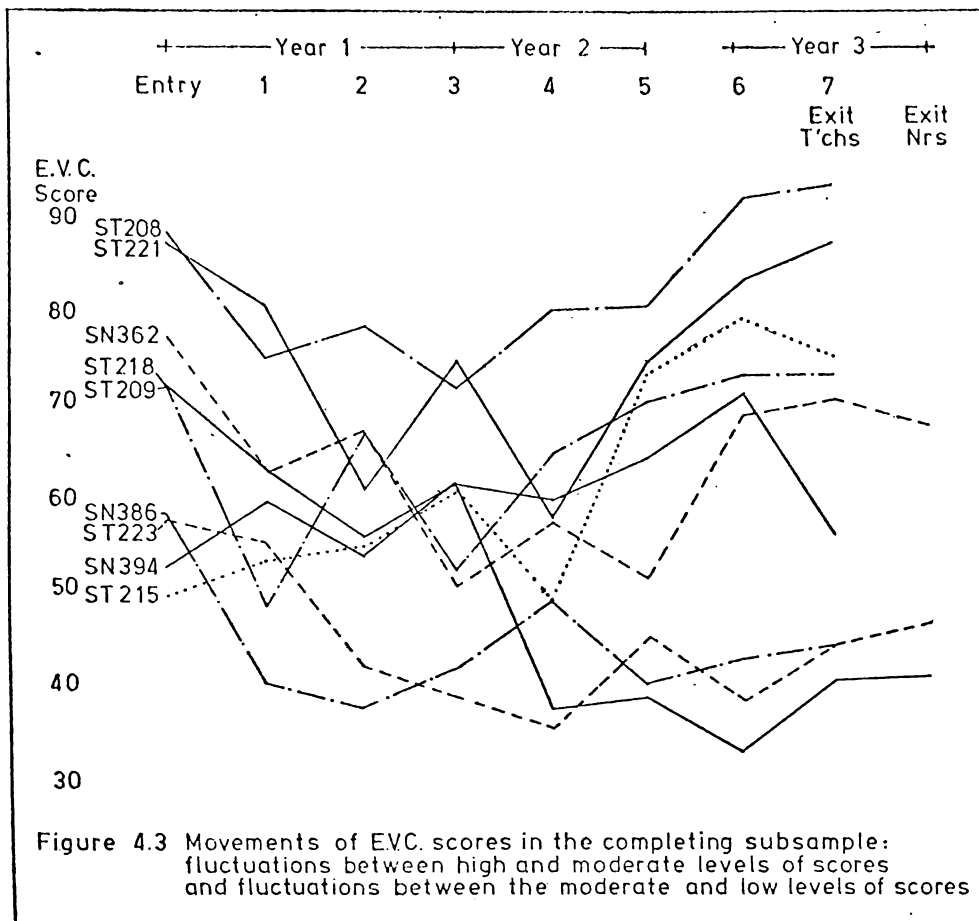


Figure 4.3 Movements of E.V.C. scores in the completing subsample: fluctuations between high and moderate levels of scores and fluctuations between the moderate and low levels of scores

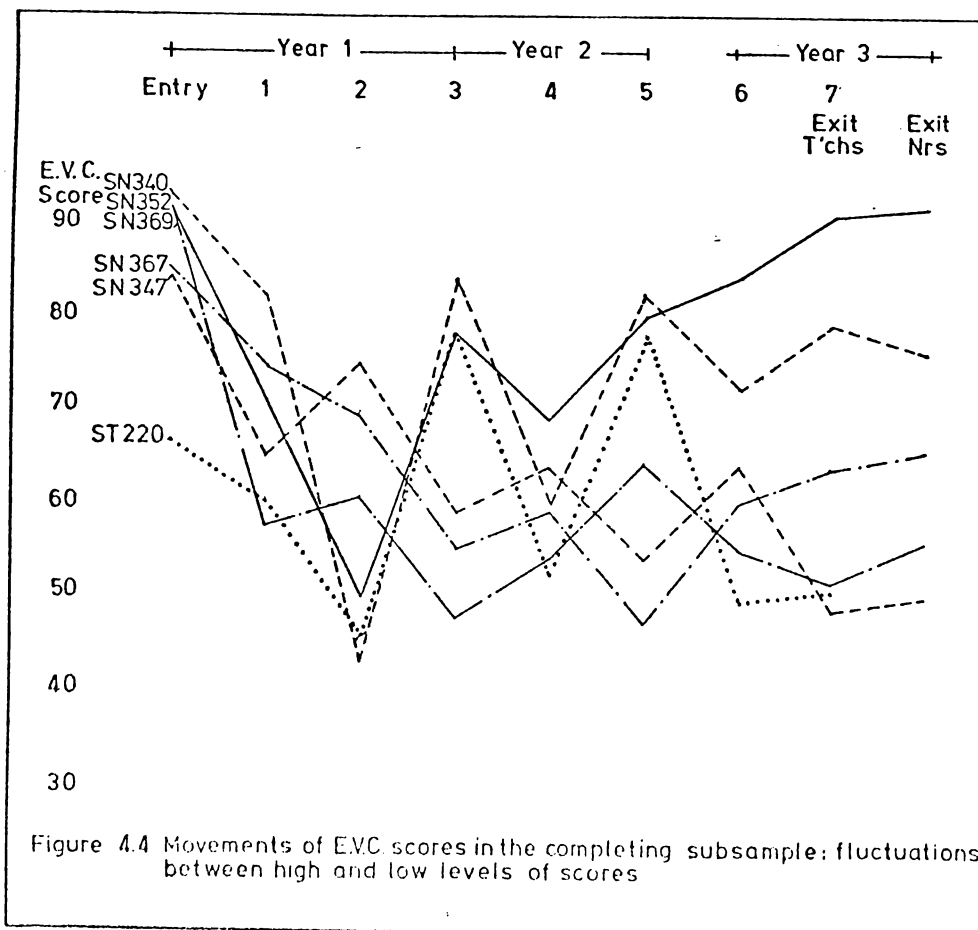
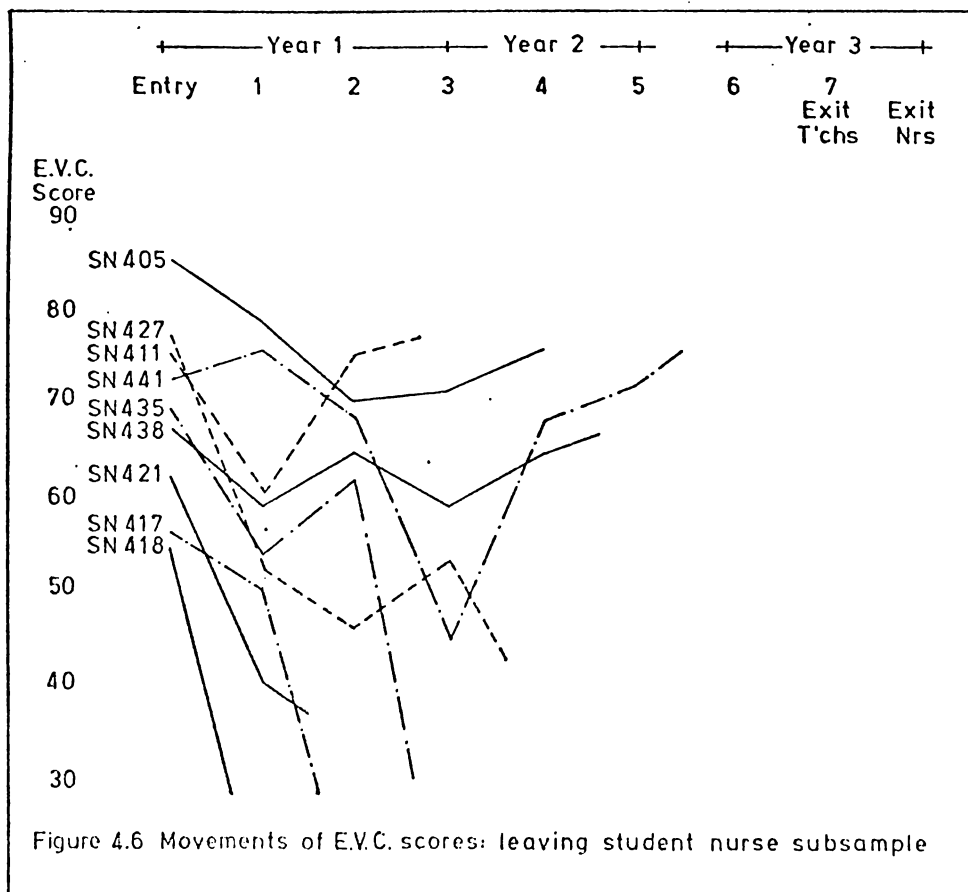
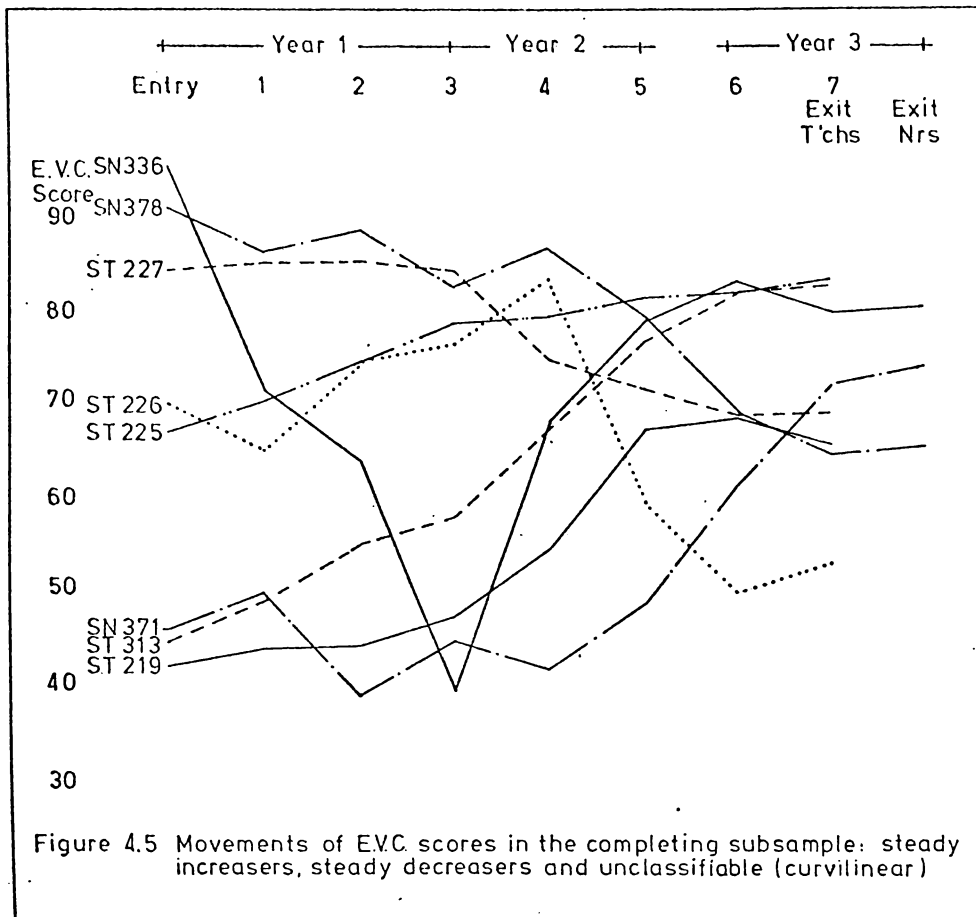


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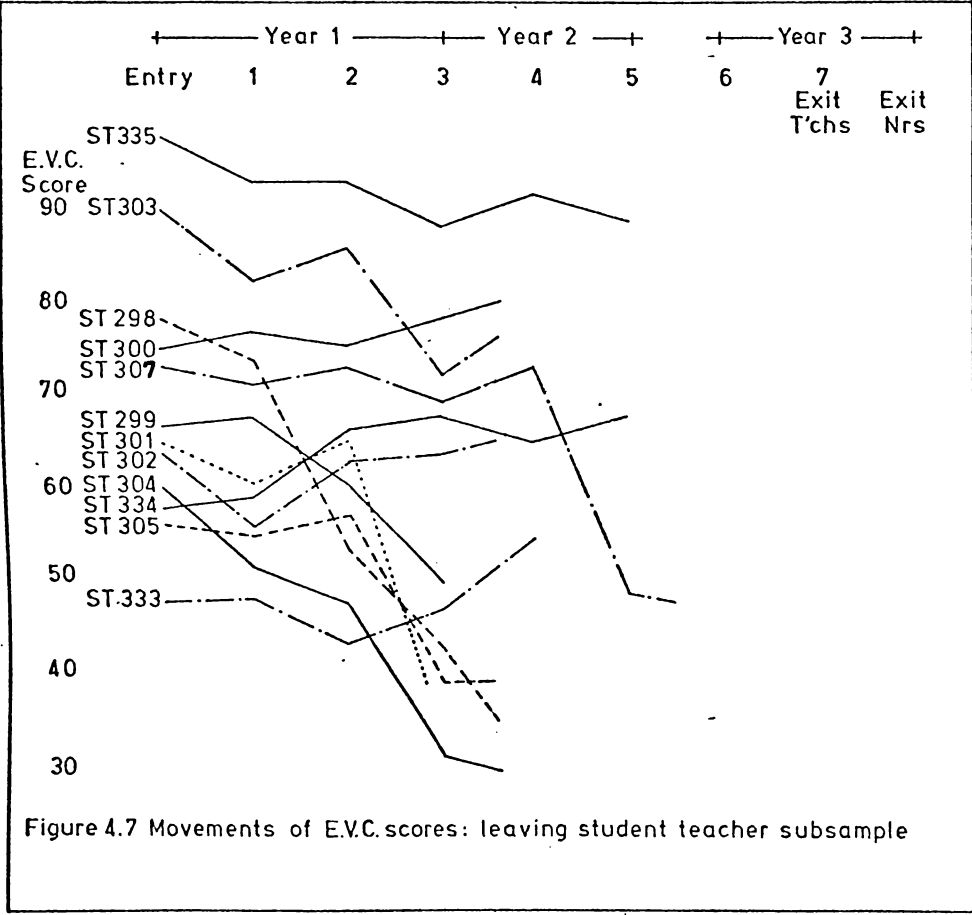


Figure 4.7 Movements of E.V.C. scores: leaving student teacher subsample

Leavers • Mar.-May 1973    ○ Jan.-Mar. 1974  
 ○ Jun.-July 1973    ♦ Apr.-Dec. 1974  
 ■ Aug.-Oct. 1973    ▲ Post Jan. 1974  
 ▼ Nov.-Dec. 1973

Place of residence signified by capital letter (eg.A)

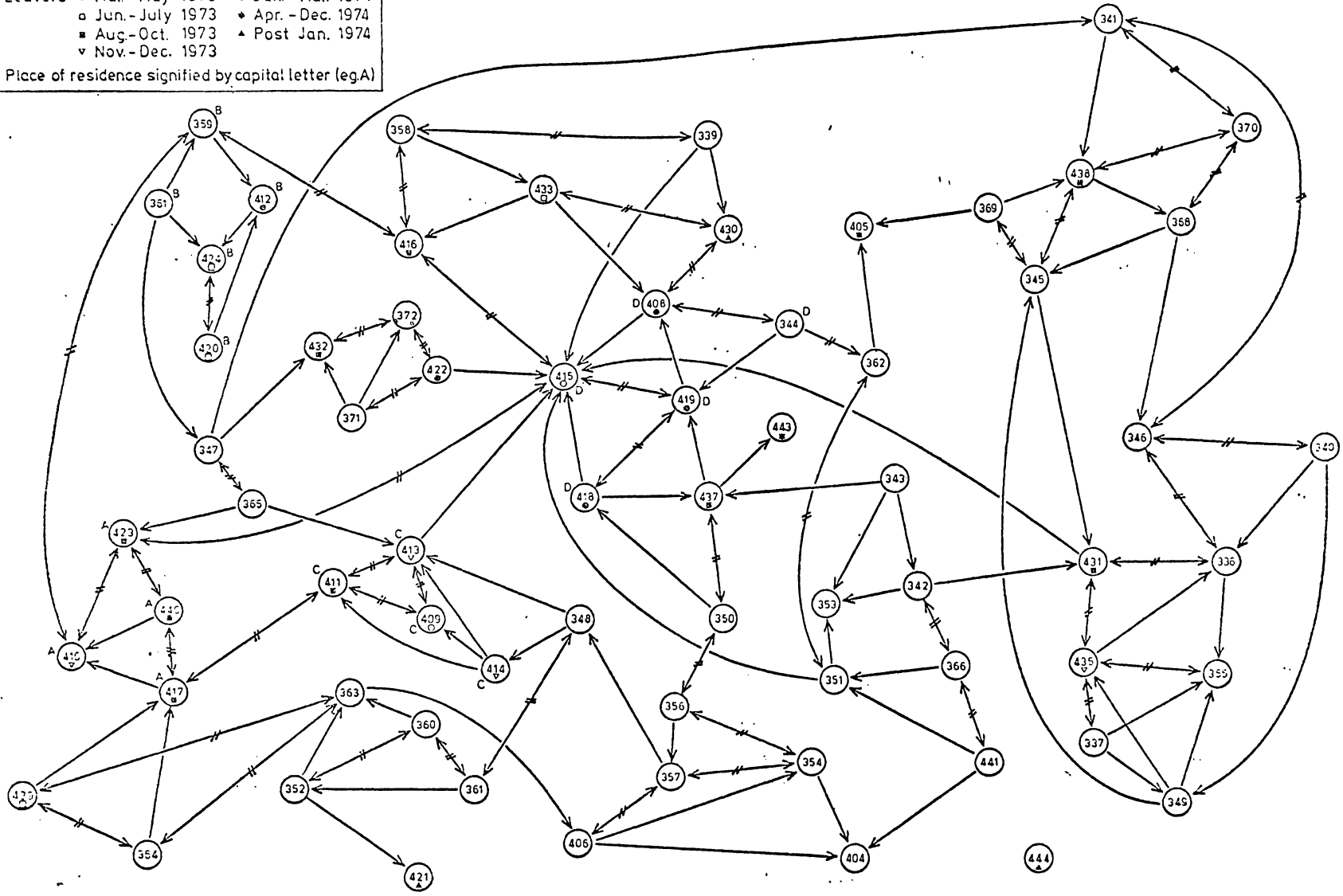


Fig. 5.1. Sociogram of the January intake of student nurses (N = 68)

Leavers ● Mar.- May 1973 ○ Jan.- Mar. 1974  
 ○ Jun.- July 1973 ★ Apr.- Dec. 1974  
 ■ Aug.- Oct. 1973 ▲ Post Jan. 1975  
 ▼ Nov.- Dec. 1973  
 Place of residence signified by capital letter (eg.A)

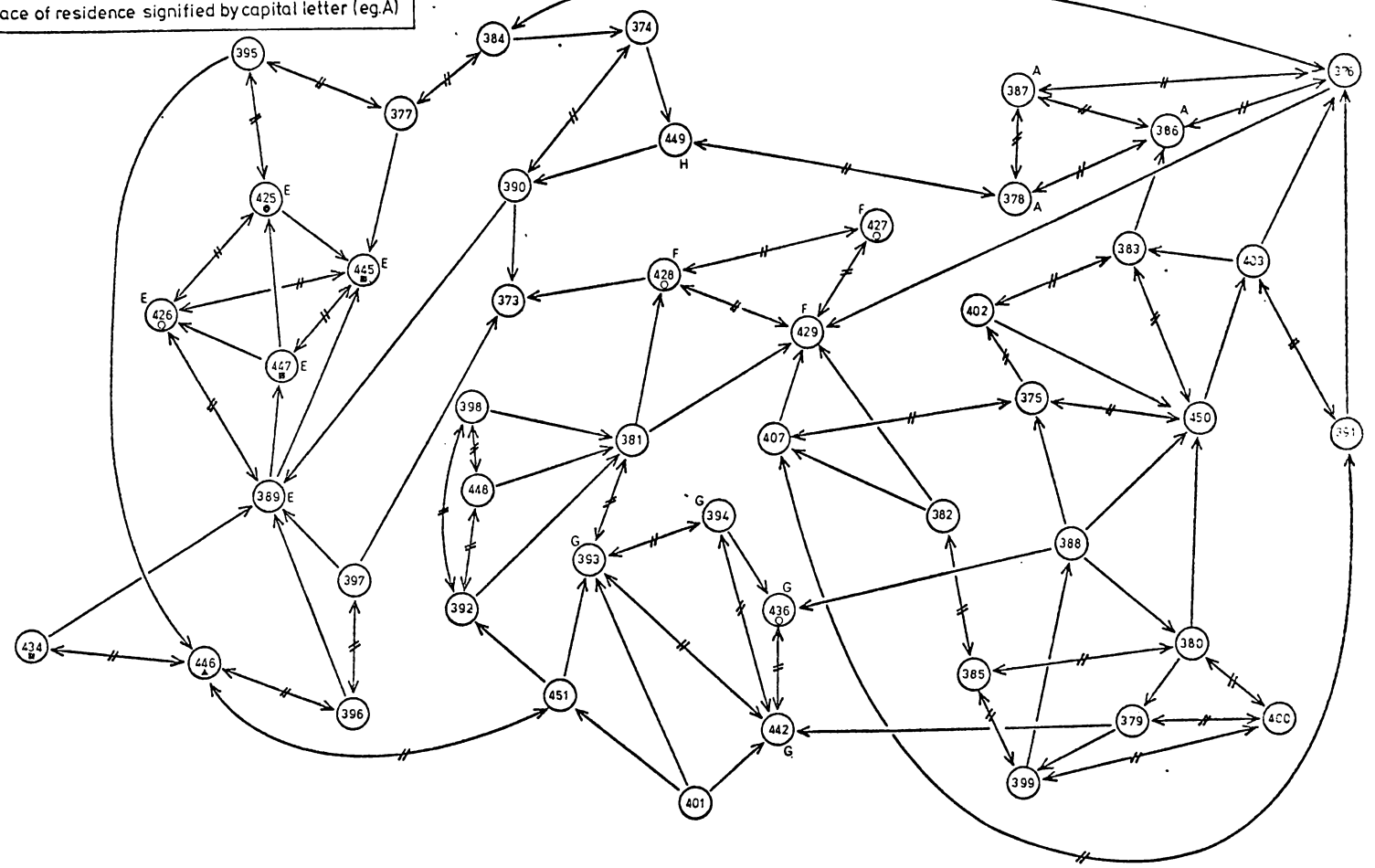


Fig. 5.2. Sociogram of the March intake of student nurses ( N = 47 )

TABLE 1.1 Reasons for discontent mentioned by withdrawing candidates. (from Birch, 1975)

Contributory Reasons for Withdrawal	% of Candidates Mentioning
Poor Staff Relationships	98.00
Off Duty — Notification Late, etc.	53.51
Lack of Ward Teaching	38.08
Differences in Ward/Classroom Practice	38.08
Lack of Supervision	32.14
Social Life Affected	32.14
Discontent with Nurses' Home	25.00
Lack of Someone to Talk to	25.00
Non-nursing Duties	25.00
No Tutors seen on Wards	25.00
Being Physically Tired Out	21.43
Not enough Time for Study	21.43
Cramming in Blocks	17.85
Inadequate Ward Reports	17.85
Too many Bosses	14.20
Excessive Movements Between Wards	14.20
Night Duty	14.20
Staff Shortage	10.71
Rebuke in Front of Patients/Staff	10.71
Carrying out Procedures Without Preparation	10.71
Lack of Organization	7.14
Being Treated Like Children	7.14

Source: John J. Birch, To Nurse or Not to Nurse, London, Royal College of Nursing, 1975, p.55.

TABLE 4.1 Proportion of students exhibiting various types of Expressed Vocational Commitment (EVC) on entry to training.

	Altruistic %	Self-oriented %	Non-committed %	Ambivalent %	Altruistic/ Self-oriented %	Total %
Student Teachers (N = 335)	37	31	11	8	13	100
Student Nurses (N = 115)	40	17	6	17	19	100

TABLE 4.2 Level of EVC scores on entry in relationship to sex: Student Teachers.

	High Group (N = 101) %	Moderate Group (N = 145) %	Low Group (N = 89) %	Total %
Male (N = 96)	16	45	39	100
Female (N = 239)	36	43	21	100

$\chi^2 = 18.069$  df = 2 p < .001.

**TABLE 4.3** Level of EVC scores on entry in relationship to socio-economic status.

(a) Student nurses

	High Group (N = 32) %	Moderate Group (N = 53) %	Low Group (N = 30) %	Total %
Upper SES (N = 34)	15	53	32	100
Middle SES (N = 49)	24	49	27	100
Lower SES (N = 32)	47	34	19	100

$\chi^2 = 9.455$      $df = 4$      $p < .05$

(b) Student teachers

	High Group (N = 101) %	Moderate Group (N = 145) %	Low Group (N = 89) %	Total %
Upper SES (N = 66)	23	50	27	100
Middle SES (N = 153)	29	40	31	100
Lower SES (N = 116)	35	44	21	100

$\chi^2 = 5.997$      $df = 4$      $p < .20$

**TABLE 4.4** Level of EVC scores on entry in relationship to age on entry: Student teachers.

	High Group (N = 101) %	Moderate Group (N = 145) %	Low Group (N = 89) %	Total %
<u>Age</u>				
16-18 years (N = 268)	34	39	27	100
19 years and over (N = 67)	16	60	24	100

$\chi^2 = 10.68$      $df = 2$      $p < .01$

TABLE 4.5 Level of EVC scores on entry in relationship to entry qualifications: Student Teachers.

	High Group (N = 101) %	Moderate Group (N = 145) %	Low Group (N = 89) %	Total %
<u>Highest qualification on entry</u>				
Endorsed School Certificate or less (N = 42)	26	26	48	100
University Entrance or greater (N = 293)	31	46	24	100

$$\chi^2 = 11.50 \quad df = 2 \quad p < .01$$

TABLE 4.6 Level of EVC scores on entry in relationship to ethnic group: Student Teachers.

	High Group (N = 101) %	Moderate Group (N = 145) %	Low Group (N = 89) %	Total %
Pakehas (N = 260)	33	43	24	100
Others (N = 75)	19	44	37	100

$$\chi^2 = 8.453 \quad df = 2 \quad p < .02$$

TABLE 4.7 Levels of EVC and conservatism (Wilson and Patterson) scores on entry: Student Teachers.

