

Chapter 12: Towards a Critical Emancipatory

Theory of Effective Accounting

This chapter is intended to be a brief overview of the kinds of contributions which integrated analysis could make to the study of accounting. It indicates how the notion of critique may uncover forms of repression perpetuated by present forms of accounting. This chapter is not intended to provide a comprehensive, detailed argument of the relation between accounting and the normative criterion of a rational consensus. To do so would require yet another large piece of research which hopefully will be conducted in the future. Thus, our remarks here will be brief and sign-post future lines of research in a general direction. They should be seen as "Suggestions for Future Research" and are intended to give an illustration of the breadth rather than the depth of critique in accounting. In so doing there are three sub-tasks which are completed in the following order.

- a. We identify and evaluate a small set of emerging accounting concerns;
- b. We attempt to integrate this set and thus help to shape the whole; and
- c. We discuss the lacunae which still exist in present-day accounting and highlight the critical insights which may be provided by an integrated theory of emancipatory accounting.

By this we hope to constructively develop a critical spirit in accounting and to situate its present narrow, technical concern within wider issues of morality, enlightenment and emancipation. Using the insights developed from an analysis of nurse training, we now take accounting knowledge as currently composed and discuss relations of domination. The domain of accounting discourse is drawn round the discussions conducted by accounting professionals in industry, public accounting firms, in the academy, in academic and professional journals

and publications and in debates which involve accountants and other groups in society.

### 12.1 A Brief Review of "Critical" Research in Accounting

In analysing the effectiveness of current modes of accounting we begin with a set of literature which has a more or less 'radical' thrust and which seek to question the mainstream focus on objectivistic, technical issues. In the last six years, there has been a discernible growing concern for the taken-for-granted assumptions which undergird accounting theory and practice; this has manifested itself in a number of articles or books scattered in diverse accounting and non-accounting literature.

This literature may be roughly mapped into two somewhat separate sections:

- i. that which questions the relation of accounting systems to micro-organizational practice, and
- ii. that which seeks to relate accounting and its historical development to societal forces and changes. The former collection is exemplified by work which argues that accounting information is not "objectively" used and accepted but is influenced by and influences the distribution of power and authority within organizations; accounting systems may be ammunition machines which legitimate and rationalize **powerful** interest groups within organizations (see, Burchell et al, 1980; Cooper, 1982; Cooper, 1981; Cooper et al, 1981; Puxty and Chua, 1981; Hills and Mahoney, 1978; Pfeffer, 1981; Banbury and Nahapiet, 1979; Nahapiet, 1981). This questioning of the accounting function in organizations is also closely allied with the argument that accounting is influenced by and acts as a means of social construction; that it is a form of sense-making (see, Boland, 1979; Colville, 1981; Tomkins and Groves, 1982). Mintzberg ( 1973, 1975) has also questioned

the extent to which accounting information is actually used in organizations. Gambling (1977) and Meyer and Rowan (1978) have pointed to the symbolic, ritualistic and esoteric uses of accounting information rather than its technical functions. Wildavsky (1965, 1978) has provided insights into how political processes influence the functioning of budgeting systems within state departments. Becker and Neuhauser (1975) have shown how the visibility given to particular criteria of effectiveness has been aided by the accounting system and this reinforces structures of domination. The powerful are helped to observe the less powerful and are also able to effect a particular normative structure. Also organizations which made visible the criteria of efficiency were more efficient while those which emphasised patient care were more "caring".

Essentially this literature is beginning to indicate that accounting numbers may not always be "facts"; that accounting is a social science that influences human affairs and societal welfare. (Tinker, 1975) That accounting is more than a social-engineering type of technology whose main concern is to produce "rational" information to help decision makers. Researchers and academics are beginning to realize that we know little about how accounting systems function in practice and evidence is gradually accumulating to show that accounting numbers are not necessarily the technical calculations that one assumes. Accounting, it is argued, is created and ascribed a purpose rather than being inherently purposeful (see Burchell et al, 1980). It may be used as a solution that seeks a problem (March and Olsen, 1976) and as a means of giving retrospective meaning to an action which often emerges without a clear objective (Weick, 1979).

Consistent with this concern there is a growing emphasis on different methods of research. There is a noticeable movement away from the

objectivistic, functionalistic box to the more subjectivistic domains; from a single-minded concern with a technical interest to a hermeneutical, pragmatic interest. The role of meaning, of sense-making, of the manipulation of meaning to serve certain economic interests are issues which are being highlighted. There is less evidence of the necessity of using statistics to "prove" an argument and greater reliance is placed on observational techniques, archival research and historical analysis. A greater softness in the data and evidence is being tolerated and supported by this emerging research.

The second assortment of literature seeks to highlight the social significance of accounting. As Burchell et al (1980) point out a multitude of social implications have been attached to accounting. Marx, for instance, viewed accounting as an ideological phenomenon which served capitalist interests and which acted as a form of mystification, hiding the true nature of social relationships. Few accounting researchers have followed the explicit arguments of Marx in reviewing accounting practice, but there are some attempts to use the conceptual framework of Marxist analysis.

Cherns (1978) for instance argues that accounting helps to produce work alienation in segmented, stratified organizations and societies by measuring only monetary values to the exclusion of 'real' value in society. In particular he attacks the equating of a bottom line profit figure with the benefits generated by a micro-organization, the equivalence of benefit to the organization as being in-the-last-instance benefit to society and the abstraction of human qualities with monetary values. Johnson (1977) in discussing the relevance of professionals as a class in society, argued that professionalism can arise only when the ideological and political processes sustaining indetermination (the mystique created in the knowledge base) coincide with the requirements of capital; that is, where core work activities fulfill the global function of capital with respect to control and surveillance. Accountants, he argued,

performed a dual role - that of surveillance and that of a collective labour force.

Cooper (1980), in discussing Tinker's (1980) suggestion for a political economy of accounting also suggests that present-day accounting is overwhelmed by the assumptions of capitalism. It is based on the notion of market transactions which are regarded as objective and free from bias. Accounting reports are based on "private" costs and revenues; the right of private property is assumed to exist and the privilege of legacy and property transference is taken-for-granted. Performance, profitability and the acceptability of capital projects is measured in terms of discounted cash flows to the investor and compared against alternative patterns of consumption utility. More recently, Tinker, Merino and Neimark (1982) have sought to argue that accounting theories of value are based intrinsically on marginalist theories of value which were essential for the development of capitalist relations of production. The labour theory of value, first hinted at by Adam Smith, developed by Ricardo, Marx, Veblen and other radical economists was criticized and "suppressed" because it was not in the interest of capitalism. Thus they argue that the Canonist Value Theory was overthrown by mercantilism; the conventional price definition of mercantilism was usurped by inchoate forms of capitalism; Ricardian Socialism was reflected and undermined by the ideological requirements of capitalism and in fact current revivals of political economy in accounting were only possible as a response to the increasing contradictions of late capitalism.

Finally, Soo, Puxty & Oliga (1980) in their analysis have also used Marxist critiques of international capitalism and the malpractices of multinational companies in 3rd World countries to argue that accounting numbers were not merely a product of a requisite international division of labour but a means whereby international capitalism was 'exported' to Third World countries. Such countries were undeveloped in order to keep the First

World developed and the development of international accounting standards was one means of standardizing international exploitation practices. Further, the mysteries of transfer pricing enabled the transfer of wealth from Third World countries in a manner which was extremely difficult to detect and which efficiently diluted the multinational's contribution to wealth generation in Third World countries.

This explicit Marxist tone is also shown in the argument by Weber (1969) that accounting and the monetarization of value has helped the emergence and maintenance of a particular order inherent in economic rationality. For Weber, money is the most perfect means of economic calculation and is formally the most "rational" means of orienting economic activity.

A similar unease with the extension of accounting numbers to the transcendental qualities of human interaction is also discussed by Cherns (1978) who felt that the measurement of the quality of working life would always objectify and devalue that which could not be measured. In both sets of arguments there is an indication that accounting helps buttress a particular mode of rationality, economic rationality and this in turn is supportive of capitalist relations. Tinker et al (1982) also briefly mentions that accounting has till now emphasized an individualist philosophy, the individual owner or the investor and his demands are all-important. This has prompted questions about the class affiliation of "individuals" and the part accountants play in class conflicts. What Tinker et al failed to point out is that such a focus on individualism is consonant with a capitalist ideology based on meritocracy and individual appropriation of social products. That individualism in accounting is essentially consistent with a bourgeois political philosophy based on the rights of the individual and the merit of single effort. Further discussion on this aspect of the links between accounting and capitalism will be further discussed below.

There has also been a few attempts to analyse the precise manner in which the professional elites cope with the diverse constituencies in their

environment. The politics of standard-setting are now being highlighted and the creation of the ASC is itself seen as a result of negotiation among potent parties: a critical media, concerned agencies of the state, baffled holders of capital and a profession keen to preserve its powers of self-regulation and control (see, Burchell et al, 1980; Gray & Hope 1982). Although the ASC is often formally advocated in the name of the users' interests, the articulation of standards is now more clearly seen as reflecting the tensions within its institutional context. Lafferty (1979), for instance, points out the embarrassing U-turns which the ASC has had to make in the face of industrial pressure with respect to accounting for research and development and deferred taxation. More recently, debates surrounding inflation accounting have revealed a number of conflicting demands: the concern of state agencies to "correctly" tax corporate income, the desire of small practitioners to protect their clients interests out of self-interest and the necessity for professional elites to maintain their credibility and monopolization of expertise in the face of increasing criticisms of historic cost accounting.

The visibility of such relations and negotiation have not, however, undermined the societal legitimacy of the knowledge base of accounting although it clearly implies that accounting 'truth' or theory is not a scientific a priori but a political product created through a conscious and perhaps unconscious process of complex negotiation. Neither have consistent critiques of a marginalist theory of value dethroned its reign. As yet we lack detailed knowledge for the continuing legitimacy and power of bodies of knowledge which have apparently been discredited to a degree; although there has been some attempt to account for such inertia by resurrecting a vague capitalist conspiracy idea (see, Cooper, 1980). But it could also be, following Foucault's arguments that half-conscious, unintentional forces are at work which produce nonsubjective systems of logic. Concepts of value, for instance, could be due to a non-intentional, complex process of

percolation. (see Burchell et al, 1982, for an illustration of these ideas.)

This mapping of accounting literature which is less mainstream in its focus on organizational and social realms, is however imperfect. There is a small selection of papers which do not fit easily within either of these two categories, which do not relate well even among themselves but which tend to have a strong psychological element in the argument. Berry (1979) uses the work of Melanie Klein (1959), Jaques (1955) and Menzies (1970) to argue that accountants could play a major role as a stabiliser and repository of order in organizations which are systems of psychotic anxiety and social defence mechanisms. The unpleasantness of control, the anxiety and uncertainty inherent in maintaining organizational well-being are projected onto the accounting system which generate numbers that play an anxiety-suppressing, symbolic role. Its main purpose, or at least its partial function, is to act as a psychological defence against uncertainty and anxiety which threaten the ego of individuals within the firm. Such a use of psychoanalytic concepts is also seen in the work of Laughlin, Lowe, Puxty & Chua (1981) who sought to link the development of theories of accounting to the psychological tendencies of subject-makers. Using primarily Jungian typologies of the psyche, the paper argued that such factors could help explain the rise of certain kinds of theories at different historical time periods and that the personality of the subject maker is often a neglected explanatory variable.

Collectively this isolated set of papers, each in its own way, is attempting to postulate psychological explanations for various kinds of individual and social behaviour; arguing that psychology and psychoanalysis may have a valuable contribution to make to studying accounting. Such arguments were not unexpectedly discarded as "esoteric" and "non-accounting" by mainstream accountants. Ours, for instance could only be said to be not-well-received. In addition, 'radical' accountants who firmly believed in the determination of social forces, in the all-powerful knowledge of materialist



explanations condemned such arguments as "psychologizing" or examples of "psychological reductionism". Man, it is argued, is essentially the product or the victim of historical forces. To emphasize his psychology was to ignore the material causes of action and behaviour.

## 12.2 Integrated Analysis as a Contribution to Critique

This brief and limited review of the more thought-provoking research in accounting shows the beginning of reform in a traditional, technical form of accounting which assumed the rationality of accounting numbers. Research is beginning to critically evaluate how accounting relates in practice to groups within organizations and society. This research is "healthy" and forms a fledging, emergent awareness which has a potential demystifying effect. Integrated analysis may contribute to this emerging trend in two important ways. Firstly, it is based on an explicit, normative criterion of a rational consensus. Secondly, as formulated it enables an integration of a variety of methodological frameworks and a means of understanding of the whole. For welcome though this emerging literature is, present forms of critique tend to be partial.

Partial analysis could result when each piece of research sees only a narrow subject area as the "appropriate" object of study, for example, the political processes involving accounting information systems in organizations. Such research may not then be related to other forms of radical critiques, for example, Marxist analyses of the role of the accounting profession and its relationship to the State. Partiality could also arise in that each epistemological and methodological alternative is argued to be the comprehensive answer to mainstream theory. Thus Marxists may believe that Marxism alone is the most acceptable form of critique and may deride attempts at providing psychological explanations. Phenomenologists may place too great an emphasis on the individual, everyday sense-

making of individuals without relating such interactions to macro-societal change. Quantitative data collection and analysis may be mistakenly discarded in the belief that statistical theory is of little relevance to the understanding of social science. Such unintegrated partiality might even degenerate into dogma. The present individualistic and competitive system of credentialism which pervades the academy could entrench prejudice.

This brief review already shows that the analysis of accounting as ideological devices in organizations has been conducted somewhat separately from the analysis of accounting as a social mediator at the macro-level. Groups which are identified as the power beneficiaries at the macro-level are not analysed with respect to societal linkages, modes of rationality and historical changes. As Burchell et al (1980) put it:

"Unfortunately, however, very little is known about either the nature of accounting thought and practice or the interplay between the social and organizational. Some scholars have made occasional comments which have pointed to the social origins and significance of the accounting craft, although these have either not remained uncontested for very long or else have not been subjected to further inquiry".

(Burchell et al, 1980)

Smart (1981) and Sheridan (1980) have drawn attention to the Marxist resistance against other forms of critique and criticisms of the omissions in traditional Marxism. Earlier in this thesis we have detailed the debates as to which methodological framework is "better".

Our argument for integrated analysis is based on a theory of holistic human behaviour. Man acts within a complex background of "motifs"; conscious and unconscious aims, non-aims, personal predilections, societal influence, chance, luck and coincidence. Behaviour is related in fine networks through the artificially created

domains of politics, economics, history, language, philosophy, sociology and the natural sciences. To see behaviour as being completely determined in one domain is to study man with but half a mirror.

In preserving only one particular level of analysis, critique loses its value for we fail to see the linkages between different levels of analysis and the contribution of each. But integrated analysis does not mean pursuing a single line of research. Rather we are arguing for integration in such a manner that the holism of integration may be a part of the necessary diversity of specific criticisms and local emphases against prevailing thought. We do not argue that an analysis of accounting systems as organizational legitimation systems is useless, or that phenomenology has nothing to offer to a study of the construction of meanings. Neither do we argue that the relation between accounting and the growth of capitalism is all-encompassing. Nor that traditional Marxist emphases on the determination in-the-last instance of economic relations of production is sufficient. Each of these kinds of analysis has a part to play and each links with the other in complex ways. The institutional and the societal levels of analysis are not separate, neither are the psychological and social. Accounting knowledge is not and cannot be an isolated sphere separate from the moral, political and economical spheres of discourse. Human behaviour has not been the sole result of a capitalist conspiracy or the chance happening of a series of interesting coincidences. Rather all these intricate facets are present in the fine tapestry of social analysis.

There is yet another reason why integration cannot be equal to the reduction of the variety of criticisms made against mainstream

accounting. The technical rationality of mainstream accounting has subtly expanded and now influences many spheres of our lives. It is almost a truism to note that accounting policies at the institutional level influence our range of consumption and production possibilities. A budget is created not only for the State but also the family unit and the individual. Within the parameters of a money-based economy the calculation of monetary values is essential. Because accounting and its means of characterizing entities is ubiquitous, the resistance against mainstream definitions of accounting cannot be identical in form and object of struggle. Just as the network of accounting relations and its mode of domination ends by forming a dense web that passes through individuals and institutions without being permanently or wholly localised in one of them, the form of radical critiques should also traverse social stratification and individual unities. There should be a variety of criticisms but the concept of a rational consensus enables the anchoring of this diversity within a norm of enlightenment and emancipation. Without integration we tend to perform only partial analysis that does not link well different types of knowledge forms which have been argued to be required in order that we might understand social reality in all its complexity. Without a concept of emancipation or an explicit normative criterion we fool ourselves as to the "descriptive" nature of our research and become entangled with the problems earlier of the researcher being a "disinterested observer". Finally, by using only partial analysis we distance ourselves from the active, creative influence of human activity which not only is shaped by but shapes the movement of history.

We are not arguing that integrated analysis is the only form

of social analysis that will bring about enlightenment and emancipation. As Geuss (1981) points out, a critical theory need not be the sole means by which agents attain material emancipation but it should be one which agents could accept. In addition, the concept of a rational consensus does not specify the moral norm that should be followed by agents in a collectivity; it specifies the process whereby agents may be provided the opportunity to ascertain for themselves in unconstrained discussion this regulatory norm. As such the notion of critique as propounded by Habermas does not "impose" a particular idea of justice (like Rawls) or a rigid concept of social welfare. And it recognises that social phenomena cannot be understood via the means of one particular level of interest. It does not advocate the abandonment of conventional methods of study but highlights the contribution of each.

Our arguments for integrated analysis, for rational consensus and for an incorporation of critique in discourse is also based on a particular concept of the role of the theorist as well as epistemological and ontological arguments about the concept of society. In effect we argued indirectly for the creation of an integrated academic, one who sees the social world as a whole and social study as a holistic, practical activity. The academic envisaged is, to some extent, similar to Gramsci's (1971) concept of the "organic intellectual" who emerges from the working class and challenges bourgeois hegemony through the struggle, assimilation and the conquest of traditional intellectuals. An integrated intellectual is similar in that he seeks to identify sources of repression and is meant to be a

little the "conscience-conscious" of both the dominated and dominant; to speak the stifled and hidden aspects of collective living. However, he/she is also similar to Foucault's concept of the 'specific' intellectual who works at precise points, according to lifestyle and occupation (e.g. in the hospital, the asylum, the university, familial and sexual relations etc.) (Deleuze & Foucault, 1977). The integrated intellectual is similar to the extent that he/she discusses particular facets of oppression (whether at the organizational or societal level) but is able to see the linkages with other forms of repression. Foucault argues that an intellectual has a three-fold specificity: that of class position, that of conditions of life and work; and that of the politics of truth in society. Our concept of specificity emphasizes the specificity of intellectual focus but unlike Foucault's concept, is encased within a framework of holistic linkages. The integrated intellectual is not merely the local expert, the person of special knowledge but he/she is also aware of the intersections between specific and holistic knowledge. Moreover we depart from Foucault's insistence that people no longer require the assistance of academics to obtain critical knowledge; that people know perfectly well, without illusion and in fact they know better than the intellectual and are perfectly capable of expressing their dissatisfaction. This assumption of perfect knowledge and of automatic resistance of structures of power stems from Foucault's concept of power, which he refuses to root in economic relations of production; preferring to offer a more diffuse, subtle complex of relations. Because power is everywhere and resistance is the other face of power, resistance too is everywhere. As pointed out earlier, this concept of resistance underestimates the strength of legitimation structures and Foucault gives few reasons for this belief. There is no detailed empirical evidence which is discussed as showing that a plurality of resistance now exists. On the other hand, there is argument that ideological structures may be sufficient to cope with political and economic contradictions,

(see Habermas, 1976b; Adorno 1955; Marcuse, 1978).

Integrated evaluation and analysis thus equates with a particular concept of intellectual activity. It also implies that mainstream accounting literature, like other forms of mainstream social science literature is dominated by unhelpful functionalist approaches, which survive partly because they buttress a particular mode of production. Indeed, their very emergence and the delineation of accounting as a monopoly of competence was enabled by historic changes in the 19th century. The scarcity of work to date on the relation of accounting to capitalism already indicates that each domain was related to the other in a symbiotic relation; each strengthening and being strengthened by the other. We will further discuss the relationships later.

We conclude our argument here by restating the reasons for proposing an integrated imperative:

- a. the necessity for holistic analysis of complex behaviour and
- b. the simultaneous requirement for specific, multiple emphases which are able to counter a widespread technical accounting rationality in such a manner as to retain the part-whole linkage.

In the next section, we hope to indicate tentatively areas in which an integrated evaluation of accounting theory and practice could provide new insights. In particular we hope to demonstrate the usefulness of integrated analysis.

### 12.3 Contributions to a Critical, Emancipatory Theory of Effective Accounting

The emphasis in integrated analysis is an examination of forms of repression and ideology which prevent groups in society from participating on a rational basis in order to achieve unconstrained consensus. It is a methodology which seeks to develop linkages and uncover couplings which traverse traditional divisions among methodology, methods and disciplinary matrices.

Our format is largely identical to that used for a critique of nurse training for there are similarities at a general level between these two occupational monopolies. Thus this section is organized under similar sub-headings:

- 12.3.1 The Emphasis on an Individual Machine.
- 12.3.2 The Expert on Value and Information.
- 12.3.3 The Relation Between Accounting and Capitalism.
- 12.3.4 Neglected Processes in Accounting.

The significant difference between this tentative, integrated critique of accounting and that of nursing is that the latter was rooted directly in empirical research in an organization. We have developed a general theory of O.E. but were unable to conduct extensive empirical research into accounting "problems" or practice in organizations. Neither were we ourselves able to conduct an in-depth historical analysis into the growth of monopolization in the accounting profession. Thus our suggestions for an effective, emancipatory accounting are argued partly from available research from organizational and sociological analysis. These suggestions remain speculative hypotheses which should be confronted and debated. Hopefully they are sufficiently polemic to make us question the assumptions on which we practise or teach accounting. We realize, however, that for a more developed, integrated understanding of accounting phenomena, much more detailed emancipatory-motivated organizational and societal analyses need to be conducted. We know so little about accounting knowledge-as-power both at the micro-organizational and macro-societal levels. Here we attempt to highlight future areas of research in a tentative, exploratory spirit.

#### 12.3.1 The Emphasis on an Individual Machine

Tinker et al (1982) demonstrate clearly that accounting concepts of cost



and marginalist theories of value are grounded in the utility-based, subjective preferences of individual consumers for final goods. They point out that cost, as defined by Fisher was the market estimate of future earning power which could be assumed to reflect the expected future returns to a specific individual. This view of the sovereignty of the individual owner was adopted by Hatfield (1909) and Sprague (1908) who similarly ignored the separation of ownership and management by focusing on the individual owner-manager and accountants today still work with the fictitious model of a corporation as a "being" of individual shareholders. Even those who recognized the separation of ownership and control have managed to define accounting wealth and profit as subjective present value or value as compared with present consumption and have proposed that the corporate "person" should be allowed to retain sufficient resources to allow the maintenance of physical capital.

Further, in accounting for labour as a cost, as a factor of production, as a resource, labour power is transformed into an object. A number on a wage packet, a cog in the production process, a tool to be dropped when it no longer serves as an efficient unit. Also, the bulk of the cost of maintenance of a surplus pool of labour which serves as a buffer for capitalist crises is borne by the community at large. Although redundancy contracts are now shifting these costs onto the firms themselves, compensation remains highly inadequate for the unquantifiable loss of self-respect and self-confidence. Unlike nursing, accounting is rooted in marginalist, individualistic theories of value, which did not conceive of man so much as an individual body, than as an individual machine. Man became labour, to be controlled and manipulated so that labour "costs" were kept low enough to guarantee a replenishment of physical and monetary capital. In nursing, there are weak murmurings of psycho-social care, of treating man as a Mind-Body with

a psyche and a sociality. In accounting, the very mention of evaluating the firm's or a society's contribution to human well-being seems incongruous. Efforts to introduce a neo-humanist face to accounting in the form of "human resource accounting" are themselves ideological, valuing human beings in terms of their discounted earnings and in terms of their contribution to an enterprise. As Hopwood (1976) and Marques (1976) question, should we be more concerned to measure and control human resources or should we be more concerned with the development of resourceful humans? Are we 'right' to focus on the human being as a resource to the enterprise or should we be looking at the enterprise as a resource to the human being, as a means of developing potentiality and ability?

The constant criticism by academics of the calculation of private costs and the externalization of public costs and nuisances has also brought forth a form of "social responsibility accounting". Although not widespread, this movement nevertheless appears to right the wrongs wrought by asocial firms. But there is a danger that instead of loosening the power of capitalist firms, these social accounts are no more than public relation exercises which could encourage firms to develop a tight system of corporate patronage. That is, the "success" of the firm is now equated with the success of a community. Newby (1977) describes how relations of corporate patronage can grow deep; citing the Pilkington family's dominance of St. Helens - a benevolent paternalism over both factory and town on the one hand tempered by a largely successful demand for complete loyalty and obedience from the workers on the other. Martin and Fryer (1973) also describe how the Casterton family were able to develop a political and social hegemony in Casterton Mills, Lanchashire. Aided by a combination of geographical isolation, economic dependence on a very small number of large firms, demographic stagnation and a large pool of unskilled labour, the family was able to control many aspects of social life.

The advocacy of social responsibility accounting could thus allow the emergence or the maintenance of such subtle systems of domination; there are still many one-company or one-industry towns in the U.K. as recent closures of steel-works and coalmines in the North-East region of England reveal. "Socially responsible" accounts could in fact reinforce the power of capitalists and provide ideological justification for unequal class relationships. For paternalism is potentially a method whereby class differences become defined and grows out of the necessity to stabilise and morally justify a fundamentally inegalitarian system. It does so by a series of contradictions, alternating between autocracy and obligation, cruelty and kindness, oppression and benevolence, exploitation and protection. Each facet derives from the necessity to maintain simultaneously both social differentiation and class identification within a hierarchical social structure.

Far from being liberating, the trends toward "human resource" and "social responsibility" accounting may in fact not re-institute holistic analysis. Rather they could further obscure and disguise the inequality of current accounting and give a human mask to essentially inhuman calculations.

It is interesting here to compare a) this traditional, individualist, asocial, machine focus in accounting with the individualistic, asocial, body image in nursing; and b) the feeble attempts to account for human resources and social responsibility with the ideological apparatus of the nursing process. The comparison appears to justify Foucault's argument that in the late 18th and 19th century there was a great interest in the study of man and his body per se. In medicine and nursing the interest in man as a body was both the cause and result of the development of anatomoco-physiological medicine. In accounting and economics this image of man as a body was transformed into man as a physical embodiment of labour-power; a machine which could be disciplined and put to work. Accountants, did not study man in quite

the same way that doctors and nurses studied him and analysed his anatomy and physiology. Man became even more abstract and was represented as a cost and treated as being only one of the means of production and eventual consumption. It was not till the 20th century through the work of Taylor and the rise of scientific management that accountants became interested in the body capabilities of man. For the basis of standard costing stems largely from the ability of work-study managers to decide what is an efficient productive process. In the main, accounting has developed an even more abstract; objectified image of man. Nursing bound its image of physical man with bands of emotional pathos and altruistic caring. Accountants have been able to progress by representing labour as a unit of production to be controlled.

Capitalism may not have "caused" the 19th and 20th century accountant's image of man, it enabled and sustained the emergence of such an image. Portwood and Fielding (1981) argue that accountants were able to legitimize their monopolization of "expertise" only within the rise of capitalistic relations of production. The impetus to form a professional association was argued to be aided by the passing of the joint-stock companies Act of 1844, the Companies Acts of 1856 and 1862. These made possible the widespread ownership of stock, implied the need for greater financial surveillance and required companies to have their accounts audited regularly. With the growth of capitalistic relations, the right of the entrepreneur to appropriate profit seemed 'rational' and was legitimized. Value could not longer be defined as the amount of socially necessary labour expended in production. Rather it seemed "more appropriate" to relate it to the utility of consumption and the subjective

valuation of the individual consumer. The situation was similar in nursing. Capitalism did not "cause" medicine and nursing to see only the body and to expand health care. But it is certain that the requirement for a healthy, hardworking, obedient labour force became a conscious idea in man's minds and was well-suited to capitalist needs. (see, Foucault, 1981). A philosophy of individualism meshed well with individualistic concepts of wealth and health; and capitalism, marginalist theories of value, money wealth and physical health were comfortable bed-fellows. The sovereignty of the individual and his body rights gained prominence.

The responses of nursing to historical change in the 20th century have been argued to result from a complex negotiation between the demands of the state, the professional elites in nursing and medicine, the criticisms of patients and the fears of qualified nurses. The responses in accounting to criticisms of partial analysis appear to have been a similar compromise between the demands of industrial concerns, the state and a critical academy and public. Essentially human resource accounting and social responsibility accounting do not disturb the image of man as a machine. Few companies publish such accounts and even if they did, underlying relations of production are left unchanged. However, weak though the spotlight has been, it has enabled the state to shift part of the financial burden of managing externalities onto the firms themselves; thus relieving itself of a drain on its threatened state coffers. The movements also appear to help satisfy public demands for greater corporate accountability and give industrial giants yet another veneer of societal legitimacy. The attempts to give accounting a human face appear to be just strong enough to allow certain state demands to be met and just weak enough to protect companies and to satisfy an ill-informed public. In this instance, the profession has not felt the political need to demonstrate its competence and make such accounts mandatory. There has been little desire to demonstrate that accountants can create "human resource" and "socially

responsible" accounts competently. Nevertheless, it is to be expected that such 'new' complicated calculations would have helped develop the mysterious craft of accounting and added an air of esoterism to an already well-established body of specialist skills.

In order to shift the machine-focus in accounting, radical changes in the system of measurement appear necessary. There are some researchers (see Cherns 1978) who appear to imply that any form of accounting or measurement of value is intrinsically ideological. That measurement has its own logic and its own machinery. That however clever we are at measuring, we will always devalue that which we cannot measure. That measurement itself breeds parasitic relations which make its existence necessary and ethical. That measurement will always diverge from societal and individual needs. Cherns, in fact, recapitulates at the end of his paper and does acknowledge the feasibility of alternative systems of measurement which has a different concept of man. But his concerns are worth discussing - is accounting measurement, the present translation of all facets of social life into monetary values, intrinsically objectifying in its characterization of human behaviour? Can or should man be measured with a yardstick so unreliable as worthless pieces of paper? Should accountants seek to measure the quality of life and the contribution of companies to societal well-being?

These questions deserve long answers and here we attempt but a brief hesitant one; being aware that we lack detailed knowledge of the historical development of measurement and its societal ramifications. In the natural sciences, measurement appears to possess less an ideological content in the sense that using numbers to characterise innate forces and structures, or to match these structures to similarly calculated human capacities do not directly detract from the humanity of man. Moreover, such systems of measurement have helped to expand man's control over forces of production which can potentially satisfy the societal needs of a global community and

widen the band-widths of survival. Measurement and technological development can play a significant role in diminishing man's dependence on the elements. However these liberating effects are not always free from power relations and at times even in the natural sciences measurement is a function of power and domination. An expansion of forces of production may not benefit all communities equally. But this does not mean that systems of measurement are intrinsically objectifying but that they may be manipulated. The act of measurement is clear enough; it is why we measure and what we measure to what effect which should be the subject of free discussion. For it is these facets which imbue the measurement system as a whole with purposes and which could give the act of measurement itself an ideological basis. Thus we would dispute Chern's argument that measurement has its logic and we will always devalue that which we cannot measure. Certainly this may be the case but it depends on the assumptions which gird the measurement system and society's perception of its role and non-role.

In Renaissance times, what bound knowledge together was a philosophical theory of resemblances; it was analogy, sympathy and resemblance which maintained the world in its identity. This system of resemblances, which held everything together, yet distinct, was inscribed in the universe itself in the form of signs. Human knowledge was a matter of unearthing and deciphering these signatures. Man could not and did not measure man, space, the heavens or the earth like we do in modern times but these did not denigrate the value of these discourses. On the contrary the assumption of resemblance united studies of natural phenomena with discussions of magic, the scriptures and the writing of the Ancients. Measurement came more into the forefront of human thought in the Classical age when the theory of resemblances was replaced by the importance of representation and order. Now measurement took on a distinct role, that of forming relations of equality and inequality, of establishing the simplest possible elements and of arranging differences according to the smallest possible degree. This general sense of

order in measurement governed all knowledge endeavours and imbued them with a belief that the relations between things were to be conceived in the form of order. This did not mean that all knowledge was reduced to mathematics, but knowledge fields tended to be based on a notion of order. General grammar and natural history, for example, were then concerned with analysing a general structure and of developing comprehensive classifications. In particular, this notion of universal order enabled writers to see the connections between various branches of empirical knowledge. They wrote with equal authority on a variety of fields, producing theses on the theory of wealth and exchange as well as knowledge and language. (see Foucault's *The Order of Things* (1970) for a fuller argument of these ideas).

This sketch of history appears to reveal that what is potentially more liberating or more dangerous is not the act of measurement but the underlying philosophical theory of man, his world and the knowledge representations thereof. These philosophical underpinnings give meaning and legitimacy to societal structures, are constituted in power networks and breed particular forms of knowledge. They are not necessarily antecedent to the development of knowledge domains but tend to be expressed, solidified and to spread within the discourses of particular historical time periods. It is these assumptions which require examination and free consensus. It is these assumptions which govern our systems of measurement.\*

In addition, measurement and in particular accounting is important because we live in a world of scarcity and inequality. Without some form of reckoning, some highlighting of who benefits and how, we would not be able to initiate a more just distribution of socially produced goods. Finally, unless the global community decides freely to revert to self-sufficiency or self-subsistence in some cases, we require some form of exchange and some means of characterizing the justice of exchange.

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\* Cherns briefly discussed these notions at the end of his paper in a rather undeveloped discussion of prevalent values in societies.



Accounting and the ascription of value thus could make visible created patterns of scarcity and equalize relations of exchange. But much depends on the assumptions.

It is for these reasons that we have first proposed not a more superior method of number-crunching but a different philosophical basis for accounting, one which sees man as a potential being who is being prevented by specific social practices and ideology from participating freely in self-determination. This basis should seek to integrate both the work and interaction aspects of man and to critically evaluate sources of repression. When and if we begin from such a philosophical basis then a new form of measurement system could evolve. Marx's labour theory of value and Ricardo's insights into the prior necessity of a distribution of income could serve as a starting point for a new theory of political, economical value. We could analyse the effects of defining value not by the wishes of buying consumers, but by the amount of physical labour put into production. Tinker (1980) also gives an interesting idea of how new sets of accounts may be constructed, showing in greater detail the distribution of wealth among elites and manual workers. Such distribution accounts could be produced on a year-by-year basis to show the distribution of various participant groups, e.g. employees, shareholders, management. We could also think of different classifications for the beneficiaries of organizational action and the users of accounting information. Sex, race, social class, economic earning capacity are, at present, all neglected categories. Detailed analyses of the financial practices of multinationals, of interlocking directorates, of organizational cliques, clans and of monopolistic controls could better call corporations to account than present "socially responsible accounts". The form of external reports could in fact act as a balance-sheet of the extent of equality or reciprocity in the exchanges between organizations and society; instead of being useful only to the holders of capital. (see Tinker

et al, 1982; Merino & Neimark, 1981; for specific examples of companies being scrutinized "in the public interest" and for a historical critique of the development of disclosure regulations).

