A CONCEPTUALISATION OF A QUALITIVE STUDY ON THE UNDERLYING MOTIVATION OF NURSES AND MIDWIVES UNDERTAKING EXTRAMURAL ACTIVITIES

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I would like to thank each trusting research participant for finding the time to willingly share personal experiences and thoughts on this study's topic of motivation to undertake extramural activities. Without their openness and honesty, which at times must have caused them painful recall, the data would have been superficial and sterile. There were many others who knowingly offered their experiences and advice and helped to shape the methodology: in particular, my colleague researchers at the University of Surrey; my former midwifery manager Chris Hallworth and latter manager in the Resource Management Initiative both of whom were most supportive and encouraging; nurse and personnel managers in my teaching locality; many teaching colleagues and friends in clinical practice; and the very co-operative ACCESS course leader and tutors. There were many who contributed unwittingly by virtue of my passive observation of their motivational experiences and life patterns either when in direct contact or through the media of literature, journals and television and without which global comparisons would have been parsimonious. Finally, my thanks extend to my supervisor, Professor Peter Jarvis, who had an unfailing faith in me achieving an end product! and to my family who endured the moments of despair and kept me writing throughout the relocations in the Middle East. Thank you, all.

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A CONCEPTUALISATION AND QUALITATIVE STUDY OF THE UNDERLYING MOTIVATION OF NURSES AND MIDWIVES UNDERTAKING EXTRAMURAL ACTIVITIES

Abstract: A phenomenological research project.
The researcher's phenomenon of interest was in the underlying motivation which drove professionals to engage with learning activities additional to their professional job-work. It was a qualitative, quasi-empirical study, the methodology of which evolved from the initial exploration of the researcher's knowledge and in testing methods of data collection and analysis. The original idea was to conduct a quantitative survey by a semi-structured questionnaire the questions of which were to be drafted from the outcomes of preliminary interviews. However, the interview method, which from the outset adopted a counselling reflexive mode, proved successful in obtaining rich qualitative data. Therefore ten respondents underwent an open-ended and informal but intensive interview that formed a cluster of case studies. Other data from casual interviews supplemented the main body of preliminary narratives each with its focus on extramural learning. The research sample included 2 enrolled nurses and 8 midwives working in the researcher's locality; plus 31 other definitions of motivation written on blue postcards which included 10 members from the public, 14 registered midwives and 7 student midwives completing their last day of a postregistration qualification. Subsidiary data from conversations with 2 elderly ladies and other Open University members were incorporated in the constant comparative method of data analysis.

The main body of data was obtained via audiotape recorded interviews that were transcribed verbatim and analysed by grounding the theory in the individuals' experience - as recounted in their narratives. The transcriptions were examined for textual key concepts, either as verbatim snippets of script or paraphrased attitudes or expressions, then coded and categorised according to their connectedness. 8 loose conceptual themes emerged from the substantive coding which underwent further analysis and dimensioning for their qualification or negation with external experiences and concepts. The outcome of this conceptualisation was the emergence of core variables from the cross-referencing of ideas and extensive theoretical memoing that drew upon global situations and general experiences in order to generate data from the data. The final layer of conceptualisation produced the emergent theme and central phenomenon - that the respondents' motivation to engage with extramural activities was an innate response to a core value of 'learning: to change the self'.

The interpretation of data was acknowledged as subjective both for the respondents' introspections and the researcher's perception of their narratives and discursive analysis, however, without this forum there would have been no data and no findings. The first phase (chapters 1-3) was an essential process in order to identify the interpreter's independent reality and consisted of the researcher exploring personal knowledge and her method of intuiting data. The second phase (chapter 4) was a form of research knowledge that evolved with the initial exploration to become the grounded theory approach in analysing biographical data. The final chapter (5) examines the methodology in the light of its actuality as opposed to a pre-supposition identified in chapter 3. The final sections (5.2-3) considers research implications for the nursing and midwifery professions. As a qualitative study it lived up to the expectations of obtaining valid and rich data; as a conceptualisation it extended the imagination into the respondents' reality.

It was intentional that this study neither argued with formal knowledge nor constrained the freedom of analysis, however, its procedure proved to be as rigorous as any a priori science. Its limitations, as such, were restrained to the unrecorded quantum leaps and bridging inferences made in the interpretive communication between respondent and researcher. There are suggestions for further studies to build on to this philosophical research which primarily concern the lack of career counselling and lack of managerial insight and support for personal development in the investigated professions.

Key concepts: existentialism, a case to study, conceptual, intuiting, bracketing, phenomenological, inductive-emergent, self; extramural activities, personal development, nursing, midwifery, learning, substantive coding, emergent theme, grounded theory and natural motivation.
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PHASE ONE: INITIAL EXPLORATIONS

*The Way of Self-Reliance*

> How can you get very far,  
> If you don't Know Who You Are?  
> How can you do what you ought  
> If you don't know What You've Got?

> And if you don't Know Which To Do  
> Of all the things in front of you,  
> Then what you'll have when you are through  
> Is just a mess without a clue  
> Of all the best that can come true  
> If you know What and Which and Who.

(Hoff 1990 p.58)

CHAPTER ONE: ORIGINS OF THE THESIS

1.0 A Cascade of Questions

The interest in researching this particular area of motivation arose from the researcher's curiosity in her own experience of undertaking various learning activities in her spare time. Spare time was outside the hours of full time work as a midwife practitioner and teacher and also was time freed from the demands of domestic responsibilities as a wife and mother of three children passing through teenage. The questions that initiated the research and asked 'Why did I do it?' and 'What was my motivation for doing it?' were asked of other professionals who were known to have committed themselves to extramural studies. A conclusion that it was a selfish notion of 'doing it for me' in order to raise personal self-esteem - whatever the latter might be - stemmed from personal observation that no other family member, close friend, work colleague or even adversary seemed to have directly benefitted from, or been intentionally affected by, any of the researcher's courses or learning programmes. But feelings, opinions, attitudes and relationships between events and people had to be taken into account before this could be truthfully applied to others in the same situation. To find these answers it seemed that a comparison of learning experiences was needed.

In the first instance, it was necessary for the researcher to know the extent of her personal knowledge of this particular motivation in order to establish the basis of the research knowledge and her reality of the topic. In doing so any personal bias formed from acquired knowledge and experience would be exposed and thus enable the reader to judge the validity of the researcher's interpretation of others' experiences. It was recognised that the researcher and respondents' independent realities need not necessarily be contrasting but that conferring realities based upon similar experience and values would also be valid provided that there was no collusion of ideas or influence on the research knowledge prior to data collection.
At this early stage of thinking, motivation was separated into its cause and its resultant motivated activity. However, the researcher found it difficult to distinguish between these two in terms of defining motivational experience and decided that a provisional hypothesis ‘that there is a particular type of motivation within professionals which drives them to actively seek extramural learning events’ would focus the questions. The use of an hypothesis suggested that the project ought to be traditionalistic and perhaps experimental in nature, and thus would conform with the reliability contemporaneous with the natural sciences that were common to nursing and midwifery research.

The question of motivational self-esteem was associated with a personal eagerness to learn but, more importantly, to gain a qualification that gave a sensation of feeling better about one’s self. Hence, it was thought that the task of collating sensational and sensitive data required an approach different to the natural sciences and needed to be one that was capable of eliciting emotive biographical material. Connected to self-esteem there were motivational feelings associated with recognition of personal worth and a need to be positively developed both at work and at home. From noting these conditions in general it was presumed that the current climate of personal development was aimed at altering an individual’s negative attributes and in correcting deficient abilities; either of which was neither an ideal, nor an esteeming experience. It was hoped that in pursuing an investigation into personal development the method would not detract from the research participants knowing ‘all the best that can come true’(Hoff 1990 p.58) about themselves. An initial idea was that the approach should be a personal interview that would encourage contribution of ideas and unearth the purposefulness of their extramural activity.

The researcher found that critical reflection of learning experiences adjusted her perceptions and future intentions simply because the learning situation was reviewed. Therefore, a single interview would capture raw data and avoid information being altered by subsequent interviews. Personal reflection also revealed an overwhelming motivation to be independent - an attitude that was noticed in both fellow students and midwifery colleagues undertaking extracurricular activities. Thus, the state of achieving independence was not unique, however, the form of independence was unclear and its motivational origins were unknown to the researcher. This reinforced the earlier notion that the research should be a comparative analysis of peers within nursing/midwifery in the National Health Service.

Striving for self-reliance and autonomy of personal development were dominant motivational factors in the researcher’s history of learning, but both causes and outcomes were neither significantly clear enough to be used as operational definitions, nor were they generalisable. Hence, the initial focus of the project was to research personal development in work colleagues, especially those in a peer profession such as nursing and midwifery. It was expected that the study would also know more about the corporate self of extramural learners by finding out, qualitatively, ‘all the best that can come true if you know what and which and who’ of the research participants’ motivation to undertake these particular learning activities. The researcher decided that the following three major questions needed to be addressed in order to conduct a comprehensive qualitative study.

WHAT is motivation?

WHICH motivation is associated with extramural studies?

To WHOM does this motivation apply?

1 NEGATIVE: in the sense of personal attributes misfitting with contemporary work ideals imposed by standards set by managers, colleagues, group consensus or societies.
A thesis an integral part of the researcher's understanding of the world where research ideas and definitions are naturally influenced by personal value-laden experiences occurring both before and during the research process. Therefore, a brief account of the researcher's foundational knowledge and insight, in this instance into personal development, was a necessary starting point of the research. Personal development was considered from two perspectives: the researcher's experience pertinent to developmental activities; and the impact, or outcomes, of that experience upon the researcher's values and beliefs. Three provisional definitions of personal development were identified as follows:-

Self-Development at Home (SDH) was learning that occurred entirely independently of the work situation but was planned or intentional development.

Professional Self-Development (PSD) was also planned learning but occurred during the researcher's job and work hours.

Personal Development (PD) arose incidentally from the experience of learning, critical reflection and academic achievements that were acquired whilst undertaking developmental activities at home and/or at work.

These definitions helped the researcher to focus more clearly on the complexity of the requirements of the research method and, therefore, are explained a little more fully below.

1.1 Defining Self-Development at Home (SDH)
A learning activity that involved self-enrolment, study time, sole self-funding and support outside of NHS management was considered as self-development at home. SDH included topics related to professional work but also to those which were of an entirely different nature. The important indicator was that the actual undertaking of this activity was independent of any professional approval, constraints, or negotiations with managers at work, that might have affected its uptake.

The researcher found SDH to be energising and stimulating learning experiences despite having to use a great deal of energy to reorganise domestic, social and work life. These events spanned a period of nine years and all were totally self-funded. The qualifications, acquired through part-time studying and evening classes outside of work hours, were mostly academic awards such as Advanced Level certificates in English, Biology, Art; an Open University Bachelor of Arts degree in the behavioural sciences and a Diploma in Therapeutic Massage. On reflection, these activities were of major importance to the researcher's esteem mostly because the end goal was by successful examination and a nationally recognised and approved certification.

Other SDH activities held less ambition to succeed and be completed, for example, a BASIC computer programming short course which the researcher had quit after finding that improved basic keyboard skills was far more useful than becoming an expert in computer programming. Another reason was that the evening class lecturer was a senior colleague at work and it felt uncomfortable to expose technological incompetence. Thus, an important factor in extramural learning was to feel comfortable with the course and its environment.

1.1.1 SDH activities related to professional work
Some of the SDH activities were directly linked to promotion at work such as the technical computer skills previously mentioned. The anatomy and physiology components of the BA degree enhanced the researcher's in-depth knowledge of biology when teaching student midwives and nurses. The massage therapy course developed touch skills in caring for pregnant women and mothers. Each activity increased the researcher's basic knowledge and skills needed in her job at that time. Selection of a course was precipitated by the researcher's desire to improve her professional skills as well as to satisfy a personal interest in the topic.
1.1.2 SDH activities unrelated to professional work
On the surface, these activities such as, Art and English 'A' levels, conversational French and Gestalt training had no direct connection to work. In retrospect, these events enabled expression and development of innate artistic abilities which the researcher discovered in the process of learning. Hence, painting pictures, graphic art, and co-counselling techniques were considered as pure leisure activities because each one was an opportunity for total self-indulgence. This raised a question on the relationship between extramural activities and pure leisure and thus raised the need to differentiate between the personal rewards of leisure, vocational and professional learning activities.

1.1.3 Personal Outcomes
Retrospectively, self-development activities at home improved the researcher's of self-expression, articulation and communication skills both within-me-to-myself and me-to-the-outside world. Professional work had indirectly benefitted from the subliminal effects of the courses' contents. There was pleasure in debating issues and putting forward opinions and ideas and, especially, in being listened to; the result of which was a growth of self-confidence and a self-esteem that inflated more quickly than with any other type of extramural activity.

The primary incentive to undertake these particular courses was a personal need to achieve in something-anything - but also to move away from midwifery clinical practice into some kind of management education situation. There was always a subconscious urge or readiness to learn management which steered the choice of course towards one that was perceived as beneficial to management orientated development. It was found that an underlying motive was to change midwifery's management style, as it was then, into one less autocratic and one that demonstrated more understanding of individuals' potential to do well. Self-examination of motives reinforced the researcher's original intention to acknowledge her experiences in order to free-up her understanding of others before embarking upon analysis of their experiences.

Choosing a particular SDH course depended on its credibility linked to a higher level of national status and public worth. The choice was independent of any financial support offered or provided by the profession mainly because there was little, if any, forthcoming. However, it was found that the topic was always connected in some way with boosting self-confidence at work and improving professional self-worth. Thus the researcher queried whether or not the true goal of proving self-worth via self development at home was originally stimulated by the profession. This triggered an idea that the motivation behind SDH was professional self-development, the next definition, but which was different to being allocated onto a profession-related course or event.

1.2 Defining Professional Self Development (PSD)
This definition was based on the researcher's experience of certificated hospital based training courses, professional study days, certain national qualifications and general education, all of which were required and requested by the profession. The events occurred during work hours and were topics directly related to work; inclusive of technical skills in midwifery clinical practice, teaching, and basic skills for management position.

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2 Two short courses, spanning a week, on the principles and management of Gestalt therapy.

3 The General Certificate of Education (GCE) was the national standard set for my Advanced Level studies and was academically recognised both within the United Kingdom and internationally. Various Examining Boards (EB) were approved to pass or fail students and some held greater prestige than others. My EB was Oxford University and was held in high regard.
These professional activities were available to professionals in their post registration period\(^4\) and were randomly sponsored by the local health care services according to service needs and a limited budget.

PSD was provided by professional educators such as midwifery tutors, local regional health authorities, universities, colleges, or consultancies approved by the local health authorities. Management courses were funded as a result of Individual Performance Reviews (IPR)\(^5\) in accordance with directives from senior management. Even though many PSD courses were mandatory there was an option not to attend but in doing so one jeopardised a right to practice. In these instances course selection was Hobson's Choice\(^6\) thus making it difficult for the researcher to differentiate between true personal choice and obligatory self-selection.

The researcher's own PSD was financially supported in a combination of different ways but it was always a joint agreement of a personal or written contract between line manager and employee before the event began. The funding options, listed below, are ordered by observation of popularity amongst colleagues and associates in the nursing and midwifery professions and provide a background of information on the financial support generally available in the NHS at the time of conducting the project's data collection.

- **i)** Employee finances fees, travel, all costs. Firm pays for time released from professional duties.
- **ii)** Employee finances travel, all costs + studies in own time. Firm only pays for fees (may include resit examinations).
- **iii)** Employee pays nothing towards costs + time released. Firm supports all financial costs.
- **iv)** Employee finances total costs + studies in own time. Firm provides some time back in lieu of studying, or for writing examinations in days off duty or/and annual leave.
- **v)** Employee finances total costs + studies in own time. Firm 'promises' promotion or job opportunity on completion of course.

The researcher was a full time practising senior midwife, mostly on night duty in the NHS, whilst engaged with PSD. However, the new management system in 1981 reorganised clinical practice skills training and development to take place as day shift learning and the researcher transferred to day duty. The researcher

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\(^4\) **Post registration period**: Legitimate practice following achieving an appropriate certificate and registerable qualification. Nurses and midwives who register with the UKCC acquire a Personal Index Number (PIN) and cannot practise without its confirmation.

\(^5\) **IPR**: This is an appraisal scheme of individuals and their jobs and is part of most organisations' management structure. It is usually conducted by the line manager who has the resources to support development opportunities. Development activities available to nurses and midwives were, in the 1980s, almost always directly work skills related for both current tasks and a future post, or promotion.

\(^6\) **Hobson's Choice** is an expression used when the choice is so restricted that the individual cannot take an independent alternative. In essence it is not really a personal choice as it does not honour the individual's preference.
then qualified to teach midwifery and lastly moved into the NHS Resource Management Initiative as a hospital training and development manager; during which she retained her midwifery registration by undertaking a statutory refresher course. Following this two year appointment the researcher left NHS employment to live and work abroad during which the researcher’s PSD unwittingly continued in the process of writing up the research for this higher degree.

1.2.1 Activities related to professional self-development

Since 1970 there were the statutory requirements of five yearly midwifery refresher courses which are not included as PSD because it was the profession's regulation to attend and, therefore, was not a true personal choice. The researcher considers her PSD began in 1982/3 with a year's secondment out of midwifery into hospital administration. Educational events that the researcher sought and were supported later by managers were considered as professional self development activities. These included a fully funded part-time course on research methodology; several middle management seminars arranged for hospital and district staff; secondment to the Advanced Diploma of Midwifery (ADM); and the Post Graduate Certificate of Adult Education (PGCEA/Midwifery), all of which were successfully completed by 1988. On reflection PSD was constrained by the limited number of options for development available within the NHS, thus teaching, secondary to professional management training, was an opportunistic response and not the preferred choice for career development.

The ADM and PGCEA were parsimoniously funded by the local health authority which financially disadvantaged the researcher but did not stop her from pursuing the courses. A question arose whether or not the research participants' motivation to learn would be affected if their level of funding was different. The criteria of funding - supported by work or self funded - assisted the initial differentiation between professional and extramural activities, respectively, until proven otherwise by the research data. Teaching midwifery appeared to have developmental aspects such as on-the-job learning and self development at home whilst preparing tutorials and seminars, but there also remained a low profile interest in management of midwifery practice.

With a resurgence of interest in management behaviour in teaching practice in 1990, plus part-time tutoring for the Open Business School, came a desire to register for a higher degree and to make a serious commitment to the academic status of formal research. Both the OU tutoring and the higher degree were considered as an investment in personal professional development where job opportunities at a more senior level were more accessible to those with a higher academic profile. It was decided that the condition of motivational 'academia' would limit subject inclusion to those engaged with external diplomas and degrees, therefore, no parameters were set on sample size or exclusion criteria until a preliminary exploration of the research questions had been fully undertaken. However, the researcher's experiential knowledge of the political situation of health carers seeking professional development, gained whilst working with senior management in nursing, midwifery and health visiting professions, was a strong influence in defining PSD. Therefore, before engaging with the research data, and before identifying typicalities between respondents and researcher, the political situation must be described from a personal perspective.

1.2.2 The political situation for professional self-development

Professional development was subject to several parallel and overlapping political developments which,

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7 Resource Management (RMI): An initiative funded by the Dept of Health and introduced into the NHS around 1986 to improve hospital management of resources, also to produce better co-ordinated computer-based information systems. The job role was to assist the culture change of work towards a more technological orientation and focussed on management and professional skills training.
compounded by the financial constraints imposed by government upon the NHS, impacted on the management of nursing and midwifery. This, in turn, effected a political struggle to gain funding and organisational support for professional development and education; the latter of which was especially difficult to obtain at the lower levels of line management.

The NHS administration reforms were designed to change health care systems from the traditional way of managing public health care into an enterprising and more economical organisation (HMSO (e) 1989). Simultaneously, the Parliament was restructuring other main components of society by co-ordinating the reshaping and integration of general education, social welfare, industrial and economic managements. The processes involved many disputes with management over professional values that were subjected to cost cutting exercises. During this period the researcher experienced many frustrations and much job dissatisfaction due to the major changes in NHS management associated with financial constraints and managerial restrictions. However, this uncomfortable situation encouraged a personal decision to take charge of self-development. Some of the political situations are identified below to illustrate the context in which all the research participants were expected to be similarly situated.

The change in general management started in the early 1970s when the geographical boundaries of health districts and regions were adjusted (HSSD Rainers Report 1974). Simultaneously the management of patient care, particularly midwifery, was removed from medical general practitioners in the community to the care of hospital consultant specialists (1970 The Peel Report). A subsequent reorganisation at the beginning of the 1980s introduced general management into health care (HSMO 1982 The Griffiths Enquiry) which meant that non-professional managers could control the professional services. The conservative government wanted senior medical consultants to become executive general managers but they were initially unwilling to respond and currently (1996) still demonstrate by their low numbers a reluctance to take the position of chief executive of hospital trusts. Since the instigation of Trust Management into hospitals to reshape financial information systems, medical staff have become more readily involved with the operational management of health care and deployment of resources. Dr David Gladstone (See Footnote 9) identifies that the medical profession's interest in NHS business management was primarily for the preservation of the medical profession and status.

The management style of the newly formed NHS Management Executive Board was devolved down to local hospital management during 1982-5. General managers were appointed at senior and middle management level and became key decision makers in spending their hospital's financial allocation and in thrifting costs. This management style began to evolve very slowly from its traditional autocracy to a more humanistic consultative approach, consequently, management skills training for senior personnel became a priority item on the regional and local budgets. This made it difficult for managers to finance training and education if they as individual managers, or the organisation's policy, perceived an event to be unrelated to the major management overhaul. An added difficulty was that different regions and hospitals often held different funding priorities at the level of clinical practice development.

1.2.3 Re-organisation of Nursing, Midwifery, Health Visiting
Simultaneously with this major management restructuring, the three professions -Nursing Midwifery and Health Visiting - underwent a total reorganisation culminating in the formation of one governing body, the United Kingdom Central Council (HMSO 1979). This was followed by a series of regulations on professional practice and a project on Post Registration Education and Practice (HSMO:1984, 1989(b), UKCC: 1986,

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8 Senior medical consultants, plus their professional organisation the British Medical Association (BMA) are perceived to have a very powerful control on the management of medical services especially within the NHS (Toner, M. 22 December, 1992. Daily Mail: quoted the survey of historian Dr David Gladstone at Bristol University, UK.

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1989(a), 1990.) The core of the project, PREP, apart from improving professional practice, was focussed on transferring the accountability for practice, skills development and professional education back to the individual practitioner. It was inferred by many that, in time, the cost for maintaining and developing skills would also become the responsibility of the practitioner. A subtle consequence of this reorganisation was that in many areas midwifery managers were withholding funds and paring costs from In-Service training and education; thus pressurising midwives and nurses to pay all or part of their own courses whereas previously management had usually carried total costs. Only statutory midwifery refresher course fees were likely to be definitely funded and even then funding was often dependent upon the midwife being in full time employment with the health authority - and/or in a good working relationship with the budget-holding managers.

The situation of good, or poor, working relationships cast a constraint on the researcher's own professional development and promotion and altered her professional direction away from practising as a midwife towards management education. From this observation the researcher decided to note specifically the working relationships between the research respondents and their managers in order to determine any affect on the former's motivation to undertake extramural studies.

1.2.4 Changes in Health Care Professional Education

Another political change that seemed to impact upon the researcher's professional self development was the reorganisation of training and education for health care professionals. In the first instance Project 2000 [P2K], a fifteen year programme, altered the curriculum and structure of pre-registration education for nurses, midwives and health visitors and inadvertently raised its academic status and profile. (HMSO 12/90.Dd 8240257.J1113 NJ [HSSH] 350M). An attitude of 'academia' - that is, acquiring diplomas and degrees began to infiltrate and pervade the whole system of health care education triggering a strong reaction in individuals, researcher included, to obtain additional qualifications.

During the mid to late 1980s academia was perpetrated (a Freudian slip for perpetuated showing the researcher's subconscious association that academia was a 'crime' against naturally occurring self development) perpetuated by the amalgamation of schools/colleges of nursing and midwifery with higher education institutions (HSMO Management of Change in Education 1984). This generated a competitive element in employment standards between general and NHS educational organisations with the result that all teachers, or those preparing to be one, and practitioner/lecturers were recommended to gain equivalent qualifications to those of their peers in general education who held primary degrees. There was an additional proviso that health care professionals required an advanced qualification to either those whom they taught (Buttigeig 1990 Executive Summary: Teachers Preparation Project for the ENB) or managed such as nurses in charge of P2K diploma students.

The effect on professional development was a moderate surge for academia throughout the 1980s and early

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9 IN-SERVICE training and education: Mostly for clinical skills development, usually provided and managed by tutors from local schools of midwifery or nursing. Personnel management and external speakers also involved. Other titles for In-Service were In-House, On-going Education, Continuing Professional Education, Continuing Education, Professional Development, Continuing Professional Development.

10 FREUDIAN SLIP: A phenomena associated with Sigmund Freud and his parapraxes; literally translated as 'faulty acts' or 'faulty functions' as found with a slip of the tongue (speaking the wrong word) a misreading, a mishearing, forgetting, mislaying and losing things. Freud described in his Introductory Lectures on Psychoanalysis in 1915 the association of faulty functions with psychologically based innuendos. For further reading refer to James Strachey's translation of these lectures, Eds.Strachey,J. & Richards,A. 1962, reprint 1991.
1990s by educationalists, service employees, health care professionals and all levels of managers seeking and requesting education with transferable credits [CATS] to 'top up' their previous formal education. The qualifying credits could be gained without having to apply first to their particular nursing or midwifery manager. It was found that in management reorganisation an individual holding an academic qualification was more likely to retain an already established job (Personal Communication.Midwife Teacher A.H. 1991-3).

With the implementation of Project 2000 (P2K) in 1991/2 both diplomate muses entering clinical practice and existing ward staff were encouraged to acquire equivalent, or advanced, certifications. Enrolled nurses were strongly advised and assisted to convert their qualification to registered nurses as part of P2K's restructuring. The nursing support role by health care assistants was also introduced as a mandatory requirement of P2K's strategy. This major reorganisation for pre-registration education and administration absorbed extremely high costs and exacerbated the problem of lack of development opportunities for those already appropriately qualified and in practice. As a result of inadequate financial support for post-registration training within hospital and community managements many professionals, including the author, sought and self funded education outside of their employment and development constraints (Personal Communications: midwives, nurses, ancillary staff in Hertfordshire, Hampshire, Buckinghamshire, Cornwall, Essex, London, Surrey, Norfolk. 1980-1993). Hence, the reason for the researcher's interest in activities that were truly defined as 'extramural'. However, this again raised the motivational issue of whether or not the choice of activities was affected by a source of funding.

The political situation triggered a most challenging research question, namely,"What was professional development and was this different to professional self development?" The researcher suspected that the one could be entirely different in meaning from the other due to the inclusion of the word - SELF. By considering professional development from a perspective of SELF, its orientation altered from an external world of work to a personal, intrinsic, more intangible world of personal development. The latter was a refined perspective and thought to be more in tune with the issue of motivation, therefore the construct of self was substituted in meaning by personal. To avoid confusion in describing personal development later the researcher retained the concept of self in professional self development (PSD).

Subsequently, the focus on self-induced professional development released the initial research operatives from its bond to the 'academia' of extramural studies to a more generic concept of extramural activities. This changed the original intention of conducting a traditional research method to one that would be able to explore the more personal aspect of self. Thus, the research question began asking 'Why are they motivated?', instead of concentrating on the various components of extramural studies, and the research title

11 CREDIT TRANSFER of awards in education is a scoring system with points allocated to various levels of attainment according to number of study hours and contents, e.g. Midwifery's Advanced Diploma holds 70 points at level 1 which can be counted towards a primary degree which requires 360 points. There has to be an agreement between validating bodies of universities, colleges and midwifery education on the course's number of points before credits can be transferred between education units. Credit Transfer Accumulation Scheme (CATS) was initiated around 1986. It had a slow start but has gained popularity since the demand for open and distance learning has increased and more education units are joining the scheme. The flexibility of the CAT Scheme provides the learner with a national choice of courses and locations towards attaining the single higher education award.

12 SELF: Later in the analysis SELF, a phenomenon surrounded by mystique and familiarity, emerged as a substantive code. See Chapter 5 Methodology and Analysis
centred on what motivates nursing and midwifery professionals to undertake extramural activities.

Defining self-induced professional development was a tricky task from which to tease out its operatives, nevertheless, it was comparatively easy to the next section which considers just personal development.

1.3 Defining Personal Development (PD)
Unwittingly this was found to be the master definition of development from which the other two, at home (SDH) and professional development (PSD) evolved and appeared to be a subconscious non-intentional type of development. In order to differentiate more clearly between PD and its counterparts the researcher exposed the two words, personal and development, to a process of lateral thinking to see if a deeper level in understanding its meaning could be elicited.

The thought processing began with the idea that any kind of individual development has to be personal because it is owned by the individual person and substantiated as 'that which belongs to me, an individual, and not as part of a group' (Oxford Advanced Learner's Dictionary 1989). This familiar explanation of personal was elaborated upon by Roget's Thesaurus (Lloyd 1982) as substantial, intrinsic, original, private, special, human, indicating, possessed, proprietary, impertinent and selfish. Two words commanded the researcher's attention - 'indicating' and 'impertinent' - because they were new concepts to her usual understanding of personal.

The former word 'indicating' was referred to as: pointing to something; a sign or symbol; a brief glimpse; showing the way or directing; and using hands or fingers - all of which considerably widened the researcher's range of meaning for 'personal'. 'Impertinent' described personal as being insolent, disrespectful, rude or irrelevant and were descriptions that did not meet the researcher's usual appreciation of personal. However, by linking familiar attributes of personal, such as 'human' and 'belonging to an individual' with those unfamiliar, such as 'pointing (away) to something' and 'disrespectful', the perception and dimension of personal development was enlarged. Thus, 'personal' development, somewhat altered from the original conception, was perceived as having 'no respect' for others and was something that 'points away', or directs away from the 'private', exclusivity (proprietary) of the individual's unwanted attention. Thus, activities associated with the personal aspect of development were deemed as very private, and possibly hiding an internal something from reaching the knowledge of the outside world.

The concept of 'development' held a separate meaning such as 'adultness, conversion, growth, production, propagation, expansion, progression, improvement (Roget's Thesaurus 1982 New Edition). Basically, development was the growth and maturation of a person and held conceptual properties such as, constant movement, dynamism, changing of shape and aiming for an end goal. A combination of these word meanings implied that there are a number of end goals which play a part in the cycle of development. Thus it was imagined that development was, for example, propagation with adultness, or production with conversion, where in each situation the end goal is the starting point of another. But development was also thought to be linear as conceptualised from its descriptive words of expansion, growth, progression, which suggested

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13 LATERAL THINKING: Originated by Edward de Bono, bi-doctoral in medicine and philosophy. This style of thinking is creative; extending beyond the common boundaries of (word) meanings into associated ideas which are mentally linked but not necessarily value connected. eg. Applying lateral thinking to the uses of a paper cup can discover 100s of different ways not normally associated with its' accepted value as a cold drink container. de Bono is well known for challenging traditional methods of thinking, alias Rock Logic which is based on rigid categories, absolutes, argument and adversarial point scoring, and changing over to perception (Water Logic) which he believes is key to constructive thinking and serious creativity of design. (Ref. de Bono,E. 1990 'I Am Right, You Are Wrong').
that development is infinite and timeless. Roget's description 'improvement' (ibid.) implied that development is about 'getting better' and was a more healthy and happy state to be in. Hence, dimensionalising meaning in this instance concluded that development was 'having an end goal which meets the approval of an individual's particular society, which is achieved within a fixed time span, but which also bestows positive feelings about one's self. Thus development was perceived as a positive and staged, or phased, experience for the individual.

In the overall interpretation of personal development the researcher synthesized the meanings derived from dimensionalising 'personal' and 'development' to produce a fuller definition. Thus personal development is defined as an individual undertaking socially esteemed activities, which have fixed-term goals through which the achievements are gained in several stages, and which changes that person's status quo for personal betterment. Hence, changes to self are predetermined in that they are acquired from deliberately engaging with specific personal development activities: the effect of which is approval of self in the external world but within which self may hide an internal 'reason' of being. In this study the researcher's aim was to unearth the inner reasons and not to assume that motivational causes to undertake extramural activities could be found solely by examining the type of learning event with which the research participants were involved. With hindsight, this experience of dimensionalising meanings from descriptive word associations initiated the research method of generating theory through an interpretive analysis of empirical data.

Hence, the emergent definition of personal development indicated that the research investigation could not be contained either to 'extramural' activities or to professional self development because there may be an end goal that is only 'known' to the individual which has no distinct relatedness to, or direct outcome for, professional development. Thus, personal development was to be defined by the research participants and would be what they say it was; whereby the underlying goals that might not be in the person's awareness would be elicited or dimensionalised from their information. With this thought in mind the researcher examined her own personal development and its underlying motives.

1.4 Personal motives for self-development

The researcher worked as a full time midwife then later as a student teacher whilst studying at evening classes and attending residential weekends in her days and nights off duty. Sometimes fulltime work extended to overtime and the occasional 'moonlighting' to supplement the family income and support three children approaching and experiencing the emotional and problematic teenage years. It was a very busy lifestyle which required extraordinary organisational skills that prioritised for the diverse needs of the family and work. It was thought to be compensatory prioritisation because it was perceived as self-indulgent and selfishly personal to engage with extramural learning that was unrelated to family responsibilities.

Of paramount importance was the discovery that some courses encouraged dormant innate abilities to surface and be put to use, for example, as the result of the art course the researcher worked from home as a freelance graphic artist alongside her other work and family duties. This particular personal development provided tremendous enjoyment and self-fulfilment more so than any other job-work situation at that time. Consequently, it was questioned whether or not a course is selected according to an unfulfilled need deep in one's basic physiological, psychological and spiritual make-up by a process of choice which opts to express a fundamental natural ability that has never had a proper chance to be realised. Therefore, the researcher's...
choice of learning activities was more closely linked to 'unknown' interests which were subconsciously attached to the development of an innate ability, and less inclined to be a conscious decision to actualise an under utilised talent. Hence, choice seemed to be in response to a feeling as opposed to a cognition.

The most formative period of personal development occurred as a student with the Open University [OU] from 1984-88 from which self-rationalisation and learning from the experiences of others continued for several years afterwards. A tendency towards lateral thinking and creativity developed into instruments of perceptual and analytical ability. There were other benefits such as tolerance with the conditions of midwifery work from learning about management behaviour and advanced knowledge which enabled the researcher to keep abreast of her teenaged children's education. Through the OU experience the researcher had established a new persona both at home and at work which enabled her to move away from a strongly assertive maternal role towards a lesser leader role that allowed self assertiveness to develop in the extra-family situations. On the whole, the change was approved because self-indulgence produced a happier mother and happier midwife and, as a tutor-counsellor to a group of adult learners15, developed an ability to facilitate the fulfillment of needs in others.

However, the OU situation of 'voluntary' professional management education fuzzed the issue of defining 'extramural' and made it difficult to identify where the OU activities belonged in the research. Two questions arose: one asked if the OU activities benefitted professional or personal development and the other asked whether OU learning could be categorised as 'extramural' if there was manager sponsorship.

The underlying motive in gaining qualifications for massage and gestalt therapy training was to increase an understanding of how to analyse and control personal behaviour which implied that there were extramural activities that precipitated personal development more than others. Nonetheless the researcher could not distinguish whether the choice of course was a conscious decision, or coincidental, or innately purposive. It seemed that the researcher's motivation was driven by a need to be intellectually strong and valued for intrinsic qualities associated with clinical and teaching practice.

1.5 Outcomes for the research method
In examining personal self development the researcher felt that she had sufficient experience and knowledge with which to conduct indepth interviews and objectively analyse information for underlying motives. However the researcher felt that her subjectivity would always interfere with the objectivity of the research but this would be less so when interviewing others especially if the approach was rigorous in its attempt for validity. Revisiting one's own experience revealed the sensitivity associated with private information and the knowledge that some information, or truth, was deliberately suppressed from public scrutiny. Some of these truths16 were not shared until the researcher's knowledge was participative and active whilst interpreting data and identifying an experiential mutuality with the respondents. In this way the researcher was able to

15 The OU students were a mixed group of fulltime employed professionals working in healthcare, most of whom were managers of some considerable experience but it varied according to their position in the management hierarchy and length of service. All had no, or little, formal management education previously. Some of the older students with more practical management experience were more anxious about their ability to learn and achieve, especially if they had been strongly recommended and sponsored to attend by their own line manager. Generally, those who self-selected and persuaded managers to assist with the funding fared better with the course assignments and final examination.

16 TRUTH: This is information which the individual believes is true; It is the reality of their life taken from their observations and is no less true if others disagree. It is perceptual, seconded by rationale, and becomes a personal habit until that individual changes experiences and values. Truths change only when the person wants it to.
unfreeze her mind and locate biases in order to verify the research participants' biographical experiences as separate truths. The readers are asked to judge the validity of the data similarly and to challenge the researcher's experiences and interpretations by comparing them with their own experiential knowledge. If the readers, the researcher, and the potential subjects are all research participants this will minimise the bias integral to the presentation of the written word where - as the Japanese proverb says - 'If you believe everything you read, better not read' (30 January 1994 Gulf Daily News).

From this primitive basis of reflexivity and self-questioning the researcher investigated sensitive issues concerning self development at home, professional self development and personal development activities. Further questions were compiled from backtracking personal knowledge of self development; these were

Should comparisons be made with peer professionals who are not interested in, or not doing, extramural activities?

Should multidisciplinary comparisons be made with other like-minded employees within the NHS, or with employees in other organisations external to the NHS professions?

With the researcher's relocation abroad a third idea occurred that a comparison could be made with another culture ... and another country ... to see if the motivation for extramural activities was culture specific. This widened the scope of the research data too much and was also thought unmanageable, therefore, it was thought best that the research perspective was restricted to data from local professional practice.

1.5 Bridging chapters 1 and 2: Learning motivation

Whilst establishing the origins of the research it was discovered that the researcher was not unique as far as extramural activities were concerned. But, as an individual with a particular history, perceptions and individual make up of a personal world (Freud 1916, Argyle 1967, Rogers 1967, Reason & Rowan 1981, Nelson-Jones 1984, Jarvis 1985, Zohar 1991, and many others) the researcher was experientially unique and hence it was expected that motivation to learn was also specific to an individual. It was speculated that the most appropriate environment in which to pinpoint the purpose of the respondents' motivation was in personal learning for development. Because 'learning is the two fold activity of "acquiring information" and coming to possess "judgement" (Oakshott 1967 p.170), aspects of learning were brainstormed for its impact upon the research participants' motivation in order to find any cause and effect on their life patterns and learning behaviour - or vice versa. Ideas on the type of research to be used also emerged.

1.5.1 Patterns of learning. This was thought to be essential knowledge which would gain a much wider appreciation of the respondents' pattern of motivation-to-learn and was based on the principles of the dynamics of motivation. It was thought that there may be ordered elements in voluntary learning similar to the 'turbulence and order' pattern discovered in the relatively new science of chaos17. In this respect, motivation would be deterministic and the study would require a reductionist-positivist approach. But in all other respects motivation was found to be turbulent because it is derived from unique human experience and

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17 CHAOS; an exciting, reasonably new mathematical and conceptual science drawn from Quantum Physics based upon a simple equation which if repeated enough times shows intentional errors which alters the direction of the pattern without altering repetition of the basic pattern (equation) itself. Chaos and its errors, or deviations from the norm, is considered essential for life survival and the on-going existence of the universe but cannot be 'seen' without the extensive computation available now in computer technology. Further reading on perspectives of Chaos: Chaos(Gleick); The Quantum Self(Zohar); Does God Play Dice? (Stewart); The Emperor's New Mind(Penrose); and a management training book Thriving on Chaos(Peters) See bibliography
existentialism and, therefore, the most appropriate research was a science that inquired into human values (Reason & Rowan 1981). Nonetheless it was difficult to speculate on the respondents' patterns of motivational values and learning prior to data collection because in the process of living 'learning has breadth and depth as well as length. At any given time in one's life, a person is likely to be engaged in several different kinds of learning. The pattern these activities make is apparent only when they are seen as interwoven life experiences. Patterns change as life proceeds. This conception of life-span education (is) called the 'sequential patterns of learning' approach ' (Houle 1984 p.xi) .

The researcher felt that if this sequential pattern was found common amongst the respondents' life long learning then this particular motivation could be generalised. Ultimately this knowledge would benefit the professions' approach in developing nurses and midwives.

1.5.2 Patterns of living
The close relationship between motivation and learning, between life cycles and life experiences, between internal and external worlds made it impossible to consider learning patterns in isolation from life patterns. From the researcher's personal experience it was suspected that being female effected patterns of living which probably had specific learning motivations. The Freudian theory that we could change our (sexual) psychology if exposed to certain circumstances and unique experiences (Appignanesi & Forrester 1992, Richards & Dickson 1973, Gay 1988) suggested that gender was a relevant issue to explore but, initially, was thought not to be of prime importance. The researcher believed that because females in society are undergoing gradual changes with regard to women's equal rights, especially in the world of management and work, the impact of gender upon life issues needed to be acknowledged in the analysis - but not from a biased feminist stance.

Cyril Houle's belief that 'by looking at the past we can gain a perspective on the present' (ibid. p.xii) reinforced the researcher's idea of collating biographical data to include the subjects' past life and learning experiences. This information would provide the researcher with a quasi-naturalistic but superficial18 account of their learning experiences and motivations. The respondents' subconscious knowledge would be reached by interpreting non-verbal and verbal cues in their body language and dialogues, respectively, in order to understand their deeper rooted values hidden within meaning perspectives. Reaching the respondents' most intimate and subconscious knowledge required an analytical approach similar to a Freudian psycho-analysis research methodology (Appignanesi & Forrester 1993, citing Helene Deuselch p.324) which applied reasonably deep analysis of the conversation to behavioural pathologies. It was thought that a moderate form of psycho-analysis applied to the dialogues would suffice the inquiry and be no more than expected from individuals engaged with normal social behaviour and communicative interactions.

1.5.3 Motivation and learning within a social context
The researcher's observation of social behaviour and cultures within hospital management indicated that the environmental influence of modernity and post-modernity might impact upon the respondents' motivation to learn. It was thought that their self-identification (Frosh 1991) and behaviours could be elicited by environmental pressures of rapid change and dominance evasion in society, work and learning (Jarvis 1993). This aggregated information would compliment the biographical data and provide a global appreciation of the situation of motivation for extramural learning. The concepts of Jurgen Habermas, whose problem according to Bernstein 'was a theory of the pathology of modernity from the viewpoint of the realisation - [the deformed realisation ]- of reason in history' (sic 1985 p.4), influenced the researcher's interpretation of

18 SUPERFICIAL: meaning, they would tell me what they wanted to know which may not be the same information as lay deeper in their psyche.
the respondents' and managers' historical responses in supporting professionals' extramural activities. The interpretation would denote incidences of social reasoning, such as manager's rationales for funding courses against their personal motives agendae by cognitive dissonance (Festinger 1957). However, this would enable the data to be triangulated and assist the procurement of innocent information at an early stage of the thesis.

1.5.4 The motivation behind learning

This information was procured by accident when the researcher found part of a photocopied document that neatly precised Guy Claxton's work on the psychology of learning (1984). The researcher compared her experience against the four types of learning explained in the small leaflet only to find that the information was in harmony with personal constructs of motivation. Each type of learning had properties and characteristics that seemed to fit into broad categories of motivation and it was difficult to ignore this information once the ideas were formed. The categories were useful in that they contained behavioural descriptions as follows:-

**Learning to do more**: was learning from experience that combined both the behaviourists' and cognitivists' theories of reward and expectancies respectively. Key words were; Conditioning, Expectancies, Tuning (for the unexpected), Investigate, Awareness of learning (but not necessarily conscious of it) and Reject an expectancy, or Non-learning as suggested by Jarvis (1987) and reinforced later in his article 'The Learning Process and Late Modernity' (ibid 1993 p.179). In order to reach the underlying motives of the respondents' learning to do more there seemed no alternative but to use a counselling technique interview to elicit their expectancies and rewards.

**Learning to know more**: contained two aspects; one was the acquisition of verbal reasoning, or symbolic knowledge, and the other was learning by consciously developing the potential knowledge we already have. The researcher found evidence of this in her formal education and adult learning. Key words were -Consciously developing, Understanding, Rehearsing, Remembering, Grasping, Getting, Sinking in, Strategies of Instruction, Deliberating, Discussing and Guided Discovery. Language analysis required the researcher to interpret meaning perspectives from dialogue and discourse hence this category of learning identified the importance of understanding the respondents' symbolic knowledge in the process of validating their experiential data.

**Learning to learn more**: was putting aside logical thought based on preconceptions and, instead, to 'feel' the solution and 'be open to ... new ...realms of intellectual, scientific and artistic behaviour ... usually called creativity' (Luclock, R. 1992 p.3). Key words were -"Bubbling up" or Realising, Relationship (between linguistic and experiential knowledge), Receptive, Images, Less conscious levels, Playing with ideas, Accumulating and Sorting, Hunches and Intuition, and finally the statement 'I DON'T KNOW!' This particular idea of learning more mirrored the analytical approach with which the researcher allowed herself to be creative, receptive, open, play with ideas, and 'feel' her way through the exploratory period of the research project in the attempt to learn more about the appropriate methodology. The researcher responded to her intuition and hunches.

However, it was the expression 'I DON'T KNOW' that initially captured the researcher's attention having found that it consistently occurred during initial interviewing. An idea that maybe the respondents were

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19 **INNOCENT INFORMATION**: By this I mean socially accepted information and concrete data which would provide the foundation of knowledge upon which the researcher could build concepts and imaginations, and where the information is not harmful to the credibility of the research methodology.
subconsciously denying their knowledge in an attempt to learn more about themselves - or the researcher - presented a problem of objectifying their subjectivity. Therefore, discourse analysis was preferred to language (semantic) analysis because it involved contextualising seemingly independent statements within whole transcripts and reading the accompanying body language. In the process of learning more about the respondents' interview data the researcher realised that the majority of analysis and interpretation was based on intuition. The expression 'I don't know' was deliberately employed by the researcher in order to block personal concepts about extramural motivation being transferred to the respondents' attention. It was thought that in admitting knowledge the researcher might interfere with the generative nature of a qualitative research process.

Learning to be more: included all of the factors associated with 'Learning More' but was more concerned with 'growth or insight in personal, interpersonal and emotional areas' (sic. ibid.) Key words were - Person, Self, Development, Self esteem, Communication, Internalisation, Goal. As the research was primarily focussed on professional and personal development this was felt to be a key learning behaviour with which to locate personal growth. Thus, an open type research with no preconcepts of outcomes, nor criteria in structuring the interviews, and which allowed the respondents to attribute any experience, whether it appeared relevant or not to their motivation for personal growth and development, would provide the researcher with access and insight into the respondents' 'emotional areas' of learning.

Although Claxton's four types of learning was a comfortable fit with the researcher's knowledge it was not used to set categories, or definitions, of extramural learning prior to the analysis. The leaflet's narrative style (Postle 1988) detracted from it being creditable scientific evidence. The explanation of 'Learning To Be More' implied that motivation would be difficult to investigate unless self development was seen to be a formal academic activity. However, limiting the data and study of learning behaviour to registered academic courses would in turn limit the investigation of extramural motivation. Hence the respondents' extramural activities were redefined as life long learning (Peterson 1983) where they self-selected their system of lifelong education (Jarvis 1972) and the research title was changed to 'learning activities' rather than 'studies'. In doing so this permitted the respondents to reference any kind of learning event or location as extramural provided that they had intended it to be an extra learning opportunity.

1.5.5 Miscellaneous learning and research knowledge
A major problem for the researcher was in differentiating between academic status, leisure learning and vocational events. Although national educational standards and socially accepted definitions of these events could be used it was thought that these events would be redefined more appropriately and more accurately from data elicited in the mini-biographies of the respondents' education and critical experiences. In support of defining these events an assumption was made that the sample of respondents would be in adult education - it was expected that they would be older than 18 years and past their secondary education phase (Knowles 1980). Answers relating to the motivational influence of adult transitional phases to learn (Aslanian and Bicknell 1980), and why some professionals engage with studies and some do not, would be examined against the individual's biographical data. The researcher was aware of the danger of impounding new theories that has not yet been accepted as public knowledge, such as transition (ibid.) and readiness to learn (Guglielmino 1977), into the validity of the research argument.

It was assumed that the respondents' definitions of motivation and learning would emerge from the analysed data and then be conceptualised into themes. It was also assumed that this would not happen unless the researcher was aware of the properties of motivation and learning common to the sciences of biological, psychological and social motivation. This was foundational knowledge that would anticipate the fundamental rationale behind the respondents' goals, rewards and achievements and build a generic framework of human
motivation and behaviour. On this conceptual framework the researcher would pin the individualised interpretation of data for a comparative analysis of the respondents' motivation to undertake extramural activities. Therefore the researcher was obliged to explore the knowledge of motivational learning from the position of the researcher's mind in order to empty it of preconceived notions. In this way the researcher would be able to 'let go' of personal knowledge and permit other ideas to be evaluated. Thus, the following chapter is devoted to exploring personal knowledge in the areas of biological psychological and social motivation.