	High Group (N = 101) %	Moderate Group (N = 145) %	Low Group (N = 89) %	Total %
<u>Level of conservatism</u>				
High (N = 91)	38	46	16	100
Moderate (N = 164)	30	40	30	100
Low (N = 80)	21	48	31	100

$$\chi^2 = 9.755 \quad df = 4 \quad p < .05$$

TABLE 4.8 Differences in EVC scores on entry and exit: completing students.

	Entry		Exit		t	p
	$\bar{X}$	s.d.	$\bar{X}$	s.d.		
Student teachers (N = 233)	71.33	14.27	72.71	14.75	-1.52	NS
Student nurses (N = 68)	71.51	14.72	64.10	15.12	4.55	.001

TABLE 4.9 Changes in level of EVC scores between exit and entry: completing students.

(a) Student teachers

	EVC on Exit			
	High Group (N = 73) %	Moderate Group (N = 110) %	Low Group (N = 50) %	Total %
<u>EVC on entry</u>				
High group (N = 80)	61	35	4	100
Moderate group (N = 98)	23	52	25	100
Low group (N = 55)	2	56	42	100
$\chi^2 = 66.80$ df = 4 p < .001				

(b) Student nurses

	EVC on Exit			
	High Group (N = 18) %	Moderate Group (N = 32) %	Low Group (N = 68) %	Total %
<u>EVC on entry</u>				
High group (N = 23)	48	39	13	100
Moderate group (N = 30)	17	60	23	100
Low group (N = 15)	13	33	54	100
$\chi^2 = 13.77$ df = 4 p < .01				

TABLE 4.10 Classification of categories of movements of EVC scores in the completing subsample.

	Within level shifts				Between level shifts				Non-class (curvi- linear)	Total						
	None (stable)		Fluctuating		Fluctuating		Steady Increase	Steady Decrease								
	High	Mod. Low	Total	High	Mod. Low	Total			From H To L	M L	H L	Total				
Student Teachers	4	1	2	7	1	3	4	2	4	1	7	3	1	1	22	
Student Nurses	1	1		2		1	2	3		3	5	8	1	1	2	16
Totals	Stable group		9	Fluctuating within level group		7	Fluctuating between level group		15	4	2	3			38	
					Total fluctuating		22									

TABLE 4.11 Level of EVC scores on entry related to leaving or completing the training course: Student nurse and student teacher sample combined.

(a) High level EVC score on entry

	Completers (N = 103) %	Leavers (N = 28) %	Total %
<u>EVC on exit</u>			
High group (N = 79)	76	24	100
Moderate group (N = 43)	86	14	100
Low group (N = 9)	67	33	100
$\chi^2 = 2.51 \quad df = 2 \quad NS$			

(b) Moderate level EVC score on entry

	Completers (N = 128) %	Leavers (N = 56) %	Total %
<u>EVC on exit</u>			
High group (N = 29)	97	3	100
Moderate group (N = 93)	74	26	100
Low group (N = 62)	50	50	100
$\chi^2 = 22.12 \quad df = 2 \quad p < .001$			

(c) Low level EVC score on entry

	Completers (N = 70) %	Leavers (N = 32) %	Total %
<u>EVC on exit</u>			
High group (N = 4)	75	25	100
Moderate group (N = 38)	95	5	100
Low group (N = 60)	52	48	100
$\chi^2 = 20.12 \quad df = 2 \quad p < .001$			

TABLE 4.12 Changes in type of EVC amongst the students who completed the training course.

(a) Student teachers

	Exit EVC Type					Total (N = 233) %
	Altruistic (N = 69) %	Ambivalent (N = 27) %	Self-oriented/ Altruistic (N = 93) %	Self-oriented (N = 25) %	Non-committed (N = 19) %	
<u>Entry EVC type</u>						
Altruistic (N = 98)	49	4	43	2	2	100
Ambivalent (N = 26)	19	46	19	8	8	100
Self-oriented/Altruistic (N = 43)	14	12	49	23	2	100
Self-oriented (N = 39)	15	10	57	13	5	100
Non-committed (N = 27)	15	7	11	22	45	100

(b) Student nurses

	Exit EVC Type					Total (N = 68) %
	Altruistic (N = 15) %	Ambivalent (N = 9) %	Self-oriented/ Altruistic (N = 31) %	Self-oriented (N = 7) %	Non-committed (N = 6) %	
<u>Exit EVC type</u>						
Altruistic (N=33)	24	12	49	9	6	100
Ambivalent (N=9)	22	44	22	12	-	100
Self-oriented/Altruistic (N=9)	33	-	67	-	-	100
Self-oriented (N=13)	15	-	47	23	15	100
Non-committed (N=4)	-	25	25	-	50	100

TABLE 4.13 Changes in level of EVC scores between entry and exit related to sex: Student teacher completers.

	EVC score stability or movement					Total (N = 233) %
	High staying high (N = 49) %	Low staying low (N = 51) %	Moderate staying moderate (N = 24) %	Movement down (N = 54) %	Movement up (N = 55) %	
Male (N = 63)	10	27	17	16	30	100
Female (N = 170)	25	20	8	26	21	100

$$\chi^2 = 14.31 \quad df = 4 \quad p < .01$$

TABLE 4.14 Changes in level of EVC scores between entry and exit related to ethnicity: completing students.

(a) Student teachers

	EVC score stability or movement					Total (N = 233) %
	High staying High (N = 49) %	Low staying low (N = 51) %	Moderate staying moderate (N = 24) %	Movement down (N = 54) %	Movement up (N = 55) %	
Pakeha (N = 180)	25	23	10	23	19	100
Others (N = 53)	8	19	11	24	38	100

$$\chi^2 = 12.14 \quad df = 4 \quad p < .01$$

(b) Student nurses

	EVC score stability or movement					Total (N = 68) %
	High staying high (N = 11) %	Low staying low (N = 18) %	Moderate staying moderate (N = 9) %	Movement down (N = 18) %	Movement up (N = 12) %	
Pakeha (N = 51)	22	22	14	26	16	100
Others (N = 17)	-	40	12	24	24	100

TABLE 4.15 Changes in level of EVC scores between entry and exit related to level of role ambiguity on entry.

(a) Student teachers

	EVC score stability or movement					
	High staying high (N = 49) %	Low staying low (N = 51) %	Moderate staying moderate (N = 24) %	Movement down (N = 54) %	Movement up (N = 55) %	Total (N = 233) %
<u>Level of ambiguity</u>						
High group (N = 64)	19	12	12	19	38	100
Moderate group (N = 81)	25	24	6	33	12	100
Low group (N = 88)	19	28	13	17	23	100
$\chi^2 = 21.84 \quad df = 8 \quad p < .01$						

(b) Student nurses

	EVC score stability or movement					
	High staying high (N = 11) %	Low staying low (N = 18) %	Moderate staying moderate (N = 9) %	Movement down (N = 18) %	Movement up (N = 12) %	Total (N = 68) %
<u>Level of ambiguity</u>						
High group (N = 19)	16	21	10	32	21	100
Moderate group (N = 32)	19	28	13	28	12	100
Low group (N = 17)	12	28	18	18	24	100

TABLE 4.16. Changes in level of EVC scores between entry and exit related to level of role ambiguity on exit: Student teacher completers

	EVC score stability or movement					
	High staying high (N = 49) %	Low staying low (N = 51) %	Moderate staying moderate (N = 24) %	Movement down (N = 54) %	Movement up (N = 55) %	Total (N = 233) %
<u>Level of Role Ambiguity</u> (exit)						
High group (N = 42)	17	14	14	50	5	100
Moderate group (N = 50)	12	20	14	20	34	100
Low group (N = 141)	25	25	8	16	26	100
$\chi^2 = 32.54$ df = 8 p < .001						

TABLE 4.17 Changes in level of EVC scores between entry and exit related to exit scores on the Minnesota Teacher Attitude Inventory: Student teacher completers.

	EVC score stability or movement					
	High staying high (N = 49) %	Low staying low (N = 51) %	Moderate staying moderate (N = 24) %	Movement down (N = 54) %	Movement up (N = 55) %	Total (N = 233) %
<u>Level of Score</u> (M.T.A.I.)						
High group (N = 61)	36	23	3	15	23	100
Moderate group (N = 126)	19	23	10	23	25	100
Low group (N = 46)	7	20	20	33	20	100
$\chi^2 = 23.34$ df = 8 p < .01						

TABLE 4.18 Changes in level of EVC scores between entry and exit related to socio-economic status.

(a) Student Teachers

	EVC score stability or movement					Total (N = 233) %
	High staying high (N = 49) %	Low staying low (N = 51) %	Moderate staying moderate (N = 24) %	Movement down (N = 54) %	Movement up (N = 55) %	
<u>SES</u>						
Upper (N = 51)	12	33	13	22	20	100
Middle (N = 101)	21	16	12	24	27	100
Lower (N = 81)	27	22	7	22	22	100
$\chi^2 = 11.46 \quad df = 8 \quad p < .20$						

(b) Student nurses

	EVC score stability or movement					Total (N = 68) %
	High staying high (N = 11) %	Low staying low (N = 18) %	Moderate staying moderate (N = 9) %	Movement down (N = 18) %	Movement up (N = 12) %	
<u>SES</u>						
Upper (N = 20)	5	15	25	30	25	100
Middle (N = 32)	13	39	6	25	19	100
Lower (N = 16)	38	19	13	25	5	100

TABLE 4.19 EVC scores on exit related to socio-economic status:  
combined samples.

	EVC score on exit			
	High group	Moderate group	Low group	Total
	(N = 91) %	(N = 142) %	(N = 68) %	(N = 301) %
<u>SES</u>				
Upper (N = 71)	14	51	35	100
Middle (N = 133)	32	45	23	100
Lower (N = 97)	40	46	14	100

$\chi^2 = 18.274$  df = 4 p < .01.

TABLE 5.1 Frequency and rank of reasons given by student nurse subsample and student nurse voluntary leavers for decreases in EVC scores.

Reasons	(staying) Subsample (N = 16)		Voluntary leavers (N = 22)	
	f	R	f	R
Confrontation with senior members of staff	15	1	22	1
Dislike of hierarchical organisation of wards	14	2	19	2
Problem with night duties	13	3	10	6=
Shift work interfering with social life	12	4	17	3=
Role ambiguity	11	5	17	3=
Performance of 'non-nursing duties' and dirty tasks	10	6	12	5
Fear of death, maimed people, etc.	9	7=	10	6=
Study difficulties, especially cramming in blocks	9	7=	8	10=
Too much responsibility; lack of supervision	8	9=	8	10=
Poor teaching and/or dull school programme	8	9=	7	12*
Difficulties in living conditions (flats, hostels)	7	11=	7	12=
Pressure from friends	7	11=	9	8=
Overwork — the physical nature of the job	6	13	6	13
Overfrequency of shifting from ward to ward	5	14=	4	15=
Lack of sufficiently responsible job	5	14=	4	15=
Difference between ward practice and teaching examples	4	16=	3	17=
Variety of practices between wards	4	16=	3	17=
Difficulties with patients	2	19	9	18=
Low wages, poor working conditions	1	20	2	20

$\rho = + 0.88$      $p < .001$

TABLE 5.2 Frequency and rank of reasons given by student teacher subsample and student teacher voluntary leavers for decreases in EVC scores.

Reasons	Staying subsample (N = 23)		Voluntary leavers (N = 41)	
	f	R	f	R
<u>Problems with the college programme</u> (including 'overemphasis on theory', poor teaching/lecturing, not enough teaching sections, lack of contact with children)	18	1	30	2
<u>Study/academic problems</u> (including 'too much pressure of work', 'high work load', overwork at certain times, overemphasis of university work, poor marks)	12	2	19	3
<u>Confrontations with lecturers or associates teachers</u> antagonism re authority structure of college	9	3	16	4
<u>Teaching practice problems</u> (control problems, unfair evaluation by lecturer or associate, poor example by associate)	8	4	32	1
<u>Work interfering with social life or sport</u>	4	5=	9	6
<u>College and/or teaching not what expected</u>	4	5=	10	5
<u>Poor wages, career prospects not good</u>	3	7	4	7

$\rho = + 0.78$      $p < .02$

TABLE 5.3 Frequency and rank of reasons given by the student nurse subsample for increases in EVC scores (N = 16).

Reason	f	Rank
Feeling of doing a worthwhile job	10	1
Rewarding relationships with patients	9	2
Influence of, and contact with, a "good role" model	8	3
Examples of good nursing, working in a team	7	4=
Length of time spent on nurse training	7	4=
Influence of family and/or friends	5	6
Good teaching in the School of Nursing	4	7
Help from clinical tutors	3	8

TABLE 5.4 Frequency and rank of reasons given by the student teacher subsample for increase in EVC scores (N = 23).

Reason	f	Rank
Successful teaching practice section	14	1
Example of inspirational teacher	9	2
Good examination results	7	3=
Enjoyable social life, companionship	7	3=
Good teaching in the college	5	5
Enthusiasm of the college teaching staff	4	6=
Influence of friends in the college	4	6=
Work conditions - long holidays, etc.	2	8=
Security of job tenure	2	8=

TABLE 6.1 Pearson's correlation coefficients of the dimensions of the EVC scale (a) Pre-test, (b) Post-test: Student teachers.

(a) Pre-test

	O	T	M	C	S
O					
T	.39				
M	.26*	.49			
C	.61	.49	.32*		
S	.51	.51	.57	.51	

(b) Post-test

	O	T	M	C	S
O					
T	.72				
M	.77	.62			
C	.70	.77	.74		
S	.77	.80	.86	.75	

\*Significance failed to reach .001.

TABLE 6.2 Pearson's correlation coefficients of the dimensions of the EVC scale (a) Pre-test, (b) Post-test: Student nurses.

(a) Pre-test

	O	T	M	C	S
O					
T	.42				
M	.26	.39			
C	.62	.57	.41		
S	.74	.84	.42	.67	

(b) Post-Test

	O	T	M	C	S
O					
T	.84				
M	.80	.84			
C	.70	.77	.85		
S	.82	.81	.91	.85	

TABLE 6.3 Representativeness of subsample: Exit status.

(a) Student teachers

	Total Group		Subsample	
	N	%	N	%
(i) Completed course	231	69	23	66
(ii) Terminated	72	21	9	26
(iii) Leave of absence	18	5	2	5
(iv) Transfers	10	3	1	3
(v) Specials to complete	3	1	-	-
(vi) Deceased	1	1	-	-
TN =	335	100	35	100

(b) Student nurses

	Total Group		Subsample	
	N	%	N	%
(i) Completed State Finals	47	41	11	44
(ii) Failed State Finals	3	3	1	4
(iii) Failed Hospital Finals	18	16	4	16
(iv) Resigned voluntarily	22	19	5	20
(v) Resigned ill health	6	5	1	4
(vi) Resigned pregnant	7	6	2	8
(vii) Resigned failed exams	5	4	-	-
(viii) Transferred	4	3	1	4
(ix) Terminated	1	1	-	-
(x) Further training required	2	2	-	-
TN =	115	100	25	100

APPENDIX A  
EXPRESSED VOCATIONAL COMMITMENT SCALE  
PRE-TEST STUDENT TEACHERS

FORM D

This scale is designed to ascertain the reasons which decided entrants to teachers college to select teaching as a career, and the career plans they hold at present.

Respondents are asked to answer the questions honestly. The data gathered will be strictly confidential, and will be used for research purposes only. Results will be used in a generalized form; identification of individual responses in any research reports will be impossible.

If you have any questions regarding items on the scale, please feel free to ask the supervisor.

Please begin by filling in your name in the space provided.

NAME: .....

In the questions which follow tick the appropriate response in the following manner.

Yes	1
No	2

Tick only one square for each question

TURN PAGE WHEN READY

1. Have you come to teachers college directly from secondary school? (Exclude vacation employment.) Yes  1  
No  2

If yes go to question 13.  
If no go to question 2.

2. Have you come to teachers college after a period of homemaking? Yes  1  
No  2

If yes go to question 3.  
If no go to question 7.

3. Did you have a job other than teaching before homemaking? Yes  1  
No  2

If yes go to question 4.  
If no go to question 13.  
Specify job \_\_\_\_\_

4. How long did you spend working before homemaking? 1-2 years  1  
3-4 "  2  
5+ "  3

5. When you selected your previous job, did you consider teaching as a career? Yes  1  
No  2

If yes go to question 6.  
If no go to question 13.

6. What, then, prevented you from selecting teaching as a career at that stage? Select ONE.

- Lack of academic qualifications  1  
Preferred another job  2  
Not old enough  3  
Felt lacked maturity to handle children  4  
Teaching offered a low salary  5  
Other (specify)  6

NOW GO TO QUESTION 13

7. Did you attend university before coming to teachers college? Yes  1  
No  2

If yes go to question 8.  
If no go to question 10.

8. Why did you leave university?

- Graduated and doing one year training course  1  
Failed all or most courses and decided to go to T.C.  2  
Passed all or most courses but decided to transfer so as to pursue vocation  3  
Other (specify)  4

.....  
.....

9. Did you have a job for 6 months or more before or after attending university?

Yes	1
No	2

If yes go to question 10.  
If no go to question 13.

10. Did you have a job before coming teaching?

Yes	1
No	2

If yes go to question 11.  
If no go to question 13.  
Specify job \_\_\_\_\_

11. Before you selected your previous job did you seriously consider the possibility of teaching as a career?

Yes	1
No	2

If yes go to question 12.  
If no go to question 13.

12. What, then, prevented you from selecting teaching as a career at that stage?

- Lack of academic qualifications  1
- Preferred another job  2
- Not old enough  3
- Felt lacked maturity to handle children  4
- Teaching offered a low salary  5
- Other (specify)  6

NOW GO TO QUESTION 13

13. Think back to when you definitely decided that you would try for a place at teachers college. At that point, if you had the requisite qualifications, ability and encouragement would you have selected a career other than teaching?

Yes	1
No	2

If yes go to question 14.  
If no go to question 16.

14. Which of these careers would you prefer before teaching? Please tick each sub-item.

- (i) Medical (Doctor, Nurse, etc.)  Yes 1  No 2
- (ii) Law  Yes 1  No 2
- (iii) Church  Yes 1  No 2
- (iv) Sales, insurance, etc.  Yes 1  No 2
- (v) Accountancy  Yes 1  No 2
- (vi) Architecture  Yes 1  No 2
- (vii) Fine Arts (sculpture, drawing, music, etc.)  Yes 1  No 2

- |        |                         |     |                            |
|--------|-------------------------|-----|----------------------------|
| (viii) | Clerical work           | Yes | <input type="checkbox"/> 1 |
|        |                         | No  | <input type="checkbox"/> 2 |
| (ix)   | Trade (carpentry, etc.) | Yes | <input type="checkbox"/> 1 |
|        |                         | No  | <input type="checkbox"/> 2 |
| (x)    | Armed Forces            | Yes | <input type="checkbox"/> 1 |
|        |                         | No  | <input type="checkbox"/> 2 |
| (xi)   | Farming                 | Yes | <input type="checkbox"/> 1 |
|        |                         | No  | <input type="checkbox"/> 2 |
| (xii)  | Others (specify)        | Yes | <input type="checkbox"/> 1 |
|        |                         | No  | <input type="checkbox"/> 2 |

15. (i) Which of these factors stopped you from following your first career choice? Tick each sub-item.

- |     |  |     |                            |
|-----|--|-----|----------------------------|
| (1) | Lack of academic qualifications.                                       | Yes | <input type="checkbox"/> 1 |
|     |  | No  | <input type="checkbox"/> 2 |
| (2) | None of my friends were going into that particular career.             | Yes | <input type="checkbox"/> 1 |
|     |  | No  | <input type="checkbox"/> 2 |
| (3) | My parents were against me going into that particular job.             | Yes | <input type="checkbox"/> 1 |
|     |  | No  | <input type="checkbox"/> 2 |
| (4) | My teachers or vocational guidance counsellor advised against it.      | Yes | <input type="checkbox"/> 1 |
|     |  | No  | <input type="checkbox"/> 2 |
| (5) | Insufficient finance available to pay for university or training work. | Yes | <input type="checkbox"/> 1 |
|     |  | No  | <input type="checkbox"/> 2 |
| (6) | The training was too long and arduous.                                 | Yes | <input type="checkbox"/> 1 |
|     |  | No  | <input type="checkbox"/> 2 |
| (7) | The career would not have been suited to my academic achievement.      | Yes | <input type="checkbox"/> 1 |
|     |  | No  | <input type="checkbox"/> 2 |
| (8) | The career was not paid highly enough.                                 | Yes | <input type="checkbox"/> 1 |
|     |  | No  | <input type="checkbox"/> 2 |
| (9) | Other (specify).   | Yes | <input type="checkbox"/> 1 |
|     |  | No  | <input type="checkbox"/> 2 |

(ii) Which of the above was your main reason. Place the number of the reason in this space.

16. How long have you had a determined and definite desire to teach? (Read all the possibilities and select one)

- |   |                            |
|---|----------------------------|
| As long as I can remember.  | <input type="checkbox"/> 1 |
| From primary school days.   | <input type="checkbox"/> 2 |
| From a time when I was at secondary school, but not in the last year. | <input type="checkbox"/> 3 |
| Relatively recently (within the last 12 months)                       | <input type="checkbox"/> 4 |
| I haven't really formed a determined desire as yet to teach           | <input type="checkbox"/> 5 |
| Some other time (specify)   | <input type="checkbox"/> 6 |

17. Now that you have selected teaching as a career, which of the following factors do you think influenced you in your decision?

Please rate the factors carefully, according to the degree of influence on the five point scale provided.

- (i) Teaching will present me with an opportunity to go into another more desirable job.

TICK ONE

	Very strong influence	1
	Strong influence	2
	Moderate influence	3
	Weak influence	4
	No influence	5
  
- (ii) Teaching will give me an opportunity to travel overseas.

TICK ONE

	Very strong influence	1
	Strong influence	2
	Moderate influence	3
	Weak influence	4
	No influence	5
  
- (iii) No other suitable job opportunity was available at the time.

TICK ONE

	Very strong influence	1
	Strong influence	2
	Moderate influence	3
	Weak influence	4
	No influence	5
  
- (iv) I couldn't think of anything better to do.

TICK ONE

	Very strong influence	1
	Strong influence	2
	Moderate influence	3
	Weak influence	4
	No influence	5
  
- (v) Teaching will allow me to give service to other people.

TICK ONE

	Very strong influence	1
	Strong influence	2
	Moderate influence	3
	Weak influence	4
	No influence	5
  
- (vi) Teaching is a job which is likely to satisfy me.

TICK ONE

	Very strong influence	1
	Strong influence	2
	Moderate influence	3
	Weak influence	4
	No influence	5
  
- (vii) Teaching will offer me the opportunity to develop a particular aptitude (e.g. in mathematics, art and craft, etc.).

TICK ONE

	Very strong influence	1
	Strong influence	2
	Moderate influence	3
	Weak influence	4
	No influence	5
  
- (viii) The social life at teachers college attracted me.

TICK ONE

	Very strong influence	1
	Strong influence	2
	Moderate influence	3
	Weak influence	4
	No influence	5

- (ix) Teaching offers stable employment.

TICK ONE

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5
  
- (x) Teaching will allow me to express my liking for children.

TICK ONE

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5
  
- (xi) Many of my friends were going to Teachers College.

TICK ONE

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5
  
- (xii) My teacher(s) encouraged me to go to T.C.

TICK ONE

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5
  
- (xiii) My parents or other close relatives suggested that I should go to Teachers College.

TICK ONE

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5
  
- (xiv) Because there is an opportunity to take University courses.

TICK ONE

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5
  
- (xv) I felt an inherent desire to become a teacher.

TICK ONE

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5
  
- (xvi) Teaching has long holidays.

TICK ONE

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5
  
- (xvii) I will be paid whilst in training.

TICK ONE

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5

(xviii)	I wished to join the professional classes.	Very strong influence Strong influence Moderate influence Weak influence No influence	1 2 3 4 5
	TICK ONE		
(xix)	Teaching offers good opportunities for promotion.	Very strong influence Strong influence Moderate influence Weak influence No influence	1 2 3 4 5
	TICK ONE		
(xx)	Teaching gives a good financial reward.	Very strong influence Strong influence Moderate influence Weak influence No influence	1 2 3 4 5
	TICK ONE		
(xxi)	Teaching will permit me to influence the lives of others.	Very strong influence Strong influence Moderate influence Weak influence No influence	1 2 3 4 5
	TICK ONE		
(xxii)	Teaching will allow me to further my personal studies.	Very strong influence Strong influence Moderate influence Weak influence No influence	1 2 3 4 5
	TICK ONE		
(xxiii)	Teaching will give me authority over children.	Very strong influence Strong influence Moderate influence Weak influence No influence	1 2 3 4 5
	TICK ONE		
(xxiv)	Teachers are respected members of the community.	Very strong influence Strong influence Moderate influence Weak influence No influence	1 2 3 4 5
	TICK ONE		
(xxv)	Teaching has relatively short working hours.	Very strong influence Strong influence Moderate influence Weak influence No influence	1 2 3 4 5
	TICK ONE		
(xxvi)	Teaching is a profession and I wanted a professional career.	Very strong influence Strong influence Moderate influence Weak influence No influence	1 2 3 4 5
	TICK ONE		

(xxvii) There is a tradition of teaching in my family. Very strong influence 1  
 Strong influence 2  
 Moderate influence 3  
 Weak influence 4  
 No influence 5

TICK ONE

(xxviii) I enjoyed school and wished to continue my contact with it. Very strong influence 1  
 Strong influence 2  
 Moderate influence 3  
 Weak influence 4  
 No influence 5

TICK ONE

18. Which of the following items most closely approximate your career plans. Read all the items carefully and select ONE only. If you select item 20, please give full details of your plans.

- |  |    |   |    |
|--|----|---|----|
| I plan to teach  | }  | Until retirement, continuously  | 1  |
|  |    | Until retirement with a break for overseas travel                                     | 2  |
|  |    | Until retirement, with a break for child rearing                                      | 3  |
|  |    | Until retirement, with a break for child rearing and overseas travel                  | 4  |
|  |    | For 10-20 years continuously  | 5  |
|  |    | For 10-20 years with a break for overseas travel                                      | 6  |
|  |    | For 10-20 years with a break for child rearing  | 7  |
|  |    | For 10-20 years with a break for child rearing and overseas travel                    | 8  |
|  |    | For 4-9 years continuously  | 9  |
|  |    | For 4-9 years with a break for overseas travel  | 10 |
|  |    | For 4-9 years with a break for child rearing  | 11 |
|  |    | For 4-9 years with a break for child rearing and overseas travel                      | 12 |
|  |    | For 1-3 years continuously  | 13 |
|  |    | For 1-3 years with a break for overseas travel  | 14 |
|  |    | For 1-3 years with a break for child rearing  | 15 |
|  |    | For 1-3 years with a break for child rearing and overseas travel                      | 16 |
|  |    | Only until another job opportunity arises   | 17 |
|  |    | Until a chance of moving into a job related to teaching arises<br>(e.g. mission work) | 18 |
| I am using teaching as a deliberate preparation for another job.<br>Specify job. | 19 |   |    |

Some other plan (specify) \_\_\_\_\_ 20

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

At this stage of my career I believe that my degree of dedication or commitment to teaching is:

Very high	1
High	2
Moderate	3
Low	4
Non-existent	5

Have you any additional comments?