In the field of cost and management accounting we could begin to explore budgets as tools of surveillance and means of generating both psychotic and neurotic anxiety which in turn produces defensive behaviour. We could begin by analysing whether most social-psychological research in this area has directly or indirectly contributed to greater managerial control and power. We could also develop different budgets which are more determined by workers than at present. If value is defined in terms of socially necessary labour, then it is the producers of value who should also participate in deciding what should be "standard" costs and how should next year's budget be decided. It is they who could voice opinions about a "desirable" working week. The value of physical labour can then be more equally related to mental processes of surveillance and control; the latter at present is not budgeted but is allowed to spread in ever-widening circles and is power exercised by one group over another.

In the field of macro-accounting we could have more information about government expenditure in various agencies, its use in foreign countries and the links between macro-organizational profits and state power. At present, there is no comprehensive accounting system which reports on, for example, company contributions to political parties or personalities, governmental industry linkages and multiple roles (i.e. the industrialist politician). Although efforts are being made to improve public financial accountability (see, Accountancy, March, 1982; The Financial Times, March 1982) the motives are only to create greater surveillance and control within existing work hierarchies and to expand traditional marginalist theories of value to non-commercial bodies. In no way do present Governmental efforts to tighten "financial efficiency" in state agencies disturb present financial linkages between the state and industrial capitalist concerns, between the

state and other states or change the power-dominated relations among agencies within the state system. On the contrary, such efforts to introduce traditional accounting into welfare agencies are likely to further entrench monetary valuation and a technical mode of rationality. Moreover, the expansion of traditional accounting to public agencies show the accounting profession has partially succeeded in its task of monopolizing knowledge and of granting itself a legitimacy and status in society. The dangers of government intervention appear to be receding as accountants now become more involved with the surveillance of State operations. For now the State is allowing the accounting expert to right financial crises within itself.

#### 12.3.2 The Expert on Value and Information

The urgency of reviewing the philosophical underpinnings of accounting is further emphasized when we remember that the accountant is an expert on value and information. The accountant, especially in his role as an auditor, is one of the few persons in society who can demand man to account, to reveal his financial dealings and to deliver him to higher authorities of the State when he is found wanting. The accountant has been empowered by the State and indirectly by society to examine man's dealing and to apply norms of correct behaviour in money matters. In this sense of surveillance and control, the accountant resembles the earth-bound priest who calls man to give an account of his deeds. The accountant defines what is of VALUE and what is not, what is a proper manner to ACCOUNT and what is not. He performs similar social control functions to the doctor who pronounces on life and death, on rationality and irrationality; the lawyer who pronounces on right and wrong and the priest who judges what is moral and immoral. To some extent all these experts and

judges overlap and buttress one another in their separate roles; the doctor often has to call on the expertise of the lawyer, the lawyer on the psychiatrist and the priest and the accountant on the lawyer. The institutions of medicine, law and the church, due to the particular mode of corporate capitalism which prevails now requires the institution of accounting.

But it is to the priest that the accountant is most similar for both have societally-endowed rights to call upon man to give an account and a reckoning to other men.\* The role of a supernatural God is less prominent in the accounts of accountants in the 20th century but the position of the state and of the community of capitalists takes on a similar status. It is assumed that man should give an account of their action as it effects the behaviour of other men and nation states. Like the priest, the accountant may be privy to man's dealings and yet as an auditor he does not have to be invited to examine the books. The doctor and lawyer are called upon by the patient or client; the accountant and the priest have a right to call man to account and the former is empowered to value and to measure wealth. The accountant, like the priest tells us when our accounts with other men (or God) are not quite in balance; both help us to accumulate, expand and preserve our treasures, the one earthly gains and the other extra-terrestrial promises. The priest interprets the parable of talents as enjoining man to develop his God-given abilities to the glory of God. The accountant takes the gold coins at their face value and teaches man how to produce 2 or 3 gold coins from one; how to multiply wealth through industrious, individual efforts of cautious investment. The accountant, like the priest shapes the meaning of value, wealth and morality. Accounting, like theology is intrinsically bound up with questions of ethical choice and how 'best' to pass our time on earth.

It thus seems incomprehensible that the accounting expert disdains any

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\* Cleverley (1971) draws a similar analogy but his reasons are different from ours.

interest in morals and ethics and claims that his calculations are purely technical and arise from inevitable theories of value and 'rational' decision-making. That his meanings do not shape how we value wealth and organizational action. Clearly they do. And it is an indication of the strength of economic rationality when we accept the institution of money-based markets as a sacrosanct, taken-for-granted structure . When we do not ask what is a good accountant in quite the moralistic, heart-searching way that we ask what is a good nurse. Why is a good nurse always a good woman? Why is a good accountant not equal to a good, moral man? Why is morality, ethical uprightness and a sense of caring for society less evident and is relatively less demanded of the accountant? To be sure, the accounting professional elite often claims to serve the needs of society but why do we not analyse whether accounting does? The recent furore over professional ethics in relation to touting for local authority business (see, Accountancy Age, 18th March, 1982) shows that even accountants may not behave in a manner consonant with prevailing definitions of ethical conduct. Why then is medicine and nursing so obviously linked with ethical practice while such questions do not appear in the accounting domain with the same intensity?

The preservation of physical life and the fear of the unknown (death) has been made into an ethical debate. We have to create one around the definition of value and the measurement of wealth. These are not neutral concepts which can be technically defined by accountants. They are ethical categories which are shaped by the forces and structures of social groups and the effort of individual personalities. To account is to make a moral choice about what to measure and how.

Moreover, accounting is potentially powerful because it has now been built up into a comprehensive information system of a certain kind. Accountants often claim that accounting is the most important information system for decision making in institutions. Our review shows that there may be some

justification for this in the sense that accounting numbers are relied upon to legitimize and rationalize interests. If accounting numbers are used as ammunition, if accounting information and its mode of thinking is as widespread as we contend, then we should examine the basis of which the expert calculates his numbers. On what basis does he make up his sums? Why does he value certain types of assets in certain ways, depreciate others in different ways? Why is labour cost a cost and dividends a rightful distribution? Why are taxes and interest payments usually separated from the main body of expenses? If nobody yet knows a correct method of calculating transfer prices on what basis are multinationals transferring now?

For the danger in allowing experts to monopolize areas of competence is to fail to question the uncertainties and value biases in their craft. Gambling (1977) has attempted to unmask the ritualism and magic which surrounds accounting numbers showing that they tend only to have a symbolic value and could be easily passed over when required. A variety of accounting methods may exist to represent a single event and these can either be left to lie unless required to justify particular claims. At the moment, we lack detailed knowledge of exactly what kinds of rituals are being performed by accountants and their numbers and what the conditions are which permit the practice of certain rituals. Why for instance, do some companies capitalize patents and others expense these costs? But there are soft murmurings and indications that the elaborate, expensive process of auditing may not perform the task it is to perform. Ball & Brown (1968) also discovered that the information content of corporate annual reports and accounts is reflected in share prices prior to their announcement. Investors do not appear affected by changes in accounting policy and corroborate accounting information with other sources of data.

Thus there appears to be a large degree of uncertainty in accounting techniques which is supplemented by rituals whose processes we are still not

sure of. But the uncertainty and the rituals can easily enhance the accountant's expert image and the mystique of his craft; particularly among the poorer, less-well-educated sections of society. The uncertainty could also appear to reinforce the accountant's claim that their craft is an art requiring many years of training and practice, demanding both experience and skill. And most of all, such indeterminacy is often the basis of the expert's claim to monopolize knowledge. Instead of such uncertainty being evident of incompetence and a lack of skill, it is re-interpreted to equal the complexity of knowledge demanded of accountants. And there is a danger that we begin to believe in the judgment of the expert completely, that we dare not question the basis of his expert power. That we accept the normalizing gaze of the person who knows best.

The accountant expert also plays an important role in surveillance. It is here that his usefulness to capitalistic expansion is more clear for without widespread control of cost, people and machines which are impersonalized into budgets and accounts, the expansion of large-scale economic units would not have been possible. It is through the budget and its norms and standards that managers are able to discipline their subordinates. Variance analysis enables them to pinpoint easily where the deviations are; and the network of discipline that is extant in the prison, the school, the hospital, the asylum, the family and the church is also required in the factory. Indeed 19th century accounting developed within and sustained the image of man as a trainable, pliable machine.

Such a disciplinary, surveillance role is learnt by accountants early in their training. Like the learner nurse, the trainee accountant forms the bulk of the labour force of auditing firms. He is initially assigned the low-status, repetitive, deterministic jobs in accounting and taught definite methods of work. He is assigned budget datelines and subjected to the control of audit seniors, managers and partners. Often on a large audit, he sees but a small part of the overall functioning of

the institution he is supposed to be investigating.

His professional examinations, like those of the learner nurse's perform similar symbolic functions and ensure conformity to certain definitions of "correct accounting" and proper auditing. Also, the examination is so "difficult" that only a certain supply of qualified accountants is created each year. At present, there is no official quota as to the number of qualified accountants created each year but numbers are small and the supply of experts remains relatively low. In short, discipline is enforced through the normalizing gaze of the examination and of superiors who stand in an authoritative hierarchical position. In addition, the trainee performs fragmentary tasks and perhaps does not protest at his lot believing that greater skills, economic rewards and social status await at the end of the 3-year rite of initiation. Like the trainee nurse, the student accountant forms part of a fluid, amorphous body. At the individual level, each student retains that status for only a relatively short period of time during which he/she is busy with work and examinations. He is also likely to be training within one of a variety of firms and located in one of a large number of possible locations.

Also, the student accountant is too aware that his career only starts post-qualification and "undisciplined" behaviour is not likely to be rewarded. Finally, the class affliction of the student accountant could act as yet another disciplinary factor. We do not have detailed information on the social class groupings which dominate the trainee accountant. It is clear, however, that university graduates form the majority in certain subdivisions of the profession. For instance, Roche (1981) shows that of all ICAEW trainees in the U.K. in 1981, 66% were U.K. graduates and only 29% were Foundation Course students. In 1980 the proportions were 59% for U.K. graduates and 35% for Foundation course students. Given the link between university graduates and social class grouping we could argue that trainee accountants stem from the middle and upper-class strata of British society. Further,



this self-selected group knows that post-qualification they would move into a career which is essentially "middle-class". Such class affiliations are unlikely to encourage trainee accountants to develop radical accounting alternatives or to usurp taken-for-granted assumptions. For their very future and/or current class interests could be threatened by fundamental changes in the social structure. Thus the rule of discipline is reinforced and an inherent conservatism is bred. Prudence, is after all, an accounting virtue. Some recent work by Poole and Graves (1982) seems to confirm our arguments. In their sample of 660 chartered accountants, 42.9% had fathers whose job was of a professional or senior managerial level whilst 25.3% had fathers who were in the semi-professional occupational group. Only 3.5% had fathers who held unskilled, manual jobs.

As yet we know little about the power of accountants and the information they generate and hence it is not possible to evaluate the extent to which the expert is deluded as to the amount of autonomy he may exercise at work. Neither do we know whether the obvious deskilled nature of accounting training is similarly perpetuated at the post-qualification level. In short, we know little about the level of skill exercised by accountants and the expert-basis of their computations. To what extent do accounting professionals practise as professionals with a certain degree of work autonomy, application of expertise and a concept of universal service to society? If present in a specific work situation, in what form and to what effect? Clearly more research is needed into the labour process of accounting and the extent to which fragmentation and deskilling has occurred in the accountant's task.

It could be that accounting information systems and the widespread use of computer technology contributes not so much to the deskilling of the accountant's task as to the deskilling of the tasks which his subordinates perform. There is little research at present on, say, the impact of computerized payroll and book-keepers or the impact of financial modelling

packages on the labour processes within planning departments of large concerns. To what extent have such systems helped to deskill work, if at all? Have they had the same kind of impact as word processors have had on the structure of office work? (see, Wood, 1982, for a discussion of various forms of work deskilling). Has the advent of computer technology altered divisions of power between various accounting specialists and given more status to the computer audit or EDP expert? If so, what struggles have evolved between these new specialisms and other more traditional 'bread-and-butter' interests? These and other similar questions about the impact of computerized accounting systems on the social organization of work and on organizational and societal networks of power require detailed research. They help clarify the functions which accounting systems perform in complex social collectivities.

### 12.3.3 The Accounting Profession and its Internal and External Relations of Control

In this section we highlight the processes by which the accounting profession manages itself and seek to explain the means by which it has achieved and maintained its right to monopolize a specific area of knowledge. Following Larson (1977) the visible characteristics of the professional phenomenon - universal service, cognitive base, institutionalized training and examination, work autonomy, colleague control, code of ethics - are examined as specific resource elements which the profession exploits. We briefly analyse the historical matrix which gave rise to the varying importance of specific resource elements and specific processes which maintain or achieve monopoly control. Our focus is both internal and external. We look at the ways in which the profession seeks to maintain internal control amongst diverse professional bodies and to manage internal stratification in a 'body of equals'. We also highlight ways in which the profession is shaped by and helps shape relations with external constituencies - the holders of

capital, the state, the university system and trade unions.

Unclear though we are about the extent of deskilling and fragmentation in accounting tasks, it is clear that the profession is less homogeneous than the nursing profession. From the early years of this country, the GNC was able to establish a near-complete monopoly over the control of nursing and nurse training. In 1982, this monopoly has been further strengthened with the creation of a Central Council of nurses which is officially to come into existence in 1983. The present nine statutory bodies governing nursing are to be replaced by one United Kingdom Central Council of Nursing, Midwifery and Health Visiting (UKCC), and four national bodies which will be responsible for training within parameters set by the UKCC. The situation is not the same in accounting and there are six different professional groups in the CCAB. Portwood and Fielding (1981) comment that this existence of six different accounting bodies implies some degree of competition between professional institutes but this may not be the case. For the Institute of Chartered Accountants has long played an important role in the determination of accounting policies and definitions of correct behaviour. It has had a longer history than the other institutes and from its inception had sought to develop strong links with elites in the legal profession and in industrial organizations. Indeed, it may be argued that the chartered accounting body is often perceived as the more prestigious of the professional bodies.

There are a number of factors which help account for this greater prestige: the links with a range of powerful organizational elites through the state-granted monopolization of auditing rights, the symbolic surveillance import of auditing procedures to the state and the diffuse body of investors, the social origins of its trainees and graduates, and its significant presence on important standard-setting committees.

All these factors could play a part in explaining the prestige of the body of Chartered Accountants but it is felt that its widespread, surveillance role could be the most vital. It is the chartered accountant who performs the bulk of audit work. This enables him to oversee a large number of organizations and to control to some extent the activities of these corporations. This privilege is not granted the cost and management expert who works within a single institution. It is also not available to the tax specialist or the public finance accountant. Their very specialization precludes these accountants from penetrating and surveying corporations in the manner of the generalist chartered accountant. And this generalized privilege could be the core of the Institute's power and the primary reason for its prominence.

However, there are signs that this form of quasi-competitive self-regulation is no longer tolerable under current economic and political pressures. In 1970, talks of integration within the profession failed; in 1982 talks are being held again to discuss a merger between the ACCA and the ICMA (Accountancy Age, April, 1982). At the same time and due to different pressures, the ICA is considering training in industry as a permissible form of training thus loosening one of its main differences with the cost and management body (Accountancy Age, 18th March, 1982). Calls for greater monopolization in the profession have come as early as the 1960's and resurfaced after the 1970 abortive talks (see Heady & Stokes, 1977). Such pleas have emanated from several worries: a worry of diverging work standards, of increasing specialization which threatened to split the profession, of the lack of a united public face, and of the threat of government intervention. More recently the proposed ACCA/ICMA merger has referred explicitly to poor economic conditions which have reduced the ability of educational establishments to meet these specialist needs. Reference was also made to the influence of widespread computer technology

which appeared to demand the expertise of a generalist to control a "total information system". It could also be that the "ugly sisters" have finally been persuaded to band together against the power and prestige of the Institute of Chartered Accountants. (There was some indication that CIPFA might, at a later stage, be coopted into the merger).

Simultaneously, the Institute is considering accepting industrial training as a satisfactory qualifying condition. Industrial accountants for example, the 100 Group, have criticised the public accounting firms, pointing out that the Institute's form of training produced qualified accountants who know little about what industry was about.\* The 100 Group, in particular felt that chartered accountants were beginning to lose some of their prestige and could face more competition for top jobs, not only from other types of accountants, but also from graduates from new disciplines such as business studies. The fact that a chartered accountancy qualification might not lead on to "higher things" could scare off many of the university graduates which the public accounting firms now so profitably employ at relatively low wages. These students might not be so easily persuaded to undergo the 3-year period of initiation. Moreover, the accountant's attempt to adjust his credibility to match 'eccentric' economic conditions and to encourage standardization in order to prevent government intervention have made accounting an even more complex and diffuse discipline. Should new trainees learn everything? Could he be qualified if he did not? But could he learn everything in 3 years? If not, would the trainee be willing to spend even more time in a relatively low-paid job and would small accountancy firms find it as easy to train him even at relatively low costs at a time of economic recession?

Through all these dilemmas, the Institute has suggested that where appropriate training in industry may be acceptable and talks have already begun in June 1982 and are due to culminate in a debate of the Institute's Council on the subject in November 1982. The effect of such a change in

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\* See Gleeson (1982); for a criticism of present auditing practice, see The Hundred Group, (1981).

training conditions could potentially allow the future merger of the Institute with other accounting bodies, because the distinctiveness between various specialisms is being blurred. In future a chartered accountant may be trained in industry, a field of training which has traditionally been monopolized by the ICMA. This development could create new tensions between the two professional bodies; at the same time it could provide one of the conditions for the integration of these now separate bodies. Moreover, in a situation of continuing declining economic conditions - the bankruptcy of small industrial concerns and the financial problems of even corporate grants - the chartered accountant is eager to and is moving into public audit jobs. Already there are some grumbles from MPs that such accountants are not really suitable, for example, they may know little about local government conditions. (see, Accountancy Age, 18th March, 1982). Could this, in the future, prompt chartered accountants to include more training of public audits in their courses? Could the training of accountants in government later be accepted as an acceptable qualifying criteria? It is as yet too early to trace the course of events but adverse relations between the profession and its constituencies or cut-throat competition among its specialists might eventuate into the gradual integration of the profession. Monopolization and standardization, is after all, one of the means of achieving occupational power. And accountants know only too well that the medical profession, for instance, has attained its present position of social and economic status by eliminating the adverse competitive conditions which existed in the mid 1800's.

Unlike nursing which is proliferating specialisms within a professional unity, the accounting profession appears to perceive a variety of demands which overarch into an imperative of greater monopolization. The traditional dominance of the Institute of Chartered Accountants appears to be waning and

it could be that self-interest would promote the eventual integration of the occupational group as a whole with differentiation perhaps then emerging on different bases. Such monopolization could mesh in well with the continuing process of concentration in the public accounting industry. Since the late 1970's public accounting is being more and more dominated by the 'Big Eight' which employ large numbers of staff and which perform the bulk of audit work for large corporations. Such concentration within the public accounting sub-section and the possibility of greater monopolization of the profession as a whole could be potentially restrictive; limiting the participation of the small client, consolidating the relation between the profession and industrial corporations and extending the spread of accounting modes of thinking to that other industrial giant - the state. The power of the small practitioner to participate in "professional" decisions would be even less than now. A strong link could be forged among the professional elite and dominant groups in micro-organizations and state agencies. Alternatively, the profession might be able to restructure its district societies into more efficient ideological agencies which are able to persuade small practitioners that they too have a say in decision-making, that is, the profession serves the interests of the small owner/manager of capital as well as the interests of corporate capital. All this could be played out within the parameters of traditional theories of accounting.

Our conjectures about the rise of greater monopolization within the profession and the emergence of a hegemony among the interests of the professional elites, the state and corporate capital might not eventuate in quite the crude manner implied. The movement of history, the development of forces of production, of changes in economic, social and political relations could introduce far more subtlety into the overarching system which emerges. Multiple points of resistance could be formed and a small practitioner or small client revolt may still be possible. For example, two practitioners tried to lead a grassroots revolt to defeat ED18 but were

unsuccessful. The influence of community lobbies or of radical accounting may help demystify the contribution of the profession to society at large, already there is, in the USA, an emerging subject called "Accounting for the Public Interest". Whether such points of resistance could become institutionalized and neutralized, only history can tell. Meanwhile we lack in accounting is a detailed knowledge of the socio-historical development of the profession which explicitly reveals its links with societal groups and a dominant ideology.

Such an analysis might usefully analyse the transformation of the humble Victorian bookkeeper into the prestigious financial director of the 1980's. It could begin where we did - analysing the possible reasons for the machine image of man and its contribution to the emergence and expansion of capitalist relations. It could then move on to study the conditions which allow and constitute professional privilege and the processes by which these privileges were created. The visible characteristics of the professional phenomenon - professional association, cognitive base, institutionalized training, state licensing, work autonomy, colleague "control" and a code of ethics - could be considered from Larson's double perspective: first, as structural privileges of the general form of the professional project, and second, as specific resource elements, whose precise import is defined by particular historical matrices which affect the accounting profession in a specific manner. Such an analysis differs from the 'market for excuses' idea of Watts & Zimmermans' (1979) whose suggestive polemic ideas are already well-criticized in the literature (see Christenson, 1981; Lowe, Puxty & Laughlin, 1983; Tinker, Merino & Neimark, 1982).

Here we illustrate some of our own emergent ideas about the development of the profession. The main impetus for the association of accountants was



the expansion of joint-stock ownership which in its early days manifested divergent forms of ethical behaviour which threatened the continued feasibility of such forms of capital provision. In order to better regulate these ventures and to institute surveillance and control, the state licensed accountants to act as expert observers. It is this essential observational role which has ascribed power and privilege to the Institute of Chartered Accountants. As long as this body appeared to be performing its observations well, the apparent competitive existence of other accountancy associations was non-problematic. The Institute was able to maintain and assert its historical head-start and to dictate to some extent the practice of accountants in industry and government, whose work they were indirectly observing.

The profession also attempted to develop a concept of universal service, in order to legitimate its monopolistic privilege in an apparently democratic society. This concept of service was and is never as successful an ideology as that which prevails in medicine and nursing. For not everyone requires the services of the accountant; only the possessors of wealth and capital directly call upon his services and the accountant does not serve everyone. He may, in the 20th century, indirectly call on everyone to account but this has an expert authoritative tone rather than a self-denial, altruistic service aspect. He does not appeal to post-industrial community bonds nor assume a sense of post-industrial community responsibility. Neither does he appeal to the feudal notions of 'gentlemanly conduct', with the professional being averse to dealing in commercial pursuits and believing in a God-given duty to care for the sick and poor which is commensurate with a God-given right to high rank and fortune. On the contrary the accountant's right to exist is dependent on the expansion of economical pursuits, whether by the state or private corporations, and which require supervision. Unlike the nurse or doctor, the accountant is legitimated not by appealing to post-

industrial community ties or to feudal rationalizations of systems of social inequality; he appeals to current, capitalistic notions of "protecting the community from fraud and deceit" and to capitalist justifications for inequality. His definition of service to the community is solely built on the rock of capitalist relations and has meaning only within a society built on monetary exchange in imperfect markets of goods, "factors" of production and information. Because society-at-large is now intricately bound up with the activities of corporations who provide its daily needs, the supervision of these institutions is now seen as vital to the social fabric, as intrinsically of social value. The existence of seemingly equal systems of education is used to imply that everyone can become an accountant and that everyone may possess capital wealth through investing in a democratic capital market. Each person appears to be given the same headstart in schooling and opportunities for university education, accountancy training and capital possession appear to be freely available. If a person does not somehow get there, the fault lies either with himself or his 'fate'; after all, he has had the same access to meritocracy and credentialism. In fact, this apparent freedom and equality of access to accountancy training has been further restricted by the profession's drive to align itself with the university and its graduate policy. But such events are glossed over and the profession thrives within the dominant form of ideology and its systems of inequality.

As far as training, examination and a cognitive base is concerned, the profession has been more skillful than the nursing profession in developing its particular brand of standardization and ritualism. From their very inception the professional bodies instituted periods of training which ranged from three years to ten years depending on how soon a student passed all his examinations. The important normalizing gaze of the examination performed the same function in accounting as in nursing, imparting a seemingly common

knowledge base with 'correct' answers for complex questions. There was only one way to account, one absolute answer. In addition, the rituals of book-keeping were learnt at an early stage. For the auditing student this meant a period of initiation into the mechanical tasks of checking records, files, of thumbing through old cheque stubs, or marking and ticking in the correct columns with the correct coloured pens. Such routine, fragmented tasks imparted a discipline, a respect for correct filing, for documenting, for precise forms of control, administration and surveillance. They also promised of levels of more profound knowledge which were to be attained only when the student passed his early examinations and was certificated as knowing how to perform the mechanics of double-entry book-keeping and to perform assumed valuable calculations. As pointed out earlier, when the student learns of the uncertainty endemic in accounting sums, he is socialized into equating uncertainty with judgement, of mistaking incompetence for experience. In the main, such realms of uncertainty are the preserve of managers and senior partners; men who have completed their initiation into the certainty of accounting numbers. That is, the full extent of uncertainty and variety is reserved for post-certification experience, after the trainee has been thoroughly grounded in the belief that accounting numbers are always based on rational compromises and correct theories. Uncertainty is experienced when to reveal it is not in the qualified professional's own financial self-interest and may be an indication of his incompetence. Thus, some uncertainty is usually rationalized as 'natural', and 'to be expected' of the complexities of present day commercial transactions. The accountant, like the nurse tutor carefully explains that he has been taught the principles of accounting, which when confronted with the variety in practice "naturally" has to be adapted to the particular demands of a particular client or industry.

Questions about the cognitive basis in accounting have occupied the profession from the start. It was no coincidence that early accounting theorists were eager to develop both a set of general postulates and an acceptable definition of income. The first project was essential for the standardization of a diverse set of rules of thumb which have evolved with practice. Accountants, like nurses, needed to create a theory to envelop their mixed assortment of procedures and methods which had been created to meet specific, historically-bound aims. A theory would not only standardize but make available a distinct knowledge area. A theory was like a boundary delineating the accountant's right to appropriate a particular subject area. The theory which appeared most relevant was one which attempted to order the bewildering array of practices into some kind of axiomatic order and accountants became busy with devising elaborate schemes of postulates, principles and procedures. The second project of a definition of income was also vital and consonant with economic debates at that time about the definition and measurement of value and income. Both sets of discourses were also aided to some extent by the development of capitalism and the perceived need to develop a theory of 'just' distribution of the productive activities of corporate capital. New social relations were being forged and the wage-labourer and his relation to the capitalist entrepreneur was a relatively new element, one to be anchored in theory as well as in practice. However, the relation between the development of accounting/economics theory and the emergence of capitalist relations is not the only thread in the complex of historical change. As pointed out earlier, the accountant's image of machine-man was influenced by a general interest in the study of man in a particular way and by the expansion of anatomoco-physiological medicine.

In Chapter 1, we pointed out that the accountant's implicit theory of O.E. was able to remain more-or-less intact from the late 19th Century to the 1960's.

This implicit notion equated accounting mainly with accounting for financial success using measures such as profitability, a maintenance of monetary capital and cash flows. The firm was seen to exist as a theoretical being of shareholders, investors and creditors; and the accountant's task was deemed to ensure that their interests and rights were maintained. A number of separate but related influences appear to have made this theory appear inadequate in the 1960's. Since the 1930's and the work of Elton Mayo in the Hawthorne Experiments, social psychology had begun to place an increasing emphasis on "human relations" in micro-organizations. The "concern for people" aspect surfaced in a variety of leadership and "management" theories e.g. Blake & Mouton's Managerial Grid (1964), Likert's Systems 4 Management (1967), Fiedler's Contingency Theory of Leadership (1967) etc. The Great-Man style of leadership was no longer considered relevant in the 20th century and the Professional-Man style was advocated in social psychology textbooks - a style which combined a combined work and human aspect so that workers identified with their work and were satisfied. The neo-human relations and the human relations body of ideas became a distinct school of thought in management courses. Essentially, it was based on the idea that it was people who managed and were managed in organizations, not machines. People were different from machines, they had feelings, sensitivities and a variety of needs which were required to be satisfied. When dissatisfied they could adopt either passive or active means to acquire satisfaction in a variety of ways which would affect the smooth flow of productive activity - absenteeism, turnover, strike action, tardiness at work, and the development of psychosomatic sickness. It was therefore necessary for the long-run prosperity of the firm that such potential dissatisfiers were identified and neutralized for they threatened the stability and financial success of the whole coalition.

Such developments were clearly significant and influenced by the expansion of mass-productive technology in Western capitalist countries. The economic rationality which Weber identified was resulting in large bureaucratic organizations organized into a social division of labour and status in order to reap the economies of scale of large production units. This fragmentation, isolation and deskilling of work contributed easily to feelings of dissatisfaction and Marxist critics often view the particular humanistic emphasis of neo-human relations as a weak, reactionary, ideological response to the intrinsic contradictions which capitalism creates for itself (see, Clegg & Dunkerley 1980; Braverman, 1974). This accusation of ideological boundedness appears to have some truth to the extent that social psychological research did occupy itself with the problems of divisionalized labour and the assembly line\*; and it did not question the fundamental relations of production. Social psychological "cures" such as job enrichment, job rotation, forms of behaviour modification, organizational and management development were eventually proposed within a given framework of social relations between the wage labourer and the owner of capital. However, the critique of capitalist assumptions also bordered at times on a stereotyping of industrial relations as a crude capitalist hegemony and failed to analyse the specific types of resistance which arose. (see Wood's, 1982 criticism of Braverman). Despite the weakness, it is likely that developments in social psychology were influenced by problems of control and surveillance in large, deskilled, monotonous, bureaucratic production units.

In addition, the expansion of capitalist relations and the gradual incorporation of capital into larger organisations brought with it problems of pollution, waste and environmental spoilage. These costs were borne by the state and the community but their increasing cost eventually forced

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\* The Hawthorne Experiments were itself conducted partly in divisionalized production units e.g. the girls making umbrellas in distinct steps.

these bearers to try and shift the burden back onto the firms themselves. A critical media, the formation of pressure groups, the growing legitimacy of the study of externalities within economics and the problems of macro-economic management, particularly after the rise in oil prices in the early 1970's (which led to a "brand-new" economic phenomena called stagflation), all contributed to make visible the disbenefits of accounting only for profitability.

Within this mix of social processes, human resource and social responsibility accounting found their niche without difficulty. Their emergence was not unexpected and they existed as a comfortable form within mainstream accounting. These "new" notions in accounting reflected prevailing concerns but they introduced no real discontinuity with existing relations of production. Cynics argue that mainstream accounting in fact welcomed such developments in accounting and supported its rise to legitimacy because they had no intention of disturbing and possessed no power to modify traditional thought since they rested so entirely upon it. (see, Marglin, 1976; Hopwood, 1979a). But their rise did at least produce expressed doubts among certain sections of the academy as to the validity of implicit notions of man and effectiveness. They did force accountants and managers to pay greater lip service to the idea that a firm is not just a reified being of stakeholders, but a coalition of stakeholders. That such doubts have not orchestrated a widespread critique of mainstream accounting is itself an interesting phenomenon worthy of note. It could be that entrenched interests among owners of corporate capital, state agencies with a certain ideology, professional elites and an academic cadre reared on functionalist modes of operation have each, through self-interest enabled the perpetuation of traditional accounting assumptions. It could be that the rise of scientific rationality and the exclusion of ethics from the domain of academic discourse make discussion about a just distribution of income appear intractable. But the emergence of certain critiques in accounting thought

indicate that a mix of historical contradictions in capitalism, individual preferences and social pressures are allowing the beginning of ethical discourse. Paradoxically, the early establishment of accounting in the modern university may have brought unintended and unexpected criticisms. That is, the university, in addition to acting as a legitimating device, as a guarantor of universal access and freedom from capitalist interests, may have acted as the source of radical evaluation of current practice. The limited freedom of tenure and the few opportunities open to accounting academics to mingle with "specialists" from other disciplines may have enabled accounting to create criticisms at a faster rate than it otherwise would have done. This may have been unintended, however, for the link between the university and the profession has a predominant ideological import.

To some extent, the penetration of accounting as a discipline within the structure of a modern university was helped by its original close affinity to the study of economics and the theory of income. We have no available research data to support this hunch but it would appear that in several U.K. universities accounting developed from a foothold within the economics discipline. At London, Leeds, Sheffield and Bristol, this certainly seems to have been the case. The importance of a university link has already been discussed in nursing as helpful to the professional project. In accounting, it too helps to give a respectable scientific base to a collection of techniques; to provide access to a collection of knowledge producers who research into the improvement of that knowledge and help to root it within the field of academic study; and to provide a legitimation of universal access, autonomy, monopoly and freedom from lay demands and private interests. Accounting, because of its underlying dependence on one-sided capitalist interests requires above all means which mask this bias and



which legitimize the profession's claim to expertise and a monopoly of expertise. A scientific anchor enables the professional to claim that changes in the cognitive base of practice no longer appear arbitrary but are determined by the logic of scientific inquiry and are legitimized as progress. The development of the subject is not seen as a political compromise among various interest groups in a matrix of changing historical relations but as an accumulative intelligence which adapts "naturally" to conditions outside the accountant's control. In the 1960's, for example, mainstream accounting, like other social science subjects was propelled by a desire to adopt hypothetical-deductive methods of analysis which relied on methods of theory generation and confirmation developed in the natural sciences. It could be that the inexact human sciences were eager to attain the prestige of the 'exact sciences' and tried to adopt their methods. For accountants, the exactitude and status of the sciences would have been particularly welcome. There were several attempts to develop a science of accounting and many heart-searching articles have been written as to whether accounting deserved the august status of a science. Or was it unfortunately doomed to be an art? (see, Lowe & Tinker, 1976; Chambers, 1980; Stamp, 1982). However, the financial problems which have continued to plague the economy at the macro-level appear to have dashed some of the accountant's hope of becoming a science. As discussed earlier, the difficulties posed by different methods of accounting which would all give "true and fair" views and the persistence of inflation brought the profession in conflict with the state early in the 1970's. The ASC was then formed as a response to criticisms and in an effort to maintain self-regulation. Greater monopolization in the future may also be interpreted as a means of preserving the right of accountants to regulate themselves.

But this right of self-determination or of peer control is probably as fictitious in practice in accounting as it is in medicine and nursing. There

has been little research into the reality of efficient peer supervision and little empirical evidence for the assumption that accountants are basically neutral, honest, moral men who seek to uphold a 'true and fair view' of corporate activities. The variety of accounting methods which exist at present means the accountant in practice has available a range of strategies which serve the particular needs of his client and which are generally accepted accounting procedures. Do such strategies necessarily benefit the shareholder or the larger community? Are profits not often dressed up and "bad news" hidden away in obscure calculations? The ethics and behaviour of accountants competing for public audit jobs show that they too are capable of norm-breaking behaviour. In addition, should accountants who carry out research and assessments on companies go on to become their receivers, as sometimes happens in company crashes whether large and small? This matter was in fact raised earlier this year by the case of Stone-Platt industries (see, The Financial Times, March 24th 1982) where Ernst & Whinney acted both as advisors to the banks concerned as well as the company's receivers. Might not there be a clash of interests here, a possibility for unethical behaviour? Already, pressure is mounting for state intervention and legislation in order to ensure that particular relations emerge and MPs are moving in to examine the ethics of local authority audit. Will the accountant, nevertheless, find means of coping with these inquiries and maintain the professional's right of self-regulation? Of preserving the idea of peer control? Again, more research needs to be conducted into the extent to which peer control does exist in practice and the extent to which accountants are accountable to society in general.