The main reason to explore personal knowledge was to interpret the respondents' experiences and meaning perspectives with an open mind. A secondary consideration was that the readers should know the researcher's knowledge prior to analysis in order to avoid punctuating the analytical process with analogical details. There are other motives that are almost intimate in origin where, primarily, the researcher felt educationally incompetent because of forgotten knowledge about simple topics which should have surfaced prior to entering the research. Refreshing and filling some of the gaps in foundational knowledge eased the researcher's discomfort and encouraged the analytical thinking to be more adventurous and creative. The researcher, who had a tendency towards perfectionism and hated to get things wrong, felt it was important to know all there was to know before ideas and conceptualisations were committed to paper. Therefore, the cautious exploration of knowledge which instigated the spontaneous evolution of the methodology meant that the data and analytical processing was absolutely right for the project's ambition of capturing qualitative information.

It was decided that an open mind approach was the most suitable method to compare the respondents' realities independently from the researcher's personal knowledge. From this initial inspection of personal knowledge and the origins of the project the researcher was able to confirm the research title as 'Why do nurses and midwives undertake extramural learning activities?'
Postscript:

The researcher's personal construct of motivation and learning, visualised at the beginning of the thesis, represented chaos with its familiar properties of being extensive, unmanageable, complex and without any noticeable order of its variables. However, it was perceived that a crude ordering existed in chaos similar to that of chaotic motivation in personal development. In this latter respect, order took the form of common patterns of learning as identified in situations of Learning To Be and in the forthcoming chapter on traditional research methods. Thus it was intentional to synthesise learning and educational development with a concept of determinism. This tempted a reductionist science that focussed on determinants underlying both organic biology and quantum theory\(^{20}\). The motivational determinants, as yet undefined, were likened to strange attractors\(^{21}\) thought responsible for qualitative pattern formation in chaotic science. The initial concept of motivation, placed within quantum theory and the determinism of physical chaos, remained a constant bias in interpreting the factorial dynamics of this particular motivation. Although, it was recognised that the thesis was founded on intuitive knowledge and was an extreme subjectivist qualitative mode of enquiry which could not escape being phenomenological, the element of determinism allowed for the findings to be considered as generalisable. As such, these could be applied to nurses and midwives engaged with extramural learning provided that they were in similar external situations and had comparable intrinsic circumstances.

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\(^{20}\) **QUANTUM THEORY:** Theory based on the assumption that in radiation (physics) the energy of electrons exists in units that cannot be divided (Oxford Advanced Learners Dictionary 1989). This theory cannot be proven in reality by observation - it can only be proved by mathematical equations based upon assumptions about energy and motion but it is a modern science gaining much credibility in the changing concepts of forces and movement of particles in physics and organic chemistry (Hawking 1994).

\(^{21}\) **STRANGE ATTRACTORS:** Arose from the study of ‘dynamical systems’ in physics especially turbulence in fluid (Gleick 1987 pp. 121-153) which seemed not to have a rational, mathematical explanation for its occurrence. Edward Lorenz computed a shape, represented graphically on a Visual Display Unit (VDU) screen, out of the first few strands of the attractor for his simple system of equations. Attractors, points in space, belong to non-linear physics, are unmeasurable because of non-repetition of exact shape. The randomness of attractor’s points and orbits ultimately form a pattern given time and a forth dimension of multilayered space (sic). The ‘Mandelbrot’ pattern or set (the Black Snowman) is a popular example of patterns made from attractors.
Finding the Way

On his way back from the K'unlun mountains, the Emperor lost the dark pearl of Tao. He sent Knowledge to find it, but Knowledge was unable to understand it. He sent Distant Vision, but Distant Vision was unable to see it. He sent Eloquence, but Eloquence was unable to describe it. Finally he sent Empty Mind, and Empty Mind came back with the pearl.

(Hoff 1990 p.146. from the writings of Chuang-Tse)

CHAPTER TWO: PERSONAL CONSTRUCTS

2.0 Introduction

Once the origins of the thesis were established (chapter one) the researcher was free to examine personal knowledge related to motivation, extramural activities and research methods. This meant extricating personal constructs, values and beliefs that have arisen from life and learning experiences and then reviewing them for inbuilt biases and prejudices. In doing so, the reader will be able to identify with the researcher's reality. Hence, chapter two is essentially an existentialist perspective in which personal ideas, experiences, language, environments, and formal theories are probed for information that might skew the researcher's interpretive perspective. Reviewing knowledge in this fashion was a constructivists' approach starting from a simple framework of basic but fundamental concepts that were consciously matched against ideas of professional development in nursing, midwifery and adult education. Personal constructs were also abstracted with the researcher's subliminal interest in the scientific knowledge of patterns in chaos theory linked to the principles of intentionality. Intentionality was addressed because of its close relationship with organic determinism and human self-will.

As motivation was a complex topic covering many aspects of biological and mental life, the researcher commenced the exploration by examining her main interest in management behaviour (2.1). This was followed by examining other experiential constructs pertinent to motivational learning (2.2) and includes a rationalisation of the researcher's ideas which had formed from observation of homelife, work and education. In this way, the researcher's mental portfolio of tacit knowledge was gradually 'emptied', by being exposed to inspection, in readiness to independently interpret the respondents' realities and hopefully 'come back with the pearl' (ibid.).

Critical reflection and reflexivity were the main cognitive tools used to investigate lateral ideas and define deep rooted values attached to the researcher's experiences. Although divergent thinking resulted in an extensively rich source of potential ideas and abstractions it also caused some confusion in denoting the direction of the thesis. Consequently, the methodological approach was not established until the researcher's exploration of personal knowledge had been satiated.

1/2/intro/19
The researcher resisted an obligation to conduct a formal literature search in the preliminary phase because it was thought that this would interfere with the interviewer's need to retain an open mind. Therefore the only literature referenced prior to the analysis was that which supplemented the researcher's foundational a priori knowledge. The researcher was aware that by abstracting personal experiences without substantive literature to support the theory she could be accused of a priorism in that her knowledge could be perceived as innate and independent of any actual experience. However, this was a calculated risk to allow for the creation of original concepts and to reduce the contamination of formalism.

For the researcher, the exploratory phase (chapters: 1, 2, 3) was a sensation of captive interest in rediscovering the contents of her mind. There was a ripple-effect in retrieving conscious knowledge which gradually expanded until the researcher felt that there was no more personal knowledge of motivation to be evaluated. This was an experience of mental saturation similar to that described by the naturalist Sir Richard Jefferies when discovering plant form and flora.

"The first conscious thought about wild flowers was to find out their names - the first conscious pleasure - and then I began to see so many that I had not previously noticed. Once you wish to identify them there is nothing escapes, down to the little white chickweed of the path and the moss on the wall. ...and among the moss little plants - what are these? ...there are dry plants among the coping - what are these? Some growing high in the air ...on stone ...in chinks ...low down under the arch ...out of sight utterly unless you stoop by the brink of the water and project yourself forward to examine under. Plants everywhere, hiding behind ...under ...in ...besides (something); they are only just behind something, hidden openly. The instant you look for them they multiply a hundredfold; if you sit on the beach and begin to count the pebbles [near] by you their number increases to infinity by virtue of that conscious act" (Jefferies 1979 pp.6-7 Researcher's parenthesis and underline).

Thus, the exploratory period lays the foundations for the research knowledge and accounts for the decisions taken in 'choosing' an appropriate methodology.
2.1 Personal constructs: Motivation and Management

The most prominent personal experience of motivation that shaped the researcher's constructs was observation of the many different management styles and motivated responses in professional work. This first hand empirical knowledge was substantiated by management theories of the work culture (Blanchard 1982; 1984;1990, Block:1981;1987, de Board 1983, de Bono 1990, Handy: 1976; 1978; 1984;1993, Drucker1979, Peel & Norton 1993, Pugh &Hickson 1964) and formal theories and research in successful leadership qualities and style (Covey 1990, Kennedy 1982, Blanchard:1985;1994, Macdonald 1993).

Feedback from professionals, in particular the researcher's students on the OU Managing Health Services course, who had various levels of clinical or teaching experience in nursing, midwifery, health visiting and the medical profession, openly shared their dissatisfaction with their local management and style. There were others outside of the NHS who also complained about the unhappy state of management, for example, co-tutors in the Open Business School, plus the researcher's own tutors of whom none were midwives or nurses. Voluntarily they shared their individual experience and opinions of motivation and management styles declaring that management style was poorer than their personal standards would allow. It was perceived that managers ought to care better for their members of staff, namely, nurses, midwives and health visitors in particular those undertaking extramural activities.

During the researcher's position as hospital training and development manager other knowledge on how to improve managerial skills was acquired from practical experience and from contemporary literature (Rowntree1989, Bliss1991, Johnson & Wilson 1994, Berne 1972, Johnson 1990). This was supplemented by the Open University tutorial experience which had access to formal text concerning management of people, social statistics and social behaviours (ibid.: MDST242 1983; D307 1984; T244 1985; B782 1986).

Thus, the process of acquiring empirical knowledge: first by personal observation and reflection on commonsense management situations and motivation of professionals colleague; secondly from common ideas and concepts concurrent in various literature and research statistics; thirdly, supported by formal texts on social and work behaviour, seemed a sensible method of engaging with the truth. This information was topped up with first hand experience of contemporary professional behaviour and environments when the researcher was teaching midwifery in clinical and classroom situations. In addition, there was the intimate knowledge of structured training and development issues acquired whilst working for the NHS's Resource Management Initiative.

It had been observed that motivation to progress into management was a driving force behind midwives and nurses engaged with any form of learning activities. Those involved with external learning were perceived to work harder and often smarter (Rowntree 1989) at work in order to meet all their duties and responsibilities, however, this was only an opinion and totally unsubstantiated. It was noted during the RMI experience that without managers encouraging individuals and teams to be self-motivated the best work performance was not achieved and professional and personal morale was low. Non-managers lacked empowerment and the professional environment was an atmosphere of 'bureaucratic mentality' (Block 1991) where managers were not looking for consistent ways to motivate and energise people working for them. The

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1 Resource Management Initiative (RMI): a government sponsored scheme to reevaluate hospital and community health care management systems in order to provide improved information on services and financial resources. The RMI was a radical review of management development facilities that included training and development of business managers and board members, multidisciplinary job skills analyses, and upgrading information technology (IT)systems. After one year in post the researcher's RMI job was enhanced with additional responsibilities as hospital training manager.
researcher observed that 'the source of all energy, passion, motivation, and an internally generated desire to do good work [was the professionals'] own feeling about what [they were] doing' (ibid. p.28 researcher's parenthesis). According to many of the researcher's peers and colleagues, managers 'put a damper on their level of motivation and energy' (ibid.) by denying their self-expression in the workplace. It was found that motivation 'is more than satisfaction, it is about productivity as well' (Handy 1984 p.181). The researcher defined productivity as an internal situation of needs being met and where motivation was more than a feeling of satisfaction with an external achievement. Thus, the researcher decided to explore information on 'products' such as needs and goal-directed behaviours that were present in the 'psychological contract' (Argyle 1988) of work between employee and manager. It was speculated that the psychological contract, in the form of expectancies and reward, also existed for professionals when enrolling for external learning activities.

One motivational issue observed and experienced in the management climate was the establishment of a 'common enemy' (ibid. 1984 p.182) namely, the management itself or an individual who bucked the system. The concept of a common enemy formed from the adverse effects of professional management upon the individual's personal growth. With hindsight the researcher found that the common enemy was a positive influence on her motivation because it forced her to consider different ways of achieving self esteem. An adversary was not necessarily human but was found to be some kind of externally imposed constraint, either lack of funding or lack of managerial support.

Generally, it was found 'that motivating employees was principally to raise their personal worth in order for them to manage their own behaviour' (Blanchard & Johnson 1982 p.92). The question here was what stimulated professionals to take charge of their own behaviours involved with external learning activities. By tracing back personal goals the researcher reached the associated expectations for the behavioural need and the achievement. Thus, expectancies, in the form of effort put into a job and its perceived rewards (Open University 1990 Book 6, p.24), was considered at the epicentre of this study's particular motivation. This was a deterministic-reductionist approach which used the expectancy model below (Figure 1) to differentiate between the various intrinsic and extrinsic sources of motivation at work.

![Diagram](image)

Figure 1. A diagram to show the relationship between factors affecting motivation. (Adapted from OU.course B782 1990, Book 6 p.24)

2The 'common enemy' idea was raised to the researcher's consciousness whilst reading about it in text and then applying, and comparing, the concept to the practical work situation and to the extramural situation.
Management and motivation were so entwined and inseparable that there was difficulty engaging with the research question that solely concerned motivation for external learning activities. This was partially resolved by the researcher conjecturing that motivation to do well at work was in some way connected with extramural activities. This raised the dilemma of choosing subjects from management, or from an extramural environment, or thirdly, to choose subjects who were involved with both areas.

2.1.1 Personal outcomes: motivation in management
Exploring personal motives arising from involvement with motivation in management resulted in a clearer understanding of the real purpose of the research which was to focus on extramural activities and not on the situation of management at work.

An holistic approach which investigated intrinsic and extrinsic factors of expectancy behaviour seemed the best way of analytically evaluating the intrapersonal nature of motivation embodied in intimate experience, and thus was the most suitable method to satisfy an open qualitative research.
PHASE ONE: Chapter 2- Personal constructs/Other concepts

2.2 Personal constructs: Exploring other concepts

The primary research question was 'What is motivation?' and although the answer was expected ex post facto it was felt that with the focus of knowledge moving away from management a tentative shape of motivation had begun to form. In this chapter the researcher reflexively strips motivation of its knowledge, or rather the researcher's knowledge of motivation and its science, in order to reveal the ideas that formed the conceptual foundations of an interpretive analysis. It was the process of exploring various perspectives of personal knowledge - acquired consciously and unwittingly from observing family life, from topics encountered during advanced level and OU studies and, generally, from appreciating the effect of rewarded behaviours - which generated ideas for an appropriate methodology. It was necessary to identify these ideas before outlining the methodology because they occurred spontaneously during the exploratory phase and then developed, chronologically, with disclosure of the researcher's cognitions.

Exploring personal constructs (Kelly 1986) and keeping an open mind about the methodology was a phenomenological stance where intuitive knowledge, heavily endowed with subjectivity, was the basis of the research knowledge. The researcher's intuitive reaction of 'I know therefore I am' (Descartes 1637 in Sorrell 1986) was acknowledged as the realities of her own motivation to undertake extramural activities. Therefore, it was reasonable to expect that locating the respondents' intuition and personal knowledge would also reveal their particular realities concerning their subjective motivation. Simultaneously with exploring personal constructs, ideas emerged on how to qualify intuitive knowledge as being suitable for an interpretive analysis of data. By serendipity, the research method evolved into a conceptualisation and generative theory as a result of examining personal concepts of motivation and the research value of subjective information.

The researcher felt intuitive knowledge was an important tool with which to obtain intimate information submerging within impressions and values. However, relying on the interpretive power of its two main components, verbal intuition (D McNeill in Oldfield and Marshall 1968, Greene 1986, Fodor 1987) and iconic thinking (Harre 1975 p.259, Eysenck 1984, Aitkenhead and Slack 1985, Roth and Frisby 1986), evoked doubts on the overall reliability of a qualitative science that was investigating introspections; mainly because it required enormous intellectual leaps between metaphors and symbolic data. However, the problem of the epistemological status of intuitive knowledge, with its diversity of mental processing, is present in all science, regardless of whether or not the research approach is mathematical, or positivistic, or humanistic, because intuition is an universal faculty of the mind.

The researcher realised that intuition included many processes that could not be intelligibly communicated in the thesis, but also knew that personal knowledge and life experiences associated with being an extramural participant were akin to "ineffable knowledge" - the latter of which is illustrated as similar to 'the experienced surgeon's grasp of the topographic anatomy of the human body' (Polanyi 1958). Nevertheless, to overcome the potential problem of accrediting intuitive knowledge it was thought that rigour should be applied to testing it for consensibility of meaning, language and other media of communication. The testing was a process of rationalisation resulting in a consensus of knowledge and a communication of meaning perspectives with which to interpret the research participants' interview material. Ultimately, this led to

Mental processes: 'In the language by means of which we speak of science "intuition" designates modes of perception (quick identification, clear understanding and interpretation ability), imagination (representation ability, skill in forming metaphors, and creative imagination), inferring (catalytic inference, synthesizing (global vision), understanding (common sense), and evaluating (phronesis)' (sic Bunge 1962 p.90).
PHASE ONE: Chapter 2- Personal constructs/Other concepts

Consensual findings (Ziman 1978 p.104) and verification of the research knowledge. In this way ineffable knowledge was tested for its research value, and intuition was controlled which, according to M.Bunge, proved it to be an acceptable form of knowledge:

"The various forms of intuition resemble the other forms of knowing and reasoning in that they must be controlled if they are to be useful. Placed between sensible intuition, perception and pure reason, intellectual intuition is fertile. But out of control it leads to sterility (1962 Intuition and Science p.111) ...Intuition is fertile to the extent that it is refined and worked out by reason ...Fruitful intuitions are those which are incorporated in a body of rational knowledge and thereby cease being intuitions (ibid p.113).

Therefore, the researcher felt that at this juncture of the exploration it was in order to rationalise her knowledge. It emerged that justifying the use of intuitive knowledge in the exploratory phase was crucial to the researcher's objective subjectivity when interpreting motivational needs entrenched in a person's experience and constructs. In lieu of objectivity, it was important to rationalise subjective needs and wants prior to interpreting the respondents' particular conditions of feelings, ideas, values and beliefs that existed in their mind and were not produced by things outside of their mind (Macmillan 1989) - nor indeed suggested by the researcher during the interview.

Because a subjective need was thought to be a matter of personal taste which has been constructed by reference to internal emotions derived from past and present experiences - thus building personal constructs (Kelly 1955, 1986) - needs satisfaction was construed as a result of a person acting upon the world rather than reacting to it (Fransella and Dalton 1990 p.1). The rationale that acting upon the world is personally controlled, and is the action of motivational drives, elevated subjective needs to a tentative position of being original motivators. This deduction persuaded the researcher that a psychological focus on biographical data concerning needs and wants kept the research topic within the boundaries of individuality. Therefore rationalising the respondents' subjectivity, characterized in their intuitive knowledge as wants, desires, interests, values, beliefs and individuality, enabled the researcher to compare their personal needs and, ultimately, to determine the separateness or typicality of their subjective realities.

2.2.1 Rationalising needs

It was thought that, in the situation of human motivation, needs precede behavioural goals as illustrated in the hierarchical structure and process of self-actualization where there is progressive personal growth into adulthood (Maslow 1954; 1970). Again on reflection, the researcher found that some personal needs were unlikely to be exactly or overtly expressed, and that stages of development in humans were uniquely individual according to personal time space and multifarious situations. Therefore Maslow's needs-based model, in addition to its biased sampling of subjects, was a typology unfit for this discussion (Jarvis 1983). However, the researcher felt that as a model for 'a psychology for the privileged who have choices'(ibid) it was appropriate to use Maslow's categories of need to guide the analysis because the participants, including the researcher, were in a privileged position of choosing their extramural activities.

Thus it was decided to incorporate formal motivational knowledge from an alternative relational model containing primary needs for existence, relatedness and growth because it demonstrated more flexibility of movement between each group of needs (Alderfer:OU 1990 Book 6 p.9). It was also was more in tune with the researcher's needs-based experience. Rightly or wrongly, the researcher assumed that the participants were, in Maslow's terms, normal, 'healthy and great people' directing their needs-driven behaviour in a

Great people: Great in the sense of being extraordinary - the 'difference between ordinary and extra-ordinary is that little bit extra'(Anonymous 1994) which I felt the research subjects had in their energy, time and motivation spent on their extramural activities.
socially acceptable fashion and were not the "crippled spirits" of the sick being treated by psychotherapists' (Kohler 1954 p.33). But it was recognised that in eliciting private information to locate sensitive needs there could be underlying psychological pathologies that might surface and may require a counselling approach\(^3\) to the interview.

In thinking through formal research on needs-driven behaviour and observing local life it was found that motivation is essentially homeostatic in order to promote satisfaction in conditions of health, well-being and 'survival' (Vernon 1969). Although the theories were largely based on animal studies the implications were that motivational homeostasis was similar in human behaviour and thus was knowledge that could be applied to behaviour observed in the respondents.

For most of us the human body is the most familiar, and yet the least understood, part of our personal universe. In a constantly changing world, we face a multitude of tasks to ensure the survival of ourselves and the human race. In response to these pressures, our bodies have evolved as subtly designed biological machines, capable of myriad finely balanced responses, and intricate manoeuvres (Sabbagh,Karl. 1984 Flyleaf).

The role of motivation in each needs-driven model appeared to be an activity of deficit-correction by changing personal behaviour towards one that provided typical conditions of satisfaction. Because satisfaction, in the human sense of a balanced response, was not synonymous with happiness (Herzberg 1959) they were considered as two separate entities. However, the term satisfaction was mostly thought to be inter-changeable with motivators (Herzberg cited in OU Book 6 pp.14-16). A point noted on normal motivated behaviour was that cessation of satisfaction occurred naturally provided that there was no addiction nor behavioural pathology which prevented the normal behaviour of goal achievement. Although the researcher experienced an addictive sensation attached to satisfaction when enrolling for on-going learning activities it was assumed that engaging with extramural activities was a normal self-development type of behaviour. However, a mental note was made to observe whether or not the respondents' motivation to learn ceased with the satisfaction of an overt goal attainment - that being a certificate or award by examination. If not, it was conceivable that an underlying need was still operating in the respondent's subconsciously and the discernable goal ought not to be taken at face value as either satisfying or representing the subliminal need. Thus the researcher found that raising the respondents' subconscious needs - or preconsciousness - into their awareness would require them to introspect on their direct experiences (Kohler 1947) and history. Nevertheless, the researcher was still responsible for interpreting their awareness and discriminating between various internal motivators, such as those aptly termed hygiene factors\(^4\) and motivators. These factors of motivation included fundamental biological needs and psychologically orientated motivators (ibid .Herzberg) with different sources of extrinsic and intrinsic behavioural stimuli, which if satisfied were generally thought to raise health, self-worth and personal esteem.

3 **Counselling approach** A method of dialogue managed by the researcher, with open-ended questions, verbal repetition, reflexivity and paraphrasing. The dialogue is summarized either in parts or as a whole depending on the need for clarification. The interviewer goes with the flow of the conversation led by the respondent, picking out ideas to expand upon later. The researcher neither imposes personal ideas nor advises the interviewee, nor solves their problems, but offers information of other resources which may help the respondents resolve problems that unwittingly arise(Rogers,C.1961, Kottler 1986, Nelson-Jones 1984, Nurse 1980, Rogers,J.1990, Reason& Rowan 1981).

4 **Hygiene factors**: analogous to medicine where good hygiene can prevent you becoming ill, but will not normally improve your health- this was the prevention role of dissatisfiers. Herzberg maintained that organisations mostly reinforced a 'normalcy' pathology instead of finding out what was a normal healthy functioning organisation. Motivators were healthy and this was the right environment for a healthy growing management group. Preventing dissatisfaction alone was unhealthy.
During this reflection on fundamental homeostatic needs, an idea arose that there could be a specific but essential need for the functioning of motivation per se that was separate to its dynamical components of causal need, motivated behaviour and goal. A very strong motivational feeling experienced by the researcher as an extramural candidate seemed to be a continuous need to just learn. Initially, the learning was unrelated to any particular topic but, later, promoted specific learning behaviours to achieve certain goals. Consequently, the researcher felt that her personal needs related to learning required examination in the hope of identifying the motivational factors of cause and effect. In examining personal needs the researcher gradually built up a self-identification that was based on reality rather than on superficial assumptions formed from the opinions of others, such as peers, managers and family - similar to the fable of the little boy who saw the reality that the emperor wore no clothes. However, in identifying personal needs and analysing its critical incidents the researcher had unwittingly stepped into the role of a research participant.

2.2.2 Needs
The researcher found that a need to learn played a stimulant role in the motivation of adult learners but also found that 'a book could be written solely round the problems raised by this emphasis on needs and wants' (sic.Hirst and Peters 1970 p.35) largely because of multiple subjectivity incumbent within language interpretation. However, because of the impreciseness of the terms needs and wants in a social context, plus lack of universal agreement on the rules and codes for symbolic meaning in language (Elias 1991), it was felt that an academic examination of fundamental human needs was required to initialise a repertoire of meaning. By referring to this repertoire the researcher was able to empathise with the respondents' meaning perspectives of their wants and needs whilst analysing the data. Learning behaviour was closely linked to needs but has been explored elsewhere (1.5.4).

There was an element of ethical freedom associated with wants and needs that was derived from the internal fulfilment of interests. Hence, the researcher was aware that in determining their needs the statements had to be examined for implications of 'moral ought' (Jarvis 1985 p.64). In this way the interpretation of data was very open to reading the respondents' conscious and subliminal perceptions, and open to a different consensus of meaning from exegeses on motivation exposed in the researcher's exploration of knowledge.

In the initial exploration of knowledge the researcher found that there were overlapping concepts in the diverse and complicated explanations of needs. To overcome the problem of plurality caused by different perspectives of various authors, and to obtain a clearer vision of general needs associated with motivators to learn, the researcher collated the commonalities into two distinct groups of needs - primary and secondary (Halmos 1978). These need-definitions were adjusted to incorporate diagnostic types of needs that were deemed biological, psychological, basic and functional (Hirst and Peters 1970 p.35); categories of need that were normative, felt, expressed and comparative (Bradshaw 1977); and the aforementioned significant formulation of Maslow's hierarchy of psychological needs for safety, social belonging, self-esteem and self-fulfilment (Jarvis 1985 p.64). However, these definitions, as identified below, were not a fait accomplis but only used to locate and compare the respondents' various types of general and specific learning needs.

'Primary' needs were concerned with an individual's basic 'learning' functions and fundamental biological behaviours which enhanced physiological safety and normative biological growth. Primary learning needs were determined by the individual who assessed his, or her, own intrapersonal and interpersonal development within a social context in order to correct a deficit of balance (Bradshaw ibid). 'Secondary' needs were those that were psychological, or felt, but were different from those consciously self-diagnosed. Secondary needs, if successfully met, positively affected self-esteem and activated the process of self-actualization. It was construed that this group of secondary needs were very personal and facilitated the spirit of self-fulfilment through the interaction of creativity and motivated behaviour.
Nonetheless, it was felt that 'it may be as significant to note who recognises a need as it is to examine how that need is met' (Jarvis 1985 p.64). Therefore one of the research objectives was to elicit the respondents' source of need-to-learn and not for the researcher to speculate entirely from observation of the type of activity and goal achievements with which they were involved. A concern arose that both researcher and respondents were capable of 'confusing needs with demands and interests' (K.H. Lawson in Jarvis 1985 p.65). This was exemplified in the researcher's contemporary adult education system where measurement of learning need rested upon demands for educational services overseen by governmental political interest, public funding bodies, and academics espousing curricula they perceived served best the students' educational interests. In this situation the realism of an individual's learning need was distorted and never freely expressed because of the intimidating effect of the position power5 of the educational authorities. Thus, the researcher was aware that in order to counteract 'position power' that prevailed in the worlds of education, research, and in the management hierarchy of nursing, midwifery and medical professions, an interviewer's role was to be relatively passive and respectful. A non-intimidating attitude would encourage the respondents' personal learning needs and values to surface and to be explored.

The researcher found that actioning a need required self-evaluation of the interaction between conscious knowledge of needs that stemmed from the rational mind, and subconscious knowledge within feelings governed by the emotional mind, both of which shared anatomical memory, visual perception and communication of meaning via common language. As the emotional mind was believed capable of 'hijacking the brain' (sic Goleman 1996,p.17) answers pertaining to need were not drawn from the researcher's observation alone but from the respondents' introspections on their own situations and self-knowledge. Consequently, questions were drafted to cover all aspects of needs, be they biological, psychological, social or spiritual, that evoked the respondents' self-evaluation of 'What do I think about me', 'What I must have to make me Me', 'How I make Me' and 'What can I use in the world around me to make Me'. These questions, which were not directly presented to the respondents but applied to the analysis, provided an analytical model based on primary and secondary needs (Halmos 1978). The model's questions focussed on diagnostic needs (Hirst and Peters 1970 p.35), categories of need (Bradshaw 1977) and needs required for self-actualisation (Maslow 1958), respectively to the above questions, in order to obtain the respondents' fundamental need-values pertinent to this particular research.

It was noted that there was a closeness between origins of motivation and origins of a learning-need which raised a tentative query that maybe motivation was none other than a foundational organic need through which the mind governs the individual's behaviour (Miller 1962, Eysenck 1984) and, either consciously or subconsciously, interprets and determines all other psychological needs. Thus, understanding the way the mind function and analysing the intentions and meaning perspectives behind language were two axioms of the research methodology which the researcher had to manage. But first the researcher investigated rational knowledge of motivation to give credence to the researcher's personal constructs.

2.2.3 Rational knowledge of motivation
After much deliberation the researcher found that motivation was many things to many people in different circumstances and that 'motivation crossed several boundaries and disciplines' (Personal communication 1991, Professor E. Byrne University of Surrey). Therefore, it was decided that the first research activity was to get a feel of a general attitude towards 'What is motivation?' in order to focus on aspects of its definition. The above question was casually put to various individuals and groups of people, some of whom were the

5 Position power - a term used in management training - is one of four cultures of power available to an organisation which can be used to assist management of change. The others are:- expert power, resource power, role power. Position power is the authority one has to effect a decision and usually is greater the higher one is in the management hierarchy.
preliminary interviewees who provided the main body of data. Other professionals outside of the NHS were incidentally questioned on their thoughts about motivation and, later, their replies were also included as complimentary research data (Appendix 1: BlueCard Definitions). This was possible because the methodology gradually changed during the exploratory phase from being a traditionally orientated science into grounded theory and a generative study. From a casual inquiry of what is motivation, a range of key descriptive words and familiar phrases arose such as, drive, energy, reward, goals, increased physical activity, feelings of pleasure, raised self-importance and well being. These descriptions reinforced the researcher's ideas on motivation but in effect represented a very superficial and familiar account of the definition. The familiarity did not satisfy the researcher's intention of finding new or underlying concepts of motivation, therefore, it was decided to reinspect personal knowledge of types of motivation in order to increase its depth and perhaps revitalise certain concepts. This information was not consistently referenced in the analysis as it functioned as 'ineffable knowledge' (ibid Polanyi).

Motivation was perceived as 'to be in the right kind of mood' (Roberts 1979 p.354) in order for an organism to respond to a stimulus. Thus motivation was a preparatory condition of readiness of the internal state [or mood] for action that must precede a specific act of behaviour. Generally speaking, motivation was referred to as types of motivated behaviour (Argyle 1967, Bandura 1970, Darwin 1859, Roberts 1989, Rogers 1961, Vernon 1969, Sabbagh 1984, Miller 1962, Postle 1989) associated with situations peculiar to the individual's environment and status of life. Motivation was not so readily recognised by its behaviour-inducing precedents, nor as being an underlying cause, except for situations associated with innate biological needs (Watson 1913, Thorndike 1913, 1931, Skinner: 1945, 1966, Tinbergen 1951).

An assumption was made at this juncture of the research that motivation-the-thing was different to motivated behaviour, the latter being the action of achievement. However, to separate the various patterns of motivated behaviour from its cause, as well as to mark the most simple causes of motivation, it was necessary to recount knowledge of fundamental biological, psychological and sociological behaviours present in humans.

2.2.4 Biological motivation
In its crudest form biological motivation appeared to manifest as motor behaviour and was explained as a conditioned interaction between the senses and the organic structure of an individual by way of a neuro-sensory response to a recognised stimulus (Roberts 1971). Recognition required two operating agents; memory and a set of value-categories which corresponds with information about the stimuli in the animal's environment. There was an interdependent relationship between receptors, nerves and effectors in the neural construction. Basic behavioural patterns, or repertoires of neuro-muscular reflexes and fundamental learning behaviours, were dual purpose in that it was aimed at achieving organic homeostasis for survival and good health for successful procreation. The researcher felt that the role of procreation was underplayed in human motivation, but at the time of exploring personal constructs could find no obvious link with motivation for extramural activities - except for a personal desire to help her offspring with their education.

Standard behaviours which sustain life and existence of the individual, such as the lower order needs of survival, appeared to be of paramount importance and was viewed as sustaining the existence of the species.

6 READINESS: A state of being which has been researched in adult education. Refer to Readiness of Learning section in this chapter for fuller details and studies by Aslanian and Bicknell (1980) and Guglielmino (1977) and READINESS as a perceptual behaviour of the brain (de Bono 1990 p.116-119)

7 This was a deterministic viewpoint which confused the issue between choosing a qualitative or quantitative methodology. See Chapter 3.
Natural selection - that is, adaptation of species specific characteristics and standard behaviours to their intended, or expected, natural environment and circumstances - was another aspect of inherent and biological motivation that the researcher felt deserved more attention. Also it was noted that usually the individual has no conscious control over natural selection although it may be able to manipulate its own behaviour in order to satisfy a most pressing biologically induced, innate and instinctual need (Vernon 1969). The need was found to be accompanied by genetically stimulated motivated behaviours which could be suppressed or satisfied in humans according to a greater underlying psychological need. From a consensus of rational opinion over the widest possible field of behavioural science, and as such was reliable knowledge (Ziman 1978 p.3), it was conceded that the originators of human motivation are evolved primary needs triggered by biological, genetically inherited, life saving, organic stimulators which operate to preserve the species. From a reductionist stance, these stimulators are small biological units called genes based in the chemical structure of Deoxyribonucleic Acid (DNA) (Edelman 1992 p.53). Thus, the researcher felt that motivation originated in molecular science and atomic biology.

2.2.5 Atomic biology of motivated behaviour

It was confirmed as an universal physiology (Roberts 1971) that DNA drives all behaviour because behaviour is biologically determined by DNA in the form of a double helix strand of protein molecules. Control emits from DNA genes which determine traits and activates all body cell activities throughout a person's lifetime. According to some modern Darwinian theorists DNA, a self-sufficient unit, is the 'selfish gene' which engineers its long term survival by the replication process (Edelman, 1992, Dawkins 1996, Goleman 1996) of a cellular blueprint of 'instructions' which topobiologically determines the animal's unique basic shape and structure (Edelman 1992 pp.52 -58). Genetic traits also trigger cellular growth and development through place-dependence behaviour. The idea of genetic place-dependence was another low key scientific concept which the researcher thought could play a part in human motivated behaviour whereby individuals placed themselves in a prime 'position' of self-preservation - in other words they were motivated to move themselves into environments peculiar to their growth. This notion was an interesting concept but could only be objectively tested by genetic testing the respondents and their offspring and conducting a multiple generation, long term study. Consequently, it was abandoned as a research method because it was well outside the researcher's skills and resources, but also did not fit the intentions of a qualitative study.

Other biological studies which formed a priori knowledge involved behaviourism and the use of objective measurement, but which was found to 'interfere hopelessly with the subject's normal behavioural patterns ' (sic Roberts 1971, p.343). It was assumed that the cell's inbuilt migratory process, that is its motion or activity, was motivated behaviour akin to human searching and seeking the 'right' stimuli in their environment. This behaviour was found to be similar to the theory of matching molecules that form the DNA strand of genes. Many scientific studies on organic structures and life processes have been advanced on this fundamental theory, for example, the DNA strand can also twist jaggedly to the left, as opposed to the original theory of a right handed double helix, and might explain the presence of an infinite 'environmental' stimulus that subatomically turns a gene's activity on or off (Tortora & Anagnostakos 1987 pp.40-42). This knowledge encouraged the idea that motivated behaviour functioned in the body's smallest molecular environment of DNA and hence for this study could be accepted as the site of primordial motivators. However, although the biological science of behaviourism and atomic biology was 'given knowledge' (Moritz Schlick in Boyd et al 1992 pp.37-40) and most useful in measuring small parts of a whole, despite 'interference' from objective measurement, it was decided that the positivist route was inadequate to globally assess the respondents'
metaphysical reality. This reality had to be inferred from their personal accounts because this was also 'given' knowledge in respect that there was a giver (the respondent), a recipient (the researcher) and a 'given' in the form of contents of knowledge. Thus it was accepted that the given was real, although transcendent, because it emitted from the respondents' internal world. Nevertheless the influence of the respondent's external world upon their perceptions also required rational consideration.

2.2.6 The influence of environment
At an animal's biological 'birth' its shape or form is a natural occurrence in response to a set of DNA instructions. This is first received from a fertilisation process and subsequent meiosis during the initial reproductive phase of an organism's life. However, there were exceptions found in this natural process due to the presence of an increasing number of environmental pollutants that disturb the normal physiological development of pre-birth animal life and which produce biological mutations, or deviants, of the organism's intended form. Many examples of the effect of different pollutants on genetic, biological reproduction are known but this detail, and the much debated topic of a naturally existing 'Green World', is spurious information for the remit of this phenomenological research. However, environmental 'pollutants' might be perceived by the respondents as triggers to move them into a less hostile situation of extramural learning.

It was found that various pressures from the external environment upon the developmental processes of offspring and the young altered their learning behaviour and assisted them to adapt to their 'unnatural' contemporary environment. It was speculated that this post birth adaptive behaviour does not effect a changed morphology by altering genetic coding in its progeny. Therefore, in the strictest sense, the process of learning to adapt is not natural selection because the animal's morphology does not change (Edelman 1992 Chapter 5). Thus the researcher felt that distinguishing genetic behaviour from adaptive learning acknowledged different origins between species-specific motivators and an evolutionary change caused by environmental conditions. Hence, the researcher surmised that if the respondents were of different cultures, race and upbringing it could be anticipated that they would have species-specific and/or adaptive learning motivators. On the other hand the need to learn might well be an universal genetic trait in humans.

As a result of thinking through this ethnographical dilemma it was decided that there would be no pre-judgement on demographic selection of research candidates nor pre-interview categorisation of ethnicity when sampling for respondents.

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9 MEIOSIS: A process of cell division and uniting of haploid cells containing single chromosome strands to become the normal diploid cell which carries the full number of paired chromosomes denoting the biological characterisation of a new offspring. It is believed to be the absolute beginning of an organism's unique existence. It is mostly a sexual reproduction process between male and female gametes which ensures the continuation of the species be it animal or plant.

10 Environmental pollutants that cause fetal malformations range from external substances present in air and water and on land to internal environmental pollutants such as maternal ingestion of poisons, drugs or malnutrition, or malfunctioning of pregnancy such as the 'environmental' uterine condition of oligohydramnios.

11 Green world: is the current terminology for living in an environment which is as natural as possible, or green, by reducing the unnatural pollutants in the air, water, and land which adversely affects the health of living things especially humans. The pollutants are mostly chemical byproducts of industrialisation, increased commercialisation, and exacerbated by liberalisation of economies in a contemporary modern world. If the rate of pollutants is not controlled, or reduced or stopped, evolutionary death to all animal species is predicted unless adaptive mutations occur in a relatively very short period of time.
2.2.7 The species and motivated behaviour

It became evident that the researcher held a bias towards neodarwinism being present in motivation where genetics and evolution are synthesised in the process of natural selection, and where genetic mutants randomly, and by serendipity, form and produce different behaviour in the progeny (Edelman 1992 p.47). It was found that when the 'new' behaviour proved to be more successful for the young in adapting to environmental circumstances they grew into adults and then produced offspring with the changed genetic traits. This knowledge, reinforced later by information on learning behaviour, helped to discriminate between biological inheritance and socially inherited behaviours where the former has predetermined value-categories in its genetic material and exists prior to the socially inherited behaviours. The latter behaviours seemed to be acquired from species-specific values in the individual's immediate environment during its pre or post birth existence. Thus discrimination of these two types of inherent behaviours in the research would depend on the researcher comparing the respondents' history of learning with socially induced behaviours in their educational environment, and then assess both inherencies in the light of the respondents' cultural and professional background. It was thought that the comparison could be conducted informally from intuitive knowledge and would not require a formal cross-tabulation of factors.

Ethological studies of species-specific motivated behaviour in animals covered a wide range of normal physiological activities and patterns such as its movements, reactions, changes in posture, and so forth. At a macro level human form was found to be visually representative of its species. However, the vast amount of multiple combinations of genetic structures and different behavioural responses to constantly changing environments presented a problem that psychologically each individual is microcosmically unique. Therefore researching the respondents' psychological motivation and higher order cognitive activity seemed a more appropriate focus than on structural biological behaviour, simply because it is 'not what you have got genetically but what you do with it' which identifies individuals. In human behaviour the control appeared closely related to its species-specific higher order consciousness of perception, planning and transferable problem solving, the latter of which was a noticeable characteristic of the human race (Vernon 1959, Roberts 1971, Bellamy 1985, Eysenck 1984, Furst 1989). Problem solving, or rationales, was associated with consciousness and linked to the human-specific psychological aspects of feelings, emotions and personal choice, however, this did not presume that all human activity is consciously instigated. Nor did it imply that learning behaviour, based in the neuro-sensory memory system, was a conscious adaptive activity. Therefore, the researcher decided to aim the analysis towards determining the stimulus and response mechanism in motivation, specific to learning behaviour, without preconceived parameters around the respondents' biology, psychology or social environment.

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12 NORMAL: There are several aspects of normal (Reber 1985).

**Statistical and quantitative** - where the majority count of a total number, value or level are deemed representative of that group, is typical, and does not deviate markedly from the average.

**Biological** - where a thing is natural, regular and is not subjected to special treatment, disease or experimentation.

**Social** - 'a lexicographers nightmare' (ibid p.479) because of the subjective interpretation of normality/abnormality which is judged from own experience of quality of life and prone to distortion of the underlying statistical evidence. Eysenck (1984) calls it a 'personal' normal.

13 **Lack of conscious cognitive control**: It could be argued that this applies to humans as well and is exemplified by inherent biological responses for human sexual reproduction. The 'conscious cognitive' aspect of sexual reproduction is only true of humans who choose the time, place and person for this activity—but the choice occurs only after motivation has been biologically stimulated. This lack of consciousness in humans is related to the actions of subconscious Id in human personality researched by Sigmund Freud (Appignanesi & Forrester 1992) and particularly associated with normal sexual development and self-identification of sexuality. 'Is a woman born or made?' was his quest.
2.2.8 Motivation and stimuli

Behaviour is 'the reaction of living systems to environmental factors' (Kohler 1947 p.14) but although these factors are external to the organism and stimulate behaviours they are not generally considered as the originators of motivated behaviour (Edelman 1992, Chapter 4). Therefore the search focussed the investigation on intrinsic factors of behaviour by examining stimuli from a biopsychosocial perspective as used in humanistic psychology and personal profiling (Postle 1988 p.168).

Reviewing the simplest behavioural dynamic of motivation in animals when a stimulus elicits certain responses revealed that a primitive, but particular, selection process for a stimulus operates within an organism. The selection of a stimulus rests upon information of response-values programmed into the organism's neuro-sensoiy system via a stimulus filtering mechanism (Roberts 1979 p.355). The types of behaviour elicited depend upon the organism's biological structure and necessary interaction with its stimulating environment and, as previously noted, is predominantly for the benefit and well being of the individual. The stimuli and response relationship is universally accepted as essential for an individual's ongoing growth and development; which includes successful sexual reproduction.

Three kinds of stimuli that were simple in nature and represented motivation in its crudest form (Roberts 1979) contained principles of behaviour which seemed basic to the more complicated form in human motivation. i) Motivational stimuli determined the state of an animal's responsiveness - its readiness or mood - and was identified as a congruent interaction between the organism's internal state and certain environmental conditions. Tinbergen's stickleback fish studies (1953) on sexual motivation which waxed and waned according to carbon dioxide levels in their surrounding water illustrated how atmospheric conditions affect biological processes (Roberts 1979 p.355). ii) Releaser stimuli, or sign stimuli were those which elicited particular responses when the animal encountered them, again demonstrated by Niko Tinbergen (1951) by the behaviour of herring gull chicks pecking at a red spot. Reflection on a personal situation in extramural activities identified a releaser type stimulus where continuous assessment and the final goal of a certificate motivated the researcher to complete the Open University degree. Nevertheless, all acts of behaviour have iii) terminating stimuli which bring the action to an end. Stopping an activity, which if continued disadvantages the animal's well-being, as a crucial part of the overall behavioural pattern that maintains homeostasis, fitness and successful reproduction. Thus, knowing when to stop an activity was considered as the human mind's cognitive response to a terminating stimulus for the main purpose of psychological or emotional well-being. The researcher was reluctant to dismiss the evidence that these fundamental forms of motivational stimuli were foundational to all forms of human motivation. Likewise she was reluctant to ignore a common factor in motivation that the 'mood' of aggression was found with all types of behavioural stimuli. Thus aggression was also explored in order to rationalise its knowledge for value-categories of behaviour.

2.2.9 Aggression and stimuli

Associated with all motivated behaviours, but in particular with releaser stimuli, was the constant condition of aggression (Bandura 1970 pp.109-135). The researcher found that aggression, contiguous with motivation, was a universal behavioural state that was biologically based in the stimulus-response learning system. Aggression, as a need-to-learn mood, sponsored essential behaviours that benefitted particular developmental conditions in society and was found to be a strong component in social learning theory.
Desire to produce fear and flight in others

Weaning aggression: by parents against young who won't be weaned

Maternal aggression

Fear induced: extreme fear

Intermale aggression

Instrumental: learned through reinforced responding

Instinctual aggression

Altruistic: protect others

Operant: instrumental

Predatory: aggression against natural prey

territorial: defend against intruders

Displaced: against object not responsible for stimulation of evoking aggressive behaviour

Contiguity Theory

Frustration

Induced aggression: used in experimental work e.g., electric shocks

Angry: evoked by frustration or thwarting of one's goals

Anticipatory: counteract against predator or in defence of territory

Figure 2: An illustration of various aspects of motivated behaviours associated with types of aggression
PHASE ONE: Chapter 2- Personal constructs/Other concepts

The knowledge of aggression, illustrated in Figure 2, generated ideas that maybe motivation was simply a genetic trait of innate and inherent aggression. If this was so, the researcher questioned the value of conducting a qualitative study. Nevertheless, she still felt obligated to an open enquiry and would not deselect this or any other connected information as being irrelevant prior to the analysis. Thus, the role of aggression which seemed to fit with a category of social motivation more comfortably than simply being a stimulator for either biological or psychological behaviour, and which appeared common sense knowledge, became occult knowledge in the process of interpreting the research participants' attitudes towards their learning. This experience in exploring the knowledge of aggression illustrated the difficulty the researcher had in dismissing information once a notion had been created, or reappraised. It also identified the researcher's preference for common sense philosophies and, in this instance, for Aristotelian concepts such as contiguity theory where the nearness of two events to each other was 'a necessary and sufficient condition for a dynamic association between them to be formed' (Reber 1985 p.153).

The notion of aggression had arisen from the researcher's observation of attitudes in several learning situations, such as, with frustrated nurse tutors on the Gestalt Training course. Aggression, as a behavioural expression in learning and self-development, was noted to be a regularly occurring emotion in nurses and midwives who were refused personal development funding by line managers and also sensed in fellow students undertaking Open University courses. In all incidences, the emotion of anger was contiguous with aggressive behaviour and found to be both ubiquitous and central to people's motivation to learn. Thus, observing the dynamical relationships within the respondents' motivation via its key emotions, such as anger and aggression, alongside happiness and satisfaction, seemed the most appropriate way to locate attitudes, deep rooted values and beliefs within the respondents' perceptions and reasons for undertaking extramural activities.

However, human motivation to learn appeared to be a more intricate and complex action than that of aggression and attitudes alone because it contained different levels of motivation (Miller 1962, Vernon 1969) and motivated behaviour. These levels were the next issues to explored.

2.2.10 Levels of motivated behaviours

These levels, each with varying definitions and explanations, refer to:- the basic level of simple mechanics in biological motivation as previously mentioned; the more complex development of behaviours in psychological motivation; and environmentally induced sociological motivations. The levels were not perceived as hierarchical as each level had elaborate but different intensities and complexities depending on whether or not the level was viewed from a reductionistic or inductionistic perspective. Although this confused the issue of neatly defining motivation the researcher decided to address theories according to the conceptual links and order of her thoughts, but definitely these levels were mutually dependent and interactive in order to operate. Sigmund Freud demonstrated these interrelationships in his research on Hysteria concerning the normal development of human personality, whereby he analysed the connectedness between female anatomy (biology), its biopsychosocial development, and pathological effects on social behaviour and

15 Gestalt Training: This training involved personal introspection on past incidences and direct experiences that affected present day behaviour. Therapy focussed on the sensations experienced in a person's biography which released a choice of behaviours and thus enabled the individual to be the sort of person they wanted to be; freed from past experiences in one's upbringing. Wolfgang Kohler a pioneer of the then 'young science' of Gestalt Psychology insisted that introspection was more than examining sensory, or direct, experience as only selected parts (objective experience) are likely to survive when the great House Cleaning takes place (1947 1st print 1959 pp.42-60); the person had to be treated as a functional whole.
In the respect of a research method, the researcher admits to a great attraction towards Freud's analytical perspective and an interview process that was successful in extracting intrinsically embedded information. It was felt that a study on motivation which involved attitudes and its possible underlying 'simple but powerful system' (de Bono 1993 p.60) - speculated as a system driven by a learning need - should also employ a psychoanalytical approach.

However, with regard to motivated learning behaviour, it was found that certain biological processes play a fundamental role in enabling the functions of learning. Again the researcher was committed to re-examining basic human action not only to determine a priori research knowledge, but to 'empty the mind' in order to be receptive to new ideas and reappraise the value of 'old' concepts.