Yes	1
No	2

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APPENDIX B  
EXPRESSED VOCATIONAL COMMITMENT SCALE  
POST-TEST STUDENT TEACHERS

FORM E

In the course of the last three years I have been endeavouring to monitor the effectiveness of the teacher preparation programme. In particular I have been interested in assessing changes in trainee's attitudes towards teaching as a career. You may recall filling in a form similar to this one on your first day in College. This Scale is designed to ascertain any changes which may have occurred in the past three years.

Respondents are asked to answer the questions honestly. The data gathered will be strictly confidential, and will be used for research purposes only. Results will be used in a generalized form: identification of individual responses in any research reports will be impossible.

If you have any questions regarding items on the Scale, please feel free to ask the supervisor.

Please begin by filling in your name in the space provided.

NAME .....

In the questions which follow tick the appropriate response in the following manner.

Yes (✓)

No ( 2 )

Tick only one bracket for each question.

TURN PAGE WHEN READY

1. Did you have a job or jobs for 6 months or more before coming to Teachers' College? Yes ( 1 )  
No ( 2 )

If yes please specify job(s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Think back to when you definitely decided that you would try for a place at Teachers' College. At that point, if you had the requisite qualifications, ability and encouragement would you have selected a career other than teaching? Yes ( 1 )  
No ( 2 )

If yes which of these careers did you prefer before teaching? Please tick each sub-item.

- (i) Medical (doctor, nurse etc.) Yes ( 1 )  
No ( 2 )
- (ii) Law Yes ( 1 )  
No ( 2 )
- (iii) Church Yes ( 1 )  
No ( 2 )
- (iv) Sales, insurance, etc. Yes ( 1 )  
No ( 2 )
- (v) Accountancy Yes ( 1 )  
No ( 2 )
- (vi) Architecture Yes ( 1 )  
No ( 2 )
- (vii) Fine Arts (sculpture, drawing, music etc.) Yes ( 1 )  
No ( 2 )
- (viii) Clerical work Yes ( 1 )  
No ( 2 )
- (ix) Trade (carpentry etc.) Yes ( 1 )  
No ( 2 )

- (x) Armed Forces Yes ( 1 )  
No ( 2 )
- (xi) Farming Yes ( 1 )  
No ( 2 )
- (xii) Other (specify) \_\_\_\_\_ Yes ( 1 )  
\_\_\_\_\_ No ( 2 )

3. How long have you had a determined and definite desire to teach? (Read all the possibilities and select one)

- As long as I can remember ( 1 )
- From primary school days ( 2 )
- From a time when I was at secondary school ( 3 )
- Relatively recently (within the last 12 months) ( 4 )
- I haven't really formed a determined desire as yet to teach ( 5 )
- Some other time (specify) \_\_\_\_\_ ( 6 )

4. Now that you have almost completed your training as a teacher which of these factors are at present influencing you to stay in the job?

Please rate the factors carefully, according to the degree of influence on the five point scale provided.

- (i) Teaching will present me with an opportunity to go into another more desirable job.
  - Very strong influence ( 1 )
  - Strong influence ( 2 )
  - TICK ONE Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )
- (ii) Teaching will give me an opportunity to travel overseas.
  - Very strong influence ( 1 )
  - Strong influence ( 2 )
  - TICK ONE Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )

- (iii) No other suitable job opportunity is available.
- TICK ONE
- Very strong influence ( 1 )
  - Strong influence ( 2 )
  - Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )
- (iv) I can't think of anything better to do,
- TICK ONE
- Very strong influence ( 1 )
  - Strong influence ( 2 )
  - Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )
- (v) Teaching will allow me to give service to other people.
- TICK ONE
- Very strong influence ( 1 )
  - Strong influence ( 2 )
  - Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )
- (vi) Teaching is a job which is likely to satisfy me.
- TICK ONE
- Very strong influence ( 1 )
  - Strong influence ( 2 )
  - Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )
- (vii) Teaching will offer me the opportunity to develop a particular aptitude (e.g. in mathematics, art and craft etc.)
- TICK ONE
- Very strong influence ( 1 )
  - Strong influence ( 2 )
  - Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )
- (viii) The social life at Teachers' College is very attractive.
- TICK ONE
- Very strong influence ( 1 )
  - Strong influence ( 2 )
  - Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )

- (ix) Teaching offers stable employment.
- |          |                       |       |
|----------|-----------------------|-------|
|          | Very strong influence | ( 1 ) |
|          | Strong influence      | ( 2 ) |
| TICK ONE | Moderate influence    | ( 3 ) |
|          | Weak influence        | ( 4 ) |
|          | No influence          | ( 5 ) |
- (x) Teaching will allow me to express my liking for children.
- |          |                       |       |
|----------|-----------------------|-------|
|          | Very strong influence | ( 1 ) |
|          | Strong influence      | ( 2 ) |
| TICK ONE | Moderate influence    | ( 3 ) |
|          | Weak influence        | ( 4 ) |
|          | No influence          | ( 5 ) |
- (xi) Many of my friends are going to Teachers' College
- |          |                       |       |
|----------|-----------------------|-------|
|          | Very strong influence | ( 1 ) |
|          | Strong influence      | ( 2 ) |
| TICK ONE | Moderate influence    | ( 3 ) |
|          | Weak influence        | ( 4 ) |
|          | No influence          | ( 5 ) |
- (xii) My teacher(s) encouraged me to go to T.C.
- |          |                       |       |
|----------|-----------------------|-------|
|          | Very strong influence | ( 1 ) |
|          | Strong influence      | ( 2 ) |
| TICK ONE | Moderate influence    | ( 3 ) |
|          | Weak influence        | ( 4 ) |
|          | No influence          | ( 5 ) |
- (xiii) My parents or other close relatives suggested that I should go to Teachers' College.
- |          |                       |       |
|----------|-----------------------|-------|
|          | Very strong influence | ( 1 ) |
|          | Strong influence      | ( 2 ) |
| TICK ONE | Moderate influence    | ( 3 ) |
|          | Weak influence        | ( 4 ) |
|          | No influence          | ( 5 ) |
- (xiv) Because there is an opportunity to take University courses.
- |          |                       |       |
|----------|-----------------------|-------|
|          | Very strong influence | ( 1 ) |
|          | Strong influence      | ( 2 ) |
| TICK ONE | Moderate influence    | ( 3 ) |
|          | Weak influence        | ( 4 ) |
|          | No influence          | ( 5 ) |

- (xv) I felt an inherent desire to become a teacher.
- TICK ONE
- Very strong influence ( 1 )  
Strong influence ( 2 )  
Moderate influence ( 3 )  
Weak influence ( 4 )  
No influence ( 5 )
- (xvi) Teaching has long holidays.
- TICK ONE
- Very strong influence ( 1 )  
Strong influence ( 2 )  
Moderate influence ( 3 )  
Weak influence ( 4 )  
No influence ( 5 )
- (xvii) I will be paid whilst in training.
- TICK ONE
- Very strong influence ( 1 )  
Strong influence ( 2 )  
Moderate influence ( 3 )  
Weak influence ( 4 )  
No influence ( 5 )
- (xviii) I wished to join the professional classes.
- TICK ONE
- Very strong influence ( 1 )  
Strong influence ( 2 )  
Moderate influence ( 3 )  
Weak influence ( 4 )  
No influence ( 5 )
- (xix) Teaching offers good opportunities for promotion.
- TICK ONE
- Very strong influence ( 1 )  
Strong influence ( 2 )  
Moderate influence ( 3 )  
Weak influence ( 4 )  
No influence ( 5 )
- (xx) Teaching gives a good financial reward.
- TICK ONE
- Very strong influence ( 1 )  
Strong influence ( 2 )  
Moderate influence ( 3 )  
Weak influence ( 4 )  
No influence ( 5 )
- (xxi) Teaching will permit me to influence the lives of others.
- TICK ONE
- Very strong influence ( 1 )  
Strong influence ( 2 )  
Moderate influence ( 3 )  
Weak influence ( 4 )  
No influence ( 5 )

- (xxii) Teaching will allow me to further my personal studies.
- TICK ONE
- Very strong influence ( 1 )
  - Strong influence ( 2 )
  - Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )
- (xxiii) Teaching will give me authority over children.
- TICK ONE
- Very strong influence ( 1 )
  - Strong influence ( 2 )
  - Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )
- (xxiv) Teachers are respected members of the community.
- TICK ONE
- Very strong influence ( 1 )
  - Strong influence ( 2 )
  - Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )
- (xxv) Teaching has relatively short working hours.
- TICK ONE
- Very strong influence ( 1 )
  - Strong influence ( 2 )
  - Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )
- (xxvi) Teaching is a profession and I wanted a professional career.
- TICK ONE
- Very strong influence ( 1 )
  - Strong influence ( 2 )
  - Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )
- (xxvii) There is a tradition of teaching in my family.
- TICK ONE
- Very strong influence ( 1 )
  - Strong influence ( 2 )
  - Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )
- (xxviii) I enjoyed school and wished to continue my contact with it.
- TICK ONE
- Very strong influence ( 1 )
  - Strong influence ( 2 )
  - Moderate influence ( 3 )
  - Weak influence ( 4 )
  - No influence ( 5 )

5. Which of the following items most closely approximate your career plans. Read all the items carefully and select ONE only. If you select item 20, please give full details of your plans.

- |                 |   |    |
|-----------------|---|----|
| I plan to teach | Until retirement, continuously  | 1  |
|                 | Until retirement with a break for overseas travel                                     | 2  |
|                 | Until retirement, with a break for child rearing                                      | 3  |
|                 | Until retirement, with a break for child rearing and overseas travel                  | 4  |
|                 | For 10-20 years continuously  | 5  |
|                 | For 10-20 years with a break for overseas travel                                      | 6  |
|                 | For 10-20 years with a break for child rearing  | 7  |
|                 | For 10-20 years with a break for child rearing and overseas travel                    | 8  |
|                 | For 4-9 years continuously  | 9  |
|                 | For 4-9 years with a break for overseas travel  | 10 |
|                 | For 4-9 years with a break for child rearing  | 11 |
|                 | For 4-9 years with a break for child rearing and overseas travel                      | 12 |
|                 | For 1-3 years continuously  | 13 |
|                 | For 1-3 years with a break for overseas travel  | 14 |
|                 | For 1-3 years with a break for child rearing  | 15 |
|                 | For 1-3 years with a break for child rearing and overseas travel                      | 16 |
|                 | Only until another job opportunity arises   | 17 |
|                 | Until a chance of moving into a job related to teaching arises<br>(e.g. mission work) | 18 |
|                 | I am using teaching as a deliberate preparation for another job. Specify job.         | 19 |

Some other plan (specify) \_\_\_\_\_ 20

6. While at Teachers' College have you become

(a) engaged	Yes ( 1 )
	No ( 2 )

(b) married	Yes ( 1 )
	No ( 2 )

If yes when do you plan to have children?

Immediately	( 1 )
Within 3 years	( 2 )
Within 4-5 years	( 3 )
After 5 years	( 4 )
Not at all	( 5 )

- 8 -

7. FEMALES ONLY. If you are married or hope to get married and have children do you plan to return subsequently to teaching

Yes ( 1 )  
No ( 2 )

If yes, how long do you think you will stay away from teaching?

Until recovered from childbirth ( 1 )  
1 year ( 2 )  
2 - 5 years ( 3 )  
6 - 10 years ( 4 )  
11 - 15 years ( 5 )  
16+ years ( 6 )

8. Have you, in the past, thought seriously about abandoning your training.

Frequently ( 1 )  
Occasionally ( 2 )  
Never ( 3 )

If frequently or occasionally, what circumstances caused you to think about leaving?

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9. Do you consult the "situations vacant" column in the newspapers?

Frequently ( 1 )  
Occasionally ( 2 )  
Never ( 3 )

10. Have you discussed leaving College with friends, relatives or lecturers? Yes ( 1 )  
No ( 2 )

If yes, what persuaded you to stay?

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11. Have any of your close friends left College? Yes ( 1 )  
No ( 2 )

If yes, what do you think caused them to leave?

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12. At this stage of my career I believe that my degree of dedication or commitment to teaching is:

- Very high ( 1 )
- High ( 2 )
- Moderate ( 3 )
- Low ( 4 )
- Non-existent ( 5 )

13. Do you think your level of commitment has altered since entry to the course?

- Increased ( 1 )
- Decreased ( 2 )
- Remained the same ( 3 )

If it has changed please give reasons:

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APPENDIX C

EXPRESSED VOCATIONAL COMMITMENT SCALE  
PRE-TEST STUDENT NURSES

FORM D

RAMSAY E.C. SCALE (NURSING)

This scale is designed to ascertain the reasons which decided entrants to nursing school to select nursing as a career.

Respondents are asked to answer the questions honestly. The data gathered will be strictly confidential, and will be used for research purposes only. Results will be used in a generalized form; identification of individual responses in any research reports will be impossible.

If you have any questions regarding items on the scale, please feel free to ask the supervisor.

Please begin by filling in your name in the space provided.

NAME: .....

In the questions which follow tick the appropriate response in the following manner.

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

Tick only one square for each question

1. Have you come to the school of nursing directly from secondary school? (Exclude vacation employment.) Yes  1  
No  2

If yes go to question 13.  
If no go to question 2.

2. Have you come to the school of nursing after a period of homemaking? Yes  1  
No  2

If yes go to question 3.  
If no go to question 7.

3. Did you have a job other than nursing before homemaking? Yes  1  
No  2

If yes go to question 4.  
If no go to question 13.

4. How long did you spend working before homemaking? 1-2 years  1  
3-4 "  2  
5+ "  3

5. When you selected your previous job, did you consider nursing as a career? Yes  1  
No  2

If yes go to question 6.  
If no go to question 13.

6. What, then, prevented you from selecting nursing as a career at that stage? Select ONE.

- Lack of academic qualifications  1
- Preferred another job  2
- Not old enough  3
- Felt lacked maturity to handle the job  4
- Nursing offered a low salary  5
- Other (specify)  6

NOW GO TO QUESTION 13

7. Did you attend university before coming to the school of nursing? Yes  1  
No  2

If yes go to question 8.  
If no go to question 10.

8. Why did you leave university?

- Graduated  1
- Failed all or most courses and decided to go nursing  2
- Passed all or most courses but decided to transfer so as to pursue vocation  3
- Other (specify)  4
- .....
- .....

9. Did you have a job for 6 months or more before or after attending university? Yes  1  
No  2

If yes go to question 10.  
If no go to question 13.

10. Did you have a job before coming nursing? Yes  1  
No  2

If yes go to question 11.  
If no go to question 13.

11. Before you selected your previous job did you seriously consider the possibility of nursing as a career? Yes  1  
No  2

If yes go to question 12.  
If no go to question 13.

12. What, then, prevented you from selecting nursing as a career at that stage?

- Lack of academic qualifications  1
- Preferred another job  2
- Not old enough  3
- Felt lacked maturity to handle the job  4
- Nursing offered a low salary  5
- Other (specify)  6

NOW GO TO QUESTION 13

13. Think back to when you definitely decided that you would try for a place at the school of nursing. At that point, if you had the requisite qualifications, ability and encouragement would you have selected a career other than nursing? Yes  1  
No  2

If yes go to question 14.  
If no go to question 16.

14. Which of these careers would you prefer before nursing? Please tick each sub-item.

- (i) Teaching (Kindergarten, etc.) Yes  1  
No  2
- (ii) Law Yes  1  
No  2
- (iii) Hairdressing Yes  1  
No  2
- (iv) Sales, insurance, etc. Yes  1  
No  2
- (v) Accountancy Yes  1  
No  2
- (vi) Architecture Yes  1  
No  2

Continued over page

- (vii) Fine Arts (sculpture, drawing, music, etc.) Yes  1  
No  2
- (viii) Clerical work (stenographer, etc.) Yes  1  
No  2
- (ix) Florist Yes  1  
No  2
- (x) Armed Forces Yes  1  
No  2
- (xi) Farming Yes  1  
No  2
- (xii) Other (specify) Yes  1  
No  2

15. (i) Which of these factors stopped you from following your first career choice? Tick each sub-item.

- (1) Lack of academic qualifications. Yes  1  
No  2
- (2) None of my friends were going into that particular career. Yes  1  
No  2
- (3) My parents were against me going into that particular job. Yes  1  
No  2
- (4) My teachers or vocational guidance counsellor advised against it. Yes  1  
No  2
- (5) Insufficient finance available to pay for university or training work. Yes  1  
No  2
- (6) The training was too long and arduous. Yes  1  
No  2
- (7) The career would not have been suited to my academic achievement. Yes  1  
No  2
- (8) The career was not paid highly enough. Yes  1  
No  2
- (9) Other (specify). Yes  1  
No  2

(ii) Which of the above was your main reason. Place the number of the reason in this space.

16. How long have you had a determined and definite desire to become a nurse? (Read all the possibilities and select one).

- As long as I can remember.  1
- From primary school days.  2
- From a time when I was at secondary school.  3
- Relatively recently (within the last 12 months).  4
- I haven't really formed a determined desire as yet to nurse.  5
- Some other time (specify).  6

17. Now that you have selected nursing as a career, which of the following factors do you think influenced you in your decision?

Please rate the factors carefully, according to the degree of influence on the five point scale provided.

(i)	Nursing will allow me to give service to other people.	Very strong influence Strong influence Moderate influence Weak influence No influence	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> </table>	1	2	3	4	5
1								
2								
3								
4								
5								
	TICK ONE							
(ii)	No other suitable job opportunity was available at the time.	Very strong influence Strong influence Moderate influence Weak influence No influence	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> </table>	1	2	3	4	5
1								
2								
3								
4								
5								
	TICK ONE							
(iii)	I felt an inherent desire to become a nurse.	Very strong influence Strong influence Moderate influence Weak influence No influence	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> </table>	1	2	3	4	5
1								
2								
3								
4								
5								
	TICK ONE							
(iv)	Nursing is a job which is likely to satisfy me.	Very strong influence Strong influence Moderate influence Weak influence No influence	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> </table>	1	2	3	4	5
1								
2								
3								
4								
5								
	TICK ONE							
(v)	Nursing will present me with an opportunity to go into another more desirable job.	Very strong influence Strong influence Moderate influence Weak influence No influence	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> </table>	1	2	3	4	5
1								
2								
3								
4								
5								
	TICK ONE							
(vi)	Nursing will give me an opportunity to travel overseas.	Very strong influence Strong influence Moderate influence Weak influence No influence	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> </table>	1	2	3	4	5
1								
2								
3								
4								
5								
	TICK ONE							
(vii)	I will be paid whilst in training.	Very strong influence Strong influence Moderate influence Weak influence No influence	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> </table>	1	2	3	4	5
1								
2								
3								
4								
5								
	TICK ONE							
(viii)	I couldn't think of anything better to do.	Very strong influence Strong influence Moderate influence Weak influence No influence	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> </table>	1	2	3	4	5
1								
2								
3								
4								
5								
	TICK ONE							
(ix)	Nursing offers stable employment.	Very strong influence Strong influence Moderate influence Weak influence No influence	<table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td>5</td></tr> </table>	1	2	3	4	5
1								
2								
3								
4								
5								
	TICK ONE							

- (x) Many of my friends were going to the school of nursing.

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5

TICK ONE
- (xi) My teacher(s) encouraged me to go to the school of nursing.

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5

TICK ONE
- (xii) My parents or other close relatives suggested that I should go to the school of nursing.

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5

TICK ONE
- (xiii) I wished to join the professional classes.

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5

TICK ONE
- (xiv) Nursing offers good opportunities for promotion.

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5

TICK ONE
- (xv) Nursing gives a good financial reward.

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5

TICK ONE
- (xvi) Nursing will permit me to influence the lives of others.

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5

TICK ONE
- (xvii) Nursing will offer me the opportunity to develop a particular aptitude.

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5

TICK ONE
- (xviii) Nursing will allow me to further my personal studies.

Very strong influence  1  
 Strong influence  2  
 Moderate influence  3  
 Weak influence  4  
 No influence  5

TICK ONE

- (xix) Nursing will place me in a position of authority.
- TICK ONE
- |                       |   |
|-----------------------|---|
| Very strong influence | 1 |
| Strong influence      | 2 |
| Moderate influence    | 3 |
| Weak influence        | 4 |
| No influence          | 5 |
- (xx) Nurses are respected members of the community.
- TICK ONE
- |                       |   |
|-----------------------|---|
| Very strong influence | 1 |
| Strong influence      | 2 |
| Moderate influence    | 3 |
| Weak influence        | 4 |
| No influence          | 5 |
- (xxi) I felt a calling for nursing.
- TICK ONE
- |                       |   |
|-----------------------|---|
| Very strong influence | 1 |
| Strong influence      | 2 |
| Moderate influence    | 3 |
| Weak influence        | 4 |
| No influence          | 5 |
- (xxii) Nursing is a profession and I wanted a professional career.
- TICK ONE
- |                       |   |
|-----------------------|---|
| Very strong influence | 1 |
| Strong influence      | 2 |
| Moderate influence    | 3 |
| Weak influence        | 4 |
| No influence          | 5 |
- (xxiii) The social life of the Nurses' Home attracted me.
- TICK ONE
- |                       |   |
|-----------------------|---|
| Very strong influence | 1 |
| Strong influence      | 2 |
| Moderate influence    | 3 |
| Weak influence        | 4 |
| No influence          | 5 |
- (xxiv) There is a tradition of nursing in my family.
- TICK ONE
- |                       |   |
|-----------------------|---|
| Very strong influence | 1 |
| Strong influence      | 2 |
| Moderate influence    | 3 |
| Weak influence        | 4 |
| No influence          | 5 |
- (xxv) Nursing is a job that provides a great deal of variety.
- TICK ONE
- |                       |   |
|-----------------------|---|
| Very strong influence | 1 |
| Strong influence      | 2 |
| Moderate influence    | 3 |
| Weak influence        | 4 |
| No influence          | 5 |
- (xxvi) The flexible working hours attracted me.
- TICK ONE
- |                       |   |
|-----------------------|---|
| Very strong influence | 1 |
| Strong influence      | 2 |
| Moderate influence    | 3 |
| Weak influence        | 4 |
| No influence          | 5 |

18. Which of the following items most closely approximate your career plans. Read all the items carefully and select ONE only. If you select item 20, please give full details of your plans.

- |                             |    |   |    |
|-----------------------------|----|---|----|
| I plan<br>to nurse          | {  | Until retirement, continuously  | 1  |
|                             |    | Until retirement, with a break for overseas travel                                | 2  |
|                             |    | Until retirement, with a break for child rearing                                  | 3  |
|                             |    | Until retirement, with a break for child rearing and overseas travel              | 4  |
|                             |    | For 10-20 years continuously  | 5  |
|                             |    | For 10-20 years with a break for overseas travel                                  | 6  |
|                             |    | For 10-20 years with a break for child rearing                                    | 7  |
|                             |    | For 10-20 years with a break for child rearing and overseas travel                | 8  |
|                             |    | For 4-9 years continuously  | 9  |
|                             |    | For 4-9 years with a break for overseas travel                                    | 10 |
|                             |    | For 4-9 years with a break for child rearing                                      | 11 |
|                             |    | For 4-9 years with a break for child rearing and overseas travel                  | 12 |
|                             |    | For 1-3 years continuously  | 13 |
|                             |    | For 1-3 years with a break for overseas travel                                    | 14 |
|                             |    | For 1-3 years with a break for child rearing                                      | 15 |
|                             |    | For 1-3 years with a break for child rearing and overseas travel                  | 16 |
|                             |    | Only until another job opportunity arises   | 17 |
|                             |    | Until a chance of moving into a job related to nursing arises (e.g. mission work) | 18 |
|                             |    | I am using nursing as a deliberate preparation for another job                    | 19 |
| Specify job _____           |    |   |    |
| Other, please specify plans | 20 |   |    |
| _____                       |    |   |    |
| _____                       |    |   |    |
| _____                       |    |   |    |
| _____                       |    |   |    |

- |   |              |   |
|---|--------------|---|
| 19. At this stage of my career I believe that my degree of dedication or commitment to nursing is | Very High    | 1 |
|   | High         | 2 |
|   | Moderate     | 3 |
|   | Low          | 4 |
|   | Non-existent | 5 |

- |                                       |     |   |
|---------------------------------------|-----|---|
| 20. Have you any additional comments? | Yes | 1 |
|                                       | No  | 2 |

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APPENDIX D  
EXPRESSED VOCATIONAL COMMITMENT SCALE  
POST-TEST STUDENT NURSES

FORM E

RAMSAY E.C. SCALE (NURSING)

In the course of the last three years I have been endeavouring to monitor the effectiveness of the nursing preparation programme. In particular I have been interested in assessing changes in trainee's attitudes towards nursing as a career. You may recall filling in a form similar to this one on your first day in hospital. This Scale is designed to ascertain any changes which may have occurred in the past three years.

Respondents are asked to answer the questions honestly. The data gathered will be strictly confidential, and will be used for research purposes only. Results will be used in a generalized form: identification of individual responses in any research reports will be impossible.

If you have any questions regarding items on the Scale, please feel free to ask the supervisor.

Please begin by filling in the space provided.

NAME \_\_\_\_\_

In the questions which follow tick the appropriate response in the following manner.