We have already pointed out that possible deskilling could be created by computerized methods of accounting and that we lack information on the autonomy and power of the accountant in industries or government. We also lack research

on how social control over an educated labour force is maintained through hierarchical, differentiated work situations in public accounting firms. Processes found in nursing appear to operate in the hierarchies in public accounting firms. Status differentiation is seemingly rationalized on the basis of differential levels of experience and skill. It is gradually accepted as "natural" through a process of occupational socialization and is stabilized through the concept of a career structure with different rungs - each rung more highly paid and prestigious than the last. Also this hierarchy is perceived as open to meritocratic competition. The professional legitimates occupational hierarchies because they seem to be part of the 'natural order'; they merge with general, societal hierarchies of income, influence, power and authority. From the time of school through to university he has been subjected to a hierarchy of differential experience and education. And within his work world this hierarchy is perceived as a challenge, a route to greater economic and social rewards, a means of attaining market value and social mobility. An acceptance of the hierarchy from the professional could also be ensured through the self-created, self-perpetuated image that he is already a privileged possessor of knowledge, an expert in financial matters. The monopoly of training and certification sets the professional apart and this perception of performing esteemed, autonomous work could help to stabilize feelings of dissatisfaction.

Where accounting differs from nursing in its mode of control is its non-dependence on a concept of moral 'calling' or vocational self-sacrifice. It is easier to associate a body of female nurses with a body of nuns but a similar analogy does not apply in accounting. Larson (1977) argues that the erosion of the ideological notion of calling tends to undermine a powerful element of social control within a profession. Yet in accounting the choice of a career is more explicitly instrumental, more clearly commercially-created.

Why then do alternative standards or alternative definitions of professional morality not emerge? Are the stabilization processes identified above sufficient to bind the individual to the prevailing norms of the discipline? It could be that another process is at work: because the accountant's task is mainly conducted within commercial organizations, the concept of a bureaucratic division of work, of hierarchies of pay and status and the mode of economic calculation may be so pervasive that such differences are accepted within the context of their own profession without question. That is, the content of the task is performed in surroundings similar to the context from which the task emerges. A reinforcement which would make it easier for 'experts' to accept that there are better experts.

Yet another difference between the mode of social control is that in nursing, the critical period of training, or overtraining, is supplemented by specialization and further division of nursing work. The status accorded to added skills and specialist knowledge does not appear to be so apparent in accounting. The range of post-qualifying credentials, which is open to the SRN is not available to the accountant and the tax specialist or the EDP man appears to be more an equal working in a different department. This helps create a sense of egalitarianism that compensates for other forms of stratification but at the same time deprives the accountant of a means of legitimizing the extant differentiation structures. In nursing, the availability of added-skill training is both a creator of differences and a compensater of differences. It divides the profession but does so by providing prestige and esteem in such a manner as to mystify the process of division.

Both professions are, however, similar in that both depend on trainee labour in order to service the bulk of their clients needs. Both could be experiencing similar social processes which help to raise the wages of this labour force: the professionalization process, its connection with the

the recruitment of graduates and the expectation of graduates with regard to wage payments. The accounting trainee like the nursing recruit appears to be less a cheap source of labour and a more credentialed one. The process of part-study and part-paid employment also makes it easier for the accounting trainee to gloss over his private appropriation of the social production of education which occurred via state subsidization of both pre-university and university education. Like the nurse, he feels he is earning a wage which perhaps is not even commensurate with the effort expended for the firm's gain. The use of graduate trainees, is however, not without its difficulties for the first two years of training is typically based on routine, mechanical tasks which are potential producers of dissatisfaction and disillusionment. There is little evidence, though, that withdrawal from training is high among accounting recruits and certainly there has been little publicity in the accounting literature. This seems to imply that the monotony of auditing is disguised via the promise of greater knowledge, economic and social rewards, work autonomy and the pressure of examination. In a sense the profession may be said to have 'benefited' from the state provision of more generally available higher education facilities; without the greater supply of graduates it would not have been so easy for the Institute, for example, to adopt a graduate-only policy. But, the state too has benefited from the absorption of educated labour into the profession for this avoids the potential disruptive effect of a large surplus pool of unemployed, educated young adults.

The Department of Employment (1978) predicted that the number of males qualifying in arts and science subjects would increase by 50% during the period 1971 to 1986 and the number qualifying in social studies would be doubled. Even larger increases were projected for females - a doubling of the number in arts, more than doubling in science and a three-fold increase

in social studies. Based on the assumptions employed in their study, the Department estimated that the active part of highly qualified people (those possessing at least a first degree) would have doubled in the 15 years to 1986. This means that there is a predicted need to absorb a million highly qualified people in the labour force over the period and overall, by 1986, it is estimated that 9% of the labour force would be highly qualified and more than one in every six new entrants to the labour force would have had some form of higher education.

Developments in the last four years since the publication of these predictions will certainly have clarified the validity of both the predictions and their assumptions. Available empirical evidence suggests that the problem of graduate unemployment have been under-estimated by the DOE report. That is, the need to absorb well-qualified young people into satisfying occupations in society appears greater than forecasted. Clearly, it is important for the state to stabilize such patterns of manpower development for even in 1978, data published by the University Grants Committee had indicated that the proportion of graduates known to be still seeking permanent employment on December 31st of the year in which they graduated has shown a persistent upward trend. And the Department's report actually commented that:

"it will become increasingly important for graduates not to think only of careers in "traditional" occupations for the highly qualified...."

and

"With the continued expansion of higher education there has been a gradual movement of "acceptable" graduate jobs across the job spectrum, to some extent in which jobs which in the past would have been done by people entering employment with good "A" level results, and this process is continuing."

(p 539, Department of Employment Gazette, 1978).

Hence, the movement of graduates into the accounting and nursing professions benefits not only the professions but also acts as a macro-

societal stabilizing force. It is also interesting to note that the expansion of qualified labour will enable the following estimated changes in "observational experts": a 38% increase in administrators and managers and a 52% increase in professional, technical workers and artists, (figures estimated for the period 1971 - 1986). Although not all such categories of workers will be solely occupied with administration, surveillance and control, the increase in graduates is likely to be largely absorbed in these areas. Certainly, in the field of accounting, the graduate accountant is likely to assume more a surveillance function in industry and the graduate auditor a control function over most micro-organizations. Whilst such control is necessary for technical efficiency and the management of forces of production, its pervasiveness and the basis on which it is performed is questionable. Accountants, for example, base their observational expertise and their claims to privileged work on one-sided theories of man, his value and his appropriate relations to other men. Their professional ideology is in fact consistent with capitalist notions of inequality, credentialism, meritocracy, individualism and discipline. The accountant's training enforces discipline and surveillance and his hierarchy of "competence" is imbued with prevailing hierarchies of wealth, power and influence.

Finally, we wish to point out the lack of detailed knowledge of the extent of unionization among accountants. It could be that in common with other types of professional workers e.g. lawyers, unionization is regarded as 'unprofessional' and 'belonging to a different social class'. There has been some discussion in professional journals about the possibility of unionization among student accountants. Despite this, there does not appear to be the same process of unionization among accounting trainees as among nursing trainees. It would be interesting to analyse why and how such processes are not observed in the accounting profession. Does this mean that the level of dissatisfaction among accounting trainees is relatively very low? Are forms

of ideology operating - disguising the extent of deskilling and fragmentation in the accountant's task and only adding ritualism to simple procedures?.

In order to avert or to lessen some of the risks of being dominated by 'value experts' or a hegemony among professional and organizational elites, a process of democratization could be instituted. By this we mean a process by which the society at large becomes more involved in debates about how we should value and what we should value. The biases inherent in human resource or social responsibility accounting could be highlighted and more fundamental discussions undertaken about the theories of value which underlie accounting calculations, their concept of costs and the class bias of stock ownership. Patterns of inequality at present dominate accounting assumptions about the ease of access to capital markets and the freedom of entry to systems of higher education and professional training. They also hide the 'real' benefits of multinational accounting to the poorer masses of developing countries. A radical critique of such assumptions is clearly needed and a plurality of resistances initiated which discuss specific forms of repression but in a way which appreciates the manner in which power links with other sources of domination. There are indications that the financial crisis of corporate capital is allowing the emergence, in the United States, of diverse grassroots examinations of accounting practices (see, Tinker et al, 1982). It could be that similar crises in the U.K. will provide an appropriate catalyst for a specificity of criticisms within an integrated theory of effective accounting.

#### 12.3.4 Neglected Processes in Accounting

We have mentioned earlier that we know little about some processes in accounting. However, it was felt important to at least attempt to point out the 'black holes' in accounting research. The first of these concerns the



process of patriarchy. While several studies have already been conducted into obviously 'male' and 'female' occupations like medicine and nursing, relatively little is known of patriarchal domination in other occupational monopolies. In accounting, there seems to be some confirmation that it is predominantly a male profession. Poole and Groves (1982) report that out of their sample, 96.3% of chartered accountants were male. However, they did indicate that this may be changing as 75% of the female chartered accountants were in the 26-35 age group. But they further point out that given the possibility of marriage and child-rearing demands, the change is likely to be evolutionary at best. Thus, we may conclude that males dominate, at least within the chartered accounting group. Useful though these statistics are, we still lack detailed knowledge of the number of men or women in senior positions and of the precise processes which help or hinder patriarchal domination. Clearly more research is required before more assertive arguments may be made.

The class or racial origins of qualified and trainee accountants also appears to be a neglected area of study and we know little about the racial distribution of accountants in industry and public practice. Again, conventional wisdom appears to suggest a predominantly white as opposed to non-white occupational dominance, although London firms could have a proportion of overseas trainees. However, given prevailing state regulation on immigration, it is unlikely that such trainees are able to stay on for long periods after qualification. It would be interesting to trace the county of origin of such overseas trainees and to delineate the relation between the availability of such forms of accountancy training and the maintenance of international accounting, international systems of surveillance and world-wide capitalist relations. To what extent have British systems of accounting helped British trade interests in the Third World, what role has international accounting standards played in linking international institutions

of capital? What kinds of tension can exist when Third World accounting experts begin to be better at playing the same kind of financial games now being perpetuated in the First World, when alternative standards of ethical behaviour emerge? Where, in the midst of possible conflict between various kinds of expert stand the vague concept of society, whose needs for a certain amount of surveillance are presumably served by information experts like accountants?

These and the other issues raised in this chapter indicate that integrated analysis within an overarching concept of institutional effectiveness has much to offer a study of accounting. It indicates that the subject as presently constituted needs critical evaluation and a radical transformation in order to avoid the kinds of repression that are being perpetuated. Accounting as a technical, isolated subject which does not relate to the ethical, moral, political and social realms is intrinsically a contradiction and a false consciousness. The accountant is already an established expert on value - he already calls man to account. The mode of economic rationality and of monetary accounting is pervasive and we already begin to construct such created images as part of an immutable "natural" order. Critique is overdue and integration is lacking. An ideal of a rational consensus and of unconstrained discourse may be a counterfactual ideal. But a pessimistic, passive belief that we can merely 'describe' coincidences or crudely 'prescribe' solutions for imaginary hegemonic domination will not only push the ideal further away but will reinforce patterns of repression. Specific research and specific criticisms are required but they need to be linked in an integrated manner in order that material enlightenment and emancipation may be instituted.

Chapter 13: A Conclusion and a Beginning

This thesis is not an end to an argument but the beginning of another. Its temporality points less to the task completed than to the tasks not completed, less to the knowledge gleaned than to the gaps in our knowledge. It intends to open a debate about the validity of our ideas and the feasibility of our proposals. It questions the accountants' philosophical assumptions about the nature of man and his relation to other men, his notions about the rightful order in the world. Therefore, it raises a string of question marks which query the accountants' epistemology, ontology, theory and method.

In chapter 1 we set out a three-fold plan for our research. We have succeeded in developing a theory of organizational effectiveness which integrates knowledge from the empirical, hermeneutical and critical levels of analysis. We have used empirical evidence to argue the limitations of remaining only within a particular level of analysis. We began with technical concerns of nurse learner withdrawal, absenteeism, level of agreement with prevailing professional norms and learner assessment of systemic adaptive capacity. We showed how such concerns were often used and interpreted in particular micro-relations according to the power struggles which appertained at that particular level. We then moved on to an integrated appreciation of such phenomena; that is, such meanings and social constructions are expressions of dissatisfaction and repression which via a myriad of loosely coupled micro-relations are condensed into macro-systems of comprehensive, pervasive logic. The partiality of analyzing specific power relations was thus situated within the holism of analyzing the overarching system which emerges. The whole is moreover more than the sum of its parts and is a transformation and a compromise of the various micro-level objectives and intentions. In a sense, the whole is a reified object which transcends the bargaining and negotiation at the micro-level.

We began with the constrained F-set ideas of Tinker (1975) and this CF-set was then extended within a technical frame of analysis to account for the

long-run. Hermeneutics next exposed the role of meanings and symbols in the construction of criteria of effectiveness. Critical theory was then used to argue that the ideas of the F-set, even when extended, failed to allow for the removal of constraints on free speech. An emancipatory theory of O.E. was then proposed based on Habermas's argument of a rational consensus and free participation discussion-making.

In both our development of the theory of O.E. and our discussion of empirical evidence from the nurse training system, we have drawn electically from a wide range of literature which at present is compartmentalized into separate boxes called economics, accounting, politics, organization theory, sociology, philosophy and psychoanalysis. Such divisions are artificial and human behaviour cannot be similarly contained by the creations of man. We have also sought to integrate insights which are felt to be relevant from these somewhat diverse disciplines. This has meant that at times we appropriate parts of a theory or parts of a method without agreeing with the rest or with the deeper philosophical and epistemological assumptions. We feel such freedom should be allowed in order that holistic analysis may be a possibility rather than a figment of our speech. We have also tried to indicate the insights which such a theory of O.E. might offer the narrow discipline of accounting; it highlights the ideological assumptions which lie behind present-day accounting and suggests the kinds of fundamental changes required in order to loosen relations of power.

However, these completed tasks recede into insignificance when we detail the tasks which we have not done. Our theory of O.E. remains essentially unconfirmed in Habermas's sense of attaining enlightenment and material emancipation. Although a discussion of research findings is still being held with the research organization, progress is slow. Also although we have sought to question the epistemological assumptions of mainstream accounting we have spent relatively less time devising comprehensive alternative accounting systems.

The design of accounting systems which are more aware of the imperative of critique and free speech is undeveloped in this thesis. Both weaknesses stem in fact partially from the pervasiveness of economic and functionalist modes of thinking which have necessitated detailed philosophical argument and partially from the enormity of the changes required. For the normative criterion of an ideal speech condition is concomitant with a 'just' and true' society. The kinds of change required are not merely neutral, technical changes in a knowledge base of a particular discipline, accounting. But they imply macro-structural changes in the relations of men. They indicate critical analysis of a range of societal stabilizers - our theories of value, our occupational monopoly of accountants, our corporations of capital, state agencies, and our seemingly 'natural' hierarchies of discipline, surveillance, money, authority and power. To evaluate an institution is now also to evaluate the society within which that institution is embedded. To propose changes within an institution is simultaneously to propose changes in society. Such changes cannot be easily wrought given the entrenchment of groups which would seek to protect their interests. Neither can they proceed in the absence of prior, detailed research into the diverse forms of repression which run through our institution in multiple, semi-invisible, somewhat unanchored ways.

This thesis then may have been helped in outlining a general critique and in signposting a general method of integrated analysis. It may have highlighted forms of repression which pervade the nurse training system at Mayfield and which appear to surface in similar but different forms in accounting. However, it has also shown that detailed, critical research is required in accounting-research which we have not been able to conduct and which is required both to expose multiple sources of repression and to redesign current methods of valuation and financial counting. It has also shown that critique and integrated analysis cannot be easily modelled in the sense that a detailed, formalised, recipe is available. The critiques of both the nursing and accounting

professions did not follow a strict model of forms of repression; rather they were insights contingent upon the dissatisfaction expressed by the participants and discerned by the theorist. Such a diversity of criticisms is required in order to match the variety of subtle knots and lengths of power relations. But it also makes integrated evaluation both difficult and creative, both uncertain in its empirical specificities and certain only in the intrinsic uncertainty.

These difficulties and realities of the institution-society coupling, the pervasiveness of systems of power and false consciousness and the requisite variety of specific criticisms conducted within a holistic framework mean that much work remains to be completed. In accounting, in particular we require both investigative research and free debate among a more-informed polity of the kinds of accounting systems society needs. The road ahead looks rocky and thankless and even at the start the enormity of the task creates doubts as to the possibility of a journey. Is integrated analysis really possible? Can we change our institutions if it means changing power structure and hegemonies in society? Should we have developed such a theory of O.E., might it not have been easier to measure certain types of correlation and perform less complicated regressions? Why try to tackle the whole when physicists have worked by isolating systems and decoupling relations in a "successful" way?

I suppose that despite the theoretical arguments which have gone before, the answers to such doubts must, in the last instance, be based on an act of faith - a highly "unintellectual", "anti-academic", plane of understanding. There are academics who feel that to speak about faith or belief is to display a lack of academic argument; and that logic must be the only hallmark of academic value and the most reliable yardstick of intellectual calibre. However, if these men would stop and examine in greater detail the bases for their belief in "scientific logic", in "non-authoritarian description" and in rational argument, they might see that these too are matters of personal faith. But let us not get into such

deep waters and leave for today questions about the theory of knowledge and the basis of man's logic. The role that faith plays in knowledge cannot and should not be discussed at the end of this conclusion.

Let us instead end by proposing that the answers to our own hypothetical questions may only be found in further integrated research which uncovers structures of domination in accounting and searches for alternative ways of measurement and valuation. Perhaps in the future we will be in a better position to evaluate the validity of our emancipatory theory of organizational effectiveness. For the moment we must concern ourselves with a different kind of examination and I must present the argument and beliefs in this thesis in a more traditional system of examinatory justice, for I, too, partake in the necessary process of credentialism which orders the present world of the academy.

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A P P E N D I C E S



In general, the following points were raised as matters of concern.

Section A

1. Relationship with Ward Staff

- (a) Learners complained that they were often treated like kids by ward staff:

"They don't treat us as individuals, human beings. We are just cheap labour."

"We even have to ask Sister for a drink!"

However learners who were in their final year felt that treatment improved as they progressed. They were now treated with more respect and felt like individuals. One learner put it thus:

"It seems silly that within one week when one changes one's belt, there could be such a difference in treatment."

- (b) Some learners felt that they had to continually adapt to the whims of Sister. Most felt that the most important thing on a ward was to find out what Sister liked or didn't and act accordingly. Sister was acknowledged as a powerful figure as reports had to be written by her or her "stand-in". It didn't matter what procedures were being followed or how different they were from School but one just did them.
- (c) Some felt that ward staff regarded them as being "cocky" and "over-confident" when they stood up for new ideas and School practice.

"The School staff ask us to stand up to the sister on the wards. But they don't realise how difficult it is. One can't stand up for new ideas without being labelled "cocky" and "over-confident" and these black marks can affect my progress. I have had black marks in my report because of that. The hierarchy is very rigid. Once you start questioning them, they close up on you because you are threatening them."

This complaint against the defensive nature of the ward staff resulted in words like "the system", the "establishment" being used to describe their training.



- (d) Learners complained that ward staff scolded them for not knowing certain procedures when in fact they had not been taught those things in School, like dressings. Often a learner was reprimanded in front of a patient.

This indicates that School teaching is not co-ordinated with ward experience. Further, it implies that ward staff are not sympathetic to this lack of integration.

- (e) Assessments by ward staff were felt to be unfair. Some reports were written by sisters who hardly worked with the learner concerned.

"Today, my charge nurse wrote a report and he didn't even know my name. He had to look at my badge to know my name." Charge nurses get too tired of writing too many reports. They get fed-up".

- (f) Most learners felt that they couldn't approach ward staff with their problems. They feared that this would soon spread round to other people. This indicates a lack of trust of ward staff. However, there were learners who reported they could confide in the ward staff of particular wards.

- (g) Some learners felt that ward staff had far too much paper work to do. Also, hinted that some dodge their responsibilities.

"Sometimes the senior staff know where to hideout for long periods."

"Sometimes they don't treat patients as individuals. This is especially so on the geriatric wards. They become cases."

"I have seen trained staff abusing patients and calling them 'silly buggers'."

## 2. Relationship with School Staff

- (a) Learners again complained of being treated like kids and felt they were not respected as adults, intelligent beings, and were not treated as individual persons.

"How can they expect us to treat our patients like people, when they don't treat us in the same way?"

- (b) The School was felt to be formal and impersonal.

"It's so formal here. Nurse this . . . and nurse that . . . Makes me feel like robots in uniform."

Although uniform is sometimes not worn in School, learners still reported a sense of formality and need for "proper attire".

- (c) Some learners would not think of approaching clinical staff with problems. This response came out more strongly from the learners at NGH (Northern General Hospital). However even there a few people did feel tutors were friendly and approachable. Nevertheless, the majority felt they couldn't.

"I don't go to sisters or people in the School when problems arise. They'll take it out on you, give you bad reports, tick you off. They shouldn't, but I feel they do."

"I don't think Miss Parry (Senior Tutor at the NGH) really cares and wants to listen to your problems. They have far too many learners, I guess."

However, learners at the SGH (Southern General Hospital) seemed to feel that tutors were more approachable. However, this statement is made on the basis of one group of SEN who finished in December 1979. They felt that they could talk quite well to tutors at School and would go to them with their problems. They wouldn't go to ward staff though.

Specific tutors mentioned were Miss X, Mrs Abbott and Miss Smith.

Where learners felt they couldn't approach a person in authority, they approached their peers in the same set or personal friends from outside their training environment.

### 3. School Work Itself

- (a) Often seen as being boring and not very useful. This was reported to flow directly from the perceived difference in ward experience and School learning. Some learners complained that they got more tired in School than on the wards. They found it difficult to concentrate.

Most learners preferred to be on the wards. They found it more interesting and felt they could relate things much better when they could see what was happening.

- (b) School work and procedures were seen by some learners as means of

passing examinations. They were not perceived as being practicable on the wards.

- (c) Most learners felt that the introductory course was too short. Felt that they weren't taught sufficient things before they went onto the wards.
- (d) There was some complaint of the quality of teaching. Some felt that the material was taught too simply and superficially. Also there was a lack of continuity. Sections were left and "promised to be returned to later". However, by that time the learners had forgotten what had gone before.

#### 4. Matters that are Related to the Reason- "Shortage of Qualified Staff"

##### 1. Relationships between School and Wards

- (a) Almost without exception, this was reported as being very bad.

A universal complaint was that what was taught in School was not practised on the wards. The School was seen as being "idealistic" or "out of touch with reality". The former word seemed more sympathetic to the idealism of the School while the latter indicated that the School had lost credibility in the minds of the learners.

Remarks thus range from:

"Things in School only help us to pass exams. They are not applicable when one gets onto the ward situation."

"I get scolded if I do things the School way."

to: "It is impossible to practise according to the book. By the time one is in the third year, one just decides which method works best. One needs to cater for time and the needs of the patients."

"It will take three times as long to do things the School way!"

"One tends to forget the way it is taught in School and adopt procedures of the wards. Tend to write things one way for exams and do things differently on the wards."

This difference caused a good deal of frustration. One learner put it thus:

"I get very disillusioned, not being able to put all the things I learnt into practice. You feel that you try and build a wall and somebody comes along and knocks it down again. You always meet up with somebody who stops you from doing good

nursing care. You try to create a wall around you and your patients on a particular ward but it never works. But then you get used to it. You learn to tolerate to survive."

- (b) Learners, however, always insisted that these faster procedures were always safe but that there was simply not enough time to go according to the book.

Some learners felt that ward practice should ideally follow School's teaching but that due to lack of time and staff, it was simply not possible.

- (c) Relationships between ward and School staff were reported as being very poor. Some learners reported that ward staff did not like School staff to come because it meant they had to try and do things the proper way and were hence slower. Some felt that ward staff were afraid of being "found out" by School staff.

Ward staff often asked learners to forget what had been taught. They said that on the wards there was no time to practice ideals. Ward staff were reported to have made such remarks as follows:

"Oh don't listen to them, they don't know what they are talking about."

"After all, they have left nursing haven't they! They aren't nurses any more."

Perhaps the following passage sums things up beautifully.

"Clinical teachers are not welcomed on wards. Everybody then does things according to the book. Takes three times longer! Sister views clinical teachers as a nuisance and a threat. Also the clinical teacher just appears, no warning, that throws Sister off. The two of them don't hit it off together."

Significantly, there were fewer reports of such open expressions of hostility from School staff about ward staff. [However, in private many remarks were expressed to the researcher about ward staff which criticise their lack of openness, inefficiency and refusal to adopt new ideas.]

(d) When asked to write down things and instances that were different between Wards (Hospital) and School some learners found it difficult to do so. They reported that when actually asked to recount, it was difficult. One sensed it only when one met these differences on the wards. Also they felt that "everybody seemed to be telling" learners that "things were different". These people ranged from ward staff, to senior learners, to School staff themselves. This seems to indicate that these perceived differences may be exaggerated by constant verbal reinforcement.

Other learners were able to write down specific differences in procedures. These included differences in the practice of aseptic techniques, the relief of pressure sores and bed baths and the preparation of the food trolley.

Very often this difference in procedures was put down to a shortage of staff especially qualified staff on the wards. Ward staff were also reported to be creatures of habit who did not develop good planning of scarce time and staff.

## 2. Lack of Ward Teaching by School and Ward Staff

(a) This again was often a source of discontent. Learners complained that clinical teachers were only seen during the introductory course and then only "simple things" like making beds and bedbaths were taught. Difficult "things" like injections or cardiac massage were not taught. (This, I believe, may no longer be true. The February 1980 students at the SGH were certainly taught injections and cardiac massage with the help of dummies.)

Clinical instructors were seldom seen on the wards. Some learners reported that it had been eight months since a clinical teacher came up onto the wards to speak to her. It was rare that a clinical teacher would go onto a ward to teach practical nursing procedures and skills.

Nurse teachers (this includes tutors and clinical instructors)

would only be seen on wards when they had to assess nurses on practical skills.

- (b) As a result learners felt that they had to learn by being alert and observing procedures done by ward staff. However, this lack of a teaching element could result in the learner learning things wrongly. Or what was learnt could be practice that would not help a learner to pass exams though the procedure may be practised often enough on the wards.
- (c) Many learners complained that they didn't expect this at all. They expected more practical teaching on the wards. Also, more qualified ward staff and more teaching staff.

This lack of ward teaching was blamed again on a lack of staff. This resulted in the learner being treated more as a worker than a learner. Role conflict was clearly evident.

### 3. Night Duty

Learners complained that they were often left in charge of an entire ward of very ill patients with little supervision by qualified staff. There were only one or two nursing auxiliaries to help out. Learners felt that this was unfair as they were not allowed to be independent during day duty and yet had to assume such a heavy burden of responsibility on night duty.

Learners complained that they knew little of actual ward management. They didn't know what to do with this "large bunch of keys handed to them".

Some learners were afraid of the dark. Others were afraid that they would not know what to do in the case of an emergency. This fear of the unknown and unexpected obviously created a good deal of stress and anxiety on the part of learners.

Some learners reported that the School had promised that they would not be on night duty on their own but this promise was not fulfilled. Learners who had not been on night duty said that they

did not believe the promise could be fulfilled. This again contributed to the lack of credibility of School staff. This problem was attributed to a lack of qualified staff on night duty.

#### 4. Relationship with Patients

Most learners agreed that this was the most satisfying part of nursing. They felt that they were doing something worthwhile for people and it gave them great satisfaction to see patients walking out well. Thanks or praise from patients were also gratifying. One nurse said:

"It made me feel ten feet tall when Mr. X came up to thank me specially."

Some learners, however, complained that the psychological needs of patients were not looked after. Some reported that Sister would scold them if they spent a lot of time listening to a patient. They were often told to clean the sluice or bed-pan instead of "chat" to patients. Learners said that these were non-nursing tasks and felt that it should be done by nursing assistants and **auxiliaries**.

Other learners complained that there just wasn't time to listen or talk to patients. They could be that busy.

#### 5. Relationship with the Medical Staff

Most learners complained that the medical staff treated them with little or no respect.

"We are treated like nobodies. Not made to feel part of a ward team."

"These doctors are so high and mighty. Think they know everything."

"Sister rolls out the red carpet for the consultant. All the beds have to be made, all the dressings done before ten o'clock."

(This image of medical staff was often introduced to learners during introductory course by teaching personnel. Many subtle remarks were made about doctors during such courses that were then quickly qualified. Examples culled from the researcher's own experience included:

"Doctors are actually beginning to care about their patients. Beginning to be human!"

"Coming in a lift with those high and mighty doctors . . ."

"Mind you, there are some very good doctors. But some don't communicate and you as the nurse must act as the interpreter or communicator.")

## 6. Accommodation

There were a great many complaints about the type of accommodation provided especially in the NGH. Rooms were too small and one learner from the N District commented:

"I about need to shift my dressing table everytime I want to go to the sink!"

Rooms were attic-like and situated on the higher floors of nursing residences. They also had very few power points. Phone, laundry and kitchen facilities were also in short supply. In some nursing homes, there weren't enough showers.

All this seemed to further emphasise the learners' perceived sense of ill-treatment and low status. Learners complained that yet again the establishment did not seem to care and allocated "horrible" rooms to them.

Some learners complained that there was too much noise in nursing residences at the wrong times. Learners who had been on night duty often found their sleep disturbed the following day. Further, the nursing homes could be too quiet when company was needed. Learners explained that because nurses worked different hours, all of their friends could be on-duty when they were off. The nursing home then "became like a morgue." A learner could find it difficult to find someone to talk to.

Other learners complained that there were too many rules and regulations in the homes. One learner accused the Warden of her residence of creeping round early in the morning and listening at key-holes to see if there were any "visitors who should not be there". This was seen as another "sign of being treated like kids instead of like adults who should be left to run their private lives".



## 7. Off-duty Rota

There was some complaint about the inflexibility of the off-duty rota. This came from NGH learners who reported that one could not plan in advance where one would be. One could not know more than three weeks in advance. This was contrasted with the system at the mental illness hospital which was reported to be simpler and more flexible.

Learners also complained that at times the day-staff did not seem to communicate with night staff. This resulted in some learners having to work when they should have been off-duty. This occurred during the Christmas New Year period and some learners found themselves working both Christmas Day and New Year's Day.

## 8. Pay

There were some complaints that learners and nurses in general were too lowly paid for the work done and the hours worked. The majority, though did not seem to feel that pay was a great bone of contention. Some learners remarked that if they were interested in pay, they would not have entered nursing in the first place.

However, one female learner who was obviously very disillusioned felt that pay was too low and grudged the long hours worked. Previously when she was enthusiastic these factors had not mattered at all. This seemed to indicate that pay, off-duty rotas and accommodation only become sources of great discontent when morale and job satisfaction were low. One married male learner felt that pay was more important to him than the average learner as he had a family to support.

## 9. Learner Role Conflict as Summarised by Researchers

1. Arises from the learner's role as a worker and as a learner.

Treated too much as one on the wards and as the other in School.

2. Due to learner not being allowed to take up responsibilities during day duty but forced to do so on night duty.

3. Some learners complained that they were not allowed to do certain procedures but were called upon to do so in emergencies. If they performed them wrongly they were then reprimanded.
4. This resulted in a learner experiencing role ambiguity and did not know what was expected. On the one hand he/she was perceived to be treated like a child and on the other asked to assume responsibilities. Result: "They want us to be responsible kids".
5. Further conflict was caused by learners having to behave in a way that differed from their self-image.

"One has to be a creep here. Have to creep in order to get on - be nice and smile to people you don't really like. Even older people amongst our set are trod on but we have to accept it. I know it is not nice but I have to do it."

## Section B

### A. Some Outcomes of Dissatisfaction and Satisfaction

#### Reasons for Leaving

Most learners did not know in detail why other learners had left their training. (This is in contrast to J. Birch's (1975) research, where he found that learners were often clear as to the circumstances surrounding leaving.) Vague reasons such as "being very homesick", "couldn't take it any more" were often cited.

The over-riding impression amongst learners was that their peers left due to emotional stress. Job-related frustration centred on a number of factors - inability to practise what they had been taught, "children-like" treatment from the School and the wards, disillusionment with the standard of care given by qualified staff and the inability to withstand the sight of ill, sick people. Mental or psychological stress was often cited as the reasons for leaving.

There were fewer reports of a learner leaving because he/she had suffered physical injuries at work. Learners did know, however, of peers who had left due to injuries suffered in non-job-related accidents.

### Reasons for Staying

When learners were asked whether they had ever considered leaving, a majority said yes. Some wanted to leave when they failed exams.

- (a) When asked what made them stay, some learners replied that they didn't know. Other learners said that they felt like leaving on the "bad days" which were short phases. The "good days" made up for everything. The "good days" were often days when they felt worthwhile, useful or when their patients got well and thanked them. This indicated that learners were persuaded to stay because of positive reinforcement on the job.

It also indicated that the desire to leave was often not a prolonged, "serious" one. More as an outburst - a means to relieve stress.

- (b) Other learners said they received support from their parents and personal friends. One learner said:

"My mother came and sorted the School out. They had told me that I would never make a nurse but Mum sorted them out. And here I am - finishing training."

Support from friends in the same set was also mentioned. Learners found it a relief to be able to talk about their mutual problems.

- (c) Other less positive reasons cited for staying were the fact that they had already invested so much time and energy in their training that they might as well stay and finish it. They would then have a qualification which would be a means of earning a living. One frustrated learner said she stayed because she wasn't going to leave this place with nothing. She wasn't going to "let them" win and break her.

- (d) Some learners stayed with the hope that conditions would improve as they progressed in their training. Others felt that once they qualified, they would be their own bosses and would have greater autonomy and responsibility. There were expressions that once a learner qualified she could move to a different hospital. This expectation of future benefits seemed to have considerable force in making a learner stay.
- (e) Another reason why learners stayed was that they passed their exams on re-sits.
- (f) However, it was reported that one of the strongest reasons why learners stay was because they did enjoy nursing. One learner said:

"We've given you all the moans. But we do enjoy nursing. We'll stick to it and nobody has dropped out yet. We're almost at the end of one year and we'll stick at it for another. It'll soon be over and though the training is hard, we will have a worthwhile job and qualification at the end of the day. Now we can't speak out and we daren't. But after I qualify I'll be able to tell them I disagree. I can get another job elsewhere. Now one has to rely on them for good reports and possible job references."

This feeling was voiced by a number of learners. However, as another learner pointed out:

"Yes that's true. But all these other things also matter and they can come into the job. They can get on top of you and you feel like giving up."

C. Requirements for a Good Nurse

1. Learners in their first year tended to emphasise the more "idealistic" requirements for a nurse. The term "a caring person" was often used. Adjectives such as "kind", "sympathetic", "warm" and "dedicated" were also proposed.
2. However, learners who were in their final stage of training argued that the most important requirements were:
  - (a) common sense
  - (b) personality by which was meant an ability to stand up for oneself and to stick to one's beliefs, and
  - (c) a sense of humour

Across all levels of training "Dedication" was felt to be less important. To the average learner, a "dedicated" nurse was one who gained most of her satisfaction in life from nursing. Such a nurse was exemplified by a senior nurse or nurse administrator who had not married. To the learner, this seemed to imply that the senior nurse/administrator had devoted her life to her nursing career at the expense of marriage and a family. Hence "nursing was her whole life". Another facet of a "dedicated" nurse was one who made many sacrifices in either qualifying to be a nurse or achieving promotion within the nursing hierarchy.

Most learners felt that a good nurse need not be as dedicated to her profession. One learner felt that she enjoyed nursing so much that it "wasn't work". And because she did not feel a sense of sacrifice or that nursing was the be-all and end-all of her life, she did not consider herself a dedicated nurse. Other learners felt that it was perhaps more important in the past to be dedicated to nursing. No reasons were, however, advanced as to why this might be so.

Though learners did not feel the necessity to be dedicated they did agree that such dedication could be "inspiring".