Firstly, motivated behaviour was a reflex action - an automatic muscular response mediated through the functions of the nervous system. Simple reflex action such as the knee jerk and quick hand withdrawal from a hot object in humans, was referred to as an escape response in lower animals, the latter of which employed different withdrawal mechanisms in order to avoid physical harm from their particular environmental stimuli. The principles of this simple neuromuscular 'escape response' (ibid) was applied by the researcher to human emotions and feelings where individuals consciously or unknowingly withdraw from personal contact, or stimuli, that they perceive to be harmful to their emotional state, for example, conditions at work that constrain their intellectual or personal development.

However, this psychological escape response is more complex in humans because they have at least two levels of consciousness, primary and higher order (Edelman 1992 Chapter 13). A third level which interferes with a straightforward translation of behaviour is that of unconsciousness, or subconsciousness (Freud 1916), which is a state of awareness, or conscious thought, that is kept suppressed according to the individual's level of comfort with knowledge of its contents. Primary consciousness was associated with a mental awareness of things in the world, of having mental images, but only in the present and not for the past or the future (Edelman 1992 p.112). It is an adequate level of consciousness for animals which do not require 'intelligence', that is, construction of their perceptual worlds (Jerison 1973 p.17) in order to survive and procreate. Primary consciousness relies on the basic storage and retrieval properties of memory, plus, an ability to select and biologically respond to inherent value-category data that triggers the organism's immediate physical needs system. The underlying value system of somatic needs - hunger, thirst and sexual responses - is on a par with Sigmund Freud's concept of the primitive Id in personality traits (Freud 1917) and as such required independent theoretical consideration later.

It is known that with the development of integrated brain functions in humans (Jerison 1978 p.25) the mind, or brain activity, has evolved into a specific status of higher order consciousness with its mental complexity of perception, conceptualisation and verbal communication by speech and language; all of which operate together to ensure meaningful interpretation of symbols (Elias 1990) and positive social interaction (Edelman 1992 pp.124-136). Higher order consciousness, from which thoughts, judgements and emotions are produced, is also memory dependent and, according to Gerald Edelman, builds from brain repertoires a conceptual model of selfhood and also a model of the past (1992 p.131). The brain repertoires categorise information from primary consciousness (present world awareness) largely by symbolic means of comparison and reward during social transmissions and learning (ibid). This implied that human motivation is mindcentric and that the human escape response is a biologically based motivated behaviour which is psychologically organised. Hence the researcher was even more convinced in the need to investigate the respondents' higher order 'brain repertoires' for their self perceptions; their recognition and reward values; the responsibilities they sought; their personal achievements; and if or how extramural activities helped them to grow and advance. The concept that humans are mindcentric was supported empirically by common sense knowledge expressed by the public, and by inference from the media via journals and daily newspapers,
by professionals at work especially in health care, and by certain religious cults like Zen Buddhism (Scott and Doubleday 1992) which frequently stated that the mind masters all bodily functions either consciously or subconsciously.

Deviating from the issue of brain repertoires, but still connected to the mastery of behaviour by the mind and psychological escape behaviour, was the problem of dealing with the respondent's subjectivity embedded in their perceptions and reality. It was thought that obtaining information on the respondents' real world and direct experience would be best achieved by their introspection and reflection on past experiences. Thus, the direct experience would be what they say it was and would not be a total reliance on observation of behaviour, the latter of which, according to Wolfgang Kohler who initiated the scientific value of gestalt psychology, 'provides information similar to that gained from dead specimens as given the right places in the museum' (1959 p.39).

The dilemma of choosing between a methodology based on the sensorial organisation of introspectionism as with a natural science of biological functions merged with subjective perceptions (ibid 1924; 1925; 1938; 1940; 1947), and the science of reward and punishment conditioning theories as in behaviourism (Skinner 1945;1966;1969;1972; 1974), was steered towards a reductionist stance and the gestalt Mosaic Hypothesis that 'true sensory facts are local phenomena which depend on local stimulation, but (depend) not at all upon stimulating conditions in their environment'(ibid 1947 pp.46-47). This enabled the researcher to objectively measure what early behaviourists considered were 'unobservable mental acts' (Watson op.cit), such as the constitution of pleasurable experiences, through the process of introspection (Kohler 1959). Therefore, recording an indepth interview in which the respondents' direct experience is recounted from their perceptions was considered to be valid information (Weiss 1925, Koffka 1922;1935, Wertheimer 1923;1925;1944, Gross 1990).

Whilst examining properties and performance of gestaltism and the sensorial organisation of the perceptual whole (Marr in Aitkenhead & Slack 1985 p.105) in introspection, the researcher discovered that the principles of grouped visual perceptual factors were applicable to the intellectual organisation of discourse analysis. Also, as a peer participant, the meaning in language could be interpreted from a gestalt perspective of common prototypes, bridging inferences and assumed holism (Greene 1986) provided that the researcher and respondents had mutual experiential knowledge. In tandem with gestaltism, which was a form of ineffable knowledge(Knowles ibid) which reached the respondents' realities, the researcher felt able to extricate non-typicalities by objectively observing language and behaviour and by not participating in referential knowledge. Objective observation required a combined effort between active and passive interpretation of the respondents' realities. In the former, the researcher assumed meaning from shared experiences whereas the latter was data accepted at face value as what the respondents said it was and analysed by the researcher without reference to her personal circumstances.

To return to explanations of fundamental motivated behaviours, there was a more complex reflex which enabled organisms to move toward desirable stimuli and away from those which are harmful. These were categorised as orientation behavioural responses, whereby the organism takes up a favourable position in relation to a stimulus. Again this was likened to the hypothetical need the respondents were thought to have in undertaking extramural learning whereby they 'positioned' themselves near what they perceived to be favourable learning stimuli. This concept theoretically replaced motivation to learn from being psychological.

16 Principles of gestaltism: Proximity and Similarity: similar to contiguity and place-dependent organic development when an objective perception forms from individual items that are in close location to each other and similar in shape and identity. Pragnanz: when global factors are grouped in the simplest way and pattern recognition occurs. Configural Superiority Effects: an holistic approach where grouped signs are identified more quickly than isolated items - the emergent features are more than the sum of the individual parts (Aitkenhead & Slack 1985 pp.135-159).
to biological innate responses. The simplest pattern of orientation behaviour - *kinesis*, when an animal moves itself faster away from noxious stimuli towards a more favourable stimuli in its environment (Roberts 1979 p.348), held the same principles of avoidance behaviour found in the reward system of human motivation; and which the researcher had found was basically responsible for her own engagement with extramural studies. This behaviour was also similar to that of students in adult education who on their own volition 'voted with their feet' and left classes, or chopped and changed courses, or chose their learning activities hedonistically according to their on-going educational needs and developmental well-being. Knowledge of kinetic orientated behaviour raised a possible correlation between educational needs and an innate urge for a type of self-development which promoted intellectual survival of both self and possibly the human species. Thus, from a behavioural perspective it was essential to investigate the respondents' educational environments in relation to their inner need as well as define their particular types of self development.

The third category of motivated behaviour was an 'approach' behaviour called *taxis*, found to be associated with positive reward and hedonism and a behavioural response to the source of a stimuli. For example, situations of phototaxis and chemotaxis where organic 'sensing' seeks favourable environmental conditions like light and reproductive fluids, respectively, which on procurement enhanced the organism's chances of survival (Roberts 1979 p.349). This raised a whole realm of knowledge on hedonistic tendencies.

Taxis was found to be a similar condition to hedonism but which in humans had additional satellite qualities of happiness, pleasure, achievement, satisfaction, raised esteem and feeling good about oneself. This idea was reinforced by formal knowledge that confirmed hedonism as an important operant in motivation per se and a constant factor in biological, psychological and social motivation theories. Therefore, it was necessary to build as comprehensive a picture as possible of this state of pleasure in order to compound data from the researcher's own extramural experiences and observations of motivated behaviour with formal knowledge on the nature and functions of hedonism. Against which this repertoire of knowledge would be compared with the respondents' prevailing conditions of hedonism.

### 2.2.11 Rationalising hedonism

Hedonism, described as 'behaviour based on the belief that pleasure should be the main aim of life' (sic.Homby 1989 p.581), was perceived initially as an *associationist-behaviourist perspective* where the mechanisms of stimulus-response (S-R) behaviours are orientated to approach pleasure and avoid pain (Reber 1985 p.318). Although animals were not attributed with emotions such as human fear (Watson 1914), or a mind which creates self, their biological behaviour was still considered as hedonistic when, through learning, it repeated the same behaviour having selected the behaviour according to the remembered consequences, or reward, of its previous experience - otherwise referred to as the Law of Effect (Thorndike 1913). From this perspective the researcher found that the condition of reward, or biological hedonism, was closely related to the fulfilment of human expectations where the S-R situation, cognitively mapped in the organic brain, generated latent learning and caused purposive behavioural changes (Tolman 1932 p.364).

Experiments which defined 'mental' mapping found that a relationship existed between the individual's environment and its behaviour, and it was the relationship itself that formed the basis of motivation. This was especially noticeable in the researcher's work situation where expected outcomes of reward, such as, recognition and responsibility in jobs, played such an important part in feeling good about oneself (OU. 1990

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17 **Emotions**: An emotion such as laughter, love, anger, hate, jealousy, envy, pity, kindness and so on, is not the same as a feeling such as physical pain and those attached to sickness, satiation, hunger, thirst and arousal in sexual activity. The brain is instrumental in chemically generating both an emotion which is a known human experience, and a feeling which is a known animal experience.
B786:6) and subsequently motivated one to work harder for the organisation. It was found that different patterns of behaviour were elicited with different reward variables - termed intermittent reinforcement, discriminative control, and punishment (Skinner 1969) - and occurred in both animal and human experiments (Gregory 1987). Although this 'once bitten, twice shy' type of aversive behaviour is the antithesis of hedonism it has the same ultimate goal of engaging with a constant state of pleasure or satiation. It was also assumed, from mathematically proven research on motivated behaviour 'where successful reduction of a biological drive is repeated thus reinforcing the S-R association' (Hull 1943), that biological hedonism was the essence of a complex system of motivational behaviour which strove to maintain a constant psychical state of feeling good about self. Therefore, psychical stimulation appeared to dominate human behaviour.

Logistically, the feel-good factor in human motivation, so closely linked to states of personal happiness and pleasurable behaviour, was also accompanied by a 'moral ought' (Jarvis 1985 p.66) brought about by the community and society at large ascribing a moral importance to the actions of an individual. The code of moral conduct of behaviour, or ethical hedonism, was generally associated with the doctrine of utilitarianism (Bentham 1789) where 'Nature has placed mankind under the governance of two sovereign masters, pain and pleasure. It is for them alone to point out what we ought to do, as well as determine what we shall do' (Bentham 1789). Ethical hedonism and its social criterion, "The greatest good of the greatest number" (Macmillan 1990), indicated that a person's actions may be motivated by altruism by which the best personal action is the one that will result in the greatest happiness for the greatest number of people. This concept skewed the knowledge base of motivation towards thinking that its source arose from a social altruism that might not be consciously driven, but was an innate biological stimulus similar to the state of aggression. However wild this idea may be it seemed an appropriate enough reason to tentatively review the principles of utilitarianism18 against the research participants' happiness gained from their motivation to learn and whether or not this acknowledged their social commitments. The researcher also agreed with the hedonistic notion that 'because happiness is desired, happiness must be desirable' (Miller 1962 p.250) and thus believed that desire governed the respondents' free choice to enter any social contract of learning which made them happy.

However, there was a problem in identifying desire by its degrees of happiness as there is no absolute scale of happiness along which every possible event can be measured (Miller 1962 p.251) despite Bentham's idea of a 'felicity calculus' (See footnote 18:4). In general, an organism has no understanding of its moral ought in happiness-seeking behaviour whereas humans can register actions against their feelings and consciously acknowledge its ethics if they wish. Thus, an empirical approach towards ethical and psychological hedonism, but not in the sense of strict empiricism that would not 'take so much for granted' (Kohler 1947 p.148) and was formed 'from impressions received from an unknown source which have more force than ideas' (Hume cited Macmillan 1990), seemed the most appropriate way to examine the often 'unconscious' information of moral ought. This somewhat blighted use of empirical science in observing pleasure seeking behaviour via introspective 'forceful impressions' does not take into account the 'cause and effect' relationship between the physical movements of experience and the intention of the movement. Thus it was acknowledged that we can observe that one thing follows another but we can never know that it must follow

18 Principles of utilitarianism (Taylor 1960 p.120).

1. All that anybody wants is to be as happy as possible, to maximise his own happiness.
2. It is morally good for him to maximise his happiness as effectively, as intelligently, as he can.
3. Society must be organised so that maximising his own happiness is always the most beneficial thing for his fellowmen.
4. It is possible to calculate the quantities of pleasure and pain (by Bentham's 'felicity calculus') expected from different kinds of behaviour, and to arrange society so as to produce the greatest happiness for the greatest number.
because of nature's limitations on the scope of human understanding. Therefore, the researcher felt that it was spurious to generalise the motivational cause and effect of the respondents' utilitarian goals for it was likely that these true factors might only be reached by chance (Ruelle 1991).

The situation of chance triggered the realisation that absolute truth or a theory of everything has, so far, been a scientific impossibility in the quest for generality and ultimate explanations (Barrow 1991). Thus it seemed especially difficult to achieve truth of reality in what appeared to be an individualistic study such as this which is 'broadly mentalistic in that it involves attribution of states, processes and events that are intentional, in the sense of 'representational' (Tyler Burge in Boyd et al 1991). Nevertheless, the researcher was consoled to find that representation was verifiable because there are psychological states that represent, or are about, the objective world. In this study the researcher viewed the objective world of work as perceived by certain professions, and objective needs in regard to educational activities. In support of objective representation there was sound evidence in gestaltism and its scientific account of successful human interaction in the world via vision, hearing, memory, decision, reasoning, empirical belief formation, communication and so forth, which are explained by the specific successes and failures of these states. By accepting that representational knowledge can be obtained from generalisable trends and traits in gestalt psychology the researcher's subjectivity in observing body language in behaviour and interpreting spoken language was, in all probability (Ruelle 1991 chapter 3), objective.

As formerly mentioned an analysis of biographical narratives must take into consideration the implication that the 'greatest good' principle operated in educational and work communities. It was thought that this principle may pressurise the respondents' hedonistic intentions to conform with goals programmed by adult learning institutions and healthcare line managers. The researcher also noted that goals of performance affected various research methods such as those which achieve experimental reliability or others which elicit internal values. Therefore to measure happiness at a global level necessitated a method of triangulation between perspectives of hedonistic values in society, the law, educational communities, work situations and the individual's concept of their personal 'moral ought'. This method was not a separate analysis of each triangulate but incorporated within the overall interpretation of the main body of data. Therefore, identifying the respondents' internal feelings of being good - or 'moral ought' which theoretically overrides personal behaviour - would indicate their ethical intentions bound to their needs, wants and subsequent motivated behaviours. But it would not necessarily locate their subdued or repressed intentions.

It was thought that the search for repressed regulators of hedonistic and utilitarian behaviour would be assisted by the researcher examining the respondents' narratives for common expressions such as 'I ought to do, must do, should do' which are associated with selfless utilitarianism (Postle 1989, Natham and Hill 1992). Whereas the other extreme, selfish 'moral ought', is associated with a more assertive (Dickson 1982) and aggressive behaviour (Bandura 1970) and recognised verbally by words and sentences containing ownership of the needs, for example, 'I need to, I want to, I would like to' (Nelson-Jones 1984, De Board 1989). It was thought that the latter expressions, if used by the respondents in connection with their extramural activities, highlighted that individual as a liberated self in on-going self development (Robbins 1992) but who also had rationalised his or her own internal hedonistic needs and values. However, the researcher was aware that the respondents' rationalisation of hedonistic needs may be influenced by cognitive dissonance (Festinger 1957)

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19 **Triangulation:** A research tool used to obtain from several different perspectives, sources and advantage points multi-dimensional information about an 'object', in this instance hedonistic motivation for extra-mural activities. It is a navigational term for the mathematical calculation of data from three or more different locations of the positional whereabouts of a sea vessel not directly in vision. The more locational data obtained the more accurate the information is of the object.
PHASE ONE: Chapter 2- Personal constructs/Other concepts

when an individual justifies own selfish actions and re-interprets it for the moral good of the community. In this instance statements of ownership and self-esteem were examined in the light of a consensus of moral good in that particular community. This process was found to be similar to 'commonsense psychology theory' (Trout in Boyd et al 1991 pp.605-612) where lay explanations of the psychological states of beliefs and desires, which cause rational behaviour, holds scientific status. This information guided the researcher's direction towards examining the individual's beliefs and desires associated with their self-esteem.

The researcher established that psychological self-esteem was related to building feelings of self-worth, and was a more flexible and personally operated happiness than the condition of satiation in the feel-good situation of motivated behaviour. Self-esteem was perceived as a sensation specific to humans mainly because there is a scientific incapacity to communicate with animals in a language that understands how they perceive themselves. The degree of intensity in self-esteem ranged between low and high according to a positive correlation between an internal state of happiness and the level of opinions about self acquired from comparisons of achievement behaviour in society. The range seemed to have no formal absolutes, nor a universal measurable scale, nor a list of concrete items of behavioural activities, because self-esteem manifested as a unique sensation in the individual. Uniqueness occurred through the individual internally gauging and weighting the degree of intensity of feelings, good or bad, against personal circumstances and perceived capabilities and, therefore, was not exactly experienced by any other individual. However, it was anticipated that similar feelings and shared opinions would find commonalities of intenseness and experience.

It was also anticipated that one of the commonalities might be the self-esteem experienced by women as it was probable that the majority of respondents, expected to be nursing and midwifery professionals, would be females. Therefore, it was felt that the researcher's moderate feminist view on self-esteem, congruent with that expressed below, might highlight specific gender indicators of self-esteem in the research population:

'Self-esteem is wrongly confused with conceit and arrogance. It is wrongly assumed to be dependent on success. Self-esteem stems from a strong rooted sense of self worth which survives both failure and success; it survives mistakes, disappointment and most of all self-esteem survives acceptance and rejection from others. You certainly know when you are low on self-esteem, your feeling of worth plummets to the ground [and] you are left wondering what you have done wrong......Two major ingredients of self-esteem; are feelings of being accepted... of being loved' (Dickson 1982 p.141).

Initially, the gender issue was not considered important in the issue of a generic feeling and its behavioural expression, such as hedonism, as the researcher wanted to allow the conditions of self-esteem and any causes to emerge spontaneously from the respondents' narratives and regardless of their overt sexuality. Nevertheless, once these attributes of self-esteem, namely, 'surviving both failure and success .... acceptance and rejection' and the feelings of being 'accepted and loved' were raised into the researcher's awareness and found to be the same as her experience they were muted as a personal bias towards identifying variables of self esteem in the analysis. The difficulty in determining these attributes and whether the respondents would consciously know their personally esteeming events, or even how these made them happy, was resolved by the researcher's intention to facilitate indepth introspection by conducting an intensive interview. At this stage of the exploration of knowledge the researcher thought that a preliminary interview would be necessary in order to locate various issues, such as gender and self-esteem, with which to draft the questions for a subsequent semi-structured interview. However, it transpired that the preliminary interviews metamorphosed into actual data.

A final point on hedonism concerned the Pleasure Principle, as theorised by Sigmund Freud in his
construction of personality\(^{20}\), which focussed on unobservable mental acts of wants, desires, wishfulfilment, interests and other emotively driven need-goals. It became clear to the researcher that the internal meaning subsumed to overt satisfaction and pleasure required a much deeper and more intimate investigation than that of a positivist's rigour of biophysical science - inclusive of gestalt psychology. Freud's research style of intuitive questioning and openmindedness elicited sensitive and subconscious information about his patients' intentions and therefore seemed an appropriate method to moderate for the data collection. This implied that the researcher needed to pay attention to parapraxis, or Freudian slips, illustrated as minor slip ups or errors typically observed in speech, writing, small accidents and memory lapses and which, according to Freud, were no mere innocent gestures but often the result of the unconscious self locating wishes or internal conflicts (Reber 1985 p.516). The researcher also reviewed her own parapraxis in order to examine deeper rooted emotional issues and identify a personal psychology of her motivation to learn (Chapter 1: Footnote 10). In doing so the personal information was debunked along with the researcher's reality leaving formal knowledge and theories in the researcher's consciousness with which to interpret the reality hidden in the respondents' unconscious self.

Having rationalised the general behaviour of motivation and hedonism the researcher felt that there were particular areas of knowledge in learning behaviour that were involved with extramural motivation and also needed to be explored. In the following section the psychical states of wants and choice are reviewed because the researcher felt that undertaking extramural activities was a response to both of these motivational attributes.

2.2.12 Rationalising learning behaviour

Needless to say, learning was defined as an adaptive change in behaviour resulting from past experience (Roberts 1979 p.357). Many modern theorists appeared not to accept this theory and preferred to believe that human learning is a conscious action from reflection of experiences, or, either conscious or unconsciously memorized actions practising new behaviours (Jarvis 1992 p.67). However, the researcher was not concerned with the argument and critique of learning behaviours at this early stage of the thesis and deliberately allowed different ideas and knowledge to flow freely, and without censorship, around her mind. What seemed important was that, as a result of learning, behaviour was memorised, repeated or changed depending on the internal needs of the individual. Thus, the change of behaviour was an important research indicator.

The researcher found a flexibility in the learning process: in what was learnt; in the various ways of learning between individuals; and in modifying resulting behaviour when changes occur in the environment. But it was also discovered that a learned behaviour pattern cannot be inherited, whereas the ability to learn almost certainly is inherited (Roberts 1979). According to J.Z. Young and certain scientific animal studies (Roberts 20...
1979 p.361) the pattern of learning is based upon a physiological process where specific stimuli are registered on receptor cells in the nervous system and stored ready for recall of the experience and its effects later. The nervous system contain numerous memory units made up of interconnected sensory nerve cells. In humans it is the brain which holds the memory units essential for learning behaviour. However, some studies on animal learning were treated with scepticism, for example, the claim that the active principle in learning is the genetic substance ribonucleic acid (RNA). Although sceptical science did not exclude any possibility of truth for this study there were other scientific ventures that were more feasible and, thus, more acceptable knowledge from which to draw ideas on learning behaviour. Hence, categories of learning are described briefly followed by basic knowledge of fundamental learning functions. In some respects this is done in order to reassess, and if necessary purge, the researcher's bias that motivation is essentially a genetic and biological function. In every other respect it is a necessary continuation of the process of undressing motivation of its concepts in order to reach core value-categories that might operate in the interpretation of data.

2.2.13 Categories of learning
Learning has been grouped into simplistic mechanisms from information from naturalistic and experimental research and from studies concerning both human and non-human animal behaviour. Generally, it was found that animals subjected to repeated stimulation gradually ceased to respond and a condition of **habituation** occurred. The decline in response was thought due to fatigue from bombardment of nerve impulses which caused subsequent failure of the post synaptic nerve cell to keep up with the supply of transmitter substance necessary for the impulses to cross between two nerve cells (Roberts 1979 p/357). A similar response occurs intracellularly with sodium ions and electrical changes and is termed **adaptation**. Both of these learning types of behaviours, quite simply, stops the animal's escape response performing as frequently as it is stimulated. In more complex situations biological habituation prevents wastage of time and energy spent in responding to repeated, but non-disadvantaging, stimuli. It could be imagined that this behaviour is similar to when an individual has become bored, or ignores a non-threatening stimulus. The researcher also felt that adaption was not unlike a primitive process of discrimination and choice in human cognition when a task is discontinued for personal reasons. Connected to choice, it seemed that adaptation presented as a crude explanation for the psychological activity of human free will which, if biologically orientated, could be conjectured as a response to preset species-specific values (Edelman 1992). Thus 'choice' could be biologically determined but psychologically applied.

**Associative learning behaviour**, discovered in 'quintessentially physiological studies' (Reber 1985 p.524), was a conditioning response to reward or punishment via the 'remembered' effect of prior responses. Although some animals such as flatworms and earthworms are believed to have no conscious existence at all they are still capable of learning by reflex conditioning (Roberts 1979 p.358) which suggests that 'memorised' learning is entirely genetically induced and not dependent on either conscious or subconscious cognition. However, from Ivan Pavlov's (1927) classical conditioning experiments with dogs it was questioned whether dogs and other animals cognitively learn by association where the learning response emanates from a psychical mental activity and not as originally thought from the domain of innate biology. However, the same principles of a stimuli-response relationship applied to both biological and psychological domains of motivated learning.

**Trial and error** learning behaviour also occurred in a reward system but with its own physical behaviour and not with a particular stimulus. This was demonstrated in Token Reward Schemes for human residents
learning to live together in a community mental hospital\textsuperscript{21} (OU. B782 Bk 6). The learning behaviour operated when there was a 'choice' between two or more courses of action where the 'wrong' choice is punished and the 'right' choice is rewarded and thus the response opted for the 'happiness' reward. With regard to choice, token reward learning is a cognitive reaction to a fundamental state of personal fear or pain and, or aversive behaviour. This condition seemed responsible for the researcher's need to seek the reward attached to a freedom to learn in an extramural environment - as opposed to that imposed by the midwifery profession.

The scientific measurements of an animal's ability to learn (Roberts 1979 p.360) used judgement variables such as the speed with which it ceased to make errors; the length of time it took to remember without repeated trials; and the complexity of the situation to which it responded. From this information, the researcher was acutely aware that judgement made from observation is relative to the objective experience\textsuperscript{22} of all the research participants, not solely the researcher, and as mentioned previously must be mutually agreed in order for it to be valid judgement. Each judgement differs perceptually according to the individual's 'experienced order in space' and with the differentiation of species-specific brain processes (Sabbagh 1984). According to Wolfgang Kohler (1959 p.39), perceptual judgement 'is always structurally identical with a functional order in the distribution of underlying brain processes', from which it was inferred that humans have mutual perceptual frameworks based on structural similarities of the brain. The perceptual function of judgement also applied to the individual's 'experienced order in time' which is a sequential correlation rather than being distributed in brain processes (ibid). Combining the perceptual value-categories of space and time it appeared that human environments may be perceived as similar but experience of the other's world is likely to be interpreted differently. This is not strictly true when there are agreed rules for meaning and values acquired from living in a community. However, this knowledge emphasised the need for the researcher not to make assumptions about the respondents' perceptions especially when their environmental situations were only observed to be similar and not verbally confirmed. The value of stochastic science for time and space was a system of objective measurement similar to that used in chaos theory which the researcher found could be applied to the interpretation of reflexive, bio-historical data provided there were clear rules of meaning and values. In this instance, the trial and error learning mode of aversive behaviour with its 'rules' of choice for personal reward, was applied to the interpretation.

Another type of learning behaviour that functioned as a biologically organised protective behaviour, which facilitated the social survival of the individual in a hostile environment, was Imprinting. In Konrad Lorenz' study of goslings the mother image acted as their natural protector from environmental hazards (Roberts 1979 p.362). Imprinting learning behaviour also played a profound role in determining the individual's behaviour later on. There were two connected ideas arising from this knowledge, firstly, that this was genetically programmed innate learning behaviour in the offspring stimulated by a maternal image. The second point

\textsuperscript{21} Mental hospital was the term applied to the institutions housing patients who were diagnosed as mentally ill. Political correctness now demands that we refer to these patients as anything but 'mental' and use terms such as educationally backward or subnormal, educationally challenged, mental ill health, and so on. 'Mental' is no longer used for health care hospitals and homes.

\textsuperscript{22} Objective experience: W.Kohler speaks of objective experience as 'something out there, hard, stable and heavy' (ibid 1959 p.16) he was referring to the physical facts in his world like a chair in everyday life which he argues is not a subjective phenomenon because it is not something merely perceived. He argues that all experience is really subjective because it is through direct experience, or sensory perception of experiences, that an individual gets to knows its reality and also interprets how others see their world. He maintains that even concrete knowledge of real world objects, its primary characteristics, is interpreted and therefore natural science cannot claim to be any more objective than the science of mental life.
was that socially inherent standards and values mediated by imprinting in the very young are adopted for the rest of an individual's life. The researcher's impression was that genetic inheritance holds the value-categories of learning whilst the development of learning is socially inherited. Hence, the researcher felt that it was justified to note for inherent influences, in particular the maternal role, in the respondents' personal development and choice of extramural activities. On reflection, the researcher found that her own mother influenced a personal ambition for a 'good education' and pinnacled the maternal role as a strong source of self-esteem.

The fourth category of learning behaviour was exploratory learning brought about after the animal's biological needs are satisfied. It was found to be an extremely important survival behaviour that learns the characteristics and remembers the sensory landmarks of its environment. Because exploratory learning cannot take place until lower order biological needs are satisfied it partially fits Maslow's humanistic hierarchy of needs (OU B782, Bk 6, P.10) when each level of need must be satisfied before moving to the next level of social belonging. In some respects exploratory learning is a luxury behaviour that operates when there is a sufficiency of biological requirements. The researcher speculated that if exploratory learning occurred at the level of higher order needs, this learning is proactive behaviour by projecting the individual's existence from present needs into its possible future and continuance to live - a prototype of self-actualisation. Therefore exploratory learning could be the dominant human behaviour in personal development. However, the question of whether personal development is a socially induced opportunistic situation, or a response to a genetically programmed 'sixth sense' of learning values, could only be naturalistically evaluated by a situational analysis of the respondents' learning and social experiences.

Insight learning behaviour was the final category explored and thought to be the most developed form of learning which required mental reasoning of some kind, or intelligence, in order for it to occur (Roberts 1979 p.363). Classical studies of insight on the motivated learning behaviour of chimpanzees was not convincing that insight occurred. Nonetheless, insight learning is a form of associative learning where experience gained in one situation is used to solve a problem in another context (Roberts 1979 p.363). Insight is memory dependent and requires a larger repertoire of knowledge than the other categories from which to make a choice for the resolution of problem solving situations. Cognition and memory are essential properties for mainstay functions of perception and problem solving in human motivation (Aitkenhead and Slack 1985, Eysenck 1985, Greene 1986, Kahney 1986, Writhe and Frisby 1986, Cohen, Eysenck and Le Voi 1986). Nonetheless, insight is considered as knowledge 'not known from whence it came' (Shakespeare-unknown source) and often is perceived as tacit knowledge in that it has been gained from previous experience. The learned knowledge lies dormant in the sub-conscious state until triggered by an experience in hand and reproduced in the consciousness of the mind. It is a form of intuition or, in common terms, a 'gut reaction' response and is accessed through lateral thinking. Although the knowledge is real in the subconscious state it was acknowledged that it may become distorted in human cognition when it is re-instated into conscious knowledge.

Thus it was that the researcher's insight, based in intuition which is confirmed elsewhere as a truthful representation of experiential knowledge, was considered as a resource for the analysis -although it was

23 INTELLIGENCE: This involves all types of fundamental learning behaviours. Measurement of intelligence-challenged and revised during the last two decades because of its previous inappropriate generalisations and complexity of variables- mostly involves the speed at which an animal can solve a new problem. In humans, insight is associated with a sudden brain-wave, or flash of inspiration, or can be one of Maslow's peak experiences (Postle 1988 p.167) where pointers about the real self goes beyond apparently logical opposites and arrive at a state of consciousness that can accept the paradoxes of life.
advised to use caution in its application especially when translating tacit into conscious knowledge (Personal Communication June 1994). Tacit knowledge in the form of insight learning was the natural substance of a reflexive biographical narrative, but, it could not be ignored that tacit knowledge was not rationalised knowledge. It was expected that the credibility of insight used in the interpretation might be a problem in that the researcher's brain repertoire was not consciously indexed nor overtly classified. Insight was considered as ideographic knowing in which objects are not instances of universal laws and therefore presumed predictable but are singular events that can neither be replicated nor predicted (Woolgar 1988 p.75). Although this type of knowledge was difficult to substantiate outside of the actual and personal experience the researcher took into account feelings and attitudes associated with rationalised concept, and searched for underlying meaning or intentions. This ensured that the researcher's insight into her own motivation was an honest self-appraisal and thus a development towards an holistic approach to the research knowledge. However, the fact that there were mutual insights between the research participants, who had similar circumstances and conditions, indicated that insight, though ideographic, was also consensible and therefore as equally valid as the knowledge from objective perception and introspections.

Reviewing the information on motivated and learning behaviours revealed the researcher's initial theoretical bias that innate biological needs are genetically inherited values which stimulate specific learning behaviours - predominantly to safeguard a person's organic health - and are unavoidable traits. The objective knowledge on human motivation per se reviewed so far, although complicated by the researcher's perceptual knowledge, indicated that satisfaction of psychical needs to achieve self-actualization and selfhood, was the most appropriate area of motivation to study in this research. But it was found that personality based needs translated its goals into attainable needs available in the person's external world. The individuals' environment played a vital role in motivating individuals to learn and, as such, needs and learning behaviour were recognised as being both socially inherited (Bandura 1963) and socially induced. At this point the research focus began shape up as a social science.

The researcher discovered that backtracking the 'descent' of genetically programmed, or biologically inherited, learning behaviours in conjunction with defining the evolutionary morphology of human intelligence was a spurious reductionism and that it would be more apt to concentrate on the respondents' contemporary social situations. However, the researcher felt that the intellectual process of conceptualising backwards - the 'concept fan' (de Bono 1993 p.122) - was a suitable method for a social science and in extracting information on the respondents' current situation of extramural activities. This would involve examining data concerning their social setup and motivational influences from family and work situations and then tracing back their history of experiences, perceptions and influences on learning behaviour. In this way the researcher would reach their inner most core of conceptual value-categories that organise and stimulate their particular motivation to engage with extramural activities.

2.2.14 Rationalising social motivation
The researcher found that three factors of social motivation - the mind, behaviour and environment - formed a simple but essential relational arrangement in which motivation and its penultimate aim of 'individuation with attendant functions of self-preservation drives (Halmos 1957 p.25) can operate. A consensus of scientific and philosophic opinion revealed that the ultimate aim of these drives was the preservation of the species. Research data on the principles of psychology (James 1890), features of learning (Hebb 1961), memory (Baddeley and Hitch 1974, Neisser 1982, Cohen et al. 1986), language and memory (Schank 1981), the processes of perception (Koffka 1935, Mervis and Roche 1981), human problem solving processes (Jefferies et al.1977, Newell and Simon 1972, Kotovsky et al.1985) and comparative studies between computers and Artificial Intelligence (Aiikenhead and Slack 1985) held abundant knowledge on biopsychical motivation which overlapped into social motivation and learning, for example, external stimuli and internal
values such as aggression (Chapter 2 Figure 2).

Sources of historical information have been synthesized into a scientific belief that the human mind co-evolved in close interaction with both brain and culture (Donald 1993). In the evolutionary development of the human mind it was noted that in the third major biological transition of the brain external memory and retrieval and a new working memory architecture were introduced into cognitive processing. This is quite a complicated structural development which impacted upon the socialisation of humans. The processing details are not important for this thesis, however, the outcome of an external memory was a human literate brain which became externally programmable (Donald 1993 p.747 Underline is researcher's emphasis). This condition of cognition merely illustrates basic gestalt perception whereby 'the items displayed in the external memory field are treated first as natural objects and events and, second, as memory representations that can externally programme the user's brain: that is, create specific states of knowledge that were intended by the creator of the particular external device on display.' (Donald 1993 p.747 Researcher's underline). From this it was inferred that the mind is impotent without an external social environment; the latter of which was considered key data to be analysed in this particular study of motivation to learn.

Thus, it was assumed that the mind is composed of an external memory which facilitates interaction between internal and external self and assists the process of self-actualisation; and can only occur from social interactions with a community or society. Hence, it seemed logical to accept the view that 'once we have all we need we compete for what we want until in the end the only things worth striving for are 'positional goods' things which set us apart from others, like privileged education, a house with open views, a club which others cannot join' (Handy 1984 p.161).

It was the idea that we strive for 'things which set us apart from others' such as a privileged education and positional goods (Handy op.cit) which captured the researcher's attention. The realisation that education was pivotal to social needs reinforced the researcher's intention to consider social entities such as, communication and symbolic representation, educational experiences, life transitions and a readiness to learn, all of which seemed vital connections to social motivation. Education was rationalised first because it was obviously pertinent to the thesis during which other ideas and social value, submerged within the researcher's intuitive and personal knowledge, became exposed.

2.2.15 Education

The purpose of exploring education as an environmental and social influence was not solely to find its' nature but to discover any factual connections between educational situations, events, and the research participants' decision to engage with external learning activities.

A strong feature in the evolutionary development of the mind in early man was the biological behaviour of taxi, or adaptation, which enabled an individual to 'remember-by-choice' The researcher speculated that this primordial learning ability was the most primitive form of education and the initiation of 'the creation of power of self-control' (Dewey 1963). This concept was supported by the idea that the aim of education was to form 'seeds of self directed learning' (McDonald 1992 MSc.thesis University of Surrey:unpublished 1994) and has gradually evolved over thousands of years from primitive behaviour into the contemporary self-generated system of adult education. Therefore, it was deduced that a feature of the qua being 24 of human motivation in general was 'voluntary retrievability' or self control, whereas a feature of motivation-to-learn

24 'Qua being' is the true identity, or real character of being, as the philosophers such as Plato (Lassere p.34) and Aristotle (341BC Metaphysics:1005a 19) were establishing through the process of axiomatic mathematics.
was that learning was the source of power to achieve self control. This conclusion indicated two separate sources of motivation whereby biological behaviour, although integral, could be distinguished from motivation to learn.

According to Emile Durkheim 'education is... an eminently social thing' (1858-1917) and 'childhood education should be learning about one's daily social life' (John Dewey: cited by Morrish 1972 p.29) which implied that education, as the essence of life, in life, and for life, and is entirely a social situation. However, education and its effects are influenced by personal and social perspectives thus there are 'as many different forms [of education] as there were different milieu in a given society' (sic.Durkheim in Morrish 1972 p.30). This seemed true from the researcher's experience of higher and midwifery education; and who also found that the social aspects of modern education appeared to be centred on the status of 'positional goods'. Positional goods appeared to be the institution's academic status and reputation for awards; its types of learning orientation such as traditional or open learning; and the social contents of the courses' syllabi. It was thought that analysing these instances in the respondents' educational experiences, the researcher would be able to locate the attraction and personal rewards attached to their education systems and thus define their positional goods or social intentions.

Childhood education was seen as a method for 'fixing in the child, from the beginning, the essential similarities that collective life demands'(Durkheim ibid. Morrish 1972) thus the researcher felt that the potential impact of childhood education upon the adult's educational and social situation was the valued resource of biographical information. It was also thought that because human behaviour and motivation was an inherent social learning propensity for survival 'in the terms of a continuous, reciprocal interaction between cognitive, behavioural and environment determinants select, organise and transform the stimuli that impinge upon them' (Bandura 1977 p.vii), that the respondents might also manipulate their environment to suit their personal wellbeing. Therefore it was assumed that by examining their social histories and preference in educational topic, illustrated by the type of activity, the researcher would find needs and values underlying their more obvious educational drive.

Education in itself was defined as a role model in that it is a system of training and instruction under the control of others which is designed to give knowledge and develop skills (Macmillan 1989 p.385). On the other hand, it was found to be a personally designed model of knowledge and abilities for the development of an individual's character and mental power. This demands individual learning needs; the result of which the individual has self control over intellectual, moral and physical development. This concept highlighted the diversity and specialisation of education which, according to Emile Durkheim, ensures co-operation in the diverse nature of society (1956 pp.70-71). But it also reconfirmed an idea that the survival of a community relies on self-endeavour attached to adult learning. Thus the researcher abstracted education as a simple form of self-controlled modelling whereby the individual compares personal and social behaviour in an effort to 'grow into' the role model likeness.

It was thought best to leave determining the respondents' role models to the analysis of data, however, it was found that the purpose of life long adult education seemed to be the development of competencies to perform various social roles required in human life (Knowles 1978 pp.166-168). Therefore the environment of adult education - accorded to individuals over eighteen years of age - required consideration separate to the current compulsory, state supported education system for children up to adulthood. Adult education was 'voluntary' and 'adult' but sometimes extended up to mid-life and beyond. In some circumstances state support was provided depending on prevailing social circumstances and needs (Personal Communication:SP BSc. Honours in Social Services 1991). The researcher's experience in adult education which extended over eight years showed that adult education responds to the collective voice of individualism, but it has to a large measure failed to identify or to identify with the needs of those who reject the premises on which individualism is based' (Keddie 1980 pp.63-64).
Thus, adult education was defined as an individual's education that occurs after the completion of compulsory education. It could not be fixed to age because that was benchmarked according to the educational entrance criteria of the organisation, for example, the Open University's policies are different to those of local colleges providing ACCESS facilities, the latter of which are different to the requirements demanded by traditional higher education. Thus the respondents, expected to be professionals who had legitimately exited compulsory education, and who were embarking upon individualised adult learning, would qualify for this research.

It was observed that the diversity of goals in adult education was vast ranging from academic qualifications to vocational and leisure activities each of which was selected according to the individual's preferences. There was an added diversity in that some courses were pure technical skills training where specific skills were not transferable; and some were educative where the learning had problem solving knowledge which was applicable elsewhere outside of the current job skills, such as management training and education. There were overlaps of training with education, plus mixtures of outcomes such as diplomas, degrees, professional certificates, skills and technical training; each one achievable either within or external to professional qualifications, such as midwifery and nursing. This conglomerate educational situation made it difficult for the researcher to identify prior to the analysis an operational definition of education in general, also, in accurately categorising motivation associated with particular educational events. Especially difficult was the constitution of leisure learning with its fuzzy boundaries in adult education. Therefore, categories were allowed to emerge naturally from an analysis of the respondents' intentions behind their learning.

At this point, it was remembered that all things are true depending on who is looking at it (Strauss 1987). Therefore, the following assumptions which the researcher found were common in her experience, and were associated with particular motivation (as noted below in parenthesis), were considered as true knowledge. This was based on the scientific assertion that common truths and common assumptions in society, plus apriori knowledge, confer validity by virtue of their consensibility. Hence the following information was used in the analysis:

* Adults are motivated to learn as they experience needs and interests that learning will satisfy; (this was thought to be hedonistic and addictive)

* Adults orientation to learning is life centred; (this seemed to be intrinsic personal development)

* Experience is the richest source for adult learning; (this was felt to be a pragmatic learning situation where experience is exploratory behaviour and implies motion and action)

* Adults have a deep need to be self-directing; (in the sense of having intrinsic purpose and an inherited self-control of living and life)

* Individual differences among people increase with age; (demonstrated in chronological learning patterns and transitional learning needs)

Collectively, these assumptions identified the existence of self sought holism where individuals choose the kind of adult they want to be, or must be (Maslow 1971). However, the researcher reflected that her personal freedom to choose what kind of adult she wished to be was constrained by behavioural deficiencies. In agreement with social learning theory - that cultivating competencies, or learning to be competent, in deficient areas fosters personal freedom in the society which imposed these constraints (Bandura 1977 p.201) - the researcher was aware that she became a teacher in order to experience greater and legitimate freedom to teach management. Although constraints are personal and specific, and therefore unique, it was thought possible to identify the respondents' self-perceived deficiencies by examining their constants of learning need driving
their motivation to continue in adult education.

The researcher discovered that social learning, based on the adult learner's taxonomy of life roles (See Appendix 2: Malcolm Knowles' Social Roles and Competencies), was in tandem with contemporary public aspirations of materialistic wealth and self-élitism. Additionally, the life role competencies seemed to describe motivational sub-goals similar to those found in level one analysis of adult learning (Peters 1980 pp.122-3) and, as such, were perceived as stable empirical entities of personal development in social learning theory. It was thought that by aggregating this theory with any specific educational themes arising from the respondents' interviews the density of the research data would be favourably increased. The aggregation would also rebuild a definition of the motivated adult learner that was perceived primarily by the respondents and interpreted by the researcher. The most appropriate and objective way to interpret the concepts was found to be a qualitative method of substantively coding the recorded interviews via transcribed narratives. Thus, the theory was generated and not reiterated, nor repudiated, nor reconfirmed as with the traditional approach to science, the latter of which appeared to have been a preferred research method in contemporary nursing and midwifery practice (1991-1994).

The researcher's main research task was to identify motivational sub-goals separate to categories of educational themes where the former would strengthen emergent ideas (Strauss 1987) arising from the interview data. However, it was re-recognised that this could only be achieved if there was mutual understanding of the narratives and a shared meaning of perspectives between the interpreter of data and the respondents' subliminal intentions. This form of communication was more than a two way conversation because it involved many referential shortcuts, such as perceptual inferences, body language, nuances and metaphors, to explaining in full the meaning within dialogues.

2.2.16 Communication and symbolism

It was speculated that with the descent of the larynx in the second cognitive transition period of the human brain's evolution, around -0.3 million years, emerged the spoken language as we know it today—that is, a high speed vocal communication system driven by a large lexicon containing thousands of entries (Leiberman 1984). Spoken language and its specialised mimetic subsystem (Donald 1993 p.739) is the medium for understanding each others worlds. Speech and dialogue, as the primary communicator (Donaldson 1993) achieved through commonality of meaning perspectives and commonality of represented values and understanding of social rules, enhances human experience through listening to and learning from the verbalised experience of others within their social contact. Thus, interview dialogue was confirmed as direct information on the experience of the respondents' motivation to attend extramural events.

However, meaningful communication is more dependent on shared thinking and doing than on verbal expressions and lexographical repertoires. Thus, it was found that individuals, such as the researcher and respondents who shared experiences of life in professional practice and situations of extramural learning and cultural experiences, accurately inferred shared meaning perspectives and values (Mezirow 1990) and mutually comprehended the rhetoric of metaphors abounding in their shared environment. This ability to communicate surpassed the researcher's difficulty of interpreting, verbatim, sophisticated articulation with its innuendos and multiple descriptions for single meaning that so often denies the ability to openly assess the speaker's deep rooted values and meaning from the words themselves.

The researcher was very aware that an exploration of personal knowledge prior to the interpretive analysis would reveal the limits or extent of the shared experiences, perspectives and values and as such would accredit the practical interpretation of the recorded interviews. At the same time it was also accepted that this posed an interpretive risk that the researcher only 'saw' a reflection of her own experience and reality. In order to be open to the respondents' concepts of motivation that might differ from her own the researcher found,
by serendipity whilst analysing the preliminary blue card definitions of motivation, that conceptualising and generating theory by laterally thinking around statements and expressions captured a broader and more in-depth interpretation of the respondents' meaning than in a semantic analysis of the actual language in the transcripts. An initial experience of this conceptualisation process has been described in chapter one when the researcher defined the meaning of personal development (1.3). Therefore, the interpretation was opened laterally to new ideas concerning the respondents' motivation to undertake extramural activities.

Connected to life roles, education and the role of communication in integrating individuals into society was the situation of transitional phases of need in adult learning that correspond to the chronological age of the individuals. This also had to be examined in case the motivational causes behind life transitions impacted upon the respondents' reasons for undertaking extramural education.

### 2.2.17 Life transitions and learning

From critical reflection on personal life history the researcher discovered that she underwent periods of transition in life which were associated with learning activities triggered by specific life events. Like other researched adults the life events permitted, and on two occasions forced, her into active learning (Aslanian and Brickell 1980 p.81). The first occasion, or critical incidence, was the OU degree when midwifery management initially chose not to support her Advanced Diploma of Midwifery, and secondly, entering midwifery teaching when promotion into line management was denied. Although Aslanian's research studied Americans in Transition it was felt that 'to know an adult's life schedule is to know an adult's learning schedule'(ibid.) and, thus, to know the 'triggers' which activate a need to learn in the adjustment to changes in personal maturity. Consequently, the researcher tentatively drafted a matrix (Figure 3) to include criteria of Malcolm Knowles' social life roles against the chronological transition periods in the hope that this might be useful to determine whether or not transition of learning had any effect on the respondents' motivation to learn.

<table>
<thead>
<tr>
<th>SOCIAL ROLES (down)</th>
<th>Early adulthood (17-22 years)</th>
<th>Early adulthood (28-33 years)</th>
<th>Middle adulthood (50-55 years)</th>
<th>Late adulthood (&gt;65 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being a self</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friend</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family member</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leisure-time user</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 3. An analytical matrix to identify any relationship between life roles and transitional periods of learning

Because it is difficult to force adults to study topics irrelevant to their needs and interests (Aslanian and Brickell 1980 p.112) the researcher assumed that the respondents' extramural learning was self-activated
motivation and not just an event which had to be attended. Self-activated motivation included negative and positive rewards resulting in many varied reasons for attendance, but, it did not include those situations where the respondent had no choice but to attend and were told what they were to learn. Studies showed that the chosen topic to learn was always related to life transitions requiring that learning, but, was not always related to the event triggering the learning (Aslanian and Brickell 1980 p.18). The event, however, was the focus of Aslanian's analysis who expected there to be a more obscure condition underlying the motivation associated with either the chronological learning era or the actual form of education undertaken. Therefore, the researcher felt that the respondents' interview data concerning transitional learning would not be accepted at face value but considered for possible underlying reasons. This would require the transcripts to be analysed by both semantic scanning and indepth scrutiny of meaning.