Yes ( 1 )  
No ( 2 )

Tick only one bracket for each question

1. Did you have a job or jobs for 6 months or more before coming to the hospital?

Yes ( 1 )  
No ( 2 )

If YES please specify job(s) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. If you held the required qualifications would you, at this stage of your career, wish to select a job other than nursing? Yes ( 1 )  
No ( 2 )
- If YES which of these careers would you prefer before nursing? Please tick each sub-item.
- |        |  |           |
|--------|--|-----------|
| (i)    | Teaching (kindergarten etc.)               | Yes ( 1 ) |
|        |  | No ( 2 )  |
| (ii)   | Law  | Yes ( 1 ) |
|        |  | No ( 2 )  |
| (iii)  | Hairdressing                               | Yes ( 1 ) |
|        |  | No ( 2 )  |
| (iv)   | Sales, insurance etc.                      | Yes ( 1 ) |
|        |  | No ( 2 )  |
| (v)    | Accountancy                                | Yes ( 1 ) |
|        |  | No ( 2 )  |
| (vi)   | Architecture                               | Yes ( 1 ) |
|        |  | No ( 2 )  |
| (vii)  | Fine Arts (sculpture, drawing, music etc.) | Yes ( 1 ) |
|        |  | No ( 2 )  |
| (viii) | Clerical work (stenographer, etc.)         | Yes ( 1 ) |
|        |  | No ( 2 )  |
| (ix)   | Florist                                    | Yes ( 1 ) |
|        |  | No ( 2 )  |
| (x)    | Armed Forces                               | Yes ( 1 ) |
|        |  | No ( 2 )  |
| (xi)   | Farming                                    | Yes ( 1 ) |
|        |  | No ( 2 )  |
| (xii)  | Other (specify)                            | Yes ( 1 ) |
|        |  | No ( 2 )  |
3. How long have you had a determined and definite desire to become a nurse.  
(Read all the possibilities and select ONE)
- |  |       |
|--|-------|
| As long as I can remember  | ( 1 ) |
| From primary school days   | ( 2 ) |
| From a time when I was at secondary school                         | ( 3 ) |
| Relatively recently (within the last 12 months)                    | ( 4 ) |
| I haven't really formed a <u>determined</u> desire as yet to nurse | ( 5 ) |
| Some other time (specify)  | ( 6 ) |
- 
4. Now that you have almost completed your training as a nurse, which of these factors are at present influencing you to stay in the job?

Please rate the factors carefully, according to the degree of influence on the five point scale provided.  
(Please tick each sub-item)

- |        |  |   |
|--------|--|---|
| (i)    | Nursing will allow me to give service to other people.                             | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|        | TICK ONE   |   |
| (ii)   | No other suitable job opportunity was available at the time.                       | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|        | TICK ONE   |   |
| (iii)  | I felt an inherent desire to become a nurse.                                       | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|        | TICK ONE   |   |
| (iv)   | Nursing is a job which is likely to satisfy me.                                    | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|        | TICK ONE   |   |
| (v)    | Nursing will present me with an opportunity to go into another more desirable job. | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|        | TICK ONE   |   |
| (vi)   | Nursing will give me an opportunity to travel overseas.                            | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|        | TICK ONE   |   |
| (vii)  | I will be paid whilst in training.   | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|        | TICK ONE   |   |
| (viii) | I couldn't think of anything better to do.   | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|        | TICK ONE   |   |
| (ix)   | Nursing offers stable employment.  | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|        | TICK ONE   |   |
| (x)    | Many of my friends were going to the school of nursing.                            | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|        | TICK ONE   |   |

- |         |  |   |
|---------|--|---|
| (xi)    | My teacher(s) encouraged me to go to the school of nursing.                              | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|         | TICK ONE   |   |
| (xii)   | My parents or other close relatives suggested that I should go to the school of nursing. | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|         | TICK ONE   |   |
| (xiii)  | I wished to join the professional classes  | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|         | TICK ONE   |   |
| (xiv)   | Nursing offers good opportunities for promotion.   | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|         | TICK ONE   |   |
| (xv)    | Nursing gives a good financial reward.   | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|         | TICK ONE   |   |
| (xvi)   | Nursing will permit me to influence the lives of others.                                 | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|         | TICK ONE   |   |
| (xvii)  | Nursing will offer me the opportunity to develop a particular aptitude.                  | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|         | TICK ONE   |   |
| (xviii) | Nursing will allow me to further my personal studies.                                    | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|         | TICK ONE   |   |
| (xix)   | Nursing will place me in a position of authority   | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|         | TICK ONE   |   |
| (xx)    | Nurses are respected members of the community.   | Very strong influence ( 1 )<br>Strong influence ( 2 )<br>Moderate influence ( 3 )<br>Weak influence ( 4 )<br>No influence ( 5 ) |
|         | TICK ONE   |   |

- |         |   |                             |
|---------|---|-----------------------------|
| (xxi)   | I felt a calling for nursing.                               | Very strong influence ( 1 ) |
|         |   | Strong influence ( 2 )      |
|         |   | Moderate influence ( 3 )    |
|         |   | Weak influence ( 4 )        |
|         | TICK ONE  | No influence ( 5 )          |
| (xxii)  | Nursing is a profession and I wanted a professional career. | Very strong influence ( 1 ) |
|         |   | Strong influence ( 2 )      |
|         |   | Moderate influence ( 3 )    |
|         |   | Weak influence ( 4 )        |
|         | TICK ONE  | No influence ( 5 )          |
| (xxiii) | The social life in the Nurses' Home attracted me.           | Very strong influence ( 1 ) |
|         |   | Strong influence ( 2 )      |
|         |   | Moderate influence ( 3 )    |
|         |   | Weak influence ( 4 )        |
|         | TICK ONE  | No influence ( 5 )          |
| (xxiv)  | There is a tradition of nursing in my family.               | Very strong influence ( 1 ) |
|         |   | Strong influence ( 2 )      |
|         |   | Moderate influence ( 3 )    |
|         |   | Weak influence ( 4 )        |
|         | TICK ONE  | No influence ( 5 )          |
| (xxv)   | Nursing is a job that provides a great deal of variety.     | Very strong influence ( 1 ) |
|         |   | Strong influence ( 2 )      |
|         |   | Moderate influence ( 3 )    |
|         |   | Weak influence ( 4 )        |
|         | TICK ONE  | No influence ( 5 )          |
| (xxvi)  | The flexible working hours attracted me.                    | Very strong influence ( 1 ) |
|         |   | Strong influence ( 2 )      |
|         |   | Moderate influence ( 3 )    |
|         |   | Weak influence ( 4 )        |
|         | TICK ONE  | No influence ( 5 )          |

5. Which of the following items most closely approximate your career plans. Read all the items carefully and select ONE only. If you select item 20, please give full details of your plans.

- |                    |  |       |
|--------------------|--|-------|
| I plan<br>to nurse | Until retirement, continuously   | ( 1 ) |
|                    | Until retirement with a break for overseas travel                                    | ( 2 ) |
|                    | Until retirement, with a break for child rearing                                     | ( 3 ) |
|                    | Until retirement, with a break for child rearing<br>and overseas travel              | ( 4 ) |
|                    | For 10-20 years continuously   | ( 5 ) |
|                    | For 10-20 years with a break for overseas travel                                     | ( 6 ) |
|                    | For 10-20 years with a break for child rearing                                       | ( 7 ) |
|                    | For 10-20 years with a break for child rearing<br>and overseas travel                | ( 8 ) |
|                    | For 4-9 years continuously   | ( 9 ) |
|                    | For 4-9 years with a break for overseas travel                                       | (10)  |
|                    | For 4-9 years with a break for child rearing   | (11)  |
|                    | For 4-9 years with a break for child rearing<br>and overseas travel                  | (12)  |
|                    | For 1-3 years continuously   | (13)  |
|                    | For 1-3 years with a break for overseas travel                                       | (14)  |
|                    | For 1-3 years with a break for child rearing   | (15)  |
|                    | For 1-3 years with a break for child rearing<br>and overseas travel                  | (16)  |
|                    | Only until another job opportunity arises  | (17)  |
|                    | Until a chance of moving into a job related to nursing<br>arises (e.g. mission work) | (18)  |

( I am using nursing as a deliberate preparation for another job (19 )

Specify job

Other, please specify plans (20 )

Four horizontal lines for specifying other plans.

6. While at Waikato Hospital have you become

- (a) engaged Yes ( 1 ) No ( 2 )
(b) married Yes ( 1 ) No ( 2 )

- If YES when do you plan to have children? Immediately ( 1 ) Within 3 years ( 2 ) Within 4-5 years ( 3 ) After 5 years ( 4 ) Not at all ( 5 )

7. FEMALES ONLY: If you are married or hope to get married and have children do you plan to return subsequently to nursing? Yes ( 1 ) No ( 2 )

- If YES, how long do you think you will stay away from nursing? Until recovered from childbirth ( 1 ) 1 year ( 2 ) 2 - 5 years ( 3 ) 6 - 10 years ( 4 ) 11 - 15 years ( 5 ) 16+ years ( 6 )

8. Have you, in the past, thought seriously about abandoning your training? Frequently ( 1 ) Occasionally ( 2 ) Never ( 3 )

If frequently or occasionally, what circumstances caused you to think about leaving?

Four horizontal lines for describing circumstances.

9. Have you discussed leaving nursing with friends, relatives or tutors? Yes ( 1 )  
No ( 2 )

If YES what persuaded you to stay?

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10. Do you consult the "situations vacant" column in the newspapers? Frequently ( 1 )  
Occasionally ( 2 )  
Never ( 3 )

11. Have any of your close friends left nursing? Yes ( 1 )  
No ( 2 )

If YES what do you think caused them to leave?

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12. At this stage of my career I believe that my degree of dedication or commitment to nursing is: Very high ( 1 )  
High ( 2 )  
Moderate ( 3 )  
Low ( 4 )  
Non-existent ( 5 )

13. Do you think your level of commitment has altered since entry to the course? Increased ( 1 )  
Decreased ( 2 )  
Remained the same ( 3 )

If it has changed please give reasons:

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14. If an advisory system, other than that conducted by a psychiatrist, had been available in the hospital would you have used it?

(a) Advisory	Frequently	( 1 )
	Occasionally	( 2 )
	Never	( 3 )
(b) Guidance counsellor	Frequently	( 1 )
	Occasionally	( 2 )
	Never	( 3 )

If frequently or occasionally describe the sort of questions you would have taken to the advisor or counsellor. Be as specific as possible [Note: these answers will be strictly confidential]

(a) Adviser

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(b) Counsellor

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15. Do you believe the training programme at the hospital has prepared you adequately for nursing?

Yes	( 1 )
No	( 2 )

If NO, describe the areas of weakness and suggest changes which would improve the programme.

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17. (continued)

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18. Do you have any additional comments?

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19. Please state School Certificate marks.

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## APPENDIX E

INSTRUCTIONS FOR SCORING THE EVC SCALESUNIVERSITY OF WAIKATOSchool of EducationResearch into the Vocational Commitment of Nurses and SchoolteachersScoring the Ramsay EC Scale (Forms D & E)

- (1) For person coming from another job(s) add ... .. 2
- (2) O Dimension.
- (i) No to Question 13 (Form D), Question 2 (Form E)  
scores ... .. 20
- (ii) Yes to Question 13. Begin with 10 and subtract  
1 for every choice after the first in Question 14  
(i.e. count up YES responses, subtract from 10,  
add 1)
- (3) T Dimension. Question 16 (Form D) Question 3 (Form E)
- Those ticking (1) Score 20  
(2) " 16  
(3) " 12  
(4) " 8  
(5) " 4  
(6) at scorer's discretion, depending on where the  
time falls in the chart.
- (4) M Dimension. Question 17 (Form D) Question 4 (Form E)
- N.B. only items (i) - (viii) are scored in each scale. Other  
items did not discriminate.
- A. for Nursing
- (i) Reverse scores (i.e. for 1 score 5,  
2 score 4, etc.)  
(ii) Score as is (i.e. for 1 score 1,  
2 score 2, etc.)  
(iii) Reverse  
(iv) Reverse  
(v) As is  
(vi) As is  
(vii) As is  
(viii) As is
- Sum totals and divide by 2 to get M Score
- B. for Teaching
- (i) As is  
(ii) Reverse score  
(iii) As is  
(iv) As is  
(v) Reverse score  
(vi) Reverse score  
(vii) As is  
(viii) As is
- Sum totals and divide by 2 to get M Score

(5) C Dimension. Question 18 (Form D) Question 5 (Form E)

I scores 20, 2 scores 19, 3 scores 18 etc. through to 17 which scores 2, 18 scores 10, 19 scores 3.

(6) S Dimension. Question 19 (Form D), Question 12 (Form E)

Reverse the scores and multiply by 4.

e.g. 1 becomes  $5 \times 4 = 20$   
 2 becomes  $4 \times 4 = 16$

and so on.

TO OBTAIN THE EC (EXPRESSED COMMITMENT) SCORE: Sum the scores obtained for items (1) to (6) in this score sheet.

An example:-

(1):		0
(2):	(O)	20
(3):	(T)	16
(4):	(M)	14
(5):	(C)	18
(6):	(S)	<u>16</u>

The EC Score is: 84  
 —

APPENDIX F  
THE PERSONAL DATA RECORD

C O N F I D E N T I A L

UNIVERSITY OF WAIKATO

V.C. RESEARCH

PERSONAL DATA RECORD

This questionnaire is devised to gather information about you and your family background. It should be emphasized that the material gathered is for research purposes only; it will be treated as strictly confidential to the researcher. Results of the research will be published in a generalized form. There will be no possibility of tracing the data back to individual respondents. Please begin by reading the instructions and by placing your name in the appropriate space.

INSTRUCTIONS

1. Please answer the questions by commenting in the space provided, or, where indicated, by ticking the appropriate square. In the latter type of question tick ONE square only.
2. Please tick squares as follows:

1
<input checked="" type="checkbox"/>
3
4

3. Do not start questionnaire until instructed to commence.

NAME: .....

- 1. What is your age in years?
- 2. What secondary school(s) have you attended? Please specify if you boarded at secondary school.

<u>School</u>	<u>Length of attendance</u>
.....	.....
.....	.....

- 3. What is your highest educational qualification?

- School Certificate 1
- Endorsed School Certificate 2
- U.E. 3
- Other (specify) 4

- 4. What is your ethnic group?

- Pakeha 1
- Maori 2
- English 3
- Australian 4
- Pacific Islander 5
- Other (specify) 6
- .....

- 5. What is your sex?

- Male 1
- Female 2

- 6. What is your father's present occupation? (Please be as precise as possible, e.g. if 'farmer' specify if owns farm or is sharemilking, or is a farm labourer, and if businessman state the form of business, whether he is an employer or is employed. If deceased or retired state last occupation.)

.....

- 7. To your knowledge, has your father had more than one job in his lifetime?

- Yes 1
- No 2
- Not applicable 3

(a) If yes please list the last 3 jobs he has held.

(b) If yes which of the jobs has your father followed for most of his working life?

(c) If not applicable state why not.

8. Does your mother have a job (other than homemaking) at the present time?

- Yes.
- No
- Not applicable

1
2
3

(a) If yes please specify. ....

(b) If not applicable why not? .....

9. What was your mother's occupation prior to marriage?

.....

10. Has your family shifted home from one area to another in your lifetime?

- Yes.
- No

1
2

If yes, specify the places in which you have lived, and give reasons for shifting.

(e.g. Hamilton to Auckland - father transferred in civil service; Auckland to Wellington - father died, mother remarried Wellington man, etc.)

.....  
.....  
.....

11. How many live brothers and sisters have you?

- None
- One
- Two
- Three
- Four
- Five
- Six
- More than 6

1
2
3
4
5
6
7
8

12. The next questions are designed to ascertain the degree and type of contact you have with your extended kin group. Please read through all the questions before answering [NB "Grandparents" etc. refers to your relations.]

12(a) Do you have at present, or have you had in the past any relatives, other than parents or brothers or sisters, living at home

- Yes
- No
- Not applicable

1
2
3

If YES, who, and what is the tenure of their stay? (e.g. permanent resident, temporary and irregular visitors, temporary but regular visitors.)

.....  
.....

12(b) Check the appropriate square which shows the frequency of various relatives visiting your household

(i) Visiting at Christmas, Hannukah or other religious celebration.

(a) Grandparents	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>
	Never	<input type="checkbox"/>
(b) Uncles, Aunts	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>
	Never	<input type="checkbox"/>
(c) Cousins	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>
	Never	<input type="checkbox"/>
(d) in-laws	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>
	Never	<input type="checkbox"/>
(e) other relatives (specify)	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>
	Never	<input type="checkbox"/>

(ii) For brief holiday stays, vacations etc.

(a) Grandparents	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>
	Never	<input type="checkbox"/>
(b) Uncles, Aunts	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>
	Never	<input type="checkbox"/>
(c) Cousins	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>
	Never	<input type="checkbox"/>
(d) in-laws	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>
	Never	<input type="checkbox"/>
(e) other relatives (specify)	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>
	Occasionally	<input type="checkbox"/>
	Never	<input type="checkbox"/>

(iii) Weddings, engagement parties  
funerals etc.

- (a) Grandparents      Always  
                            Frequently  
                            Occasionally  
                            Never
- (b) Uncles, Aunts      Always  
                            Frequently  
                            Occasionally  
                            Never
- (c) Cousins              Always  
                            Frequently  
                            Occasionally  
                            Never
- (d) in-laws              Always  
                            Frequently  
                            Occasionally  
                            Never
- (e) other  
    relatives  
    (specify)              Always  
                            Frequently  
                            Occasionally  
                            Never

12(c) Which of the following relatives would you say  
have regular contact with your family (twice a  
month or more)

- Grandparents
- Uncles, Aunts
- Cousins
- in-laws
- other relatives
- (specify)

12(d) Do any of the above relatives maintain  
contact by means other than visiting?

- telephone: Grandparents      Yes  
    No
- Uncles, Aunts      Yes  
    No
- Cousins              Yes  
    No
- in-laws              Yes  
    No
- other relatives  
                            (specify)              Yes  
    No

12(e) Who would your family turn to for help in times of emergency (e.g. house burning down; short term loan needed) ?

- Grandparents Yes
- No
- Uncles, Aunts Yes
- No
- Cousins Yes
- No
- in-laws Yes
- No
- other relatives Yes
- (specify) No
- other people Yes
- (specify) No


13. Do you have any relatives or close friends who have been, or are, involved in the career you have chosen?

- Yes
- No

1
2

If yes, please give details.

.....

.....

14. What is your current place of residence?

- At home (with parents or guardian(s)).
- In Hostel accommodation (for example Nurses Home, Teachers College Hostel, etc.).
- Flatting
- Private board

1
2
3
4

15. How far away from the college/hospital/institute is your parents permanent residence?

- Under 25 miles
- 25-49 miles
- 50-75 "
- Over 75 "

1
2
3
4

16. When you have encountered difficulties in your life in the past, with whom have you most frequently discussed them?

- Parent(s)
- Brothers, sisters
- Other close relatives
- Other people (specify)
- Not applicable

1
2
3
4
5

Please comment if necessary.

.....

.....

17. In the space provided below, please indicate what you think the job of nursing or teaching entails. State, for example, why you think you will like it, how many hours per week you are likely to be called upon to work, whether there are any aspects of the job which you may not care for, etc. Make sure you write about what you think the job actually entails, not what it ought to entail.

APPENDIX G  
THE ISHERWOOD SCALES

SURVEY FOR THE IDENTIFICATION OF THE EXPECTATIONS HELD BY  
INDIVIDUALS AND GROUPS FOR A N.Z. TEACHERS' COLLEGE

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Purpose of Survey:

The purpose of this survey is to find out what people think are the most important functions of a N.Z. Teachers' College. It must be emphasized that it is your opinion which is requested, and not what you think the Teachers' College itself sets out to do. Please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) with each of the following nine statements by placing a circle around the response you think to be the most appropriate. Also, please rank the nine statements from 1 to 9 in order of importance, the most important being ranked 1, and the least important being ranked 9. Please make any comments you like in the column provided to the right of each statement. Please consider carefully each statement before writing your response.

Begin by placing your name in the space provided.

NAME: .....

Read through the questionnaire at least once before writing any response.

Consider what goals you think the ideal N.Z. Teachers' College should emphasize.

	COLUMN FOR COMMENTS
1. Prepare the students for a happy marriage and family life.  SA A U D SD RANK: _____	
2. Provide the students with a basic liberal education (academic) and appreciation of ideas.  SA A U D SD RANK: _____	
3. Develop the ability of the students to get along with different kinds of people.  SA A U D SD RANK: _____	
4. Provide the students with opportunities to develop emotional maturity and stability.  SA A U D SD RANK: _____	

<p>5. Facilitate physical development through opportunities for physical education and recreational activities.</p> <p>SA A U D SD RANK: _____</p>	
<p>6. Develop vocational skills, methods, strategies and techniques of the students for teaching in N.Z. schools.</p> <p>SA A U D SD RANK: _____</p>	
<p>7. Provide students with the opportunity to develop knowledge and interest in community and world affairs.</p> <p>SA A U D SD RANK: _____</p>	
<p>8. Develop moral capacities, ethical standards and values of the students.</p> <p>SA A U D SD RANK: _____</p>	
<p>9. Provide the students with conditions for growth towards becoming confident, independent and resourceful citizens; that is, preparation for citizenship.</p> <p>SA A U D SD RANK: _____</p>	

SURVEY FOR THE IDENTIFICATION OF THE EXPECTATIONS HELD BY  
INDIVIDUALS AND GROUPS FOR A N.Z. SCHOOL OF NURSING

Purpose of Survey:

The purpose of this survey is to find out what people think are the most important functions of a N.Z. School of Nursing. It must be emphasized that it is your opinion which is requested, and not what you think the School of Nursing itself sets out to do. Please indicate whether you strongly agree (SA), agree (A), are undecided (U), disagree (D), or strongly disagree (SD) with each of the following nine statements by placing a circle around the response you think to be the most appropriate. Also, please rank the nine statements from 1 to 9 in order of importance, the most important being ranked 1, and the least important being ranked 9. Please make any comments you like in the column provided to the right of each statement. Please consider carefully each statement before writing your response.

Begin by placing your name in the space provided.

NAME: .....

Read through the questionnaire at least once before writing any response.

Consider what goals you think the ideal N.Z. School of Nursing should emphasize.

COLUMN FOR COMMENTS

<p>1. Prepare the students for a happy marriage and family life.</p> <p>SA A U D SD RANK: _____</p>	
<p>2. Provide the students with a basic liberal education (academic) and appreciation of ideas.</p> <p>SA A U D SD RANK: _____</p>	
<p>3. Develop the ability of the students to get along with different kinds of people.</p> <p>SA A U D SD RANK: _____</p>	
<p>4. Provide the students with opportunities to develop emotional maturity and stability.</p> <p>SA A U D SD RANK: _____</p>	

<p>5. Facilitate physical development through opportunities for physical education and recreational activities.</p> <p>SA A U D SD RANK: _____</p>	
<p>6. Develop vocational skills, methods, strategies and techniques for the satisfactory treatment of patients in N.Z. hospitals.</p> <p>SA A U D SD RANK: _____</p>	
<p>7. Provide students with the opportunity to develop knowledge and interest in community and world affairs.</p> <p>SA A U D SD RANK: _____</p>	
<p>8. Develop moral capacities, ethical standards and values of the students.</p> <p>SA A U D SD RANK: _____</p>	
<p>9. Provide the students with conditions for growth towards becoming confident, independent and resourceful citizens; that is, preparation for citizenship.</p> <p>SA A U D SD RANK: _____</p>	

APPENDIX HSTRUCTURED INTERVIEW SCHEDULESSTRUCTURED INTERVIEWS: TEACHERS

Year 1	April, 1973	Rapport
	June, 1973	Early experiences, placement
	October, 1973	Exams, general summary
Year 2	March, 1974	Re-acquaintance, plans, holiday changes
	September, 1974	Teaching section, Pleasant and unpleasant incidents
Year 3	November, 1975	Summary, overall experiences

\* ST 4 ill during interviews

\*\* Two unable to be located - changed address. One ill.

Interview Schedule 1 (Rapport) April, 1973
--

Rapport Details of family background; chat about previous schools

- (1) You've been here over two months now. Would you like to tell me a little about your impressions of College life?
- (2) Have you experienced any particular problems in settling in?
- (3) I see that you mentioned ["liking for children"] as a very strong reason for selecting a career in teaching. Was this your main reason? [develop]
- (4) Do you think your attitudes towards teaching as a career have changed in the short time you have been here?  
Why?
- (5) Check EVC comments.

Final Statement:

As you know, I am most interested in how your attitudes change while you are at College. If anything happens that causes you to change your mind about teaching as a career, let me know. Don't hesitate to ring me. Just to remind you, how about pinning this card up in your room?

Interview Schedule 2	- focus placement.	June, 1973
----------------------	--------------------	------------

- (1) You may recall that when we last met we talked about general problems in settling into the College. How is it going now?

Key cues

- (i) College courses (Academic)
- (ii) University courses (Academic)
- (iii) Organisational/Institutions
  - College rules
  - University rules
  - Finding way around
  - Timetables
- (iv) Social
  - College activities (splurges etc.)
  - Boyfriends/girlfriends
  - Housing/flatting problems
  - Relationship of social life to work
  - Cultural interests
  - Sporting interests
  - Relationship with tutors
    - advisers
    - lecturers

- (2) You have just returned from placement, how did you enjoy it?

Key cues

- (i) Level of class
- (ii) Type of pupil in class
- (iii) What actual teaching were you allowed to do?
  - (a) how prepared did you feel for this?
  - (b) was it a happy experience?
  - (c) what problems did you encounter?
- (iv) What was your section report like?

(continued)

- (v) Were you visited by a Teachers College lecturer?
- (vi) Did he/she give you any particular advice?
- (vii) How do you feel, generally, about your placement?
- (viii) Do you believe placement has changed your attitudes towards teaching as a career?  
If yes, develop - in what ways?  
why?

(3) Check EVC and self VC.

Final statement.

Thank you for your time. Don't forget if anything happens that causes you to change your mind about teaching as a career, let me know. Don't hesitate to ring me. Have you placed my card somewhere prominent? [Reinforce informal contact]

Interview Schedule 3 - Focus exams - October 1973

- (1) This is a brief interview, just to keep us in touch. Do you think you can summarise your impression of your first year in College? What stands out in your mind?

Key cues

- (i) College courses
- (a) tests
  - (b) assignments
  - (c) exams
  - (d) general organisation/liking etc.)
  - (e) content
  - (f) attainment
  - (g) relationship to commitment
- (ii) University courses
- (a) tests
  - (b) assignments
  - (c) exams
  - (d) general organisation
  - (e) content
  - (f) attainment
  - (g) relationship to commitment
- (iii) Organisational/ institutional
- (a) rules and regulations
  - (b) role of students association
  - (c) tutors/advisers/counsellors
- (iv) Social
- (a) College
  - (b) City
  - (c) Relationships with others
  - (d) Housing/flatting problems
  - (e) Relationship of social life and work
  - (f) Sport
  - (g) Relationships with parents, kin groups.