Learners also felt that academic ability was not that important. Indeed, some learners felt sad that certain nursing auxiliaries who could be "damned good nurses" were denied the opportunity to train simply because they did not have the required number of O levels. They felt that nursing was not as taxing intellectually as they had expected. Significantly enough, these remarks came from a group of pupil nurses.

Appendix 7.1: A List of the Courses Taught at Mayfield Area School of Nursing

THE MAYFIELD SCHOOL OF NURSING

The Mayfield School of Nursing is an Area School formed by the amalgamation of four previously established schools, and spans two Districts - the Northern and the Southern.

Hospitals where practical experience is gained during training are:

Northern District

Northern General Hospital  
Hospital D  
Hospital E  
Hospital A  
Grenoside Hospital

and various annexes and adult training centres:

Arbourthorne  
Greenacres  
Aughton Court  
Scott Road

Southern District

Southern General Hospital  
Women's Hospital  
Hospital D1  
Children's Hospital  
Hospital A1  
Hospital E1  
Ryegate Annexe  
Hospital E1  
Shirley Hill

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The School of Nursing, which trains approximately 1300 nurses, offers the following courses:

Basic Courses

1. General training for State Registration leading to S.R.N. qualification.
2. General training for State Enrolment leading to S.E.N. qualification.
3. Psychiatric training for State Registration leading to R.M.N. qualification.
4. Psychiatric training for State Enrolment leading to S.E.N. (M.I.) qualification.
5. Mental Handicap training for State Registration leading to R.N.M.S. qualification.
6. Mental Handicap training for State Enrolment leading to S.E.N. (M.S.) qualification.
7. Combined Sick Children's and General training for State Registration leading to S.R.N./R.S.C.N. qualification.

8. Special course for Graduates leading to S.R.N. qualification.

In addition to the above basic courses, the School also offers training at Post Basic level. They are:

Post Registered training for S.R.N.'s to become R.S.C.N.

Post Registered training for S.R.N.'s to become R.M.N.

Post Registered training for R.M.N./R.N.M.S.'s to become S.R.N.

Post Enrolled training for General S.E.N.'s to become S.E.N. (M.I.)

Post Enrolled training for S.E.N. (M.I.) and S.E.N. (M.S.) to become S.E.N. (General).



<u>Course Applied for:</u>	<u>Minimum Age of Entry</u>	<u>Duration of Course</u>	<u>Minimum Entry Requirements</u>	<u>Number of Course per Year</u>	<u>Education Centres</u>
S.R.N. (General)	18 years	3 years	5 GCE "O" Level passes - Grades A, B, C. CSE Grade 1 accepted	4 February, May, August, November.	Southern General Hospital and Northern General Hospital.
R.M.N.	18 years	3 years	5 GCE "O" level passes - Grades A, B, C. CSE Grade 1 accepted.	3 February, June, October.	Hospital D
R.N.M.S.	18 years	2 years 6 months	5 GCE "O" level passes - Grades A, B, C. CSE Grade 1 accepted.	1 October.	Clarke House.
S.R.N./R.S.C.N.	18 years	3 years 6 months	5 GCE "O" level passes - Grades A, B, C. CSE Grade 1 accepted.	2 February, August.	Southern General Hospital.
S.R.N. for Graduates		2 years 2 months	Degree.	2 January, July.	Southern General Hospital and Northern General Hospital
S.E.N. (General)	18 years	2 years	If no GCE "O" level certificates, an acceptable grade in GNC Entrance Test.	4 January, April, July, October.	Southern General Hospital and Northern General Hospital.
S.E.N. (Mental Illness)	18 years	2 years	If no GCE "O" level certificates, an acceptable grade in GNC Entrance Test.	2 May, November.	Hospital D
S.E.N. (Mental Handicap)	18 years	2 years	If no GEC "O" level certificates, an acceptable grade in GNC Entrance Test	2 January, July.	Clarke House.

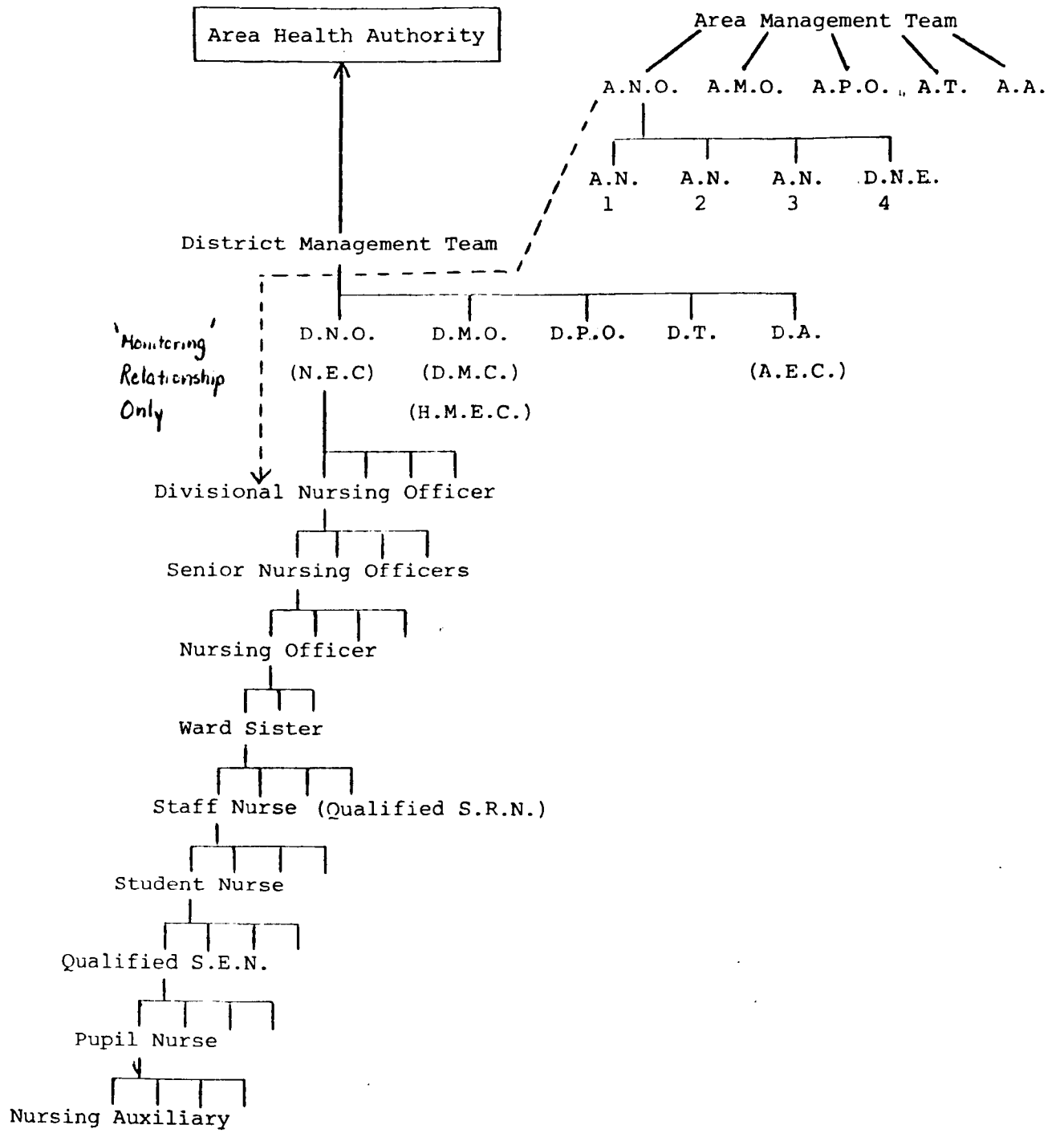
Post Basic Course Details

<u>Course Applied for:</u>	<u>Duration of Course</u>	<u>Entry Requirements</u>	<u>Number of Courses per Year</u>	<u>Education Centres</u>
S.E.N. (Mental Illness)	1 year	S.E.N. (G) or S.E.N. (M.S.) plus Education requirements as for basic course for S.E.N.'s.		Hospital D
S.E.N. (General)	1 year	S.E.N. (M.I.) or S.E.N. (M.S.) plus Education requirements as for basic course for S.E.N.'s.		Southern General and Northern General Hospitals.
R.S.C.N.	13 months	S.R.N. and 5 GCE "O" level passes.		Southern General Hospital
S.R.N.	18 months	R.M.N. or R.N.M.S. and 5 GCE "O" level passes.		Southern General and Northern General Hospitals.
R.M.N.	18 months 12 months (R.N.M.S.)	S.R.N. or R.N.M.S. and 5 GCE "O" level passes		Hospital D

In exceptional circumstances, where 5 "O" level passes are not offered, an acceptable grade in the GNC Entrance Test may be appropriate for post basic courses.

Though training is based in the four main Education Centres as shown above, learners gain their practical training experience throughout hospitals in Sheffield.

Appendix 7.2: The Service Structure of the Mayfield Area Health Authority\*

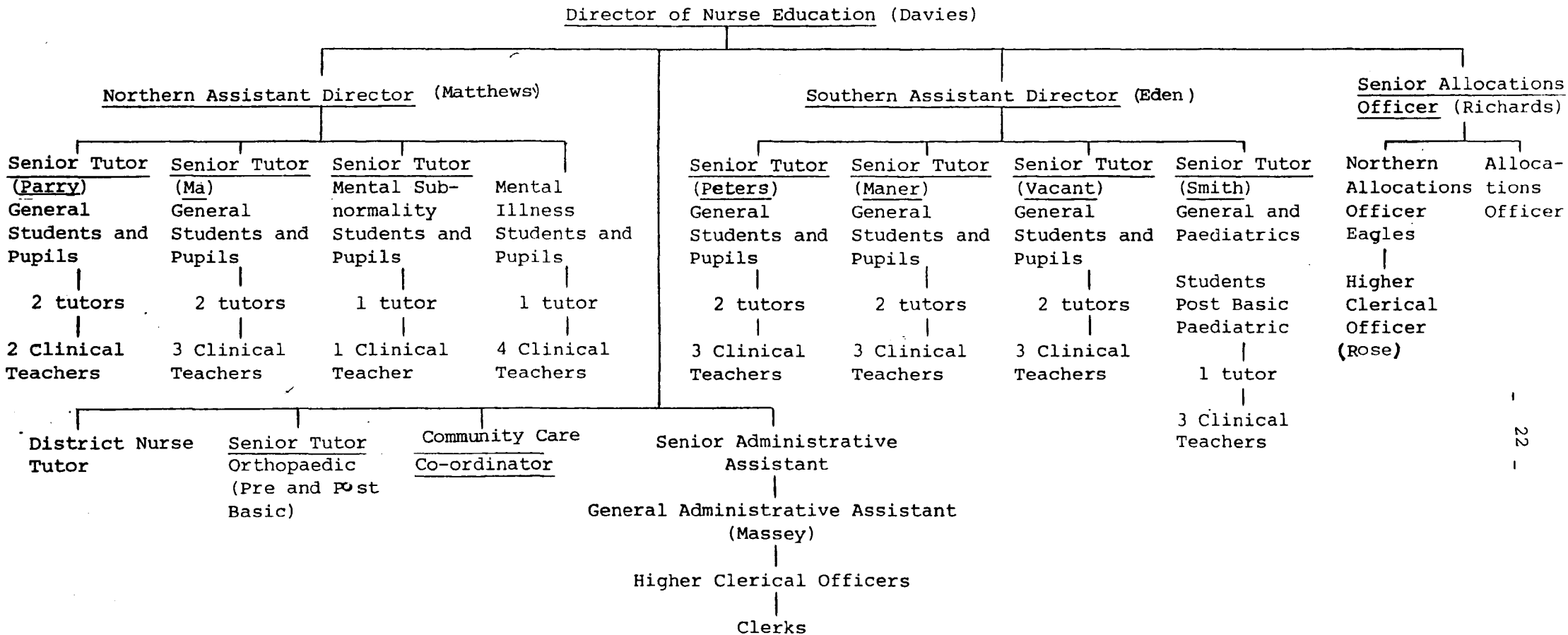


Abbreviations used:

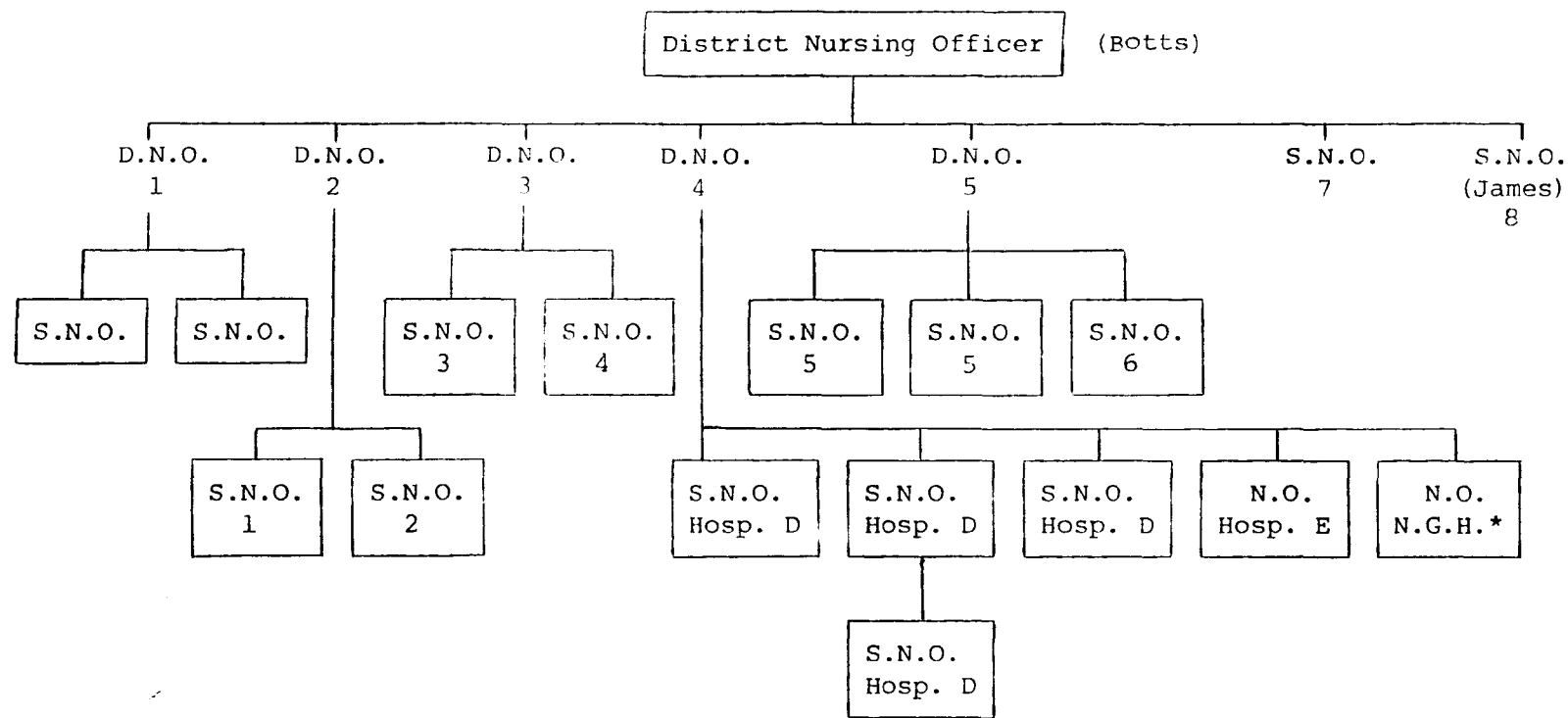
- |        |                            |        |                      |                                      |
|--------|----------------------------|--------|----------------------|--------------------------------------|
| A.N.O. | Area Nursing Officer       | A.N.   | 1 (Personnel)        | Area Nurse                           |
| A.M.O. | Area Medical Officer       |        | 2 (Child Care)       | Area Nurse                           |
| A.P.O. | Area Personnel Officer     |        | 3 (Service Planning) | Area Nurse                           |
| A.T.   | Area Treasurer             | D.N.E. | 4                    | Director of Nurse Education          |
| A.A.   | Area Administrator         |        |                      |                                      |
|        |                            |        |                      |                                      |
| D.N.O. | District Nursing Officer   | -      | N.E.C.               | Nursing Executive Committee          |
| D.M.O. | District Medical Officer   | -      | D.M.C.               | District Medical Committee           |
| D.P.O. | District Personnel Officer |        | H.M.E.C.             | Hospital Medical Executive Committee |
| D.T.   | District Treasurer         |        | A.E.C.               | Administrative Executive Committee   |
| D.A.   | District Administrator     |        |                      |                                      |
| S.R.N. | State Registered Nurse     |        |                      |                                      |
| S.E.N. | State Enrolled Nurse       |        |                      |                                      |

\*As at June, 1981.

Appendix 7.3: Mayfield Area School of Nursing: Educational Sub-system\*



\* As at June, 1981.



Appendix 7.4: Service Subsystem: Northern District

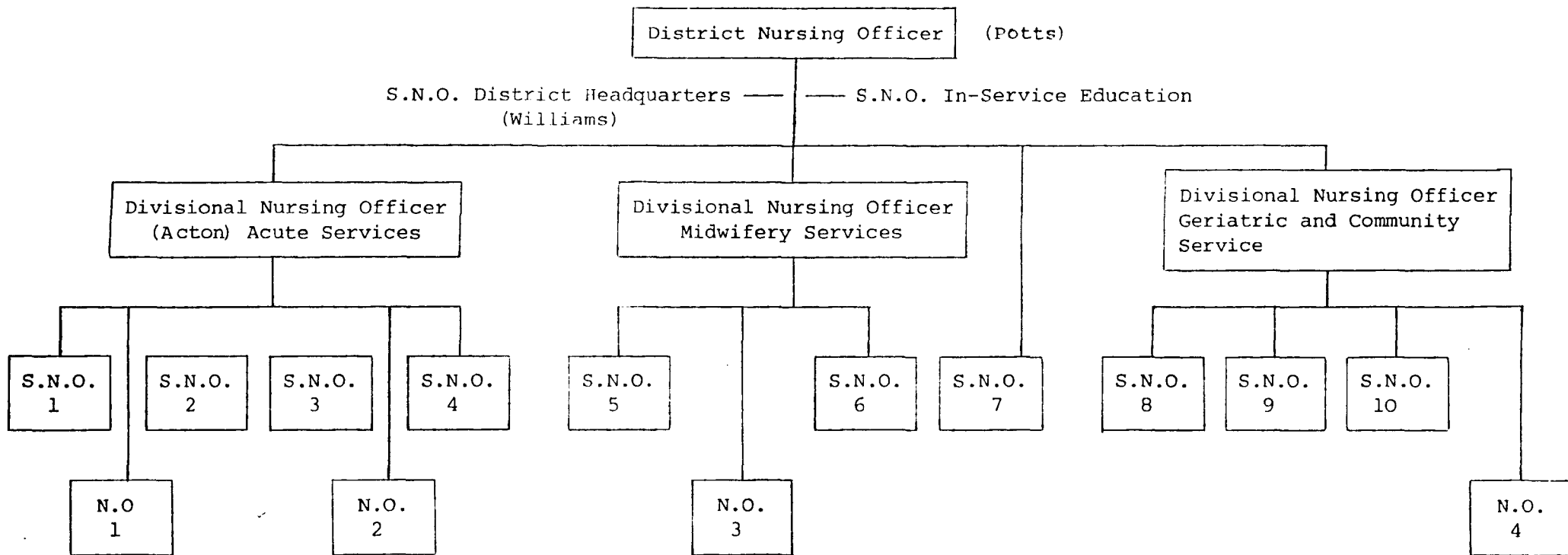
**Abbreviations used:**

D.N.O. - Divisional Nursing Officer  
 1 Mental Handicap Services  
 2 General, Northern General Hospital  
 3 Midwifery Northern General Hospital  
 4 Mental Illness Services  
 5 Community/Geriatrics, Northern General Hospital

S.N.O. - Senior Nursing Officer  
 1 Medicine/Surgery Northern General Hospital  
 2 Hospital A, LM Hospital, Hospital B

3 Midwifery, Education Hospital C/Northern General Hospital  
 4 Midwifery Service, Northern General Hospital  
 5 Community  
 6 Geriatrics, Northern General Hospital  
 7 Personnel and In-Service Training  
 8 Research Development and Service Planning

\* Mental Illness Unit



Appendix 7.5: Service Subsystem: Southern District

Abbreviations used:

S.N.O. - Senior Nursing Officer

- 1 Night Duty, Southern General Hospital
- 2 District Theatres
- 3 (Abel) Southern General Hospital, general wards and Hospital B1
- 4 Accident and Emergency Department Hospital
- 5 Hospital D1
- 6 Midwifery Education
- 7 Paediatric Services, Children's Hospital
- 8 Geriatrics, Hospital D1

- 9 Community Service
- 10 Community Service

N.O. - Nursing Officer

- 1 Hospital A1
- 2 Royal Infirmary (now defunct)
- 3 Women's Hospital
- 4 Geriatrics, Hospital E1

	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
ADAPSCH	0.61429	-0.37471	0.16447
ADAPW	0.54917	-0.63985	0.10482
INNOSCH	0.67582	0.46763	-0.34467
INNOW	0.47142	0.21170	-0.18200
FLEXSCH	0.27935	0.40249	0.52685
FLEXW	0.16860	0.31801	0.29519

<u>Variable</u>	<u>Commonality</u>
ADAPSCH	0.52867
ADAPW	0.72253
INNOSCH	0.79420
INNOW	0.30018
FLEXSCH	0.51760
FLEXW	0.21669

<u>Factor</u>	<u>Eigenvalue</u>	<u>% of Var</u>	<u>Cum %</u>
1	1.46490	47.6	47.6
2	1.07644	35.0	82.5
3	0.53853	17.5	100.0

Appendix 9.01a: Factor Analysis of Measures of Systemic  
Capacity: Unrotated Factor Loadings

Appendix 9.01b : Oblique Rotation of Measures of

Systemic Adaptive Capacity

<u>Factor Pattern</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
ADAPSCH	0.09568	-0.69508	0.06084
ADAPW	-0.07623	-0.85838	-0.06337
INNOSCH	0.90672	0.06825	-0.00586
INNOW	0.52927	-0.06029	0.00405
FLEXSCH	-0.04363	-0.64722	0.73388
FLEXW	0.02921	0.03681	0.45263
<u>Factor Correlation</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
Factor 1	1.000	-0.23379	0.34601
Factor 2		1.0000	0.02890
Factor 3			1.0000
<u>Factor Structure</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
ADAPSCH	0.27923	-0.71569	0.07386
ADAPW	0.10252	-0.84238	-0.11456
INNOSCH	0.88874	-0.14390	0.30985
INNOW	0.54477	-0.18391	0.18545
FLEXSCH	0.22134	-0.01582	0.71742
FLEXW	0.17722	0.04306	0.46380
<u>Factor Score Coefficients</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
ADAPSCH	0.00232	-0.30436	0.03897
ADAPW	0.09106	-0.66312	-0.09217
INNOSCH	0.81787	-0.06917	0.12694
INNOW	0.11833	-0.00094	0.03885
FLEXSCH	0.03600	-0.01824	0.60016
FLEXW	0.04112	0.01336	0.23552



Appendix 9.02a: Unrotated Factor Loadings of Supportiveness

Measure for Educational Sub-system

<u>Variable</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
LPDSCH	-0.71142	0.41661	-0.05440
MISCH	0.73436	0.37710	-0.11188
TASISCH	0.17138	0.48088	0.16719
EMEXSCH	-0.39214	-0.22739	0.36499
RUORSCH	0.12307	0.58317	0.50848
EGALSCH	0.77917	-0.12065	0.08802
INDAGGC	-0.82507	0.23813	-0.17544
QASCH	0.21062	0.31586	-0.56018

<u>Variable</u>	<u>Communality</u>	<u>Factor</u>	<u>Eigen value</u>	<u>Per of Var</u>	<u>Cum Per</u>
LPDSCH	0.68264	1	2.57590	57.6	57.6
MISCH	0.69400	2	1.11042	24.8	82.4
TASISCH	0.28857	3	0.78753	17.6	100.0
EMEXSCH	0.33869				
RUORSCH	0.61437				
EGALSCH	0.62941				
INDAGGSC	0.76822				
QASCH	0.45793				

Appendix 9.02b: Varimax Rotated Factor Loadings of Supportiveness

Measure for Educational Sub-system

<u>Variable</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
LPDSCH	0.80952	-0.03752	0.16095
MISCH	-0.49639	0.54275	0.39118
TASISCH	-0.00984	0.15105	0.51542
EMEXSCH	0.18969	-0.54688	-0.06025
RUORSCH	-0.00103	-0.09451	0.77810
EGALSCH	-0.76668	0.17173	0.11011
INDAGGSC	0.87097	-0.06532	-0.07331
QASCH	0.04912	0.67478	-0.01380

Appendix 9.03a: Unrotated Factor Loadings of Supportiveness

Measures for Service Sub-system

<u>Variable</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
LPDW	-0.66632	0.38308	0.11912
MIW	0.75507	0.23503	0.02137
TASIW	0.30200	0.31948	0.32863
EMEXW	-0.32923	-0.37091	0.31682
RUROW	0.19934	0.35666	0.56866
EGALW	0.82580	-0.15408	0.04415
INDAGGW	-0.77595	0.35551	-0.02478
QAW	0.29237	0.63594	-0.34458

<u>Variable</u>	<u>Factor</u>	<u>Eigen Value</u>	<u>Per of Var</u>	<u>Cum Per</u>
LPDW	1	2.62296	59.1	59.1
MIW	2	1.14661	25.8	85.0
TASIW	3	0.66770	15.0	100.0
EMEXW				
RUORW				
EGALW				
INDAGGW				
QAW				

Appendix 9.03b: Varimax Rotated Factor Loadings of Supportiveness

Measure for Service Sub-system

<u>Variables</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>
LPDW	0.77163	-0.02941	0.09296
MIW	-0.55884	0.43011	0.35852
TASIW	-0.10797	0.14994	0.51684
EMEXW	0.13042	-0.57326	-0.02664
RUORW	0.00837	0.00033	0.70018
EGALW	-0.80106	0.15853	0.20198
INDAGGW	0.85097	-0.00506	-0.07012
QAW	-0.03247	0.78255	0.13572

Appendix 9.04a: Unrotated Factor Loadings of Systemic Supportiveness Measures

	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>	<u>Factor 4</u>	<u>Commonality</u>	<u>Factor</u>	<u>Eigenvalue</u>	<u>Per of Var</u>	<u>Cum Per</u>
LPDW	-0.64767	0.38186	0.00485	0.35940	0.69449	1	4.49391	49.4	49.4
MIS	0.67034	0.31280	-0.11533	0.26066	0.62845	2	2.36533	26.0	75.4
TASIW	0.25266	0.40981	0.13591	0.13980	0.26980	3	1.40638	15.5	90.8
EMEXW	-0.24833	-0.31715	0.30599	-0.16067	0.28169	4	0.83678	9.2	100.9
RUORW	0.25891	0.49963	0.48441	-0.09164	0.55971				
EGALW	0.79672	-0.11684	-0.03915	0.25568	0.71531				
INDAGGW	-0.74538	0.29179	0.00768	-0.18663	0.67563				
QAW	0.16358	0.57162	-0.48597	0.18651	0.62446				
LPDSCH	-0.69407	0.44238	0.02416	0.15703	0.70268				
MISCH	0.64123	0.30889	-0.00722	-0.30469	0.59947				
TASISCH	0.19945	0.43715	0.15769	0.10769	0.26734				
EMXSCH	-0.30524	-0.29933	0.23394	0.31557	0.33708				
EGALSCH	0.75172	-0.12669	0.07816	-0.25632	0.65295				
INDAGGSC	-0.75167	0.27427	-0.10321	0.30997	0.74696				
RUORSCH	0.16902	0.51721	0.70586	0.07966	0.80067				
QASCH	0.17581	0.49738	-0.46185	-0.23261	0.54571				

Appendix 9.04b: Varimax Rotated Factor Loadings of

Systemic Measures of Supportiveness

	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>	<u>Factor 4</u>
LPDW	0.80444	0.04008	-0.06656	0.20330
MIW	-0.50247	0.32425	0.51406	0.08104
TASIW	-0.07877	0.44271	0.25828	0.02991
EMEXW	0.10222	-0.07098	-0.51104	-0.07102
RUORW	-0.01373	0.72206	-0.01310	0.19487
EGALW	-0.80034	0.13300	0.23876	0.00826
INDAGGW	0.81805	-0.02096	-0.07712	-0.00526
QAW	0.08354	0.08879	0.77211	0.11595
LPDSCH	0.77004	0.14172	0.14307	-0.26299
MISCH	-0.37250	0.32417	0.21497	0.55625
TASISCH	-0.01472	0.45825	0.23496	0.04391
EMEXSCH	0.06999	-0.06912	-0.28216	-0.49779
EGALSCH	-0.66966	0.13780	-0.05321	0.42740
INDAGGSC	0.72354	-0.05396	0.17688	-0.43504
RUORSCH	0.03132	0.88735	-0.10796	-0.02519
QASCH	0.12156	0.01171	0.55451	0.47256

Appendix 9.1: The Primary Nursing Questionnaire

Nursing Questionnaire

Name: .....

Type of training: SRN  SEN

Year of training: 1st  2nd  3rd

Year of intake: .....

Hospital: RHH  NGH

Date: .....



Section A

Directions: The following is a list of statements about many aspects of nursing and nurse training. You will probably agree with some statements and disagree with others.

Please examine each statement carefully and indicate how you personally feel by placing a mark (eg a circle, tick or line) against the answer that comes closest to representing your opinion.

Example:

Nurses are more highly educated than women in other professions.

SA Strongly Agree	A Agree	U Undec- ided	D Dis- agree	SD Strongly Disagree
SA	A	U	D	SD

Be sure to mark only one answer for every statement. Do not miss out any statement.

	Strongly Agree	Agree	Undec- ided	Dis- agree	Strongly Disagree
1. Most ward staff regard us as learners first and as workers second	SA	A	U	D	SD
2. The School of Nursing seems very short-staffed	SA	A	U	D	SD
3. Learners can't "follow the book" on the wards partly because ward time is poorly organised	SA	A	U	D	SD
4. The classes are too big for the few teachers the School has	SA	A	U	D	SD
5. In general, even if ward staff have the time, they don't bother to teach learners	SA	A	U	D	SD
6. At present in School there are more than enough clinical facilities for us all to use	SA	A	U	D	SD
7. In general, if ward activities are better organised, there will be more time available for teaching	SA	A	U	D	SD
8. Most wards in this hospital are short-staffed and we seldom have enough qualified nursing staff	SA	A	U	D	SD
9. I think lack of ward teaching by School staff is due partly to poor planning of staff time	SA	A	U	D	SD

10. On most wards we have more than enough medical staff and medical facilities	SA	A	U	D	SD
11. Based on my training experience, I find that in general, the standard of teaching here is good	SA	A	U	D	SD
12. The ward staff in this hospital get on well with the teachers in School	SA	A	U	D	SD
13. On average, most of the School staff here teach well	SA	A	U	D	SD
14. Ward-School relationships are bad, at times they are practically non-existent	SA	A	U	D	SD
15. Clinical teachers don't go onto the wards because they prefer theoretical to practical teaching	SA	A	U	D	SD
16. In general, ward staff don't like to see School teachers coming onto the wards because they get "thrown off"	SA	A	U	D	SD
17. What is taught in School is closely linked to real-life situations on the wards	SA	A	U	D	SD
18. Teachers in School respect the skills and knowledge of ward staff	SA	A	U	D	SD
19. Though procedures on the wards sometimes differ from what is taught in School, this happens only occasionally when one needs to adapt to particular situations	SA	A	U	D	SD
20. Teachers in School often criticize ward staff and their methods	SA	A	U	D	SD
21. There is little co-ordination between our ward experience and the teaching we get in School	SA	A	U	D	SD
22. I believe that what I have been taught in School is only of limited relevance to what I experience on the wards	SA	A	U	D	SD
23. The difference between School teaching and what happens on the wards is not as great as people think	SA	A	U	D	SD

24. We won't need to put into practice most of the knowledge and skills we have learnt in School	SA	A	U	D	SD
25. What is taught in School is very different from what happens on the wards	SA	A	U	D	SD
26. In general, in my present year of training I am not sure what are the limits of my ward responsibility	SA	A	U	D	SD
27. In School we are treated like school kids, yet are expected to be responsible nurses on the wards	SA	A	U	D	SD
28. Up till now I believe the School has prepared us well for doing practical nursing work	SA	A	U	D	SD
29. I feel that in general I know what is expected of me in School	SA	A	U	D	SD
30. We are expected to treat patients like individuals, yet ward and school staff don't treat us like individuals	SA	A	U	D	SD
31. What I can do or cannot do on the wards changes and often I am unsure of my position	SA	A	U	D	SD
32. I feel I have been adequately prepared by the School to cope with both the physical and psychological needs of a patient	SA	A	U	D	SD
33. Learners often have frequent ward changes whilst on allocation	SA	A	U	D	SD
34. Teachers in School are too idealistic and out of touch with ward situations, as a result their teaching is unrealistic	SA	A	U	D	SD
35. When I job hunt I like to try for as many jobs as possible	SA	A	U	D	SD
36. Nursing gives one a chance to take an ideal amount of responsibility	SA	A	U	D	SD
37. Because of the unusual working hours and other restrictions, nurses have relatively few chances to meet new and interesting people	SA	A	U	D	SD
38. I get very bored with School and switch off because so much that is taught is irrelevant	SA	A	U	D	SD

39. Nurses, on the average, are more intelligent than women in most other professions	SA	A	U	D	SD
40. I am/have to be prepared to make sacrifices in my social life in order to qualify as a nurse	SA	A	U	D	SD
41. Many nurses tend to be more concerned with getting paid than with the care of their patients	SA	A	U	D	SD
42. If I had to write down a list of things that were important to me "becoming a nurse" would come right at the top	SA	A	U	D	SD
43. Consider the following situation: a learner who is consistently a very capable bedside nurse is making a failing grade in physiology. The teacher believes she has worked hard in the course but the grade is not quite high enough to be passing. In such a situation, the learner should be given a passing grade, especially in the light of the fact that she is such a good bedside nurse	SA	A	U	D	SD
44. I feel proud to tell people that I am training to be a nurse	SA	A	U	D	SD
45. There are many other occupations for women which provide greater financial independence than nursing	SA	A	U	D	SD
46. Most of the time I don't feel enthusiastic about my training	SA	A	U	D	SD
47. Even though a learner may tend to feel that a certain criticism by a ward sister, staff nurse or clinical instructor isn't really justified, she should willingly accept it remembering that such a person has much more knowledge and experience than she	SA	A	U	D	SD
48. From my work experience, learners do accept such criticisms	SA	A	U	D	SD
49. Nursing provides a lot of opportunity for planning one's own work on the job	SA	A	U	D	SD
50. I would not recommend any close friend to become a nurse	SA	A	U	D	SD

51. A good nurse should not permit herself to become part of a clique; ie she should treat the other nurses, auxiliaries and learners on the station in an equally friendly manner	SA	A	U	D	SD
52. From my experience, this is true of most nurses in this hospital	SA	A	U	D	SD
53. If I were completely free to choose, I would prefer not to continue training	SA	A	J	D	SD
54. More than any other occupation for women, nursing provides opporunities for worthwhile service to humanity	SA	A	U	D	SD
55. It is impossible to treat all patients alike, one is bound to have favourites	SA	A	U	D	SD
56. When a particular technique of patient care is taught, the learner should never cut corners unless absolutely necessary	SA	A	U	D	SD
57. From my work experience, I find it possible not to cut corners, unless in exceptional situations	SA	A	U	D	SD
58. Nurses are more highly educated than women in other professions	SA	A	U	D	SD
59. A nurse should be allowed to violate a rule/regulation if he/she is sure that this serves the best interests of the patient	SA	A	U	D	SD
60. From my work experience, I find such behaviour permissible	SA	A	U	D	SD
61. Generally speaking, nursing is an occupation chosen mostly be girls who wouldn't be able to make further academic progress	SA	A	U	D	SD
62. Nursing provides an excellent opportunity to put one's religious beliefs into practice	SA	A	U	D	SD
63. Learners/nurses should subscribe to or read the standard professional journals	SA	A	U	D	SD
64. This is true of most learners and nurses here	SA	A	U	D	SD
65. The period of time required for qualification from a school of nursing is quite reasonable	SA	A	U	D	SD

66. Learners <b>should try</b> to live up to what they think are the standards of their profession even if other ward staff do not do so	SA	A	U	D	SD
67. From my personal experience, I find most learners do live up to these standards	SA	A	U	D	SD
68. Since my training began, we have had many changes of tutors and clinical instructors.	SA	A	U	D	SD
69. Learners should be evaluated primarily on the basis of their skill knowledge and competence	SA	A	U	D	SD
70. From my experience, in general, this is the case here	SA	A	U	D	SD
71. If the learner finds herself/himself in a situation where there has been long-standing differences about certain aspects of patient care between the ward sister and the School, the learner should give nursing care the way the ward sister wants it done, even if it differs from what the School staff teach	SA	A	U	D	SD
72. Basically, the final year learner nurse and the ward staff should consider themselves as co-equals so far as their nursing activities are concerned because while the learner has less experience she does have the latest in knowledge and experience	SA	A	U	D	SD
73. Nursing provides an excellent preparation for marriage and family life	SA	A	U	D	SD
74. The ward sister always demonstrates the latest and best in nursing technique and care	SA	A	U	D	SD
75. School staff tend to be out-of-date with developments in nursing care on the wards	SA	A	U	D	SD
76. Most nurses can have financial independence because there are always opportunities for full or part-time work	SA	A	U	D	SD
77. Most of the tasks which a nurse performs are pleasant and interesting	SA	A	U	D	SD

78. Consider the following situation: A learner nurse disagrees with the ward sister regarding how some procedure should be carried out. She feels that her own method is best because it has been more recently introduced into nursing. The sister had her training some ten years ago and therefore prefers the old procedure. The two talk over the difference but the learner still feels she is right. In such a situation the learner should go ahead and follow her own preferred technique.	SA	A	U	D	SD
79. When a learner sees a qualified senior member of the ward staff using poor technique it is her responsibility to discuss the situation with that member of staff	SA	A	U	D	SD
80. Most learners cannot remember the correct procedures taught in School and merely follow methods used on the wards	SA	A	U	D	SD
81. Nurses aren't really so very important in relieving suffering and helping the sick to regain health	SA	A	U	D	SD
82. Many Schools of Nursing supervise and restrict the social life of their girls too much	SA	A	U	D	SD
83. Nursing offers few opportunities to take responsibility	SA	A	U	D	SD
84. Nursing gives one a chance to meet and associate with many interesting persons	SA	A	U	D	SD
85. Actually many of the tasks which a nurse does could be done by someone else with much less education and skill	SA	A	U	D	SD
86. Nurses must take and follow orders more than other employed women	SA	A	U	D	SD
87. Nursing is a real challenge because of the amount of skill required	SA	A	U	D	SD
88. The offer of more money in another job would not make me leave	SA	A	U	D	SD
89. We are given little teaching by ward staff because most of them don't believe in the kind of stuff taught in School	SA	A	U	D	SD

SECTION B

Below is a list of statements, each of which is followed by five answers. Please put a mark (eg a circle, tick or line) against the answer that most closely corresponds to your opinion. For some questions you may require to write in an appropriate answer, for example, question 5.