Nonetheless, the 'trigger' of a life transitions was a stimulus-response situation between personal interests and a volition to learn. Volition was a condition which dictated the researcher's decision to acquire volunteer researchees by casually 'advertising' for respondents. This was thought best done by the researcher's colleagues and contacts within the professions of nursing or midwifery who knew of other peer professionals engaged with extramural learning and were unsupported by their professional work or situation. It was felt that self-selected respondents would preserve the generative nature of the theory of this particular motivation and also uphold a researched linguistic philosophy 'that people say what they mean and mean what they say' (Katz & Fodor 1963, Greene 1986, Fodor 1987, Strauss 1987, Edelman 1989, Woolgar 1989). Therefore, no information was disregarded or deselected prior to the analysis and all information provided by the 'volunteer' respondents was considered as relevant for the analysis.

One final but essential criterion for educational motivation, linked to volition in life transitions and social learning schedules, was the adult learner's preparedness to learn. The researcher found that her own readiness to learn was reasonably high and provided most of the energy with which to successfully engage with extramural activities.

2.2.18 Readiness to learn
In the researcher's experience of self-directed education, readiness was a cognitively driven feature of motivation that 'limiting though they must be such readinesses [to appreciate things] are precious; for without them we could not see, or value, or respond to anything in any way' (Vickers 1965 p.69). Mostly, learning was likened to an 'appreciation' whereby the knowledge gained was perceived as pleasurable and a personal treasure waiting to be unearthed.

Certain characteristics of readiness were noted to be similar to those experienced by subjects in a research programme investigating a scale of readiness in self-directed learners (Guglielmino 1977 PhD thesis USA). In Guglielmino's research the ratings, borne out by a panel of educational experts and congruent with researcher's personal knowledge of the nature of her self-directed learning, showed that initiative, independence and persistence ranked highest in the features of a highly self-directed learner (ibid p74. Also see Figure 4). However, there is criticism of the Delphi methodology used to obtain this information in that it depended on subjective evaluation (Weaver 1971 pp.267-272) and admitted that the respondents 'can fake responses' (Guglielmino 1977 p.77). Nevertheless, as the researcher intended to ground the theory in the individual's anecdotal experience - faked or otherwise - the subjective values were still considered as valid data with which to compare the respondents' attributes of readiness.

25 UNSUPPORTED: This was inferred mainly as financial support and time off from work granted for studying etcetera, but the criterion was left open to the respondents to decide what was unsupported.
At this juncture of the initial exploration of knowledge it was remembered that a thesis is created by the researcher from ideas founded on intrinsic fundamental values and experiential knowledge and could be criticised for imposing personal bias on the interpretation.

<table>
<thead>
<tr>
<th>FACTORS FOR SELF-DIRECTED LEARNER</th>
<th>Properties associated with factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENNESS TO LEARNING OPPORTUNITIES</td>
<td>Interest in learning is greater than others: satisfaction with own initiative: love of learning: attraction to sources of knowledge: tolerance of ambiguity: accept and use criticism: responsibility</td>
</tr>
<tr>
<td>SELF CONCEPT AS AN EFFECTIVE LEARNER</td>
<td>Confidence in self-learning: self-discipline: knowledge of self learning needs and resources: self-view as curious individual.</td>
</tr>
<tr>
<td>INITIATIVE AND INDEPENDENCE IN LEARNING</td>
<td>Active pursuit of baffling questions: recognition of desires of learning: preference for active shaping of learning experience: works well on own: OK with reading skills etc.</td>
</tr>
<tr>
<td>RESPONSIBILITY FOR ONE'S OWN LEARNING</td>
<td>Ones'self viewed as average or above average intelligence: willingness for difficult study: explorative: active role in one's own learning: judge one's own progress.</td>
</tr>
<tr>
<td>LOVE OF LEARNING</td>
<td>Admiration for people who are always learning new things: strong desire to learn: enjoyment of learning.</td>
</tr>
<tr>
<td>CREATIVITY</td>
<td>Risk-taking: often associated with creative individual (Torrance 1962): thinks up unusual solutions: diversity of approaches (lateral thinker)</td>
</tr>
<tr>
<td>POSITIVE ORIENTATION TO THE FUTURE</td>
<td>A self-view as lifelong learner: enjoyment of thinking about the future: problems are challenges.</td>
</tr>
<tr>
<td>ABILITY TO USE BASIC STUDY SKILLS AND PROBLEM SOLVING SKILLS</td>
<td>(properties are self-explanatory)</td>
</tr>
</tbody>
</table>

Figure 4. Factors and properties of self-directed learners

However, communication of experience is about symbolic representation, the latter being the principal cognitive signature of humans and the main phenomenon to be accounted for in any scenario of human evolution (Donald 1993 p.737); inclusive of the development of learning and motivation with its concepts such as drives and motion, energy and self-propulsion. A brain which is 'externally programmable' (2.2.16) indicates that the person's environment, the cultures and behaviours learned in society, the verbal and non-verbal symbolic languages used in interpersonal communications, are all external representations loaded into the internal working memory which, in turn, utilises the power of the perceptual systems. Hence, the presence
of manipulative-type substances, or things, in the person's environment determining his or her object
perception (Kohler 1947) and self-perception (Freud:Neu 1991) suggest that these influences are only in
accord with the individual's situational circumstances in the external world (Bandura 1963). Thus the
researcher decided to concentrate her creativity upon collating the various situational effects on individuals'
motivation to learn and note how the objective externals 'manipulated' a person's objective-subjectivity
embedded in their perceptions. Therefore, personal experiential knowledge did not interfere with symbolic
interpretation as such but served to elaborate upon the situational factors of environment and social influences
on the respondents' motivation. It was thought that the social environment of the interview situation itself,
plus the intellectual relationship between researcher and respondents, also needed to be taken into account
alongside an assessment of the respondents' readiness and reasons for volunteering their extramural
experiences.

2.2.19 Conclusion to rationalisation of other concepts of motivation
After this epic exploration the researcher was inclined to agree with Professor Eileen Byrne's view that
because 'motivation per se is non-specific' (Personal Communication 15 November 1990) the study required
a particular focus and hypothesis. But an hypothesis conflicted sharply with the intention and construction
of an open qualitative research even though the researcher believed that there was a particular but unknown
motivation to learn in professionals undertaking extramural studies. However, when the researcher removed
a personal interest to investigate management motivation the focus of the research was directed entirely
towards the nursing and midwifery professionals' underlying motives in engaging with extramural studies.

It was discovered that aspects of both physical and psychological science were involved in the confirmation
of personal knowledge and that methods of induction, reduction and deduction were combined in the process
of validating intuition and the researcher's a priori knowledge. It was the process of validation that gradually
transformed the methodology from a basically traditional approach into a qualitative interpretive analysis in
social science which ground its theory in the experience of all the research participants - researcher inclusive.
Ultimately, it became an eclectic approach with the prime intention of defining a common framework of
knowledge from which the reader would be able to judge the interpretation for its personal biases, conceptual
limitations and degree of the researcher's independent reality.

Hence, the initial exploration was an essential part of the methodology in that it facilitated the emergence of
a grounded theory approach to the research data which matched the qualitative nature of an existentialist
holistic enquiry. It now remains to rationalise the methodological knowledge in chapter three.

***
We suffer from a hubris of the mind. We have abolished superstition of the heart only to install a superstition of the intellect in its place....We behave as if there were some magic in mere thought, and we use thinking for purposes for which it was never designed. As a result we are no longer sufficiently aware of what we cannot know intellectually, what we must know in other ways, of the living experience before and beyond our transitory knowledge.

(extract from 'The Heart of the Hunter' by Lauren van der Post (The Times 25th February 1981)

CHAPTER 3: THE PRACTICAL DEVELOPMENT OF THE METHODOLOGY

3.0 Introduction

In many respects chapters one and two, with its exploration into motivation in general; motivation to learn; and the impact of subjectivity upon the research knowledge and procedure, was the researcher's attempt to 'try to abolish superstition of the heart and install a superstition of the intellect in its place' (ibid). However, although many relevant ideas and research questions arose during the initial period intuitive knowledge could not be entirely rationalised because some experiential knowing was simply too irrational to explain and mostly felt. This was especially so where the communication in shared meaning was found to be both parsimonious in words and a 'living experience before and beyond our transitory knowledge' (Lauren van der Post ibid). However, the rational knowledge of the research method, as follows, can be elicited separately.

It may seem from the order of the thesis that the thinking period occurred prior to the experience of developing the methodology. In truth, the ideas and questions about the research method evolved with the self-examination of personal constructs and continued throughout the initial exploration period until the eventual outcome of a qualitative analysis was reached. In addition the researcher tested by trial and error certain knowledge from publicly accepted traditional research, as found with biological and social learning (chapter 2), for its viability as an authentic method of collecting and analysing subjective data. Thus, the researcher compiled an eclectic philosophy of science (see below) in the initial exploratory period with which she questioned her final decision to ground the theory in experiential knowledge.

'Science is tentative and will remain so... it follows that it can be criticized. The best theory is a gamble for zero-low probability and high information content but which stands up and is corroborated (Karl Popper). Science is a personal pursuit and a judgement by the practitioner within a context of a public arena (Michael Polanyi) and therefore is not so objective as previously thought but is subjective and aesthetic (Paul Feyerbrand) relying on interpretism (Michael Derrida) and interpretation of conceptual knowledge (Richard Rorty). Concepts are points of view and is one way of organising the world by giving meaning to neutral facts (I. Lakatos and Alan Musgrave) through shared experiences and the development of a systematic language (Michael Oakshott). We are a community of Knowers - of intersubjectivity (Paul Hirst) - where patterns of tacit knowledge are already there (Plato) but which are not explicit and are fuzzy edged. We have an interpretive framework built from our tacit knowledge (Michael Polanyi) and we would independently challenge an incorrect framework if it continued to fail us (Trout). Science is about seeking the truth of an independent reality and identifying failed frameworks, both of which are formed from descriptive, prescriptive and ascriptive knowledge and thus subject to change over a period of time. Therefore, can rational decisions be made for a suitable methodology if subjective knowledge changes? If there is no objective knowledge (in science) then all we do is express our prejudices (Professor Brownhill on The Nature of Knowledge, 1991, Seminar, University of Surrey [researcher's parenthesis]).

1/3/method/55
PHASE ONE: Chapter 3 - Methodological knowledge

The researcher agreed that subjective knowledge might change because the passage of time induces a constancy of new experiences and new information which influence stored knowledge. However, it was felt that the two sources of knowledge, namely, the researcher's interpretation and the respondents' introspections, were objective in this research in that precautions were taken to guard against individual knowledge being an expression of prejudices. Introspection was considered from its sciences of perception, language communication, behaviour and the dynamics of personality and found to be objective subjectivity (chapter 2). The researcher's interpretive knowledge was partially identified as objective when her personal constructs, values and beliefs associated with motivation and learning were publicly reviewed and rationalised (chapters 1 and 2). However, in this chapter it was necessary to show that personal prejudices in choosing a qualitative analysis have also been removed from the researcher's irrational subjectivity, and to show that objective decisions for a suitable methodology have been made. In doing so, it can be argued that the researcher's interpretation is objective knowledge, but also that it is independent knowledge from that of the respondents' existentialism and, as such, is segregated from the research participants' realities.

Therefore, the first part of this chapter describes the evolutionary morphology of the research method which occurred from a process of theoretical sensitivity1 (Strauss and Corbin 1990 p.42) and the practical experience of testing certain research procedures. This was designed to avoid intellectual arrogance (van der Post 1981 ibid) by embracing knowledge intrinsic to human intuition and evaluating the research participants' anecdotes of their living experience of values and beliefs - vis a vis their narratives. The method was consciously developed to meet the full requirements of an human enquiry and became a process similar to the pattern of natural selection where core values successfully emerged from changed environments. The process was enveloped in rationale and ethical considerations, the outcomes of which sometimes conflicted with the researcher's original 'felt' preferences - alias tacit prejudices, but which were put aside in favour of applying an appropriate methodology that would capture the essence of truth.

The second part explains the state of the research knowledge and the theoretical outcomes that developed with the research method. As intuitive knowledge, fundamental to the interpretation of data, was a most difficult research approach to credit and rarely used by the inexperienced and non-elite scientists, much attention was given to accrediting the author's personal knowledge. This placed the interpretive analysis in a structured and rigorous research procedure which counteracted the prejudices associated with subjectivity and, incidently, supported the researcher's planned changes to the project's methodological criteria and conditions.

3.1 Development of the Research Procedure

3.1.1 Engaging with the research title
The study was initiated by the researcher first considering an experimental hypothesis that motivation peculiar to professionals undertaking extramural activities was different to others. However, the exploration of personal constructs (chapter 1) resulted in retaining a general and open question of 'Why do nurses, midwives and health

1Theoretical sensitivity: refers to the attribute of having insight, the ability to give meaning to data, the capability to understand, the capability to separate the pertinent from that which isn't. All this is done in conceptual rather than in concrete terms. Theoretical sensitivity allows one to develop a theory that is grounded, conceptually dense and well integrated - and to do this more quickly than if this sensitivity were lacking (Strauss and Corbin 1990 p.42)
visitors want to undergo extramural activities? not because the answers were unknown but because the researcher did not clearly understand how to ask the questions (Boden 1994 p.530). In order to apply some objectivity and refine the research focus the original question was adjusted to a slightly more deterministic perspective and asked 'What are the originators of motivation in nurses, midwives and health visitors?' From the mass of knowledge on motivation identified in chapter two it was clear that the question had expanded the remit of the study beyond the researcher's control and resources, therefore, the question reverted to 'Why' professionals are motivated. This view was expected to locate the respondents' intentions and attitudes driving their motivation to learn, but what also emerged was the realisation that residual phenomena, such as extramural activities and professional work, had to be included in the analysis. From this understanding two research issues arose: one was the need to determine the research phenomena and, secondly, to identify the subject inclusion criteria.

3.1.2 The research phenomenon
A common denominator to the various phenomena associated with the research title was a 'psychological motivation' to undertake extracurricular learning. In comparing several incidences of motivational situations, it was found that specific subsidiary phenomena existed both within and external to the nursing and midwifery professions; plus there was a particular motivational relationship between personal and professional development. Consequently, it was decided that the most appropriate approach in sampling data to determine the phenomenon was to start from scratch and conduct an empirical study from which the phenomena could emerge, and where 'the researcher is open to all perceivable dimensions and profiles of the phenomenon [of motivation] and there is acknowledgement that 'the experiences of the subjects as well as those of the researcher ... is potentially informative' (W.F.Fischer in Valle and King 1978 p.168).

3.1.3 Subject inclusion criteria
In the first instance the researcher selected adult learners from the local college's Access course to test the experience of participant observation against obtaining qualitative data about the respondents' need to attend these evening classes. However, the observation schedules (Appendix 3) were unsatisfactory in that observing over twenty students in one class was an extremely difficult task despite accompanying the last observation schedule with an audio tape recording of the teacher-students' interactions and class programme. But more importantly, the observation was felt to be biased because the behavioural responses were entirely the researcher's perceptions and there was no checking for confirmation of meaning. When the researcher interviewed one particular student, who nursed at the local hospital and was willing to provide feedback on the observation procedure, it was discovered that a personal interview would be more informative and true to the respondents' reality. Besides which, motivation was recognised as a psychological phenomenon and required data of the respondents' verbalised introspections. Consequently, this form of observing groups in the extramural setting was abandoned in favour of individual interviews with healthcare professionals known to be undertaking extramural activities.

It was appropriate to refer to the research 'subjects' as respondents because they were 'volunteer' interviewees who came to know of the research from peer professionals, and because they were neither selected nor refused entry by the researcher. This random interviewing of local professionals was congruent with the exploratory nature of the research knowledge. It was also a form of snowball sampling that allowed the researcher to change from selection to non-selection criteria; the latter of which prioritised for individuals concerned with extramural learning. In this way the method of data collection began to shape up as that required for a case to study.
The subjects available and willing to be interviewed were equal numbers of state enrolled nurses (SEN) and midwives (RM) (Chapter 4:2-Work Situation). It was thought that the sample ought to target health visitors (HV) as they were in the tripartite of professions under the auspices of the UKCC, but as no HV volunteers readily came forward it seemed reasonable to narrow the professional field to SENs and RMs.

By its own definition that a profession is 'constituted and maintained through cultural definition and social strategies' (Hammersley and Atkinson 1983 p.42), SEN and RM respondents were not a naturally occurring phenomena of 'settings'. According to Glaser and Strauss, who explored different settings in a study on awareness in the dying (1967, p.59), it was important not to confuse the choice of setting, in this instance, NHS healthcare or types of hospitals and educational environments, with the selection of a case for study (Hammersley and Atkinson ibid.) namely, professionals undertaking extramural activities. Therefore, professional status as an inclusion criterion for participants from an NHS setting was separated from, and became secondary to, observing the natural phenomenon of the respondents' motivation to undertake extramural activities. However, in order to manage the project competently it was thought that a criterial precedence for healthcare professionals who were practising nurses or midwives was necessary. This did not restrict subject inclusion as it was open to professionals in clinical practice, management or teaching provided that they were actively engaged with extramural learning.

From exploring subject criteria, it became obvious to the researcher that observing professionals associated with extramural activities required an holistic analysis because the respondents' reality could not be broken down into motivational components without a severe risk of distorting the information of the phenomena; besides which, it would be difficult to predetermine relevant variables in an ethnographical type of study such as this. According to Rist (1977 p.47),

'focusing on a narrow set of variables necessarily sets up a filtering screen between the researcher and the phenomena [she] is attempting to comprehend. Such barriers, from the vantage point of those employing an holistic analysis, inhibit and thwart the observer from a necessary closeness to the data, from an understanding of what is unique as well as what is generalisable from the data, and from perceiving the processes involved in contrast to simply the outcomes'

Hence, it was the case of extramural learning that set the priority for selection; and it was the holistic approach which allowed the sample size to be of case study proportions and relatively smaller than the expected sample size required by traditional nomothetic research methods investigating settings. In a qualitative methodology of this nature the emphasis was on collating authentic biographical data where credibility was given to the participants' information. Thus, it was accepted that the final sample size of ten indepth case study interviews - plus selection-friendly interviews with other groups of professionals and individual casual enquiries totalling around thirty separate items of data - yielded adequate material for this research.

By the same token of choosing the case for study and not the setting, professionals included in the study were representative of their particular field of nursing. Although there was a shorter qualification period and more practical education for SENs than RNs it was found that they shared the same ethnographical environmental work. SENs and RNs were bound by the same phenomenon of human experience and motivation in nursing.

---

2 No-one refused, or had to be persuaded, to take part in the study. Each respondent was interested in research for its own sake and indicated a respect for the pragmatism of self development in the NHS as an outcome of this project and, therefore, was willing to contribute to science.
because they worked closely together in a team on the ward or clinic by integrating their particular nursing skills. They shared the professional ethos of nursing (Davies 1990) and a multi-disciplinary health care system in the NHS, and also displayed a common attitude toward work ethics (UKCC: Project 2000) and poor remunerations in nursing (Personal Communications: Multi-professional and multi-disciplinary 1988-1994). Therefore SENs and RNs were equal in representing nursing, but not, the specific field of midwifery practice which focussed on health education as opposed to treating the sick. Thus, in the individual analysis of interview data for the phenomenon of motivated behaviour the nurses' realities were considered to be independent to those of the midwives. However, in the global analysis of the respondents' consensibility of motivation-to-learn comparisons were made between the two professions for an overall consensus of findings.

Snowball sampling introduced teachers of nursing and midwifery into the non-selection process thus accidently producing a stratified sample of these two NHS professions, albeit a small cluster, within the local healthcare community. This suggested that generalisation of the findings would be possible provided that the sample's specified ethnographical indicators of culture, needs and settings were acknowledged as comparatively similar.

The researcher's experience in the NHS as a midwife, and then midwifery tutor, followed by training and development manager spanned thirty years. Thus there was an anticipated commonality of experience in healthcare and management issues between the researcher and each participant. It was tempting to assume that shared meaning perspectives had common causes of motivation but this was resisted for the researcher reasoned that 'any cultural explanation needed to be checked with those within the culture' (Heron 1981 p.24). Therefore, the researcher actively and openly involved the respondents in the inquiry side of the research - that is, in volunteering their personal histories - as well as on the action side (Heron 1981 p.20) by enlisting their ideas and suggestions for subsequent interview sessions and keeping the interview as open and unstructured as possible. The consequence of this was that the project changed from being researcher controlled into a co-operative and co-subject enquiry. The advantage of this approach was that the respondents' biographies were not ordered nor managed by the researcher's own experience. Therefore, in the post interview analysis for commonalities, mutual experience and shared meaning perspectives, the researcher was in a prime position to validate constructs and intentions without fear of having contaminated their constructs of reality. This validation of culture driven narratives is expressed by Paolo Friere (1976) as 'a fish can have no understanding of the concept 'wetness' since it has no idea of what it means to be dry' (Southgate and Randall 1981 p.54) and also applied to the mutual experience of extramural activities.

Sampling for data during the first year of the project resulted in various types of respondent experience being involved with the research method's progressive development. The diagram below illustrates an overview of the research process. It shows the rolling programme of data collection; timings and types of interview experience; the construction of the realities vis a vis research methods; and the researcher's approach to the methodology. It was not such a clear cut process because there were time lags between knowledge, experience and outcomes which resulted in overlapping methods and circular perceptual processing of the research knowledge.
PHASE ONE: Chapter 3 - Methodological knowledge

Figure 3.1 Time line to show related events of the research programme and development of the methodology

<table>
<thead>
<tr>
<th>Midwifery Tutor</th>
<th>RMI/TED coordinator</th>
<th>Bahrain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peers</td>
<td>Hospital managers</td>
<td>Agnes</td>
</tr>
<tr>
<td>club members</td>
<td>course interviewees</td>
<td>Midwives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(OU)</td>
</tr>
<tr>
<td>Blue card</td>
<td>subject observation</td>
<td>educ. &amp;</td>
</tr>
<tr>
<td>definitions</td>
<td>inclusion schedules</td>
<td>Blue card</td>
</tr>
<tr>
<td>of motivation</td>
<td></td>
<td>Method analysis</td>
</tr>
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Thus, it can be seen that by April 1991, six months into the exploratory period of personal knowledge, the research approach had mutated from being essentially positivistic into an existentialist perspective because of the need for rich qualitative and holistic data.

3.1.4 Refining the research aim and purpose

As formerly mentioned, the overall aim of the research was to keep the methodology open until a method of data collection and analysis that best suited the qualitative ethos of the research had been identified. In Popperian terms, this was a process of falsifying hypothetical science where the research truth was a corroborating of theories in order to 'hold on to, for the time being, the most improbable of the surviving theories, or more precisely, to one that can be most severely tested' (Popper 1959 p.419). At the commencement of intensively interviewing the preliminary respondents, the 'best theory' was forming into an interpretive analysis and expected, as a 'provisional conjecture', to scientifically 'anticipate the future, guide practice and structure whole forms of life' (Putnam 1991 p.122) concerning motivation in professionals engaged with external learning.

With the paradigm shift into existentialism (April/May 1991), the researcher's interpretive mode changed from being factual to conceptual in order to accommodate the experiential data. This change was caused by exploring, first, familiar facts of motivators in the natural and social sciences and, then, unfamiliar notions such as those associated with the concepts of motivation in readiness to learn, life roles and transitional learning (chapter 2). At this point it was realised that the research's aim of openness was an essential element of conceptualisation. However, this could not occur without the mental condition of lateral thinking, as described by Edward de Bono.
(1993), which embraced the various attributes of perceptual behaviour (Appendix 4). In particular was the mental behaviour of circularity in which established patterns of knowledge led back into each other and was considered as a basic process for building beliefs (ibid.1990, pp.140-141). It was the circularity of perception between the three domains of science in biology, psychology and social motivation and the respondents' experiential data that built the research knowledge and established the respondents' motives for undertaking extramural learning. Hence, conceptualisation was a commonsense and pragmatic approach to the research that, with the assistance of insight3, promoted a generative structure to the theory and meta-analysis.

Therefore, the purpose of the research was to be receptive to new ideas about this study's particular motivation and especially its research method. However, it was realised that on the grounds of typical human perceptual behaviour a previous Popperian notion of refuting science for a single most reasonable hypothesis was defective in that the view to a new paradigm is blocked by an old hypothesis. Thus, perceptual organisation which required stepping backwards as well as forwards in the melee of knowledge and data, plus the researcher using her imagination to provide alternative explanations, overcame the difficulty in changing paradigms and remaining stuck in one way of looking at things (Kuhn 1962); in this instance opting for a traditional or ideographic science.

The application of meta-analysis, not in the macro empirical terms of quantitative statistics for psychological research (Rosenthal 1994 pp.130-131) but by cross-referencing empirical and theory-dependent qualitative data with the micro meta-analysis of the experiential data in hand, raised an ethical imperative. This was the issue of ethical science where the researcher's moral responsibility was not to damage the reputation of scientific research embodied in human participation, that is, by exploiting the respondents' data or betraying their confidentiality. It was also incumbent upon the researcher to conclude the research knowing that the respondents were satisfied with their conditions of volition and consent and knew that their contributions were respected and valued. However, for the sake of science the researcher was not tempted to censor or tailor the findings, nor deliberately doctor them to misrepresent the data, either to meet a personal desire to reinforce personal concepts or protect the respondents' experience from public display (ibid.pp.133-134). Therefore, the respondents' self-reporting and contributions were verbatim audiotape recordings and coded in the text to protect their anonymity.

With regard to the ethics of the researcher eliciting the respondents' self-disclosures and intimate material it was recognised that it was important to maintain ethical research tactics according to the 1985 Code of Conduct for Psychologists (Society 1993 p.35). Therefore, a primary consideration was that no respondent would be purposefully exposed to personal degradation. A second, was to preserve the ethics of science in that other researchers may 'continue to retain the privilege of testing human participants' (ibid p. 33). The researcher found it easy to honour the principle of no degradation in participant observation in the Access classroom, but, in the intensive interviews it was the respondents themselves who raised feelings and experiences of emotional pain and

3Insight: According to de Bono, if we enter a pattern sequence at a slightly different point we may take a short cut- or realise that something may be done more simply. These are moments of 'Eureka' and 'Ah-ha' when something has twigged suddenly. Paradigm shifts, although somewhat slower, are also instances of insight (ibid.1993 p.92) and is a problem solving orientation. We can rely on chance to bring this about or do it deliberately. In this conceptualisation the researcher in the first instance responded to chance insights that arose from analysing both the interview situation and the data within the respondents' narratives. But, in the second instance, deliberately took conceptual short cuts - or quantum leaps - across the pattern sequences reoccurring in the research knowledge. In this way there was an intuitive and gradual building-up of background patterns, that often could not be verbalised or even made conscious, which formed the conceptual network of ideas resembling the methodological approach of a qualitative analysis.
unworthiness. Hence, the counsellor-type reflective approach to the interview, where the respondents were given the opportunity to own any subsequent follow-up action if necessary, was considered as the most sensitive approach and protective of their needs (Society:1993, Clause 8,p.34). This method was similar to Sigmund Freud's research technique and found to be the most productive method for qualitatively rich data that could not be left undenied or unreported (Rosenthal 1994 p.132).

Self-reporting enabled the participants to be gatekeepers of their information with a freedom to impart or withhold sensitivities. In this respect it could be argued that self-reporting inhibited the research knowledge in that private and relevant subjective data was not shared with the researcher. However, in judging the quality of data elicited by a counsellor-interviewer technique during the initial indepth interviews, the researcher identified a wealth of extremely personal and sensitive cultural revelations, even to the expression of tears. Subsequently, the effectiveness of self-reporting in obtaining quality data on the respondents' feelings and beliefs superseded the use of attitude scaling; the latter of which was considered as no longer sufficient for understanding how individuals perceive their world, nor was it thought to be reliable as a sole technique (Comer 1991 p.726).

Thus, the research intention, subsumed to its purpose, was to conduct a formative evaluation that inferred attitudes from the respondents' words and actions, and which did not demand high instrument validity and reliability as required by a summative approach (Hennerson, Morris & Fitz-gibbon 1978 pp.9-13).

3.1.5 Locating the research objectives
It could be perceived that actioning 'loose' research objectives such as, to interview nurses and midwives; to incorporate an informal literature search with the development of the method; and to conduct a preliminary data sampling phase, partially controlled the randomness of the methodology. However, this partial control was only a methodological prototype of openness that based its research objectives upon 'an intended result of instruction rather than the process of instruction itself' (Mager 1975 p.5). The provisional research objectives were 'expressive in intent and of the most open kind ' (Eisner 1985 p.39) and the conceptual progeny of the researcher's evaluations of knowledge gathered in the initial exploratory period. As tentative propositions the objectives allowed the researcher to design the methodology around the open nature of the respondents' subjective data.

More importantly, actioning these objectives resolved a personal conflict in choosing between the intense humanness of a qualitative, 'soft' social science and an obligation to the tradition of 'hard' facts in science which the researcher associated with established credibility. The outcome was a method which entertained the principles of complementary sciences by adopting aspects from both soft and hard qualitative perspectives. This combination developed the interview method as well as the researcher's analytical approach to the interpretation. The end result was that preliminary data was found to be realtime evidence of the respondents' motivations, which deferred the initial intention of setting questions from preliminary data for a formal semi-structured questionnaire. It is necessary to inspect the process of the development of the interview in order to verify the quality of the data and how it was collected.

3.1.6 The development of the interview
Initially the researcher's definition of an interview was broad enough to include all dialogues that were reflexive and had conversational connectivity to the motivation of extramural learning. The dialogues included Blue card definitions of motivation and other casual conversations referencing extramural activities; and were informal
conversational type interviews where the 'interviewees' volunteered their information.

It emerged that there were three types of interview data based on the interviewee's response to dialogue: i) planned and agreed between researcher and respondent as with the preliminary interviews; ii) planned by the researcher but unsuspected by the responder such as, the Bluecard data; and iii) accidental or ad hoc where neither researcher nor responder knew beforehand that information would arise in casual conversation. None of this information was rejected as irrelevant prior to its examination and all, collectively, held information consensual to motivated behaviour and external learning activities. Hence the whole dialogue was incorporated into the analysis.

3.1.7 Initial interview data (Bluecard)
The researcher's first encounter with the project's data collection was originally designed to test general concepts concerning the operational definition of motivation per se; the latter of which was identified from the experience described in chapters one and two as a key phenomenon in the research. The very first subject sample (group A) was drawn from a section of the general public who were unsuspecting mature adults at a social dinner function and were considered external to the research project. The situation was informal, convivial, and the respondents, in equal numbers of gender and of different professional occupations, were very willing to respond to the researcher's request to write down on a blue postcard their definition of motivation. There was no prior discussion of context to contaminate their perspective only a brief explanation that the researcher was embarking upon a research programme to investigate motivation and was considering a broad opinion of motivation beforehand.

Their written responses did not conform to the conventions of a standard interview but, albeit brief, it was a question and answer situation similar to an interview process. Their definitions were cursorily scanned at first then set aside for almost a year until the following summer when they were reviewed indepth and used as practice text in testing the technique of an interpretive analysis. Later these texts were analysed and compared with bluecard definitions from two other groups of nursing and midwifery respondents (groups B and C): who, also, were not considered as research participants until the start of the transcribing process. After the ten preliminary conversational interviews had been recorded and three of them transcribed, the researcher collectively reviewed and accepted as valid information all the bluecard definitions because, at that point, it had been decided that motivation was a case to study. Therefore, the comparison of definitions included a richly mixed and wide cross-section of opinions; from the general public (group A), from midwives and nurses working outside of the sample location (group B), and from student midwives, who were also nurses, in the researcher's locality (group C). Each of these respondents were outside the sample group of preliminary interviews.

Although the initial bluecard written responses (Appendix 5: group A) reinforced a public opinion of the activity of motivation - namely, familiar concepts such as desire, urge, achievement, satisfaction, reward, ambition, a feeling, goals of pleasure - it was not clear what were the origins of motivation. This finding encouraged the researcher to progress in the search for originators of motivation by scoping the local NHS hospital for potential subjects at selection interviews; at this stage of the project (Refer to figure 3.1) the question of motivation was closely linked to healthcare management (2.1) but neither the research questions nor subject inclusion had been decided. The reason for considering selection interviews was to see if there was a correlation between the

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*Mature in the sense of being in middle age with a stable job and family responsibilities.*
candidate's motivation on appointment, job satisfaction and subsequent extramural activities. But the idea of conducting either a long term study over several years - or a retrospective study of personnel records that were not always faithful to the employees' experience in educational development - as such a study on selection motivation would require, rendered selection interviews as a non-viable proposition. This exploration was brief and concluded with the decision that management interviews would limit the data to a research setting of selection, appointment and subsequent performance reviews; this might skew the respondents' perspectives and ambitions simply because they were being followed up and their development closely observed. Nevertheless, the researcher acquired a great deal of information on the management environment of local nurses and midwives which contributed later towards the triangulation of data.

A further outcome was that the focus changed from subject inclusion and preset questioning to extracting information from individuals engaged with extramural activities. Thus, the next step was to observe students engaged with further education at the local Access evening classes.

3.1.8 Access class: participant observation

The researcher entered this experience with a research tenet that individuals were not in the best position to articulate the beliefs which operate their everyday functions and perceptions, especially if some experiential knowledge was too sensitive to be conveyed to the public. Therefore, it was conjectured that an ethnographical type of study would best serve the need to observe experiential subjectivity; and a data collecting method by participant observation would embrace the role of a 'silent' interview between researcher and respondents.

The local college's course director and staff granted permission for the researcher to conduct observation of adult learners attending evening classes. The staff co-operated with setting up equipment and advised on the catchment area of students enrolled for higher education qualifications on the Access course. The observation technique was tabulated and refined resulting in a fair amount of data on individual and group interactions, plus, on the classroom aura. However, as mentioned elsewhere, observation schedules were found to be inadequate and lacked quality information. This was partially due to classroom conditions and noises distorting the tape recording's coherence, but mainly because the subject's introspections were neither fully expressed nor examined by the researcher. Consequently, the researcher decided to conduct personal interviews with the nurse professionals who attended the class in order to obtain feedback on their perception of their particular motivation for external learning. This was an attempt to triangulate data with observation of the individual.

The notion that participant observation met the needs of a qualitative survey on extramural learners was also tentatively applied to 'subjects' attending the researcher's tutorials on management in the NHS. All of these students were professionally employed by the NHS and were doing the course in their own time but with line management support. Technically, before a definition of extramural was formed, these learners were in vogue with the environment of extracurricular activities and therefore were possible respondents. However, this idea was abandoned, due to the result of the Access experience and the difficulty of tutoring and observing in detail the OU class interactions. Simultaneously the researcher debunked the idea that motivation was confined to management (2.1). Thus it was decided that the research should be open to all candidates who fulfilled the primary conditions of an extramural respondent (2.2.15). It was co-incidental that some of the preliminary interviewees and the researcher had common Open University learning experience.

Hence the decision to discontinue with participant observation was a legitimate construction from the researcher's experiential knowledge of the diminished value of the Access classroom observation (Heron 1981 p.27) and the
misfit between conditions of participant observation and OU tutor responsibilities. This decision was aided by the researcher's intuitive knowledge of observational data in that it relied too much on the interpreter's personal feelings and inference of the situation. The most important outcome of the three week observation experience was the follow-up interview arranged with one of the Access course nurses to assess her values and beliefs associated with her attendance at these classes. This follow-up interview was designated the task of drafting research questions for a semi-structured interview but unwittingly initiated the format for the subsequent indepth interviews. Thus, the first preliminary interview evolved out of the need for data from indepth introspection on deep rooted values and intimate beliefs which could not be resourced during participant observation in the classroom setting.

At this point the researcher recognised that the subject had become a co-respondent; and that an indepth interview was key to obtaining information on the strong relational arrangement between introspections, biographical data, and defining a particular motivation intrinsic to the respondents' need for extramural learning. This initiated the process of preliminary interviewing from which the researcher hoped to engage with the research questions.

3.1.9 The preliminary interviews

The first interview was not with the Access course attender but occurred as a result of the researcher testing the process of an informal, indepth interview on a peer teacher who coincidently had engaged with extramural learning. There were no preset questions and no themes with which to prompt replies or persuade thoughts to review a particular idea or notion. It was an audiotaped trial and error situation where the researcher was receptive and passive to the interviewee's dialogue. This set a pattern of 'host and guest' dialogue and relationship where the researcher, as a guest, was invited to respond to the interviewee's information. Only the initial request by the researcher for reasons why the interviewee was motivated to undertake extramural activities was preset; the conversation that followed was prompted by the researcher's reflective interest in the speaker's experiences.

Judging from the ease of dialogue and forthrightness of perceptions both individuals in the conversation connected their thoughts and felt comfortable in sharing personal information. The presence of a hand held recording equipment placed on the desk by the researcher, and acknowledged by the interviewee, did not disturb the free flow of experiential knowledge. It was a revelation to the researcher that without any interview guidance or informal structure such sensitive material about family relationships, deeply felt emotions, and ambitions about personal development could be elicited and expounded in this way. The initial interview lasted over an hour and was terminated by the interviewee's time constraints. This interview process set the pattern for subsequent preliminary dialogues whereby its contents partly formed the template of experience to explore with the other respondents should it be necessary to elicit information. Because of the wealth of material and richness of data in this first testing-the-technique interview, plus the consistency of attitudes and frequency of what became the typical experiences of the other respondents, this interview was included retrospectively as realtime data.

The outcome of this experience, which in itself occurred completely by chance whilst waiting to conduct the first formally arranged interview, was that the researcher decided to shift the locus of control further towards the respondents and their accountability for their data. This was achieved by the researcher controlling her own interest, which at certain points in the first dialogue was almost into gossip mode, by speaking less about her own history and ideas on management. The effect was that the researcher retained an interested position that stimulated the respondents' dialogue without embarking on personal values and opinions; the latter of which had encouraged the initial respondent to share perspectives, but which might have been regretted post-interview. It was an ethical consideration which the researcher supported by reinforcing the respondents' confidentiality and
presenting a counselling mode in the dialogue situation.

The shift of control also applied to the respondents' determining their interview time, duration and venue according to their convenience and need, as occurred with the Access course attender and the initial interviewee. As from the first indepth interview the duration of the recorded narratives lasted longer than an hour and even extended to two and a half hours according to the respondent's wishes and time commitments.

Thus, from the beginning of the preliminary data collection the interview process was standardised by the interviewer consistently functioning, first and foremost, as an elicitor of the introspective process and not of specific information. The only changes that appeared to take place were within the researcher's self-management of the interview process where, by the time of the third intensive interview, her confidence grew in handling the recording equipment and in enabling intimate emotional data, such as ethnic and cultural afflictions felt by the respondents, to be revealed and shared.

Different levels of personal confidence did not affect the interpretation of meaning because it affected only the researcher's external behaviour and not her conceptual abilities. However, increased confidence incited a closer inspection of the counselling technique 'for ways that convey meaning as clearly and as precisely as possible in order to optimize the respondents' responses' (Krosnick 1991 p.214). Therefore, the development of the non-judgemental interviewer and researcher passivity was an approach that encouraged any subliminal desires the respondents might have had for self-expression, interpersonal response, intellectual challenge, self-understanding, feelings of altruism and emotional catharsis, to surface into the dialogue. Also, optimising for dialogal desires avoided answers and responses that were prone to 'satisficing' and at risk of being spoken without undue thought or mental penetration. As satisficing conveys irregularities of truth and thus has a potential to reduce the validity of data, it was important to avoid superficial and flippant responses. However, the researcher felt that satisficing, as a perspective of motivation, was in itself a condition which required diagnosis and analysis. This was achieved by semantic analysis of the transcripts for contextual meaning (3.2.1) plus observation of the respondent's non-verbal body language during the interview (3.2.2).

There was no direct control imposed by the researcher on the contents of the respondents' narratives and their interview behaviour but there was an implied control over the roll out process of interviewing candidates for the study. Potential contamination of data from between-subject discussion of the interview experience was avoided by the ad hoc 'selection' of volunteer respondents. No respondent seemed to know of other interviewees except for the initial interviewee who worked with the next respondent. On this occasion neither had an opportunity to discuss the contents because the interviews were concurrent with only a couple of minutes spare time in between during which the researcher was present all the time. Most of the respondents interviewed thereafter worked in separate hospital and community departments across teaching, nursing and midwifery and despite subtle questioning did not indicate they knew of this study nor of other interviewees.

The lack of between-subject exchange was not an absolute, nor could the researcher vouchsafe that there was no discussion about the research between subject and peer, or tutor, who recommended the researcher to contact them. However, as the preliminary phase was about engaging with the research questions there were no such questions for prepared answers. But, it was acknowledged that the respondents' volition might be meeting a personal agenda of some kind and therefore was a factor to be considered in the analysis. Also, from the researcher's intuitive and substantial knowledge of the business of hospital work - and knowing which respondents were strangers, friends or colleagues, or mutual acquaintances - it was assumed that the
PHASE ONE: Chapter 3 - Methodological knowledge

researcher was able to determine each interviewee's data as being independent and particular to his or her reality. Nonetheless, it was expected that their biographical experience might be perceived to be the same in certain areas of family life, job work, professional practice and external learning events. This information would endorse their mutuality of meaning perspectives.

With the migration of the research interest from biology to psychology during the early stage of preliminary interviewing, the research questions evolved towards analysing data for underlying typicalities occurring in personal histories. These typicalities were not expected to be evident in everyday behaviour and could only be located by investigating beyond the communicating language into, as formerly mentioned, individual meaning perspectives derived from cultural values and beliefs. The preliminary interviews continued to roll out from April to October 1991, with the last one completed on the researcher's last day of employment as a regular midwife teacher. It was felt that the latterly interviewed respondents showed more freedom of expression when they were informed that the researcher was leaving. Nevertheless the transcripts still revealed commonality of experiences, values and belief; although it was felt that there was a subtle difference between those who knew the researcher well and those who were new personal contacts. The former were inclined to be more effusive and trusting in their elaborations when it concerned unsatisfactory local working conditions. Thus the situation of a personal agenda was taken into account when interpreting their data.

The commencement of the transcriptions of the first three recorded interviews began in May 1991 thus overlapping with the rollout interview process. This overlap did not interfere with the standardisation of the open interview because each one was treated in exactly the same way whereby the researcher-counsellor role initiated a host-guest environment of trust and rapport; went with the respondent's flow of dialogue by being reflexively spontaneous; and terminated the interview on a positive note for the respondent - and when the respondent was ready to close the interview. By the fifth interview and third transcription the researcher recognised that the preliminary data was existentially rich and sufficiently intensive to be considered as formal research material. Whilst the 'preliminary' interview data collection remained consistently authentic, the method of conducting an appropriate interpretive analysis that would conceptualise motivation from the respondents' personal experiences, underwent a rigorous review. The rigour produced a gradual transformation from a traditional attitude to qualitative data into a phenomenology grounded in the interpretation of the individual's experience. The researcher's interpretive stance, prompted by the major experience of transcribing verbatim narratives, changed from one that applied rules and regulations of preformed science into a meta-physical conceptualisation based on the mutality of experiential knowledge.

The actual process of transcribing was deemed a rigorous and regular procedure in that the narratives were tape recorded verbatim in order not to overwhelm the text with paraphrases and thus risk subjective contamination. The first transcription was written in longhand and included the researcher's comments on body language observed in the respondents' and that experienced by self during the interview. The transcripts were typed word for word into a personal computer. Hence, each narrative had three separate intense inspections prior to its formal analysis. Later, each of the ten typed transcripts were photocopied twice: one copy was used for cutting out the coded concepts\(^5\) each of which was attached to a yellow card with its description written on it; and the other copy

\(^5\)Theoretical Coding: Data was examined in terms of theory rather than in its descriptive form(Stern 1980) which meant applying a variety of analytical schemes to data to enhance their abstraction. In this way the researcher examined all the variables that may impact upon the data and findings (Stern 1980). This concept modification and integration was assisted

1/3/method/67
was used to write and record the instance of the theoretical codes, plus other brief notes on cross-referencing of ideas, texts and the connectivity between concepts. In addition to this the researcher wrote copious longhand notes in the form of memoing that 'preserved the emerging hypotheses, analytical schemes, hunches and abstractions' and which were then sorted into cluster concepts (Streubert & Carpenter 1995 p.159). The sorting allowed the researcher to 'tie up loose ends or cut them off' (ibid) and was vital to the research report in integrating the concepts with one another into cluster concepts - but not before all the transcripts had been evaluated. Thus, the actual transcripts which encapsulated the respondents' relational experiences were treated as holistic data and the method emerged as an holistic enquiry. An example of a whole transcript is not appendixed in order to protect the respondent's anonymity, however, an extract of a copy is included but which has had removed any sensitive material that might reveal the respondent's identity to the reader and others (Appendix 6). In acknowledging the narratives as holistic data and the respondents as human instruments, the researcher avoided alienating (Marx 1844) the research respondents from their information, and also avoided 'treating people as fragments, of putting a person into the role of research subject and then only permitting a very restricted range of behaviour to be counted; and avoids using the person for someone else's ends whereby the person's actions do not belong to that individual but to the researcher and the research plan' (Rowan 1981 p.93).

A further outcome of transcribing the preliminary interviews was the shift of research focus towards investigating other professionals' motivation for extramural learning. This was brought about by the researcher discovering that the paradigm shift towards a qualitative research in the exploratory and preliminary period encompassed all the characteristics of a naturalistic enquiry (Lincoln and Guba 1985 pp.39-43). These characteristics are illustrated in the appendixed transcription and formerly explained in this chapter. They include conditions such as a natural 'setting' of life experiences; utilization of tacit and intuitive knowledge; a qualitative methodology; purposive sampling of respondents motivated to undertake extramural activities; inductive data analysis; grounded theory; emergent design; negotiated outcome with the respondents; a case study reporting mode via biographies; an ideographic interpretation; tentative application - even though generalisation was present its traits and trends were tentative and provisional; focus-determined boundaries; and special criteria for trustworthiness such as the researcher-respondent interview relationship.

It was thought that by investigating natural characteristics of motivation to learn, as with the first data of bluecard definitions, (3.1.7) the outcomes would act as a 'control' situation for the 'preliminary' respondents' concepts. By this stage of the development of the analytical process the researcher's interest was aroused by any conversation that included motivational extramural learning experience. Hence many incidences that seemed linked to the initial interviewees' intentions were noted and absorbed (Figure 3.1 Agnes and personal contacts) as supporting interview data. Thus the data expanded with additional ideas and concepts experienced by others and the interpretive analysis slowly shaped into a multiple-person ethnographic enquiry.

3.1.10 Supporting interview data
By including what was initially seen as non-respondent type information the emphasis of a qualitative analysis transformed from deduction and a 'postpositivist paradigm' (Lincoln and Guba 1985 p.36) into 'generation of theory and data in which that theory is grounded' (Glaser 1978). It was felt that theory grounded in an individual's definition of motivation should include a sample from the nursing or midwifery profession and be compared with the initial bluecard group of non-NHS personnel. Consequently, the researcher, using the resources available to by memoing in order to maintain the researcher's ideas pertinent to the emergent theory.
her, surveyed a further two groups of individuals for their concepts of motivation (Groups B and C See 3.1.7).

One group of mature midwives who were attending a two day ENB counselling course were asked ad hoc for their definition during their tea break at the end of the course (Appendix 7). This task followed the same procedure as with the first bluecard experience (3.1.7). The second group contained the researcher's seven senior post-registration student midwives who were asked at the close of their eighteen month programme and final study day to write their definitions on a blue card (Appendix 8). Again the ad hoc procedure was conducted in the same way as the previous bluecard surveys.

In order to obtain a bluecard consensus a comparison was made between each group's definitions; this was prior to the analysis of preliminary interview data and consisted of a cursory scanning which revealed familiar concepts. Two years into the research, and again prior to the analysis of the preliminary interview data, the bluecard definitions were revisited in order to practice the technique of a conceptual analysis for theory grounded in experience. The outcome was a consensual construction of an individual's mindset of motivation which the researcher drafted by comparing consensible factors arising within each group (Appendix 9). The comparison considered contextual factors concerning the researcher-participant relationship, conditions of data collection and mutual ethnographies. Later the findings (See summary: appendix 9) were tacitly reviewed against attributes and attitudes held by the preliminary interviewees. The intention behind this initial analytical exercise was twofold; to acknowledge and expose researcher-imposed perceptual biases; and, somewhat paradoxically, to validate conceptual theory with researcher/respondent mutualities of experience and shared meaning perspectives.

In testing the method of conceptual analysis for grounded theory the researcher discovered a natural ability to explore and conceptualise associated concepts that were beyond the boundaries of meaning expressed in the limited amount of data written on each card. In addition, the data was more thoroughly examined than had been imaginable prior to the research project. What seemed even more important to the researcher was that the conceptualisation, with its rigour of procedure in substantive coding and categorisation of concepts (3.1.12), was an accredited procedure within nursing and healthcare professions (Chenitz 1986, Streubert & Carpenter 1995) with which to make sense of the respondents' qualitative information.

Other dialogues that were considered interview data, such as an in-depth but unrecorded conversation with an OU colleague; casual encounters with peers; opinion seeking with family and friends - most of which were not tape recorded verbatim - were data included in the overall consensus of both attitude and experience of professionals' motivation to undertake extramural activities. From an ethnographical stance, the different styles of recording data did not interfere with the authenticity of the information, instead it provided 'contrastive voices' (MacClancy 1990 citing Paul Atkinson) to those of the author and other respondents. The final decision to include other interview data was made when the research focus veered away from professional status towards professionals' motivation to learn - as a case to study. In conjunction with this decision, a condition was imposed on subject data that all contributions, whether paraphrased or verbatim accounts, would only be incorporated if it related to self development in association with a motivation to learn.