- (2) I would like to ask a bit more about exams, as you have just sat some. What is your opinion on the value of exams?
- (a) Success-failure rate
  - (b) Relationship to career pattern
- (3) The vacation is just round the corner. What are your plans for it?
- (a) Working to raise money
  - (b) Extended holiday
  - (c) Travel - N.Z.  
- overseas
- (4) Thinking back over the year, did you ever seriously consider abandoning your career?
- If yes, develop (i) causes  
(ii) what caused you to stay?
- (5) Check EVC and self VC.

Final statement

Lots of things happen in holidays. Don't forget my research will you? If anything at all happens to change your attitude towards teaching as a career, ring me - collect if you are out of town. [Reinforce informal contact]

Interview Schedule 4      Focus - holiday changes      March, 1974

- (1)      Should I welcome you back?      How do you feel about College life now that you're beginning your second year?

Key cues

- (i)      What happened during holidays?  
          (a) relate to career pattern  
          (b) discussions with parents  
                    - non College friends
- (ii)      College work?
- (iii)     University work?      Further exams?
- (iv)      Effect of exam results?
- (2)      What do you think will be the major features of your second year?      What do you hope will happen?
- (i)      Ask about teaching section if not mentioned
- (ii)      Studies in teaching
- (3)      Check EVC and self VC.

Final Statement

Keep in touch if anything happens to change your attitudes towards teaching as a career.

Interview Schedule 5 - Focus - teaching section and pleasant - unpleasant incidents.

- (1) Almost two years of your training are over. You will recall that at the end of last year, in October I think, I asked you about your general impressions of the first year. Let's focus now on your second year. I am going to ask you about pleasant and unpleasant incidents that have occurred in the last 18 months. Let's start with pleasant experiences. What have you enjoyed most in College?

Key cues

- (i) College courses
  - especially SIT
  - (a) tests
  - (b) assignments
  - (c) exams
  - (d) general organisation
  - (e) content
  - (f) attainment
  - (g) relationship to commitment
- (ii) University courses
  - (a) tests
  - (b) assignments
  - (c) exams
  - (d) general organisation
  - (e) attainment
  - (f) content
  - (g) relationship to commitment
- (iii) Organisational/institutional
  - (a) rules and regulations
  - (b) students assessments
  - (c) tutors/advisers/counsellors
  - (d) the bond
- (iv) Social
  - (a) College
  - (b) city
  - (c) boyfriend/girlfriend
  - (d) housing/flatting
  - (e) social life and work
  - (f) sport

- (2) Exams will be on us shortly. How have you prepared yourself for them?
- (i) time spent on study
  - (ii) where studied
  - (iii) interference with study
  - (iv) type of study programme
- (3) Thinking back over the two years do you believe your attitude towards teaching as a career has changed?  
If yes, develop
- (4) How determined are you now to become a trained teacher?  
If contradictory, develop.
- (5) When you came to college you were (altruistic, self-oriented, ambivalent, mixture – explain) towards your career. What reasons make you determined to continue. Have these reasons changed (use EC M section).
- (6) Check EVC (strength).

Final Statement

Don't forget to let me know if you have changed your mind about teaching as a career. [Reinforce any informal contact]

Interview Schedule 6 - Focus - overall commitment

(1) If would like you to think back over the last three years. I want you to focus particularly on your attitudes towards teaching as a career. I want you to think especially about times when this attitude may have changed. The ups and downs, if there are any?

(2) Can you think of any time when you seriously thought about abandoning your career?

If yes, Key cues. If no, to Q 7

- (i) College courses
- (ii) University courses
- (iii) Organisational
- (iv) Social
- (v) Problems with teaching and/or children
- (vi) Personality clashes

(3) Well, you are still sticking with it. Why?

(4) How often have you thought about leaving?

(5) Who did you discuss leaving with?

(6) Did you take any steps to further leaving?

e.g. threaten to resign

consult situations vacant column

(7) Where would you place your level of commitment to teaching now?

(8) What are your reasons for staying in teaching?

(9) Check EVC (strength) and (type).

---

Year 1	March-April 1973	Rapport, school life
	July 1973	Early experiences; ward duties
	November/ December, 1973	Examinations, general survey
Year 2	February 1974	Attitude changes
	December, 1974	Pleasant and unpleasant incidents
Year 3	September, 1975	Exams, wards, social life
	March 1976	Recapitulation, overall commitment.

Interview Schedule 1 (Rapport)      March-April 1973

Rapport    Details of family background; chat about previous schools

- (1) You've been here over two or three months now.    Would you like to tell me a little about your impressions of hospital life?
- (2) Have you experienced any particular problems in settling in?    Have you made friends in the hospital?    [Name 2 best friends if possible]
- (3) I see that you mentioned ["service to humanity"] as a very strong reason for selecting a career in nursing.    Was this your main reason?    [Develop]
- (4) Do you think your attitudes towards nursing as a career have changed in the short time you have been here?    . Why?
- (5) Check EVC factors.

Final Statement:

As you know, I am most interested in how your attitudes change while you are in training.    If anything happens that causes you to change your mind about nursing as a career, let me know. Don't hesitate to ring me.    Just to remind you, how about pinning this card up in your room?

Interview Schedule 2 - focus: early experiences, ward duties July, 1973

- (1) You may recall that when we last met we talked about general problems in settling into hospital -life. How is it going now?

Key cues

- (i) School of Nursing Courses
  - (ii) Ward duties
  - (iii) Relationships with senior ward staff
  - (iv) Relationships with other students
  - (v) Relationships with tutor/clinical sisters
  - (vi) Relationships with medical staff (doctors)
  - (vii) Hospital rules
  - (viii) Social activities
    - Boyfriends, girlfriends
    - Parties, dances
    - Flatting possibilities
  - (ix) Geographical location - hostel vs flatting
- (2) You have now been on several wards. How did you get on in them?

Key cues

- (i) Type of ward, distinctions between wards
  - (ii) Problems in carrying out duties
    - (What were you permitted to do?
    - What did you want to do?
    - What problems did you encounter?)
  - (iii) What was your ward report like?
  - (iv) What help was your clinical tutor?
  - (v) Was there plenty of support for you?
  - (vi) In what ways has ward duty affected your attitudes towards nursing as a career?
  - (vii) Tell me about your ward report? Fair/unfair
- (3) Check EVC factors.

Final Statement:

Thank you for your time. Don't forget if anything happens that causes you to change your mind about nursing as a career, let me know. Don't hesitate to ring me. Have you placed my card somewhere prominent? [Reinforce informal contact.]

Interview Schedule 3 - Focus exams - December, 1973

- (1) This is a brief interview, just to keep us in touch. Do you think you can summarise your impression of your first year in the hospital? What stands out in your mind?

Key cues(i) School of Nursing courses

- (a) tests
- (b) assignments
- (c) exams
- (d) general organisation/liking etc.)
- (e) content
- (f) attainment
- (g) relationship to commitment

(ii) Organisational/institutional

- (a) rules and regulations
- (b) role of students association
- (c) tutors/advisers/counsellors
- (d) medical staff
- (e) patients

(iii) Social

- (a) hospital - hostel
- (b) city
- (c) relationship with others
- (d) housing/flatting problems
- (e) relationship of social life and work
- (f) sport
- (g) relationship with parents, kin group

- (2) I would like to ask a bit more about exams, as you have just sat some. What is your opinion on the value of exams?

- (a) Success/failure rate
- (b) relationship to career pattern

- (3) Thinking back over the year, did you ever seriously consider abandoning your career?

If yes, develop (i) causes

(ii) what caused you to stay?

- (4) Check EVC factors.

Final statement

Don't forget my research will you? If anything at all happens to change your attitude towards nursing as a career, ring me -  
[ Reinforce informal contact ]

Interview Schedule 4 Focus - Attitude changes - February 1974

- (1) Rapport - how spent Christmas, vacation (if any) etc.
- (2) Last time we discussed some of your impressions of hospital life. Today I want to concentrate a little more on the way in which your attitudes are changing (if they are) towards work. But first lets talk about what you've been doing since we last met. What wards have you been on - how have you enjoyed them? What else has happened?

Key cues

- (i) Ward duties
  - (ii) School of Nursing Courses
  - (iii) Job - people relationships - doctors
  - (iv) Hostel living or flats
  - (v) Social activities
  - (vi) Personal - engagement? marriage?
- (3) Has anything happened in the last three months which upset/annoyed you? If yes (1) elaborate (2) relate to vocational commitment.
  - (4) What are your expectations for the next twelve months now that you have 2 stripes up?
  - (5) Have any of your friends left? Why?
  - (6) Now, what of your own attitudes? How determined are you to become a registered nurse? What would make you change your mind?
  - (7) Check EVC factors.

Final Statement:

Keep in touch if anything happens to change your attitudes towards nursing as a career.

Interview Schedule 5 - Focus - pleasant/unpleasant incidents - December, 1974

- (1) Almost two years of your training are over. You will recall that at the end of last year, in December I think, I asked you about your general impressions of the first year. Let's focus now on your second year. I am going to ask you about pleasant and unpleasant incidents that have occurred in the last 18 months. Let's start with pleasant experiences. What have you enjoyed most in hospital life?

Key cues

- (i) School courses
- (a) tests
  - (b) assignments
  - (c) exams
  - (d) general organisation
  - (e) content
  - (f) attainment
  - (g) relationship to commitment
- (ii) Organisational/institutional
- (a) rules and regulations
  - (b) students assessments
  - (c) tutors
- (iii) Social
- (a) hospital
  - (b) city
  - (c) boyfriend/girlfriend
  - (d) housing/flatting
  - (e) social life and work
  - (f) sport
- (2) All right, what has upset or angered you most?
- (3) Exams will be on us shortly. How have you prepared yourself for them?
- (a) time spent on study
  - (b) where studied
  - (c) interference with study
  - (d) type of study programme
- (4) Thinking back over the two years do you believe your attitude towards nursing as a career has changed?
- If "yes" - develop.

/continued

Interview Schedule 5 (continued)

- (5) How determined are you now to become a registered nurse?

If contradictory - develop.

- (6) When you came to the hospital you gave some reasons for choosing nursing as a career. Have these reasons changed? (altruistic, self oriented, ambivalent etc. use ECM scale)
- (7) Check EVC factors.

Final Statement

Don't forget to let me know if you have changed your mind about nursing as a career.

Interview Schedule 6 - Review of year - exams, social life, September, 1975

- (1) In today's interview, I want you to go over the last year's activities much in the way we have in other interviews, but later I want to focus on exams and social life. Now what have been the major events in your working life over the past year?

Develop.

Key cues

- (i) wards
  - (ii) school
  - (iii) exams
  - (iv) hostel/flats
- (2) All right, now lets talk about your social life for a while. I hope you don't think I'm being too nosy, but I want to see if this affects your attitude towards work. Have there been occasions when you felt your work was interfering with your social life, or vice versa? - develop.
- (i) boyfriend/girlfriend
  - (ii) social occasions - parties, dinners, dances, weddings etc.
  - (iii) marriage plans and work
- (3) OK, exams are with us again. We talked about them last year. Do you have any further comments?
- (4) Check EVC factors.

Concluding comment

Well, good luck with your exams. Don't forget to keep in touch  
[ Reinforce any informal contact.]

Interview Schedule 7 - Focus - overall commitment - March, 1976

- (1) I guess this is the "crunch" interview! I would like you to think back over the last three years. I want you to focus particularly on your attitudes towards nursing as a career. I want you to think especially about times when this attitude may have changed. The ups and downs, if there are any?
- (2) Can you think of any time when you seriously thought about abandoning your career?

If "yes" - key cues, if "no" - to Q. 7

Key cues

- (i) school courses
- (ii) organisational
- (iii) social
- (iv) problems with nursing and/or patients
- (v) personality clashes

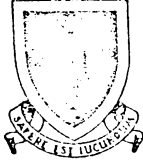
- (3) Well, you are still sticking with it. Why?
- (4) How often have you thought about leaving?
- (5) Who did you discuss leaving with?
- (6) Did you take any steps to further leaving?
- e.g. threaten to resign  
consult situations vacant column
- (7) Where would you place your level of commitment to nursing now?
- (8) What are your reasons for staying in nursing?
- (9) Check EVC factors.

Concluding comment.

Thanks - mention follow-up possibilities

APPENDIX ILEAVERS' INTERVIEW SCHEDULE, AND QUESTIONNAIRE

- (1) General description of hospital or college life:
  - (i) school work
  - (ii) wards, section work
  - (iii) problems in settling in etc.
  
- (2) General description of social life and relationship with work.
  - (i) plumb personal problems
  - (ii) adjustment to realities of work
  - (iii) living conditions - flat, hostel etc.
  
- (3) Establish present level of commitment to the job.
  - (i) use criteria from Form E.
  - (ii) compare with pretest, establish reasons for change, if any. Influence of other people, etc.
  
- (4) Problems encountered on the job , unpleasant incidents etc.
  
- (5) Reasons for resigning - (i) official, (ii) deviance from official.
  
- (6) Destination, future job etc.
  
- (7) Discuss desirable changes in the training programme.



Dear

As you know I'm at present researching the development of vocational commitment in students who are training to become nurses or teachers. I've been informed that you've left your training. I had hoped to interview you personally, but this seems impractical. It would be very much appreciated if you could fill in the attached questionnaire and return it to me in the stamped, addressed envelope.

It is very important for the research that you reply. Large numbers of non-respondents may lead to biased results. Although it may not help you very much, an honest, prompt reply could lead to improvements in nursing and teaching.

As always, your responses will be treated with the strictest of confidentiality.

I look forward to your reply,

Sincerely,

Peter Ramsay  
Senior Lecturer in Education

QUESTIONNAIRE FOR COURSE LEAVERS.

(1) Name .....

(2) Date of resignation .....

(3) Reason(s) given to authorities for resignation

(4) If the real reason(s) for leaving differ from those given above, Please describe the differences.

(5) The next group of questions deal with your level of commitment to the job you have just left. Please read them carefully before responding.

(i) Do you have preferences for jobs other than teaching (nursing) at the present time?

Yes  
No

- (ii) If you answered YES to (i) please list the jobs in order of preference.

- (iii) If you were able to, would you return to the training programme?

Yes   
No

WHY?

- (iv) If you answered NO to (iii), do you think you may return to the training programme some time in the future?

Yes   
No

- (v) What factors would need to be changed to persuade you to return?

- (vi) Compared with your level of commitment when you entered the training course, is your level of commitment now

Higher   
Lower   
The same

(vii) If your level of commitment has changed, please give reasons.

- (6) Describe any incidents which have occurred in the course of your training which upset or offended you, or which you found unpleasant.
- (7) Describe any incidents which occurred in the course of training which gave you special pleasure.
- (8) If you are going to another job, please indicate what it is.
- (9) If you have any plans for the future (e.g. new job, marriage, child rearing, overseas trip) please indicate, in as much detail as possible.

APPENDIX J  
SAMPLE TRANSCRIPTS FROM  
STUDENT NURSE 336 AND STUDENT TEACHER 217

SN 336

From DATA CARD

Age 16.7      Pakeha SES 3      Low geographic mobility  
 Mother a Nurse      Family size 4      Marital Status single  
 Secondary Education - 4 years      Low kin contact  
 Hostel - Flat U.E.  
 School Certificate marks:      Maths      69  
    English      61  
    Average      60  
 EC. Score:      Entry 93      Exit 70  
                  type :      S - S/A  
 Conservatism:      33 Entry      37 Exit  
 Extra: 11      Neur: 12  
 IQ:AL 18      AQ 13  
 O = 1st      T = as long as can remember      M = high  
 (P = until retirement)  
 break for CR, S = Very high  
 [Rapport section eliminated]

INTERVIEW 1

- I. You've been here over two months now. Would you like to tell me about your impressions of hospital life?
- S. My impressions of hospital life. Well, you know, it hasn't been what I expected. Not at all, you know (pause)
- I. What was different to what you expected?
- S. Well, I wasn't expecting to have to study. I just thought that I'd be looking after sick people all the time. And just didn't expect to study, I don't know why. I just didn't think I'd have to do anything like that, well not to that extent.
- I. Have you found the courses difficult?
- S. The school courses? No, not really. My marks weren't all that hot, but, you know, well I wasn't really expecting to go on with school work. I really wasn't.
- I. Tell me more about the courses, are there any you've had difficulty with?
- S. The Bio course is fairly tough. And some of the tutors don't seem to be up to date with their material. Some, not all. And they aren't really teachers, you know, well not trained as teachers.

I think there could be more stress on practical capabilities and less on exams. There's too much theory.

- I. Apart from the courses, have you experienced any particular problems in settling in?
- S. Well, yes, my first ward was maternity where I didn't have a clue what to do. I was expected to know much more than what I did, and I was treated very badly when I didn't.
- I. Could you be more specific?
- S. Some of the senior staff didn't seem to appreciate that I was a new nurse. It was "Nurse do this, nurse do that", and when I said I couldn't they blew me up. I was told I was slow, and on my ward report they said I should give more respect to other staff. Just because I said I didn't know how to do things. It really bugged me.
- I. Do you think this changed your attitude towards nursing as a career?
- S. It certainly did ... I'm beginning to know the facts now. Nursing isn't at all what I expected.
- I. Would you like to elaborate on that?
- S. Well, like I said, a lot more study than I thought. And there's a lot of bitchiness in the wards — oh not all wards — some of my friends have been in terrific wards. And there's a lot of dirtiness, a lot of hard, hard physical work. I was exhausted after my first two days on wards. And it's hard to sleep in the hostel ...
- I. Do you think you'll stay in the hostel?
- S. No, no. Some of us are looking for a house now.
- I. From the hostel?
- S. Yes.
- I. Have you made friends easily in the hostel then?
- S. Yes, most of us get on OK, but there's too many rules, and the food — well —
- I. Would you like to name your two best friends?
- S. Names, oh, yes ... Nurse X and Jan Y.
- I. Are you going flatting with them?
- S. Yes, and W, P and Q are also interested. We don't know if Q will fit in yet.
- I. Well, any other settling in problems?
- S. pause ... no, not really.

- I. Well, let's change the subject a bit. I see that you mentioned "job security" as an important reason for selecting nursing as a career. Is that a fair comment?
- S. Yes, it is. Nursing's a good job to have behind you. You can always come back to nursing if you wish after having had children. There's lots of jobs in hospitals. And it prepares you for other jobs too, you know.
- I. Such as?
- S. Receptionists, yes doctor's receptionists and oh air hostessing.
- I. You didn't mention these possibilities in your questionnaire.
- S. No, they're not really that important. I want to complete my training then I'll have a look around.
- I. Do you think your attitudes towards nursing as a career have changed in the short time you've been here?
- S. Yes, they have, I'm not as sure now as I was. I've always wanted to nurse you know as long as I can remember. But it's not at all what I expected. It's, well, perhaps I was naive — I don't know — but too much study. I hope I can do it — cope with it.
- I. Well it's early days yet, but do you think your commitment has changed? What are your plans now?
- S. Honestly, I don't think I'm anywhere near as committed now as I was when I came. The job is just not what I thought it'd be. I was keen enough, but it's been a rude shock to me.
- I. Well now, what are your plans at this stage?
- S. It's a little soon to say. But I certainly don't plan to nurse for all my life now. I'll see it through to registration, then take a break. Then perhaps work with a doctor ...
- I. Are there other jobs that you'd prefer to nursing now that you know what it's about?
- S. (laughs) Oh yes, I s'pose so. They may be just as bad. But yes, I think I might just use nurse training to get another job.
- I. Such as?
- S. Well I mentioned them didn't I? Receptionist, airhostessing.
- I. OK, that's fine, I wonder if you'd like to tell me what your commitment is then — not very high I think. High, moderate? Low? Nil.
- S. Oh I think it'd have to be moderate wouldn't it?
- I. OK, thanks (concluding statement).

INTERVIEW 2 SN 336

- I. Well, Marie, you may recall that when we last met, we talked about general problems in settling into hospital life. How's it going now?
- S. Not really all that well, no not really well you know. (pause)
- I. Oh, why not?
- S. Well, it's turning out to be nothing like what I expected. The school's a bit of drudge ... we came straight off wards into school for three-four week blocks, we have seven hours a day, with perhaps one study period, that's five days a week. Weekends off (laughs) but in that last week exams lasting two to three days. It's just hopeless trying to learn new things, and studying them that night.
- I. How do you feel about this academically? Are you having problems with exams here?
- S. Well my marks have improved -- 52, 50 to 61. And my attitudes changed too. I started off -- I really liked it but then I became disillusioned. It wasn't what my impression of nursing was. I was disillusioned so I just eased off in my study and then I thought, well I've got this far I might as well carry on and have something behind me.
- I. You say you became disillusioned, could you elaborate on that a bit?
- S. Well, when I was young I never wanted to be anything but a nurse and I always thought that, you know, well I wasn't expecting to have to study. I just thought that I'd be looking after sick people all the time. And I just didn't expect to study, I don't know why. I just didn't think I'd have to do anything like that, well not to that extent.
- I. Uh-huh, you didn't really appreciate that there was going to be a great deal of theory as well as practical.
- S. No, no.
- I. Was there anything else which led to this disillusionment?
- S. When you're a junior nurse you get the bum rap a bit -- excuse my expression -- um -- once you get higher you begin to learn a lot more. You become more confident in yourself to look after people.
- I. Uh-uh.
- S. But when you're a junior nurse you're very unsteady. You think you're doing this all wrong and you're too scared to ask. Everyone else was busy.
- I. Yes, last time we talked, you were worried about wards. How have the last couple been?

- S. Oh, up and down. The geriatric ward really got me down. All of the patients are either senile or deaf. The ward was terribly understaffed, it was really heavy work, you know — you had to do lots of lifting, washing. It was terrible at night. Noisy, lots of moaning and old people talking in their sleep. I did my best, but I was pleased to finish up there.
- I. What about the other ward?
- S. Oh that was much better. It was a surgical ward. I learnt a heck of a lot in it because the staff was willing to teach and I was interested because — um — well the doctor was interested in teaching too. And the patients were really interesting too. It was a surgical block with mainly bowel surgery. It was a good experience.
- I. And you got a good ward report?
- S. (laughs) Well they said I did my best — and I did, I worked damned hard.
- I. Anything else about wards?
- S. Well, night duty, that's the worst, there's too much responsibility. We aren't sure about drugs and drips, but some doctors expect us to know it all.
- I. How do you get on with the doctors?
- S. That depends on which one (laughs) Most are OK, some are pompous, stuffed up with their own importance and who look on us as cheap handmaidens. But most are helpful.
- I. How helpful have your clinical tutors been?
- S. Oh, all right. Didn't see much of them, but they were, you know, they were around when needed. I think that the tutor sisters should come into the wards too. They never seem to.
- I. Let's change the subject for a bit. What effect has the hospital life had on your social life?
- S. (laughs) What social life? No seriously, I'm so tired after work that it's not worth going out. It might be better when we get a flat. I've been going home for weekends off, just to get away from the hostel.
- I. Any boyfriends?
- S. Not steady ones, you know, I'm usually too tired to want to go out.
- I. All right, now I want to ask you some questions about your commitment. How do you feel about a career in nursing now?
- S. Right now? Right now I'm so tired I'd like to resign (giggles). But this job has its ups and downs. Some days are OK, but really I'm pretty disillusioned about it all. It's just not what I thought it'd be. I s'pose I was too damn romantic, but, well, it's just so tiring and school's so boring it's a drag.

- I. It's a difficult question, I know, but what are your career plans right now?
- S. Oh, I'll complete, once you've started you should see it through.
- I. Why?
- S. Well it's important to finish things once you start them. And I wouldn't want to disappoint my parents.
- I. Well, what about after completion?
- S. I'll leave, at least for a while. I'd sooner do other jobs. Perhaps a clerical job — 9-5 work sounds good at the moment.
- I. So how would you assess yourself at the moment — highly committed? moderate? low? or not at all?
- S. No doubt about that — low — very low!
- I. OK, thanks (concluding statement).

INTERVIEW 3 SN 336

[Note from field notes: SN 336 looks most unwell. Pale, tired-looking, rings under eyes.]

- I. This is meant to be a brief interview, just to keep us in touch. You're looking a bit tired. Any particular worries?
- S. Where'd you like me to start! I'm really disillusioned. This place!
- I. Well ..., what seems to be worrying you most?
- S. Night duty, yes, night duty.
- I. Yes, you mentioned that last time — tell me more about it.
- S. Look, I had a spell of three weeks on nights. On Ward X I was left in complete charge. On my own. I was terrified something would go wrong, you know. I didn't know the routines. I was alone for over an hour when the night sister came on. And I hate coming off duty in the dark, the dark frightens me a bit. And I get so tired. I can't seem to sleep properly, even in the flat.
- I. Oh yes, I noticed you shifted.
- S. Yes, the flat's better than the hostel ...
- I. Let's go back to the wards shall we. Has anything else upset you?
- S. Yes, if the ward sister has any little thing against you, you find it comes out in the ward report.
- I. What do you mean by "some little thing"?
- S. Say you're, you just can't take, oh it's hard to explain. She's got her way of doing things and you think the way you've been taught is better, so you carry it out that way and if she crosses you about this and you keep to your point of view sometimes they don't like it and, as well, ward sisters they're a bit frustrated, they don't (pause) they're sort of, oh it's hard to explain...
- I. I can understand the part of a gap between what you're taught and what you are expected to do, but what about the other part.
- S. Well some ward sisters, mainly the unmarried ones — um — they seem not to like the younger girls, it's just something.
- I. Do you have any personal discussion with ward sisters?
- S. No, not unless, unless it's to do with work. No there's no ward sister I've discussed anything with other than ward routines.
- I. Not social issues or anything like that?
- S. No, oh sometimes over coffee they'll talk to you, but most of them talk to their peers, only a few bother to get down to the nitty gritty with student nurses.

- I. Do the rules and regulations on wards upset you?
- S. I'll say. And they're all different. I think some of those frustrated old bitches take pleasure in making you look silly. On one occasion I was asked to do a biopsy with a sister. I didn't know the procedures and the smell sickened me. Well, I got so upset that I couldn't do it. And she just threw me out ... it made me lose a lot of confidence. They ask you to do too much without knowing the procedures. And some of the senior nurses don't like getting their hands dirty by doing some of the less pleasant jobs. There's a terrible hierarchy, and we're the lowest of the low!
- I. Are there any other incidents in the wards that you'd like to tell me about?
- S. Well, not really (pause) a couple of times a certain sister, well she's a clinical tutor, in a certain ward, well she used to come and tell me all the, well pimp to me, I don't know what she was doing it for because I'm a student nurse. She'd come up to me and say "Oh that junior nurse is no good, she's done this and that, how stupid of her, why she's in nursing I don't know", and things like that annoyed me, there she was complaining about the girl behind her back she could have told her what was wrong, so I just said why don't you tell the girl? And left it at that.
- I. Is there a lot of this sort of gossip going on in wards?
- S. (laughs) Oh yes, definitely amongst the sisters and senior staff, they get into niches and anyone new who comes along certainly gets torn to bits before they get into their little set.
- I. Has all this changed your attitude towards nursing as a career?
- S. You must be joking! (laughs) Of course it has. I've thought about giving up several times. The pressure of work gets me down — um — I've just told you. And study mixed up with work. I never expected that you know.
- I. Yes, you told me.
- S. And there's a lot of unfairness.
- I. Oh, such as?
- S. Well (pause) well, when you get blamed for things. You're never in the right.
- I. We haven't much time left, but let's talk about your career plans, quickly. How long do you propose to remain in nursing?
- S. I'd resign right now if I could find a job. This is nothing like I expected. I don't think I can take the abuse, the, the snarkiness much longer. It affects everything. I yearn for a routine job ...
- I. So there are other jobs you'd prefer ...
- S. (laughs) just about anything!