1. All in all my experiences on the wards and of nursing in general have been...
  - (a) Exactly as I thought it would be
  - (b) Fairly similar to what I thought it would be
  - (c) Undecided/not sure
  - (d) Not very similar to what I thought it would be
  - (e) Totally dissimilar to what I thought it would be
  
2. How frequently do senior staff on the wards teach you?
  - (a) Very frequently
  - (b) Frequently
  - (c) Undecided/not sure
  - (d) Seldom
  - (e) Never
  
3. When did you decide that you wanted to become a nurse?
  - (a) Below the age of 10
  - (b) 10 - 15 years
  - (c) 16 - 21 years
  - (d) 22 - 26 years
  - (e) Over 26 years of age
  
4. How much importance do you think School staff place on practical teaching?
  - (a) Very important
  - (b) Important
  - (c) Undecided/not sure.
  - (d) Not very important
  - (e) Not important at all
  
5. I chose to do nursing because:
  - (a) nursing is the only thing I ever seriously thought of doing;
  - (b) I wanted to work with people and nursing is one of several jobs I considered;
  - (c) I came into nursing as it was the only job I could get;
  - (d) I don't know
  - (e) Other reason:.....
  
6. How frequently do your clinical instructors come onto the wards to teach you?
  - (a) Very frequently
  - (b) Frequently
  - (c) Undecided/not sure
  - (d) Seldom
  - (e) Never
  
7. How much importance do you feel ward staff attach to teaching learners?
  - (a) Very important
  - (b) Important
  - (c) Undecided/not sure
  - (d) Not very important
  - (e) Not important at all



8. After I finish training, I shall:

- (a) definitely go on to specialise in some areas of nursing
- (b) definitely go on nursing
- (c) probably go on nursing
- (d) probably not go on nursing
- (e) definitely not go on nursing
- (f) I may not finish my training
- (g) other: .....

9. Nursing has been:

- (a) much better than I expected
- (b) better than I expected
- (c) undecided/not sure
- (d) worse than I expected
- (e) much worse than I expected

10. If there were one hundred units of time, please estimate (very roughly) how, on average, a ward sister would allocate her time.

	Actual situation	Ideal situation
(a) Ward administration	..... units	..... units
(b) Medical ward round	..... units	..... units
(c) Bedside nursing care	..... units	..... units
(d) Teaching	..... units	..... units
(e) Other (please specify):		
.....	..... units	..... units

11. Before I joined the School of Nursing (or left my previous job) I thought of applying for (please tick):

- (a) more than three other jobs
- (b) three other jobs
- (c) two other jobs
- (d) one other job
- (e) I did not think of applying for other jobs

12. Before I joined the School (or left my previous job) I actually applied for (please tick):

- (a) no other job
- (b) one other job
- (c) two other jobs
- (d) three other jobs
- (e) more than three other jobs

13. Do you see yourself following any other career other than nursing?

YES/NO

14. If yes, could you please say which career(s)?

.....

15. Why do you think learners in your set left nursing?

16. Why have you stayed on in nursing?

17. Additional comments.

Section C

Questions about how the School and hospital wards are organized

Following are numerous statements that describe how the School of Nursing and the hospital with which you are most familiar are organized. You are asked to give your own personal opinion about each.

Example:

Important people here are always addressed formally.

	Definitely true	More true than false	Un-decided	More false than true	Definitely false
School	✓				
Hospital		✓			

Item No.

	Definitely true	More true than false	Un-decided	More false than true	Definitely false
1 Important people here are always addressed formally.					
2 Learner criticism of policies and practices is encouraged.					
3 It's important here to be in the right group or clique.					
4. Decision, policy, goals and objectives are carefully explained to everyone.					



Definitely True	More true than false	Un-decided	More false than true	Definitely False
-----------------	----------------------	------------	----------------------	------------------

15 Decisions and policies often form the subject of heated discussions amongst learners.

School

Hospital

16 Attendance is checked carefully.

School

Hospital

17 Senior personnel rarely refer to one another by their first names

School

Hospital

18 Learners here are not likely to accept inefficiency on the part of senior personnel without complaint or protest

School

Hospital

19 Family, social, or financial status are necessary elements for advancement or success here

School

Hospital

20 Regulations are interpreted and enforced in an understanding manner

School

Hospital

21 People here do not try to hide their feelings

School

Hospital

22 Pressure of work is not accepted as an excuse for inferior performance

School

Hospital

23 Almost anyone is likely to be blamed, even those who had little to do with it, if something happens to go wrong

School

Hospital

24 Learners quickly learn what is done and not done here

School

Hospital

Definitely True    More true than false    Un-decided    More false than true    Definitely False

25 The important people in this place expect others to show proper respect for them

School

Hospital

26 When learners dislike policy they let it be known in no uncertain terms

School

Hospital

27 There are no favourites in this place - everyone gets treated alike

School

Hospital

28 There are few opportunities for informal conversation with senior personnel

School

Hospital

29 There are very few issues here which arouse much excitement or feeling

School

Hospital

30 People set high standards of achievement for themselves here

School

Hospital

31 Personal rivalries are fairly common in this place

School

Hospital

32 Most people pay little attention to rules and regulations

School

Hospital

33 People here are always looking for compliments

School

Hospital

34 People avoid direct clashes with senior personnel at all costs

School

Hospital

Definitely True	More true than false	Un-decided	More false than true	Definitely False
-----------------	----------------------	------------	----------------------	------------------

35 Anyone who knows the right people here can get a better break

School

Hospital

36 This organization does not concern itself with the personal, individual problems of the people who work here

School

Hospital

37 Open displays of emotion have no place here

School

Hospital

38 The standards set here are not particularly hard to achieve

School

Hospital

39 A lot of people in this place walk around with a chip on their shoulder

School

Hospital

40 People ask permission before deviating from common policies and practices

School

Hospital

41 Senior personnel are frequently jealous of their authority

School

Hospital

42 Many people will not hesitate to give strong support to a project that senior personnel is opposed to

School

Hospital

43 Everyone has the same opportunity to make good

School

Hospital

44 Senior personnel have little tolerance for complaints and protests

School

Hospital

Definitely True	More true than false	Un-decided	More false than true	Definitely false
-----------------	----------------------	------------	----------------------	------------------

45 When people dislike someone here they make no secret of it

School  
Hospital

46 People here follow the maxim "business before pleasure"

School  
Hospital

47 There always seem to be a lot of little quarrels going on here

School  
Hospital

48 Formal rules and regulations have a very important place here

School  
Hospital

49 There is a lot of boot-licking here

School  
Hospital

50 People who get pushed around here are expected to fight back

School  
Hospital

51 As long as you are good at your job you'll get ahead here

School  
Hospital

52 Senior personnel will go out of their way to help you with your work

School  
Hospital

53 People here tend to hide their deeper feelings from each other

School  
Hospital

54 People are always very serious and purposeful about their work

School  
Hospital



	Definitely True	More true than false	Un-decided	More false than true	Definitely False
55 People here are always trying to win an argument	School				
	Hospital				
56 Procedures to be followed in cases of fires and accidents are not prominently displayed	School				
	Hospital				
57 There is a recognised group of senior staff who receive special privileges	School				
	Hospital				
58 People delight in challenging official policies	School				
	Hospital				
59 If your face fits, you're all right here	School				
	Hospital				
60 Senior personnel are prepared to listen to people as well as direct them	School				
	Hospital				
61 People here can be wildly happy one minute and hopelessly depressed the next	School				
	Hospital				
62 People here feel they must really work hard because of the important nature of their work	School				
	Hospital				
63 Many people here seem to brood a lot, act moodily, and it is hard to make them out	School				
	Hospital				
64 It is expected that there will be no deviation from established practices, no matter what the circumstances	School				
	Hospital				

Definitely True    More true than false    Un-decided    More false than true    Definitely False

65 New ideas are always being encouraged and tried out here

School  
Hospital


66 Thinking of alternative ways in which problems might be solved is discouraged here

School  
Hospital


67 The latest scientific discoveries make few changes in the way this place is run

School  
Hospital


68 Policies and procedures are quickly changed to meet new conditions

School  
Hospital


69 There are conventional ways of doing things which are rarely changed

School  
Hospital


70 Quick decisions and policy changes are not generally characteristic of this place

School  
Hospital


71 People here generally cope well with emergencies, unexpected situations, shortages and breakdowns in the flow of work

School  
Hospital


Directions: Below are some aspects of your job and training which are of concern to you. Please indicate how satisfied you are with each aspect by putting a mark (e.g. a circle, tick, or line) against the answer that corresponds most closely with your feelings.

Please indicate your own feelings.  
Do not leave out any items.

Example:

VS Very Satisfied	S Satisfied	U Undec- ided	D Dissa- tisfied	VD Very Dissatisfied
VS	S	U	D	VD

The pay you are receiving

Be sure to mark only one answer for every statement.

	Very Satisfied	Satisfied	Undec- ided	Dissa- tisfied	Very Dissatisfied
1. The physical working conditions and facilities.	VS	S	U	D	VD
2. The pay you are receiving.	VS	S	U	D	VD
3. The hours you have to work.	VS	S	U	D	VD
4. The way off-duty is arranged.	VS	S	U	D	VD
5. Night duty supervision	VS	S	U	D	VD
6. The attention paid to suggestions you make	VS	S	U	D	VD
7. The amount of practical teaching done in School	VS	S	U	D	VD
8. The amount of nursing theory taught.	VS	S	U	D	VD
9. The amount of teaching done on the wards by ward and School staff.	VS	S	U	D	VD
10. The amount of training in social, psychological skills.	VS	S	U	D	VD
11. The clarity of teachers (tutors, clinical instructors, ward staff) and their lectures.	VS	S	U	D	VD
12. The ability of your teachers to keep you interested.	VS	S	U	D	VD

13. The recognition you get for good work.	VS	S	U	D	VD
14. The tutor's and/or sister's assessment of your work.	VS	S	U	D	VD
15. Taking everything into consideration, how do you feel about your job?	VS	S	U	D	VD
16. The amount of responsibility you are given	VS	S	U	D	VD
17. The way in which your training has been organized.	VS	S	U	D	VD
18. The opportunity to use your abilities to the full	VS	S	U	D	VD
19. The helpfulness and sympathetic support of your teachers.	VS	S	U	D	VD
20. The amount of variety in your job.	VS	S	U	D	VD
21. Your fellow students/pupils	VS	S	U	D	VD
22. The freedom to choose the correct method of working.	VS	S	U	D	VD
23. Taking everything into consideration, how do you feel about your training?	VS	S	U	D	VI
24. Your relationship with patients your nurse.	VS	S	U	D	VD
25. Your relationship with senior ward staff who are your superiors.	VS	S	U	D	VD
26. Your relationship with medical staff.	VS	S	U	D	VD
27. Your relationship with nursing auxiliaries.	VS	S	U	D	VD
28. The opportunity to meet interesting people.	VS	S	U	D	VD
29. Your ward allocation to date.	VS	S	U	D	VD

30. Compared with most other learners that you know, how satisfied are you with your training?

- (a) Much more satisfied
- (b) More satisfied
- (c) About the same
- (d) Less satisfied
- (e) Much less satisfied

31. Compared with most other learners that you know how satisfied are you with your job?

- (a) Much more satisfied
- (b) More satisfied
- (c) About the same
- (d) Less satisfied
- (e) Much less satisfied

Questions about how the organisation should be run

In most organisations there are differences of opinion as to how the organisation should be run, or how people should conduct themselves. Following are 24 statements concerning these matters. You are asked to give your own personal opinion about each.

Please examine each statement carefully and say whether you Strongly Agree, Agree, Are Undecided, Disagree or Strongly Disagree by ticking the appropriate column.

Look at the example below. Suppose you strongly disagree with the statement "Safety rules are made to be broken" - you would answer:

EXAMPLE	SA Strongly Agree	A Agree	U Undec- ided	D Disa- gree	SD Strongly Disagree
Safety rules are made to be broken					✓

You may find yourself agreeing strongly with some statements and disagreeing just as strongly with others. In each case tick the column which comes closest to representing your own opinion.

Be sure to make one choice for every statement  
Do not miss out any statements

People at higher levels are in the best position to make important decisions for people below them

Relationships within an organisation should be based on position or level, not on personal consideration

In dealing with others, rules and regulations should be followed

A person's expression of feeling about his organisation should conform to those of his fellows

A person's first real loyalty within the organisation is to his superior

Formality based on rank or position, should be maintained by members of an organisation

A person should avoid taking any action that might be subject to criticism

Outsiders who complain about an organisation are usually either ignorant of the facts or misinformed

	SA Strongly Agree	A Agree	U Undec- ided	D Disa- gree	SD Strongly Disagree
People at higher levels are in the best position to make important decisions for people below them					
Relationships within an organisation should be based on position or level, not on personal consideration					
In dealing with others, rules and regulations should be followed					
A person's expression of feeling about his organisation should conform to those of his fellows					
A person's first real loyalty within the organisation is to his superior					
Formality based on rank or position, should be maintained by members of an organisation					
A person should avoid taking any action that might be subject to criticism					
Outsiders who complain about an organisation are usually either ignorant of the facts or misinformed					



Appendix 9.2: Questionnaire on Images of Nursing to School Children



Questionnaire to Students

(Estimated time for completion: about fifteen minutes)

Please answer each question and tick the appropriate boxes.

1.  Fifth former  
 Sixth former

2.  Male  
 Female

3. To be answered by fifth formers only

What do you intend to do after this year?

- stay on at school  
 leave school  
 undecided

Reasons for choice: .....

.....

.....

Additional comment: .....

.....

4. To be answered by sixth formers only

What do you intend to do after this year?

- go to University                       take up a job  
 go to training college               take up a job with training involved  
 undecided

Reasons for choice: .....

.....

.....

Additional comment: .....

.....

5. What kind of a job would you like to do?  
(Tick as many boxes as are appropriate)

Answer: a job that involves:

- working with people
- working with animals
- working with "things"  
(e.g. computers, cars, machines, boats)

- not working with people
- not working with animals
- not working with things  
(e.g. computers, cars, machines, boats)

- creative, innovative work (e.g. ballet, pop bands, music, interior design, craftwork, architecture, building)

- no creative, innovative work, (e.g. ballet, pop bands, music, interior design, craftwork, architecture, building)

6. Would you prefer a job in the National Health Services as opposed to other forms of employment?

- yes
- no
- undecided

7. If yes, what areas would you like to work in?

- medical practitioner (e.g. doctor, G.P., surgeon, Anaesthetist etc.)
- paramedical service (e.g. as a radiographer, radiologist, pharmacist, laboratory technician etc.)
- nursing service (e.g. as a psychiatric nurse, midwife, district nurse, nurse administrator etc.)
- hospital ancillary and support services (e.g. in hospital administration, ambulance service etc.)
- hospital domestic services (etc. as a nursing auxiliary, care assistant, porter, telephonist, security man etc.)

8. Explain (in two or three lines) the work of a nurse

.....

.....

.....

9. Would you like to train as a nurse?

<input type="checkbox"/>	yes
<input type="checkbox"/>	no
<input type="checkbox"/>	undecided

Reasons for choice: .....

.....

.....

Thank you for your co-operation

Appendix 9.3: Questionnaire to Service and Educational Management

Proposed Interview Schedule for Service and Education Personnel

This is a questionnaire aimed at: (a) getting a general picture of the goals and objectives of the Sheffield Area General Nurse Training System (i.e. both Education and Service). This will enable our research into wastage, absenteeism and selection to be placed within a wider context; (b) it also aims to find out "management" perspectives on the issues of wastage and selection e.g. what do the teaching staff or service staff feel are the causes of wastage etc.?

All information that is given on the basis of this questionnaire is strictly confidential. Interviewees will not be referred to by names.

1. What are your objectives in your job?
  - (a) on a personal level i.e. career aims;
  - (b) in your particular role e.g. as a tutor.
2. What problems do you encounter in your role? What are the areas of dissatisfaction?
3. How do you get on with
  - (a) your peers;
  - (b) your superiors;
  - (c) your subordinates?
4. What do you perceive to be the purpose(s) of the Service/School?
5. How successful is the Service/School in achieving these purpose(s).
6. What problems do you perceive which hinder the "effectiveness" of the Service/School?
7. How do you perceive the relationship between Education and Service? How frequently do you communicate with them? What is the quality of the communication?
8. How do you assess the working relationship between Nurse Management and Nursing at Ward level?
9. How do you assess the working relationship between the Medical and nursing staff at ward level?
10. What problems or issues do you see in Nursing in general? Nurse education in particular?
11. What do you think of the new selection package?
12. What do you think are the essential qualities of a good nurse?

Do you think the Service/School discourages nurses who question authority and labels them as "being cocky" and "unsuitable in manner"?

Appendix 1

13. How would you assess the effectiveness of a Nurse Training System? What criteria would be used? Please list:-

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....

14. What are the essential qualities of a good nurse? Please list in order of importance:-

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....

15. The following are some qualities of a good nurse which have been suggested by research. Please assess how important they are in evaluating nurses and nurse training.

	Very Important	Moderately Important	Not Important
a.* Degree of professional orientation in learners.			
b.* Degree of professional behaviour in learners.			
c. A learner's absenteeism rate.			
d. Level of wastage.			

\* a. A nurse who is professionally oriented always seeks to (a) put her patient first (b) keep up-to-date with nursing developments, (c) maintain her standards and (d) evaluate all staff equally on the basis of their skill and competence. This is a mental attitude which shows identification with the ethics of the nursing profession.

\* b. A nurse who behaves professionally exhibits in her daily work activities the characteristics (a) - (d) mentioned in \*a. She/he translates an attitude into action.

16. The following thirteen factors which could have an effect on two of the Criteria mentioned in Question 15. Please assess how important each of these factors are in influencing these criteria by putting the numbers 1 - 3 in the following matrix:

For example, if you think that the personality of the learner is very important in determining the level of absenteeism and wastage then your scores should be as follows:

	Learner Absenteeism Rate	Level of Wastage in the Area Training System
9. Personality of learner	3	3

16. Continued 1 = not important, 2 = moderately important, 3 = very important

Criteria Factors	Learner Absenteeism Rate	Level of Wastage in the Area Training System
1. Amount of clinical teaching by ward and School staff.		
2. Amount of theoretical teaching by ward and School staff.		
3. The quality of teaching by School and ward staff.		
4. Resource scarcity in School.		
5. Resource scarcity on wards.		
6. The organizational climate in School.		
7. The organizational climate on the wards and in hospital.		
8. The degree of co-ordination between experience on wards and education in School.		
9. Personality of learner.		
10. Educational qualifications.		
11. Intrinsic job factors e.g. job variety, level of responsibility, autonomy, recognition.		
12. Extrinsic job factors e.g. pay, hours, night duty, travelling.		
13. National and regional unemployment levels.		

Appendix 9.4: Biographical Questionnaire to Nurse Learners



Strictly Confidential

Personal Information

Section A

Surname ..... Christian names .....

Sex (please tick): Male  Female

Marital Status (please tick):

Single

Married

Separated

Divorced

Widowed

Age:

18-20 yrs

21-23 yrs

24-26 yrs

27-30 yrs

31-40 yrs

40 yrs +

Number of children (if any):

one  two  three  four  five  over five

Size of family: (please give total number of brothers plus sisters)

None  one  two  three  four  five  over five

Position in family:

Eldest

Middle

Youngest

Father's occupation:

Mother's occupation:

Country of birth:

Section B

Type of training being undertaken: SRN  SEN

Previous nurse-training course completed (please specify):

Previous pre-nursing course completed (please specify):

Previous experience in hospital work (please specify length and type of experience):

Other type(s) of work undertaken before starting present course of nurse training:

Section C

Age on leaving school/college:

Educational qualifications:

(a) None

(b) Number of CSE grades gained (please tick):

None	<input type="checkbox"/>	7 - 9	<input type="checkbox"/>
1 - 3	<input type="checkbox"/>	9 +	<input type="checkbox"/>
4 - 6	<input type="checkbox"/>		

(c) Number of "O" Level grades gained (please tick):

None	<input type="checkbox"/>	7 - 9	<input type="checkbox"/>
1 - 3	<input type="checkbox"/>	9 +	<input type="checkbox"/>
4 - 6	<input type="checkbox"/>		

(d) Number of "A" Levels gained (please tick):

None	<input type="checkbox"/>	3 - 4	<input type="checkbox"/>
1 - 2	<input type="checkbox"/>	4 +	<input type="checkbox"/>

(e) Any other qualifications:

Appendix 9.5: Nurse Learner Expectations of Nursing



**Division of Economic Studies**

Accounting: Business Studies: Economics

Sheffield S10 2TN

Tel: Sheffield 78555

STD code: 0742

Our Ref: WFS/GH/RJ

Dear Nurse

Mr George Hespe and I are attached to the University of Sheffield and we are carrying out a research project on nurse selection and recruitment. As an integral part of the research, we need to know the kind of expectations which nurses bring with them when they begin nursing. As a result we are interested to know what your expectations are when you enter nursing eg what you expect of working on the wards or of doing night duty.

We hope that the results obtained from this questionnaire would enable the School of Nursing and the nursing profession in general to better understand the initial expectations and needs of learners. In this way we hope to help improve both the selection and subsequent training of nurses.

The enclosed questionnaire has been designed for the purpose stated above. We would be most grateful if you could fill it in by completing the sentences provided.

We would like to assure you any information that you give will be treated with the strictest confidence and all completed questionnaires will be collected by us personally.

We thank you for your co-operation.

Yours sincerely

W F Soo

Enc

University of Sheffield

Questionnaire No 1

Please read these instructions

All responses to these sentences will be kept strictly confidential. Apart from the researchers, no one within or outside the organisation will ever see the questionnaire that you fill out.

When completing the sentences, please put the first thoughts that occur to you. There are no right or wrong answers.

Do not ask others about the questions. We are interested in your opinions.

Do not omit any item, since a complete questionnaire from each person is essential. If you feel that the range of matters covered is inadequate to capture your initial expectations please feel free to write additional comments.

Thank you for your time and co-operation.

Section A

1. I chose to enter nursing because .....

2. After qualifying, I intend .....

3. To me, nursing means .....

Section B

1. I think my first year of training .....

2. I expect the School (of Nursing) .....

3. I imagine working on the wards .....

4. I imagine a hospital to .....

Section C

1. I expect tutors at the School .....

2. I *imagine* sisters and staff nurses .....

3. I expect working with patients .....



4. I imagine doctors .....

Section D

1. I expect working hours .....

2. I expect pay .....

3. I imagine night duty .....

4. I imagine studying .....

5. I expect I will be taught .....

Section E

1. A good tutor/clinical instructor is one who .....

2. A good nurse is one who .....

Additional Comments

Appendix 9.6: Nurse Learner Expectations of Nursing as Recalled

**Division of Economic Studies**

Accounting: Business Studies: Economics

Sheffield S10 2TN

Tel: Sheffield 78555

STD code: 0742

Our Ref : WFS/GH/RJ

Ms. W.F. Soo  
Division of Economic Studies  
University of Sheffield  
Western Bank  
Sheffield S10 2TN

Dear Nurse,

Mr. George Hesse and I are attached to the University of Sheffield and we are carrying out a research project on nurse selection and recruitment. As an integral part of the research, we need to know the kind of expectations which nurses bring with them when they begin nursing. As a result we are interested to know what your expectations were when you entered nursing e.g. what you expected of working on the wards or of doing night duty.

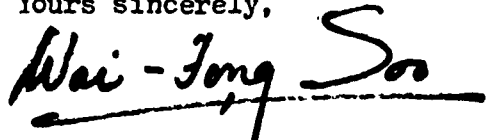
We hope that the results obtained from this questionnaire would enable the School of Nursing and the nursing profession in general to better understand the initial expectations and needs of learners. In this way we hope to help improve both the selection and subsequent training of nurses.

The enclosed questionnaire has been designed for the purpose stated above. We would be most grateful if you could fill it in by completing the sentences provided.

We would like to assure you that any information that you give will be treated with the strictest confidence and all completed questionnaires will be collected by us personally.

We thank you for your co-operation.

Yours sincerely,



W.F. Soo

Enc.

University of Sheffield

Questionnaire No. 1

Please read these instructions

All responses to these sentences will be kept strictly confidential. Apart from the researchers, no one within or outside the organisation will ever see the questionnaire that you fill out.

Do not sign your name on the questionnaire as your responses will be anonymous.

When completing the sentences, please put the first thoughts that occur to you. There are no right or wrong answers.

Do not ask others about the questions. We are interested in your opinions.

Do not omit any item, since a complete questionnaire from each person is essential. If you feel that the range of matters covered is inadequate to capture your initial expectations please feel free to write additional comments.

Thank you for your time and co-operation.

Section A

1. I chose to enter nursing because .....
  
  
  
  
  
  
  
  
  
  
2. After qualifying, I intended.....
  
  
  
  
  
  
  
  
  
  
3. To me, nursing meant.....

Section B

1. I expected my first year of training.....
  
  
  
  
  
  
  
  
  
  
2. I expected the School (of Nursing).....
  
  
  
  
  
  
  
  
  
  
3. I imagined working on the wards .....
  
  
  
  
  
  
  
  
  
  
4. I imagined a hospital to .....

Section C

1. I thought tutors at the School would .....

2. I thought sisters and staff nurses would .....
3. I expected working with patients.....
4. I expected doctors and medical staff.....

Section D

1. I expected working hours.....
2. I expected pay.....
3. I thought night duty.....
4. I thought studying .....

Section E

1. A good tutor/clinical instructor is one who .....

2. A good nurse is one who .....

Additional comments



Appendix 9.7: Leaver Structured Interview Form  
and Mailed Questionnaire

Interview Schedule for Leavers

Name: .....

Address: .....

.....

Type of training: .....

Date of entry: .....

Date of discontinuation: .....

Date of interview: .....

Time of interview: .....

Place of interview: .....

1. Why did you leave training?

Checklist of reasons, respondent to be asked against each reason.

- A (i) Family/personal problems.  
e.g. Did husband agree to nursing? Was social life affected?  
Did your marriage break up?
- (ii) Marriage/Engagement.
- (iii) Pregnancy.  
N.B Some nurses deliberately become pregnant in order to leave nursing
- (iv) Financial difficulties.
- (v) Homesickness.
- (vi) Transfer to different town but remains in training.

2. How satisfied is the learner with the following aspects of training?

- B (i) Working conditions.  
e.g. Are pay, working hours, hours off duty, satisfactory?  
Do you have to travel far to work?
- (ii) School conditions.  
e.g. Are there enough resources/equipment?  
Is course intense? Have you enough time to study?  
What was your opinion of course organisation?  
What was your opinion of teaching standards?  
Was there enough ward teaching by clinical teachers?
- (iii) School experience.  
e.g. Is teaching related to ward practice?  
Was school a mental strain/boring?

(iv) School staff.

- e.g. Did teachers appear to have lost touch with realities in the wards?  
Was support given to learners on the wards?  
Were learners treated like kids. Did teachers show respect for the individual?  
Were teachers trusting, helpful, sympathetic?  
Do learners feel they can confide in school staff?  
Was the learner afraid of school staff?  
Has maximum support and guidance been given relating to training, discontinuation?

(v) Ward experience.

- e.g. Was the learner afraid on the wards?  
Did you mind being on night duty?  
Was there mental or physical strain?  
Did ward experience cause depression?  
Did death place stress on the learner?  
Did the learner feel that ward experience did/did not match up to her initial expectation of nursing?  
Was ward very different from school?

(vi) Ward staff.

- e.g. Was learner afraid of ward staff?  
Were they kind and helpful?  
Was there an atmosphere of warmth, trust?  
Could the learner ask questions freely?  
Could the learner confide in ward staff?  
Was there a lot of ward teaching by service staff?  
Is the learner satisfied with the way ward assessments were completed?

(vii) Patients.

- e.g. Did the learner enjoy this aspect of nursing? Why?  
Was there time to develop relationships with patients?  
Was there time to talk to patients?  
Was there time to look after both mental and physical needs?  
Does the learner feel that there is respect for patients?  
Are they individuals or cases?

(viii) Doctors and medical staff.

- e.g. How do they treat the learner?  
Did they cause any satisfaction/dissatisfaction to the learner?  
How does ward sister treat these people?

2. Does any one individual loom large in your withdrawal?

3. Consequences of withdrawal

- (i) What does the learner intend to do in the future?  
(ii) Will he/she re-apply to nursing?  
(iii) Does the learner have an alternative job?

- (iv) What kind of jobs does the learner intend to apply for?
- (v) Does the learner feel a sense of failure or disappointment?
- (vi) How does the family react to withdrawal?

4. Why did the learner originally decide to do nursing?

- (i) From where did the learner hear about nursing?
- (ii) Are there any members of her/his family who is connected to nursing or the medical profession?
- (iii) Before starting her present course of training had the learner worked in a hospital?

Appendix 9.8: Leaver Appointment Letter



Division of Economic Studies

Accounting: Business Studies: Economics

Sheffield S10 2TN

Tel: Sheffield 78555

STD code: 0742

WFS/GH/RJ

Dear Miss/Mrs/Ms/Mr

We are two researchers attached to the University of Sheffield and we are carrying out a project to find out the reasons why nurses leave training before they complete it. In this way, we hope to help improve both the training and selection of nurses, and ultimately patient care.

We contacted the Sheffield Area School of Nursing and they have agreed to release the names and addresses of learners who leave. We would very much like to talk with you and we would like to assure you that any information you care to give us will be strictly confidential. We are not connected to a hospital or to the Area School of Nursing in any way. Any information you give will be known only to the two researchers.

We would be most grateful if you could return the form below, giving a time and place which is convenient for you to meet us. If you so wish you are always welcome to meet us at the University.

Please do not hesitate to phone either of us on the extension given below if you require further information. If we are not available, please feel free to leave a message with the secretary.

We sincerely look forward to meeting you and we hope you will help us by co-operating. We enclose a stamped addressed envelope for your reply.

Yours sincerely

Wai Fong Soo

George Hespe and Wai-Fong Soo

George Hespe

Place (please tick)

Your suggestion

Alternative

Division of Economic Studies University of Sheffield Sheffield S10 2TN

Tel: 78555 Ext 6762

(Travel expenses will be refunded)

Time and date (please suggest 2 alternatives)

1st preference \_\_\_\_\_

2nd preference \_\_\_\_\_

Appendix 9.9: Eysenck Personality Inventory Form A

**FORM A**

NAME..... AGE.....

OCCUPATION..... SEX.....

N=                   E=                   L=

*Instructions*

Here are some questions regarding the way you behave, feel and act. After each question is a space for answering "YES" or "NO".

Try to decide whether "YES" or "NO" represents your usual way of acting or feeling. Then put a cross in the circle under the column headed "YES" or "NO". Work quickly, and don't spend too much time over any question; we want your first reaction, not a long-drawn out thought process. The whole questionnaire shouldn't take more than a few minutes. Be sure not to omit any questions.

Now turn the page over and go ahead. Work quickly, and remember to answer every question. There are no right or wrong answers, and this isn't a test of intelligence or ability, but simply a measure of the way you behave.