With the process of collating information in order to engage with the research questions the actual interview method developed from participant observation into an intensive interview. The development was enhanced by

6Mature in the sense that the professionals were well established practitioners with senior clinical experience.
supplementary data acquired informally from others such as hospital managers, peers and research colleagues; from literature specific to the research method being tested and the researcher's formal knowledge of motivation; and from an intuitive paradigmic process of grounding, conceptualising and creating data. Together, this effected a method of triangulating information which, with the co-operativeness of data, caused the study to metamorphose into a collaborative enterprise.

3.1.11 The literature search

An explanation is required on the lack of a formal literature search and an earlier decision to incorporate literature informally with the development of the method (3.1.5). It was discovered that without a formal hypothesis and its operational definitions the pre-reading of research findings extended into many fields of study connected to either motivation theories, or professional development, or new paradigms of qualitative research. Engaging with new paradigms was a little like putting the cart before the horse, and partially contributed towards the researcher rolling out the research method and testing various attractive propositions, namely, participant observation.

From the commencement of the project the researcher felt that a formal search and old knowledge would restrict new theories or concepts of professionals' motivation arising from the data. In particular this applied to traditional science where knowledge was too tightly bound to experimental science to be creative. The majority of reading was impulsive and organised to bridge knowledge gaps and, also, to self-indulge in interests that sometimes seemed quite irrelevant to the research, such as chaos theory and its pattern-making behaviour. Seeking literature was most active in the exploratory phase and initially aimed at accrediting the origins of personal knowledge or rationalising formal theories of motivation (chapters 1 and 2). It was a process of emptying the researcher's mind of knowledge in order to be receptive and able to conduct an open, informal investigation. It was postulated that once the researcher knew what she knew, both mentally and experientially, then she could be receptive to the respondents' realities and recognise commonalities or variances.

The literature on research methods was assessed and compared for each one's suitability to both the proposed data collection and its method of analysis. The result, which rolled out simultaneously with the development of the interview method, was an overwhelming amount of information on various techniques, approaches and analytical processes. However, the final outcome of indepth reading on the values of a qualitative research methodology which matched the needs of intensive interview data was the suitability of a conceptual interpretive analysis and an existentialistic approach to grounded theory (Glaser 1965, Glaser & Strauss 1968, Kelly: 1969, 1986, Reason & Rowan 1981, Hammersley & Atkinson 1983, Lincoln & Guba 1985, Skinner 1985, Jacob 1987, Strauss 1987, Strauss & Corbin 1990, Macdonald 1992, de Bono 1993, Duffield 1993, Orme & Maggs 1993, Refern & Norman 1990, Ebersole 1995: (a)(b)(c), Streubert & Carpenter 1995).

In the interview dialogue the researcher was anxious not to impart nor imply research findings about professional motivation or extramural learning incase the interviewees' responses were stimulated by the researcher's suggestion and were not connected to their original thoughts of motivation. However, on the first interview occasion (3.1.9), the respondent initiated discussion on midwifery research in response to the researcher asking her for her ideas on research methods. This was interviewee-organised data and considered as uncontaminated open information. The researcher was aware that some respondents might wish to share, or demonstrate, irrelevant research knowledge simply because this study was at a higher education level. Therefore, after the first intensive interview it was decided that the researcher would not provoke any discussion on literature related to research but that all information, regardless if it was to impress the researcher, would be inspected in the analysis. If the respondents had a need for educational or intellectual equity with the researcher, as suspected in the first
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Interview, this would be a subject-orientated factor to consider in the interpretation of the interview discourse.

The casual approach to a literature search generated three personal outcomes that benefitted the methodology as it gradually centred on a phenomenological human enquiry. From reading Freudian theories on parapraxes, personality, consciousness and subconscious desires in human behaviour, the researcher was more aware of self interests, personal behaviour and interpretive biases that, if left unnoticed, would disadvantage an interpretation intending to be truthful to the respondents' meaning perspectives.

Secondly, by investigating methods and techniques and acknowledging preferences according to previous persuasions, such as quantitative science, the researcher was able to locate different research method values. In this way the methodology was rationally matched to the values of a human participation research that employed an experiential approach, for example, conceptualising the individual's experience. This prevented the data from being subjectively matched to a method - or to the researcher's personal likes or dislikes.

Both former outcomes produced a third benefit in that the researcher gained optimal insight into the respondents' intentionalities and decision-making. Therefore, it was rationalised that an interpretive discourse method which had minimal personal subjectivity interfering with the data was achievable. Thus, the researcher concluded that a qualitative analysis was the choice for this project; not so much because it was the most useful method for the data but because, in this situation, a qualitative analysis was indispensable (Strauss 1987 p.4).

Nonetheless, the researcher recognised that casual reading might not sustain the thesis if a formal literature search to support the discussion of the findings was omitted. It was only after the transcriptions had been coded and categorised that the researcher knew the project was holistically conceptual and therefore it was inappropriate to compare with other research projects. In this respect it was more important to ensure that the conceptualisation process was creditable - and the analytical method could be repeated in other studies - than to credit the findings with formal knowledge.

3.1.12 The conceptual analysis

By the end of 1992 the researcher had explored all possible applications of analysis for a qualitative methodology founded upon biographical data collated from the intensive interviews. A number of distinct features had to be considered such as the theoretical sampling of bluecard definitions whereby the researcher made comparisons of empirical indicators or properties - or according to Anselm Strauss 'conceptual subdimensioning' (1987 pp.14-16) - of the mindset of each group's concept of motivation. As theoretical sampling does not require the same control as sampling quantitative research, nor is it subjected to the same cannons, the researcher was able to use bluecard material and data to sample different interview settings. Nor was theoretical sampling selective sampling (Schatzman and Strauss 1973; the latter of which 'refers to the calculated decision to sample a specific locale or type of interviewee according to a preconceived but reasonable initial set of dimensions (such as time, space, identity) which are worked out in advance of the study' ( Glaser and Strauss 1967). Hence, without a preconceived initial set of dimensions in advance of the data collection it was acceptable to consider data from a wide range of professional occupations as well as that which emerged from personal contacts during the interviewee rollout process.

In the development of the interview process there were constant comparisons between data and various levels of generality which were 'indispensable for a deeper knowledge of social phenomena' (Glaser & Strauss 1967Strauss 1978). The comparisons were applied across respondent and knowledge perspectives: this included NHS
professionals outside of the sample and those external to healthcare; formal theories; casual literature; and personal 'realia' of life experiences. In this out-sampling process the researcher guarded against the danger of 'running riot' with logical elaborations by using a triad of analytic operation (Strauss 1987 p.17). The triad incorporated a data collection by intensive interview, coding the concepts within the narratives, and memoing, all of which encapsulated both temporal and relational aspects of the respondents' dialogues; and all of which were 'tied in tightly with the examination and collection of new data in order to be of service to the research itself' (sic.ibid).

The experience of conceptualising the bluecard data initiated the art of coding the concepts - alias phenomenal properties generated by the researcher's theory - into conceptual themes and set the pattern for analysing the main body of data later in the transcriptions. However, the researcher's experience with the bluecard data and initial interview found that in a human enquiry the conceptual themes were not neatly organised into distinct groups and that ambiguity from overlapping conceptual categories occurred. This was inevitable in that human social life is shot through with ambiguity and indeterminateness - not because life events cannot be made determinate but because it is often injudicious so to clarify them...our actions are offered to others as open sets of possibilities to be more closely defined should the need arise. There are no data, and a fortiori to attempt to formulate the descriptions of regularities in a sequence of human action, is folly (Harre 1981. p.17).

Therefore irregularities in the conceptual processing, such as dual purpose phenomena and contradicting perspectives, were acknowledged as congruent with the natural ambiguity present in human social life. In effect the conceptual method, enhanced by the indeterminateness of the research method's development, was a topology where the fundamental properties remained unchanged but which, as a result of 'twisting, stretching or squeezing' the overall shape of objective data in the narratives, were deformed from their familiar interpretation into different concepts. In mathematical terms topology is a 'geometry on rubber sheets' which concerns the qualitative rather than the quantitative (Gleik 1987 p.46) and, by multiple dimensionalising, asks what can be said about the overall structure without the need to know its measurements. The researcher's conceptualisation replicated this process where sub-dimensioning determined phenomenal properties which aggregated into emergent themes and ultimately provided clustered information depicting the respondents' conceptual 'shapes' within the dynamics of their motivation to undertake extramural learning.

However, the coding paradigm was not entirely as suggested by Anselm Strauss, a creator of the conceptual paradigm, who recommended that the phenomenon is detailed by its conditions, interactions amongst actors, strategies and tactics (ibid p.27). Instead, the researcher found that the openness of the research and its evolutionary progress into a qualitative methodology suited a continuous, cognitive process of open coding that merged with the categorisation of concepts. This was an intuitive response which shortened the categorisation process but achieved the same results of establishing conceptual themes from the narratives. The interpretive process of bridging meaning by inference without detailing each step still adhered to the paradigm of reflexivity and relational ideas thought to be essential for this particular existentialist study. It also supported the researcher's intention of rigorously producing core categories without the need for formal rules of coding.

Therefore, the initial identification of concepts conformed to the rigour of substantive coding whereby each phenomenon, as it arose during language analysis of the individual transcripts, was recorded on a separate yellow postcard. As the number of yellow cards increased the researcher became aware that certain phenomena were, in some way, related. However, the relatedness was perceived from the actual phenomena themselves and not
from categories established in the researcher's mind before substantive coding occurred. The coding process gradually collated sympathetic phenomena and the conceptual themes spontaneously emerged from the relational coding - and not from the biased process of selecting phenomena from the text to fit pre-ordained categories. In this way the coding met the requirements of a theory grounded in the experience of individuals and also matched the scientific process of a qualitative analysis. In accord with Anselm Strauss's method of analysis the main principle behind the researcher's relational coding was that

'the analyst should consciously look for a core variable when coding data. While constantly comparing incidents and concepts, he or she will generate many codes, being alert to the one or two that might be the core. The analyst constantly looks for the 'main theme', for what appears to be the main concern of or problem for the people in the setting, for what sums up in a pattern of behaviour the substance of what is going on in the data, for what is the essence of relevance reflected in the data' (Strauss ibid. p.35).

The judgement of a core category was assisted by methodological criteria, such as, the core category was central and related easily to as many other categories as possible, plus, it occurred frequently in the data. A core category was the product of dimensionalising where the coding process allowed for 'maximum variation' - as opposed to an unwanted variance - and enabled the emergence of 'very general patterns' that were perceived closer to the truth of human behaviour than traditional science(Chenitz 1978). Maximum variation was associated with generation of theory; the latter of which was found to be the hallmark of a grounded theory science that had the potential to unearth anomalies and origins of this study's topic of motivation to learn. The researcher discovered via the coding experience that in scrutinising core category details and the 'working out of its clear implications for a more general theory' the generated theory 'moved forward appreciably' (Strauss 1987 p.36). Hence, in testing the method of conceptual analysis it was found that a qualitative analysis that generated theory within data acquired from the research participants, and from tacit knowledge within the generality of information, held the greatest persuasion for a methodology such as this to be used in this study.

Together theoretical sampling and the coding paradigm ensured the conceptual development and density of data (ibid. p.5). The coding process was rigorous with its careful memo writing and dated field notes on both the phenomena and various cross-referenced ideas. This guaranteed that the record of theory could be repeatedly compared and contrasted from different perspectives (as exemplified in the shape changing potential of geometry on a rubber sheet), but without it being limited to the narratives' original representation. From the data-generating theory the emergent category - and there were more than one - gradually developed according to the frequency of its experiential relativity across all research information. Thus, the conceptual themes developed from an analytic method that was theoretically sensitive to the irregularities of human action. From the researcher's own action of'a detailed grounding by systematically' and intensively 'analysing data, often sentence by sentence, or phrase by phrase of the field note, interview, or any other document; by 'constant comparison', data [was] extensively collected and coded' using the [analytic triad] operations (sic.ibid. p.22 [researcher parenthesis]). Thus, producing a well constructed theory.

3.2 Development of the researcher's knowledge
The second part of this chapter explains the state of the researcher's knowledge, integral with the research knowledge, and the theoretical outcomes that developed with the research method. As formerly mentioned, intuitive knowledge was a most difficult research approach to credit but by rationalising the interpretive aspect of the analysis it was possible to detect the researcher's independent stance.
3.2.1 Language analysis

Key to the subjective-objectivity of the interpretation was a representative language analysis of the transcripts and other discourse. The researcher overcame this with a detailed examination for meaning by systematically dissecting language semantics with the technique of discourse processing.

Especially with the first preliminary interview dialogue, each lexical item was interpreted in terms of its semantic features (Katz and Fodor 1963 pp.170-210). There was particular attention on semantic primitives which focussed on the meaning of actions in verbs (Schank 1972 pp.552-631) and also in socio-cultural expressions. Words were then reconsidered by local coherence, that is within the context of its adjacent sentences (Clark and Clark 1977), by the researcher using elaborative inferences (Greene 1986 pp.91-93) to detect connections of underlying meaning perspectives (Mezirow) hidden in schemas (Minsky 1977), scripts (Schank & Abelson 1977a, 1977b) and bridging inferences (Clark 1977). In this way the phenomena were substantively coded.

Then the scrutinised written text was globally explored for macrostructure representations (Van Dijk and Kintsch 1983) and meaning perspectives either in its immediate paragraphs or within sections of script. In some cases, it was found that paragraphs extended without a break for up to, and over, six hundred words (respondents: hfa.ls,pa,wr,da) suggesting that the dialogue was in free flow and strongly controlled by the interviewee. Text was finally reviewed in context of the whole transcript and the researcher’s knowledge of the respondents’ situational behaviour and environment. In this way discourse processing, initiated by the bluecard experience of translating definitions, transformed quickly into a semantic analysis and then transformed with the transcribed narratives into the methodological realm of discursive psychology; the latter of which concerned analysis of language common to certain environments of experiential and cultural behaviour.

It was a very thorough diagnostic procedure that endured from the researcher’s first encounter with longhand transcribing to completion of its substantive coding of concepts; lasting over several full days of analytical work that spanned several weeks because of the part-time nature of the research. This laboriousness was not so much to interpret basic semantics but to minimise researcher-induced authentication of paraphrased conversations; plus, to achieve a rigorous and systematic approach that would credit meaning underlying what the respondents actually said. Hence, it was held in the mind that because, on the whole, people say what they mean and mean what they say (Edelman 1993, Woolgar 1988) then the narratives could be accepted as representative of deep down values and opinions. The researcher’s experience with language analysis as an undergraduate enabled her to proceed tacitly from discourse processing on to the higher order of a linguistic ‘network of arguments’ that formed the respondents’ meaning perspectives (Mezirow 1990 p.2). The meaning perspectives (in the form of tacit knowledge of shared experiences with the respondents) provided the researcher with principles with which to interpret the interviewee’s schemata, theories, propositions, beliefs, prototypes, goal-orientations and evaluations attached to their verbalizations (ibid p.30). However, it was noted that the ease of communication and little need to clarify conversational meaning did not disguise the need to inspect dialogue in order to affirm or refute that the researcher ‘spoke’ the same meaningful language as the respondents.

Discourse processing, a scientific method of disseminating rules of language to the contents of speech; and is standardised from experimental research in cognitive and biological sciences. This is a technical approach to language analysis and only part of the overall method of discourse analysis which acknowledges relationships between the speaker’s semantics, experience and situational influences. The method of discursive psychology enhances language analysis by taking into account typical cultural nuances and familiarity of expressions amongst people in like life and language situations.
It was known that social situations impose conditions from which individuals acquire their experiential meaning (Bandura 1963), the latter of which is the rubric of their perspectives (Mezirow 1990 p.3), and from which they build language domains (Fodor 1987). Also it was known that language 'with the advent of literacy... becomes disembedded [from non-linguistic word meanings in early childhood] and is to be considered and reflected upon as a system in its own right' (Donaldson 1978 Perera 1984, [researcher parenthesis]). It was also understood that language in itself provided meaningful data within which the dialogue was intentional and manipulative in order to secure the speaker's personal and environmental conditions (Mezirow 1990). From this knowledge, and the presumption that 'we have to mean something when we speak' (Gregory 1987 p.427), the researcher felt reassured that critical reflection on dialogue, and the anticipated meaningful communication that would transpire between professionals with like experiences and language, would elicit valid information.

Validity of meaning transpired between researcher and respondents for a number of reasons. Mainly because there was a 'specialised' language between professionals of like experience and cultural domains (Mezirow 1990); but also because persons are able to acknowledge through experience and empathy each other's social contexts (Fransella and Dalton 1990). Thus, in research where the relationship between the research participants was based on situational mutuality, the respondents' personal constructs (Kelly 1955,1969,1986) had a greater chance of being inferred correctly by the researcher. Meaning perspectives were bridged and understood by default that 'people cannot understand language without knowing something about the context in which an utterance occurs'(Greene 1986 p.53). Therefore the need for a detailed description to clarify the mutual meaning or differences within dialogue and biographical data was not required in this study; in either assuming meaning behind expressions or in quantumly conceptualising the properties of the phenomena.

The researcher and respondents had common social and educational experience and shared typical language symbols (Gregory 1987 pp.763-766, Elias 1991). Therefore, they had a shared language of thought and mental representations in the form of cognitivism, or 'mentalese' (Edelman 1992 p.14). The condition of mentalese prompted the notion that the researcher's interpretation of the respondents' narratives was based upon common truth and was much more truthful than an interpretation conducted by a disinterested researcher. The incidence of common truth raised the research issue of who should code the concepts in the narratives. There were two alternatives: Julius Roth(1963) severely criticized the principle investigators of survey researches for their exploitation of the 'hired hands' who do nothing but the dirty work of data collecting. In contrast to this there were the typical fieldworkers who do all the research work, including the 'brainy-work' (sic) of coding, and were familiar with their data. Because the researcher was intricately involved with the data collection and theoretical sampling and also made decisions on analytic grounds of what data and where to collect it - and because the researcher felt confident with her analytic calculation and imagination - it was thought that the data required a solo qualitative project conducted by the researcher herself. This confirmed the decision that grounding theory in experiential data, more than any other analytic method, was the most appropriate method for this research.

It must be remarked that in the first instance it was intentional to use discourse analysis(Footnote 6) to capture the respondents' spoken and observed biographical information. However, from the later experience of language analysis with bluecard and preliminary interview data it was decided that biographical narratives needed to be further examined from the perspective of a discursive psychology and an associated language analysis (Harre and Stearns 1995). For example, the statement "I don't know" - a common expression found in each of the earlier interview dialogues - was explored for its uttered meaning by considering substitute action words such as 'I won't' or 'I will not do'. The latter expressions issued a strong self-controlling intentional attitude whereas the former 'I do not know' conveyed an alternative sense of being helpless. The word KNOW was widely explored for its
meaning in areas such as knowledge, facts or understanding that were relevant to the individuals' anecdotes and typical to their situations. Hence, the interpretative 'sense' was in agreement with the respondent's sense of culture and language and thus elicited intrinsic meaning from dialogue.

Conceptualising the initial bluecard definitions (Appendix 5) was the first undertaking of a discrete dual analysis of meaning in the attempt to know the sense of a factual statement written on the cards. Dual analysis, enhanced by the researcher's knowledge of the respondent's regular character, or normal behaviour, incorporated observation of the research participants' body language alongside diagnosing meaning in their verbal data.

3.2.2 Non-verbal language
Observation of the respondents' body language was found to be five times more effective in conveying meaning than verbal language (Argyle 1967 p.282-283). Body language, or physical expressions in somatic behaviour, reinforced or refuted meaning of spoken words (Gregory 1987 p.427) and thus was an essential observation for a comprehensive interpretation of dialogue. The researcher's experience with participant observation indicated that this method by itself was inadequate to interpret introspective data and translate intimate, subconscious socio-cultural values. However, by combining observation of non-verbal behaviour with analysing the individual's transcripts the researcher was able to assess the whole person and whether or not the spoken word was congruent with internal feelings. No notes on body language were taken during the interview, but, the researcher had clear recall whilst actualising, transcribing and typing out each dialogue. Thus, the analysis was a form of interpretive holism that was expected to be successful in reaching and diagnosing the respondents' meaning perspectives embedded in their social communication.

3.2.3 The researcher's knowledge
Integral with interpretation were the researcher's forms of knowledge gained from past experience and environmental influences. From previous research projects (1982:1984: 1990) the researcher became convinced

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8 Sense: means the possibility which, if it were actualised, would make it true(Gregory cites Wittgenstein 1987 p.812)

9 Normal: has different interpretations but in this sense it refers to the usual, every day biological behaviour of the individual that includes speech, body language and any other idiosyncrasies unique to the individual - a personal norm. Other interpretations of normal includes a numerical context where the behaviour of the majority number is accepted as being the statistical norm for each individual within the whole group, and a social norm where 'there are shared patterns of perceiving and thinking, shared kinds of communication, interaction and appearance, common attitudes and beliefs and shared ways of doing whatever the group does'(Argyle 1967 p.168) regardless of its size in number. However, Frederick Herzberg prefers to credit the normacy of a group with being the operating factor in management theory which mostly needs correcting just as very unhealthy, 'sick' behaviour needs treatment to get well (OU. 1986 B782 Book 6,Session 1,2) Whereas Paul Halmos basically measures man by the adjustments made in society to accommodate the abnormal, or deviant. He claims that 'normal is indefinable but the abnormal is already a subject of substantial agreement'(ibid 1957 p.v)

101982: Pressure Sore Survey, District Health Authority. A descriptive study using tabulated forms completed by nurses on each ward, conducted over a period of six months.Predominantly, a quantitative method using NHS custom and practice, traditional science but qualitative in nature. Manual analysis. Unpublished

1984: Postnatal Attitudes of Antenatal Care: Hypothetical Research Project. Oxford. A long written structured questionnaire focussed on qualitative data but using quantitative method. At that time nursing research was strongly traditional science and had little confidence and no expertise in attitudinal studies and Likert Scales.Criticism: Too complex and global, needed specific study on one aspect of care.

1/3/method/76
that 'that the truth could not be told without talking' (Toulmin 1953) and that questionnaires were inadequate information receivers. However, the researcher was concerned to hear traditionalist research 'elitists' and medical profession level their criticism at the research projects' 'unreliable data' (Midwives Chronicle, Correspondence: May, June 1991) which the researcher had obtained from interpreting qualitative information attached to answers on a quantitative questionnaire survey. Although quantitative science did not inhibit speculative theory-building as a controlled method it neither fitted this study's naturalistic data nor was it compatible with discourse analysis. In this instance, a qualitative analysis was acceptable provided that the scientific communication was 'capable of expression in an unambiguous public language' (Ziman 1978 p.11) thus, ambiguity was redressed by a rigorous procedure of conceptual analysis. Hence, the researcher opted for a research method which did not over emphasize the verification of theory but instead had a legitimate methodological argument in generating theory. Hence, verification of facts as a primacy for scientific credibility in a research methodology was replaced by verification of knowledge generated by the researcher; and its truth was accredited by analysing the data for maximum consensuality (Ziman 1978 p.6). Therefore, the scientific argument was supported consensibly by discourse processing with an aim to ensure that the methodological argument was neither so obscure nor ambiguous that the readers were unable to give it their wholehearted consent, or to offer well-founded objections. Thus, the researcher's past experience raised her appreciation of the scientific value of consensual knowledge and consensible formal theory in research but which had changed during the process of defining a methodology towards the validity of consensible experiential knowledge.

The result of this change was that researching motivation was more of a philosophy than a science and because of the involvement of the researcher's mind and emotions in determining the boundaries between the topic and

1989-91: Breastfeeding Survey Hospital and Community Situational survey on mothers attitudes towards breastfeeding from Booking Interview to end first year postnatal. Three different, but linked, written questionnaires followed by two semi-structured interviews conducted in the mothers homes. Included opinion poll sent to all hospital personnel. 1000 responses. Manually analyzed but not written up. Predominantly qualitative but supported by counting response variables for statistical credibility. Outcome: Rich qualitative, sensitive, personal information and data that had to be constrained within a natural science approach.

11'Elitists' - not a derogatory connotation but to illustrate that certain individuals (Personal communications 1983) and research groups eg. National Perinatal Epidemiology Unit (1990/1), wielded, unwittingly in some cases, academic power as research experts because of their high interest and profile in research education. In doing so they set the standards for scientific knowledge in clinical practice and publicly 'approved' creditable research. By the same token they also sounded the death knell for any piece of research outwith their scientific criteria (Personal communications January 1991.)

12The literature of physics is well supplied with fanciful conjectures for which there is little evidence but which there is rigorousness of testing of conformity with the experiment by persons other than the one scientist (P.L. Kapitza (1973) p.757. In 'The Physicist's Conception of Nature' edited by J.Mehra).

13Consensuality: Referred to in the context of language communication to substantiate science where a consensual statement, or scientific method, consists of facts and principles that are fully tested and firmly established and accepted universally without serious doubt. Ziman distinguishes this from that of 'consensability' in which consensible messages in scientific communication requires an unambiguous language in the ideal form of mathematics and which has the potentiality for eventually contributing to a consensus. An assumption is made that scientific knowledge is distinguished from other intellectual artifacts of human society by the fact that its contents are 'consensible'.
the method. Both relied upon a functionalist approach to cognitive science involving objective interpretation via the functions of the mind, genetically inherited behaviour, theoretical linguistics and human biological evolution (Bechtel 1988 p.2). However, the researcher's mind was highly organised and engaged with comprehensive systems of reduction and logic. It was also flexible and well adapted to an inductionist approach to the analysis which enabled the researcher to extract various consensibilities from the massive volume of triangulated empirical data without, in the first instance, the need to draw upon personal reality. Nonetheless, deliberate comparisons were made later in the analysis between values elicited from the interview data and personal value judgements. The presence of conflicting socio-emotional values indicated that the realities were independent, but by the same token, confirmed that agreeing values were also likely to be made from independent experiences.

Theorising was a process conjugated as 'I built a model; you formulated a theory; he made a conjecture' (Ziman 1978 p.22). Therefore, justifying the researcher and respondents' beliefs as research knowledge initially occurred through the tradition of logical positivism, as adopted in the earliest functionalistic approach to the methodology (chapter 1), that advocated grounding beliefs in a science founded on object observations. These were explored in the classical studies of behaviourism and reductionism common to human motivation (chapter 2). However, as the exploratory phase progressed into human perceptions and observational data its science was interpreted through various environmental influences which shifted the truth of knowledge from a misplaced classical epistemology (Quine 1969 pp.69-90, 1973) towards the justification of beliefs grounded in subjective data.

Frequent critical reflection and self-examination of knowledge beliefs, inferences and biases during the development of the method provoked a subtle self-addressing philosophy on the existentialism of motivation. However, exploring personal knowledge and beliefs in order to engage with appropriate research questions generated sufficient background information on motivation, and sufficient understanding of qualitative science, for the researcher to construct a tentative conceptual framework with which to engage with the data analysis. Thus the foundationalist perspective (Bechtel 1988 p.12) identified a scientific incompatibility between a Cartesian research approach and justification of proven beliefs but, nevertheless, initiated the structural argument for embedding the qualitative methodology in philosophical reasoning.

Modes and means of reasoning (Descartes 1912, Dewey 1933, Durant 1953:2nd edition, Miller 1962, Furst 1978, Barrow 1991) based on the researcher's perception of events and recounted experiences was the key form of knowledge that influenced the research design. Perception (Bartley 1969, Mervis and Roche 1981) and perceptual organisation (de Bono 1990, 1993) persuaded the researcher's reductionist stance to focus on the biology driving the subjectiveness of motivation and meaning. From Gestalt science, reality was accepted as the whole being greater than the sum of its parts (Koffka 1935, Kohler 1947) from which the researcher inferred that reduction of 'an undivided wholeness' (Bohm 1980) 'where everything and everyone is so integrally related that all talk of individuals or separation is a distortion of truth' (sic Zohar 1990 p.55), was an illusion. Thus the researcher reasoned that holistic research, in the sense of personal holism as well as global empiricism, was the essential research ingredient and thus necessitated a collaboration of biographies.

14A highly organised mind is one which comprehends the variety of experience in a number of conceptual patterns, overlapping but not mutually inconsistent. A flexible mind is one which readily alters its conceptual patterns so as to assimilate change without a prohibitive increase in coherence. These mental skills have and will always have their limits, though, these will be greatly enlarged when our society has come to regard its appreciative system and those of all its members as precious, irreversible but always unfinished works of art. (Vickers 1965 pp.69-70)
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Physical holism and its perceptual mechanisms, lightheartedly characterized as 'organic and fuzzy and warm and cuddly and mysterious' (Dennett 1984 p.1453), was a critical criterion for a social science research using dialogic data. It was critical because holism is an end product of consciousness and theory which brings common features into everyday awareness and construes the experience. Without consciousness, expression through language cannot take place and, likewise, holistic research without conscious expression of motivational experience cannot be accounted for by a verificationist's framework. Therefore holistic research is theory-dependent (Boyd in Boyd et Al. 1992 pp.7-8) and, hence, justified a method of generating theory from human behaviour. Nevertheless, it became obvious to the researcher that investigating psychological motivation required the rigorous, reliable and valid science of introspection rather than the rigour attached to behaviourism (Hull 1943, Skinner:1966;1969, Maslow 1970, Vernon 1969). Although behaviourism was attractive for its perceived reliability (Watson 1914, Hull 1943, Skinner:1945;1966;1969, Maslow:1954:1970, Vernon 1969, Roberts 1971, Bandura 1973, Tortora and Anagnostakos 1987) it was also dependent on causality logic. This meant epistemological difficulties in that the originators of the respondents' motivation, as a concrete variable, was traditionally associated with a positivist-empirical paradigm. According to Rom Harre,

'the only empirical content of a causal law is the set of actual concomitances of events that have been and will be observed... To say that something caused something else, is only to say that an event of a certain sort regularly precedes an event of the kind to be explained' (1981 pp.13-14).

Although causality theory was unacceptable for this study's topic of the phenomenon of a particular motivation it was permissible if its theory allowed the object under review to be 'an active agent'(Harre in Harre and Steams 1995) and, unlike physics, was not hidebound to external processes. Hence, the method of intensive interviewing elicited factors that effected the action of motivation and counteracted sterility in the theory. Harre explains that

'If there could be causation in the mere juxtaposition of events, no role is left for an agent or powerful particular in a theory of production of effects. As a positivist, one is counselled to study the confidence levels of correlations between [treatments] and types of effect through examining numbers of cases. By adopting this advice one can avoid the deep study of the internal processes and activities of agents which bring these effects about. But causal processes occur only in individual beings, since mechanisms of actions, even when we act as members of a collective, must be realised in particular persons. To study causal processes a psychologist would have to adopt an intensive design contrary to the traditionalistic empiricist methodology.' (ibid. 1981 p.16)

Therefore, an introspective approach that acknowledged human determinism, in the form of biological and social determinism where interaction between the individual and its environment provoked cause and effect responses, achieved the most valid information provided that rigour was applied to the data collection and discourse analysis. Hence, an ethnographical type of study, that systematically applied its methodological indicators of determinism - cause and consequences - to the analysis in order to rigorously code concepts from the interview data (Strauss 1987), superseded an experimental science of motivation.

A problem arose in distinguishing the knowledge and relationship between learning behaviour and motivation to learn. Scientific information was available on how humans, alias the respondents, learn about themselves (Rousseau 1750, Thorndike 1931, Dewey 1938, Durkheim 1956, Bandura 1963, Halmos 1957, Faure 1972, Bradshaw 1977, Bellamy 1978, Claxton 1984, Kalney 1986, Griffen 1987, Elias 1987,1991, de Bono 1990, Jarvis 1992) and, also, the various ways in which they learn about their world (chapter 2). Logically, it was construed that defining the purpose behind their learning intentions would also locate causes of motivation.
PHASE ONE: Chapter 3 - Methodological knowledge

With regard to logic and knowledge, once the research became free from the constraints of a linear type process of logical analysis (Reason and Rowan 1981) - not logical thought! - the thesis developed into an analytical philosophy concerned with the subjective elements of human existence (Bechtel 1988) and, thus, generated useful theory (Glaser and Strauss, preface p.viii). Therefore, it was logical thought, achieved by circularity of perception and gestaltism, which formed the basis of the conceptualisation. However, the analytical procedure was a process of intense rationalisation that was alerted to look for order - or patterns of behaviour - present in the properties and phenomena conceptualised from the biographical narratives and underlying intentions. Hence, the core variable, a behavioural pattern in itself, emerged from conceptual themes which formerly had been diagnosed as patterns by the researcher's mentalese(p.78). This multiple pattern formation of concepts was the ordered process of generating data which produced the originality of theory. Thus, the researcher's knowledge was not a reproduction of personal reality but a structured reformation of knowledge acquired from the collation of independent and individual ideas, values and beliefs.

Distinguishing scientific knowledge from personal knowledge and beliefs was especially difficult to validate when a large proportion of analytical reasoning was attributed to the researcher's intuition and mystical inner being. In obedience to contemporary trends in nursing and midwifery research, the researcher changed from lateral thinking at the start of the study to propositional and symbolic logic in order to satisfy computational science associated with artificial intelligence (Aitkenhead and Slack 1985) and the traditional concreteness of a priori knowledge. However, it was realised that intuition was a 'concept analysis of a group phenomenon' (Rew 1988 pp.21-28) and therefore invaluable for interpreting discourse data. Consequently, the researcher reverted to relying on intuitive knowledge and its 'state of heightened perceptual awareness that emanated from subconscious thought'(Orme and Maggs 1993 p.272) in order to reach the depths of unobservable private information.

A common belief that intuitive interpretation is grounded in a subconscious condition of 'knowing a fact or a truth as a whole' (ibid.) resurrected the credibility of quantum thought for communicative purposes and shared meaning in innate human propensities. During the initial exploratory period the researcher found that constructive empiricism, where the powers of observation are limited, criticised discourse analysis(Footnote 6) and unobservable\textsuperscript{15} personal data and values as being unverifiable. However, this argument was flawed on more than one account but especially in the field of structural biology where things that cannot be seen are deemed to be real in quantum mechanics(Konner 1982, Penrose 1989, Barrow 1990). Therefore, the realism of emotional psychological data 'observed' in intensive interviewing, and researched by dual analysis(3.2.2) within a naturalistic paradigm, was every bit as true as the hard facts verified in the exact sciences. Thus, the researcher's interpretation, although based on unobservable psychological meaning, was symbolically referenced in the respondents' dialogues. This permitted an understanding of how 'the participants are fitting together their lines of action' (Blumer, 1969 p.53) and swayed the research knowledge towards symbolic interactionism (Bogdan and Biklen 1982) where 'humans live in a symbolic environment as well as a physical environment, and they act in response to symbols as well as to physical stimuli' (Jacob 1987 p.27). Therefore, the research knowledge was collaborative and reinforced as an ethnmethodology (Elias 1991) where nurses, midwives and researcher could talk about and make sense of their behavioural episodes(Rogers 1983 p.106).

\textsuperscript{15}Unobservable: without the aid of instruments or scientific devices including microscopes (van Frassen 1980, 1985 pp.245-308). Something that is observable in van Frassen terms is hard brute fact that is seen with the naked eye, whereas the unobservables are metaphysical entities - immaterial, insubstantial, transcendental or unearthly (Chihara and Chihara 1993 pp.653-658).
However, the method of discourse processing, the linguistic multidisciplinary approach (van Dijk 1985 p.xiii) that was faithfully applied to the first transcription (Footnote 6), did not meet the research's demands for a conversational analysis within a social context. Therefore, with the knowledge that symbolism is an individual's response to learned knowledge acquired from socio-biological experiences (Elias 1990 p.53) symbolic meaning was extracted by discourse analysis. Eliciting this 'learned knowledge' necessitated the passive counselling type interview used throughout by the researcher. But, in order to further define the respondents' individual traits of subjectivity meaning was facilitated via discursive psychology (3.0:Footnote 6).

Knowledge of subjectivity was submerged in existentialism which required the researcher to locate individuals' knowledge and beliefs of various social, cultural and historical perspectives deep within their psyche. A successful way of doing this was by researching the transcriptions' text of talk via reflexivity, a fairly recent form of knowledge accepted in social science (Woolgar 1988). The approach was a relativist-constructionist focus where empirical subjective data obtained from personal interviews and subsequent transcriptions were scrutinized by discourse analysis (Gilbert and Mulkay 1984, Mulkay et al. 1983, Potter and Wetherell 1987) for its form of truth rather than the truthfulness of its contents. It was the form of argument in dialogue that made it recognisable as belonging to a body of statements that belong to a particular discipline or body of knowledge (Foucault 1972, 1974). Examination of the form of the respondents' perceptions and their beliefs associated with their motivation, as anecdoted in their narratives, was a process similar to 'psycho-analysis' (Freud 1916) where the researcher listened and interpreted superficial and subconscious meaning from the scripted text. As a result of the researcher investigating beyond what they said they believed, and beyond sense-data (Bechtel 1988 p.13) the respondents' set of beliefs, and relationships between beliefs were revealed. Hence, the researcher was able to detect coherence and inconsistencies of meaning so that the 'whole network of beliefs stood together' (Lehrer 1974).

The shift of the research knowledge from subjective sense-data to truth beliefs was, again, an evolutionary process where personal beliefs were reshaped through the experience of knowledge gap-filling in the exploratory phase. This was a process akin to natural selection (Bechtel 1988 p.14) where all knowledge directing the methodology was gradually filtered into a belief system (Campbell 1974 pp.413-463, Popper 1972, Toulmin 1972, Hooker 1987) for a science that adequately met the subjective nature and interpretive quality of a biographical research. Thus the resultant analysis was reasonably free of contamination from personal bias and previously unknown value judgements which the researcher had held at the commencement of the project in October 1990.

This change in research attitude from facts to beliefs altered the researcher's scientific knowledge from being a condition that justified guaranteed truth to a more comfortable mode of justifying true judgements, or at least, judgements which will continue to affirm as true in the future. Thus, the researcher's knowledge moved appreciably towards a naturalized epistemology and the phenomenology of motivation which, prior to the formal analysis, aggregated into a corroborations of theories. To justify a phenomenological research approach the researcher reflexively evaluated the pros and cons of a personal bias toward a naturalistic enquiry and a personal scepticism surrounding traditional science methods - even though the latter held greater public credibility. A rational appraisal of personal knowledge finally deposited any doubts that the methodology which best served a propositional human enquiry, such as this project, was one that was embedded within the reality substance of human experience; and was not a fragmented reductionism as found in the natural sciences.

The researcher realised that in seeking the ultimate scientific goal of the reality of the respondents' motivation there was a danger of the research becoming a non-real experience which focussed only on acquiring knowledge.
and 'in as much as we are content to chase after mere knowledge... we may become clever academics, but we fail to confront the mystery of our own existence as human beings, and therefore fail to understand (Scott&Doubleday 1992 p.3). It was acknowledged that the researcher's 'direct experience of unveiled, unadorned Reality' (ibid) was not altogether a cognition but had to be felt, and that the researcher must be in a position of empathy with the respondents' subjectivity and meaningful communications. This accused the interpretive paradigm of 'being full of subject-subjectivity, self-analysis and intra-subjectiveness. However, both the 'aexperimental method' (Gephart 1969 p.9) of critical reflection and inquiry and the traditional positivist method of variables and population were essentially descriptive and relied upon the researcher's knowledge, experience and interpretation. For different reasons they were found to be equally subjective and thus equally non-verifiable. In deciding on the method of interpretation the researcher defined each one's strengths and credibility that would preserve the reality of the interview data. The introspective method held higher interpretive validity for perceptual data and had less observer intervention than that of a quantitative science which concentrated its interpretation on reliability, preset standards and rules of statistical testing, generalisations and predictability.

However, the principle of uncertainty (Gleik and chance(Ruelle 1991) operates in all interpretive research and one can never predict from observation of the world because 'nothing in particular can be said to exist in any fixed place and everything is awash in a sea of possibilities' (Zohar 1991 pp.5-6). Thus the best form of interpretive role seemed to be that of an 'intelligent agent' which introduces correlations where one would not otherwise expect any (Ruelle 1991 p.172). Even then, in determining patterns and trends in motivated human behaviour the interpreter can exercise free will to abstract the laws and science of physical data and thus contradict 'predictions'. On this basis the researcher opted for abstraction in analysis and the fragile credibility of a new paradigm rather than for abstract data which was considered as unstable research knowledge. This paradigm 'verified' the interpretive and critical paradigms - intrinsic to an introspective and dialogal research in which 'the sense is written into the experience - and the research knowledge was achieved by social consensus' (Ludwig Wittgenstein's Theory 2 -Philosophical Investigations in Gregory 1987 p.812). The confidence in an intuitive and interpretive research paradigm increased with the action research type development of the interview method and the realisation that

'a true human inquiry needs to be based firmly in the experience of those it purports to understand, to involve a collaboration between researcher and subject so that they may work together as co-researchers' (Rowan and Reason 1981 p.113).

According to Wittgenstein's theory of communicative language (Anscombe 1959) it is almost impossible to have a private independent mental template for meanings: this confirmed that it was possible for the researcher to connect with the participants' unspoken thoughts during interview, and thus locate their realities from the interpretation of data; provided that the meaning perspectives which existed between researcher and respondents were mutual. Thus the research knowledge was established by combining the research participants' tacit communication with the interpretation of discursive interaction. This was the method by which the researcher resourced the respondents' constancy of meaning behind their dialogues and authenticated the interpretation as real material. It was concluded that the real material base of communicated knowledge was in fact not a descriptive ethnography that closely adhered to biographical events (Hammersley and Atkinson 1983 p.189) but an occasion when the respondents' analysed and theorised from their motivation to undertake extramural activities and 'where nothing takes place..but an interchange of words'(Freud 1916 p.41). In this way the research knowledge remained a totally open field of investigation (Southgate and Randall ibid p.56).
3.2.4 Conclusion
The methodology was an experience of enlightenment\textsuperscript{16} acquired through a series of deductions, logical inductions, tacit assumptions, intuitions, mystical beliefs and related abstractions. The result was a construction of very rich perceptual material, mutually contributed by all the research participants, which conformed to a postpositivist model of research behaviour whereby researcher and respondents critically reflected upon their experiences and feelings (Heron 1981). The methodology reinforced the truth and richness of information by its scientific process which entertained a non-prescriptive data collection; and from which representations of the respondents' realities were communicated via a shared language and a co-operative enquiry. The researcher's consultative approach in extracting subjective data satisfied the needs for a true representation of individual experience in that 'my considered view of your reality without consulting you is a very different matter from our considered view of our reality' (ibid. pp.26-27).

\* \* \*

\textsuperscript{16} 'Enlightenment means seeing through to your own essential nature and this at the same time means seeing through to the essential nature of the cosmos and of all things. For seeing through to essential nature is the window of enlightenment. One may call essential nature truth if one wants to' (Zen master Hakuun Yasutani Roshi 1885-1973 (Scott and Doubleday 1992 p.2)
PHASE TWO - THE ANALYSIS

'You've got to go and look and see what there is to find...even if there's no information that would be useful for man nor beast...maybe that's the only thing what you find out in the end when you've been doing it' (sic. Respondent p.11)

CHAPTER 4: ANALYSING THE DATA

4.0 Introduction

The respondent's concept above of not finding anything useful 'for man or beast' reinstates the risk of the analytical method which had no hypothesis and no preconceived categories of professional's motivation to undertake extramural activities. However, the process of conceptual constructioning, as explained in chapters 2 and 3, did find information relevant to the research topic.

Emergent themes arose from the seven core variables which had formed from sorting the theoretical coding of the phenomena. Each phenomenon, also referred to as a coded concept or substantive code and attached to a yellow card, was conceptually dimensionised in three ways: by the researcher abstracting the phenomenon for its motivational properties - as demonstrated with personal development (1.3); for its substitute concepts - illustrated with the expression 'I don't know' (3.2.1); and for implied generalisations which compared the concept with other situations outside the respondents' contextual experience such as the application of motivational learning behaviour (1.5.4 researcher cites Guy Claxton). The phenomenal properties and theoretical abstractions were rigorously memoed resulting in a collection of written theoretical field notes about the single concept. Data was generated during the memoing process. By elaborating upon the core variables in unison with conceptual themes, and using an analytical approach similar to discursive psychology (3:Footnote 6), the motivational values were abstracted concurrently with the emergent themes. It was at this stage that the values were considered from a perspective of the respondents' professional situation.

It must be remembered that the phenomena arose as the transcribing process rolled out, and also some phenomena were abstracted more quickly than others, therefore at any one time the concepts were at various stages of development. It was an intricate process and too complex to identify the developments individually, however, the process more or less conformed to the stages of conceptualisation illustrated in the diagram below, especially when the data became saturated.

Recorded interviews

Bluecard definitions

TRANSCRIPTS

Phenomenon

on yellow card

Coded concepts

Properties

Memoing

Field notes

Theoretical notes

Bluecard analyses

Comparative analysis

Categories of phenomena

CORE VARIABLES

EMERGENT THEMES

CONCEPTUAL THEMES

Categories of underlying concepts

Semantic analysis -> Discourse analysis -> Discursive psychology -> Abstracted values

Figure 4.1 Flow diagram to show the conceptual process and method of analysis
Saturation occurred when no new concepts arose from the analysed transcript; they began to dwindle around the fifth transcript and were defunct by the ninth narrative. All in all there were about two hundred phenomenal items which self-sorted into categories, alias conceptual themes listed below.

4.1.1 The Interview: Process and its structure
4.1.2 The Interview: Interpretation of meaning and responses
4.1.3 The Interview: Mutual Responses, Tactics, Counselling
4.2 The Respondents Work Situation
4.3 Influences affecting Extramural Learning which includes:-
   Family, parents, siblings, partners
   Ethnic origin, culture, race, colour
   Childhood experiences; and at school
   Academic ability at school
   Gender issues: feminism, male dominance
   Rejections and lack of support
   Other constraints on development
4.4 Extramural activities: Definition, Contents, Choice, Attitudes
4.5 Self-perceptions: Expectations, Deficiencies and Changes
4.6 Personal growth and development: Self validation for growth
4.7 Positioning self: Contingency planning, concepts and values

4.8 is a summary in which the conceptualisation of each theme is applied to the respondents' practical situation of nursing and midwifery.

The analysis commences as ordered above mainly because this follows the chronological order of concepts as they arose in the respondents' transcripts. It starts with the establishment of the interview process itself which is followed by the work situation and family influences. Extramural activities were connected to their involvement with their learning activities and the last part of their interview usually concluded with their self-perception and goals. This spontaneously conformed to a general pattern of eliciting information used in counselling and business management situations where first one addresses facts then the individual's opinions and theories and finally personal values. In this way the respondents' underlying motives to engage with extramural learning, and which founded the core variables, were encouraged to emerge.

The reader is asked to remember that the knowledge explored in the previous chapters was fundamental to the conceptualisation. Nevertheless, it was the data, both actual and generated, which dictated the resourcing of the researcher's a priori information.

*
4.1 THE INTERVIEW PROCESS: introduction

Phenomenal concepts concerning the interview itself were identified by their meaning in connection with the experience of the interview. In the self-sorting process it was found that the concepts fell into three distinct perspectives, namely, the interview structure; its language and meaningful communication between researcher and respondent; and the conversational tactics and mutual responses that enabled the interview to take place. The interpretation considered the respondents' attitude towards the interview experience and scrutinised text for signs of any personal agenda behind their volition and participation in the research. It was decided in the exploratory period that a personal agenda might reflect aspects of their underlying motivation to engage with extramural activities.

Unlike the majority of the other categories the interview process did not have verbatim script for its properties. These were inferred or paraphrased from a contextual analysis of the participants' dialogue and the researcher's observation of body language. This was because the interview was not the object of discussion and therefore presumed not in the respondents' consciousness and dialogue. The three categories of interview concepts - structure, meaning and responses - were labelled as such after the researcher examined the pile of associated yellow card coded phenomena. They are as follows:-

4.1.1 The interview structure

Concepts relevant to the interview structure revolved around texts indicating properties that seemed related to the factual arrangement of the interview. The researcher screened the transcripts for self-management of the interview procedure, by either the respondent or interviewer, and produced the following codes. In parenthesis the researcher has indicated if it is the respondents' or the researcher's prominent action.

- Making arrangement to be interviewed (researcher)
- Initialising the interview (researcher)
- Controlling the dialogue (researcher)
- Staying with the topic (researcher)
- Building bridges of communication (both)
- Using language to maintain contact (both)
- Coping with the recording (both)
- Introducing new ideas (researcher)
- Confidentiality (both were gatekeepers)
- Terminating the interview positively

Two principle phenomena emerged from the substantive coding: i) Initialising the interview and ii) Staying with the topic, which incorporates other properties of the interview structure and process.

i) Initialising the interview was the researcher's procedural aim in order to develop a rapport with the respondents and encourage their trust so that they felt comfortable enough to reveal personal information. This appeared to be successful in all cases as remarked upon by one respondent with an emphatic gesture of *I HATE revealing things!* (ze) but who nevertheless contributed very intimate and personal details. To overcome any feelings of professional intimidation in the respondent by the researcher's education and experience the dialogue was always opened with a factual question on their extramural event.