- I. How would you place your commitment to nursing then?
- S. That's pretty obvious isn't it? Nil, NIL.
- I. OK, thanks (concluding statement).

INTERVIEW 4 SN 336

[Note: SN 336 rang twice in the interim between I3 and I4. Both times complained of depression and "persecution" by senior staff. But major, recurring problem seemed associated with study difficulties. Noted high IQ, above average SC average 60. Decided to revisit some of the problem areas.]

- I. Marie, last time we talked, we concentrated on some problems you experienced on wards. You've also rung me a couple of times about those difficulties. How are things now?
- S. Still up and down. I get a bit worried every time I go into wards for the first time. But they aren't all bad.
- I. Oh aren't they, would you like to elaborate?
- S. You enjoy some, not others. When you come off some you feel like leaving, but others are good, depending on what the senior staff is like, because if you get a horrible ward sister who's always on your back, watching what you do all the time, well you tend to get up tight and the more up tight you get the more you do that's wrong. If you've got a friendly sister its better to work with, but you still need this strictness, a pattern to work to, some give and take. It's important to know what to do, good routines and that.
- I. Have you felt like leaving of late? Has anything happened since we last talked to upset or annoy you?
- S. (sighs) Oh, not lately. I've been in X and I liked that. I feel like leaving every time I come into school, but really it gets me a bit up tight. I find it very difficult to get down to work. Once I get started it's not bad. But I'm always scared that, you know, you always think, you know, will I pass this exam? I've got mainly my parents to worry about because they say, oh what a good job, stay in it. You sort of got to live up to, you don't really have to, but I feel I have to live up to their expectations, they want me to pass, they say, you know. I go home and say I don't think I'll pass and they say, oh you will, don't be so stupid you'll pass it.
- I. Do you get homesick?
- S. I used to do, but I'm getting over it. I've got used to it.
- I. What's your social life like?
- S. Very poor?
- I. Why is that?
- S. Working hours, and I've been in a flat with two other girls for eight months and I find that we've got into a pattern of staying home. I really enjoy going around and seeing friends my parents know -- um -- friends of my brothers who've got young families and, generally family people I love going out to if I've got the chance.

- I. Got a boyfriend?
- S. No, not at present, that's probably why I don't get out as much as I want to.
- I. Do you like flatting better than the hostel?
- S. I wouldn't come back here. I hated it here. I got very depressed and homesick.
- I. Why?
- S. Oh the petty rules, the silliness, the noise. I couldn't sleep. It's much better in the flat.
- I. Well let's change the subject for a moment. Let's talk about doctors. I've heard it said that some girls come nursing to catch a doctor husband. What do you think about that?
- S. Well, I haven't met any nurses like that. And not me. I wouldn't marry a doctor if you paid me!
- I. Why not?
- S. Oh, the hours — they're never home ... (pause)
- I. How do you get on with them in wards?
- S. OK, I suppose — some are out for what they can get and that's about all, and they're married too. Well, in one instance a friend of mine was asked if she'd have an affair with a doctor, you know just out like that. But that's only one or two — I suppose all men are like that, no, not all of them but some ...
- I. Do you find them helpful on the wards?
- S. Yes, some more than others. Some are really interested in helping you learn. Others just say Nurse do this, Nurse do that.
- I. Well, let's change the subject for a moment. Have any of your friends left nursing?
- S. Yes, we've had a lot drop out, well resign you know.
- I. Do you know why they left?
- S. Well, Jane X, she got pregnant. But she was going to leave before that. The shift work was getting her down. Oh, and June Y, terrible personality clashes, she really didn't get on in the hierarchy. She really wanted to stay, but really, they made it hard for her. She used to speak her mind, you know, but they treated her like an underdog, I don't know why. Well she just left.
- I. How about yourself. How frequently do you think about leaving?
- S. Fairly often! It gets a bit frustrating at times. But I think I'm much more settled than last year. I had a bad time then. Some bad wards, you know.

- I. When you came here you were very determined to be a nurse. How do you feel now?
- S. Oh about the same, no that's not true. I'm up and down. Some days I feel like leaving but I'm still determined to see it through. For my parents' sake, if nothing else.
- I. Well that's quite a change from the last interview isn't it? You were going to resign then — any job would've been better I think you said ...
- S. Did I? Yes I s'pose I did too. Well this job is a bit like that, as I said — it's up and down. Some things depress you, like a patient dying, like a sister blowing you up, and well, then there are good times, when patients show their gratitude, and when you're on a good ward.
- I. So what are your plans now?
- S. I'll get registered, perhaps nurse for a month or two — year or two I mean, then I'll reconsider.
- I. In the last interview you said your commitment was nil. What is it now? Very high? High? Moderate? Nil?
- S. Not easy to say, certainly not nil, not low, moderate I think. Not as high as when I came — what a dreamer I was — but at least moderate.
- I. Thanks (concluding statement).

INTERVIEW 5 SN 336

- I. It's a good ten months since we last met Marie. You may recall that in the past I've asked for general impressions. Let's focus now on your second year. I'm going to ask you about pleasant and unpleasant incidents that have occurred in the last 18 months. Let's start with pleasant incidents. How have you enjoyed the past year or so?
- S. Oh much better than the first year. I came here, you know, and it wasn't what I expected not at all, but now I've got used to it. I know I can do it now, it's much better.
- I. What are you enjoying most would you say?
- S. Oh the wards. Well, there's some good and some bad, but oh I enjoy most of the work now. We're given a bit more responsibility, and I feel much more ready now. I think I was losing my sense of humour a bit in the first term. But I'm much more confident now.
- I. You were worried about being left in charge. How do you feel about that now?
- S. OK, as long as I know the routines, it's fine. I know some kids have left because of this, especially at nights — it can be quite frightening. But if you know the routines, the emergency procedures, it's OK. Some of the wards have been tremendously interesting. A/E for example, it was a very friendly ward. That's important too.
- I. And you got a very good ward report.
- S. Yes, but I worked hard for it — (laughs) I deserved it!
- I. Umm ... what about ward reports, do you find them useful to you?
- S. The new ones?
- I. Yes, the new ones.
- S. Oh — I think that's a bit of a have. As far as having to sit in with the sister, that's not all that bad. The two sisters I've had, well it depends on whether they like you or not. Look, one sister who I didn't like said to me when doing my report — oh yes you're good at that aren't you — and I said oh no, excellent, sister (laughs). But I suppose it's a bit better. At least you get a say with the new report. But you tend to argue more. Some of the things on the report are irrelevant, e.g. relationships to medical staff, they've got 4 things — one's familiar — you don't really notice that, they don't get a chance to see you in all the things [categories] so it's pot luck. They put things down in your ward report that have nothing to do with your work on the wards.
- I. So you think the reports could be improved.
- S. Oh yes. Very much so. You should be seen if people are going to report on you. Otherwise it's not, you know, well it's unfair.

- I. Let's go to unpleasant incidents now. What has upset or angered you?
- S. Well, things have been much better. I'm happier now, I think I know what I want and that's important.
- I. What about shift work?
- S. Oh I've got used to that. Sometimes, though you have to wait ages it seems like ages, to get a weekend off. You can work for six weeks, you know and get no weekends off.
- I. That must interfere with some of your interests.
- S. It certainly does. I used to play a lot of netball, but you can't join teams or anything like that.
- I. Anything else unpleasant?
- S. Well, some of the staff — how can I put it — well, they're lazy, they don't work as a team. And some of the senior staff are pompous and have a lack of respect for junior nurses. Some of them won't get their hands dirty by doing some of the less pleasant jobs.
- I. And what are these?
- S. Bedpans! And cleaning up vomit. It's a bit nauseating sometimes. But you get used to it. And, well I've had to help with a couple of layouts. I'd never seen a dead person before and, you know; it was upsetting to me. I don't think we're meant to, but the sister said it'd be good for us to learn, and well, I had to force myself. But I got through, I don't know how. It was easier the second time, but one mustn't get callous ... (pause) it's part of the job and now I know what to expect.
- I. Marie, we haven't talked about study for quite a while. How's school now?
- S. Oh, better. I'm passing better now. But work and study just don't mix. We have four weeks in school and you have to know all you are learning for a 2-3 hour exam at the end, in the last week of school. It's a hopeless system — it really is. It should be changed — no one likes it, not even the tutors.
- I. Do the exams still worry you?
- S. Yes, but not as much. I'm better prepared now as I know what to expect. That's the main thing, that's why I'm happier.
- I. What about your social life?
- S. That's better too. We're getting out more now. I've joined SCM and we get together a lot.
- I. Boyfriends?
- S. Yes, but no one special. We get a lot of guys coming to the flat now. It's much better.

- I. OK, let's change the subject. When you were in the wards last time I asked about rules and regulations. Do you find that sometimes rules get broken because of friendships?
- S. Yes, oh I'm guilty of that. I think you work harder for someone you like. It's part of your nature I think. If you're not getting any response you're trying to do all you can for one patient so that, oh, if you don't like a patient you do everything to rule because you can't, um, you have to do the basic nursing care before anything else. The longer you're in a ward the more attached you become to a person, and then the ones you can talk to, well some you don't get a response from so I keep away from them, you only do the things that they need done and that's all. The ones that you get on with, that you can talk to and have a laugh with, you do more things for them — that's human nature.
- I. What about other nursing staff. If you like them do you work better?
- S. Yes, sometimes, if they're on your back all the time I find that I don't do things to spite them — not to injure the patient or anything. But if staff nurses get narky, or nagging at you, you tend to brush them off, or just ignore them. But I know better how to handle them now. Things are fine once you know how to handle them. You know, it would have been better if we had good advice on human nature. How to get on with people — not necessarily just nurses, but doctors, cleaners, kitchen aides, bathing attendants, patients and all other people who you deal with in hospital. It would have been a great help, you know, a great help.
- I. Are you suggesting a counselling system?
- S. Well, we have a counsellor, part-time I think, but he's a psychiatrist! You wouldn't go and ask him how to behave when wards or staff are getting you down. Or when unfairness occurs to work colleagues. Advice on how to help them defend themselves.
- I. OK. Now exams are coming up again. How have you prepared yourself for them?
- S. Well, I've told you it's hopeless trying to study when you're on wards. You just can't, you're too tired. And you have to live. Perhaps I'm too concerned with myself — but really you can't work all the time. You just have to have a break sometime. I still worry about exams, but I'm more confident now.
- I. OK. Well time's running away on us again. Can you tell me a little about your attitudes towards nursing as a career? Remember you were very determined when you began, then you became disillusioned. What do you feel about it now?
- S. Oh, I'll see it through training. I'm determined to finish and register. But how long I'll nurse after that is anyone's guess. I'm completely unsure of my future. I may have a break from nursing and do another job or travel overseas. But I will come back nursing. It's an important job, and I really get something out of it.

- I. Do you plan to marry?
- S. Well, no one's asked me yet! Yes, I suppose so — but that's uncertain too.
- I. If you marry and have children will you return to work?
- S. Yes, I think so, probably part-time at first, but if I get through I'll probably work. It depends, you know, it depends on many things.
- I. Such as?
- S. Oh, how much money we have, it's all too soon to say.
- I. Well, to sum it up, you're pretty determined to complete, but your plans have changed since starting.
- S. Yes, I think I've started to think more about myself — what I'm getting out of this. When I first came it was because of wanting to help people and things like that — well — (pause) I still want to help people, but, you know, you must also make sure what you're doing is good for you too. I used to worry a lot and get depressed, but things are improving. I'm more settled now — now that I've begun to think about me as well as other people.
- I. Fine, I think I can see that some of your reasons have changed. In your questionnaire, remember it, you emphasised doing a service for humanity as well as job security. You seem to be moving towards things associated with yourself rather than other people. Is that fair comment?
- S. Yes, I think it is. I still know that this job is important for patients, for their wellbeing, but I feel that I must get a reward too.
- I. What sort of a reward?
- S. Oh, that's hard, um, hard to explain. Getting a personal reward, when you do something well, to know that you've succeeded where perhaps others have failed. And it's important to know that you've got a good job, with reasonable pay. It's a balance, sort of.
- I. What do you think your level of commitment to nursing is now? High? Moderate? Low? Nil?
- S. Oh, getting close to high, I'd say, getting close to high. Things have improved an awful lot. I can see myself as a nurse now.
- I. Would you prefer other jobs?
- S. Oh perhaps, on some days. But jobs as good as nursing aren't easy to find.
- I. OK. (concluding statement)

INTERVIEW 6 SN 336

[Note: SN 336 rang twice in interim, on May 5 and again on May 7 Very depressed. May 5 because of death of a young patient to whom she had become attached. Thinking of "quitting". After describing the problem she said she felt a little better [HAWTHORNE!] and would talk it over with parents. Rang again May 7, said she tried May 6 but couldn't get me. "After a good nights rest, I felt so much better. I talked to friends at SCM and that helped. Then I rang Mum. It's just part of the job, you know, I should have expected it after 2½ years, but I'd come to care for her. You wonder, you know, about some of the things that happen, why they should happen. But anyway, I've changed my mind again — life is full of ups and downs isn't it?"

Saw SN 336 (August 10) when interviewing girls from March intake — coming off ward duty. Very bright, cheerful. Had just had a holiday break, was in a "good friendly ward" and was back to a highly committed state.]

- I. In today's interview, I want to go over the last year's activities, much in the way we have in other interviews, but later I want to focus on exams again, and also your social life. Now what have been the major events in your working life over the past year?
- S. The major events? Well I've really settled in if that's what you mean — some downs but more ups — oops (laughs). No, really I'm enjoying life now and I've got used to the routines and the demands. If I'd known what to expect I'd never have had that bad first year. I was well, you know, how would you put it?
- I. Romantic?
- S. Good! Yes — romantic! Well, I certainly didn't expect what I got so I suppose romantic in that sense. And I had some bad wards too. Working with geriatric patients still worries me — they're either senile or deaf apart from the odd one — it's depressing to know they've come here to die — well in the main. And they know it although a lot are well drugged.
- I. Have you been back on a geriatric ward?
- S. No, well no I haven't, but it still worries me. Karen, my flatmate, has just come off Y. She didn't like it either — we talk about it a lot. The staff's OK — wonderful in fact, you know, but oh, it's not my choice at all.
- I. I notice you were JNR recently. Talk about that.
- S. Junior Night Relieving — oh that was real interesting. A good variety, you get into a variety of wards — I learnt a lot.
- I. You mentioned in an earlier interview that night duty, I think, scared you?
- S. Well, yes, it still does a bit. I still don't care for the dark, you know. But as I said, you know, I've got used to it.
- I. Good. Now I see you've also been on a surgical ward recently.

- S. Yes, that was great — I think the best ward I've been on.
- I. Oh, why? How was it different?
- S. Different? The staff, they, the staff were all, yes all were friendly and helpful. They seemed to know what I needed as a junior. They gave me enough responsibility to keep me going but also made sure I understood the routines. Not only nurses, but doctors. And the patients — well more rewarding — a lot were getting better, recovering, you know, from surgery — some from minor ops — and they were — well, more cheerful, better to handle. It was a really good experience you know.
- I. Do you enjoy nursing men better than women or vice versa?
- S. Now, why do you ask that?
- I. Well — just interested.
- S. Oh men I suppose — they seem more, well more responsive. The women tend to treat you a bit like a lackey — a housemaid. But it's not a fair question because there's good and bad on both sides. Some of the younger men on surgery are cards — they're not all that sick, you know — they make all kinds of suggestions — just, out like that. I don't think I could have handled that in my first year, but now it's no problem.
- I. No problem — well, why the change?
- S. Change, a lot of things, I think. Our flat — someone to talk to. And I'm more prepared to get things out in the open now. In the old days I would go away and fume — bottle it up — and then get depressed and disillusioned and tired. Oh that's something too. I seem to be able to handle the physical things better. I'm nowhere near as exhausted and sleeping's better — without Toframil (?) (laughs) — I can handle the job. Just talking about the things that were bugging me and getting it off my chest to all concerned has been a great help.
- I. OK. Do you look in the "situations vacant" column much in the newspapers?
- S. No, not really. If I was going to leave I think I would, but I'm fairly determined to stay. If I fail my exams I'll leave. I'll either go kindy teaching or as a doctor's nurse or maybe a dentist.
- I. Yes, so that's your plans if you dip out?
- S. Mmmm.
- I. You're pretty determined.
- S. Yes, I was very determined when I came in. I went off it a bit, sort of iffy and didn't know what I wanted, and since I've got so far I've got very determined again. Having got so far I'm going to see it out. I've got much more knowledge which I want to put to good use. And I feel much more confident and I love working with patients. I'm getting to know a lot of interesting people.

I used to be slow. But now I can help a lot more and get through the work goodoh.

I. All right - now how about school work?

S. That's always worried me, but I don't suppose I've always extended myself. Look, I've told you before about the difficulty of work and study combined. You have to think about yourself a bit, you know. You know all work and no play -

I. Makes Jill a dull girl?

S. Yes, yes it does. I used to think I'd devote myself to nursing. It was going to be my whole life - I always wanted to be a nurse - as long as I could remember, and I was going to nurse forever, well as long as I worked - but now, well, there are other things. Travel, getting married ...

I. Any definite plans yet?

S. No, no quite uncertain. But, well my boyfriend and I have a bit of an understanding. He won't want me to work, you know, at least I think he won't - (laughs) it just depends.

I. You've talked about marriage then?

S. Sort of, sort of. But we're not making any definite plans yet. Don't you think we're a bit young?

I. That's not for me to say. Has someone else said so?

S. Oh, cunning (laughs) yes, well yes, my parents are against it. They don't like Jay much - he's part Maori and, you know ' they're not, well you know, not well, prejudiced. But it's there all the same. They won't actively stop us - but, well, they're not exactly enthusiastic either.

I. Has all this affected your commitment towards work?

S. To some degree, yes. I told you before that these things changed the length of time I intend to work after finals.

I. Did you? Refresh my memory.

S. Well, I said, until retirement didn't I? Well now I'd take a break from nursing to have a family and perhaps return, depending.

I. How long would you stay away?

S. Oh that's a bit far in the future. Say 10-15 years. But I could come back earlier part-time when the kids are at school. If I have kids. It's all uncertain, you know?

I. Well, I said I'd like to talk about social life and I think we have indirectly. Tell me more about Jay - obviously he's become a regular boyfriend.

S. Oh yes, he's a wonderful guy ... (pauses)

- I. Does he worry about you being on shifts? Not getting off on weekends?
- S. Not at all. The roster's not bad now. Especially now I know how to work it. And anyway, you know, Jay's job fits in. He can get off often at the same time as me.
- I. Have there been any occasions when you wanted time off and couldn't get it?
- S. No - oh yes - one, Jay's sister's engagement party. I had to miss it, couldn't change the shifts because of illnesses. But that was pretty unusual.
- I. OK, let's change the subject. Exams are coming up again soon. Hospital finals are early next year aren't they? How do you feel about them?
- S. Oh, I'm always nervous of exams, you know that. And these are very important. If you don't pass them you don't get to sit State finals. You have to do resits later, it takes another six months, or three is it?
- I. I don't know. I'll have to check that. Any further comments about exams?
- S. Well, I don't worry about them as much as I used to. I seem to be able to study better. More relaxed. School's still a bore though. Too much packed in, not enough time to discuss - think about the information. I suppose it's necessary but it could be better done.
- I. Where would you place your level of commitment now?
- S. Oh high, higher even than last time. I know I had that bad patch, when I rang you. Some things tend to depress me. But I recognise nursing is important.
- I. All right, now what about other jobs.
- S. Not really, I like nursing well enough now that I've got used to it.
- I. OK, thanks, fine.

INTERVIEW 7 SN 336

- I. Well, I guess this is the "crunch" interview. I would like you to think back over the last three and a bit years. I want you to focus on your attitudes towards nursing as a career. Now, in our earlier interviews we identified some ups and downs in your attitudes. Could you review them briefly for me.
- S. Review them? Oh that's not easy. I don't think, you know, that, I don't think I can remember them all.
- I. Well let's start with general things. The broader things - how did you feel when you first came here, for example, generally speaking?
- S. Yes, I remember - keen (laughs). Keen but not very well informed. I'd wanted to nurse for ages - I used to play being a nurse all the time. Then, when I got here, well - it was not what I thought it would be - not at all.
- I. In what ways was it different?
- S. Well, the study. I should have known there'd be a lot of learning, but well, I had a rather silly idea that it'd mainly be curing sick people. Well, I suppose I knew some'd die and there'd be vomit and messes and hard work, but, oh dear there was more to becoming a nurse than I'd thought about. I was terribly disillusioned in my first year. I nearly left, oh three, four times. But the longer I stayed the more used to it I got and I thought, well, I may as well see it through, I'm getting closer all the time. Then I'll see. It's good to have something behind you - it's good to know that you have the backing of a ticket of some kind. But there were times - you knew about some of them - when I willingly would have quit. I suppose I was lucky that my parents helped a lot - I was pretty insecure I suppose - and now Jay is tremendous - he's more determined than I am for me to finish and register you know. I suppose any job has ups and downs - but this one is terribly demanding. Sometimes I just yearn for a 9 to 5 job which I can forget when off duty. You can worry about this job a lot you know. You get to care about people, too much sometimes - you remember what I was like over Kay [referring to death of favourite patient.] Well I can't afford that sort of thing. You have to think about yourself. I know what Sister X [Tutor Sister F] means when she says strike a balance - care but not overcare.
- I. Tell me more about the "backing of a ticket".
- S. Well, nursing jobs you can come back to. Nurses are always short - I mean in short supply. It's a good job for women, although more men are doing it now, you know - you can always come back.
- I. Who else, besides Jay and your parents did you discuss leaving with?
- S. You? And my flatmates, but not so much now.

- I. Tutors, sisters, staff?
- S. No, oh except Sister F, once, over Kay - that really upset me. Sister F helped a lot, but most of the frustrated old witches up there don't care about you, if you'll excuse the expression.
- I. Tell me more about other times when you considered leaving. Are there any times you haven't told me about?
- S. Let me think. Oh yes, did I tell you when Jane, one of my flatmates planned an overseas trip?
- I. No, I don't think so -
- S. Well, we all got keen to go, then. The travel glossies she collected - (laughs) I suppose everyone wants to travel. Well Jane went and we thought about going too - but that's about when I met Jay (laughs) I wouldn't go then.
- I. Jay seems to be quite an influence.
- S. Well, yes and no. In the long run you've got to make up your own mind.
- I. How are things between Jay and your parents?
- S. They accept him more, you know, I think they know him better. They tell me I must decide and they'll back me in what I decide. But they're getting on good now - Dad and Jay go fishing together and sometimes to the pub, but Dad worries about underage drinking - anyway Jay doesn't drink all that much. Not as much as most others.
- I. Oh, tell me more -
- S. Well, drink's a problem I reckon. There's too much of it. And it leads to other things you know.
- I. Such as?
- S. Well, I've got a thing I suppose, but, well, I'm still, well - (pause) - how do I feel this. At least one girl has left nursing because of drink.
- I. I don't think I understand - alcoholism?
- S. No (laughs). No, but she drank a lot and slept around and got pregnant and had to leave. She didn't really want to, but it was the drink and her flatmates I'm sure.
- I. You've never mentioned any of this before. How widespread would you say it is?
- S. Oh, I don't know - I'm not involved - but Ruth |SN 323| would - she and a lot of others in our group went pretty wild this year.
- I. So it's fairly recent?

- S. For most, but you remember Arlene [SN 422 - check dropout interview tape] well she and her gang were wild like that. They made out the rest of us were terrible squares. [Note: This ties in with earlier evidence - see SN 349 tape February 1974.]
- I. Was it only drink?
- S. Oh, some drugs, but not much. Nurses get pretty scared of drugs, I think. But drinking is an awful problem.
- I. It would help me if you can think of anyone else who might have left because of drink. I can check back.
- S. Only Ruth and Arlene - and their flatmates I suppose - they nearly all left.
- I. Not nearly, all I think. Well thanks, but let's come back to you. Did you ever take any definite steps about leaving?
- S. Steps?
- I. Writing letters of resignation, looking at "situations vacant" column.
- S. Oh that - sometimes I'd look in the paper. I did write out a letter of resignation in my first year, but Mum talked me out of it.
- I. For better or worse?
- S. Well, I'm pleased now, but it hasn't been easy.
- I. If you had the chance to change jobs now, would you?
- S. There are things I think I'd sooner do - outdoor life appeals to me right now with less rules and regulations. You're closed in here - inside all the time, not many windows - its claus - what's that word?
- I. Claustrophobic?
- S. Yes, claustrophobic - I'm interested in wild life too - perhaps Lands and Survey. But I'll come back nursing eventually because it's important that I should.
- I. Can you estimate how many times you considered leaving? Seriously?
- S. Oh, no. Ten, twenty perhaps. Seriously? Yes at least that. This job has its ups and downs, you know that!
- I. OK. Where would you place your level of commitment now - Very High, High, Moderate, Low or non-existent?
- S. Oh it was Very Strong once. Still, pretty strong I think - yes strong.
- I. How long do you think you'll devote to nursing?

- S. Oh, I can't say really. Ten years? It depends - on children, on chances to travel. At least 10 years, probably more.
- I. Can you summarise why you've stayed in nursing?
- S. To complete I suppose. Why I've stayed in? Well, that's changed too I think. I think more about me nowadays. It was a pretty rude shock those first few months - it made me think about me an awful lot. I think I know better now what I want. You know, I think it's bad that we came straight from school to nursing. I was only 16 you know - and I'd led a pretty sheltered life. I think everyone should get away from home to work elsewhere before coming nursing. And 16's too young. I thought I knew what I wanted but it was nothing, nothing like I expected.