## FORM A

- |   | YES                   | NO                    |
|---|-----------------------|-----------------------|
| 1. Do you often long for excitement?  | <input type="radio"/> | <input type="radio"/> |
| 2. Do you often need understanding friends to cheer you up?   | <input type="radio"/> | <input type="radio"/> |
| 3. Are you usually carefree?  | <input type="radio"/> | <input type="radio"/> |
| 4. Do you find it very hard to take no for an answer?   | <input type="radio"/> | <input type="radio"/> |
| 5. Do you stop and think things over before doing anything?   | <input type="radio"/> | <input type="radio"/> |
| 6. If you say you will do something do you always keep your promise, no matter how inconvenient it might be to do so? | <input type="radio"/> | <input type="radio"/> |
| 7. Does your mood often go up and down?   | <input type="radio"/> | <input type="radio"/> |
| 8. Do you generally do and say things quickly without stopping to think?  | <input type="radio"/> | <input type="radio"/> |
| 9. Do you ever feel "just miserable" for no good reason?  | <input type="radio"/> | <input type="radio"/> |
| 10. Would you do almost anything for a dare?  | <input type="radio"/> | <input type="radio"/> |
| 11. Do you suddenly feel shy when you want to talk to an attractive stranger?   | <input type="radio"/> | <input type="radio"/> |
| 12. Once in a while do you lose your temper and get angry?  | <input type="radio"/> | <input type="radio"/> |
| 13. Do you often do things on the spur of the moment?   | <input type="radio"/> | <input type="radio"/> |
| 14. Do you often worry about things you should not have done or said?   | <input type="radio"/> | <input type="radio"/> |
| 15. Generally, do you prefer reading to meeting people?   | <input type="radio"/> | <input type="radio"/> |
| 16. Are your feelings rather easily hurt?   | <input type="radio"/> | <input type="radio"/> |
| 17. Do you like going out a lot?  | <input type="radio"/> | <input type="radio"/> |
| 18. Do you occasionally have thoughts and ideas that you would not like other people to know about?                   | <input type="radio"/> | <input type="radio"/> |
| 19. Are you sometimes bubbling over with energy and sometimes very sluggish?  | <input type="radio"/> | <input type="radio"/> |
| 20. Do you prefer to have few but special friends?  | <input type="radio"/> | <input type="radio"/> |
| 21. Do you daydream a lot?  | <input type="radio"/> | <input type="radio"/> |
| 22. When people shout at you, do you shout back?  | <input type="radio"/> | <input type="radio"/> |
| 23. Are you often troubled about feelings of guilt?   | <input type="radio"/> | <input type="radio"/> |
| 24. Are all your habits good and desirable ones?  | <input type="radio"/> | <input type="radio"/> |
| 25. Can you usually let yourself go and enjoy yourself a lot at a gay party?  | <input type="radio"/> | <input type="radio"/> |
| 26. Would you call yourself tense or "highly-strung"?   | <input type="radio"/> | <input type="radio"/> |
| 27. Do other people think of you as being very lively?  | <input type="radio"/> | <input type="radio"/> |

- |  |                       |                       |
|--|-----------------------|-----------------------|
| 28. After you have done something important, do you often come away feeling you could have done better?                | <input type="radio"/> | <input type="radio"/> |
| 29. Are you mostly quiet when you are with other people?   | <input type="radio"/> | <input type="radio"/> |
| 30. Do you sometimes gossip?   | <input type="radio"/> | <input type="radio"/> |
| 31. Do ideas run through your head so that you cannot sleep?   | <input type="radio"/> | <input type="radio"/> |
| 32. If there is something you want to know about, would you rather look it up in a book than talk to someone about it? | <input type="radio"/> | <input type="radio"/> |
| 33. Do you get palpitations or thumping in your heart?   | <input type="radio"/> | <input type="radio"/> |
| 34. Do you like the kind of work that you need to pay close attention to?  | <input type="radio"/> | <input type="radio"/> |
| 35. Do you get attacks of shaking or trembling?  | <input type="radio"/> | <input type="radio"/> |
| 36. Would you always declare everything at the customs, even if you knew that you could never be found out?            | <input type="radio"/> | <input type="radio"/> |
| 37. Do you hate being with a crowd who play jokes on one another?  | <input type="radio"/> | <input type="radio"/> |
| 38. Are you an irritable person?   | <input type="radio"/> | <input type="radio"/> |
| 39. Do you like doing things in which you have to act quickly?   | <input type="radio"/> | <input type="radio"/> |
| 40. Do you worry about awful things that might happen?   | <input type="radio"/> | <input type="radio"/> |
| 41. Are you slow and unhurried in the way you move?  | <input type="radio"/> | <input type="radio"/> |
| 42. Have you ever been late for an appointment or work?  | <input type="radio"/> | <input type="radio"/> |
| 43. Do you have many nightmares?   | <input type="radio"/> | <input type="radio"/> |
| 44. Do you like talking to people so much that you never miss a chance of talking to a stranger?                       | <input type="radio"/> | <input type="radio"/> |
| 45. Are you troubled by aches and pains?   | <input type="radio"/> | <input type="radio"/> |
| 46. Would you be very unhappy if you could not see lots of people most of the time?                                    | <input type="radio"/> | <input type="radio"/> |
| 47. Would you call yourself a nervous person?  | <input type="radio"/> | <input type="radio"/> |
| 48. Of all the people you know, are there some whom you definitely do not like?  | <input type="radio"/> | <input type="radio"/> |
| 49. Would you say that you were fairly self-confident?   | <input type="radio"/> | <input type="radio"/> |
| 50. Are you easily hurt when people find fault with you or your work?  | <input type="radio"/> | <input type="radio"/> |
| 51. Do you find it hard to really enjoy yourself at a lively party?  | <input type="radio"/> | <input type="radio"/> |
| 52. Are you troubled with feelings of inferiority?   | <input type="radio"/> | <input type="radio"/> |
| 53. Can you easily get some life into a rather dull party?   | <input type="radio"/> | <input type="radio"/> |
| 54. Do you sometimes talk about things you know nothing about?   | <input type="radio"/> | <input type="radio"/> |
| 55. Do you worry about your health?  | <input type="radio"/> | <input type="radio"/> |
| 56. Do you like playing pranks on others?  | <input type="radio"/> | <input type="radio"/> |
| 57. Do you suffer from sleeplessness?  | <input type="radio"/> | <input type="radio"/> |

Appendix 9.10: Taylor Manifest Anxiety Scale

Subject's Name: \_\_\_\_\_

Type of training: \_\_\_\_\_

Year of training: \_\_\_\_\_

Hospital: \_\_\_\_\_

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. I do not tire quickly   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I am troubled by attacks of nausea                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I believe I am no more nervous than most others               | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I have very few headaches                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I work under a great deal of strain                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I cannot keep my mind on one thing                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I worry over money and business                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I frequently notice my hand shakes when I try to do something | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I blush as often as others                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I worry quite a bit over possible misfortunes                | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I practically never blush                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I am often afraid that I am going to blush                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I have nightmares every few nights                           | <input type="checkbox"/> | <input type="checkbox"/> |

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 14. My hands and feet are usually warm enough                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I sweat very easily even on cool days                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Sometimes when embarassed I break out in a sweat which is very annoying | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I hardly ever notice my heart pounding and I am seldom short of breath  | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I feel hungry almost all the time                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I have a great deal of stomach trouble                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. At times I have lost sleep over worry                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. My sleep is restless and distrubed                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. I frequently dream about things that I don't like to tell other people  | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. I am easily embarassed  | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. I am more sensitive than most other people                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. I frequently find myself worrying about something                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. I wish I could be as happy as others                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. I am usually calm and not easily upset                                  | <input type="checkbox"/> | <input type="checkbox"/> |

- |  | T                        | F                        |
|--|--------------------------|--------------------------|
| 28. I cry easily   | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. I feel anxiety about something or someone almost all the time  | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. I am happy most of the time  | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. It makes me nervous to have to wait  | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. I have periods of such great restlessness that I cannot sit long in a chair                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Sometimes I become so excited that I find it difficult to get to sleep                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. I have sometimes felt that difficulties were piling up so high that I could not overcome them          | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. I must admit that I have at times been worried beyond reason over something that really did not matter | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. I have very few fears compared with my friends   | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. I have been afraid of things or people that I know could not hurt me                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. I certainly feel useless at times  | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. I find it hard to keep my mind on a task or job  | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. I am more self-conscious than most people  | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. I am inclined to take things hard  | <input type="checkbox"/> | <input type="checkbox"/> |

42. I am a very nervous person

	T	F
42.		

43. Life is often a strain for me

43.		
-----	--	--

44. At times I think I am no good at all

44.		
-----	--	--

45. I am certainly lacking in self-confidence

45.		
-----	--	--

46. I sometimes feel that I am about to go to pieces

46.		
-----	--	--

47. I don't like to face a difficulty or to make an important decision

47.		
-----	--	--

48. I am very self-confident

48.		
-----	--	--

Appendix 10.1a: SRN Leavers 1975-1980

Nurse: SRN

Subject: Numbers of Who Leave the School During Training

Date: 10/3/81

Date of Entry	Nos. Starting	L E A V E R S			Transfer to P/N (Pupil Nursing)	Left	Stayed	Wastage of Cohorts
		1st	2nd	3rd				
<b><u>N DISTRICT</u></b>								
21/ 4/75	23	4	2	1	2	7	16	30.4
20/10/75	50	7	4	1	3	12	38	24
20/ 4/76	39	6	1	2	3	9	30	23.1
18/10/76	46	5	2	0	2	7	39	15.2
18/ 4/77	36	8	2	0	3	10	26	27.8
17/10/77	38	6	1	0	0	7	31	18.4
1 Total	<u>232</u>	<u>36</u> 15.5%*	<u>12</u> 5.2%*	<u>4</u> 1.7%*	<u>13</u> 5.6%*	<u>52</u>	<u>180</u> 77.6%*	<u>22.4%</u>
10/ 4/78	24	0	3	0	0	3	21	12.5
9/10/78	38	5	0	0	0	5	33	13.2
9/ 4/79	22	3	1	0	1	4	18	18.2
8/10/79	30	2	0	0	0	2	28	6.7
2 Total	<u>114</u>	<u>10</u> 8.8%*	<u>4</u> 3.5%*	<u>0</u> 0%*	<u>1</u> 0.9%*	<u>14</u>	<u>100</u> 81.7%*	<u>12.3%</u>
1 + 2 (Totals)	<u>346</u>	<u>46</u>	<u>16</u>	<u>4</u>	<u>14</u>	<u>66</u>	<u>280</u>	<u>19.1%</u>
11/2/80	53	6	1	0	0	7	N/A	13.2%
12/5/80	57	4	N/A	N/A	N/A	N/A	N/A	7.02%
<b><u>S DISTRICT</u></b>								
1/2/75	67	9	1	3	3	13	54	19.4
1/8/75	60	6	7	2	3	15	45	24.2
1/2/76	68	9	3	1	1	13	55	19.1
16/8/76	60	6	4	2	0	12	48	20
14/2/77	62	6	6	3	1	15	47	24.2
15/8/77	58	9	8	0	0	17	41	29.3
3 Total	<u>375</u>	<u>45</u> 12%*	<u>29</u> 7.7%*	<u>11</u> 2.9%*	<u>8</u> 2.1%*	<u>85</u>	<u>290</u> 70.7%*	<u>22.6%</u>
13/2/78	47	5	1	0	0	6	41	12.8
11/8/78	59	10	0	0	0	10	49	16.9
12/2/79	52	6	3	0	0	9	43	17.3
13/8/79	49	5	0	0	0	5	44	10.2
4 Total	<u>207</u>	<u>26</u> 12.6%*	<u>4</u> 1.9%*	<u>0</u> 0%*	<u>0</u> 0%*	<u>30</u>	<u>177</u> 85.5%*	<u>14.5%</u>
3 + 4 (Totals)	<u>582</u>	<u>71</u>	<u>33</u>	<u>11</u>	<u>8</u>	<u>115</u>	<u>467</u>	<u>19.4%</u>
11/ 8/80	57	2	N/A	N/A	N/A	N/A	N/A	3.51%
10/10/80	58	0	N/A	N/A	N/A	N/A	N/A	0%
1 + 2 + 3 + 4 (Totals)	928	117	49	15	22	81	747	19.3%

\*This % is calculated as No. of Leavers ÷ No. of Learners Starting in a specific cohort or cohort total.

N/A = Not Available.

Appendix 10.1b: SEN Leavers 1975-1980

Nurse: SEN

Subject: Numbers Who Leave the School During Training

Date: 10/3/81

Date of Entry	Nos Starting	LEAVERS			Left	Stayed	Wastage
		1st	2nd				
<b>M DISTRICT</b>							
9/ 6/75	20	6	2		9	11	45
22/ 9/75	19	2	1		3	16	15.8
5/ 1/76	23	3	4		7	16	30.4
1/ 6/76	26	4	2		6	20	23.1
1/ 9/76	30	8	4		12	18	40
4/ 1/77	23	7	3		10	13	43.5
30/ 5/77	28	6	2		8	20	28.6
30/ 8/77	28	5	4		9	19	32.1
3/ 1/78	17	1	1		2	15	11.8
<b>1 Total</b>	<b>214</b>	<b>42</b>	<b>24</b>	<b>19.6%</b>	<b>66</b>	<b>30.8%</b>	<b>30.8%</b>
29/ 5/78	27	2	1		3	24	11.1
4/ 9/78	27	3	1		4	23	14.8
8/ 1/79	25	1	1		2	23	8
30/ 4/79	15	0	1		1	14	6.7
3/ 9/79	16	0	0		0	16	0
<b>2 Total</b>	<b>110</b>	<b>6</b>	<b>4</b>	<b>5.5%</b>	<b>10</b>	<b>9.1%</b>	<b>9.1%</b>
<b>1 + 2 (Totals)</b>	<b>324</b>	<b>48</b>	<b>28</b>		<b>76</b>	<b>248</b>	<b>23.5%</b>
7/ 1/80	40	N/A	N/A		N/A	N/A	2.5%
6/10/80	46	2	N/A		N/A	N/A	4.4%
<b>S DISTRICT</b>							
/ 5/75	33	4	1		5	28	15.2
/ 9/75	38	8	1		9	29	23.7
/ 1/76	32	4	1		5	27	15.6
/ 5/76	29	11	0		11	18	37.9
/ 9/76	40	4	0		4	36	10
/ 1/77	27	8	1		9	18	33.3
/ 4/77	37	5	7		12	25	32.4
/10/77	27	5	1		6	21	22.2
/ 1/78	25	3	1		4	21	16
<b>3 Total</b>	<b>288</b>	<b>52</b>	<b>13</b>	<b>18.1%</b>	<b>65</b>	<b>22.6%</b>	<b>22.6%</b>
/ 4/78	29	6	2		8	21	21.4
/10/78	19	3	2		5	14	26.3
/ 1/79	35	7	2		9	26	25.7
23/ 4/79	21	4	2		6	15	28.6
8/10/79	22	4	2		6	16	27.3
<b>4 Total</b>	<b>126</b>	<b>24</b>	<b>10</b>	<b>19.05%</b>	<b>34</b>	<b>27.0%</b>	<b>27.0%</b>
<b>3 + 4 (Totals)</b>	<b>414</b>	<b>76</b>	<b>23</b>		<b>99</b>	<b>315</b>	<b>23.9%</b>
7/ 4/80	45	5					11.1%
7/ 7/80	45	4					8.9%
<b>1 + 2 + 3 + 4 (Totals)</b>	<b>710</b>	<b>124</b>	<b>41</b>		<b>175</b>	<b>563</b>	<b>21.7%</b>

\*This % is calculated as No. of Leavers / No. of Leavers Starting in a specific cohort or cohort total.

N/A = Not Available.



Appendix 10.2: Leavers Classified into Turnover and Absence Classes

Nurse: SRN and SEN

Subject: Wastage, Absence, Numbers

Date: 9/5/81

	<u>Total Numbers Who Leave Classified Into Wastage Categories</u>						<u>Total Numbers Who Leave Classified Into Wastage Categories</u>						Sample Sizes	
	Medical/ Health	Marriage/ Pregnancy	Transfer	Homesickness	Family Problems	Family Problems	Stress	Academic Unsuitability	Dissatisfied, Disillusioned	Disciplinary	Do not Know			
	1	2	3	4	5A	5B	6	7	8	9	10			
SEN N	6	5	2	2	7	4	9	6	15	1	2	59	(1)	
SEN S	9	4	4	2	8	8	8	5	25	2	7	82		
Total	*15	9	6	4	15	15	17	11	40	3	9	141		
SRN N	5	2	9	3	2	2	11	1	17	0	0	56		
SRN S	7	4	14	3	8	8	16	7	27	1	2	93		
Total	*12	6	23	6	10	10	27	8	44	1	11	149		
SRN + SEN	*27	15	29	10	25	25	44	19	84	4	0	290		
SRN, SEN 1980	* 3	1	5	2	4	4	5	4	18	1	0	46		
	4	1	6	2	4	4	6	4	18	1		50		
<u>Frequency Inception</u>														
SEN N	6	5	2	2	7	7	9	5	15	1	2			
SEN S	6	4	3	1	7	7	8	4	20	2	6			
Total	*12	9	5	3	14	14	17	9	35	3	8		(2)	
SRN N	5	1	8	2	1	1	9	1	15	0	0			
SRN S	6	4	13	3	6	6	15	7	22	1	1			
Total	*11	5	21	5	7	7	24	8	37	1	1			
SRN + SEN	*23	14	26	8	21	21	41	17	72	4	9			
SRN, SEN 1980	* 3	1	4	1	4	4	5	4	14	1	0	39		
<u>S-T SPELLS</u>														
SEN N	6	5	2	2	6	6	8	5	15	1	2			
SEN S	5	4	2	1	7	7	7	4	18	2	6			
Total	*11	9	4	3	13	13	15	9	32	3	8		(3)	
SRN N	4	1	7	2	1	1	9	1	13	0	0			
SRN S	6	4	12	2	4	4	13	7	21	1	1			
Total	*10	5	19	4	5	5	22	8	34	1	1			
SRN + SEN	*21	14	23	7	18	18	37	17	66	4	9			
SRN, SEN 1980	* 2	1	2	1	3	3	5	4	14	1	0	36		
<u>L-T SPELLS</u>														
SEN N	5	4	2	00	6	6	7	4	11	1	2			
SEN S	6	4	3	1	5	5	4	3	12	2	5			
Total	*11	8	5	1	11	11	11	7	23	3	7		(4)	
SRN N	5	1	6	1	1	1	7	1	10	0	0			
SRN S	4	2	8	1	5	5	12	5	12	1	1			
Total	* 9	3	14	23	6	6	19	6	22	1	1			
SRN, SEN	*20	11	19	3	17	17	30	13	45	4	8			
SRN, SEN 1980	* 3	0	3	1	2	2	5	2	11	1	0	29		

\*Denotes Totals

For columns numbered (1), (2), (3) (4) see opposite page

Date: 9/5/81

1. Significant difference between SRN and SEN at  $p \leq 0.05$ .  
SEN  
Fewer categories 3, 6.  
More categories 5A, 5B, 10.
  
2. Significant difference between SRN and SEN at  $p \leq 0.05$ .  
SEN  
Less: 6, 3.  
More: 5A, 5B, 10.
  
3. Significant difference between SRN and SEN at  $p \leq 0.05$ .  
SEN  
Less: 3, 6, 10.  
More: 5A, 5B, 1, 2.
  
4. No significant difference between SRN and SEN at  $p \leq 0.05$ .  
Significant difference between SRN and SEN at  $p \leq 0.10$ .  
SEN  
Fewer: 3, 6.  
More: 1, 2, 5A, 5B, 10.

List of abbreviations used in Appendix 10.3

1. \* = SRN learner
2. ‡ = SEN learner
3. (8), (2) = Category of reasons given for discontinuing training
4. F = Information
5. NGH = Northern General Hospital
6. SGH = Southern General Hospital
7. w or W = Ward
8. s or S = School
9. ST = Senior Tutor
10. SR = Ward Sister
11. C = Clinical
12. CI = Clinical Instructor
13. AO = Allocations Officer
14. NO = Nursing Officer
15. S/N = Staff Nurse
16. Dr = Doctor
17. IVI = Intravenous Infusion

		REASONS FOR LEAVING	WORKING CONDITIONS	SCHOOL CONDITIONS	SCHOOL EXPERIENCE	SCHOOL STAFF	WARD EXPERIENCE	WARD STAFF	PATIENTS	DOCTORS AND MEDICAL STAFF	ANY ONE ACCOUNTABLE INDIVIDUAL	FUTURE INTENTIONS	WITHDRAWAL FEELINGS	SOURCE OF ORIGINAL INFORMATION ON NURSING
1* (8)	NGH	Dissatisfaction with C experience. Pressure fr S Personal problems.	-	Insufficient w teaching.	W-s difference is great. Told to forget S.	Hypocritical; untrustworthy unsympathetic. Didn't like questioning of authority. Out of touch; little w teaching.	Fear on 1st w. Stress on night duty. Petty rules emphasised, not patient care. Little teaching.	2 out of 3 ws unhelpful. Up to date.	Most enjoyable.	Treat nurses like kids.	None (but ST must be very happy now).	To train for RMNS.	Relief.	
2* (8)	NGH	Unhappy ws. Bad w reports. Pressure fr S.	-	Insufficient w teaching.	Enjoyed introductory block. Unfair. Boring.	Unhelpful. Collude with w staff. Untrustworthy.	Fear on 1st w. Some theoretical teaching, little p. Contradictory criticisms, no initiative, didn't work as team.	3 out of 4 ws unhelpful. W reports: different interpretation by S W; didn't know doing badly; questioned SR re w report; how could she know?	Most enjoyable.	-	ST appears sympathetic but only wants to kick me out.	To train for RMNS. Always wanted to nurse.	Failure, no more self-confidence.	Previous contact with Red Cross.
3 <sup>f</sup> (2)	RHH	Unexpected pregnancy	-	Insufficient w teaching.	Enjoyable. No difference between S and w.	Helpful.	Enjoyable. Little teaching. Routine.	Unhelpful.	Enjoyable.	-	-	Not work for a while.	Upset.	-
4 <sup>f</sup> (6) F	RHH	Domestic problems. Stress fr sick and dying patients.	-	-	-	-	-	-	-	-	-	-	-	-
5* (1)	RHH	Sickness during pregnancy, delayed finals. Fed up with nursing.	Hours bad. Poor pay - not paid professionally, difficult to save if married. No provision for pregnant nurses.	Insufficient w teaching, short-staffed. No guidelines.	W-S difference great. But S still important. W-S relationships are bad. S is boring.	Friendly. NO was useless. Out of touch.	Stress - left in charge on nights and days. Insufficient teaching, more like dogbody.	Treated like children. Up to date but cut corners.	Most rewarding.	Generally good.	None. Nursing as a profession.	Not sure.	Relieved.	-

		REASONS FOR LEAVING	WORKING CONDITIONS	SCHOOL CONDITIONS	SCHOOL EXPERIENCE	SCHOOL STAFF	WARD EXPERIENCE	WARD STAFF	PATIENTS	DOCTORS AND MEDICAL STAFF	ANY ONE ACCOUNTABLE INDIVIDUAL	FUTURE INTENTIONS	WITHDRAWAL FEELINGS	SOURCE OF ORIGINAL INFORMATION ON NURSING
6*	NGH	Unhappiness with training. Personal problems.	Pay is poor. Shifts all right. So is night duty but could be frightening; often left alone.	All right.	Boring at times; irrelevant. Insufficient theory taught.	Out of touch. C teachers ignored them on w. Did not trust them to keep confidences; insufficient teaching.	Role conflict between expectations as SFN and learner SRN. w-S conflict does not bother; corners had been cut. Hard to stand up to sisters; S won't back.	Most were helpful. Very up to date. Could not trust with confidences. Would teach if time available.	Enjoyable but in general not enough time to discuss psychological problems. Some can be ungrateful; sometimes treated as cases.	Varies, consultants are worse.	-	Remain as SEN. Went to Saudi Arabia.	Relieved.	Family.
7 <sup>1</sup>	RHH	Not given. Nurse suffered back strain. 3 out of 6 reports bad: lack professional manner towards staff; low standards; little interest.	-	-	-	-	-	-	-	-	-	-	-	-
8 <sup>1</sup>	RHH	Going to Rhodesia to marry.	-	-	-	-	-	-	-	-	-	-	Sorry to go had been happy.	-
9*	RHH	Transfer to Brighton to be nearer family, domestic problems.	-	-	-	-	-	-	-	-	-	-	Thanked tutors.	-
10 <sup>2</sup>	RHH	Discontinued to apply for SRN. Nurse also applied for clerical job.	All right, loves nursing.	All right.	All right.	Helpful.	Enjoyable, not unhappy with nursing but wanted chance of promotion.	Helpful.	Enjoyable.	-	-	Apply for SRN.	Glad to go, better oneself.	-

		REASONS FOR LEAVING	WORKING CONDITIONS	SCHOOL CONDITIONS	SCHOOL EXPERIENCE	SCHOOL STAFF	WARD EXPERIENCE	WARD STAFF	PATIENTS	DOCTORS AND MEDICAL STAFF	ANY ONE ACCOUNTABLE INDIVIDUAL	FUTURE INTENTIONS	WITHDRAWAL FEELINGS	SOURCE OF ORIGINAL INFORMATION ON NURSING
11*	RHH	C experience very bad. Nursing was not as personalised. Homesick, nurses' home like a morgue. Social life was affected.	Hours bad. Pay bad. Social life was restricted.	Quality of teaching reasonable.	W-S difference not that great.	Quite helpful.	Routine work. Not encouraged or allowed to talk to patients, de-personalised. Petrified on 1st w. Feel that she was a nurse, not an individual.	Clique together. Fair but felt watched. Not patient with shy learner. Not bothered with dirty jobs and dirty patients.	Liked them enjoyed talking to them and finding out their circumstances.	-	-	Apply for social worker.	Happy at going.	Wanted to do health visiting via SRN.
12*	RHH	Was homesick, boy friend there. Transferred to Grimsby due to marriage.	-	-	-	-	-	-	-	-	-	-	-	-
13*	RHH	Resigned but due for dismissal. Charged with assault on another nurse. Nurse was unhappy in training and nurses home. Lack theoretical ability, high standards, professional manner towards staff.	-	-	-	-	-	-	-	-	-	-	-	-

(8)

12\*

(3)

F

13\*

(9)

F

		REASONS FOR LEAVING	WORKING CONDITIONS	SCHOOL CONDITIONS	SCHOOL EXPERIENCE	SCHOOL STAFF	WARD STAFF	WARD STAFF	PATIENTS	DOCTORS AND MEDICAL STAFF	ANY ONE ACCOUNTABLE INDIVIDUAL	FUTURE INTENTIONS	WITHDRAWAL FEELINGS	SOURCE OF ORIGINAL INFORMATION ON NURSING
14*	NGH (R)	Criticism fr S and dissatisfaction on ws.	Pay and hours all-right. Qualified staff often changed off-duty.	Teaching very good. Course organisation was very poor. One particular tutor was hopeless. Insufficient p experience.	Not enjoyable, did not have many friends; did not go out with them; no ward teaching at all. Not on w when CI arrived.	Kept criticising me for being shy, kept on about second w report which was bad; ignored good reports. Treated like children. Criticised unfairly for poor results in exams. No support for leaving.	The last ward was unhappy, precipitated leaving. Some ws were very friendly others terrible. W-S difference did not bother; followed w methods. 'Insufficient teaching. Night-day difference is farcical.	Some were very sarcastic and unpleasant, always criticised in front of staff and patients. Generally unapproachable. Did not bother with unconscious patients. Did not give good care.	Enjoyed this apart from one bad ward, could talk quite easily.	Most were terrible.	Tutor did offer to find alternative jobs within health service.	Apply for clerical work.	Relieved but has a sense of failure; had wanted to nurse for a long time.	School.
15 <sup>3</sup>	RHH (R) F	Return to Rhodesia due to Grand-mother's death. Ill-health. Bad w reports, failed exams, failed to report sick leave.	-	-	-	-	-	-	-	-	-	-	-	-
16 <sup>3</sup>	RHH (SA) F	Nurse refused to talk, just left. Failed to go on duty. Sickness and absence high. Told w SR that Mother was ill.	-	-	-	-	-	-	-	-	-	-	-	-
17 <sup>1</sup>	RHH (C) F	Stress due to care of acutely ill adults and children.	-	-	-	School staff counselled and worked with nurse on ward.	-	-	-	-	-	-	Thanked S staff for all they did.	-

		REASONS FOR LEAVING	WORKING CONDITIONS	SCHOOL CONDITIONS	SCHOOL EXPERIENCE	SCHOOL STAFF	WARD EXPERIENCE	WARD STAFF	PATIENTS	DOCTORS AND MEDICAL STAFF	ANY ONE ACCOUNTABLE INDIVIDUAL	FUTURE INTENTIONS	WITHDRAWAL FEELINGS	SOURCE OF ORIGINAL INFORMATION ON NURSING
18 <sup>1</sup> (8)	RHH	Dissatisfaction with C experience. Hours at work and spent travelling.	Hours long, spent a lot of time travelling.	Studying difficult. Intro. course should be longer, too intense. Insufficient w teaching.	-	Helpful; played no part in decision to leave.	Mental and physical stress. Learner not made to feel confident.	Unhelpful uninterested or too busy. Made nurse feel stupid & inferior, not told what was expected of her.	Very enjoyable.	Not much contact.	-	No intention to return to nursing.	Sense of failure.	From cousin who was nurse.
19* (8)	NGH F	Just left, no notice. Seen re: poor sickness record, bad w reports, not reporting absence, delay in attempting assessments.	-	-	-	ST did instruct CI to give more help but nurse resigned within 2 weeks.	W reports say she was too quiet. Declined in w performance.		Reports did say she was good with patients.	-	-	Intend to do social work.	-	-
20* (1)	NGH F	Stress and severe depression apparently unrelated to nursing. Nurse felt determined to leave Sheffield.	-	-	Excellent theoretical work.	Thought highly of nurse; spent much time counselling; encouraged her to re-apply. Extremely helpful.	Excellent w reports.	Ward staff thought highly of her.	-	-	-	Intended to continue nursing but unable to obtain transfer.	Determined to leave Sheffield.	-
21* (6)	RHH F	Failure of p exams. Had had warnings due to bad w reports. Warnings due to excessive amount of sickness and absence.	-	-	Unable to link theory and p.	Thought nurse's motivation was poor, yet nurse insisted she enjoyed nursing.	Difficult to work in a team. Feared responsibility could not cope.		-	-	-	-	-	-



		REASONS FOR LEAVING	WORKING CONDITIONS	SCHOOL CONDITIONS	SCHOOL EXPERIENCE	SCHOOL STAFF	WARD EXPERIENCE	WARD STAFF	PATIENTS	DOCTORS AND MEDICAL STAFF	ANY ONE ACCOUNTABLE INDIVIDUAL	FUTURE INTENTIONS	WITHDRAWAL FEELINGS	SOURCE OF ORIGINAL INFORMATION ON RESPONDING
22*	NGH	Homesick Disliked nurses home.	-	Some C teaching but not enough.	Very boring, hate it. Necessary for theoretical knowledge.	All right.	Enjoyed it. Learning all the time but should have formal teaching. Only 1 teaching session in 8 weeks.	All right, don't like to ask too much, might be branded a nuisance. Lot of teaching. Up to date.	-	-	-	Applied for SRN in Coventry start in June 1980.	Made a mistake but no regrets.	-
23*	NGH	Wants to do RMN nursing instead.	Loves nursing especially psychiatric nursing.	Fair teaching, some teachers not very good. Resources very good, very impressed.	-	Helpful approachable.	-	-	-	-	-	Applied for RMNS.	Made a mistake but glad to rectify.	Did orthopaedic nursing, Mansfield passed with honours. Interested in RMN, could be due to vicar father who died of alcoholism.
24*	RHM	Going back to college to do O and A levels. Did not work her notice because her dog was sick.	Hours, pay.	Managed studying all right. Insufficient w teaching, but was short staffed.	Generally enjoyable boring at times. W-S difference, principles the same but cut corners, S is still relevant.	All right, approachable. ST not very happy that she was going. Out of touch.	Enjoyed it. Coped with night-duty.	Got on well, approachable. Lot of teaching done. Up to date.	All right, did not enjoy the dirty jobs.	Mixed lot.	-	Could apply for SRN.	Happy at chance to better oneself.	Mother was a nurse.
25*	NGH	Trouble with S and nurse service managers.	All right, everybody about pay but did not bother.	Hardly studied but still passed. Teaching was relevant, only gave a base, ward reality meant cutting corners.	Disciplinary procedure started at S due to bad w reports (6). Standard of care was judged poor by staff; decided to leave as she could have been dismissed. Some teaching.	Bullied her to take assessment which she refused. S tried to change learner. Could talk to one of the C teachers. Out of touch with us.	Accused me of being un- professional to co-workers. Only told at end of 8 week stay; unfair. Got on with some people not others; was too noisy for some sisters. Standard of care judged poor by staff. felt watched and talk about. The nurse teaching, didn't help	Could not confide. Some staff gave very good reports, most did not.	Found some patients difficult but on the whole enjoyable.	To be respected like sisters.	Not blaming anybody, no grudges. I have made the mistake and other people just took a long time to point things out. ST told me off often, said I should should leave.	Ashamed, worried about what other people might say. No support given on leaving "It was as though I did not exist in S". Felt happy that nursing had not changed.	Did pre- nursing.	

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26* (8)	NGH RHH	Go to college to do drama or do a beauticians course; wanted to be actress or singer; persuaded by NO to take job as SRN. Nursing - not satisfying. Always being told, like being own boss. Glorified skivvy on ws. Not personalised care and nurse is not personalised. Nursing dominate. one's whole life.	Hours - no time for hobbies; job is one's whole life.	Reasonable teaching.	Tended to brainwash recruits that a nurse is somebody special with perfect standards.	All right, accept being treated like a child initially.	Cannot apply one's own standards. Cannot show initiative as sister thinks nurse is being too clever. Patients are treated like children. Not allowed to be flexible, lots of rules but should give nurses some discretion. Role conflict was severe as learner had acted up as staff nurse before.	Condescending, superior, petty, likes to show authority. Do not like being questioned, cannot discuss differences; too status conscious. Cannot apply the nursing process.	They should be treated as individuals.	Varies.	Sisters as a whole.	Do drama, beautician course; nurse ended up as chambermaid in London. Always wanted to be an actress but nursing provided a useful qualification.	Happy. Nursing has been valuable.	Did orthopaedic nursing Royal Infirmary.
27* (8)	RHH NGH	Felt victimised by S staff. Y staff not helpful (RHH). Homesick and lonely at nurses' home. Hospital and S were too big and impersonal. Standards did not seem high.	All right, used to it all.	All right, teaching was average.	W and S different, NGH v RHH. little w teaching.	Was labelled rebellious for forgetting to wear uniform on two days.	Nursing care not very high; e.g. patient care was infectious and bed and mattress not washed. Patient sent to theatre without being washed. 13 staff on. Anaesthesia was poorly done. Dr inserted IVT into patient without explanation, patient was terrified.	Unhelpful, didn't answer questions, told to read books. Senior learners unhelpful. Little teaching.	Enjoyable.	-	ST.	Intend to do au pair for 1 year and apply for SRN.	Relief. Parents were very understanding.	Orthopaedic trained at Mansfield.

		REASONS FOR LEAVING	WORKING CONDITIONS	SCHOOL CONDITIONS	SCHOOL EXPERIENCE	SCHOOL STAFF	WARD EXPERIENCE	WARD STAFF	PATIENTS	DOCTORS AND MEDICAL STAFF	ANY ONE ACCOUNTABLE INDIVIDUAL	FUTURE INTENTIONS	WITHDRAWAL FEELINGS	SOURCE OF ORIGINAL INFORMATION ON NURSING
28 <sup>3</sup> (8)	NGH RHH	Disliked one staff nurse who allegedly victimised her. S was unsympathetic, would not transfer w, hinted that nurse was not suitable due to being nervous and slow.	All right.	-	Some w teaching once a week. W and S difference RHH v NGM.	Not very sympathetic; implied nurse was flighty.	Unhappy, accused of being slow, was nervous and talked a lot to patients. Standard of care was not very good, no patient allocation.	Sister was pleasant but S/N not, often stayed in office. Some teaching but not individual (once a week).	Enjoyed this, talked to them a lot.	More superior to nurses.	Staff Nurse	-	Lost self-confidence.	Thought a lot about it.
29 <sup>3</sup> (8) F	NGH RHH	No interview notes in file. Nurse wrote that she was unsuited to nursing.	-	-	-	-	-	-	-	-	-	-	-	-
30 <sup>*</sup> (8)	NGH NGH	Found nursing boring, did not satisfy. Nurse's choice of nursing motivated by a. boyfriend's location, b. friends, c. failure to obtain a teaching post which was first job preference.	Used to them, worked before as SRN in Birmingham.	Teaching not very pragmatic. Insufficient staff. Studying difficult.	Enjoyed it, a trifle repetitive.	Up to date but not very good teachers. Patronising, treat us like children. Afraid of their authority being questioned. Cannot confide.	Enjoyed it initially, then found it boring; w was too quiet. Hierarchy is disheartening as even SR have to kowtow to W and S staff. Stress - not from nursing patients but hierarchy.	Teach better than S. Afraid that authority will be questioned, better relationship recent! Cannot confide.	All right.	Do learn from them but qualified staff did not allow nurse to join rounds in case nurse asked too many questions.	-	Going to London where boyfriend was. Working as chambermaid. Take A levels part-time.	Glad made up mind.	Friends who were nurses. Worked at Selly Oak before as auxilliary.