Regardless of the researcher's occasional incompetence with the recording equipment the respondents appeared impressed by the technological professionalism of the interviewing and offered no objection to its use - or even was aware of it once the interview became established. In some respects, they even seemed proud to be recorded and looked more comfortable with the procedure than the interviewer felt in operating the equipment.
The respondents' attitudes towards the interview dialogue were observed and its properties were noted according to their active participation in the interview arrangement. These are recorded below and are further conceptualised by examining their generalisability via the dimensions of each property. The dimension is circled according to the respondents' collective general reactions and attitudes and ranges from none at all to major involvement. Thus the strength of a property is illustrated by the consensibility of a dimension; and the phenomenon is identified from a confluence of consensible dimensions.

**Interview phenomenon: Initialising the interview**

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimensional Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prearranged time and venue</td>
<td>None Some Most All</td>
</tr>
<tr>
<td>Agreed purpose and broad aims</td>
<td>None Some Most All</td>
</tr>
<tr>
<td>Estimated duration to plan time</td>
<td>Earlier On time Delayed</td>
</tr>
<tr>
<td>Willingness to co-operate</td>
<td>Reluctant Willing Very willing</td>
</tr>
<tr>
<td>Researcher's knowledge of their extramural experience</td>
<td>None Little Some A lot</td>
</tr>
<tr>
<td>Knew the respondent beforehand</td>
<td>None Few Some Most All</td>
</tr>
<tr>
<td>Explaining equipment</td>
<td>None Few Some Most All</td>
</tr>
<tr>
<td>Personal gatekeeper- agrees</td>
<td>Not agree Willing Very willing</td>
</tr>
<tr>
<td>Informal friendly environment</td>
<td>Hostile Cool Warm Very friendly</td>
</tr>
<tr>
<td>Establishing trust</td>
<td>None Some success Major success</td>
</tr>
<tr>
<td>Positive response-respondent</td>
<td>None Little Some A lot</td>
</tr>
<tr>
<td>Demonstrates nervousness</td>
<td>None Little Some A lot</td>
</tr>
</tbody>
</table>

In converging the above concepts of attitudes the researcher found that the length of time for the researcher to initialise the interview was shorter according to how well the researcher knew the respondent, or vice versa. Similarly, trust in exchanging information was establish more quickly. It appeared from their free expression of personal information and minimal time delay in answering questions that the respondents had confidence in the researcher and were very willing to talk about themselves. There was a greater amount of personal data shared when the researcher had worked with the respondent as a colleague in the clinical situation. They also sounded out their vexations in the job work situation and gave the appearance of being able to grumble in the safety of the researcher's confidentiality.

Linked to the interview initialisation were two properties concerning the meaning behind the respondents' conversational responses which occurred more frequently in the initialisation period. These were 'Bat and Ball' tactics whereby the respondents bounced their knowledge, in particular their research knowledge and experience, across to the researcher in an impressive manner. Coupled with this was their determination to 'stay with their topic' and tell the researcher as much as they wished her to hear. Although these two concepts
are included as codes in the next category they are identified here to emphasise the importance and impact of an initial property upon subsequent interview interactions. When both aforementioned codes were operating it was intuitively interpreted - from an aggregation of information relayed in the coded concepts and non-verbal language - that sensitive subjective projections and desires were underpinning their overt objectivity. For example, admiration for a fellow colleague was exemplified by a respondent as 'he had a good job with (blank), and wasn't getting any reward from it, I can see that he'll be a brilliant [blank] and the way he treats his children is lovely, he's brilliant with them and will make a very good [blank]' (zq p.7). But from extending the text's meaning into the context of the whole script it was found to be identifying with her own self-ideal.

By comparing this respondent's response with other narratives it was found that the respondents' reaction of subtle admiration was a form of emulation for someone whom they perceived as esteemable. In this instance, the strength of the responses in initialising the interview suggested that it was either the researcher for her position in professional education or someone who persisted in obtaining a personal development. Thus the interview was thought to be an esteem seeking occasion primarily to reward their intellectual ego.

More subtly, the respondents especially valued their extramural motivation in that they made extra time and effort available in their busy work schedules to be questioned about it. Connected to the respondents' self-valuing was the observation that the researcher was a captive audience in sharing the success of their particular activity: it was assumed from commonsense that they would not volunteer to meet in order share their failures. Thus, it was acknowledged that the researcher's attention in listening to their efforts and personal achievements was in fact the real purpose of being interviewed. Their reactions and behaviour during dialogue and their enthusiasm to speak their ideas and opinions suggested that the researcher's professional position in higher educational research, plus a higher managerial status than most of the respondents, was an educational role model to which the respondents had targeted their own self-ideal. This attitude can only be described as self-endowed prestige whereby they attended the interview because they could identify their end goal with, what they perceived to be, the researcher's public professional achievements of education and research. No respondent had relevant knowledge of the researcher's personal or extramural experiences.

Three respondents, who knew the researcher less well than the other, showed some initial interview nervousness and seemed embarrassed by the situation of a senior professional asking them about their personal learning. However, after a few minutes of asking facts about their learning event they relaxed and warmed to the researcher as an equally human being and peer. Even the most constrained and guarded of the research participants responded to the informal 'tea and listen' atmosphere of the interview and resumed her dialogue with eleven 'Ts' in the first paragraph. In transactional analysis terms, referring to self as 'T' indicates a person's need to be strong and hides a subliminal feeling of deficient self-promoted autonomy and control. The more nervous they were initially the franker they were in speaking about their feelings and difficult conditions in their work situation. Those who were more relaxed at the beginning of the interview remained somewhat guarded about what they said about work and thus needed additional reassurance of the research's confidentiality. Both types of respondents, relaxed and guarded, registered as being equally sensitive but despite the fact that they 'hate revealing things' about themselves (ze p.23) still shared personal information. Thus it was deduced that all the respondents treated the interview as an opportunity to share their ambition of controlling and developing their own learning. It was noted later, with additional analysis and information, that indirectly this interview experience was an event at which they could demonstrate a personal control of their life events.

Following the introductory question the researcher asked how they managed to attend external classes whilst working fulltime. This led to the respondents volunteering their values of certain topics, which they thought were relevant, and revealing intimate experience. In this way, the interviewer reached the respondents'
PHASE TWO: Chapter 4.1 - Analysis/The interview

experience of pain, feelings and perceptions. As one interviewee remarked 'Its almost like [pause 3 secs] it's almost like [pause 2 secs] analysis - IT IS! It's weird you know!' (zc p.24). This indicates the depth of subjectivity the researcher reached by initialising the interview in such a way that it met the respondents' need of trust and facilitated their self-expression.

The researcher also engaged with 'building bridges' of communication by selecting and sharing her knowledge of professional practice as well as empathising with their personal commitments. This was so effective that one respondent openly remarked upon the researcher's pre-emption with 'I was going to say that' (zi p.22) thus reinforcing the researcher's ability to understand the respondents' meaning perspective. It was not a case of putting words in the respondents' mouth because on other occasions when summarising passages of dialogue they were not averse to correcting the researcher's impression.

The majority of respondents seemed to want to identify with the researcher's own history of learning and professional career 'Look at yourself!' (qx) and was interested in her personal family situation 'How about you?' (zq). This latter query was not politeness but a serious remark by a working mother to endorse her own decision to study by comparing her personal status with that of an 'ideal' image - the researcher role. Zq's remark was interpreted in the context of a working mother who was coping with the guilt arising from the self-centredness and pleasure attached to undergoing extracurricular education. It was rationalised that the esteem held for the researcher's situation, as their actualised person, played an important part not only in eliciting a large amount of data but in reinforcing their reason for being interviewed.

ii) Staying with the Topic

This phenomenon arose from a semantic analysis of the respondents' dialogue which found different levels of thinking operating in the discussion. It was triggered by one of the first respondent's comments which, after she had shared some very personal family emotions and admonished herself for being 'stupid', had abruptly brought the dialogue back to the topic of motivation and extramural activities. The researcher's knowledge of Freudian theories on word association suggested that there were parallel thoughts separate to the intentions behind her spoken word and separate to the language process of checking communication with the researcher for mutuality and reinforcement. Hence, the respondent controlled the conversation in response to the researcher conveying her understanding of meaning. The researcher discovered she was mentally exploring this phenomenon in tandem with open dialogue whilst in conversation with this first interviewee. In an 'Ah Ha' or peak experience of insight the researcher found a complexity of three levels of mental processing that were operating simultaneously whilst interviewing and connecting with the respondent's dialogue. Although this was irrelevant to the research remit it demonstrated how the researcher was able to interpret whole meaning from fragmented particles of what could be perceived as disjointed meaning arising within dialogue.

This experience clarified the value of treating transcripts as whole entities and not to rely on interpreting isolated snippets of text and sentences. Nevertheless it was recognised that this would make it difficult for the reader to trust the interpretation if the logic could not be followed clearly. Thus, when snippets of script are exemplified in the analyses it must be remembered that they have been fully contextualised and compared for representation with the other respondents' experiential knowledge. The existence of parallel thinking and inferential communication also showed how the researcher's objective of the interview, that is to obtain data in order to rationalise the respondents' motivation, was controlled by mutual agreement and subliminal understanding. It was expected that sometimes it would be impossible for the reader to comprehend the transaction of meaning between the research participants' interpretive levels in their consciousness and subconsciousness. But, the flow of unprompted respondent dialogue showed that the researcher connected with the respondents thoughts which moved freely between their levels of knowledge and, therefore,
meaningful communication occurred.

Conceptualising the interaction between levels of thinking produced the phenomena, listed below, associated with the respondents' implied meaning; and from which the researcher interpreted their intention behind their voluntary response to be interviewed. Some phenomena apply to the researcher and some are mutual phenomena, but most belong to the respondent.

- Hungry for information of self and professional research (respondent)
- 'Bat and Ball' tactics in language (both)
- Dictating the circumstances (respondent)
- Projecting images (respondent and researcher)
- Refusing to share or give personal viewpoint (respondent)
- Making opportunities to gain personal attention (respondent)
- Sharing knowledge for equal status (both)
- Wishful thinking (respondent)
- Inviting others to participate in conversation (both)
- Agreeing responses and controlling the trade-offs (both)

Thus the conceptual category of initialising the interview unearthed the respondents' intentions of purposely sharing information in order to raise their self-esteem and satisfy an inner need for recognition and creditable status. Although the structural contents of initialising the dialogues are used as a frame of reference to interpret the respondents' motivation to be interviewed, the close of the interview also played an important role in determining their reasons for being researched.

iii) Terminating the interview: A former decision to terminate the interview satisfactorily for the interviewee was, primarily, an ethical issue in order to maintain the respondent's dignity and self-worth beyond its natural exit. Three respondents had reflected heavily on their low self-esteem. Therefore, the researcher extended the interview to revisit the positive aspects of the respondent's history in order for them to re-evaluate and re-raise issues of their self-worth. It was not obvious to the researcher what these esteem raising issues were but from interpreting body language and verbalisation the respondents seemed comfortable with their progress of self-actualisation and their resolve to continue with their development programme appeared as strong as before their esteem had temporarily fallen. For them, reflection had clarified their direction of actualisation; for the researcher her reflection on exiting the interview was a realisation that she was gatekeeping the respondents' integrity.

Two interviewees seemed to carry away unchanged resentment and bitterness towards the deeprooted condition that had 'forced' them into extramural activities. For confidential reasons detailed information cannot be revealed; but also the information was drawn from the researcher's intuitive and experiential knowledge of the individuals and is unsupported by the participants' dialogue. However, previous knowledge of the respondents' characters, plus global interpretation of their transcripts, identified their reasons to be strongly - but subliminally - linked to being female and was probably more gender orientated than they would openly admit. This was an example of when the observer saw more than the actor of the experience and where the interpretation of a respondent's reality was substantiated by discursive psychology (Harre and Stearns 1992).

In the final minutes of the interview each respondent located the heart of their motivation which 'has got to be inside the person, I think' (rm) and, therefore, the source was not viewed by their external world. Thus, central to their motivation was a personal prestige that surrounded their cultural origins and personal identity. Because the respondents' shared sensitive information with the researcher, a follow-up session was offered.
to them if troublesome issues arose and required additional inspection and referral.

Retrieving sensitive data 'from inside' the person highlighted the strong emotions associated with their motivation to take up learning events and also safeguard their busy life at home and in professional work. Hence, from evidence of the intenseness of indepth emotion the researcher upgraded the importance the respondents' attached to their learning activities.

4.1.2 The Interview: Meaning and responses

Although the respondents controlled their information release it was the researcher who through choosing certain words and expressions controlled the pace of speech; occasionally introduced related but different perspectives for the respondents to explore; elicited experience from their subconscious; and located meaningful data. The following examples of responses illustrate the researcher's successful management of the dialogue which drew out the respondents' inner motivations related to extramural learning. Introducing concepts such as, 'satisfaction is levels or degrees of comfort' caused them to think more deeply, for example, 'It's amazing...I've never thought of it in terms of levels of comfort. I would never have thought of using the word comfort' (qx p.22)and suggested that for that respondent it might be true; or the idea that maybe being independent was about helping themselves was replied to without hesitation 'That's right! [pause 2 secs] I mean, I mean, Uh, she said, as they say isn't it? God only helps those who help themselves. So you've GOT TO help yourself'(sic zp.23); or their compulsion to discover new knowledge was about discovering their own self and once they learnt more about themselves they were unable to - as previously referenced - 'put it down', 'I like to think that I could earn a living wage Uh! with something like that eventually, but its very much a revelation to me now I'm working with people in [blank ] and a lot of questions are being answered. Now the answers are coming. I know what I'm working with and I'm beginning to learn what I'm working with and that's something I cant put down' (zn p.18).

Similarly, not being able to fathom out the social class system was in fact an inner confusion about self-positioning in society as demonstrated by the learning acquired from a respondent's course syllabus 'And I learnt an awful lot from that assignment and then the other one was on social class, now, you know, being foreign and living in Britain social class [pause 2 secs], really is, I still can't understand the structure of it. (rm p.10)

The respondents acknowledged their motivation as a process of discovery but the researcher felt that the end goal of self-identity was outside of their awareness. This was expressed metaphorically by a respondent who described her motivational experience as 'my heart beat' because it was sponsored by emotional pain caused by cultural issues. The researcher teasingly continued the dialogue with;

SE     It stopped when you were at school obviously! [Both laugh knowing 'it' refers to her previous fun
time but no learning at school]
R      It slowed down but it hasn't stopped yet
SE     Slowed down? What slowed you down then?
R      Hah! slowed down ...................(lost transcription of three words through rapid speech)
SE     So the social life hasn't really compensated for this other thing inside you that you need to need?
R      Yeh! I don't know what that is
SE     And you don't know what that need is?
R      Not yet! I'll probably get it one day, maybe I do unconsciously (lost transcription again through
rapid speech) I dunno
SE     Pardon?
R      Maybe I do know unconsciously I haven't thought about it, I dunno, I haven't a clue really.
Here the researcher felt that the last sentence meant 'I do know but I don't want to acknowledge it' which suggested that it was something very personal that was being denied by her consciousness. It also suggested that motivation was attached to sensitive issues that can be located provided that the individual is prepared to meet uncomfortable reasons for why they had taken charge of their own development.

The researcher also adopted 'agreeing responses' in order to affirm mutuality of experience even though it was deemed that agreeing depicts personal judgement and was not acceptable for a counselling interview situation. The trade off for this response was that the respondents stayed with the topic of motivation and still revealed significant personal influences upon their motivation to learn. This included influences such as their relationship with their mothers (all respondents) and the origins of their extramural interest which 'goes back to my roots' (zn p.17). This latter aspect is explored in the theme concerning family influences.

One notable expression which personalised the argument, and used by each respondent, was 'you know'. It was sometimes a breathing space in talk but mostly it was a throwback question to test the researcher's understanding. However, on closer inspection of this phrase within the context of its paragraph it mostly symbolized the researcher (YOU) in a parent role (SHOULD KNOW). This was most noticeable when a respondent who was talking about the ambitions of her parents for her at school said to the researcher 'The thing is THEY both want you to succeed, don't you?' (zn). This ambiguity of meaning meant either that the respondent was appealing to the researcher as a parent and questioning if it was true, or she had slipped into past tense and was repeating questions put to her own parents. Either way it is a symbolic Freudian-type parapraxis where past experience of parents' attitudes were transferred onto the researcher. Associated with this countertransference was a tension and accusation against the parents having controlled the respondent's future.

From this gentle probing into the individuals' history and analysing language mannerisms the researcher inferred that the respondents reacted to the researcher as if she was a real live parent. It occurred at sometime or other in each narrative and was associated with the respondents mixing their grammatical tense; and found most frequently when the respondents recounted their relationships with their parents. The researcher felt that she was a recipient of displaced anger associated with their mother - presumably because the author is female. Thus, at the early stage of the data collection it seemed that the respondents' identification with a maternal role of some kind was part of the action of their self-development. This finding was not anticipated by the researcher prior to the study.

The result of being able to facilitate dialogal responses in order to elicit information and interpret the respondents' meaning, plus, unwittingly being afforded the emotional identity of a parent, suggested that the interviewer was equally a research participant by virtue of sharing intimate meaning and getting 'into the skin' of the respondents' self-identity. However, in this process it was discovered that the researcher's search for a personal identity still operated under the guise of discovering the motivation of others. For the researcher, the business of self-identification was not yet complete which lent credence to the interpretation as being contaminant-free of pre-formed notions about the personal self.

4.1.3 The Interview and Personal Agendas

Personal agendas were operational under language tactics and mutual responses; and detected by a counselling mode of interviewing. The respondents wanted to talk about themselves and share with the researcher certain aspects of their personal world despite there being a sense of denial in the common expression of 'I don't know' when sensitive experiences emerged into their consciousness. Not one interviewee was backward in coming forward in telling the researcher what motivated them whence most of the dialogues were very lengthy monologues. Respondents initiated and sustained the focus on self throughout the interview even though there was evidence of emotional discomfort when recalling unpleasant
experiences in their family and work situations (4.3 and 4.2 respectively). SELF was their principal topic which they more freely elaborated upon when the researcher avoided speaking about herself, consequently, a phenomenon of 'wanting to tell me about themselves' arose in the conceptualisation revealing properties of a very personal nature. The personalness stems from the respondents' gatekeeping in selecting the researcher as an audience with whom to share their personal experience and projections. This is open to public scrutiny via the researcher's lateral thinking on how they shared their personal world.

**Interview phenomenon: Sharing their personal world/Wanting to tell me about themselves.**

<table>
<thead>
<tr>
<th>Property</th>
<th>Dimension and Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willingness to speak</td>
<td>None Some A lot All</td>
</tr>
<tr>
<td>Sense of pride</td>
<td>None Some A lot All</td>
</tr>
<tr>
<td>History of natural ability</td>
<td>None Some A lot Mostly</td>
</tr>
<tr>
<td>History of achievements</td>
<td>None Some A lot Mostly</td>
</tr>
<tr>
<td>Helping an individual</td>
<td>No Maybe Yes</td>
</tr>
<tr>
<td>Selecting a personal audience</td>
<td>No Maybe Yes</td>
</tr>
<tr>
<td>Mutual interests for reinforcement</td>
<td>No Maybe Yes</td>
</tr>
<tr>
<td>A feeling of importance (Respondent)</td>
<td>None Some A lot All</td>
</tr>
<tr>
<td>Similar experiences with listener</td>
<td>None Some A lot All</td>
</tr>
<tr>
<td>Feeling comfortable with self</td>
<td>None Some A lot All</td>
</tr>
<tr>
<td>Hesitancy in speech</td>
<td>None Some A lot All</td>
</tr>
<tr>
<td>Modest with achievements</td>
<td>None Some A lot All</td>
</tr>
<tr>
<td>Permissible environment to speak</td>
<td>No Maybe Yes</td>
</tr>
</tbody>
</table>

This dimensioning, drafted initially from common attitudes found in general life experiences and by reading similar behavioural attitudes in children, peers and formal texts, shows quite clearly a consensibility that the respondents knew beforehand what they wanted to say. Thus the research interview permitted them an opportunity to speak out and share their feelings of success. Their willingness to co-operate reinforces a personal agenda for ego identity more so than their participation in a research project. This attitude is expressed in several ways but none so clearly as a respondent's comment concerning her single status within an extended family *'You go wherever there is a spare part to play'*(rt p.7). The statement conveys a feeling of insignificance but at the same time indicates a significance for dependency and being needed. The respondent's willingness *'to have your life totally disrupted'* conflicts in meaning with the former statement but together they are symbolic of a pride in being needed and the respondent's choice to be depended upon and disrupted. The priority to be needed is reflected in each participant's narratives and also in their voluntary participation with the research data; and accounts for their willingness to attend the interview despite the disruption to their work schedules.
Hence, the respondents' personal agenda in attending the interview was their feeling of being able to positively contribute to the research and as discovered later (4.2) to the profession particularly in areas of perceived need, for example, 'I've always kept my eye on [it] to see if we're improving because I didn't want to complain, I wanted to make a positive contribution about it' (rm p.4).

4.1.4 Summary: The Interview Analysis
Although the respondents' personal agenda was, in most cases, heavily disguised it gradually emerged that the main reason for being interviewed was to participate in an event which they knew would provide a feeling of value and worth in their own right. The fact that some feelings are uncomfortable, and are denied expression, assumed that they had not considered how close their motivation was to their emotions and self-esteem; the latter of which was found to be closely connected to their perceived social standing set within a culture of education (4.4).

Evaluating the interview phenomena via lateral thinking and critical reflection altered the researcher's former impressions of the core values in the researched motivation. The counselling type interview technique was also evaluated for its impact upon the relationship of trust between the interviewer and respondents and is summed up by a preliminary interviewee espousing the conditions of sharing intimate information; 'If I needed someone it would have to be someone I trusted and they'd have to be there and then. If they weren't on the spot then it couldn't be any use to me. I couldn't save up a counselling situation until I met someone [pause 2 secs] by that time I'd have worked it out for myself' (qx p.18). Thus, it was thought that the respondents' presence at the interview was the result of careful planning and 'working out' of timetables in their determination to co-operate. However, their outpouring of very personal data was a spontaneous emission of raw unadulterated data.

Hence, it was conjectured that their response to be interviewed was driven by a strong need to contribute to something which they judged to be important to their personal worth and significant in raising their self-esteem.
4.2 THE WORK SITUATION: Introduction

There was a very large number of yellowcard concepts that self-sorted into the category of the work phenomenon. When initially coding the transcripts any reference to the professional work situation - obtained either directly from snippets of the respondents' actual transcripts, or implied from contextual analysis and paraphrasing, or on occasion presumed by the researcher from what the respondents did not say or that their verbal was in conflict with body language - were grouped together. This formed the bulk of data in the work situation. Additionally, types of work behaviours such as job-work, hard work, leisure work and part-time work were considered because of their close connection to motivated activity (chapters: 2, 3). The resultant information was complex which increased the difficulty in defining a specific extramural motivation from the respondents' overt experience of the job-work. However, in examining the underlying values and emotions separate to the concrete data the researcher located covert motives that stimulated the respondents' to engage with learning events external to their professional jobs.

As before the yellowcard concepts, listed as key concepts, were conceptualised independently and then cross-referenced with general situations pertinent to the particular aspect of work being analysed. The theoretical notes and memos were copious, as with the interview data (4.1-3), and the analysis was as rigorous in its conceptual dimensioning. However, in this category the researcher has omitted the technical process of encircling the concepts' properties according to its particular intensity of dimension, for two reasons: each concept in itself was a property of the overall theme of work and was dimensionalised during the process of analysing the various perspectives of work; secondly, because the concepts spanned several experiences of work it was difficult to illustrate in a tabled form as occurred with the interview analysis - and would have been difficult for the reader to understand. Thus the conceptual dimensioning, which still underwent the same language processing and comparison of generalisabilities, was integrated into the texts. Consequently, the reader will find that the key concepts are not referenced as such. Comparisons of these conceptual propertics and, in some cases, contrastings with other external work experiences revealed its general strength and defined its consensibility - hence the core variables emerged.

Anonymous authorship of the quoted material in italics is preserved by a code which, as mentioned elsewhere, changes with each conceptual category; in a few cases the researcher has deliberately omitted the respondents' code but knows the contributor. Pauses in dialogue is referred to in seconds and quotes are referenced according to its page in the respondent's transcript. Before embarking upon the conceptual analysis it seemed sensible to identify a profile of the respondents' professional work experience first, then evaluate the various perspectives of work, and finally examine the underlying concepts. Overlapping of conceptual properties reflected the ambiguity of human action, thus, some repetition of quotes could not be avoided.

4.2.1 Profile and key concepts of the respondents' professional work experience

The preliminary respondents had professional work experience that extended right across nursing and midwifery. Except for one respondent all the midwives were registered nurses with a variety of general nursing experiences such as psychiatry, part-time midwifery in one of HM government's defence force. The respondents had registered in different training institutions in England. In midwifery three were at least two midwives from the community, two in hospital and two in education each with representative experience in team midwifery, outpatients clinic, labour suite, ante and postnatal wards, community care, teaching in clinical practice and formal education. The two enrolled nurses representing nursing were in the throes of converting to general registration, one of whom had decided to continue on to midwifery practice and the other to specialise in her department's specialty. All respondents had worked entirely within the National Health Service (NHS) with the exception of one person who had worked, in addition to her regular job, for an external organisation.
From the analysis the researcher identified that all the respondents had a full-time job and were very busy people at work, in extra-learning and at home - for the following reasons. Out of the ten respondents: four were currently undertaking extramural activities in addition to their regular job in clinical practice or teaching which was often stretched beyond the normal working duty hours; four were undertaking extramural activities as well as being in full-time and/or part-time educational studies sponsored by their manager. Those in part-time study were still fully committed to a full-time regular job-work.

Thus it was found that most of the respondents were involved with three areas of work associated with personal learning: extra-mural activities, part-time professional education and on-the-job learning as well as being fully committed to home responsibilities, regardless of whether or not they were married. Taking on extra-learning precipitated them into extraordinarily active life styles which suggested that they needed an equally extra-ordinary motivation for, what turned out to be, a strong personal agendas to learn.

Each respondent had a minimum of ten years or more in clinical practice (See table below). The one exception was the youngest midwife in her late twenties who had been registered as a midwife for just one year but who had had previous nursing experience for several years. The ten respondents in this research sample totals about one hundred years of experience in the nursing profession as a whole. Thus there was a varied but comprehensive picture of the NHS system and the professional stakes in nursing and midwifery. From this information, it was assumed that participants' attitudes of their personal work situations were formed from different experiences and therefore were independent perspectives.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>In practice (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midwives in clinical practice:</td>
<td>Ranged from 1-15</td>
</tr>
<tr>
<td>Midwife teacher-practitioner</td>
<td>&gt; 20</td>
</tr>
<tr>
<td>Midwife in full time education:ADM</td>
<td>&gt; 15</td>
</tr>
<tr>
<td>Midwife-Nurse in clinical teaching</td>
<td>@ 10</td>
</tr>
<tr>
<td>Midwife in part-time education:ADM</td>
<td>@ 10</td>
</tr>
<tr>
<td>Enrolled Nurse</td>
<td>@ 12</td>
</tr>
<tr>
<td>Enrolled Nurse/Full-time education</td>
<td>@ 12</td>
</tr>
<tr>
<td>(Conversion course to RN)</td>
<td></td>
</tr>
<tr>
<td>Researcher:</td>
<td></td>
</tr>
<tr>
<td>Midwife: clinical practice</td>
<td>@ 20</td>
</tr>
<tr>
<td>Midwife teacher</td>
<td>@ 4</td>
</tr>
<tr>
<td>Hospital training &amp; development manager</td>
<td>2</td>
</tr>
</tbody>
</table>

Table to show an outline of the respondents' work experience

Although two respondents were not directly engaged with extramural learning it was perceived that, as one had extensive evening class experience in topics from 'God to Flower Arranging' (ry) prior to the interview, and the other was involved with a professional diploma via distance learning which had been self-initiated and self-funded through winning a scholarship, both qualified as typical respondents. The professional diploma can be included as an external event1 because, despite gaining managerial consent, it was unaided and unsupported by funding or study-day release from full time employment.

Part-time employment emerged as a major issue during the interview and therefore is given separate consideration. Six respondents, including the researcher, experienced part-time employment enduring two

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1 The list and contents of the respondents' external events are recorded in the theme of extramural activities.
PHASE TWO: Chapter 4.2 - Analysis/Work situation

to fifteen year periods per individual. Five of the participants were married with children, three of whom had children of school age (4.3).

It can be seen from the similar professional backgrounds that the researcher shared a strong understanding of the respondents' personal organisation required for busy job-work schedules. This mutuality extended into an intuitive respect for each other's full-time work commitments demonstrated by all research participants treating the research project as an extra activity to their daily job and duties. It has been discussed elsewhere that in making room in their work schedules for the interview the respondents showed their willingness to co-operate and their empathy with the project (4.1). Hence, the respondents' collective professional work profile reflected the researcher's own varied professional work and learning experiences and indicated the strength of truth behind the interpretation - which was based on shared experiential knowledge and meaning.

Key concepts were derived from the yellowcard items depicting attitudes and responses towards the work situation. It has been mentioned that the concepts were fundamental properties of work and that dimensioning the strength of these key concepts could not be contained within a straightforward list. They are qualitatively rich expressions some of which are taken from direct speech and referenced by the respondent's code, whilst others are paraphrased meanings that contain words spoken by the respondents.

Properties of the work situation

Key concepts: Part-time work/dead space (ar p18)
Insignificant; no opportunity/no feedback
Undervalued
Financial support lacking
Pay not worth hassle; short staffed/nightduty
Anger and resentment; let down by manager (pt p1)
Hassle
Not doing big courses
Envy; Age and experience
Fed-up, feeling low, general morale low (af p21)
Competent at work and clinical skills
Wanting out; break away from midwifery
At the moment the NHS climates not right for...
Wanting control in management of practice
Changes of professional work-good and bad
No option -being told
Wanting to be independent of the system
No way time was going to be released (su p14)
Hands versus head work
Being stretched or not, at work
(NHS)- biggest culture shock in my whole life
Sensing the climate (an p14)
Inequalities; patient and staff
Compares own skills/abilities with colleagues
Strong advocacy of good patient care
Working to just one level higher at moment
Personal worth for study release
Organising work, social, study lives (pt p1)
Racial discrimination present at selection (sn)
Worked harder for the NHS (an p8)
Not impressed with NHS (an p8)
Wasn't being challenged...no excitement (an p9)
Differentiating the meaning of employment, or job-work, from extramural activity was not as difficult as anticipated due to the list of concrete facts of the respondents' extramural events (4.4). However, the status of worthwhile work, linked to their esteem and qualified by the respondents' effort and energy expended for personal reward, could only be found by exploring their attitudes toward their professional jobs and all types of work commitments.

The respondents' attitudes include their perception of the amount of effort and 'certainly energy' (ar p18 jn p17) the respondents put into their job-work in clinical practice or teaching. They were united in exclaiming that combining a job, homelife and external learning activities was 'very hard work'. To attend their courses they 'juggled their social life' (aj p9) and their work commitments (ym ar p10 sn p12). However, from their text and expressions the researcher deduced that they 'worked harder for the NHS' (an p8) than for either of the other two situations of social and domestic life. Their attitude towards extramural learning and the hard work of organising social life, study and full-time employment was enthusiastic despite their admission of 'I don't know how I'll manage it but I'll manage it somehow' (pt p1); and inspite of rearing children as was the case for six of the respondents. The concept of working hard was only associated with motivated behaviour when the objective of their hard work was related to personal enjoyment - and the objective was of their own choosing. It seemed that feelings of frustration and anger (an ar an aj sd) caused by unsatisfactory conditions in job-work dissipated with self-induced hard work.

They placed the focus of 'hard work' on their personal development from which the researcher teased out their degree of personal involvement in the different types of 'work' experience. Overall it was found that less personal involvement with their professional jobs stimulated greater energy and a stronger agenda for intimate activities such as family care and extra-mural learning. In order to confirm this impression the phenomena of personal, personal-professional and professional work, related to self-development at home (SDH), professional self-development (PSD) and professional education respectively, were analysed. The analysis commences with professional work and considers personal work last.

4.2.2 Professional work
Professional work was generally accepted as mandatory job-work and regular employment where professional practice with its technical skills training and professional education was fundamental to their daily jobs. Mandatory job-work also included management skills education in both clinical and teaching practice but only when the development of these skills resulted in the respondents' promotion or provided a career opportunity within their professional discipline (4.6: Personal Growth).

There were various reasons why each respondent elected to be employed but in general they wanted to financially support their family and dependants (ym ry ar sn sd); or to gain their own financial independence (an jm pt af); or do both (aj su). Regardless of social pressures and financial reasons the respondents still chose what job they wanted to do although they indicated that choice itself was constrained due to the limits imposed on their authority and professional status (af). They experienced loss of personal freedom with mandatory tasks as they were unable to 'have a say', or chose how to work either as a professional or as an independently thinking person with considerable professional maturity and practice (all respondents). However, they did manipulate their work rostering to suit their commitments to extramural learning.

i) Work Patterns: All the respondents were in full time employment. Seven out of the eleven research participants worked regular hours by choosing clinical work situations which not only fulfilled their professional experience and status but also gave them the duty rota they desired. For example, two interviewees in full time clinical practice worked in outpatient departments which provided no regular service at weekends and only an occasional evening duty. Two other participants were full time midwifery tutors.
with regular teaching timetables and teaching hours within what was considered a normal working week of 'Mondays to Fridays'. Two respondents were in full-time professional education - the Enrolled Nurse Conversion Course (ENCC) and the Advanced Diploma of Midwifery (ADM) respectively - which tended to adhere to regular classroom hours of '9-5pm.' One respondent was involved with the validation of an English National Board (ENB) course simultaneously with undertaking a part-time Certificate of Education, both of which mostly fitted a normal weekday work routine. Each of these seven respondents purposely moved themselves into a work area and pattern of duty that allowed time for their self development. The other three participants were working in areas which suited them but which involved irregular shift patterns.

When considering the respondents' mental and physical condition the researcher found that there was no unreasonable state of work stress caused by exhaustion and energy depletion associated with unfriendly duty rosters, or an unhealthy work atmosphere. Therefore, it was assumed that moving into preferred work patterns protected the respondents from 'Burn-out'. The occurrence of irregular work hours, as with overtime and when delayed in going off duty, interfered but did not deter the respondents from attending their extramural event; possibly because the certainty of working regular daytime shifts reduced a need for frequent special requests. It appeared that the respondents were 'energised' by attending their extramural activity which suggested that this might have supplemented their energy stores for professional work by boosting their ego and self-esteem.

Whilst considering the respondents' work-energy it was noted that they had calculated, perhaps unwittingly, the additional amount of personal effort that engaging with extramural learning required. However, work involved with an extramural event was still not so arduous (af), nor so exhausting (aj), nor as unrewarding (an) as the hard work demanded in their professional jobs. The respondents knew their own reserve of work-energy and estimated what was needed for their particular activity. However, whilst reflecting on their total commitments and responsibilities some were surprised at how much energy they had in reserve in order to meet the effort needed for their personal development external to job-work. They did not realise how busy they were until they had time to think about it in the interview. In general they presented as people with an abundant energy that was sufficient for all their needs. Nevertheless, they only engaged with their extramural activity when they 'felt ready' (All respondents) and could balance their work-energy between physical job-work and, what was later found to be, intellectual leisure-work.

Thus, by manipulating regular duty rota and free time they reserved sufficient energy from their daily jobs to supply the demands needed in attending their particular course or hobby. This is nicely illustrated by one respondent who when asked for her preference of being busy at work and quiet with hobbies, or vice versa, replied; 'When you say quiet at work I wouldn't want not to be busy, but not extra busy, I still want to be stretched [at work] to a certain extent ...[I can be] reasonably stretched. I don't mind working in the week; Mondays to Fridays, but I like to keep the weekends to do whatever I want to do unrelated to work.'

The reluctance for weekend job-work illustrated the respondents' need for normal work patterns of '9 to 5 regular hours, having weekends off' (af). It was noted from their scripts that shortage of staff and overtime work occurred regularly in the respondents' hospitals (af aj ar ry sn) and was a professional work condition which taxed their energy more than any other work and homelife commitment.

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2 Burn out: where energy is totally depleted resulting in poor work performance, mental and physical exhaustion. In this instance, employees need a period away from the job before energy can be replenished (Fontana 1989 p.42)
Hence, they reserved energy from job-work not by leaving duty on time, nor by having lunch breaks, but by calculating the maximum amount of time they were prepared to commit to working unsocial hours. When above this threshold their energy was pulled back from job work by reducing overtime hours and working in clinical or teaching areas where the formal timetable did not require an excess of duties to the normal demand.

It was conjectured that their action of personal control over expended energy also conserved their level of self-respect and, in turn, rewarded their self-esteem which boosted their ego. From general knowledge of motivated activity and its correlation with personal rewards it appeared that levels of motivation was directly linked to levels of self-esteem; the former of which galvanised into action when there was an intolerable low level of the latter. This implied that the respondents' motivation to take control of personal learning quite possibly operated when they experienced a lowered self-esteem from lack of control over exhausting work patterns and conditions.

Additionally, it was noted from the respondents' unwillingness to disturb their duty hours to be interviewed, by arranging to meet in a lunch break or after a day shift, that there was a conscientiousness which prevented them from working 'to the clock'. Without exception they honoured the informal contract between caring-clinician and needy-client which identified them with the 'angel' image in health care - notorious for its unsolicited flexi-time and unpaid working hours schedules (Wise 1995 June pp.12-16). In this case, satisfaction was obtained from being needed by appreciative clients which was more accessible than the respondents' managers' appreciation of their professional worth in job-work. From general observation of similar work attitudes, 'I feel as if I'm doing some good [for the patients]' (ym; pi 3), it would appear that the respondents were no different to other caring professionals who redirected their goals of personal reward from satisfaction in job-work to seek gratification from appreciative patients and students in their responsible care. When the respondents' overtime work and missed lunch breaks were no longer tolerable, nor adequately compensated by needy patients, nor appreciated by line managers, then personal reward was redirected towards a gratification intrinsic to extramural activities. From this, it was interpreted that the respondents reversed their 'giving' role of health carer and became a recipient of educational attention. Thus, engaging with extramural activities addressed a deeper personal need than solely to relieve dissatisfaction caused by adverse conditions of duty rota and overtime in professional work; as commented by the following respondent who said 'knew that i f I was to be any good to the patients I would have to [do specialist skills training]' (sn Researcher parenthesis). In this instance, the meaning was interpreted as a feeling of impotence in that they - management - did not recognise her professional value.

However, it was not such an easy task to retain regular patterns of work when schemes such as flexible duty rota and team midwifery (jn sn); student midwives learning contracts (jn ry sd an pt); clinically based teaching (all respondents); and lecturer/practitioner type roles (rt sd) were operating in professional work. The watershed effect of the national movement of professional education into centres of higher education (Personal Communications:Midwifery and Nurse Tutors 1991-4) also rearranged work into irregular schedules. The researcher found that each interviewee expressed an aggressive resistance to the typical or 'norm' work culture of nursing and midwifery embedded in irregular and additional hours. The respondents were 'fighting battles' (af rt) to retain a semblance of regular patterns of duty which did not compromise their external learning schedules (all respondents). Failing that, they attempted to secure some regular study leave 'even half a day per week would have been nice!' (pr pi). On the whole the respondents were unsuccessful in being granted their choice of study leave.

The control of certainty over working normal hours was an important aspect of the respondents' self-worth, as expressed by 'I just felt that within myself that I was better ...I just felt a lot better valued' (af; p21). The respondents' feel-good-factor increased with their opportunities to be a normal employee in society who is able to socialize in the evenings, at weekends, and with friends working in other organisations (ry aj af sd).
Working the same hours as their chosen friends, as opposed to obligatory friends at work, enabled the respondents to belong to a particular social group which they had selected for its return of self-respect, and which held greater value of self-worth. Most of the respondents felt that their professional work situation neither contributed towards their self-esteem nor did it assist in the planning of their extramural activities. Even more money for working unsocial hours did not motivate them to continue an unsuitable work regime. They were united in an opinion that "financially, it isn't worth all that hassle" (af p21). Thus, the respondents' management of procuring preferred fulltime work patterns indicated that work schedules were only a minor environmental trigger to their motivation to change their educational attention to extramural events.

ii) Part-time work: The analysis of work patterns uncovered a reasonably major item of part-time employment which was associated with a lowered self-esteem. Although the researcher worked for fifteen years in part-time midwifery practice and could be accused of partiality to the issue, the phenomenon of part-time work was not investigated until it regularly occurred in the transcripts. Part-time work proved to be a 'rupture experience' (Halmos 1957) in professional development that not only affected the respondents' attitudes toward work, but aroused their professional dignity and provoked four of the research participants into defending their person-value. The single major event which triggered the respondents to examine their self-worth was the national regrading scheme of salaries for the nursing and midwifery professions. Regardless of being full-time at the time of the interview the general feeling was that part-time workers were not valued for their clinical and professional skills. "Oh my dear I was exactly the same! I wasn't valued for all the hours I was doing, and the value in me was they [managers] could send me to any department at any time and I could perform ... I could step in ... I definitely wasn't valued ... and the CATALYST [spoken loudly] was the regrading... it [the regraded score] erked me ..I felt miffed!!' (ry p.12). It would appear that a lower salary was secondary to the humiliation experienced with a lower grading.

The majority of the interviewees, ex part-timers in nursing and midwifery, spontaneously volunteered their thoughts and shared their feelings of pain and discomfort on the denigration attached to their experience of part-time work. One respondent found it difficult to link back to her past part-time period and when asked on two occasions about whether she had worked part-time she evaded answering but repeated 'Yes! I work full time', 'Yes! I work full time now'. This could be perceived as an example of denial where the experience was too painful to remember, certainly this respondent found it difficult to acknowledge her past part-time work.

The interviewees who had worked part-time before had done so because of a priority for the demands of family commitments, except one case where it was to work for another more 'challenging' and rewarding organisation. Three interviewees had thought about reducing their current full time hours in order to 'do something different' at evening class, and which required more time and greater commitment to personal development than they were able to give whilst working fulltime. Professional development and promotion for part-time workers was generally upheld as of little consequence in comparison to the learning opportunities available for full time staff. Therefore, personal value was lower in part-time situations and part-time work was generally considered as a 'dead space' negative experience (ar p18). For example, 'I think having the children so young and then having that dead space in between if you can call it that, but it was that, it was the frustration then. Maybe if I'd always kept on working, I mean I know I did, but working full time, I don't know whether I would have had the motivation [to do extramural activities for own development]. I had that really frustrated feeling of doing nothing.' (pa p18 [researcher parenthesis])

These particular respondents identified that there was a lack of professional progress due to working part-time which provoked a frustration beyond their threshold of tolerable misery and boredom to the point where 'I'd really had enough!' (ar p18). This motivated them to move out of dissatisfying conditions and seek
fulfilment in other work situations which, for these researchees, was to propel them into their current full time position. Thus, for six respondents their low self-esteem seemed to have stemmed from a low person-value attached to the stigma of part-time and later had impacted upon their reasons for engaging with extramural learning. This prompted a fairly common speculation that levels of professional status and self-esteem have a positive correlation and were primary factors in satisfactory job-work situations. Conceptually, satisfactory job-work was associated with a lower motivation to learn. It was understood from the respondents' motivation to undertake personal-professional development in their own time, plus a low esteem at work, that a rise in professional status was not achievable in their current job.

According to these respondents and other individuals, questioned and observed both in and outside the NHS, the part-time work culture was inappropriately stereotyped as an insignificant and 'undervalued' work force - 'I look very naturally to a lot of people who [pause 2 seconds]...work part-time for quite a long time, who are forever put down [spoken loudly and crossly] for the small amount of hours they work. With their contribution of a few hours they make is often much greater [than full-time] partly because they have different backgrounds' (ry p9 [researcher parenthesis]). The prevailing NHS attitude was that managers were antagonistic towards part-time work in that fewer hours worked was related to lower standards of good care. The managerial thinking was quantitative in that less hours worked broke the continuity of good care and therefore part-time work was perceived as substandard. The participants' counter response to this professional stigma was to increase their hours to full time in the attempt to secure recognition for the quality of their professional ability. An alternative, or maybe supplementary, action was to increase their self-esteem by self-education and bridge gaps in their professional knowledge.

As part-time work was apportioned pro rata with part-time study leave or, as in two cases no study leave (sn an ym), there was restricted funding by the profession (all participants). It seemed that part-time study was also lumped into this concept of part-time work and in some cases there was no financial support at all for full-timers engaged with extra-professional learning. 'I certainly think it would have been nice to have study leave, something, rather than nothing at all (su p16). The respondents did not mind spending their own money on external learning related to professional practice as it was considered an investment for their personal future '...that when I return to work part-time I want to give good quality care but didn't want to be just a part-time mother filling hours, [pause 2 secs] so I didn't mind investing £200 into [course] and doing it in my own time...and it would educate me to improve care for these mothers.'(sn p.6)

Not only did these respondents believe they, when part-timers, worked as well as their full-time colleagues but, 'they[part-time staff] do a lot of other things which they bring with them which makes their midwifery better'(ry p9) - meaning the advantage of life skills. However, without exception they still retained this feeling of being disadvantaged in that they each voluntarily updated and paid, in part or all, for their own professional development and specific professional skills such as ultrasound scanning, management skills, computer training and patient counselling courses(4.3). A global appreciation of this obligation to undertake professional learning in their own time and at their own expense concluded that in their strong need to publicly demonstrate their competence there was a greater need for a higher professional esteem. They indicated that for them there was no alternative available but to undertake self-assisted development.

This situation of part-time work and self-education highlighted the general dissonance between what the individual decided was intrinsically important for professional competence and what was nationally approved by management in the professions. Thus, nursing and midwifery's mindset of personal professional competence did not consider that the respondents' professional need was for personal worth. This they ultimately achieved through external accreditation where the control of achievement rested with the respondents.
iii) Change and control at work: The researcher's examination of the key concepts revealed that the workplace was the one life situation over which they appeared to have very little formal control and were frustrated in their powerlessness to make authoritative decisions. This was a general situation in that 'the workplace for most people, lies in other-controlled private space; they do not own it, nor do they often control it' (Jarvis 1992 p.179). A desire to manage their professional development 'wanting to have control' (an p6) reoccurred frequently in the transcripts and was accompanied with a negative criticism that identified their lack of faith in the professions' management development of employees, for example an understatement that 'I never have been terrifically impressed of the NHS management' (an p8). There was a common reference to poor managerial support such as, 'we go to her [nurse manager for advice] but she don't know either. We just stick to the [medical] consultants here' (my p10 [Researcher's parenthesis]).

However, it was not all blame on the management for there was a genuine concern that managers were restricted by the national White Paper reforms and Resource Management Initiative (HMSO 1986) which introduced a cultural change in work practice and management towards more technology. The changes imposed certain constraints upon employer status and increased the manager's workload, for example, with new styles of profiling and appraising staff '...what I worry about is whether any manager would have sufficient time to give to each midwife [re: job profiling], to really get them talking about their jobs and role [pause 3 secs] in less than half an hour!' (ry p14).

Although there was an element of lack of authority the researcher detected a form of mental ownership of the workplace in their willingness to contribute their knowledge ideas, opinions and experience towards various schemes and changes occurring within their locality. The changes were mostly organisational restructuring, such as team midwifery and flexihour duty rosters. It was identified from the narratives that they enthusiastically offered their thoughts and ideas - in a similar spirit to their co-operativeness in providing interview data - regardless of the manager's wishes or needs for work information (ry sn jr ar aj). However, not all were rejected as one respondent explained, 'the nursing profession is changing [pause 2 secs] and I'm in a position to affect that change which is exciting, very good, I'm enjoying that very much' (an p15). This incident had changed the respondent's former attitude of frustration and disgust with the NHS management to that of pleasure and feeling valued.

This form of pseudo-control of the workplace was based on the participants' perception of personal competence in ratio to their length of service - the longer the duration the greater the competence. This was reinforced by clinical custom and practice where senior staff - in terms of duration - trained and educated others in local procedures and clinical practice but had no formal authority. This lack of recognised authority reflected their lack of worth which caused them to experience disappointment and indignation and is exemplified by the following remark 'after 19 years as a midwife! I was [only] graded an E!!'. Thus, lack of control at work was associated with loss of self-respect however this did not downgrade the respondents' perception of their professional competence in job-work 'Not sounding too bigheaded, I felt that [in] midwifery skills I was quite competent'.

The personal control factor was a strong influence upon the respondents' ability to change their internal goals from professional to extramural rewards and to attend evening classes of their choice. 'I CAN negotiate it ... too many other things in my life at the moment! - such as family illness, and I don't have to go when I don't want to!' (p.44 non-italics researcher's paraphrasing) was an adamant reply that indicated the respondent's frustration in not being able to negotiate her professional work commitments in a similar fashion. By triangulating data from other perspectives of this particular concept of control in the workplace it was found that it was typical of the general need to want to control not only personal work space but to control and change the work of others. If this was denied then the respondents' self-esteem forced them to seek self-control within their external learning situation. On reflection, this notion supported the idea that education
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is about creating power for self-control. Hence, motivation was perceived as a power-seeking influence.