SAMPLE TRANSCRIPTSST 217From DATA CARD

Sex: Female IQ: AL 11 Age on entry: 17 Ethnic group: Pakeha  
AQ 9

Marital status: Single SES 6 Geographical mobility: Medium

Secondary School(s): State single sex, 4 years

Place of residence: Hostel Distance from home: 50-75 miles.

No relatives in career; Highest qualification: University Entrance

School Cert. Marks: English 66 Family size: 4  
Maths 57  
Average over 4: 59

Commitment: ENTRY High Self Oriented EXIT High S/A

Extraversion: High Neuroticism: Mod

MTAI: Entry: Low Exit: Mod

Exit qual: Diploma with Distinction. Conservatism Low - Low

O = 1st T = as long as can be remembered M - high

C = overseas travel 10+ years service S = High

[Rapport Section dealing with background excluded]

INTERVIEW 1

- I. You've been here over two months now. Would you like to tell me a little about your impressions of college life?
- S. Do you mean college courses?
- I. Well, that's a good starting point.
- S. (pause) uh ... I'm going along all right I suppose. We haven't had much to guide us yet. The Ed. Theory is not easy. There's one lecturer that I don't understand at all. He seems to say the same things over and over. I can see me having trouble in that course. The other one's better it's more real. More practical perhaps. (pause) There's a big difference between lecturers.
- I. How are you getting along with your tutors?
- S. Oh fine. They're mostly pretty keen. Some are ... (pause)
- I. Yes, some are ...
- S. Oh, bigheaded (laughs). But most are good.
- I. Any other impressions?

- S. The place was confusing (pause) yes confusing. The timetables weren't easy to follow.
- I. Did you get any help?
- S. Yes, but sometimes too late. I missed my first lecture in X because I couldn't find the right room. I was looking in the college - it was in the 'Varsity'.
- I. Have you experienced any other problems in settling in?
- S. Well, the hostel food is not the best. Some of us have tried to make arrangements to cook ourselves. And they're quite noisy. The first fortnight was the worst. Everyone seemed out to be impressive.
- I. Anything else?
- S. No, I can't think ... (pause)
- I. I see that you said that job security was important to you when you filled in the questionnaire. What made you say that?
- S. (pause) I'm not sure ... security.
- I. Yes, in the questionnaire.
- S. Oh that. Well, yes, it's important to have a job to depend on.
- I. What makes you say that?
- S. Well since I'm trained I can always rely on a job, even if I want to try something else out.
- I. Do you want to try something else out?
- S. No, No, not now. But I could change. And I'll want a family sometime I suppose. Teaching is a good preparation for that too. You get to know the kids.
- I. Do you like children?
- S. (laughs) Would I be teaching if I didn't? No really, I do, but it wasn't the only reason I came to college.
- I. What other ones were there?
- S. (pause) It seemed a good thing to do. I've always wanted to teach. School was good. I had good teachers.
- I. Did they suggest you go teaching?
- S. Yes, especially Mr. X my Form II teacher. Mum and Dad were keen too, especially Dad. It's a good job for girls he says.
- I. Any other reasons?
- S. The holidays are good, but that's not that important.

- I. If I asked for the most important reason what would it be?
- S. Oh, I don't know! I can't really say! It'd be a combination.
- I. Of what?
- S. Well its a good job. I know I'll enjoy it. And as I said it's secure. I'll be able to come back after a while.
- I. Do you think your attitudes towards teaching have changed in the short time you've been here?
- S. No, no I don't think so. I'm pretty determined you know.
- I. You said you were highly committed on your entry questionnaire. Is that still the case?
- S. Yes, I'd say it was — high.
- I. Are there any jobs you'd prefer to teaching?
- S. None, I've wanted to be a teacher for a long time. Actually I get brassed off with the college. They don't seem to talk about children much. Too far from the classroom at times.
- I. OK, thanks (concluding statement).

INTERVIEW 2 ST 217

- I. You may recall that when we last met we talked about general problems in settling into the college. How's it going now?
- S. Oh fine.
- I. No problems at all?
- S. Not really. No real problems.
- I. Nothing worrying you?
- S. Well, I'm not too sure about the Ed. Theory course. It doesn't seem to be going anywhere.
- I. Could you elaborate?
- S. A lot of it's confusing. The history was dull. I suppose I'd better say that the sociology was OK (laughs). No, it was good. The philosophy was hard, but I think I can understand it now. Our tutors helped us a lot there. I think we've been lucky. Some of my friends are not happy with their lecturers [tutors]. One doesn't seem to know much more than we do - he said to forget the philosophy and concentrate on the next bit.
- I. Really? (pause) Do you have any other problems?
- S. No, I've had good marks; the tests are fair enough. Anyway I'm determined to pass them (laughs). No other real problems.
- I. What about other college courses?
- S. OK. The CD course is interesting. We all like it.
- I. Who's we?
- S. Oh, my friends, our T group.
- I. What about your university courses?
- S. I'm having to work hard there. I don't think I'll pass English. But the college accepts a lower grade don't they?
- I. You'll have to ask your tutors that. What other courses are you doing?
- S. History. I think I'll get those ones. I've had good marks. Better than at school.
- I. How do you find the rules and regulations of the institutions?
- S. Institutions?
- I. Yes, Teacoll and Varsity.

- S. Oh, they're different. Teacoll is fairly tough. We have to sign a roll in tutorials. Some of my friends reckon the only difference between college and school is that there's no uniforms. We get penalised for being late with assignments. They even lock doors on you sometimes.
- I. Lock doors?
- S. Yes, it didn't happen to us. It was in measurement I think. Or L & T. They locked the late students out!
- I. Really?
- S. Yes, a bit stupid really. We can't help it if some lecturers hold us up.
- I. But that didn't happen to you.
- S. No to my friends.
- I. What about university rules.
- S. Do they have any? (pause) Oh they want assignments on time, but it's fairly easy to get an extension.
- I. Any problems finding your way around? You got lost once didn't you?
- S. Oh yes, but I'm used to it now. But that timetable is awfully confusing for first years. Can't it be simpler?
- I. I suppose it could, but it's not easy. Now, what about social life.
- S. What about it? (laughs)
- I. Do you have time to fit it in?
- S. Oh yes - I've been to some parties. Some haven't been too good.
- I. Too good?
- S. Oh, some of the kids go a bit wild. A lot of drink sometimes. A lot go to the Tavern. The first fortnight was wild ...
- I. Do you go to the Tavern?
- S. I'm underage. And I don't want to.
- I. Oh. What about friends? Have you made friends easily?
- S. Yes, I had friends here when I came. That made it easier.
- I. Boyfriends?
- S. (laughs) Nobody in particular.
- I. Does your college work interfere with your social life?

- S. Not really. I suppose it could when we get a lot of assignments. We get rushed sometimes. But its OK.
- I. Do you play any sport?
- S. Yes, tennis.
- I. What about in the winter?
- S. Not much. I go to table-tennis and badminton sometimes.
- I. Nothing organised.
- S. You mean team games? No, tennis is my main interest.
- I. How does the college cater for sport?
- S. Oh, there seems to be plenty. There's the swimming pool handy. There's all kinds of clubs and teams.
- I. Do you have any other interests? Hobbies?
- S. Well, I'm interested in drama. I was in the drama club at school. I really haven't had time here. I may take part, later, perhaps.
- I. Now, you've just returned from placement, how did it go?
- S. (pause) How did it go? You mean how did I enjoy it?
- I. Yes.
- S. It wasn't quite what I expected. I don't know what I expected I suppose. I thought, I think (pause) I think I thought that it would be a chance for me to teach.
- I. Wasn't it?
- S. No, except with little groups.
- I. What class were you with?
- S. Standard 3 mostly, but we went to several different classes.
- I. How did you get on with the little groups?
- S. The ones I taught? All right. It was quite good. I felt as if I could handle them all right.
- I. Any problems controlling them?
- S. A little, to be honest. One or two were a little naughty at times.
- I. How did you control them?
- S. What do you mean?
- I. Well, when they were being naughty what did you say?

- S. Oh, I told them to stop, or I'd send them inside to their teacher. They were all right for most of the time.
- I. All right. Any other impressions of your section?
- S. No, it was a good experience. Perhaps it should have been sooner. I know some of the other students are having some doubts now.
- I. Why?
- S. Some had bad times. Rough kids - especially at the higher schools.
- I. Higher schools?
- S. Intermediates.
- I. Did you feel well prepared for placement?
- S. Well, yes. We had plenty to do. It was a bit confusing at first, but we had a lot to do and it was interesting.
- I. Were you visited by a college lecturer?
- S. No, not especially. One came to the class and asked if I had any problems.
- I. And did you?
- S. No, not really.
- I. Do you believe placement has changed your attitude towards teaching as a career?
- S. (long pause) I'd need to think about that. (pause) But, yes probably.
- I. Why?
- S. Why, well, I know I can work with children now. I'm pretty certain I can. And it's rewarding. It's good to see them learn new things. They got quite excited.
- I. Do you think placement has strengthened your desire to become a teacher?
- S. Yes, I think I can definitely say it has thinking back, I think it has.
- I. You said in the first interview you were highly committed. What would you say now? Very High, High, Moderate, Low, or not at all?
- S. Oh still high; close to very high.
- I. Do you ever think about changing jobs?
- S. Everyone does from time to time. I s'pose I have too, when the work load has been high, when I've had to do an assignment instead of going out. But never really seriously.

I. Are there any jobs you'd prefer to teaching?

S. No, none.

I. (Concluding statement).

INTERVIEW 3 ST 217

- I. This is a brief interview to keep us in touch. I haven't seen you since June have I?
- S. Only in passing, from a distance.
- I. That's right. Now, do you think you can summarise your impressions of your first year in college? What stands out in your mind?
- S. Stands out in my mind? My teaching section. It wasn't for long but it was most enjoyable. I got a lot out of it. It helped me to make up my mind.
- I. About what?
- S. About teaching. I've wanted to be a teacher for a long time, but wasn't absolutely certain. Now I am.
- I. What have you disliked most in the past year?
- S. Disliked most? Well the Ed. Theory course was confusing. I think I'll pass it OK, but it didn't seem relevant and I don't like exams.
- I. You've just sat exams. Didn't you get on well?
- S. Oh I think I'll pass most of them. Perhaps not X [English]. We had a funny time there.
- I. Did you?
- S. Yes, we had all kinds of worries about marks etc.
- I. We?
- S. Oh yes. I think a lot of college kids will fail.
- I. Anything else you'd like to mention in general about college or university?
- S. No, not really.
- I. You've settled in fairly well then.
- S. Yes, I think I'll be moving from the hostel.
- I. Will you, why?
- S. Some of my friends want to go flatting. It's cheaper and it's not got as many ties as the hostel.
- I. Ties?
- S. Yes, meal hours, rules (pause)
- I. So you'll be going flatting.

- S. If we can get a reasonable place over the holidays.
- I. OK. Well let's return to exams. I'd like to talk a little more about exams, as you've just sat them. What's your opinion about the value of exams?
- S. (laughs) Do you really want an honest answer to that! I hate them!
- I. Why?
- S. I get all tensed up. It's horrible really. I'm frightened I'd forget everything. I keep my notes right till the last minute, trying to memorise them.
- I. Do you use mnemonics?
- S. What are they?
- I. Initials, to help remember headings.
- S. No, I just try to memorise the main points. It's hopeless really.
- I. Where do you study?
- S. In the library if I can. It's sometimes hard to find a quiet place.
- I. What about the hostel?
- S. Hopeless! Some have finished exams, and are goofing off. Too noisy - the library's best. Those who aren't doing varsity aren't helpful at all. They tell you that you're wasting your time and that good teachers don't need varsity passes
- I. Uh-huh, how many hours would you study per week?
- S. Oh, that varies. Depends on what you're studying for.
- I. Do you think success or failure in exams will change your desire to be a teacher?
- S. Well if I fail college exams I suppose I'm out. But I won't. Some of the varsity ones are hard. I'm worried about English. I just hope I get enough to pass college (pause). It's a bit unfair really, I think good teachers are practical and don't really need lots of exams.
- I. So you're still determined to become a teacher?
- S. Yes, very.
- I. The vacation is just around the corner. What are your plans for it?
- S. I'm going home for a rest!
- I. No plans for travelling?

- S. Not really. I'll have plenty to do helping around the house. All the family'll be home for Christmas. I'm looking forward to the break.
- I. Thinking back over the year, did you ever seriously consider abandoning your career.
- S. Did you say seriously? No not really, not seriously.
- I. Did you consider abandoning teaching at all?
- S. Oh, I suppose so. We all have bad days but never seriously.
- I. What do you mean by bad days?
- S. Well, sometimes test results upset me. Sometimes, when my friends were packing a sad I thought 9-5 jobs might be OK. But the feeling never lasted long. I'm pretty determined to see it out.
- I. Well, fine, your commitment to teaching hasn't changed that much then.
- S. No it hasn't, I'm still determined. I still want to be a teacher.
- I. Thanks.

INTERVIEW 4 ST 217

- I. Should I welcome you back? This is a get acquainted meeting! How do you feel about college life now that you're beginning your second year?
- S. No differently. Did I tell you I'm going flatting?
- I. No. When did that happen?
- S. During the holidays. We managed to get a good flat in X road. We're moving this weekend.
- I. Who's we?
- S. Do you want names?
- I. Not really, but are they all students?
- S. Oh yes, three teachers college and one at varsity.
- I. Well, good luck with the flat. Did anything else interesting happen in the holidays.
- S. No. Spent a lot of time around home relaxing. It was a good break.
- I. Do you find college and home much different?
- S. Oh yes. No company there really. It was good to relax for a while and not have to be careful what you say.
- I. You notice that do you? You have to watch what you say around here?
- S. Yes, you have to be a bit more careful.
- I. Does your family think you talk differently since you've been away?
- S. Only Darryl, my little brother. Says I'm putting on the dog (laughs).
- I. Did you talk to your family much about college life?
- S. Yes I did.
- I. What did you discuss?
- S. Well (long pause) I was worried about some things, I talked with Mum about some things (pause). Personal things.
- I. Other than Mum?
- S. Oh yes, we talked a lot about some things.
- I. Such as?

- S. Oh Dad asked about university students. I told him not to believe everything he read in the newspapers. We talked about my exams and discussed whether I should do University courses this year. My results came and they weren't that good.
- I. Not bad, though, you got them all except one. Did you sit the Further?
- S. No. um. We decided that I should talk about it with my adviser. But we felt that university is a bit demanding.
- I. Have you asked your adviser questions before.
- S. Um, yes, but not one as important as this.
- I. He's quite approachable is he?
- S. Oh yes, he's good. He helps us a lot.
- I. Did you discuss college with people other than your family?
- S. Um ... yes, with XY. She's thinking of coming next year.
- I. What did you advise here?
- S. Oh nothing really. I just told her what happened last year. It's up to her. You can't, you shouldn't decide for other people um (pause).
- I. Let's go back to your family for a moment. Do you think they give you much support in your job?
- S. Oh yes, a lot. They're always interested in what I'm doing. Mum a bit more than Dad. They want me to do well I know. They give me lots of help.
- I. In what ways? By talking?
- S. Yes that. But sometimes if I need some extra money - a loan. Mum also helps by making a lot of my clothes.
- I. It sounds as if you have a fairly close family.
- S. I suppose so, yes. We all try to help each other. Mum and Dad want us to have the chances they didn't.
- I. So you'd always discuss your career plans with them?
- S. Yes, always. I suppose in the long run I make my own mind up, but it's a great help to talk things over. We've always talked a lot (laughs).
- I. Well, that's helpful (laughs) um .... Well, let's look at the future. What do you think will be the main features of your second year? What do you hope will happen?
- S. Well I hope it's more practical! (with emphasis!) Last year we spent too much time on things which were a waste. We mucked around a lot.

- I. Would you like to be specific.
- S. Not really (laughs) OK, OK. There were times in the year when we had nothing to do. We sat in the Caff and wasted time. Then at other times there was too much. Can't it be better planned?
- I. That's not a question for me to answer. Anything else to add?
- S. I've talked about Ed. Theory before. Too much (laughs). But I still can't see how it relates to teaching.
- I. OK. But what of the future?
- S. Yes. There's going to be a long teaching section. I'm looking forward to that. We also do some more practical courses. We've started some of these Studies in Teaching. And I'm taking college courses for selected studies this year.
- I. No university courses?
- S. No.
- I. Why not?
- S. Well I failed English 103 last year. They're a bit hard. I might do some later. I felt a bit immature - no, well not ready yet. The classes are very different to school.
- I. Do you think your commitment to teaching has changed?
- S. Not really, no not really. It's still high.
- I. Uh, huh. Nothing's worried you -
- S. Not enough to make me change my mind about teaching -
- I. OK, thanks (concluding statement).

INTERVIEW 5 ST 217

[Note: ST 217 was met casually while on section when the researcher was visiting the school on other business. A discussion took place about her class and classroom and her experiences to date.]

- I. Later I'm going to ask you about your impressions of the college in the second year. I'm also going to ask you about pleasant and unpleasant experiences. But let's start with your teaching section. You appeared to be enjoying it. How did it end up?
- S. I really enjoyed it. It's the best thing so far. My associate was super, she gave me some tremendous ideas.
- I. How did you get on with the children?
- S. No problems. They're really good, they try to do anything you ask. I took several, three, lessons with the whole class and had no trouble at all. Everything went well.
- I. Did that make you feel good?
- S. Oh yes.
- I. Why?
- S. Well it was good to be in command, in control sort of. I felt as if I was really getting the points across and that the kids were learning.
- I. Did you do any small group work?
- S. Yes. I was kept busy all the time. That was great. No sitting around at the back of the classroom. Mrs. X had me on the go the whole time. She had me take one group for reading and another for arithmetic, woops, maths I mean. Those kids really wanted to learn. Mrs. X is a terrific organiser. I hope I can run a classroom like her.
- I. Will you use her as a model?
- S. Yes, she's dedicated, really committed.
- I. Why did you say committed?
- S. Oh she's so devoted. She puts teaching before almost anything and she really cares for those kids. She kept emphasising to me how important the job was - really, I hope I can be like her.
- I. Well, she's certainly enthused you. Has this experience added to your commitment to teaching?
- S. I'll say. I told you I'm determined. Now I'm positive.
- I. Well, that's fine. Now, what about college work this year? How does it compare with last year?

- S. Much better. The work's better spread. The courses were more down to earth. We had to do some silly things, but it was much better.
- I. Can you specify these silly things?
- S. Oh, in S.I.T. mostly. They give you some boring, long assignments which aren't interesting. They're just routine tasks. We spend hours on things that could be done in minutes. But overall things were good this year.
- I. I see. How were your marks?
- S. Fine.
- I. Any special problems this year?
- S. No, not really.
- I. Did you see your adviser at all?
- S. Oh yes, fairly regularly. He's a great help - advises on courses, work we should get done. I know he's really helped some of the guys in our group who've had real problems.
- I. What about the counsellor?
- S. Who, Miss J?
- I. Yes.
- S. No, not personally, but some of my friends have.
- I. OK. Well, I suppose you're well used to this institution by now. No more getting lost?
- S. (laughs) No way. I know my way round now.
- I. Rules and regulations?
- S. Oh, the college lecturers can be a bit petty. Late assignments, they're down on. But it's fair enough, we all know about their demands.
- I. Are there good and bad lecturers?
- S. Of course there are. Some can't seem to get their points across no matter how they try. And some of the kids give them a rough run. They can be rude?
- I. Students or lecturers?
- S. Both (laughs). There's problems on both sides. But mostly it's pretty good.
- I. Have you had anything to do with the Students' Association?
- S. No, no. I haven't had time.

- I. Well, let's talk about your social life for a while. Does your college work interfere with it at all?
- S. No, not really. I get time to do what I want to do. M and I fit things in around our courses.
- I. I take it M is your boyfriend.
- S. Yes.
- I. Regular?
- S. I hope so! (laughs)
- I. Is he a college student?
- S. Yes, but he's doing a lot of university work as well.
- I. Do you and M have any plans for the future?
- S. Yes, we have an understanding, I suppose you could say.
- I. My, I thought that phrase was out-of-fashion. Fine. Now, what if you were to get married. Would you complete your training?
- S. Most certainly. We're not planning that way at all anyway. We'll get married when we get our certificates.
- I. OK. What about a family. Any plans ...?
- S. (interrupting) Just a minute (laughs) One thing at a time. No we haven't plans for a family yet. We plan to teach and perhaps travel before a family.
- I. All right. How's the flatting going?
- S. We've shifted. Didn't I tell you that? We've got a house now. Our own garden, even! There are six of us in the house; less sharing of bedrooms. It's great!
- I. Well, it sounds as if things are going well for you. Now, it seems as if your determination to be a teacher is still high. Is that correct of me?
- S. Yes, very high, very determined.
- I. How about your reasons, have they changed?
- S. Reasons?
- I. Yes, remember, you emphasised job security before?
- S. Oh yes, that. Well that's important. But I think I've changed a bit. Those kids got to me on section. They trust you, they need your help. I feel now I can really give a service. Yes, I suppose I have changed. Both are important.
- I. Both what?

- S. Well job security and doing a good job for the kids.
- I. Has your commitment to teaching changed?
- S. Well, I'm even more determined now. But I've always been pretty keen. As you know.
- I. Yes - no other job prospects.
- S. No, teaching is the one thing I want to do. Really I do.
- I. Fine, keep in touch ... (concluding statement).

INTERVIEW 6 ST 217

[Note: Two casual encounters and one telephone conversation are recorded in field notes. Problems with boyfriend. Minor nature, overcome, but caused her to seriously consider abandoning, or asking for a transfer.]

- I. Well, this is our last interview S. I'd like you to think back over the last three years and to particularly focus on your attitudes towards teaching as a career. I want you to think about times when this attitude may have changed. The ups and downs, if there are any? Were there?
- S. Well, you know I'm fairly determined. And there was that down I suppose with M.
- I. Would you like to talk about it?
- S. Yes, I'm OK now. I was pretty upset at the time wasn't I?
- I. Yes, I guess you were.
- S. Oh, it really was silly. Still it was best it happened then and not after. We know each other much better now.
- I. Did you talk this over with anyone?
- S. Yes, my parents. I went home for the weekend. That helped. M and I both went down again - it helped to talk with Mum and Dad. We're fine now.
- I. It did cause you to consider leaving?
- S. Yes it did. But not for long. Then my adviser suggested a transfer might be on. But it all blew over.
- I. Your adviser was helpful?
- S. Super! They're so good. Sympathetic. He helped on another occasion too. I didn't get a very good report from my lecturer on section. But Mr. Y [adviser] said not to worry too much - that I had a good record and would make a fine teacher. It's good to have someone in the college to turn to other than friends.
- I. Have you been to the counsellor at all?
- S. No.
- I. Well, apart from the problem we've just discussed, can you think of any time when you've seriously considered abandoning your career?
- S. Um ... no, never seriously. We all have bad days. There have been times when the work load has groaned with its weight and I've wanted to get out from under. Then J, one of my flatmates wanted to go overseas and brought home travel pamphlets - I got a travel urge I suppose. But it didn't last long. I've always been determined.

- I. No personality clashes at college or elsewhere.
- S. No ... um (pause) we had a poor tutor in XYZ, but no clashes.
- I. Do you consult the "situations vacant" in the newspapers?
- S. Only if I'm looking for a holiday job. Not frequently. Sometimes browsing through.
- I. Fine. Well what about the positive side, the ups. What affected your commitment to teaching most?
- S. Oh the sections, definitely the sections. My final section wasn't too good, but Mrs. Y - that was marvellous. I only hope I can be as good as her.
- I. What went wrong on the final section?
- S. Oh nothing really, but I had that poor report.
- I. What were you teaching?
- S. My weak spot - maths! I got all mixed up - I froze a little I think. It was all right in the end - a bit of a shambles. I'm really much better than that.
- I. Have you had trouble with maths before?
- S. Not really - I've got UE maths. But it's a bit different now. I mixed up the rods and things.
- I. Any other 'ups'?
- S. Yes some of the college courses, especially the practical ones, were very good.
- I. Such as?
- S. S.I.T. courses in the main. And Phys.Ed. - I always enjoy that.
- I. Fine, anything else?
- S. No.
- I. What are your career plans now?
- S. Pardon?
- I. How long do you think you'll teach for?
- S. Oh, until I have a family I guess. But I'll return.
- I. After how long?
- S. Until they're at school. But that's well away yet. We might go overseas.
- I. When are you getting married?
- S. January. The end of January.

- I. Well, at this stage, how committed are you to teaching as a career?
- S. Very high, I'd say, yes, high.
- I. What about reasons. Why are you highly committed?
- S. Well I want to succeed. It's important not to let people down. Teaching's a good job - I used to think especially for girls but M enjoys it too. And I get pleasure out of working with children. I feel I can give a real service in an important job.
- I. According to my records you've stayed at about the same level of commitment. Would you agree?
- S. Yes, yes. I've always been determined apart from those off days.
- I. But I do detect some change in your reasons for commitment to teaching. Do you agree?
- S. I'm not sure.
- I. Well, when you entered college, you seemed more centred on yourself, on job security, on what was in it for you. Now you seem more interested in giving a service to children. Is that fair?
- S. (pause) Um ... yes, I suppose it is. I've always been interested in kids but now I'm more dedicated to them. I think college and section have made me realise just how important teaching is - I'm much more mature now - I'm determined to do a good job.
- I. Well, fine ... (valedictory).

APPENDIX KTHREE ABRIDGED CASE STUDIESCASE STUDY 1 SN 340

This girl entered with a high EVC score (93) and immediately ran into a major clash of expectations concerning work performance. As she said in her first interview, "I experienced some terrible job hassles in my first month. It just wasn't what I expected. And there was a hassle, with myself really, of, um, going out, going to work and study. Well, really, I was really naive as far as shift work goes".

The process of sorting out her priorities between work and pleasure led to early disillusionment. She seriously considered leaving on a number of occasions, commenting that the school work was "monotonous and boring" and that the wards "made me too tired". The role conflict predicted by the result of the Isherwood Scale and the Q technique was very apparent in this initial phase. However, she enjoyed her first ward duty (children's) which led her to say:

*Well, I've been up and down. Some days I feel like packing it in. But this ward (children's) gave me something, well, like, it, well, gave me a feeling that the job might be OK.*

By Interview 2, though, SN 340 was becoming depressed again. This time the problem appeared to be associated with clashes with the hierarchy as is illustrated in this extract from the transcript:

*They (senior nurses) treat us like children; there are rules and regulations for just about everything. I think it's because we're young. The worst ones are the unmarried sisters - I suppose they know they've missed out; they're old, crabby and frustrated.*

Her threat to resign was not taken further than consulting the "situations vacant" column of the newspaper. She commented that "Jobs aren't easy to find" on three occasions in the course of the three years.