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31 <sup>1</sup> (5A)	NGH RKH	Found travelling difficult as girl commuted from Barnsley.	-	All right. Reasonable standard of teaching. Insufficient w teaching.	All right. Do not really learn much.	-	Enjoyable. Good Standard of care. Learn more on wards.	Got on well with staff. Good teaching.	-	-	-	Apply for SRN in Barnsley.	All right.	Decided long ago.
32 <sup>1</sup> (8)	NGH	Nursing was boring, repetitive, no different from pre-nursing. Stressful and depressing.	All right.	Some C teaching.	Enjoyable. W-S difference does not bother, just adapt. W-S seem to get on well.	All right.	Enjoyed it to a point. SEN not allowed to practice things taught.	Very good. Some teaching but discriminate against SEN.	All right.	-	-	Do a beauty consultant's course.	Relief.	Went into pre-nursing to fill in time till 18, did not want to stay in school.
33 <sup>1</sup> (4) F	RHH	Homesick.	-	-	Enjoyable.	Approachable, helpful.	-	-	-	-	-	Apply for SRN at home. Apply for auxiliary to fill in time.	Disappointment at not being able to cope.	School. Cousin is nurse.
34 <sup>1</sup> (6)	PHH NGH	Depressing, took problems home. Hours. Far to travel. Social life restricted.	See "Reasons"	Fair standard of teaching, some teachers were hopeless. Insufficient w teaching.	Enjoyed it. W-S difference, did things as on wards.	Helpful.	Stress due to role ambiguity, not allowed to carry out procedures but left in charge on weekends. Not allowed to do interesting things. Stress due to patients and relatives, could not cope with problems felt guilty.	Unhelpful. Have to jump up for No. Did not encourage talking to patients. Some w teaching.	Was enjoyable but depressing. Treated as cases not bother about overdose patients.	-	-	Have a very good job with Foreign Office.	Relief.	-
35 <sup>1</sup> (1) F	NGH	Transfer to Exeter S. Very homesick.	-	-	-	Thanked tutors who helped with transfer.	-	-	-	-	-	-	-	-

		REASONS FOR LEAVING	WORKING CONDITIONS	SCHOOL CONDITIONS	SCHOOL EXPERIENCE	SCHOOL STAFF	WARD EXPERIENCE	WARD STAFF	PATIENTS	DOCTORS AND MEDICAL STAFF	ANY ONE ACCOUNTABLE INDIVIDUAL	FUTURE INTENTIONS	WITHDRAWAL FEELINGS	SOURCE OF ORIGINAL INFORMATION ON NURSING
36 <sup>1</sup> (8)	RHH	Homesick. Pressure from S. Dissatisfied with nursing.	All right.	Did not like studying in evenings.	Irrelevant most of the time.	Insisted nurse's manner was not professional, cocky. Desire to show authority.	1 out of 3 reports poor, S thought all were poor. Did not enjoy Geriatrics. Teaching on w is more relevant. Enjoyed night duty, more freedom.	All right. They usually think nurse is cocky. But no pressure.	Enjoyable on the whole.	-	-	Applied for N/A job at home.	-	-
37 <sup>a</sup> (8)	RHH	Financial difficulties. Social life affected. Dissatisfaction with nursing.	Hours, pay poor. Far to travel.	Enough resources. Poor organization and teaching. Inefficient C teaching. No time to study.	S teaching not related to w practice.	Most were unhelpful. Treated like children. No support on wards. No support in respect of discontinuation. Could not confide.	Enjoyable but stress from staff and patients. Very different from S.	Unhelpful. Could not confide.	Enjoyable. Insufficient time to develop relationships, to talk. Treated as cases.	Non-entities. Dissatisfied with them.	-	Working as medical representative.	Disappointed.	Family, school.
38 <sup>a</sup> (8)	RHH RHH	Miss academic subjects like English and History. Not interested in theory or w work.	Hours troubled a little.	All right.	-	Approachable, but did not confide, felt like "carrying tales".	Role ambiguity. Do not know how to handle situations, sister is busy in office and nurse left without supervision. It is like a factory, not a hospital, everything had to be done at a certain time.	Uncaring to patients, hard, treat them like a sack of potatoes. Unhelpful to learners, grumbled about too many first yrs. Insufficient teaching.	Not well treated, psychological needs were ignored.	-	-	Apply to polytechnics for a degree course in English and History.	Happy at going.	Mother was a District Nurse.
39 <sup>a</sup> (4) F	RHH NGH	Joined fiancée in Canada.	-	-	Was weak academically.	-	Had difficulty relating to w colleagues, shy.	-	-	-	-	Intended to resume nurse training.	-	-
40 <sup>a</sup> (1) F	RHH NGH	Transferred to Middlesborough. Homesick and problems at home.	-	-	-	-	-	-	-	-	-	-	-	-

		REASONS FOR LEAVING	WORKING CONDITIONS	SCHOOL CONDITIONS	SCHOOL EXPERIENCE	SCHOOL STAFF	WARD EXPERIENCE	WARD STAFF	PATIENTS	DOCTORS AND MEDICAL STAFF	ANY ONE ACCOUNTABLE INDIVIDUAL	FUTURE INTENTIONS	WITHDRAWAL FEELINGS	SOURCE OF ORIGINAL INFORMATION ON NURSING
41*	RHH NCH	Failed her S exams, weak theoretically.	-	-	Said to be boisterous and have a disruptive influence.	-	-	-	-	-	-	-	-	-
(7) F														
42*	RHH RHH	Very home-sick, transferred to Hull.	-	-	-	-	-	-	-	-	-	-	-	-
(1) F														
43*	RHH RHH	Emotionally unsuited, found nursing stressful.	-	-	-	Kind, helpful.	Kept thinking of patients.	-	-	-	-	-	-	-
(6) F														
44*	NCH RHH	Domestic problems, father died, left husband, could not stand working in hospital.	Satisfactory.	Enough resources. Fair organization. Good teaching. Insufficient w teaching.	Teaching not related. S boring and a strain.	Out of touch. Treated nurses like children. Helpful, supportive re leaving.	Different from S. Stressful especially on nights. Matched expectations.	Helpful. Could not ask questions. Little teaching.	Unable to develop relationships. No time for psychological needs. Enjoyable.	No respect for nurse.	-	Working as typist.	Relief.	Friends.
(5R)														
45*	RHH	Depressed and unsettled in nursing. Personal reasons	-	-	-	-	-	-	-	-	-	-	-	Mother was a nurse.
(6) F														
46*	PHH	Road accident.	-	-	-	-	-	-	-	-	-	-	-	-
(1) F														
47*	RHH	Domestic problems, mother ill.	-	-	-	-	-	-	-	-	-	-	-	-
(5R) F														
49*	PHH RHH	Illness. Dissatisfaction with large hospital.	Satisfactory.	Too much studying in S and at home.	Interesting, unrelated.	Up to date. Helpful, supportive re leaving.	Everything was explained. Not stressful. Night duty good time to study. Wards are more complex, patients have individual problems.	Helpful, good communication. Good teaching.	Enjoyable. Could talk to patients. Treated like individuals.	Friendly, helpful.	-	Work! No job at present.	Happy about choice.	College.
(1)														
53*	PHH PHH	FILE UN-AVAILABLE.	-	-	-	-	-	-	-	-	-	-	-	-
(1)														
54*	PHH NCH	FILE UN-AVAILABLE.	-	-	-	-	-	-	-	-	-	-	-	-
(7)														

		REASONS FOR LEAVING	WORKING CONDITIONS	SCHOOL CONDITIONS	SCHOOL EXPERIENCE	SCHOOL STAFF	WARD EXPERIENCE	WARD STAFF	PATIENTS	DOCTORS AND MEDICAL STAFF	ANY ONE ACCOUNTABLE INDIVIDUAL	FUTURE INTENTIONS	WITHDRAWAL FEELINGS	SOURCE OF ORIGINAL INFORMATION ON NURSING
51 <sup>+</sup>	RHH	Failed her state finals twice, weak academically.	-	-	-	-	-	-	-	-	-	-	-	-
(7)	F													
52 <sup>+</sup>	MCH	FILE UN-AVAILABLE.	-	-	-	-	-	-	-	-	-	-	-	-
53 <sup>+</sup>	RHH	Studying travelling and family responsibility.	-	-	-	-	-	-	-	-	-	-	-	-
(7A)	RHH													
F	F	billies too much for nurse.												

Appendix 10.4: Categories to Analyse Expectations

of Learners

1. Categories to analyse statements as:

- (a) statements of original expectations
- (b) statements of actual experience
- (c) part of analysis of comparative statements.

2. Comparative Statements:

Statements of Experience

<u>Statements of Original Expectations*</u>	Not as Good/ Worse than/ As Expected	Better Than Expected	Same as Expected
Mixed			
Neutral			✓
Positive		✓	
Negative	✓		

Year of training:

A.1 Motivation to Nurse

Intrinsic Factors

- 1. I always wanted to nurse.
- 2. Like people/like working with people.
- 3. Help people/care for those who are sick and less fortunate/  
worthwhile job/right job.
- 4. Challenging job, gives me a good deal of satisfaction.
- 5. Expression of religious beliefs.

Extrinsic Factors

- 6. Career with opportunities and security.
- 7. Part of a well-respected profession/career. Status,  
recognition.
- 8. Parent's choice or persuasion/family influence.
- 9. Combines theory with practical application. Interest in  
medicine and biology, etc.

\* The ticks show how statements of recalled expectations were classified into the positive, negative and neutral categories.



Indifferent factors

10. Don't really know. Couldn't think of anything else to do.
11. Because I've done pre-nursing.
12. I couldn't get the job I wanted. Best alternative to the job I had.
13. Combined answer. Includes both intrinsic and extrinsic factors.
14. No response.

Fourteen categories were devised for this item which were re-classified into intrinsic factors for motivation and extrinsic factors (see Warr et al, 1979). Intrinsic motivating factors were those which related to job context. The category of indifferent factors were factors which showed that the learner regarded nursing as a "second-choice" or a "non-choice" among employment opportunities. They had entered nursing because it was the only feasible or evoked alternative but had demonstrated a lack of positive motivation to enter the occupation. These categories are similar to those devised by Simpson (1979) and Hockey (1976). Austin (1976) in studying the nature of nurse's rewards or inducements used essentially the same categorization of intrinsic and extrinsic work rewards.

## 2. Future Intentions

Nursing-related: specialise

- (a) 1. Community.
2. Midwifery.
3. Paediatrics
4. Other specialisms e.g. S.R.N., psychiatric nursing, theatre, intensive care, further qualifications.
- (b) 5. Work abroad.
6. In industrial situations.
7. Aboard ships or planes.
8. In the forces.
- (c) 9. Work in general area of nursing; geriatrics, sisters or staff

nurses.

10. Continue in nursing, further training, no specific plans/jobs mentioned.

Non-nursing Related

11. Marriage.
12. Quit nursing.
13. Don't know, no plans, undecided.
14. Blank.

3. Nursing Means \*

Idealistic image

1. Caring/helping people who are sick/less fortunate.
2. Hard work, dedication, satisfaction. Worthwhile job.

Technical image

3. Learning nursing techniques and procedures.
4. Total patient care, looking after the mental and physical problems of patients.

Occupational image

5. Meeting lots of different people. Varied interesting work, part of a team.
6. A career/job/become part of a profession. A qualification.
7. A career/job with paid training.
8. Categories 1, 2 combined with 3, 4.
9. Categories 1, 2 combined with 5, 6, 7.
10. No response.

---

\* These categories are based in part on the categorization developed by Simpson (1979) who differentiated among nursing as a description of "people in nursing", of "service to others" and of "work tasks". Her second and third categories are similar to our descriptions of an "idealistic" and "technical" image of nursing. The "occupational" image of nursing was derived from the Habenstein and Christ (1955) concept of the utilizer, that is, nurses who view nursing just as another form of employment. Categories 8 and 9 were hybrid categories containing answers which reflected factors from more than one category.

B First Year Expectations

Not as Good/  
Worse Than  
Expected      Better Than  
Expected      Same as  
Expectations

Mixed

1. Crucial year/hardest/hard year

2. Make or break year/hard but

Enjoyable. Will decide

whether to stay or not.

3. New, different, take getting

used to.

Neutral

4. Graduate/thorough introduction

to nursing. ✓

Positive

5. Interesting, varied, excit-

ing, stress-free,

challenging. ✓

Negative

6. Lonesome, lonely. Very ✓

difficult due to lack of

confidence. Lost and

bewildered.

Four main categories were used here: positive, negative, neutral and mixed. The last category was used to classify statements which showed both positive and negative elements.

Not as Good/  
Worse Than  
Expected

Better Than  
Expected

Same as  
Expectations

---

School

Positive

Teach me thoroughly, teach me all  
I need to know, practical and  
theoretical knowledge (Teacher).  
Setter of standards.  
Counsellor and helper. Help me,  
listen to my problems.  
Give me guidance.  
Help me qualify.  
Teacher . . . and helper.

✓

Mixed

Hard work but enjoyable.  
Strict but helpful.

Neutral

Old School.

✓

Positive

To treat us as adults,  
respect me as an individual.  
Respector of persons.

✓

Negative

Strict, boring, irrelevant.

✓

Wards

Mixed

Rewarding but tiring.  
Strange at first.  
Friendly but strict.

Not as Good/  
Worse Than  
Expected

Better Than  
Expected

Same as  
Expectations

---

Positive

Interesting, fulfilling, friendly. ✓

Prefer wards to School.

What nursing is all about.

Negative

Tedious, at times disgusting and  
horrifying, nerve-racking. ✓

Neutral

Strange at first. ✓

Hospital

Mixed

Busy but sad

Positive

Efficient, clean, works as a  
team. ✓

Busy, caring, friendly.

Negative

Large, unfriendly place. ✓

Impersonal, cold.

Don't know

Clinical Tutors

Mixed

Strict but understanding.

Neutral

Like teachers at School.

Each one is different. ✓

Not as Good/  
Worse Than  
Expected

Better Than  
Expected

Same as  
Expectations

---

Positive

Helpful, understanding, approach-  
able at all times. ✓

Relate to us as equals, as  
individuals, be honest. Be  
human.

Experienced, dedicated,  
knowledgeable.

Counsel and teach without  
swamping.

Negative

Strict, imposing and  
authoritarian. ✓

Don't know/no response.

Sisters and Staff Nurse

Mixed

Stern but helpful.

Friendly but authoritative

Neutral

Each one is different, varied. ✓

Positive

Understanding, helpful, approach-  
able. Human, kind.

Give confidence as I am new. ✓

Experienced, knowledgeable,  
dedicated, efficient.

Teach me practical work.

Not as Good/  
Worse Than  
Expected

Better Than  
Expected

Same as  
Expectations

---

Negative

Bossy, look down on first years. ✓

Extremely strict and authoritarian.

Don't know.

Patients

Mixed

Rewarding but tiring, fulfilling  
but tedious at times, happy but  
depressing at times.

Neutral

Varied, different, new. ✓

Positive

Rewarding, wholly fulfilling,  
interesting. ✓

Help me learn.

Negative

Difficult, could be disagree-  
able and bad-tempered. ✓

Don't know.

Doctors

Mixed

Nice, kind but authoritarian.

Neutral

Variable, either snooty or nice. ✓

Not as Good/  
Worse Than  
Expected

Better Than  
Expected

Same as  
Expectations

---

Positive

Part of ward team, treat us as  
right-hand man, as equals.

✓

Nice, kind, human.

Clever, important, responsible,  
know a lot.

Negative

Starchy and off-hand with nurses.

✓

High and mighty, aloof.

Treat nurses like skivvies.

Authoritative, formal, strict.

Don't know.

Daily Hours

Mixed

Long but enjoyable.

Get me down at times.

Positive

Reasonable, quite suitable.

No problems expected.

✓

I don't mind shifts.

Varied and interesting.

Negative

Tiring and long.

✓

Neutral

Start it straight away to  
vary and work nights and  
weekends.

✓



Not as Good/  
Worse Than  
Expected

Better Than  
Expected

Same as  
Expectations

---

Pay

Mixed

Not very good, but getting better.

Acceptable now but maybe not later.

Positive

Reasonable to live on.

Not important to me.

Negative

Low/too low/ survival rates.

Not adequate.

Night Duty

Mixed

Tiring but enjoyable.

Tiring but more responsibility.

Strenuous at first.

Frightening at first.

Needs adjustment.

Neutral

New, all right, quiet,  
reasonable.

Positive

Better than day duty.

Interesting.

Negative

Tiring, long, boring.

Frightening.

Don't know.

Not as Good/  
Worse Than  
Expected

Better Than  
Expected

Same as  
Expectations

---

Studying

Mixed

Hard but enjoyable.

Necessary but important.

Neutral

To tie together theory and  
practice. Same as in School.

✓

Positive

Challenging, enjoy learning.

✓

Self-discipline.

Negative

Hard, difficult.

✓

Will be Taught

Mixed

Everything but common sense:

Neutral

New things.

✓

Positive

Practical work/basic nursing/ to  
care for the sick.

✓

All aspects of nursing; practical  
and theoretical aspects of nursing.

Physical and psychological care.

People and patient-centred work.

To observe.

Negative

Won't be able to find things out  
myself.

✓

---

Image of Good TutorMixed

Authoritarian yet helpful.

Strict but approachable.

Teacher Role

Teacher/teach me thoroughly.

Teacher and Helper Role

Counsellor/helper/friendly,

approachable with problems,

treat me as equals. Interested in

me as a person.

Teacher and helper.

Setter of standards.

Negative

Authority figure.

Very strict and rigid.

Helper Role

Help me whenever I need it.

Listen to my problems.

---

\* These five categories were devised after an examination of the data. The "teacher" category and the "teacher-helper" categories described the work of the "good tutor". The "negative" and "mixed" categories consisted mainly of adjectives used to describe the good tutor. Though related the adjectives used and the descriptions of work done do not completely coincide with one another and it was decided to keep the categories separate.

---

Image of Good Nurse

Image of Caring Efficiency

Cares but not too involved.

Cares but firm.

Cares but is efficient, not  
panicky and is able to handle  
stress.

Technically Skilled and Practical

Image

Knowledge of skills/efficient/  
competent.

Won't flap in emergency.

Occupational Image

Does a good job.

Passes exams and understands  
total patient care.

Idealistic Image

Caring/understanding/warm/  
sympathetic/ possesses self-  
knowledge.

Dedicated/hard worker/altruistic.

Patient and Staff

Don't know.

These categories of the image of the "good nurse" have been devised after a review of the literature on role orientations in nursing. (See Simpson, 1979; Kramer, 1974; Schmitt, 1968; Benne and Bennis, 1959, Schulman, 1958; Williams and Williams, 1959). Like the concept of nursing itself, these categories are again similar to the Haberstein and Christ (1955) divisions of

the "professionalizer", "traditonalizer" and "utilizer". Their concept of the professionalizer is similar to our image of caring efficiency, their concept of traditionalizerto our idealistic image and their utilizer is incorporated within our occupational image. In addition, we have created a category which sees the good nurse primarily as a pragmatic, skilled technician. That this category is more important now is due to the increasing use of technologically advanced equipment by the nurse.

Appendix 10.5

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN	FEB 1980 SRN	MAY 1980 SRN	JULY 1980 SEN	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample				Total	
										SRN	SEN		Total	S	L
1, 2, 3, 4, 5, 9 Intrinsic Factors	24	24	17	19	22	10	2	14	12	41	8	43	5	84	13
6, 7, 8 Extrinsic Factors	0	5	2	1	1	3	0	5	2	7	1	1	0	8	1
10, 12 Negative Factors	0	1	2	0	0	1	0	2	3	3	0	0	0	3	0
11 Neutral Factors	0	0	1	1	0	0	3	0	0	1	0	1	0	2	0
13 Intrinsic + Ext	2	2	3	3	1	0	0	1	4	5	1	5	0	10	1
No Response	0	0	0	0	1	3	0	0	0						

Motivation to Enter Nursing\*

\* Unless Otherwise stated, all numbers represent leavers who have stayed for more than one year of training.

Key

S = Stayers who stayed for at least one year of training

L = Leavers.

Appendix 10.5: Expectations of Learners

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN O	FEB 1980 SRN O	MAY 1980 SRN O	JULY 1980 SEN O	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample				Total	
										SRN	SEN	SEN	SEN	S	L
1, 2, 3, 4 Specialisms	10	10	14	2	13	1	1	4	7	24	4	12	1	36	5
5, 6, 7, 8 Non-Hospital	4	6	1	2	3	1	1	2	7	7	2	6	0	13	3
9, 10 Hospital	11	9	7	20	7	13	3	13	3	16	4	31	3	47	7
11, 12, 13 Non-nursing	1	7	3	0	2	2	0	3	4	10	0	1	1	11	0
14 No Response															

Future Intentions

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN 0	FEB 1980 SRN 0	MAY 1980 SRN 0	JULY 1980 SEN 0	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample					
										SRN		SEN		Total	
										S	L	S	L	S	L
1, 2 Idealistic	20	26	18	20	23	7	4	15	15	44	5	40	4	84	9
3, 4 Technical	1	3	0	1	0	2	1	0	0	3	1	2	1	5	2
5, 6, 7 Occupational	3	3	3	2	2	2	0	4	6	6	3	5	0	11	3
8 Idealistic + Tech	2	0	3	1	0	0	0	2	0	3	1	3	0	6	1
9 Ideal + Occup	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0
No Response	0	0	0	0	0	6	0	0	0						

Nursing Means



DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN 0	FEB 1980 SRN 0	MAY 1980 SRN 0	JULY 1980 SEN 0	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample					
										SRN		SEN		Total	
										S	L	S	L	S	L
Positive	0	3	6	6	11	2	3	1	2	9	0	6	0	15	0
Negative	0	10	2	4	5	6	1	4	4	12	1	4	2	16	3
Mixed	19	18	16	14	7	2	1	11	10	34	7	33	1	67	8
Neutral	3	1	1	0	1	1	0	4	2	1	2	3	2	4	6
No response	4	0	0	0	1	6	0	2	3						

First Year Expectations

$\chi^2$  Statistically significant

at  $p < 0.05$

3 values  $< 5$

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN	FEB 1980 SRN	MAY 1980 SRN	JULY 1980 SEN	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample				Total		
										SRN	S	L	S	L	S	L
Positive	19	22	15	15	15											
Negative	0	4	5	6	7	3	1	5	1	37	7	34	4	71	11	
Mixed	4	5	3	2	0	6	3	9	15	9	2	6	0	15	2	
Neutral	2	1	1	0	3	0	0	0	0	8	1	6	0	14	1	
No Response	1	0	1	1	0	2	0	4	1	2	0	2	1	4	1	
						6	1	4	4	1	0	2	0	2	0	

Expectations About School of Nursing

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN 0	FEB 1980 SRN 0	MAY 1980 SRN 0	JULY 1980 SEN 0	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample					
										SRN		SEN		Total	
										S	L	S	L	S	L
Positive	9	9	5	11	9	2	1	5	4	14	2	20	3	34	5
Negative	0	4	3	3	7	5	1	3	7	7	3	3	0	10	3
Mixed	15	19	17	10	8	2	3	7	6	37	5	25	2	61	7
Neutral	0	0	0	0	0	2	0	3	2	0	0	0	0	0	0
No response	2	0	0	0	1	6	0	4	2	0	0	2	0	2	0

Expectations About Ward Work

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN 0	FEB 1980 SRN 0	MAY 1980 SRN 0	JULY 1980 SEN 0	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample					
										SRN		SEN		Total	
										S	L	S	L	S	L
Positive	19	26	17	19	9	1	1	9	10	43	6	38	5	81	11
Negative	1	2	2	2	5	5	1	3	7	4	2	3	0	7	2
Mixed	4	4	6	3	0	1	0	0	1	10	2	7	0	17	2
Neutral	0	0	0	0	8	2	3	6	3	0	0	0	0	0	0
No response	2	0	0	0	3	8	0	4	0	2	0	0	0	0	0

Expectations About Hospital

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN	FEB 1980 SRN	MAY 1980 SRN	JULY 1980 SEN	OCT 1979 SRN	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample					
										SRN		SEN		Total	
										S	L	S	L	S	L
Positive	23	24	18	16	15	4	3	8	1	42	8	39	2	81	10
Negative	1	1	3	2	7	4	2	8	12	4	2	3	1	7	3
Mixed	1	5	4	6	0	0	0	1	4	9	0	7	1	16	1
Neutral	1	2	0	0	3	2	0	2	2	2	0	1	0	3	0
No response	0	0	0	0	0	7	0	2	2						

Expectations About Tutors

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN O	FEB 1980 SRN O	MAY 1980 SRN O	JULY 1980 SEN O	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample					
										SRN S	SRN L	SEN S	SEN L	Total S L	
Positive	21	17	7	10	13	4	1	11	2	24	6	31	2	55	8
Negative	0	4	7	4	9	7	4	5	9	11	0	4	1	15	1
Mixed	4	11	9	10	2	0	0	1	6	20	4	14	2	34	6
Neutral	0	0	2	0	0	0	0	3	4	2	0	0	0	2	0
No response	1	0	0	0	1	6	0	2	0						

Expectations About Ward Sisters and Staff Nurses

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN 0	FEB 1980 SRN 0	MAY 1980 SRN 0	JULY 1980 SEN 0	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample					
										SRN		SEN		Total	
										S	L	S	L	S	L
Positive	13	18	9	11	10	6	2	9	8	27	7	24	3	57	10
Negative	1	1	16	2	4	2	3	0	1	3	0	3	0	4	0
Mixed	12	13	0	11	7	1	0	5	9	29	3	23	2	52	5
Neutral	0	0	0	0	1	1	0	7	2	0	0	0	0	0	0
No response	0	0	0	0	3	7	0	1	1	0	0	0	0	0	0

Expectations of Patients

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN O	FEB 1980 SRN O	MAY 1980 SRN O	JULY 1980 SEN O	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample					
										SRN		SEN		Total	
										S	L	S	L	S	L
Positive	19	14	11	5	7	3	1	4	1	25	2	24	3	49	5
Negative	2	10	8	8	13	8	4	13	11	18	4	10	2	28	6
Mixed	2	8	2	10	2	0	0	0	0	10	3	12	0	22	3
Neutral	0	0	3	0	2	0	0	3	9	3	0	0	0	3	0
No response	3	0	1	1	1	6	0	2	0	1	1	4	0	5	1

Expectations About Doctors



DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN 0	FEB 1980 SRN 0	MAY 1980 SRN 0	JULY 1980 SEN 0	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample					
										SRN		SEN		Total	
										S	L	S	L	S	L
Positive	12	1	1	4	4	2	0	2	0	2	0	16	0	18	0
Negative	4	20	16	14	10	10	4	14	15	36	4	18	5	54	9
Mixed	5	11	7	6	4	0	0	0	0	18	5	11	0	29	5
Neutral	3	0	1	0	6	1	1	5	6	1	1	3	0	4	1
No response	2	0	0	0	1	4	0	1	0	0	0	2	0	2	0

Expectations About Working Hours

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN	FEB 1980 SRN	MAY 1980 SRN	JULY 1980 SEN	OCT 1979 SRN	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	Total	FEB 1978 SRN 3rd RHH	1980 Sample				Total	
											S	L	S	L	S	L
Positive	17	19	18	10	7	1	0	3		1	37	5	27	3	64	8
Negative	1	10	4	10	5	15	4	14		7	14	3	11	2	25	5
Mixed	3	3	3	3	6	0	0	0		2	6	2	6	0	12	2
Neutral	4	0	0	0	4	0	1	4		8	0	0	4	0	4	0
No response	1	0	0	1	3	1	0	1		3	0	0	2	0	2	0

Expectations About Pay

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980	FEB 1980	MAY 1980	JULY 1980	OCT 1979	JAN 1978	OCT 1978	MAY 1978	FEB 1978	1980 Sample					
										SRN		SEN		Total	
										S	L	S	L	S	L
Positive	6	3	4	4	2	3	0	5	1	7	1	10	0	17	1
Negative	4	11	10	13	6	9	5	15	8	21	3	17	1	38	4
Mixed	9	17	10	7	6	2	0	0	3	27	5	16	3	43	8
Neutral	6	0	1	0	1	1	0	1	8	1	1	6	1	7	2
No response	1	1	0	0	10	2	0	1	1	1	0	1	0	2	0

Expectations About Night Duty

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN 0	FEB 1980 SRN 0	MAY 1980 SRN 0	JULY 1980 SEN 0	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample					
										SRN		SEN		Total	
										S	L	S	L	S	L
Positive	1	6	2	3	7	2	2	5	9	8	3	4	2	12	5
Negative	0	12	3	3	4	7	3	6	8	15	1	3	1	18	2
Mixed	21	12	16	16	10	1	0	5	1	28	5	37	2	35	7
Neutral	4	2	4	2	1	0	0	2	3	6	1	6	0	12	1
No response	0	0	0	0	3	7	0	4	0						

Expectations About Studying

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN	FEB 1980 SRN	MAY 1980 SRN	JULY 1980 SEN	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample					
										SRN		SEN		Total	
										S	L	S	L	S	L
Teacher	12	15	3	13	4	0	0	3	3	18	2	25	2	43	4
Helper and Teacher	13	10	11	1	11	2	1	5	3	21	2	14	2	35	4
Helper	0	7	11	8	9	14	4	12	12	18	6	8	1	26	7
Negative	0	0	0	0	0	0	0	1	1	0	0	1	0	1	0
Mixed	0	0	0	1	0	1	0	1	2	0	0	1	0	1	0
No response	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0

Image of Good Tutor

DATE OF ENTRY TYPE OF ENTRY YEAR HOSPITAL	JAN 1980 SEN 0	FEB 1980 SRN 0	MAY 1980 SRN 0	JULY 1980 SEN 0	OCT 1979 SRN 1st NGH	JAN 1978 SEN 2nd RHH	OCT 1978 SEN 2nd RHH	MAY 1978 SEN 2nd NGH	FEB 1978 SRN 3rd RHH	1980 Sample					
										SRN		SEN		Total	
										S	L	S	L	S	L
Cares, uninvolved, Efficient	9	2	4	9	5	2	0	2	4	6	0	18	0	24	0
Technically skilled Pragmatic	0	5	2	2	1	0	0	3	0	7	0	2	2	9	1
Occupational Image	1	5	0	1	1	4	0	2	0	5	0	2	0	7	0
Idealistic Image	14	20	19	12	18	11	5	14	15	39	10	26	4	65	14
No Response	2	0	0	0	0	0	0	1	2	0	0	2	0	2	0

Image of a Good Nurse

Appendix 10.6

Key to Appendix 10.6

"O" Levels Expected

LOW = 0-4 "O" Levels

HIGH = 5 and more "O" Levels

"A" Levels Expected

LOW = 0-2 "A" Levels

HIGH = 3 and more "A" Levels

Work of a Nurse

- |  |   |                               |
|--|---|-------------------------------|
| 1 = Caring/ Helping Sick People            | } | Idealistic Image of a Nurse   |
| 2 = Hard/useful/kind/dedicated work        |   |                               |
| 3 = Giving of medicine and injections      | } | Occupational Image of a Nurse |
| Helping the doctor                         |   |                               |
| 4 = Stay involved/efficient in emergencies |   |                               |
| 5 = Dirty, difficult work                  |   |                               |
| Unpleasant. See a lot of blood etc.        |   |                               |
| 6 = Depressing, mentally stressful         |   |                               |
| 7 = Low status, low pay etc.               |   |                               |
| 8 = Unsociable hours                       |   |                               |
| 9 = No Response/Don't Know                 |   |                               |



Reasons for Accepting Nursing

- 1 = Always wanted to nurse
- 2 = Interesting, satisfying career  
Worthwhile to help people
- 3 = Career prospects good  
Prestige and status
- 4 = Nursing is an alternative choice of career. Not first choice, will enter nursing only if first choice is unavailable.

Reasons for Rejecting Nursing

- 1 = Lack qualities or personal characteristics, e.g. ability to withstand mental stress, patience, the wrong sex etc.
- 2 = No interest or motivation in the type of work
- 3 = Poor/unsatisfactory work conditions, e.g. low pay, low status
- 4 = No response.

Appendix 10.6: Analysis of School Children's Expectations

Total sample size (119)

Subject: Educational Qualifications and Image of Nursing

Date: 24th April, 1981

<u>"O" Levels Expected</u>			
Work of Nurse	Low	HIGH	
1+2	60	49	$\chi^2 = 12.966$
3+4	10	17	d.f. = 3
5+6+7+8	12	32	2 expected values < 5
9	4	1	significant difference at 95%
<u>"A" Levels Expected</u>			
	Low	HIGH	
1+2	3	34	$\chi^2 = 1.31$
3+4	0	8	d.f. = 2    3 expected values < 5
5+6+7+8	1	10	no significant difference at 95%
9	0x	0x	
<u>Male and Female*</u>			
	Male	Female	
1+2	45	86	$\chi^2 = 7.29$
3+4	18	16	d.f. = 3
5+6+7+8	24	25	2 expected value < 5
9	4	2	no significant difference at 95% significant difference at 90%
* The numbers do not add up to the sample size of 119 as more than one reason could be given by the same person.			

<u>Reasons for Rejection</u>	<u>"O" Levels Expected</u>		
	Low	HIGH	
1	19	16	$\chi^2 = 3.715$
2	22	27	d.f. = 3
3	10	12	1 expected value < 5
4	2	8	no significant difference at 95%
<u>"A" Levels Expected</u>			
	Low	HIGH	
1	0	9	$\chi^2 = 3.392$
2	2	6	d.f. = 3
3	1	7	5 expected values < 5
4	0	4	not significant at 95%
<u>Male and Female*</u>			
	Male	Female	
1	14	29	$\chi^2 = 7.4665$
2	31	21	d.f. = 3
3	14	12	0 expected values < 5
4	5	7	no significant difference at 95%
<p>* The numbers do not add up to the sample size of 119 as more than one reason could be given by the same person.</p>			

Reasons for Acceptance

"O" Levels Expected

	Low	HIGH	
1	3	1	$\chi^2$ not computed.
2	0	1	
3	8	4	
4	2	0	

"A" Levels Expected

	Low 0, 1	HIGH 2, 3	
1	0 1	1	$\chi^2$ not computed.
2	0	0	
3	1	0	
4	0	0	

Male and Female

1	0	4	$\chi^2$ not computed.
2	0	2	
3	0	13	
4	0	2	

Five people who were undecided and said they lacked qualities and interest were classified as rejecting nursing.