Throughout their interview session the researcher found that the respondents consistently wanted to manage their personal practice and to make changes in job-work as expressed by one respondent, 'There is so much evidence of change around, in fact it's probably chaos around, but chaos allows change and I'm quite enjoying that now. It's given me the chance to work on something that I'm really interested in today' (an p15). They wanted to control and create a better system of care within their particular work area and profession and to be involved at the forefront of practice issues. They demonstrated enthusiasm in grasping opportunities to learn new professional work skills, such as technology and computer literacy (su), ultrasound scanning skills (sn) and management skills in clinical practice (sn aj an ar jn su pt). Their longer term job satisfaction and future career prospects are dealt with in the conceptual category of Personal Growth(4.6), but, on the whole most of the respondents were 'enjoying now' and 'interested in today'. It was found that they were securing a temporary compromise with their environmental work constraints until as such time 'when the [NHS] climate is right'(an p20) when they could be more involved with change in their jobs. In this situation advancement in professional work was a secondary consideration to personal worth.

iv) Personal worth in work: The concept of personal-professional work was ambiguous in that all work was deemed as personal and could be met by leisure or professional work. However, the respondents' judgement of personal and professional rested entirely on the individual's perception of a personal need in relation to an intrinsic goal. In general, the intrinsic goal was an internally measured feeling of worth in the form of self-confidence and was associated with success, or achievement. This self-confidence, expressed as 'I knew I could do it' was an inner feeling independent of what others thought of their ability (all participants). It was independent of others' views of their personal strengths 'they all told me I should go on and do [it]' and disregarded, to a certain extent, others' perception of perceived weaknesses 'they said it would be better if I did [blank]'. Paradoxical to personal control there was a noticeable lack of self-confidence in each respondent that arose from low self-opinions formed mainly from lack of success in previous academic work (4.3-4.5). In some instances they were 'getting really fed up' (af sn ar ry) and 'depressed' (aj ym) with their situation at work.

In all cases the interviewees knew they had the potential ability to succeed, especially in job-work, but had to convince themselves that they could achieve academically 'I had to prove to myself that I could do it' (ry sd an sn aj ar af an su). Thus at the core of personal-professional work-cum-development was their need to prove they could do something, or were somebody of importance, primarily in their job-work situation. Nonetheless, the respondents' selected their learning topic according to the means available. This confused the distinction of personal-professional from personal and/or professional worth because they tended to select their topic of learning according to how practically it was resourced and not for a perceived need.

With the exception of one respondent who engaged with a vocational activity, each individual admitted that their particular course benefitted their professional practice in some way despite evidence that the purpose of the activity was not directly connected to professional skills. However, in dissembling the respondents' concepts of personal worth the researcher found that personal development was an activity which developed a professional quality more so than a technical professional skill. This was clearly illustrated by the one vocational activity which although totally alien to professional practice helped the respondent to cope with mental stress arising from NHS work. Hence, it was reasoned that professional worth incidently benefitted from a leisure event or personal work, thus, objective professional status might not be a primary motivator to learn.

However, dis-ease with job-work was a strong factor in driving the respondents' motivation by virtue of it being more closely attached to the development of an underlying personal quality than to a professional
means of achievement. This was based on the observation that the aforementioned vocational event was pertinent to the development of a professional competence, for example in handling job-work stress. From a deeper analysis of the key concepts in context with the respondents' perceptions of professional authority, the researcher found that overcoming adverse emotions associated with incompetent practice, the latter of which the respondents experienced in their NHS work environment, was a functioning motivational stimulator. Thus, strengthening a professional quality, as opposed to a skill, in the extramural situation maintained the respondents' ego on a career promotion pathway, 'in 10, 20 years time I want...' (aj an jn sd zq ym af), and in advertently was sustained by the currency of senior status in practice skills (4.6;4.7). According to the respondents, this currency of senior status in professional work had little regard for higher levels of authority in formal management (Personal Communications: 1988-1991) but a lot of regard for professional authority and auto-respect of practitioner experience. Therefore, the development of a personal quality was in tandem with an intentionality that revolved around the respondents' self-image of worth and self-actualisation, whether it be inside or outside the NHS organisation (5.6:Self-perception). The latter observation was a common feeling of wanting to 'get out of the NHS' because the respondents' felt they could no longer rely upon the NHS organisation for their professional self-development. However, if the work climate was conducive to their personal learning needs and enabled a feeling of self-control, and guaranteed that 'it will continue' into the immediate future (an p15), then they would stay in NHS work 'a little longer'. Quite simply, they were 'wanting to be independent of the [NHS] system' (an sd af ar pt sn) in order to protect their personal worth from adverse conditions in the NHS situation; the latter of which proved to be a fundamental condition which triggered the respondents' decision to enter the hedonism of leisure orientated learning and personal work.

v) Personal work and leisure: Personal work was a phenomenon intrinsic to a hobby, or leisure-work, and was understood to be the effort and energy afforded to any event that was external in time and space to job-work which had a contract of employment. Hence, leisure work, was clearly distinguished from formal professional work by not being related in any factual way to either the intention of job-work, or in developing content knowledge and skills in professional practice.

One respondent identified a physical difference in that her leisure event was a manual activity and 'when I work with hands takes me completely out of what I'm thinking' (su p7). For this respondent leisure work was a therapeutic activity that relieved a mental anguish intrinsic to job-work, or helped her to forget the unpleasanness of professional work, 'I do home made pastry then I've forgotten it'. Therefore, leisure-work was polarised towards personal-personal work with an additional characteristic of acting as an antidote to a debilitating factor experienced in professional job-work. Leisure was a commonsense attitude towards seeking pleasurable work that was prevalent in modern society.

Pleasure-work was found to be present and absent in each type of work conceptualised so far, in the form of happiness with a strong affiliation to hedonistic motivation. However, the respondents identified a different type of pleasure in the activity of family-work which presented as an altruistic sense of duty and maternal pleasure (sn ym ar sd ry sv af). It was interpreted as a state of satisfaction more than a feeling of happiness. However, it could not be generalised that 'leisure is pleasure' (su), or that pleasure is leisure-specific, for pleasure, pertaining to enjoyment, was also experienced by the respondents in their professional work (sn aj ym ar an) despite it being harder work than their extramural activities. In hard work, pleasure was not the activity itself but the satisfying achievement of an end goal. The researcher concluded that pleasure-work was not a reliable operational definition but useful in determining the conditions and degree of happiness in work.

Overall, it was inferred from the respondents' attitudes to work that their professional jobs were not satisfying and there was an unhealthy work environment which damaged their feelings of professional worth (all
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Respondents). Leisure-work was sensed as being totally satisfying and committed to sustaining their mental and physical health which compensated for a depleted ego acquired in job-work. "Well, it hurt! I wasn't valued for the skills I'd got [pause 1 sec] half the time I genuinely think they didn't know what the skills were" (ry p13). Hence, it was confirmed that the job-work situation was a central and provocative aversive stimulant where the respondents sought recognition in activities external to their daily job. However, the researcher viewed the work situation from a different perspective and identified an underlying strand of private meaning for personal development that was separate to the respondents' overt professional role and responsibilities.

4.2.3 Underlying concepts of work

i) Stereotyping of professionalism: It has been mentioned elsewhere that there was a professional stigma attached to part-time work (4.2.b) which, from a stereotypical attitude of poor performance, caused the respondents to feel under-valued. The other group of professionals labelled as poor performers were the non-European, non-Caucasian ethnic nurses and midwives of which there were five respondents. It was openly acknowledged by these respondents, and implied by the other three, that they experienced difficulties in gaining equal status as professionals despite having clinical experience of equal ability to their peers - in terms of both qualifications and clinical results of successful care. The discrimination was compounded when more than one condition - ethnicity and part-time work - occurred together as did with five respondents. They indicated that ethnicity reduced their self-worth at work to a level of 'having to work twice as hard to prove you are just as good as the others' (ar sn af yn aj ry). This outcome has been dealt with more fully in the analysis of the respondents' cultural influences on motivation (4.3).

The amount of hard work these respondents put into their job-work, which to them was twice as much, to gain equal status was directly proportional to the extra hard work they were prepared to invest in their external learning events. They were willing to work harder in order to prove their normal and due worth. However, in comparing these respondents with the non-ethnic contingency it was found that without exception the lower the individual's self-esteem the greater was their motivation and energy to get rid of an inner feeling of inequality. It was perceptible that the ethnic interviewees had a lower self-esteem but this was only relative to feeling disadvantaged and not to feeling culturally, professionally and educationally deficient. Thus it was the feeling of disadvantage which set their criteria to work harder and this was no different to the other respondents attitude.

A third, and not so obvious, area of stereotyped work was the status of being an enrolled nurse inferred indirectly from the dialogue of two SEN respondents who were desperate to move into the fuller registration of a general nurse 'I just think maybe that it [pause 2 sec] I was a bit envious that they managed to do it and that I felt I was capable of doing it' (ar p.12). Supplementary information from the national drive to convert all enrolled nurse (EN) registrations to an enhanced status of a second level nurse (Personal Communication: Peer tutors 1990-1991) implied that this was a true situation of professional disadvantage. Despite public reassurances by the Department of Health that ENs have particular skills and expertise which will be required by patients and clients, and they will continue to be recognised and valued as essential members of the professional nursing team' (HMSO December 1990) these particular respondents did not agree otherwise they would have been content with their existing qualification. Many enrolled nurses with whom the researcher had contact whilst working with an EN conversion course reinforced the respondents' strength of feeling regarding the inferior status of their SEN education. Perceiving their education to be below par reduced the level of their professional esteem and raised their motivation to advance their own personal development and learning.

ii) Personal independence: The respondents each showed a very strong interest in adapting to changes introduced in job-work which had been promoted by clinical research and job reprofiling. Their professional
learning was mostly specific to their current discipline and was either a continuing development or a new specialist skill, such as, clinical care technology, X-ray, alternative therapies, and Special Care for Neonates (4.4). A perception was that this learning-work increased their promotion prospects by 'going up a little bit higher' (ym ar) in the hierarchy and was a distinct advantage over non-learning peers; as this remark implied '...it brought tears to me eyes thinking about that poor girl [pause 2 secs] who had not done any courses [pause 2 secs] which would help her [pause 2 secs] when it comes to the restructuring of our jobs'. It seemed that the respondents were seeking to be independently skilled practitioners and experts in their own right.

Whilst thinking about the research participants' need for change and control in association with their learning drive, plus the latter remark which was followed by an admission of not working well with team colleagues at work, the researcher conjectured that the respondents were a minority group of self-alienating professionals with the intentions of personal independence. From these thoughts a matrix was compiled in order to identify the conceptual relationship between three personal independencies - that is, physical, emotional and spiritual; three independent personality traits of the Id, Ego and Superego; and corresponding conditions of biological, psychological and social motivation. In analysing unusual remarks as quoted above it was found that the matrical entities of independence although integrated within the respondents' learning forum also competed for attention.

<table>
<thead>
<tr>
<th>Id</th>
<th>Ego</th>
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<td>Physical</td>
<td>Emotional</td>
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<td>Biological</td>
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Matrix to show the relatedness and integration of the researcher's conceptualisation of the respondents' states of independence

The need for personal independence arose from the constraints imposed on the respondents' professional practice and job-work where division of labour and reward, in certain circumstances, was perceived as not equal and the situation could not be changed by their existing qualities and experience. Their frustration from not being able to apply their learned knowledge in the clinical situation was linked to a sense of unfairness. This was indirectly expressed in the following statement where a respondent's idea of managing midwives who shirked responsibilities in team midwifery was focussed on distributing fairness, 'its a good idea, I thought it was all a good idea and care would be improved, you'd have the advantage of spreading around people who are difficult [ie midwives who did not work well] so everyone could have their fair share of them.' (sic) However, for this midwife team midwifery 'is definitely not working folks!' and said in such an exasperated manner as to suggest that the exasperation was more to do with not being heard or consulted for her experiential knowledge of the work situation. It also indicated that learning on-the-job was futile when it came to clinical authority and an opportunity to inculcate personal ideas into changes in work practice.

3Personal independence: the tripartite make up of personality with its metaphysical id, ego and superego rendered generalisations of personal independence impossible and inaccurate. However, concepts of independent states which arose in chapters:2;3; eg. biological, emotional and socio-spiritual, were compared with the respondents' intentions behind these general conditions of human development.
Deductively, when on-the-job learning held no particular advantage of control over the behaviour of others, nor gained professional respect, then the respondents redirected their perceptions of self-worth into independent learning situations for greater autonomy of their own learning and adaptive behaviour. However, learning whilst working appeared to be a redundant feature of self-development in the respondents' decision-making to enter an extra-curricular event, despite their need to be a good practitioner. Therefore the researcher examined the underlying concept of a good practitioner.

iii) The good practitioner: Generally there was an attitude of 'low morale' (af) with regard to the respondents' clinical practice due to a commonly occurring systems failure in feedback of the respondents' experience, abilities and true value - 'they only knew that you can plug up a hole and they can't know any more unless they were to get feedback some how' (wr p14). This position of non-persona grata rested uneasily with their personal belief that each was a good practitioner and needed professional stimulation in that 'there was no challenge'... 'I was doing nothing'... 'not exercising my brain' (pa) This attitude was repeated by all the respondents who in some way indicated the same feelings as this preliminary interviewee; 'I wasn't been challenged [in the NHS] I felt everyone was extremely stagnant. I didn't like that. I felt extremely frustrated and I wanted to get out'(na p9). A global perspective of these attitudes revealed that there was either limited intellectual stimuli or insufficient for the respondents' needs.

Also there was little individual career counselling from their line managers 'I wanted to do something else... another thing... a step... to look at' (in; p.4) although each one had sought a positive listener in other personnel: one respondent sought out the Access course director; another had the medical consultant advising and supporting her professional development; three sought friends and the Open University for guidance; two respondents knew what their future prospects should be and independently planned their career using independent advisors and friends in education. However, each respondent was sufficiently motivated to actively seek feedback on their abilities and discuss the direction of their career with interested persons. It was not forthcoming in their current work position.

iv) The maternal role in work: The responsibilities of parenthood and its influence upon the respondents' motivation is addressed elsewhere (4.3) but here it is briefly considered with part-time work and its implied disadvantage for females wishing a career in this case, in healthcare. Nearly all of the respondents, preliminary and otherwise, were female therefore this issue needed to be considered as an important factor of their motivation.

The concept of a 'good mother' arose during the examination of a 'good practitioner'. Both were frequently referenced by the respondents, directly and indirectly, thus when the sixth interviewee openly and positively correlated being a good practitioner with being a good mother the researcher felt that it was important to analyse it more fully. The 'good mother - good midwife' respondent continued to say 'I can't come back to work full-time because the children are little and I didn't want to leave them so I thought I'd come back part-time and, uhm, help to develop an area in our unit which really needed recognition and developing (sn p2).

In this instance the speaker was in full-time work but like most of the respondents when any painful sensations emerged into speech the grammatical tense changed as they relived the experience, thus indicating its depth of sensitivity. Within the contextual meaning of the whole transcript, it was assumed that a personal and not patient recognition and development was the operative mode of her sensitivity.

It was inferred from many of the key concepts that maternal responsibilities constrained the respondents to working part-time which disallowed them the perks of full-time professional development, funding and study leave. Although, on the whole, it was found that marital status deferred professional development until full-time employment, and returners resumed a career after having children, being a mother did not necessarily defer their decision to undertake extramural activities. There was no difference between married or single
status respondents in the timing of their decision to go for additional learning and both groups said they wished they had 'done it sooner'. The mothers did not regret having children but there was an indication that doing it when younger referred to wasted time in developing their intellect - 'and then I wouldn't have to go through all this again'. Nevertheless, those without children identified a female dependency role equivalent of being a mother by having an extended family and other children for whom they felt responsible.

However, there was an association between the life role of a 'potential' mother, which has a strong controlling factor on family life, and the professional who has comparatively less control in the clinical setting. For those returning to work there was a role change of dependency from being in charge at home to being dependent on managers at work for their job. As there seemed to be no difference between mothers and non-mothers in the associated experience of lack of control at work it was also assumed that strong control was a gender role and not specific to mothers. Thus it was conceptualised from the data that unrequited maternal behaviour - epitomised as strong, supporting, controlling, and holding a child-orientated dependency - was at the centre of the respondents' dissatisfaction with work conditions; the latter of which had prevented them from making changes both clinically and personally. When the respondent in the work situation no longer held an authority equivalent to the innate maternal role then the self-esteem connected to being a good mother, vis a vis a good nurse or midwife, was lowered.

The work situation was the first group of concepts to be analysed therefore no firm conclusion was drawn at this stage, however, the researcher posed a tentative notion that in the absence of need to be a mother, or fulfill the maternal role, the respondents were re-identifying their female sexuality in the workplace. But the NHS, as an hostile climate, was recognised as an antagonist to the development of certain females. It was remembered that the majority of nurses and midwives were female; as were the parturient patients in midwifery and that generalisation without further evidence could be a noxious conception.

4.2.4 Summary: The Work Situation
The key concepts of work have been thoroughly examined from the respondents' perspectives acquired from their interview data. Professional work was found to be an hostile environment to the respondents' self-development with regard to securing control over the workplace and making changes to systems of clinical and managerial practice. Lowered self-esteem appeared to have been partially caused by the respondents' experience of being stereotyped as substandard professionals in their part-time work, ethnicity and enrolled nurse status.

An idea, which surprised the researcher, emerged that the respondents' need for control, linked tightly to self-esteem and the positive development of female sexuality, was responsible for their motivation to embark on extramural activities. The next conceptual category explores these activities and other influences upon the respondents' desire for hard work and progressive development.
Yes there are [persistent characteristics] I was thrown [hesitant speech begins]...in ...the deep ...end ...and ...rather early: My childhood period was not a particularly smooth one [pause 1 sec] my earliest childhood memories, [pause 1 sec] so the [pause 2 sec] my feelings I am still left with is make sure you can do it yourself because you can't rely on anybody else, and that's sort of pervaded through [pause 1 sec] and MAYBE (respondent's emphasis) that's part of my motivation making sure I'm not dependent on anyone' (sixth interviewee)

4.3 CRITICAL INCIDENCE: Introduction
During the first preliminary interview the respondent shared with the researcher several past experiences that she thought, or inferred from her feelings, were connected to her situation of extramural learning. As her narrative was unprompted it was assumed that the chain of thoughts and events were related to her motivation to learn. The narrative was a pocket version of her educational history which included information regarding pertinent influences of family; friends; general education events; and current work situation; the latter of which has been discussed elsewhere(4.2).

Each preliminary interview contained the same pattern of spontaneity where the respondents recalled very similar influential experiences; these were often accompanied by a display of emotional behaviour. As observed in the analysis of the interview the recorded data was intentional information which the respondents chose to share with the researcher therefore the emotions attached to the experience imparted the significance of the influence. The truth of the incidence was interpreted from a contextual analysis of the respondent's script which included observation of the congruence of the respondents' body and spoken language. This was compared with common knowledge of emotional responses to life and learning situations in general. As a result of noting the frequency of significant influences arising in the interview dialogue it was decided that any related texts were to be noted as phenomenal concepts. These texts - either direct speech or paraphrases of paragraphs written on yellow cards - were the key concepts with which the researcher examined the respondents' critical incidence; and are listed below. Each concept was viewed as a conceptual property of the main phenomenon of the respondents' influences on their learning and each underwent a global inspection. The sample of narrative quoted above, and taken from the sixth preliminary respondent's interview, indicated the impact of her past experience on her motivation to learn, thus confirming that biographical data was a significant area to investigate.

Post interview and post data collection the researcher critically examined her own biography and other general situations external to the respondents' experience such as chronological life experiences and cultural environments. This was done to compare similar or contrasting social influences and societal attitudes in order to increase the density of data. Hence the conceptualisation underwent an analytical processing in the same vein as the prior conceptual themes; and where subliminal dimensioning was conducted during the mental scrutiny of the yellow card concepts (See properties listed below).

It emerged that the primary focus of the information was on the respondents' relationships with, and perceptions of, the role of the mother. Secondly, there was the influence from the participants' compulsory education during their teenage years. However, the overall characteristic of the concepts was an emotional negativity charged by the experience itself. Thus, the critical incidence - incidents which mostly occurred in the respondents' childhood - was perceived as both unpleasant in the actual experience and very uncomfortable in its recall. Hence, the researcher has honoured its emotional sensitivity and, in some cases, has not referenced the quote.

In the list of properties below the researcher has identified, in parenthesis, the object of the speaker's phrase.
Properties of the respondents' critical incidence

Key Concepts:

- Controlling your emotions from a negative experience (self sz)
- I felt frightfully frustrated, I couldn't achieve what they could (siblings of sz)
- Both mother and grandmother achieved what I'll never achieve
- He must have influenced me to a certain degree (father of ko)
- Both were influential but in different ways (parents of ko)
- It can leave you stuck in a rut (being like mother)
- Father says you should stick at something (ko)
- She always made sure we did our homework (mother of bs)
- They were all very pleased for me (brothers of bk)
- It was more like my mum saying... (bg)
- She still is an influence (mother of bg)
- She said 'what do you want to go and do that for? (mother of bg)
- She was accepting it (mother of bs; talking about homework)
- You don't have to stay and just be a midwife (bs quotes mother)
- I'm doing the same thing to my children what my mum did to me (bs)
- I think the older one wanted to be like me but couldn't bring herself together (sisters of bs)
- Mother more so part of it than my father (education to)
- Mum is a business women (to)
- He was different, this is why social class interests me very much (father of to)
- My mother died, this was the deep end... and I'd better start swimming
- Their compromise to me was... (parents of ko)
- He always want to know what I'm doing (father of ko)

Cross-referenced with;

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The reader may question the validity of quoting several concepts from the same respondent's narrative. However, they are representative of the other respondents' attitudes and were chosen because they could illustrate succinctly in text what the other respondents implied. There is a variation on the different relationships between parents and respondents but they are linguistically consensual, in the first instance, with all the research participants' experiences and, later, were consensible with general comparisons of family life.

The analysis commences with consideration of the negative influences of childhood experience and then looks at the respondents' attitudes towards members of the family. This is followed by examining events occurring during their general education up to the age of eighteen years old. Attention is given to the impact of cultural issues.

4.3.1 Emotional negativity: Childhood experience

The aftermath of childhood relationships played a significant part in the respondents' control over their personal development in adulthood. This was highlighted at the beginning of the analysis when an individual commented on her personal control over negative behaviour in that as a child she never did 'it' - that is, let off steam and explode! Self-control was the behaviour she still adopted in current situations at work and with her own family and children (sz p.15). However, there was an element of aggressive language present in the dialogue which suggested that there were different factions of negativity operating within the respondent's emotions. By cross-referencing the theory of aggression(3:p34) with the respondents' ability to control their work hours and organise their domestic and work responsibilities the researcher found their aggression to be a positive influence upon their motivation to learn.
It was also perceived that the mood of aggression, in the form of feeling angry, was in their personal control and used to their advantage. This was demonstrated in the respondents' cathartic release of biographical information during the interview and by their voluntary elaboration on negative experiences, both at home and at work, that had caused their frustrations. It is discussed later how their anger was directed at the relationship rather than the actual event.

In managing their emotional negativity, both verbally and experientially the respondents' elevated their personal control, as remarked upon by an interviewee; 'you see yourself as superior in some way, you actually feel you could control your own emotions and you think that [pause 2 secs] I don't think that everybody should control theirs (sz ibid). The attitude that 'it's alright for someone else to let off steam' shows the strength of the respondents' control whereas its weakness was acknowledged as 'and yet not an OKAY thing for yourself to do'(ibid). This suggested that there was a balancing act between what could be experienced and what could be expressed that was governed by a public image of being strong and superior and well controlled; a form of social role modelling. This image was a collective constant: it occurred in the workplace; at home with children; or in establishing a female identity in a male environment as adamently stated by one interviewee who had been harassed by a strong male environment - 'that's the way I wish them to see it!'

From the work situation the researcher found that the respondents' power of control relied on their knowing what was in their control and a cognition of 'it hurts'(sz ob). Similarly, in this phenomenon each respondent had, to a certain degree of consciousness, explored their hurtful experiences and had exercised their self-control to plan a course of action with which to eradicate the feeling of self-negativity. Self-negativity was a prevalent emotion experienced by the respondent in their pubertal teenage years where certain social interactions, each referred to as a critical incidence, in family life and at school initiated subsequent self-admonishment. The self-admonishment, which stemmed from the influence of certain members of the family, focussed on the respondents' lost educational opportunities at school (4.4).

4.3.2 Family influences
i) The mother role: Near to the end of the fifth interview a respondent, without prior word association, suddenly exclaimed 'it keeps getting to the mothers!' (bs p.16). She had been reflecting on her school and family life at the beginning of the interview and this statement was an 'ah-ha' type insight into her negativity.

Generally, the role of the mother 'who actually kind of guided us and pushed us in the correct direction and, am sure had a lot to do with the way we turned out' (bk p24) was a strong influence upon the respondents' self-perception of worth. It was mostly a negative experience in that the relationship between mother and daughter (all female respondents) although neither unfriendly nor violent was psychologically damaging to the respondent's self-concept of confidence, academic ability and sexuality. The image of the mother psychologically 'pushing' them in teenage years, or lack of it - 'I needed my parents to push me forward then a little bit more, to take an interest in my education and know what my potentials were, and opportunities -they didn't have parents evenings then', was a noticeable factor in their motivation.

However, this did not necessitate the mother's physical presence as exemplified by one respondent whose mother had died when she was in her mid teens resulting in her deciding 'that was the deep end...I thought I'd better start swimming' (bg p.13). In the course of the interview, it was discovered that two other respondents had parents who had separated. With the exception of one participant (xx) there was both subtle and open conflict between mother and offspring triggered by the mother's single mindedness about certain issues. This stopped the respondents from 'looking at other opportunities' (ko p.15) and at other personal achievements; the latter of which included the liberated behaviour of women in society. One respondent
admitted to rebelling and leaving home at age sixteen because of domestic conflict and a difficult relationship with her mother(y). It must be said that all but one of the respondents were sympathetic towards the mother's perceived failings; which was more to do with them not being a 'good' role model than not providing home facilities. The role model held different demands for each respondent but the constant was that the mothers did not project the right image which the daughters were proud to follow. On the other hand it seemed as if the respondents' mothers were proud of them 'she always thought you should achieve as much as you could, took pride as well, a very modest person, you always knew she was very proud of us so I suppose that had something to do with it as well' (bk p.24). Generally, the mother held strongish ambitions that were focussed on the respondents' academic attainment - regardless of poor school results and mediocre school reports. On the whole the respondents had a relationship whereby the mothers were 'quite happy for you to do what you wanted to do' and who compromised on their offspring's choice of education and career.

The mothers' expectations of the respondents' ability and future prospects was found to be greater than their own personal education and achievements. In all cases the mother had a lower standard of education than the respondent's father but nevertheless was a consistent influence in 'making you stick at something even if you don't like it' (ko p.13) such as school homework and academic achievement. The respondents' different cultural origins did not affect a universal concept that their mothers pushed them in some way particular to the individual's circumstances. Metaphorically this was illustrated by the only respondent who did not castigate the mother's intentions or behaviour - 'if you were good at kicking a football you wouldn't be able to make a living out of it' (bk p.23). From this it was inferred that being on the receiving end of 'kicking' and 'pushing' was unpleasant, but, the intentions of the 'kicker' to reach a goal and win the game was well received. However, it appeared that mother and respondent did not have the same goals. In most cases, the problem was that the respondents were angry with their mothers for not 'kicking' them hard enough when they were in secondary education. Linked to this the researcher detected an anger against mothers who were perceived by all except one respondent as submissive women in society. In this respect, it was the respondents' impressions of their mothers' poor female role modelling which activated a personal objective not to be like them.

Paradoxically, many of the respondents had adopted their mother's ambitious attitudes towards schooling and academic attainment despite being 'really scared I'm doing the same thing to my children what my Mum did to me' (bs p.16) which, mainly, was closely supervising homework. This particular respondent had rationalised her fear against her mother's motives by asking and intuitively answering her own questions in the same breath; 'Why did you do that to your children? Do you know what I mean? What influenced them to do that to their children, was it a sense of worthlessness of them?' (sic bg p.16). Therefore, 'building up' the child's image of self-worth, alias self-respect, was interpreted as the important characteristic which the respondents wanted from their mothers; and it was not about 'pushing' the child into academic achievements.

The realisation that mothers were career minded on their behalf was exemplified by an interviewee pondering the researcher's reflection 'So you thought you wanted to be a doctor?' It was observed from her hesitancy (pauses recorded in dots per second) that the respondent found this quite difficult to articulate but eventually she took ownership of her current self-elected career path in higher education; 'I thought I did...but it was more...I thought I did...it's like...it's really crazy, I thought I wanted to be a doctor but I DIDN'T...so I mean it was more like my MUM saying...I mean...uhm...it's such a good thing if you are a doctor and you know you're such an intelligent person and...so it was more my Mum saying...you be a doctor and I was saying 'Yes, I want to be a doctor' and then I think about the, I dunno, about the age of 7 or so I thought...no maybe 9...that nursing was more for me so it was quite early anyway...when I look back now it was quite early...I dunno it was like going through juniors first, I dunno what happened.....it had...I was...quite...I dunno...in a good class....' (upper case respondent's emphasis).
From this evaluation of text in context with the other respondents' data it was deduced that they had reached a stage in their life where they were overtly independent of maternal pressures and behaviours. However, a feature of the maternal role was the mothers' dependability; 'she was always there, you know, at your back' (bk p.14), 'year after year' (tv p.5), regardless of it being the right or wrong type of support. It was common that mothers, or mother substitutes in the form of friends and extended family members, were perceived as 'still planning things out for me' (bs, bg p.9). Thus there was still a strong behavioural bond between them.

The respondents indicated a sense of awe of their mothers (two instances), and with the exception of one respondent a reasonable amount of respect (7 out of 10). No one wanted to 'hurt' their mothers in terms of upsetting or totally disregarding them (all respondents). Four respondents implied that they had been let down by their mothers, not so much from lack of support but in their mothers' acceptance of a subservient role in family life (bs, ob, bk, bg, tv) and in unquestioning their relegated importance as women in society (bg, bk, bs, to, tv, te). This caused them to feel angry with their 'Mums', and in one case a strong bitterness, regardless of whether or not the mothers were physically present.

These findings signalled the importance of the respondents' perceptions of their mothers' adversary role in perpetuating their low personal worth. Maternal values, or in seven cases anti-values1, developed from a relationship with mother directed the respondents' lowered self-value; especially that associated with academic ability (Discussed in 4.4). The outstanding commonality between these maternal role models was that each respondent's mother was very, very focussed upon academic attainment regardless of whether or not the mums 'pushed'. However, not one of the respondents indicated that their mothers valued their intrinsic potential worth, either as a female in society or as a high achiever, because it seemed the mother's focus was entirely for an academic qualification.

ii) The father role: The role of the father in directing the respondents' need to learn occurred 'to a certain degree' (ko p.4) from the father's passive interest and 'wanting to know what I'm doing' (all respondents) - but which 'didn't really instill any enthusiasm'. The researcher clearly heard that the father was 'not a good role model' (ob, tv, to, bs, bg, bk) despite a sharing of affection and, in six cases, a loving relationship.

There was a consistent although subliminal criticism that the father was a weak figure; an attitude that the respondents perceived as being hen-pecked. The researcher was reluctant to explore this further both in the interview and the analysis as there was insufficient information to make a clear judgement on the situation. However, it was noticeable that there was a strong female control over the father either by his wife or mother in law. However, the control was different, for example, the female exerted a high emotional dependency upon the husband (ob sz te); or became professionally independent from him (to); or exercised covert cultural control in rearing the children (bs to tv te bk bg wn). There was a sense of pity that accompanied the respondents' disrespect for the father's lack of control, such as, with the breakdown of a marital relationship (bg), but also the respondents showed tolerance and empathy for their father's situation. He was perceived as a background figure and inconsequential to the main thrust of the respondents' motivation to undertake extracurricular activities.

However, the father's attitude towards the respondent's job and career was more likely to be 'that you should stick at something and take every opportunity to make it good and enjoy it or to make the job work for you' (ko p.13). This attitude depicted an hedonistic intention where personal 'enjoyment' overrode rational planning. It was a different advisory approach to the maternal role which seconded personal pleasure to

1 Anti-values: maybe this is a psychological antidote or antigen which is an innate biological condition to combat invasion of aversive psychological foreign bodies - but where does it come from? genetics or social inheritance?
attainment. On the whole the father's attitude was not perceived as a positive motivational influence although one respondent in her final sentence who said she was doing it for Mum added an afterthought 'and for Dad!'.

iii) The sibling role: The majority of all the participants had siblings with whom they competed for high standards at school, or for attention within the family, and which caused them 'being frightfully frustrated...because [being younger] I couldn't achieve what they could' (sz). The educational standards imposed by ethnic culture and school ethos were unpleasant experiences, as illustrated by the following remarks 'if you weren't in the top ten the jeers and the teasing from the other siblings made you feel (laughing as she speaks) that I gotta be in the top ten because they'll be teasing me, you know, that sort of thing, nothing to severe' The last word was a pronounced exaggeration of 'scvaihr' and accompanied by a body language illustrating casualness and control. However, the researcher intuitively felt that the control was struggling to hide a 'severe' emotional hurt at being teased. The competitive relationship with siblings, or lack of it as in one case, were considered as extrinsic factors in the respondents' environment and thus were not instigators of the respondents' motivation.

As well as competing with siblings there was a strong inter-sibling support group where brothers and sisters openly encouraged and approved the respondents' extramural activities. In some ways this sibling support was a return of investment for their assistance to other members in their immediate (bk, to, bg, Wn) and extended family (tv bg). In other ways the siblings' involvement in the respondents' extramural activities reflected the confidence the respondents' had in their brothers and sisters' opinions of their abilities. It signified the participants' need for family approval and encouragement, except for one respondent who was supported by an 'extended family' outside of her close kinship. Nevertheless, the respondents' constantly compared their achievements and intentions with those of their siblings, often with a modest acceptance that 'they[siblings] could never bring [themselves] together to get results, like I could' (bs p.18).

This remark of 'bringing themselves together' illustrated the respondents' inclination towards evaluating their experience in order to find what they needed for correcting personal need-deficiencies- and become a whole. The respondent's view of her siblings' lack of interest in undertaking extramural activities was 'they [sisters] were happy with their lot but she[older sister] was not with hers ...she was different ...she wants to go on' (bg p.18). This implied that siblings did not always agree on the need 'to go on' into educational studies. It also implied that the respondents were odd ones out in that they were prepared to separate themselves from set standards of family behaviour. They also had the appropriate interest and energy to move away and be different by engaging with the self-fulfilment of an extramural learning activity.

Hence, from sibling interactions and an element of rivalry the researcher noted that the respondents' self-confidence was distinctly less than that of their siblings and that they needed to seek out its satisfaction.

iv) The cultural role: 'Unless you've experienced being an immigrant then you don't know what it feels like' Five preliminary interviewees, who were of ethnic origin but had a strong western upbringing, intimated that they 'grew up with colour problems in a way' (ls) and indicated that there was a cultural stigma attached to the education system and work situation for the oriental and Afro-Caribbean respondents. This was powerful both its in expression, as quoted above, and in its repression which as it surfaced into conscious reflection caused the respondents to experience emotional pain. This was evident in their language behaviour from which the researcher interpreted deep rooted feelings and analysed the transcripts from a discursive psychology perspective. The sensitive issue of discrimination had never entered the researcher's mind until the data collection was in its third interview, as it was normal to work with colleagues of different cultural origins and not to think of them as being racially different. The overall impression was that in these particular respondents there was a drive to subvert a feeling of inferiority caused by their ethnic origin. Not all the respondents articulated this concept as well as the following person who openly acknowledged difficulties...
whilst searching for employment and who felt that she was discriminated against on grounds of ethnicity which discounted her personal skills and capability. However, it was the hurt from the uncaring and inhuman aspect of the experience that needed to be overcome and not, as obviously thought, a stigma associated with her darker skin colour; 'You see, because I go for the caring people I mean, it doesn't matter what colour you are if you've got that general care in you, you'll be my friend for life, so now I did have some sad experiences when I went for a job as a [blank].' The following extract was the view of one respondent who was interviewed for a clerical job and who declared similar sensations experienced by the other ethnic respondents. The researcher was more aware of discrimination in the nursing and midwifery professions after this interview (number 7) even though there was a great deal of information from research, public opinions and personal theory available.

'I went for a job as a [blank] because you actually I don't go around with a chip on my shoulder but I did THEN because I didn't feel where I went wrong, the job was based not on an interview but on a test, they tell you you've passed the test very well but unfortunately they can't offer you the job and you come back to the employment agency and they'd say "I'm really sorry, they were probably looking for a nice little blonde" or something like that...so yes I do feel the qualifications [pause 2 secs] I mean that probably goes back to me being the breadwinner [pause] one day if I haven't got the qualifications I feel it will knock me back further... (researcher's parenthesis).

The concepts; 'of feeling where I went wrong' and 'I feel it will knock me back further' were analysed from the perspective of emotional negativity only to find that 'knock' and 'back' indicated an emotional bruising and inability to go forward without difficulty and restraint. Also being 'wrong' meant that she felt responsible for being disadvantaged. Conceptualising 'back' from both an ethnic position, and the contextual analysis of surrounding text that indicated the respondent's high standard of skills, suggested that she felt as if she was being prevented from progressing out of her cultural ancestry and primitive behaviour and, thus, prevented from intellectual development. The emphasis 'back further' suggested that the respondent perceived herself not to be on an equal footing with colleagues or others with whom she choose to compare herself. It was found that being positioned further back in society through no fault of their intellectual ability was mutually experienced by all the respondents; and a universal condition that disregarded ethnic status.

There was cultural fear of 'of being laughed at(to) and 'frightened to say what we think'(wn), of 'being born black' skinned in a western culture, of not being noticed and feeling unimportant and that 'you really need to feel that you are worth something'(bs p.8). This feeling of worthlessness was conditional to being a victim of circumstances and was an attitude mirrored by each respondent regardless of cultural origins. The following explanation by one white skinned respondent exactly reflected the whole group's consensus of an unwanted cultural stigma - 'someone told me [pause] that I wasn't going to do well, and I never forgot it, and I threw that back at people... I had hand-me-downs, I really thought I was the poor forgotten child' (bs p16). Thus their perceptions of self-worth acquired from childhood negative experiences was significantly low.

4.3.3 Influences from childhood education
The respondents' self-perception of their ability at school was that they could have done better even though they achieved an above average standard without really trying. Each respondent said that their junior school ability was higher than secondary school; the latter of which was affected by particular emotional experiences. For example, there was the 'self-fulfilling prophecy' (bsp.4) in stereotyping the middle child and ineffectual teaching conditions that blocked their ability in reaching its maximum potential at school. On the whole the respondents said they enjoyed their school years, 'it was OK', but this expression was unsupported for they
also indicated, without exception, that school did not ‘make [you] feel that you are worth something’ (bs p.8). One respondent illustrated the impact of school teachers upon her worth from an experience of being stereotyped as a sports success due to her ethnic origin. There was a conflict of interest between her need to study and the teachers’ need for her to do sports training; ‘...and then there was this conflict with the PE teacher who was always saying “No, what do you want to go and do that [English lessons] for?” You know it was really awful, a sort of [pause] and she kind of blackmailed us and would say “You no longer belong to the team” and so I said “Oh!” and then [pause] what else was there?’ (p.4). This internal-need-external-pressure conflict resulted in the respondents rebelling against persons enforcing their education, such as parents and grandmother ‘I beat the system and ... went to secondary school’; or by disregarding the educational system and scraping through A level examinations; or by excusing themselves ‘what else was there?’ (ibid) from sighting their education at higher academic achievements. In general their behaviour was typical of someone who purposely lowers self-expectations to divert the pressure on them to become higher achievers. It was interpreted that in doing so would alienates them from belonging to their particular group of school friends - or as in one case from the immediate family by going to a private school.

Ultimately, the inner conflict was between knowing that the self was capable of achieving more than was demonstrated at school and in meeting the expectations of selected others. The relationship between pleasing others in childhood and the respondents' sensitive appreciation in adulthood of the cause of their negative experiences triggered critical reflection and thus insight into their personal needs for self-development. Hence, it was conjectured that pleasing others was a response to affiliation motivation and not to achievement motivation (McCllelland et al. 1953). Prioritising for affiliation in their personal development was impressed upon the researcher by remarks made by the respondents who were second generation immigrants - 'you're here [in England] but like you are born different somehow because you are a minority you have to try that much harder so that whatever you want[1], whatever you chose to do you have to be twice as good [pause] you know you have to be better value, which is AWFUL!’ (bg p.17). The awfulness was the negativity associated with a perceived public stereotyping of their natural ability which denied them an appropriate educational status. This low worth was compounded by a social stigma in western educational and family systems which limited their opportunity to elect their educational culture - meaning that they were stereotyped according to the visible genetic traits of a specific skin colour and somatic features and not according to their preferred status of equal intellectual ability.

General education, as a constraint on the respondents' development, was an overlapping conceptual category and thus is further analysed in the theme of extramural activities. However, there were other constraints that influenced the respondents' motivation to learn.

4.3.4 Influences from cultural constraints and rejection

Past, current and local constraints influenced the respondents' motivation to engage with activities outside of their professional work. Constraints were conceptually connected to issues of rejection experienced in the family, in society and in the educational situation.

The respondents identified constraints that stopped them from developing into the person they thought they wanted to be, for example, physical illness prevented compulsory attendance at both private and state funded schooling. Again there was inadequate detail to support an indepth inquiry into these situations but from the respondents' body language at interview and the researcher's gestaltim in interpreting their transcripts there were other emotional reasons for their illness and lack of educational opportunities. For example, one respondent self-reflecting during the interview associated her illness and absence from school with her parent's marital problems. Other examples cannot be directly quoted because they were the researcher's assumptions grounded in knowledge outside of the individual's account of the experience. But it is sufficient to say that there was a close link between educational constraints that were self-induced and a disrupted
emotional relationship between mostly the mother - in three cases the father - and the respondent.

The stigma of being female has been mentioned elsewhere but this was also a consensual experience either directly recounted or indirectly inferred from the texts relating to the situation of women in society. The greater number of females at evening classes was attributed to girls getting a worse deal at school 'because boys were encouraged at school to carry on, even the teachers encouraged the boys especially at my school where the girls were not trying ...didn't really matter does it?" It was assumed from the way it was spoken and in context with the respondent's drive to pursue further education that it really DID matter otherwise she would not be doing an Advanced level of certificated education.

There was specific reference to cultural constraints imposed upon selection interviews for education and entrance to nursing where 'a lot of [pause 2 secs] black people, or black nurses who'd got into the same trap. They were sort of offered the SEN course and not the SRN course you know?'(bg p.16). Here the situation of blocking admittance to a course, or similarly release for course attendance, was a conflict of personalities. This was a power-control situation where the person with the greatest authority applied the greatest control and exercised personal preferences for appointees, the result being that there was little consideration for the respondent's wishes (all respondents). Generally, it was found that a dominating authority increased the respondents' exposure to constraints and reduced their chances to either enter a preferred career or to establish a separate identity to the one imposed by external influences, such as stigmata. However, cultural constraints also made them to rethink their direction of personal development as exemplified in the following case of a respondent (female) who was unexpectedly rejected after a job interview for a management position in a male orientated retail organisation 'I didn't know what to do because I'd made up my mind what I wanted to do?' (ko p.11). In this instance the issue was gender related for she acknowledged that 'being women, they were always left behind even though they were a lot better than a lot of the men who were there'. It was found that auto-identification with their female sexuality was not required until there was an occasion of rejection and a need to reflect upon it 'I'd never thought of myself to be different from anyone else ... as far as I was concerned I've no problem at all [in being female] ...but they did! They said to me ... they actually said "Well, you know you're a woman, you're not going to get to management stage"'.

There were other incidence of male dominance, such as 'being jumped upon from a great height by a chauvinistic headmaster', which 'barred or overturned the respondent's intentions for a career and increased her female vulnerability. Another interviewee's observation of male dominance was that 'it puts an awful strain on the family, he's not working, the wife's working all hours there are for him to continue it [evening class studying] and everybody says he's extremely selfish [in] going to [blank] and doing this studying' (bg p.6). In analysing this statement in context of the selfish aspect attached to each respondent's personal development the researcher discovered they each held an element of guilt in respect of seconding their female image to the pleasure of independent personal learning - alias doing their own thing! It was noted that both single status and married respondents were contending with a breadwinner role and thus were breaking away from the conventional identity of female vulnerability associated with being a 'woman at home'. This condition was overcome first by gaining an 'insight into it [their vulnerability]' and then by recognising that 'I CAN do something about it' (ob p.24). The anger associated with female stereotyping in education and job-work was noted to be more strongly linked to the female role modelled by the mother during the respondents' childhood. This reinforced the idea that the respondents' insight into their particular condition of femaleness was definitely connected to them taking charge of their personal development.

The concept of being an independent and a breadwinner was substantiated indirectly by the participants' need to pay the mortgage or rear the children by themselves 'incase anything should happen' to change their current domestic status. They were especially united in their attitude of '...it's YOU [respondent's emphasis
meaning SELF] who've got to make the decisions [pause 3 secs] it's YOU who've got to [pause] carry on [bk p.30].

Thus the respondents' attitude in the face of a traumatic and negative emotional experience was to take charge of their personal development exemplified by 'but there's always something happening at the time and so on, BUT events HAPPEN! things happened in my life, and suddenly I thought "GOSH! it's TIME I take stock of MYSELF!!' There was a unanimous desire to 'to carry on' and do something for themselves and the realisation that 'I really have got to be independent and not depend on someone [any more]' was the result of dealing with the major constraint of rejection. Thus until the remainder of the data was conceptualised it was tentatively posed that personal independence was the motive behind their reasons, subliminal or conscious, to engage with their learning activity.

The researcher expected the most obvious constraint on the respondents' extramural activities to be the financing of fees and costs incurred in travel and learning materials but this was not so because the respondents met their financial commitments. The general impression was that 'when you pay for it yourself you seem to strive a wee bit harder, don't you?' (tv. 16). Neither did lack of educational qualifications constrain their personal development but became the reason why four out of ten participants engaged with an Open University undergraduate programme. Instead the constraints accumulated and reached a threshold where the respondents were motivated sufficiently in 'a challenging and exciting manner' to 'move forward and break barriers' (ob p.10) of resistance to their development. It appeared that the greater the personal constraints the more positively charged and stimulated were the respondents to seek extra learning.

4.3.5 Summary: Critical incidence
The 'very dramatic results' (ob) from the respondents' childhood experiences; from education where most of the respondents 'always played down their intelligence'; and in family life 'which was not a particularly smooth one', impacted upon the decisions the respondents made in adulthood about their self-development. These decisions were value-based on standards of goodness, such as 'being a good mother makes me a good midwife', or being good at school work, and were formed from critical experience at school or at home. Most of the respondents admitted to being a very good performer (to p.18) at school but also were modest by saying 'but I'm not that much good' (to p.32) and 'perhaps I just wasn't good enough...and not going for the top'.

However, it was the striving to 'know what you are worth' which influenced the preliminary interviewees motivation to undertake extramural activities whereby the process of learning responded to the need for 'more confidence in myself and it doesn't matter if I don't get through because I KNOW I've done my best and therefore I wouldn't regret anything. I am capable of doing it and I'm going to do it!' (wm). It was irrelevant that some respondents were 'pushed' and some were not, but it was important that when pushed it was directed at the respondents' potential ability and building up of self-worth as opposed to collecting academic success.

Thus socially centred critical incidence arising from negative experiences of personal relationships were highly influential in the research participants' motivation to take on additional learning.

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4.4 EXTRAMURAL ACTIVITIES (EMA): Introduction

The key concepts written on the yellow cards arose from the respondents' reference - either directly in speech or implied - to their particular extramural learning activity; as such they are its properties. The researcher had deliberately looked into the respondents' attitudes for these references because it was the focus of the study's interest in motivation to learn. However, the concepts did not start to form as a group until around mid-way in transcribing the respondents' interview when the attitudes and phrases began to be repeated, even though they were from slightly different perspectives. The concepts identified below are representative of all the research participants' experiential knowledge and feelings. As before, the conceptualisation has bridged the gap between each concept and its dimensioning by the researcher incorporating lateral thinking into the independent interpretation of each property. The researcher has indicated [in parenthesis] the connection between the key concept, of which most are direct quotes from the narratives, and its intrinsic value attributed by the respondents.

When all the data was transcribed, an initial overall scan revealed that there were three conceptual areas of extramural activities to analyse: the respondents' definitions of their EMA; the type of learning process it was from asking why they chose their particular learning activity; and their personal values in engaging with their EMA. Their consensus was that primarily they were 'doing it for me [self]' (all respondents). Although the actual activities were concrete and tangible data, the researcher noted that if certain consensibles, such as 'the doing is difficult', were cross-referenced with former concepts, in this instance 'hard work', there were underlying motives behind their reason for attending their self-selected courses. The researcher's general impression was that they were intent on the 'cultivation of their mind [which] was as necessary as food to the body' (cited Cicero in Wishaw 1910 p.159). The list of key concepts and analyses are as follows:

Properties of the respondents' extramural activities

Key Concepts:
- It's definitely a pleasure! [comfort levels]
- Leisure is something to dabble with [choice]
- Education is a luxury [raising self-worth]
- Education is the only way to get on in life [social recognition]
- I want to do something completely different [change]
- Now was the time... [readiness]
- Seeking a way out of the NHS [escape behaviour]
- Suits my way of learning [external control]
- Wanting to have control [creating self]
- Can act on own initiative [independence]
- Ready to develop myself [transition]
- Fulfilled a need ...I WAS ME! [actualisation]
- It's so interesting [goals of wants]
- A challenge to extend natural limits [goals of need]
- No regrets for choices [cognitive dissonance]
- Types of people on the course [choice of social group]
- It should be fairly well-balanced [homeostasis for health]
- The doing is difficult [struggle for survival]

Cross-referenced with;
- # Wanting to be independent of the system
4.4.1 Definition of Extramural Activities

Regardless of the activity's syllabus, every respondent considered the EMA to be 'more of a leisure' (cl spct) than other types of learning with which they had been involved. They perceived their EMA as a 'personal benefit ...that was more than [they] need at the moment' (uv) and therefore it was not considered as an essential extension of job-work (sp p.31); quoting one respondent's opinion it was 'a luxury'(uv p.15). This latter generalisation was based on the general notion that a luxury occurred when there was spare cash above a person's normal expenditure for the necessities of food, clothing and housing. The respondents' self-funding indicated that their extramural activity was not essential to maintain their current income. Also, sustaining extramural learning was not such a 'heavy' responsibility as their professional work which maintained a source of income to supplement their family's daily life needs. Thus, the idea that EMAs were a comparatively 'lightweight burden' was reinforced by commonsense reasoning that abandoning or withdrawing from their EMA would not endanger the respondents' essential existence, nor detract from their family responsibilities - hence, it was supernumerary to their general life requirements.