The researcher met SN 340 unexpectedly late in 1973 when in the hospital to interview a leaver. She was much happier and was no longer actively seeking another job. Her marks had improved and she felt she was coping with nursing. She had settled her differences with senior staff ("Some of them are bitches, but I'm learning their

funny little ways"). She mentioned problems with her social life, particularly difficulties in getting to parties, but now felt better disposed in this respect. She had received an excellent ward report from a geriatric ward, which pleased her; but she complained about being placed in such a ward twice running. Much of her expressed enthusiasm for nursing at the time of entry appeared to have returned. This upturn, and socialisation to the expected pattern of behaviour received confirmation in Interview 3, when she said:

*Look, when I came here I expected to be a nurse almost immediately. I was unreal! Now I know that time is needed to get experience. Also there needs to be someone in charge. But they're so bloody. They're just so impersonal. They don't treat us as people.*

By Interview 4, though, disillusionment was returning. She complained about the unjust treatment of junior nurses, the poor organisation of the training programme, and the interference of shift work with her social life. The following extracts from the transcripts give an indication of the depth of feeling:

*I hate the way we change wards so frequently - especially in my first year. You just get settled into a ward, know the routine and stable staff and you are shifted to a new place with a slightly different routine, different patients and different staff. This is especially so with reporting when you are sent to a new ward every day. I know this can't be changed but it's very unsettling....*

*My major frustration is that there's a lack of team interaction on the wards. Many registered nurses aren't doing their jobs, they lack reliability to carry out ordered nursing care. If there had been a counsellor available I would have asked about the legal action nurses can take in cases of abuse by senior staff.*

Once again she was thinking seriously of resigning, only the lack of a suitable alternative job kept her from going, she maintained. By Interview 5 (December, 1974) her expressed level of vocational commitment was on the increase again. She had moved into a flat with SN 431 (resigned in October, 1973), SN 435 (resigned December, 1973), SN 346 and SN 336. She had become very concerned about the drinking parties and moral behaviour of her flatmates. When she entered the flat in September, 1973, the residents were all active Christians, involved in the Student Christian Movement. They had tended during 1973 and early 1974 to drift away from this movement (including SN 340). Moreover, at the point of the interview SN 340 wished to break away

from "easy life" (her words). She claimed to feel isolated in the flat, but felt she had the guidance of God in what she was doing.

*I stay in nursing because God tells me to. If He wants me to change then I'll know. But He doesn't. I'll complete my training, and give good service to nursing. But I feel I must get out of here, return to the hostel perhaps.*

In point of fact SN 340 left the flat early in 1975 to join a group of strongly religious girls in another flat. Here again, though, she didn't appear to find the support she sought. She rang the researcher on several occasions in February and March to report her frustrations with work and also with her flatmates. She appeared to find some trouble adjusting her Christian principles with the sexual expectations of the "guys" (boyfriends). She spent two weeks actively seeking another job. In mid 1975 she met "John", who became her "steady guy". His influence seemed marked and signalled a return to the earlier strength of EVC. In interviews she was much more relaxed than hitherto; she began to use moderate swear words (hell, damn and bloody) much more frequently. When asked about the earlier influence of God in guiding her EVC she became flustered and admitted to overstating the Christian influence to compensate for what she perceived as personal weaknesses. She became determined to complete, despite academic weaknesses (she received a warning from the hospital authorities in 1974); she became engaged to John in 1975 and her marks improved substantially thereafter. Interview 7 sums up the change"

*I now feel I know where I am going, I now know what this job is about. Earlier I was a bit of a danger to the patients you know, but now I feel I can do a useful job.*

Like many others her career plan and EVC (score) had lessened whilst in training but she now planned to nurse for 4 to 6 years, have a break for family purposes and then return. "John", it appears, was the major stabilising influence on an otherwise unpredictable student, although one must note the improving role adjustment as time passed.

#### CASE STUDY 2 SN 352

Like SN 350, SN 352 demonstrated a wide range of EVC (strength) whilst in training. She entered with a high EVC score (92) and in the first few weeks applied herself diligently to the task of becoming a nurse. She had low role conflict, having worked briefly as an

orderly-aide and coming from a nursing background. However, she experienced homesickness in the early months. She found hostel life unpleasant and yearned for the security of her home, 220 km away. A number of changes in duties kept her from going home, thus intensifying her frustration.

She professed to be shy, and reported a difficulty of maintaining ongoing friendships with both males and females. This was apparently not new (she reported problems from her school days) but now she didn't have her home to fall back on.

She felt a driving desire to succeed — (part Maori and marginal in the SES sense), but the problems mentioned above together with serious personality clashes caused growing disillusionment with the job. This culminated in a serious confrontation with a ward sister, reported in Interview 2:

*I was reprimanded by the sister in front of a ward full of patients and visitors. I don't object to being told off providing it's justified, but I was treated like a congenital idiot without human needs for privacy and tact in these situations. It really put me off. I cried and cried, and really, really seriously thought about resigning.*

She discussed the prospect of leaving with her mother on one of her rare trips home, but both her mother and father persuaded her to stay on. Her loneliness was exacerbated by an attempted suicide by her best friend (SN 421) who on recovering resigned from nursing. Problems seemed to heap upon problem. She failed a school test, and only narrowly passed a resit (low School Certificate average of 50); her mother fell ill late in 1973, the daughter suspected cancer and believed the hospital was deliberately blocking her leave applications. She was unable to attract or hold a boyfriend for more than one date; and she continued to have "hassles and arguments" with other staff. She rang the researcher with these problems in November, 1973 and summed up her state of mind by saying:

*I'm really down to it at the moment, utterly depressed. Everything's pressing in. I can't take much more; I'll resign ...*

Several days after this phone call SN 352 rang the researcher to report a complete attitude change. She'd received leave and had found her mother in better health than expected (cancer tests negative). In

addition, SN 352 had changed wards where, in her words,

*... the nursing's terrific. It's really a fab ward. I'm learning a lot, at last, and I'm feeling confident and useful. The sister's great, she listens to your problems and it helps ...*

The upturn received confirmation in Interview 3, where (like SN 340), the subject demonstrated her continuing adjustment to the work situation. Whilst worrying about night duties (a continuing fear), she seemed to be fitting into the authority structure more effectively – as she said:

*You learn to live with them (senior staff). We all talk about them, you know, and we know what to expect before we get into their wards. That helps a lot you know.*

At this juncture, although her initial EVC (strength) had dropped, SN 352 was determined to become a registered nurse and to give 15-20 years service, in spite of her frequent problems with study and examinations. Her comment on the latter in Interview 3 is revealing,

*Exams scare me stiff. I've always been like that. My palms get all sweaty - I feel tense. There's always the fear there - the fear that, well, will I get through? I am always worried about what my parents will think if I don't get through. My eldest sister is a registered nurse, and she did very well.*

SN 352 contacted the researcher before Christmas 1973 to report a problem with getting leave to go home. It would be her first Christmas apart from her family. This was enough for her to want to leave nursing for a "9 - 5 job" with no "bloody shift work". In January she rang again to report more boyfriend problems; her latest "guy" had been, for her, relatively steady; but a break was imminent. During the interviews early in 1974, the topic of keeping this particular boyfriend was discussed at length. Her liaison with him had become sexually intimate, a relationship which both worried and frightened her. She claimed that the only way to keep a boyfriend was to "give in to him". She held fears of the consequences:

*... he's sometimes just, well careless. I don't know if he cares about me, I don't think he does. Sometimes he just treats me like dirt, at that time you know, yet he can be gentle. I don't know, one minute it's fighting, one minute, love the next. Is it worth it?*

Of key importance, though, is the fact that SN 352 believed that

work factors, particularly shift work, were, at least in part, the reason for her "giving in". As she said:

*If it wasn't for shift, perhaps our relationship would be more, well better. Perhaps it'd be better if I left. I'd be able to spend more time with guys. It's all on and off. (laughs). I just don't keep a guy for long - they all get peed off with the shifts ...*

Despite these problems SN 352 continued with nursing and managed to retain her boyfriend. Early in 1974 she discovered she was pregnant, and once again believed she would have to leave. Support from her family saw her through the crisis. In her own words:

*My pregnancy caused me intense worry and regret but fortunately I had the support of both my parents and was able to go to Australia with them and had the pregnancy terminated.*

This event continued to worry her throughout 1974 — "I dwell on it often; I feel that it wouldn't have happened if I had been living at home with my parents instead of Cowsville". However, despite worries with exams she became very determined to succeed "to please my parents". Now she believed the only thing which would stop her nursing was failure in the examinations. Although she had her share of upsetting incidents (for example, she was left in charge of a baby in an incubator, with, she claimed, no prior experience and no detailed instructions. She was physically ill when the baby died) much of her former determination had returned.

In 1975 SN 352's father died unexpectedly. At first she wanted to leave nursing and return home, but the counselling of her sister and mother persuaded her to continue at the hospital. Her father's death also led to fresh fears about the job itself. As she puts it:

*I had a fear of how I would react the first time after Dad's death when somebody died when I was on duty. I was physically sick after the first encounter with a death at work due to a physical reaction, and I worried if I would be worse. Actually, I coped quite well when it happened, but I really had to steel myself. There's been a lot of sickness in my family. My brother-in-law died last year and another brother was very sick and almost died. It plays on my mind and worries me. But I know it's part of the job, and while it upsets me, I am not going to let it get on top.*

As the year progressed SN 352's EVC strength appeared to increase. She had several good ward reports and her test marks improved. Her

social life remained unsatisfactory, but she seemed reconciled to the transitory friendships. Although still lonely (and relatively unpopular in the group) she had made a couple of reasonably close friends with whom she was flattening. By the end of training her EVC (strength) was 92, although she noted that she wanted a complete break from nursing for an extended vacation, because of the "closeness of the hospital environment".

### CASE STUDY 3 ST 220

This female student teacher entered with a moderate EVC score of 66, preferring journalism to teaching but lacking sufficient finance for full-time university work. In her first interview she made it clear that whilst she was enjoying teachers college (particularly the social life) she was not highly committed.

*I plan to keep on here only as long as I need to, as long as I want to I mean. I'm not sure at all about teaching, if you know what I mean. I doubt if I'll teach longer than my bond period. It's a useful preparation for other jobs you know. But I'll do some teaching.*

ST 220's first and second years were studded with ups and downs, e.g.:

- (1) After placement: *The way the associate treated the kids — it ought to be exposed. If that's what teaching is it's not for me. I'll be out |of the college| as soon as possible.*
- (2) After exams: *Well, I don't really know, but I am doing OK aren't I? I've got good marks and people here keep telling me I'll be a good teacher — to keep at it.*

I. *Who, specifically?*

ST 220 *Oh my adviser especially, he's great. But other students too.*

- (3) After long vacation 1973/74: *I did some part-time work on the local paper — it was great. I feel, really you know, that I'm better suited to that than teaching, it's somehow, more individual, more me.*
- (4) After first teaching section: *It really was great. I loved working with the kids. I felt it was, well rewarding. It certainly has made me feel much more like becoming a teacher.*
- (5) During a college course: *Look, much of the work we do here is dull. Monotonous, boring, do they know what teaching really is? They should all go back to the classrooms. There's too much theory, they talk in generalities and treat*

*us like deformed morons. They have double standards too. They preach at us about treating individual needs, yet they give us grades, never think of us as people. And the work load. Essay piled up on essay. If this keeps up I won't see the year out.*

During 1975 ST 220 married. This marked a decline in EVC (strength). She claimed that she remained at college for economic purposes only. The college, she said, was dull, but she enjoyed the university courses (where she was scoring high grades!). She now professed to enjoy the academic challenge more than teaching children. She felt locked in because of monetary considerations and the bond, but planned to leave as soon as possible. She noted that her marriage had broadened her interests and "... lessened my commitment to teaching as a career — if it ever was very high". EVC (strength) on exit had dropped to 50.

APPENDIX LEXAMPLES OF REASONS GIVEN FOR DROPS AND INCREASES IN EVC SCORES(i) Night duty, and being left in charge

SN 411. *My first lot of night duty worried me when on one occasion I was left in charge of the gynaecology ward having had no previous experience at all, I felt very inadequate and incompetent.*

SN 337. *I was put in charge of a ward on night duty after having done only two weeks junior nursing. I was absolutely terrified. I coped, but the fear of some unknown happening lurked in the background. It made me adjust my thinking about this job.*

(ii) Shift work

SN 423. *Shift work. I don't like shift work - I'm not going to go back to shift work - um - the irregular hours and the uncertainty of changing wards every six weeks. You've got to change yourself to that atmosphere, adjust yourself. I like regular, something regular, where you're sure of yourself. What the ward sisters like, the patients like. It's just so unsettling.*

(iii) Hostel life(a) Hospital

*I found it was good for a while, the girls were good, but after a while it was being in the hospital too much. You lived there, worked there it was too much. I found that I had to get out of it, I was never on the same shifts as my friends - all my time was spent in the hostel as I had no one to go out with - I got really depressed about it. I hated being on my own. I went home as often as I could.*

*I enjoyed it at first, but after a while, it was just nursing, nursing all the time. I s'pose it didn't affect my commitment that much, but with some of the other things it upset me a lot and caused me to reconsider the job.*

(b) College

*The halls, I think the halls led to a drop in commitment. There's a lot of drinking there, you just can't not get involved in the fun and games that go on. I'd try to start an assignment, then some guy'd ring and off we'd go to a party. Of course all this led to me getting behind and I s'pose, a drop in my desire to be a teacher.*

(iv) Social life and work

*I was so depressed about working, the atmosphere, I just had to get out and enjoy myself. I used to stay out until 2 in the morning, then I'd be tired, completely wrecked. It affected my school work terribly.*

(v) Shifting wards

SN 386. *In my first year of nursing the thing I found the hardest was changing wards. It was like starting a new job each time. You would spend six weeks in a ward and when you have just found your way around, got to know patients and some of the staff and then you are shifted. Then you have to go through all the insecurity and floundering around once again. It is a fairly impersonal job as far as relationships with staff are concerned. You are not in one place long enough to get to know people very well. I would enjoy working with friends more.*

SN 371. *Whenever I had a ward change coming up I would always subconsciously be wary of the staff, not knowing how the ward was run and would therefore begin as a new member of the staff with a degree of apprehension that I know affected how well I worked.*

(vi) Dirty jobs

*As a junior you get all the dirty jobs. I think some of the senior staff get a kick out of you doing the dirty work. I hate the smell of vomit, it makes me heave. I don't think I'll ever get used to it.*

SN 370. *Sponging, bedpans, dressings, ugh. There's too many dirty jobs for the juniors.*

(vii) Examinations

SN 438 (School Certificate average 57, English 49, AL 11 AQ 7, Maori)

*On wards it's fine, OK. But once we get into schools I got frightened of failing. I just black out in exams, I can't do them, I think.*

(viii) Workload

SN 371. *Many times I have had too much work to do, to do everything satisfactorily – no time to talk to patients or to take adequate meal breaks which we are supposed to have.*

SN 371. *On one ward, there were only two nurses and me. A one striper, a community nurse and the ward sister. There were 28 patients – I was meant to look after 20 of them. Ten were on drips, 10 were post-op. There was just no other help. I got blown to shit when I went off to tea 10 minutes late. The ward sister, well, just a pathetic, unmarried old lady.*

SN 386. *Wards are understaffed due to poor allocation of staff throughout the hospital. It's frustrating not being able to give total nursing care that I feel was needed because of staff shortage.*

(ix) Maiming, fear of death, etc., unpleasant incidents

SN 394. *My first ward was geriatric which depressed me. At times I feel hesitant about riding motorbikes after working in orthopaedics. My first cardiac arrest horrified me in that I had never seen a human body treated in such a way — however, I have come to accept it to a certain degree.*

SN 371. *On my first day on Ward X I had to deliver a baby in the delivery suite. I got blown to hell, probably because I had asked the sister to see the patient 15 minutes earlier. On another occasion a baby died in an incubator I was left in charge of. This upset me terribly.*

(x) Flatting and living problems

SN 340. *Flatting is not all its cut out to be. It's noisy, there's problems with cooking rosters, there are too many bumps in the night in our place, too much drink. I'm thinking of going back to the hostel.*

(xi) Formal rules

*The college is just like the school I came from. Rules, regulations, compulsory attendance. The only difference I saw was no uniforms. It was just too similar. Jane and I got terribly bored, we goofed around a bit I s'pose. Anyway we started looking for a 9-5 job, no "take home work", no worries after we got home. I think I got out just in time, they were after me for back assignments, etc.*

APPENDIX M : **TEACHERS COLLEGE STUDENTSHIP BOND**  
(THREE YEAR COURSE)

E. 2/118C

KNOW ALL MEN by these presents that we, .....  
(Full name of student)

of ..... (hereinafter called "the student") and  
(Full address of student)

..... of .....  
(Full name of surety) (Full address of surety)

.....  
(Occupation)

(hereinafter called "the surety"), are jointly and severally bound unto HER MAJESTY THE QUEEN in the sum of six hundred dollars (\$600) for which payment well and faithfully to be made to Her Majesty the Queen we bind ourselves each of us jointly and each of us severally and each of our executors and administrators firmly by these presents.

Dated at ..... this ..... day of ..... 19....  
(Place)

WHEREAS the student has applied for and has been accepted for admission to a teachers college in .....  
..... for training as a teacher.  
(Name of course)

AND WHEREAS one of the conditions of such admission is that the student shall on the completion of the said course of training serve in a full-time teaching position in a school or institution approved by the Director-General of Education for a period of three years.

NOW, THEREFORE, the condition of this bond is that if the student shall in the first alternative (unless prevented by sickness, injury, or other unavoidable cause) complete the said course of training and serve in a full-time teaching position in a school or institution approved by the Director-General of Education for a period of at least three years, which training and service shall be continuous unless the Director-General of Education otherwise approves; or shall in the second alternative refund by way of liquidated damages to Her Majesty the Queen upon demand made upon the student by the Director-General of Education the allowances and all other moneys paid by the Government to the student or on his/her behalf during the period of the said course of training and in respect of such training, subject however to a reduction equivalent to the proportion which any period of service in a full-time teaching position, which has been approved by the Director-General of Education and which has been undertaken on the completion of the said course of training, bears to the total period of such service which the student can be required to serve.

THEN this bond shall be void and of no effect but otherwise shall remain in full force:

PROVIDED ALWAYS that—

- (a) The termination of the employment of the student during the said course of training or during any period in which the student is required by the Director-General of Education to serve in a full-time teaching position on the ground of the student's failure to comply with the provisions of the Education Act 1964, and the regulations made thereunder; or
- (b) The granting of any indulgence

shall not discharge the student or the surety or any person from liability under this bond.

SIGNED by the student in the presence of—

....., Witness }  
....., Occupation } .....  
....., Address } (Student)

SIGNED by the surety in the presence of—

....., Witness }  
....., Occupation } .....  
....., Address } (Surety)

APPENDIX NPOPITZ'S ACCOUNT OF ROLE-CONCEPT

Role-concept is central to the functionalist position; as Parsons (1951) has said, behaviour (and one assumes attitude formation) may be explained in terms of the interdependence of roles and mutual expectations. The supporters of the concepts connected with role would argue that every actor in a social system is complemented by another actor who holds a set of expectations for the first person's behaviour or expressed attitudes. In this scheme of things, people interact in what Merton (1957) has termed a 'role-set', within which participants build up a detailed knowledge of what others in the role set expect of them in given role positions, until eventually 'shared values' are generated. The main ideas of role concept, and the terminological differentiations usually employed are well encapsulated in Popitz's brief account:

Within a specific culture all heads of family behave similarly; this is expected of them, and indeed to some extent demanded of them. We find further such similarities amongst all marriageable daughters, all medicine men, all club officials. The role of father is somehow related and attuned to other roles, e.g. of the mother and of the children (role structures). But the particularly well co-ordinated role-structure of the domestic circle does not always prevent conflict between the various frames of reference of the father role-father to mother, father to children (his role-sectors). Different demands are being made upon him from all sides — and moreover simultaneously (irreconcilable role demands: intra-role-conflict). Often it is even more difficult to deal with the different demands of different social circles, the multitude of roles, or role-sets, which society imposes upon each individual as father, as lawyer, and as club-chairman (inter-role-conflict). The individual would scarcely be able to support this burden if a structural relationship reaching beyond the different social circles did not provide for some compatibility; if, what is more, a system of role-allocation did not gradually prepare him (in a series of role-sequences) to assume a role, or else prevent him from, or hamper him in, combining roles which do not harmonise in this culture, that he becomes willing and able to submit to his role is taken care of by the process of socialisation in which we learn to desire to do what we should and finally to do it without noticing it (inner social control, internalisation of social roles). This process of learning incorporates future duties, e.g. when still a child we play at being a father and perhaps even a club official (anticipatory role-play). Should an unresolved remainder still be left over, provision has been made that deviant conduct leads to unpleasant consequences

(external control of role-behaviour, negative sanctions).

(Popitz, 1972, pp.12-13)

From this brief account it can be seen that role concepts are basically consensual (i.e. they depend on tacit agreement about what kind of role performances are appropriate in given situations), and are also deterministic (i.e. once behaviour is agreed upon, then it is prescriptive for particular role incumbents).

#### Role, socialisation and vocational commitment

In the context of vocational commitment it may be hypothesized that in order to be committed an individual must construct expectations for himself in the particular role. Occasionally, these expectations are often unrealistic or idealized, and may be modified through the process of socialisation during the development of commitment. This socialisation in all probability would be at its strongest during the early stages of practice in an occupation or profession. Thus, in spite of the often-cogent arguments against the concept of role, it was felt that the present study required consideration of some such descriptive device to take account of what Coulsen (1972, p.127) has called the "structured network of expectations" which are involved in vocational activities such as teaching and nursing. Alternatively, the problem can be approached from the point of view expressed by Popitz (1972) in the same volume as Coulsen.

Arguing from a starting point of the universality of social normation and social differentiation, he demonstrated (in line with Simmel) how some behaviour falls outside the concept of social role. This occurs particularly where 'positional crystallisation' is lacking, or in other words, where distinct behaviours associated with a given role position are unclear or distorted, as, for example in the case of charismatic leadership. Later Popitz drew attention to the importance of 'group figures' who perform activities over and above those expected of them in a given position; for example, the secretary who also acts as office confidant, or 'father confessor'. And to these features he added the notion of 'recognised individuality patterns' which give clues as to how one should play out being an individual, thus giving personal character to positions — as for example, in the case of the tough, grumbling ward sister with a heart

of gold.

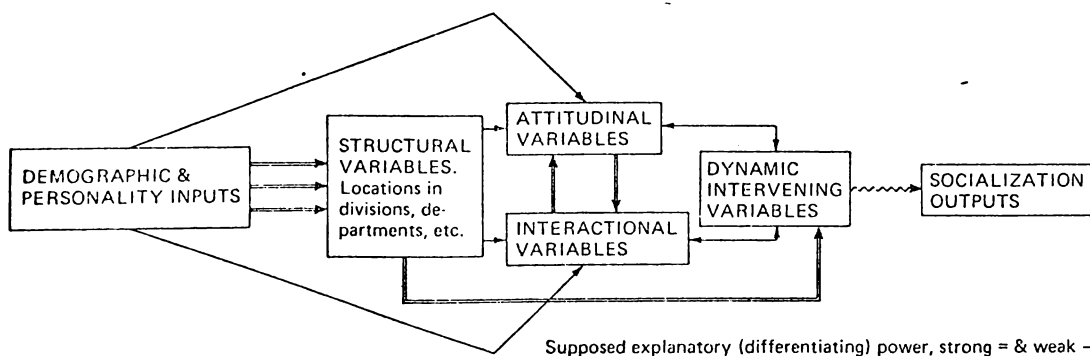
Thus Popitz argued that social 'role' should be narrowly defined carrying as it does strong normative connotations, and that careful attention should be paid to characteristics over and beyond this formulation. Although the point was not discussed specifically, Popitz does not reject the prime proposition of the role theorists; that is, that much behaviour and expression of attitudes will be influenced by the expectations of others in the role set. It is the present writer's contention that one must retain a place for this notion in the theoretical framework, if only to test the assumption empirically.

Popitz's notion of attitude formation and behaviour may be explained figuratively by drawing a series of overlays. The 'role' that a person plays, based on normative patterns to which he subscribes, appears basic. It will be overlaid, however, by a number of other factors: by the expectations of significant and generalised others; by (in some cases at least) the influence of 'group figures', and by individuality patterns which incorporate a person's ideas of himself as a person, but also allow him to be an active, intentional, creative, producing, rational and autonomous individual.

This framework, despite the last statement, might be criticized as being overly deterministic. However, it should be noted that the possibility of the exercise of 'free will' occurs at several points; for example, the individual's response to the expectations of others may be tempered by his acceptance or non-acceptance of what are taken to be group norms. More importantly, conflict theorists may criticise the framework on the grounds that it caters only for role conflict in a narrow vocational sense, and that little room is allowed for a consideration of the exercise of power and conflict over "real interests" (Lukes, 1974). Despite these criticisms, the framework described by Popitz was adopted as one of the starting points for the research described in Volume One of this thesis.

APPENDIX O  
MARSLAND'S MODEL OF PROFESSIONAL SOCIALIZATION

Gerstl (1967) has pointed out that while the manifest purpose of occupational training is to pass on particular skills, much more is acquired in the process. He believes that recruits are socialised by others in the role set to acquire the appropriate meanings and values of the occupational structures. This point has received considerable attention by those who have concerned themselves with professional socialisation. The major researches in this area were carried out by Becker and Carper (1956), Geer (1966), Merton, Reader and Kendall (in Merton, 1957) with medical students, and Lortie (1959 with law students. More recently the work begun by these researchers has been developed by Gibson (1972) and Marsland (1970, 1971, 1973) in the United Kingdom. Working with student teachers, Marsland viewed "teacher training as a social system, a complex of interactions between individuals and aspects of their college culture" (Cohen, 1973, p.407). Marsland developed the model set out in the figure below, which illustrates the ongoing socialisation process.



The System of Independent Variables in Professional Socialisation.

Although from a systems point of view this is a reasonable representation, it has the marked weakness of lacking a feedback loop, whereby earlier learnings are modified, changed or discarded (see Cotgrove and Fuller, (1972). Nevertheless, in aiming to identify the source, the strength

and the numerous interconnections between the various influences upon the attitude change of students as the progress through college, Marsland has made an important beginning, and provides a useful model for professional socialisation.

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