<u>"O" Levels</u>		Reject Nursing as Possible Career	Accept Nursing as Possible Career	
<u>Expected</u>				
Low	0, 1, 2	49	12	$\chi^2 = 0.356$ d.f. = 1 no expected values < 5 not significant at 95%
HIGH	3, 4, 5	49	9	
<u>"A" Levels</u>		Reject Nursing as Possible Career	Accept Nursing as Possible Career	
<u>Expected</u>				
Low	0, 1, 2	3	1	$\chi^2 = 2.12$ d.f. = 1 3 expected values < 5 not reliable, $\chi^2$ discarded
HIGH	3, 4, 5	22	1	
<u>Sex</u>				
Male		50	0	$\chi^2 = 18.4$ d.f. = 1 no expected values < 5 significant difference at 95%
Female		48	21	

Sample size = 119

Accept Nursing as a possible career = 21 (17.65%)

Reject Nursing as a possible career = 98 (82.35%)

Appendix 10.7 Learner Withdrawal and Macro-Level of Unemployment

Subject: Unemployment and Nurse Learner Withdrawal

Date: 24/4/81

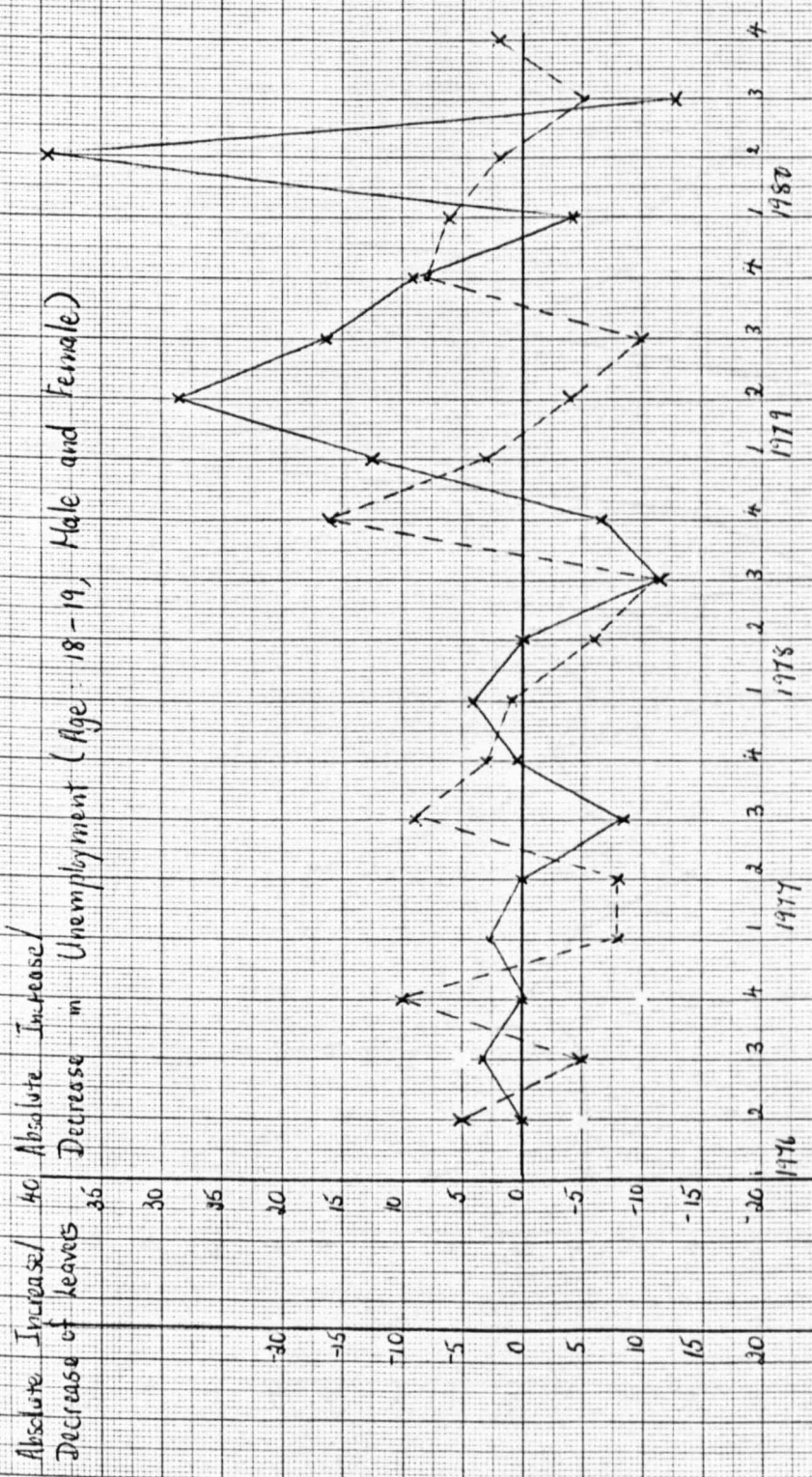
	SRN N DISTRICT	SRN S DISTRICT	SEN N DISTRICT	SFN S DISTRICT	TOTAL	Unemployed (incl. All Male, Female, School Leavers) GB Statistics	Unemployment Age: 18-19 Male and Female	Unemployment Age: 18-19 Female	Unemployment Age: 20-24 Female
1/ 1/76-31/ 3/76	9	3	8	2.7	17	1246.6	118.5	45.5 Jan	62.2
1/ 4/76-30/ 6/76	6	2	6	2	12	1243.2	120.2	48.6 **	66.0
1/ 7/76-30/ 9/76	11	3.7	6	2	17	1412.5	121.9	51.6	69.7
1/10/76-31/12/76	4	1.3	3	1	7	1318.5	125.9	54.5 **	77.1
1/ 1/77-31/ 3/77	8	2.7	7	2.3	15	1361.2	129.9	57.4	84.5
1/ 4/77-30/ 6/77	12	4	11	3.7	23	1337.2	136.7	62.1 **	87.8
1/ 7/77-30/ 9/77	6	2	6	2	12	1554.1	143.5	66.7	91.0
1/10/77-31/12/77	7	2.3	2	0.7	9	1438.1	141.8	65.7 **	96.2
1/ 1/78-31/ 3/78	2	0.7	6	2	8	1443.2	140.0	64.6 Jan	101.4
1/ 4/78-30/ 6/78	10	3.3	4	1.3	14	1364.6	142.3	66.7 **	97.3
1/ 7/78-30/ 9/78	15	5	10	3.3	25	1497.9	144.6	68.7 Jul	93.2
1/10/78-31/12/78	5	1.7	4	1.3	9	1330.0	135.4	64.7 Oct	99.9
1/ 1/79-31/ 3/79	3	1	3	1	6	1372.9	132.7	60.7 Jan	100.9
1/ 4/79-30/ 6/79	4	1.3	6	2	10	1266.5	117.5	53.1 Apr	93.7
1/ 7/79-30/ 9/79	12	4	8	2.7	20	1367.0	131.1	63.9 Jul	95.3
1/10/79-31/12/79	5	1.7	7	2.3	12	1299.0	128.3	61.7 Oct	103.1
1/ 1/80-31/ 3/80	2	0.7	4	1.3	6	1412.7	134.8	62.3	110.6
1/ 4/80-30/ 6/80	2	0.7	6	2	8	1494.2	136.9	61.6	110.9
1/ 7/80-30/ 9/80	9	3	4	1.3	13	1891.7	178.5	82.1	123.0
1/10/80-31/12/80	4	1.3	7	2.3	11	2064.9	207.2	92.5	147.2

\* Averaged number of leavers per month.

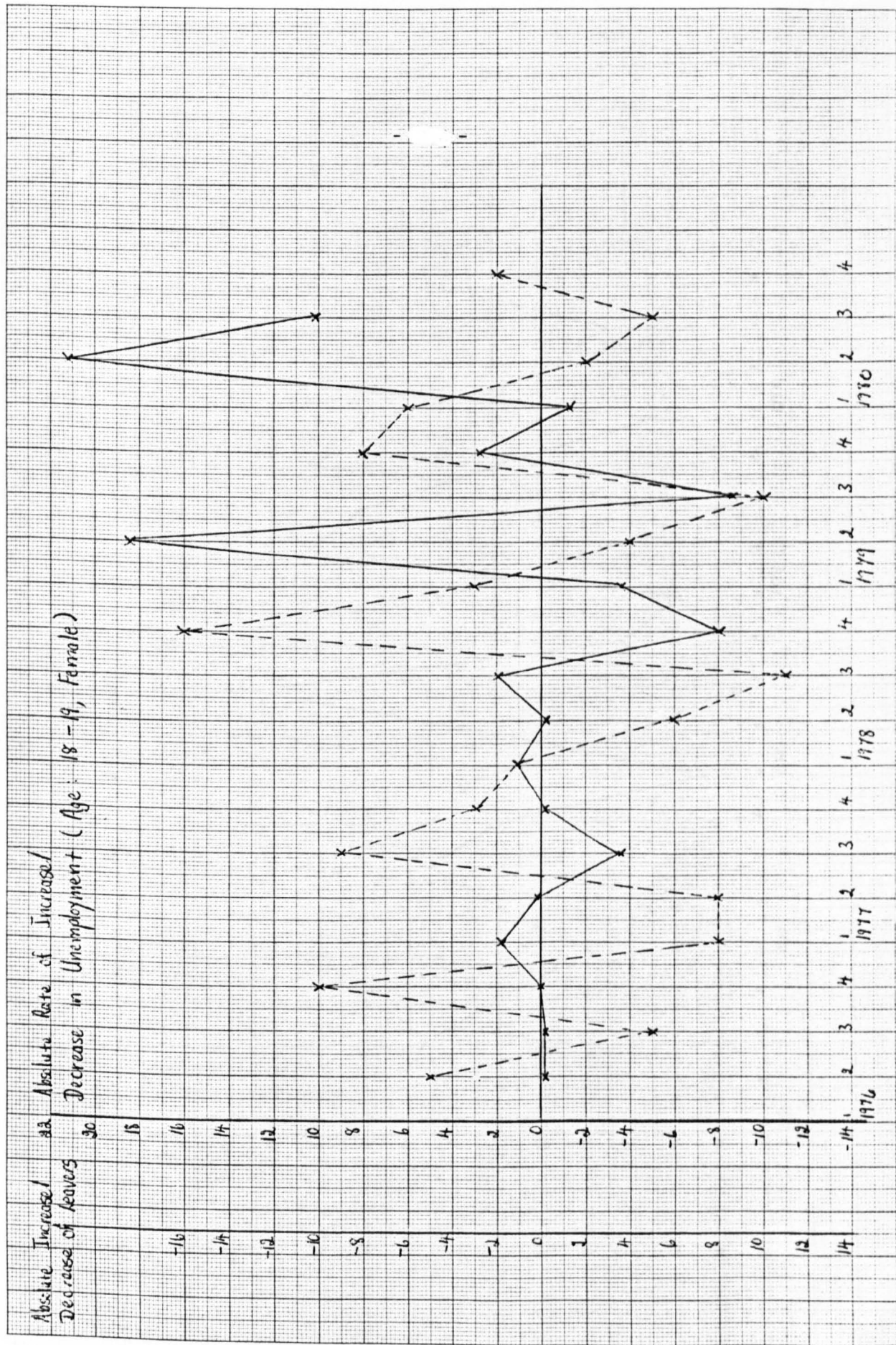
\*\* Statistics unavailable. This number is an average of the January and July statistics.

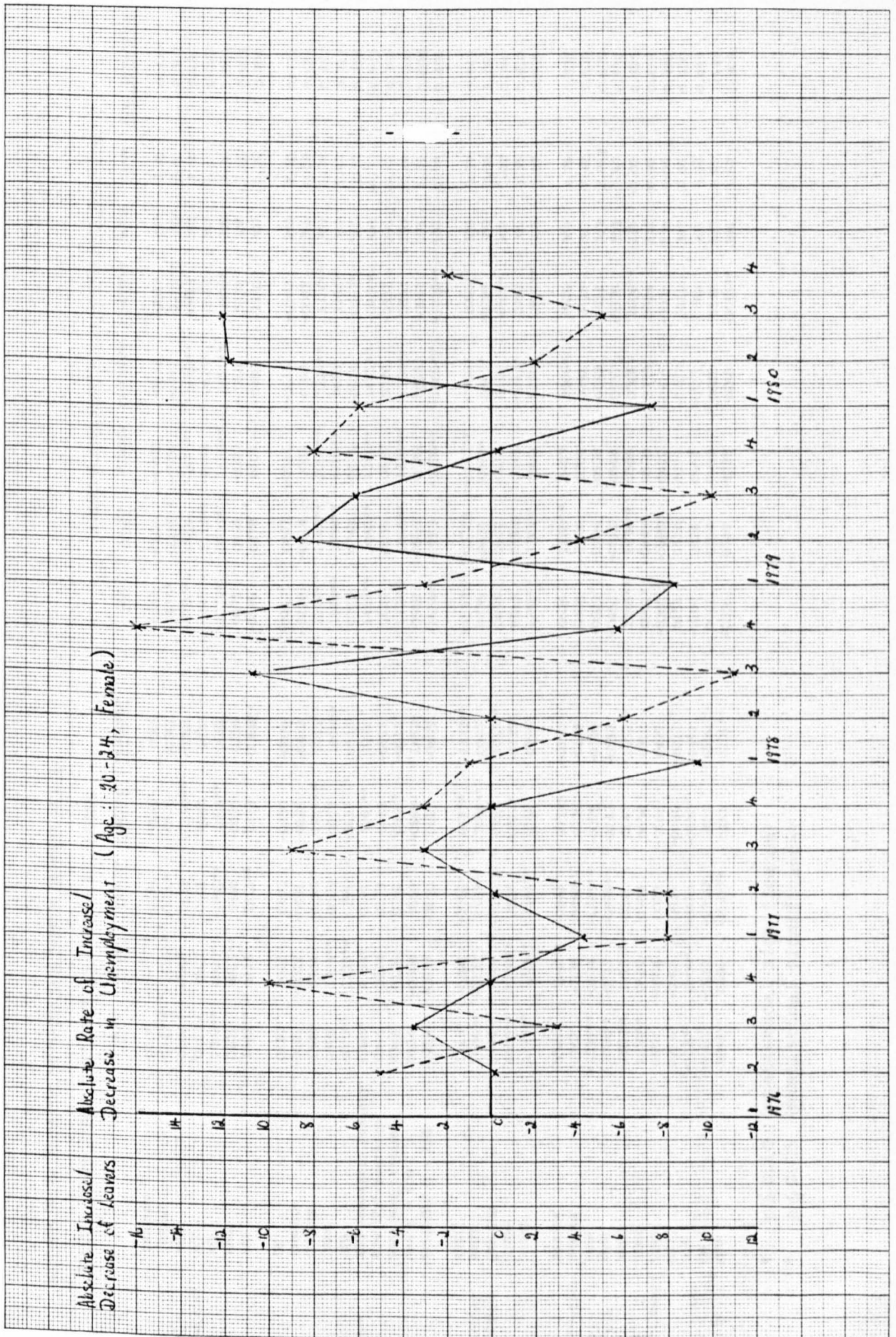
Appendix 10.8: Graphical Representations of the Relationships  
Between Learner Withdrawal and Macro-levels  
of Unemployment

Absolute Increase/Decrease of leaves  
40 Absolute Increase/  
Decrease in Unemployment (Age 18-19, Male and Female)









Appendix 10.9 : Bivariate Relations with Absence Measures of O.E.

Pearson Product-Moment Correlation Coefficients for Absence

Spearman Rank Correlation Coefficients for Absence

		GAR	AVLSP	FINCEP	FINCEPST	FINCEPLT	GAR	AVLSP	FINCEP	FINCEPST	FINCEPLT	CASES	MEAN	STD. DEVIATION
Critical Psychological States	TRAISAT	-0606	-1097**	-0391	-0628	0066	-0556	-0656	-0483	-0642	-0017	299	3.31	0.430
	JOBSAT	-1142**	-1510**	-0733*	-0576	-0561	-0876*	-1158**	-0702	-0541	-1289**	292	3.41	0.404
	NTCO	-0100	-0067	0155	-1590**	-0294	-6790*	0056	-1610**	-1880**	-0443	292	3.87	0.482
	NCO	-0011	0527	-0101	-0840	0438	0445	1119**	-0364	-0823*	0682	287	3.2	0.299
	RC	1702**	0820*	-1302**	0894**	0652	1277*	0902*	1153**	1051**	0805*	308	3.36	1.082
	RAWA	0805*	0619**	0840	-0626	0256	0471	0860	-0027	-0260	0736	308	3.46	0.909
	RAS	1022**	0116	1815**	0123	-1388**	-0186	-0478	0105	0489	-1890	307	2.32	0.802
Personal Character- istics	CE	0220	0083	0101	-0350	-0034	-0217	0047	-0516	-0616	-0302	298	3.70	0.775
	PERAEO	-0641	-0321	-0481	-0186	-0413	-0126	-0114	0031	0368	-0082	296	0.28	0.452
	COURSE	1384*	0504	0295	1917**	1013**	2214**	1182**	2095**	2224**	1316**	309	1.34	0.482
	YEAR	0368	1704**	-0069	0535	1004**	1578**	2498**	1109**	0695	1994**	309	1.47	0.719
	LPB	0903*	1129**	0291	-0157	0515	0769	0746	-0171	-0414	0963*	285	2.92	0.413
	E33 (Manifest Anxiety)	0744*	0754*	0191	1261**	0391	1458**	1042**	1216**	1455**	0931*	308	36.73	16.853
	E34 (Extraversion)	0044	0278	0173	0415	-0522	0124	-0658	0676	0726	-0527	295	15.82	14.386
	E35 (Neuroticism)	0346	0116	0242	0868*	-0213	1775**	1016**	1823**	1738**	0803	290	15.49	15.000
	Sex N = 104	0564	-0268	0559	-0868	1457*	0568	-0537	0586	0518	0652	104	1.99	0.098
	NOLEVELS N = 102	-0268	-0639	-0670	0117	-0405	-1654**	-0763	-1798**	-1668**	-1828**	102	1.78	0.484
Environmental Illiberality	RSS	-1019**	-0268	-0768*	0727*	1622**	-1537**	-0778*	-1563**	-0880*	-2066**	309	3.57	0.949
	RSNS	1006**	-0233	1154**	1088**	0063	0375	-0634	0863*	0965*	-0288	309	3.36	1.167
	QUALTEA	0679	0246	-0126	0458	1015**	0643	0034	0429	0421	0907*	309	3.49	0.760
	PAWS	1009**	1238**	0618	-0812*	0135	0215	0958*	0565	-0823*	0498	309	3.35	0.810
	PASS	1778**	1724**	1344**	0158	0876*	1288**	1391**	0260	-0299	0987**	309	3.07	0.935
Systemic Differentiation	PERVAW	0012	1142**	-0648	0774*	-0190	0626	1188**	0427	0806*	0529	309	2.79	0.831
	PERVAS	0702	0176	0460	0238	-0154	0405	8206	0304	0391	0115	307	2.42	0.679
Systemic Integration	PRST	-1299**	-0534	-1285**	-0075	-0580	-0623	-0704	-0538	-0262	-0512	303	2.969	0.679
	PWSC	-1088**	-0018	-0998*	-0143	-0557	-0453	-0522	-0564	-0357	-0370	303	2.97	0.931
Systemic Supportiveness	IPHS	1484**	1715**	0541	0147	1252**	1245**	1678**	0596	0306	1606**	230	-0.02	0.925
	CENS	1120**	0568	0788	0636	0716	0901*	0649	0576	0259	0594	230	0.01	0.889
	LIBS	0604	-0564	0020	-0166	0497	-0367	-0588	-0422	-0415	-0001	230	0.04	0.889
Systemic Uncertainty	D23	0316	-0065	0639	-0466	-0237	0151	0410	-0399	-0707	0121	307	4.05	0.680
	D25	-0330	0800*	-0410	-0810*	-0452	-0102	0524	-0664	-0551	-0385	306	3.08	0.847
	CW	-0164	-0112	-0756*	0401	0506	0361	0164	0405	0626	0548	307	2.83	1.129
	CTS	-1298**	0456	-1142**	0253	-1201**	-0336	0749	-0285	0268	-1055**	306	3.52	1.303

\* p < 0.10 (statistical significance)

\*\* p < 0.05 (statistical significance)

Appendix 10.10: Bivariate Partial Correlations with Absence

PARTIAL CORRELATIONS

PARTIAL CORRELATIONS

CONTROLLING FOR COURSE

CONTROLLING FOR YEAR

CONTROLLING FOR COURSE AND YEAR

	<u>GAR</u>	<u>AVLSP</u>	<u>FINCEP</u>	<u>FINCEPST</u>	<u>FINCEPLT</u>	<u>GAR</u>	<u>AVLSP</u>	<u>FINCEP</u>	<u>FINCEPST</u>	<u>FINCEPLT</u>	<u>GAR</u>	<u>AVLSP</u>	<u>FINCEP</u>	<u>FINCEPST</u>	<u>FINCEPLT</u>
COURSE (YEAR	2387**	1595*	2286**	2349**	1642**										
YEAR (COURSE)	1834**	2708**	1447**	1041**	2217**										
TRAI SAT	-0807*	-0794*	-0730**	-0911*	-0161	-0320	-0282	-0317	-0542	0301	-0549	-0430	-0536	0775*	0159
JOBSAT	-0671*	-1093**	-0583	-0412	-1219**	-0604	-0735*	-0510	-0422	0959**	-0400	-0600	-0311	-0214	-0824*
NCO	0503	1153**	-0326	-6795*	-0716	0497	1229**	-0334	-0805*	0754*	0576	1287**	-0283	-0766**	0807*
NTCO	-0722**	0105	-1562**	-1838*	-0393	-0567	0450	-1470**	-1800**	-0148	-0431	0558	-1366**	-1705**	-0046
RSNS	0260*	-0708	0761*	0861*	0366**	0184	-0980**	0736*	0889*	-0548	0004	-1117**	0581	0734*	-0683
RSS	-0981**	-0454	-1015**	-0245	-1773**	-1179**	-0131	-1327**	-0725*	-1632**	-0390	0452	-0589	0093	-1151*
PASS	1405**	1449**	0351	-0216	-1049**	1286**	1406**	0248	-0308	0983**	1419**	1487**	0345	0224	1061**
PAWS	0403	1069**	-0400	-0655	0616	0087	0781*	-0662	-0885*	0342	0271	0912*	-0510	-0735*	0470
QUALTEA	-0040	-0368	-6264	-0317	0516	0877*	0390	0589	0522	1214**	0153	-0108	0125	-0218	0755*
D23	6357	0526	0209	-0515	0247	-0029	0131	-0532	-0793*	-0109	0164	0261	-0363	-0628	0020
D25	-0191	0481	-0765*	-0657	-0442	-0130	0499	-0687	-0564	-0427	0240	0436	-0807*	-0684	-0505
RAWA	0653	0962**	0140	-0090	0848*	0368	0711	-0104	-0310	0612	0550	0834*	0055	-0152	0737*
RC	1654**	1102**	1522**	1441**	1026**	1060**	0541	1000**	0957**	0514	1432**	0770*	1353*	1319*	0750*
LPB	0368	0527	-0608	-0891*	0702*	0973**	1081**	-0041	-0335	1230**	0560	0812*	-0481	-0802*	0958**
E33	1394**	0996**	1147**	1390**	0789*	1385**	0926	-1160**	1420**	0832*	1294**	0852*	1065**	1331**	-0754*
E34	0255	-0593	0819*	0881*	-0454	0399	-0251	0880*	0857	-0200	0620	-0118	1105**	1089**	-0063
E35	1433**	0814*	1487**	1377**	0570	1762**	0993**	1810**	1727**	0775*	1365**	-0706*	1432**	1334**	0472
RAS	0049	-0352	0346	0757*	-1771**	0057	-0100	0280	0604	-1637**	0392	0116	0608	0954**	-1449**
CE	-0334	-0014	-0640	-0751*	-0374	-0086	0265	-0428	-0561	-0138	-0189	0203	-0535	-0676	-0208
PERAEO	0098	0010	0257	0619	0057	-0264	-0337	-0064	0311	-0257	-0041	-0191	0156	0550	-0104
PERVAW	0841*	1309**	0634	1038**	0657	0345	0762*	0227	0691	0166	0520	0882*	0392	0875*	0280
PERVAS	0522	0267	0417	0514	-0051	0503	0362	0370	0432	-0001	0661	0461	0517	0586	0096
PRST	-1027**	-0929**	-0935**	-0673	-0759*	-0577	-0640	-0504	-0239	-0455	-1028**	-0937**	-0931**	-0667	-0756*
PWSC	-0722*	-0669	-0834*	-0638	-0532	-0398	-0441	-0526	-0332	-0300	-0692	-0633	-0810*	-0618	-0495
IPHS	1146**	1621**	0482	0178	1543**	1286**	1774**	0617	0318	1671**	1183**	1705**	0498	0186	1600**
CENS	0875	0628	0543	0216	0571	0951**	0733	0607	0277	0656	0934*	0713*	0580	0240	0634
LIBS	-0653	-0747*	-0707	-0718*	-0170	-0156	-0257	-0257	-0324	0279	-0430	0439	-0541	-0600	0102
CW	0288	0121	0334	0557	0503	0270	0244	-0540	0122	-1551**	0164	-0060	0242	0493	0367
CTS	0141	1046**	0190	0803*	-0789*	-0701	0224	-0540	0122	-1551**	-0237	0560	-0089	0619	-1266**
PWSR	2779**	-0626	-0022	-0562	0066	2709**	-0717	-0345	-1044**	-0166	2670**	0717	-0568	-1048**	-0418
NOLEVELS n = 108 1st yrs.	-0133	0169	-0374	-0031	-1281**						-0133	0169	-0374	-0031	-1281**

+ YEAR ALREADY CONTROLLED FOR +

\* statistically significant at  $p \leq 0.10$

\*\* statistically significant at  $p \leq 0.05$

Appendix 10.11: Bivariate Relations with PROBS, PROFORN, ADAPTIVE CAPACITY

Spearman's Rank Correlation

	<u>Variable</u>	<u>PROBS</u>	<u>PROFORN</u>	<u>FADAP1</u>	<u>FLEX1</u>	<u>INNOI</u>
Critical Psychological States	TRAI SAT	3142**	0541	-1359**	3349**	2907**
	JOBSAT	2966**	0656	-0447	1557**	1388**
	NTCO	2183**	2598**	0412	1446**	1275**
	NCO	3125**	2972**	-0349	1360**	2289**
	RC	-2885**	-0159	1250**	-2337**	-2666**
	RAWA	-2319**	0769*	0794*	-0929**	0682
	RAS	-1240**	-0735*	0088	-1167**	0188
Personal Character- istics	CE	1443**	1335**	0566	0553	0811*
	PERAEO	-1019**	-0328	0991**	-1524**	-0972**
	COURSE	0295	-0801*	-0372	0990**	-0395
	YEAR	0021	1160**	-0099	0303	0468
	LPB	0149	0700	0183	1817**	1531**
	E33 (Manifest Anxiety)	-1267**	-0201	0341	0847*	-0364
	E34 (Extraversion)	-0965**	-1164**	-0098	-0397	-0058
	E35 (Neuroticism)	-1139**	-0491	-0216	0432	-0445
	Sex N = 104	-1452**	-0535	-1201	1544*	-1372*
	NOLEVELS N = 102	0010	0326	0598	-0421	2225**
Environmental Illiberality	RSS	0365	-0098	0370	-0822*	-0579
	RSNS	0210	1523**	1297**	0329	-0518
	QUALTEA	2055**	0866*	-0657	1890**	1747**
	PAWS	0944**	1627**	1024**	0316	-0632
	PASS	-0791*	-0684	0584	-1024**	-0152
Systemic Differentiation	PERVAW	-1628**	-0385	1138**	-1038**	-2913**
	PERVAS	-7776**	-1714**	0612	-2737**	-1868**
	PRST	2564**	01169**	-1221**	2389**	2826**
Systemic Integration	PWSC	2595**	0828*	-1445**	2193**	2658**
	IPHS	-3024**	-0437	2316**	-2066**	-2896**
Systemic Supportiveness	CENS	1953**	2124**	0876*	4346**	2917**
	LIBS	1440**	0822	-0940	0897	1108**
	D23	2543**	3377**	0314	1817**	1433**
Systemic Uncertainty	D25	1879**	0476	-0513	0950**	1618**
	CW	-0289**	-0892*	-0186	-0181	-0450
	CTS	-0800*	-0015	0548	-1119**	-1001**

\*\* - statistically significant with  $p < 0.05$

\* - statistically significant with  $p < 0.10$

List of Abbreviations Used in Appendices 10.12a, 10.12b, 10.13 and 10.14

DR	- Director of Nurse Education
ASST DR	- Assistant Director of Nurse Education
ST	- Senior Tutor
T	- Tutor
CT	- Clinical Tutor
DNO	- District Nursing Officer
Div NO	- Divisional Nursing Officer
NO	- Nursing Officer
SR	- Sister/Charge Nurse

Appendix 10.12: Managerial Descriptions of the Good Nurse

	Idealistic Image		Relate to Others Ability to Communicate Empathy	Technical Image		Efficient Image		Intelligent Academically Able. Relate to all Disciplines	Morality and Rule Obedience Image				Stimulates Learning Critical, Innovative Response			
	Compassionate Desire to Care	Motivation Commitment Enthusiasm		Courage Determination	Anticipate Needs	Knowledgeable Skilled Safe	Common Sense Gets on with Work		Sense of Humour	Good Health	Reliability Integrity	Self Discipline Self Control Self Respect		Agreeable Manner and Disposition	Ability to Manage- Delegate	Professionalism
<b>TEACHING STAFF</b>																
1 DR	5							3	4				1			
2 ASST DR		5											4	1		
3 ASST DR		5							3					1		
4 ST	5			2	3									3		
5 ST	5				4								4			
6 ST	3	5						1								
7 T	5	2						4						3		
8 T	4						1		5							
9 CT	5				4	3	2									
10 CT	4			3		2	1									
<b>SERVICE STAFF</b>																
1 DNO	4								3				2			
2 Div DNO	5		3				1						4	1		
3 Div DNO	5	4					2		3				2			
4 SNO									4		5					
5 SNO	4	5				2			2				1			
6 NO				4	5								3			
7 NO							2		1				5			
8 SR					2				3							
Total Scores	54	26	3	35	11	23	7	9	9	27	19	5	5	4	13	8
Ranking	1	4		2		5				3				7		

Key: Scale of 1-5 goes from Not Important to Very Important

Appendix 10.12b: Ward Sister/Charge Nurse Description of a Good Nurse

	Idealistic Image		Relate to Others Ability to Communicate Empathy	Technical Image		Efficient Image		Intelligent Academically Able. Relate to all Disciplines	Morality and Rule Obedience Image					Stimulates Learning Critical, Innovative	No Responsu
	Compassionate Desire to Care	Motivation Commitment Enthusiasm		Courage Determination	Anticipate Needs	Knowledgeable Skilled Safe	Common Sense Gets on with Work		Sense of Humour	Good Health	Reliability Integrity	Self Discipline Self Control Self Respect	Agreeable Manner and Disposition		
TEACHING STAFF															
21 Ward Sisters															
3	5							0		3					4
2				4			5								
Joint			3				5				2				4
Answers							5								
2								0							
2															
1				3			5								4
1															5
1							5								
1	4						5				3				
1															
1															
1															
1								5							4



<u>Factor</u>	<u>Description</u>
1.	Amount of clinical teaching by ward and School staff.
2.	Amount of theoretical teaching by ward and School staff.
3.	The quality of teaching by School and ward staff.
4.	Resource scarcity in School.
5.	Resource scarcity on wards.
6.	The organizational climate in School.
7.	The organizational climate on the wards and in hospital.
8.	The degree of co-ordination between experience on wards and education in School.
9.	Personality of learner.
10.	Educational qualifications.
11.	Intrinsic job factors e.g. job variety, level of responsibility, autonomy, recognition.
12.	Extrinsic job factors e.g. pay, hours, night duty, travelling.
13.	National and regional unemployment.

Appendix 10.13: Managerial Opinions of the  
Determinants of Learner Withdrawal Rate

		<u>Factor</u>												
		1	2	3	4	5	6	7	8	9	10	11	12	13
<u>TEACHING STAFF</u>														
1	DR	2	3	3	2	3	2	3	3	3	2	2	2	3
2	ASST DR	2	1	3	2	3	2	3	3	2	2	3	1	1
3	ASST DR	1	1	2	1	2	2	3	2	2	1	3	3	3
4	ST	2	2	3	2	3	3	3	3	3	2	3	3	2
5	ST	2	2	2	3	3	2	3	3	3	3	3	2	2
6	ST	3	3	3	2	2	3	3	3	3	3	2	2	2
7	T	3	2	3	1	1	3	3	3	3	3	3	1	2
8	T	3	2	2	1	3	1	2	2	3	1	2	2	3
9	CT	3	2	2	1	3	3	2	3	3	1	3	2	9
10	CT	1	1	2	1	1	2	2	3	2	2	1	1	1
	Average	1.9	1.9	2.5	1.6	2.4	2.3	2.7	2.8	2.7	2.0	2.5	1.9	2.1
<u>SERVICE STAFF</u>														
1	DNO	3	2	3	2	1	3	3	2	3	2	2	3	2
2	Div NO	3	2.5	3	3	3	3	3	3	3	2	3	2	1
3	Div NO	2	2	3	3	1	2	2	2	3	1	3	2	3
4	SNO	1	9	2	1	3	3	3	1	3	3	3	3	3
5	SNO	2	3	3	3	3	3	3	3	3	2	2	1	1
6	NO	2	3	3	3	3	3	3	3	3	2	2	1	1
7	NO	3	9	3	2	9	1	2	1	3	3	3	2	9
8	SR	2	2	2	2	1	2	3	2	2	2	3	2	3
	Average	2.25	2.4	2.75	3	1.9	2.5	2.8	2.1	2.9	2.1	2.6	2	2

Key: Scale of 1-5 goes from Not Important to Very Important.

Appendix 10.14: Managerial Opinions of the  
Influences on Learner Absenteeism Ratio (GAR)

		1	2	3	4	5	Factor		8	9	10	11	12	13
							6	7						
<u>TEACHING STAFF</u>														
1	DR	2	3	3	2	3	2	2	3	3	1	2	2	3
2	ASST DR	2	1	3	2	3	1	3	3	3	2	3	1	1
3	ASST DR	1	1	2	1	2	2	3	2	2	1	3	3	2
4	ST	1	1	3	2	2	3	3	3	3	3	3	3	2
5	ST	2	2	2	2	3	2	3	3	3	3	3	2	2
6	ST	2	2	2	2	2	3	3	3	2	2	2	2	2
7	T	3	2	3	1	3	3	3	3	3	3	3	2	1
8	T	3	2	3	1	3	3	3	2	3	1	2	2	1
9	CT	3	2	2	1	3	3	2	3	3	1	3	2	9
10	CT	1	1	2	1	1	2	2	3	2	2	1	1	1
	Average	2	1.7	2.5	1.5	2.5	2.4	2.7	2.8	2.7	2.8	2.5	2	1.7
<u>SERVICE STAFF</u>														
1	DNO	3	2	3	1	2	2	3	2	3	1	3	2	1
2	Div NO	3	2.5	3	3	3	3	3	3	3	2	3	2	1
3	Div No	2	2	2	2	3	2	2	2	3	1	3	2	2
4	SNO	1	1	2	1	3	1	3	3	3	2	3	3	3
5	SNO	3	2	1	1	3	3	3	2	3	2	3	1	1
6	NO	3	3	3	2	3	2	3	1	3	1	3	3	1
7	NO	3	9	2	1	9	1	2	1	3	1	3	2	9
8	SR	3	3	2	1	2	1	2	2	3	2	3	2	1
	Average	2.6	2.2	2.3	1.5	2.7	1.9	2.6	2	3	1.5	3	2.1	1.3

Key: Scale of 1-5 goes from Not Important to Very Important