It can be seen from the following list of the respondents' self-selected activities and courses that the majority were academically orientated. The vocational courses were undertaken concurrently with general education courses such as pre-access, an OU degree, and advanced professional certificates. This suggested that the need, although a luxury in relation to maintaining current standards of living, was intellectually based. Therefore, their intellectual development was the driving force behind the respondents' need to learn.

* Professional qualification in Acupuncture
* Masters degree in Women's Caribbean Studies
* Pre-Access course for entrance into higher education: topics included English, mathematics, sciences, and computer literacy
* Diploma in Nursing (DN) current assignment: sociology of nursing
* Knitmaster course: advanced level
* Open University degree (OU current course: History of Women)
* Advanced Diploma of Midwifery (ADM)
* A two year academic course in Fashion Design
* 'all sorts of pieces from Astronomy to Creative cookery to God'; flower arranging; French.
* Advanced level certificates (GCE) in psychology and sociology
* Neonatal Intensive Care Course (NICC) (Three respondents)

From the titles of their learning activities it was initially thought that their motivation was contemporary and driven by the sole desire to be gainfully employed in professional healthcare and for better family and life conditions. Also, academic attainment which corrected their perceived educational need-deficiencies raised their self-esteem and satisfied their external conditions of personal well-being. However, a closer inspection of the qualitative knowledge of the topics, plus discerning what the respondents' had learned about themselves - 'I had really no knowledge that I had these skills so I am learning how they could be developed' (cp p.18) - indicated that the focus of their intent was their individual growth needs. This centred on positive affirmation of their ability and maximising their potential; 'to be able to do more things'. In this way they were establishing a personal identity, as discussed elsewhere (4.6), and transferring their attention to new areas and new environments for personal growth - it was a form of positive self-centredness, for example, 'it has more to do with my professional development than ...uhm... perhaps managerial side of things as well' (cl p.17).

A respondent's gradual awareness that 'getting answers' about self also identified that extramural learning was a healing process for deeply hidden emotional trauma was found to be a common approach in resolving emotional negativity. Each respondent was determined to 'make up [my] mind to' find latent talents. This
suggested that there was an underlying personal development which superseded the altruism of family provisions and social dependents. Hence, it was deduced that the respondents' intellectual needs were not directly related either to their current professional skills deficiency, as identified in the work situation, or to their own or their dependents' organic survival.

The concept that extramural learning was a condition to heal emotional scars was supported by observational and recorded data of two elderly women (Ada and Eleanora) whose intimate life histories were well known to the researcher. Their different responses represented the two approaches of intellectual development which the researcher had encountered throughout her contact with adult education; but which each had a single underlying cause of an unfulfilled intellectual ability. In Ada's case - a 74 year old mature OU student persevering with a psychology degree - her motivation was to satisfy an intellect which had suffered deprivation due to family circumstances; namely, a mismatch of intellect in marriage and the demands of two autistic and socio-educationally challenged sons with high IQs. Eleanora, also in her mid 70s, was an intelligent lady who had never approved of married women undertaking extramural activities. She perceived her own motivation in life to be a response to motherhood and wifely duties but in doing so acknowledged that she had denied herself formal recognition of her academic ability. In the latter case the intellect was redirected into setting up a business and exercising a natural entrepreneurial talent. In both cases there was strong behavioural evidence of extreme hurt, bitterness and emotional scarring caused by regret at never being able to fully develop and achieve public recognition for their mental abilities during the previous sixty years.

This comparison was supported by the observation that most of the respondents were explicit in that their extramural courses and qualifications was a personal 'investment' (sp p.30). Reflexively, one respondent who achieved scholarship monies to fund her EMA learning volunteered information on what her investment would do for her: 'I've noticed in Britain that when children get old leave home and go off and live their own lives their's is a much more nuclear family. When I get old, or when they're grown up, I'd like to think I can still do things to keep me active and let them go and enjoy lives so I don't have to cling onto them for my happiness... I... I... that's why I see it as a leisure because I can see myself in the future and I can be creative like that'.

There was concern that some types of sponsored funding might 'bound them by contract to the NHS for the next [ten] years'. It was admitted by most participants that funding 'handed to them on a platter', 'unless it was [for] a course you'd been desperate to get on to' tended not to hold the same interest or motivation as self-funded events (ct p.15). All the respondents paid for their own courses, either by gaining scholarships or using personal earnings. Each one was firm in an opinion that money would be found to do future courses if it was some thing that promoted them 'into a better job and higher up the salary scale'. Personal education via EMAs was regarded as 'the only way really, I dunno, to get on ... in life and get a better job and stuff like that' but promotion was not necessarily within the NHS. When asked what was the purpose of getting on and getting a better job the reply was 'I dunno, I wouldn't say I was getting on but it makes life a lot easier for us doing an occupation and you're able to ...I dunno [pause 2 secs] ah [pause] you know, just feel comfortable about, you know, financial worries' (ch p.13). Therefore, in this instance, the comfort attached to extramural education was about financial security.

To a certain extent the above attitudes were reflected in the experience of the other respondents, five of whom had similar scholarship monies, in that their enrolment for these courses was primarily an investment for a contented future. Nevertheless, the underlying motive behind investment was interpreted as a proactive creative ability that enhanced the respondents' sense of well-being and centred on 'seeing themselves in the future'(all respondents). In combining information from the analysis of the family situation(4.3) - where the
maternal role was changing, diminishing, or unfulfilled in the creative sense of rearing children1 - it was perceived that this attribute of creativity was reinvested into the very personal action of providing self-independence in old age. A respondent laughingly explained that 'I'd like to get all this work DONE now!' implying that work was important in developing the intellect, but then added 'but I'm not that much good.' The respondents' perception of 'not being much good' is analysed elsewhere(4.6) but here self-recognition indicates an internal processing of comparing current academic attainment with their intended intellectual end goal. One participant involved with an OU qualification in computer technology illustrated this attitude by stating that she was not very good at writing computer programmes but 'it wasn't really my main aim I think it was just taking that step [pause] step [pause] I sort of didn't feel confident in taking the ADM and so I thought well, you know, I wouldn't even try because I'll fall flat on my face so I thought that if I do something leisurely you know'(cl p.5). Hence the leisure aspect re-emerged as a non-threatening learning situation mainly because potential abilities were self-tested in private and self-esteem was protected from public failure.

Self-recognition also occurred during the interview whilst a respondent compared her needs for self-esteem with leisure and job-work - 'the evening class fulfilled EXACTLY the same need' as the job because 'I WAS ME! so that has got to be self-esteem hasn't it?' (ta p.20 respondent's emphasis). Thus self-development was portrayed as positive self-control and a comfortable position where the respondents 'don't feel that [they] have to do well...pass...whatever, you know, there was no pressure on me to do that'(cl). However, it did convey an intention that by working hard now to bridge gaps in knowledge and skills would adequately prepare them for later life situations; as such they were shaping their intellectual future.

When asked how did the scholarship money make them feel, the general implication was expressed in this reply; 'very, very good. There you are you see that's why I feel it's a leisure because the work I'm putting in is fun, you're learning as well, in fact I see it as a very good thing to invest in - financially'. Thus the developing intellect was temporarily fixed on the 'very good thing' of professional skills which belied a deep-rooted necessity for personal enjoyment and independence in life beyond professional employment. In this respect the respondents' considered their EMA to be 'a good thing to do' in that it was an educational situation where 'it kind of took me out to a different environment and you know you were meeting people that...uhm...were in a different job or basically just wanted to better themselves'.

Although the respondents considered their EMA to be fun and 'so interesting', activities such as the ADM, DN and NICC courses were sub-goals in order to better themselves for fixture work. However, the researcher found from colleagues' opinions and from personal knowledge that their professionalism and level of professional ability was of a relatively high standard. This evaluation was borne out by the respondents' peers and managers and the researcher's teaching colleagues who exercised their professional judgement of local best practice based on national standards and professional codes of conduct. The respondents' need to place great importance on issues of 'best practice' was based on their personal need to deliver the type of care they wished to received as an NHS patient (all respondents).

There was a tangible discontent with the NHS: 'if I didn't have a natural interest in [EMA] I'd probably be seeking a way out in any case! I've worked for the NHS now a long time... and it really, really strikes me there must be [respondent laughs a little, stops sentence, looks a little uncomfortable and continues] the world out there is a really big place. I am sure I would get out! I'd quite like to explore beyond the limits of the NHS. Having said that... right at this moment I am quite content because of the work I am involved with but there have been years of dissatisfaction and anger and frustration about the position I've been

1The respondents did not regret having children 'Oh No! I haven't regretted it',

2/4/EMA/123
in the NHS' (cp p.10). From a discursive psychology perspective dissatisfaction with the NHS was a metaphor for the respondent's general experience of restrictions in her world and a redirected anger from 'the times when [I] have been undervalued'. In triangulating the above perspectives of best practice, namely the respondents' ability, their accounts of poor treatment both experienced and observed in their locality, plus global standards and reactions to healthcare, it was conjectured that the respondents were hiding a deeper rooted issue behind the guise of addressing best practice. This was a need to rid themselves of personal impurities reflected from their daily environment, in this instance the work situation, where their practice had been subjected to stereotyping and cultural stigmas from which they labelled themselves as second rate practitioners.

However, it emerged from the analysis of the work situation that the respondents also wanted to improve the NHS system of care as opposed to individual skills (sp ch ct ep uf cl xo lp uv). This replaced the prior focus on personal skills development with a social concept of morality centred on a duty of care. Because of the nature of the respondents' nursing and midwifery work the duty of care issue predominated for systems of care for women and babies. This sensitivity for maternal-related issues was also found in the respondents' selection of course topics which, by their own admission, concerned women in society 'Yes, I looked for Caribbean studies...well.. and then do sociology ...when I had a look through, and it was, like, I was interested [in Caribbean studies] even more!' (ch p.15). Even the vocational course reflected a degree of female labelling according to the respondent's comment that the evening class was one to which 'especially the Mums' could escape.

Thus the definition of extramural activities which originally focussed on self-developing professional skills altered towards developing the respondents' internally situated intellect and inner compulsion to develop latent talents in order to secure independence in the longer term; and at an age beyond professional employment. There were no financial constraints that prevented additional learning nor deterred the research participants from embarking upon a fascinating leisure activity that was pleasurable and enjoyable in the sense that it preserved the individual's self-esteem. The essence of an extramural activity was summed up nicely by an interviewee who identified with all the respondents' general need to survive, emotionally, in their world of work; 'it gives me a very, uhm [pause 3 secs] it gives me a very good sense of satisfaction I suppose, and, uhm, sometimes I take that for granted when I look around my colleagues like [pause 2 secs] my colleagues come up to me and says things like [pause 2 secs] take for example this morning "Oh what if we are to close some of the hospital, you've been fortunate, you've gone on and kept yourself up to date in education because if you were to apply for a job they might consider you more than me" Now that brings tears to me eyes because I think "Gosh! look at how this girl is feeling!" now I could have been in that position if I weren't a motivated person, and it must be an awful position to be in' (sp p.23).

4.4.2 The process of extramural activities

The major attribute of undertaking extracurricular activities was the freedom in a personal choice of activity and selecting the conditions of its undertaking -'it is about wanting to have control, of wanting to be independent of the system' (cp p.6). In other respects independence was about the respondents' readiness 'and now, it was now time for me to get on and make something of my life' (ct p.1) where control of 'the choice is to make me feel that I am worth something that I can go and do whatever I want to do, what I really feel now is I can do whatever I want to, I know I've got the children, I've got a husband, but as long as I stay [pause 2 secs] I can keep going' (et) 'it is about wanting to have control, of wanting to be independent of the system' (cp p.6).

It was important to the respondents to choose an activity which met their interest but also to be able to select the venue, travel conditions and type of learning event in order to fit its demands into those of family and work situations. Whereas in the work situation the work schedules were manipulated for attendance at
evening classes and courses, in the EMA situation the choice was weighted in favour of balancing priorities. Family commitments, for married and single participants alike, took priority over event attendance thus the selected courses were flexible in that 'I [can] put it on the shelf and pick it up at a later time' (uv p.6). It was thought that this was the main reason for open learning being the preferred method of learning.

A second reason which occurred after the course had run for some time was that the respondents felt they were treated as adults which was quite different to their childhood education (lp pp.2-3). The general opinion was that 'it suits my way of learning. MUCH more than sitting in a classroom and this is what we are going to teach you. You write it down and learn it and I actually don't learn very well that way. So even though the subjects I chose were interesting, after a while the subjects were no longer interesting and it became a drag to do it'. Most of the respondents referred to their experience in compulsory schooling as not particularly enjoyable because of the system's attitudinal restrictions, more so than school regulations, on their choice of subjects, careers and academic opportunities to do well. Therefore, it was assumed that it was the method of learning that sustained the respondent's interest and not the topic. This suggested two things: that adult learning was a pleasure because it allowed the individual to control the quantity and pace of knowledge input; and secondly that the process of open learning developed self-questioning and critical reflection whereby the respondents learned more about the self. In learning to learn about the self they subtly discovered their potential worth which in conjunction with an accumulation of academic achievement motivated them 'to keep going' and work, or learn, in a way 'that is more comfortable for me' (cp p.25). Hence, educational interest capitalised on the motion of self-discovery; the latter of which was the basis of the respondents' motivation to learn more. Thus the learning process was found to be self-perpetuating and virtually addictive, as qualified by a few respondents who indicated that 'you really get hooked on learning!' (ta uf cl ch sp xo). An exclamation that 'I'm totally, totally hooked and I keep saying to myself "You should have done this years and years ago!"' (cl p.29) was a typical attitude implicit in the other research participants' narratives. Thus it was interpreted that the respondents' EMA, with all its tensions and stresses of studying, working hard and organising social and domestic affairs, was still an energising experience and an efficient use of physical energy.

This begged the question of whether or not the research interviewees were of a special bio-psychological profile that enabled them to cope with the demands upon their energy. The respondents' reference to being bored (ct) and a lack of appreciation at work(all) suggested that they were intolerant of an internal rise in the level of consumptive energy as opposed to being energised. From the concept of consumptive energy it was perceived that the respondents' capacity for busyness arose from their creativity as a result of having to find a way to overcome their need deficiencies and emotional negativity.

4.4.3 The values of extramural activities
The final section of this theme pulls together the previous attitudes and examines them in context of the key properties of 'doing it for me' and 'doing something different'. The latter property was examined more thoroughly and dimensionalised in the same way as the interview concepts because it was easy to assume its meaning and miss the underlying motives. These are listed in appendix 10, and the collective strengths of the properties encircled. Thus the motivation to undertake extramural activities in this particular analysis was firmly fixed to testing personal worth and 'to stretch myself beyond what my natural limits are' (cp p.10).

The respondents' reasons to enter and continue in their extramural learning arose from a triangulated and careful self-assessment of their personal needs; academic needs for attainment; and needs of their family dependents that resulted in a neat planning of their future. The three extracts below illustrate the insight and depth of thinking and introspection that occurred during their self-assessment:

'Gosh! you know it's time I take stock of myself'
I think I would be terribly upset if I was refused a place on the ADM. Because I was so desperate to do it because then I really felt I was ready to develop myself on the academic side. It wasn't so much the clinical side, the practical side, so I felt it was the academic side I needed to develop for [pause 2 secs] so therefore it hasn't very much to do with promotion - It was a BONUS!!! (Respondent's emphasis) (cl pp.31,32)

'.just because my children had reached an age where they didn't need me to be there all the time and now it was time for me to get on and make something of my life' (ct p.1)

A common attitude was that 'the doing is difficult' and that engaging with a particular external activity was 'a big academic challenge and not easy to achieve' (cp). Intuitively this was related to the respondents' childhood experience in overcoming frustrations and difficulties - 'I remember my [older] sister painting Forsythia and she could paint this Forsythia, once I tried and I COULDN'T PAINT THEM! (Respondent's emphasis at p.16). Even vocational challenges were about overcoming difficulties in that they were advanced skills to that already developed. Later in the dialogue the respondent quoted above identified that it was 'very difficult, very difficult' to find things which certain midwives were good at but also wondered if she 'found it more difficult than others' to cope with not only substandard clinical practice but also the stigma of part-time work. This participant's motivation at work was very similar to the others in that they copied or replicated what they perceived were high standards. When general standards were perceived to drop through no fault of their own, or work was no longer challenging, the respondents sought other high standards elsewhere. Generally, it was a move away from difficult situations in full time professional work into extramural activities and part-time academic studies.

Thus, a pattern of motivation - which thrived on overcoming difficulties 'blocking' (cp p.2) their personal development and which prevented them from entering strategic roles in personal self-management or teaching situations - was common to all respondents. It was speculated that this global condition of overcoming resistance to self-actualisation was peculiar to people who engaged with extramural activities. At this stage of the analysis it was not clear if overcoming resistance was a result of emotional scarring but it was connected to the respondents' determination to raise their self-esteem. The outstanding quality to do this was the respondents' ability to recognise and diagnose the 'truth' of self within conflicting interests, for example, having to 'work twice as hard' to prove equal worth. The outstanding catalyst was an experience of rejection where the intention of undertaking extramural activities was the interviewees' adult cognition to refocus on a different environment, interact with other people, and adjust from family to academic dependency. This was painfully recalled by a participant who experienced rejection of a long term partnership. The fullstops represents pauses in seconds; 'and ...aaah ...uhm ...I thought, during the healing process, if you like ...my .... I obviously thought to myself ... but I think more than that I thought to myself ....I really have got to be independent I can't say to myself I've got to depend on someone, that it was time to kind of look at ...uhm .... my whole future and look at myself ...uhm ...as a ...a ...just as an individual ...so I thought "Right! it's time to go back to studying again" (cl p.2). 'more than that' implied there was more to the pain than healing in that there was a need to be independent and self-sufficient once a rejection had been acknowledged.

Other personal characteristics of strength, courage and high energy supported their value-based motivation by noting that '.you've got to be strong, unlike the support when working in a group, on your own you've got to be a very strong person'(ch p.26) and is exemplified by the following statements;

'Tes, for me its emotional strength ... not so much physical' (sp)

'I'm quite strong within myself' (ch p.22)
I have to pluck up a lot of courage...sometimes I get up and use it' (xo p.1)

'It was...it was...it was...quite busy! I don't mind that, I wanted to do that so I was quite prepared to do that' (cl p.10)

To conclude from this information that only the respondents have a pertinent strength and courage for extramural activities would be spurious and also untrue. However it was assumed that their strength was specific to overcoming the anti-feelings of public exposure of their privately situated weaknesses. In this latter instance their strength was peculiar to the research participants' situation of extramural learning which was 'full of clever people who are very good... but hadn't worked at school... something had happened at school... some were doing a degree but were still trying... all getting high marks about 90%...and all were about the same age of 30 years... one woman had a father who was very strict and pulled her essay to shreds saying it was still as useless as it was (at school) but she got 80%'

The respondents' judgement of the reason why people attended these classes was that they permanently lacked self-confidence from a prior experience of being emotionally unsupported and feeling rejected. Additionally, the issue of gender discrimination at school, where boys were encouraged to carry on but if the girls were not trying it did not really matter, also arose to the researcher's attention. The career advice given to one female respondent in her teens was 'go and work in an office... and get your romances' (ct pp.2-3) which faithfully represented the consensus that the respondents' motivation was about them rebuilding their 'emotional strength' (all participants) and self-confidence. For example 'I feel like answering questions [but fear] I would be wrong and someone is going to turn around, look at me, and laugh at me, you know? so I tend not to answer questions, so I'm hoping this sort of thing [Access class] will get me out of that situation, where I can act on my own initiative, uhm, so if I think something I'll say it or do it rather than sit back and wait for someone else to say it' (xo p.2). Thus, the value of the event was not so much the knowledge of the topic but the respondents' development of self-confidence and its power of rebuilding their intellect.

4.4.4 Summary: Extramural activities

The respondents identified their preference of types of events for open and distant learning with institutions such as Access courses in local colleges and the Open University, plus university-approved midwifery education for distant learning associated with professional diplomas. In each situation, the learning method optimised for learner-centred self-directed education which attracted the respondents' desire and volition to engage with their personal and intellectual growth. Thus by enrolling for their EMA the respondents unwittingly affirmed a major need for a psychological independence based on a need for emotional stability. Whatever the reason for emotional independence the professional work environment held low levels of self-esteem and lacked the ability to satisfactorily nurture the respondents' intellect (all respondents).

Although the respondents appeared not to regret their decisions to enter nursing (all respondents), or have children, the effect of engaging with an extramural activity altered their perception towards wanting to have actualised their personal development much earlier in their career. Without exception, the respondents' experience of the choice itself was that it 'makes me feel that I'm worth something that I can go and do whatever I want to do' (ct) and freed them 'to do something else' (lp p.4) which was completely different and unrelated to work (ch p10 el uv lf lp ct xo ta). The respondents were firm in their belief that they could not undertake an extramural course if it was not wanted primarily by themselves. Therefore the extramural event is an abstract motivational situation created by the respondents in order to be nurtured back to emotional health and regain a state of personal independency.
'Viewed quantum mechanically, I am my relationships, my relationships to the sub-selves within my own self and my relationship to others, my living relationship to my own past through quantum memory and to my future through my possibilities. Without relationships I am nothing' (Zohar 1990 p.127)

4.5 SELF-PERCEPTION: Introduction

The analysis of self-perception was conducted in the same way as the conceptualisation of prior themes whereby the researcher coded concepts from the respondents' narratives that, in this instance, referenced the first person singular, such as I, me, mine and self. As before, these were written onto separate yellow cards and then reviewed according to certain aspects of self that had emerged during its initial meta-analysis. These key concepts were the properties of the phenomenon of self-perception which after a brief contextual review gradually self-sorted into four sub-categories. Each group of concepts was headed by its linking conceptual phenomenon, namely self-esteem; 'expectations of me as a person'; desire to do it and being myself. As in the above quote (Zohar ibid) the self was a relationship with other things and people, therefore, consideration was given to substances and incidences which impacted upon the respondents' perception of their being. Hence it was necessary in this analysis to exemplify with larger extracts of dialogue to illustrate the interpretation.

The phenomenon of self was complicated and multi-faceted but there appeared to be two main issues: the respondents' practical self; and the strengths of self to which one respondent referred as a motivational forte - both were considered as the emerging core variables. Forte was subjected to open dimensioning to increase its density and to define it from the respondents' perspective; likewise the utterance - 'It's a burning need' which was categorised as a property of the phenomenon 'a desire to do it'. These phenomena are illustrated in the text with the usual process of encircling the strengths and denoting the consensibles of each one's properties. Similarly, other phenomenal properties related to motivational forte have also been dimensionalised but are included in the appendices. The reader will need to remember that overlapping analysis of concepts occur which might be construed as ambiguous, however, it is the result of the researcher seeing the phenomenon from another perspective. The ambiguity cannot be clarified until the remaining key concepts for 'personal growth' and 'positioning self' are analysed.

The final compilation of the respondents' perspective of their self-perception is a network of knowledge connecting the respondents' dialogues, personal experiential knowledge, generalisations and the four former analyses. Because self-perception was an intricate situation of motivation, with its different levels of being - alias social, psychological and biological - the researcher addressed the main underlying motives separately. The sub-categories are not identified as such but are integrated, as before, into the researcher's analysis and interpretation.

Phenomenon: Self-perception

Key Concepts and sub-categories:

**Self-esteem:**
- I don't learn very well that way
- I'm not that sort of person to give up easily
- I find it very hard working in a group
- I'm not happy with myself
- It's something I'm comfortable with
- It was a good glossy image.. VERY VERY glossy image!
- I was the best at school
- A high expectation of me as a child
- I didn't believe in myself
- I think I could do it, it's lacking confidence which keeps me from doing it
- Development has already done a lot for me, increased my self-esteem!
PHASE TWO: Chapter 4.5 - Analysis/Self-perception

Expectations of me as a person:

There's a need to ground myself
Myself as a valid individual
I've got the bit between my teeth
Questioning one's ability to achieve
Being a minority you have to try harder

Desire to do it:

Then I had no desire whatsoever to do it
It's a burning need
I didn't really think it was my forte

Being myself:

More self-awareness
It's really weird!!
It depends how you as a person react to others
I switched back into education
And I was really questioning my career
I'm really cross with myself
Oh, I'd have worked well, I mean, it's just a waste!
Being pessimistic is being realistic
I am pretty determined! I AM determined!!
I've seen other people, like myself, who are successful

Cross referenced with:
# Personal growth
# I could have been in that position if I weren't a motivated person

4.5.1 The practical self

As discussed elsewhere the respondents low self-esteem associated with the work situation was due to a lack of appreciation of their personal abilities and professional worth. In this instance the interviewees' esteem was a practical one in that it was based on being recognised for good clinical experience and in being psychologically rewarded for the effort they put into work commitments to improve their own skills and those of their local health care services(4.2:4.4). One respondent explained at great length her personal and traumatic NHS experience in childbearing from which the researcher identified the her need to protect mothers from similar exposure to the emotional hurt and lowered self-esteem which she herself had experienced, 'and I thought this isn't good enough because when you are so anxious, and I said to her [the maternity manager] "Look we really need to look at the care we are delivering in this area, it's a specialist area" and I believe, but [she] acknowledged it and left it and I've always kept my eye on the area to see if we're improving with the staffing 'cos I didn't want to complain (referring to her own antenatal experience) I wanted to make a positive contribution about it and that we could deliver special care' (rp pp3-5). significantly

Special care in this sense was not specialist practice but extra-special attention in the form of nurturing, or colloquially known as 'tender loving care', which the respondent had had denied in her own supervised pregnancy. This experience was connected to professional self-development in that raising the respondent's practical esteem by accepting her ideas and acting on her clinical observations - a form of managerial nurturing - would raise the professional's worth. In doing so it would erase some of the traumatic memories that occurred at a highly emotional period in motherhood. In this case, the esteem remained lowered because the manager, who had refused to fund this respondent's course for a particular midwifery skill, also rejected the respondent's interest in providing 'good' care: thus the practical value of her professional worth stayed low. It must be added that the respondent made no mention of rejection and lowered self esteem but when the text was analysed in context of the respondent's situation and whole dialogue there was no other explanation. Similarly, the other respondents' experience of traumatised self-esteem at work were integrated into practical situations in the form of concern for the well-being of those who were perceived as vulnerable; as noted with their staunch support for 'good practice' and consensual attitudes toward the stigma of part-time

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work. In the respect of the respondents feeling vulnerable and ineffectual, caused by an inability to make an
impression on the management of clinical practice, they conducted their own development to counteract the
associated lowering of their self-esteem.

It was openly admitted that the practical situation of self-development activities did raise the participants' low
level of esteem, 'development has already done a lot for me, [It has] increased my self-esteem' (mq p.16). When asked why it raised her esteem the respondent replied 'just knowing and enabling you to know yourself
a bit better, just knowing that you've got something that can be useful to other people'. This respondent's
perception reflected a united attitude that the success of self-development was 'actually learning something
not just getting the exam at the end of the day'. Learning was intrinsically bound to 'knowing yourself
better' and to an end image of the respondents' self-actualisation.

On closer inspection, the statement 'knowing you've got something that can be useful to other people'
indicated that the respondents wanted to be needed by others. This was interpreted as a form of altruism in
which the respondents were strong stand-alone characters helping others, but, who had a greater need to be
depended upon. The features of altruism and need-dependency conjoined to form the respondents' strong
sense of wanting to be needed but only in such a way that was appropriate to their perceived worth embedded
in their experiential knowledge. The respondents identified with different situations of wanting to be needed,
for example, they wished to be useful to managers at work and develop systems of improved professional
practice; many wanted to help offspring with their compulsory education and homework; some offered
emotional and financial support to members of their extended family; one wanted to provide alternative
methods of healing; four others expressed an interest in advancing the role of women in society; all indicated
they wanted to be a self-sufficient 'breadwinner'; and no-one wanted to rely on children or family for their
happiness or home in later years. Overall, the respondents implied that being useful to other people was a
relationship where harmony of values was balanced with respect for individual contributions in their
professional work, or family life, or social activities; and sometimes in all three situations.

In the practical situation of work and education, values of self were positively correlated with the amount of
knowledge the respondents acquired from life experiences, hence self-esteem inflated with increased
experiential and academic knowledge. One respondent self-mocked her enhanced mental ability from
extramural learning but confessed to its purpose 'of bettering myself I suppose'. In questioning the term of
'bettering myself' the researcher explored the respondents' sensations of esteem associated with undertaking
extramural activities and found an element of personal pride.

Researcher: So you carry your head high when you go around shopping do you?
Respondent: I do! Clever old devil now!
Researcher: What TV programmes do you watch now?
Respondent: Actually I don't watch very much television programmes now, and yet I used to watch
loads of it before I started the Access course
Researcher: Is this because you haven't got the time? .. or ?..
Respondent: It's because I haven't got the interest now. I mean, all these situation comedies I used to
lap them all up, now all I can watch is 5 minutes, enough! then saying that, I don't watch
scientific programmes either [laughs a little] I mean, it hasn't improved me in that way. '}

1 Breadwinner was initially misspelt by the researcher as 'bredwinner' which was interpreted as a Freudian
slip in that the concept of breadwinner need not necessarily apply to the physical well-being and normal comforts
obtained from sufficient food, warmth and shelter. By applying 'bredwinner' the fundamental issue of being 'bred' or
'successful breeding' was likely to have been the researcher's underlying 'consciousness'.
PHASE TWO: Chapter 4.5 - Analysis/Self-perception

Therefore, the self was judged by its 'improvement' in qualitative intellectual ability in preference to high achievement gained from formal education and examinations. Thus, the significance of qualitative intellectual ability, formerly identified in the stigma attached to part-time work situations and cultural discrimination (4.2:4.3), was noticeably strengthened.

Without exception the respondents stated that their educational ability, not intellect, was greater than their level of academic attainments whilst in secondary education. Ability-wise, the respondents were unanimous in their belief that 'I could do better', inferring that their self-worth was externally judged to be lower than they felt was justified. This self-evaluation stemmed from a conscious comparison between their past educational outcomes with current practice in job-work, or by matching their personal abilities against standards set by certain members of their family - usually siblings or the mother. Hence, in attending to their need-deficiencies, which were dictated by their external world and had lowered their self-esteem, they strove to bridge the gaps between actual, expected and potential worth. In this study, academic education and its serendipity of learning more about themselves was the respondents' practical approach to establishing their worth. However, the 'awful' situation of 'working twice as hard' in striving to be 'better value', as mentioned elsewhere, was another tactic to remove themselves from the uncomfortable situation of conflicting values of self worth.

Another 'awful' event - which could be interpreted as the admiration and respect of 'awe full' instead of being a horrid feeling - was the prospects of being a breadwinner and the respondents' morbid anticipation of being forced into self-dependency by the demise of their salaried partners. There was a strong association between higher levels of self-dependence, vis a vis self-respect, with childless^ respondents than with those who were parents. However, for these former four research participants who were planning to meet the same dependencies in family life and retirement as the respondents who were parents, it made no difference to them migrating towards the same intellectual environment of extramural learning. However, the respondents' comfortableness with their learning was intangible because it related to their way of being, such as, how they learned and levels of self-respect which could not be evaluated in a clearly defined end product of attainment. Nevertheless, it was inferred from the respondents' united approach in contingency planning, where levels of self-respect was the comfort-indicator, that they identified their personal strengths from registering what felt uncomfortable to their self-respect. Hence, the practicality of selecting appropriate self-development experience was a consensual method of rationalising negative feelings 'I didn't really think it was my forte' (vx p10) indicating that they knew when it felt good.

Hence, in the practical situation the interviewees' self-perception first and foremost identified their strengths according to how comfortable they felt with their potential abilities. Secondly, they assessed how their abilities could be comfortably realised in certain social environments or communities. Thirdly, the respondents' self-perception favoured an environment, be it educational or job-work, in which they could successfully express their intellectual - not academic- ability. By analysing the respondents' practical self and extramural activity the researcher located a motivational self underlying their forte.

4.5.2 Motivational self and Forte

The emphasis on self development as being a period of getting to know one's self suggested that the respondents did not know what they were fully capable of beforehand despite being very aware of the impact

^ Childless - meaning having no child dependents (ma ss ha lj da), or no children to care for as expected with young dependents until they reach adulthood and their own independency (es Is wr pa ly). One respondent indicated that if she had a family, or children to look after, then she probably would not be organised enough to do her extramural activity. This suggested that the need to engage with extramural learning was secondary to rearing children.
of conditional relationships on realising their ability. For example, influential experiences in their cultural upbringing (all respondents); problems encountered in their educational system (all except one respondent); the incumbencies of family dependents (all respondents); and management constraints in job-work (all respondents) where each condition interfered with them being themselves. Somewhat paradoxically, each respondent knew their internal strengths and capabilities to do well but were unsure of its external success.

The researcher found that their self-perception of ability was not connected to liking the particular environment, although this had some influence, but was closely related to their perception of the outcome of the experience. For example, farming was a childhood environment for one respondent 'and she loved it!' but it was not for her - nursing was though, despite having no personal experience of it except for information provided by her ex-nurse mother. Therefore, the respondents matched their ability to a personal outcome such as: a retail management position; advanced needlework skills; promoting Chinese medicine; becoming a medical doctor (three participants); being a good mother (five respondents); being a good nurse/midwife (all relevant professionals). Thus, the environment was relegated to secondary consideration although it was the environmental conditions which subsequently blocked the respondents' progress.

Each personal outcome was consciously supported by an inner compulsion to prove to themselves they could do it '...uhm ...it wasn't a matter of proving to other people, I had to prove to myself I could do it, so, for all those years I wasn't convinced' (dm p.29). Having to prove capabilities to the self usually came about in the wake of a traumatic critical incidence that triggered the respondent's realisation of being 'the major breadwinner' and the necessity to 'look after yourself, you've got to depend on yourself; there's no-one else now' - even the respondents with supportive partners still speculated the possibility of being a major breadwinner. This thought spurred their action for independence and a more substantive income in the form of self-sufficiency. Their self-perception was an experience of insight into the critical need to be independent; 'after the [rejection] I said to myself "RIGHT! there isn't anyone now out there, it's YOU! and it's YOU who've got to make the decisions, and it's YOU who've got to ...uhm ...carry on' (dm p.17). Hence, they perceived themselves alone in their struggle for independence.

Most respondents were able to locate significant impressions of their ability at an early age, around 5 to 7 years old, which set their motivational incentive to 'carry on' to 'a far better state'. One interviewee admitted that her incentive for her particular extramural activity 'goes back to my roots. I can't actually pinpoint a moment, or even an event which switched me on but as far as I can remember I've always had these influences around, sort of, with people being healed by them, who knew nothing about [the] medical profession, and coming out in a far better state' (dq p.17). Being 'switched on' suggested that the condition of a 'far better state' was dormant and innate until a particular life crisis precipitated the potential into a realised need. Thus, the relationship between a potential ability - alias propensity - a particular life crisis, and the self-induced realisation of a need, was the respondents' dynamical situation of motivation.

At this point the researcher's conceptualisation diverted into quantum analysis by comparing innate abilities, recognised or felt in childhood, with strange attractors in fractal theory which influence the mathematical behaviour of chaos. Strange attractors guide the direction and constant orbiting of moving particles back to itself but not to exactly the same point of return. Each particle's returning point is slightly misplaced to a different level and slightly alters the pathway of the orbiting particle but which overall, and from repeated similarity of orbit pathways, retains a unique but recognisable pattern. By substituting the concept of strange attractors with innate propensities it was speculated that the behaviour of motivation to learn was the individual's re-orbiting process around abilities which over the passage of time gradually formed a pattern of self-development. Thus, a constant factor in the dynamical relationship of motivation was the 'orbiting' of self around an ability, or as formerly noted the respondent's forte; the latter of which tested different environments for comfortable conditions of achievement and self-fulfilment. At the point of return the self-
particle has an option of behaviour - to be motivated into extramural activities or not - which is dependent on 'switching on' factors, or triggers, present in the ability and not in the environment. The researcher included this analogy to demonstrate that scientific knowledge of other systems of motivated behaviour influenced the conceptualisation of a forte. The conclusion was that the respondents' motivation-to-learn was intrinsic to respondent's special innate ability which, as yet, was not clearly defined in the analysis.

Self-perception of an ability was instigated by experiences such as good teachers at school or 'good' mothers who 'pushed' their child's education in the 'right direction' but activating the ability occurred when there was an overwhelming need to avoid dangerous impediments to the respondents' capability to 'carry on' and progress. Dangerous situations invoked 'a challenge' to develop personal strengths and actualise the potential, however, it seemed that in the respondents' professional work situation their forte was crushed or ignored.

In order not to pre-empt the findings before the analysis was completed the researcher desisted from further speculation and concentrated on maintaining an open mind about the concept of an innate ability - or motivational forte - that was connected to the respondent's notion of being 'switched on'. Hence, the concept of forte, identified below, was dimensionalised from its position of being a phenomenon of self-perception.

Self-perception phenomenon: A forte or strength of ability

<table>
<thead>
<tr>
<th>Properties</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A known quantity of power</td>
<td>Yes</td>
</tr>
<tr>
<td>Externally measured in society</td>
<td>No</td>
</tr>
<tr>
<td>Something useful to others</td>
<td>Little</td>
</tr>
<tr>
<td>A significant life ability</td>
<td>Little</td>
</tr>
<tr>
<td>A value of personal worth</td>
<td>None</td>
</tr>
<tr>
<td>Novel event in each environment</td>
<td>Some</td>
</tr>
<tr>
<td>Extraordinary to normal life</td>
<td></td>
</tr>
<tr>
<td>Appropriate ability-able to do it</td>
<td>No</td>
</tr>
<tr>
<td>Overwhelmingly strong</td>
<td>Partial</td>
</tr>
<tr>
<td>Precursor to actualising an ability</td>
<td>No</td>
</tr>
<tr>
<td>Like using it</td>
<td>Moderate</td>
</tr>
<tr>
<td>Outcome is comfortable</td>
<td></td>
</tr>
<tr>
<td>Its expression is an innate feeling</td>
<td></td>
</tr>
<tr>
<td>Its high strength needs high resistance</td>
<td></td>
</tr>
<tr>
<td>Its expression needs assistance of others</td>
<td></td>
</tr>
<tr>
<td>An essential quality for survival</td>
<td></td>
</tr>
</tbody>
</table>

Underpinning the motivational force for actualising an ability was the gap-fill notion of knowledge 'Gosh! what a lot there is to learn in the world' which applied to both knowledge about self and their 'own little culture' and knowledge about other cultures. They had a need to learn more about those around them in order to compare and measure the strength of their ability. From a contextual analysis of a respondent's twice repeated expression 'It's a shame', it appeared that knowing little about the differences in cultural issues, especially within the respondent's own ethnic group, was a disgraceful situation. Intuitively it was sensed that this respondent's feeling of shame was associated more with not knowing her own cultural identity, which had become westernised, than with a lack of knowledge of peer behaviour. The sense of

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3 dangerous refers to situations that the respondents perceive will impede good physical and mental health
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shame was semantically linked to not knowing another's personal value, however, it was more strongly connected to the 'awful' situation of others not knowing the respondents' worth hidden beneath their explicit culture. It was felt that the respondents' — regardless of their skin colour, race or creed — were experiencing exactly the same sensation of shame, alias guilt, in not knowing either their true cultural identity or their natural intellectual ability.

The feeling of being under-valued was not contained to ethnic issues (di rp dm yp sw) as it included the stigmatized 'shame' of part-time work (du rp vg ub yp); of being insignificant or unfulfilled in motherhood (vx dq rp); and of being sexually harassed and discriminated against as females (dq mq du di vg). The participants' awareness of their valuelessness arose from a skewed perception of their 'valid self' (ub p.3) which they judged against social or work norms and expectations. For example, in the work situation a respondent hypothesised that learning Bengali was a valid language course for a midwife's professional growth and development; more so than learning French because of the greater proportion of Bengali speaking 'patients'. By using a common sense approach the respondent decided that if midwife's learning was to be a reality it was valid to select a language that was socially placed with the local statistical demographic norms. However, the same respondent felt undervalued when her professional abilities were compared against statistical norms of regrading. Hence, the valid self was not real if perceived from the perspective of social norms and regulations but was perceived as real when the respondents made an internal comparison of personal ability against the requirements of the learning, alias self-development, task. This notion was reinforced by all the research participants' united response that 'I know I can do it if I want to do it' and 'I can do whatever I want' (du). Thus their self-perception was real to their abilities, such as education, but not real to their perceived needs, for example, the development of professional skills at work.

Despite of knowing their abilities and capacity of energy the respondents knew they lacked self-confidence and were afraid of 'falling flat on my face', or losing face in front of people who held the greatest power to generate their personal esteem. Mostly this was an authoritative figure or an educational body. From a collective appraisal of the respondents' intellect, professionalism and social commitments the essential need-deficiency being addressed in their extramural activities was a low level of self-confidence and not a lack of ability. In each transcription there are numerous direct and indirect references to their lack of self-confidence and their desire to embark upon educational extramural activities, for example, 'Yes I want to do it because, I feel that I will get more confidence in myself and I'll believe in myself more and not only that but I'll be able to go out and do further education, once I've done the Access course, and I'll have confidence to go on' (yp)

In response to a respondent's exclamation 'Oh! it [knowledge] makes me more confident, yes! it makes me more confident' the researcher asked how important was knowledge, her reply was; 'Very important ...Yes! ... because the [medical] consultant was actually seeing me there in the clinic for a few years and he was relying on me more and more and was more or less relating to me on a one to one, more so than he would with his registrar scanning in the clinic, and I began to feel that he was giving me a lot of credit that I didn't have ...uhm ...and it made me feel even more out of my depth ...[longer pause] ...if you like and ...I tend to think should be knowing this by now ...you know? .....so (Respondent shrugs shoulders and smiles).

In this particular case the purpose of knowledge was not to benefit an equal intellectual relationship between doctor and midwife but to raise the respondent's personal confidence in professional practice - 'Yes! I think it made me a better practitioner as well because when you're comforting and supporting, counselling these Mums you are more knowledgeable' (rp p.8).

4Patients in this sense includes mothers and pregnant women who are the clients or patients of midwives
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Other references to self-confidence concerned the conflict between knowing and doing 'I think I could do it, it's lacking confidence which keeps me from doing it' (pp.8-9) which suggested that having knowledge that one has the ability and skills was not enough to activate the doing.

Not all the respondents pinpointed the reasons for their lack of self-confidence but each was aware of a feeling that 'I suppose it's always been there'. They knew the situations which gave them confidence and those which took it away. Reduced confidence occurred through interpersonal experiences such as: parents' marital problems; school teachers stereotyping cultures; sibling rivalry; being ridiculed at school; discrimination of gender where males were perceived to have better education and more job success; and failure of the maternal role model. One interviewee shared her observation of Access students that 'maybe their self-confidence had gone because of being permanently criticized, they just give up' (dp p3).

It was explicit in five respondents' interviews that they had experienced verbal criticism of their academic ability. There was also 'silent' criticism in that their latent ability was never fully explored by the mother. For example, 'I mean, again she was accepting it' implying that poor school homework was an acceptable standard for the respondent's ability (dp.4). This conditioning of lower ability was exemplified by a midwife who 'didn't believe in herself' - meaning she was led to believe her ability was relatively low - remarked on how she became a nurse 'well, put it this way, I dunno, I suppose it was all to do with confidence so I came down a lot in school exam list, in that way I didn't have a lot of confidence, okay in myself I didn't believe in myself but decided to be a nurse after I decided I couldn't be a doctor because I hadn't the intelligence to be a doctor' (dp.8). Although this snippet of script referred to one respondent's acknowledgement of the limits of her future capabilities to be a doctor it also reflected the general attitude that lack of self confidence caused by bestowed ability stimulated the respondents to undertake extramural studies. In undertaking extramural activities they were correcting the external impression that they were intellectually deficient.

Despite of the strong support and faith in their ability by certain people in their family (all interviewees except one), or by friends (six respondents), all the respondents had to test their forte in the same way as this following interviewee '...different people have said to me "You ought to do it" but I think it was me, I knew that it was me, I didn't have the confidence and conviction in myself'(di). The turning point which changed the lack of self-confidence into positive action was a critical incidence that triggered the respondents' need to be an independent self. Thus it emerged that the crucial motivational features of their forte, which incidently raised their self-esteem, was the need to rebuild confidence in personal attributes and establish an independent personality by utilising their strengths and 'looking after yourself'.

Many of the respondents adopted a self-admonishment mode when it came to persuading themselves to enrol for their learning activities but once started they were committed to completing the process to its end goal. Respondent: 'So I think you literally get to a point when you think "That's it! there's no turning back whatsoever" and I think you think to yourself "Right! it's time you [respondent breaks her train of thought and syntax but continues to talk] although before that [critical incidence] I thought right I'll go back to college and do a little bit just, you know, the brain a little bit but I think then I reasoned to myself [respondent continues with her prior thoughts] "That's it! there's no turning back! ... ah .. you've just got to ... look after yourself! " It wasn't the physical aspect I think it was everything'(dp 12)

Researcher: 'Tell me more about that if you can [name], if you can elaborate what you mean - perhaps [it is] by feeling better? or maybe just.. ' [At this point the respondent loudly interjects]

Respondent: 'Yehsss!! I thought that mentally I had to adjust, you see, obviously because there wasn't any turning back and by then, it was two years [since the critical incidence] you see, ...uhmm ... also I think ... I looked further ahead in 5 years time? in 10 years? '
All the respondents volunteered very personal information regarding responsibilities and support for close members of the family and friends however they also indicated how this dependency on them, and its accompanying sadness and 'emotional difficulties', had interfered with their wishful plans to undertake additional learning activities. These emotional experiences involved the demise of parents; illness in family and friends; financing and supporting brothers and sisters in various ways; all of which felt different to the emotional pain experienced in a critical incidence. This latter pain was centred on not being valued for what they perceived was their actual and potential worth and was a feeling of 'resentment, anger I think'. But most of all 'well, it HURT! I wasn't valued for the skill that I'd GOT'. Thus, it was their anger which stirred their action into enrolling for their evening class and enabled them to 'do it' for themselves.

Therefore, before embarking upon their personal development the respondent, although emotionally triggered by a critical incidence, had to be free from the emotional ties and time commitments incurred whilst sustaining the needs of dependents. During their period of being needed the respondents had no need, although the inclination was there, to attend to their own self-development.

4.5.3 Underlying motives
With regard to the uptake of their activity, the respondents were neither 'pushed into it' (mq) nor coerced into it (ub), nor persuaded by enthusiastic others in a similar learning situation (all respondents). Each one made their decision to do 'it' independently - and when they were ready to do it - and sometimes in opposition to the ideas and advice of friends, family, and managers at job-work. It was a solo and very personal venture which alienated them to a certain extent from work colleagues and siblings. Although they were aware that they were the 'odd one out' they showed no concern for this semi-isolation and in some respects were pleased with the arrangement of being set apart from others; and in doing something for themselves. In this respect they had deviant traits.

Without exception the research participants admitted similar intentions as the following respondent; I'm doing it for myself and the family, if I were to say I was doing it for the family that would be silly because by doing it for myself I'm doing it for the family...I'm...like say, if the family was taken from me I don't think I'd stop studying (rp) which implied that studying was a pillar of support to the ego. Even when there were no family responsibilities the respondent still exclaimed that [I'm doing it] for ME! ...I was getting bored and stale with doing the same thing and needed to do something new and different, for ME! (sw [respondent's emphasis]). In this instance the participant's self-perception of being stale was unacceptable and negative whereas boredom was a strong and positive stimulant to motivate learning. The respondents knew they were bored prior to taking up their additional learning tasks but the researcher sensed that underlying this professed boredom was their pressing need to shift the status quo of their identity and find out more about themselves, for example (dp 9);

**Researcher:** Why did you want to do something completely different?
**Respondent:** I dunno, I thought about it if I need to do something connected to work I feel, I dunno, if I do something connected to work, I don't think I could do it, I lack confidence, but because I want to do this for MYSELF! I feel I could do it...does that make sense?

**Researcher:** Yes it does ... absolutely!
**Respondent:** But because I want to do it for myself and it has got nothing to do with my work, it's my own leisure, it's my own pleasure you know?

**Researcher:** What's the 'IT' going to do for you do you think?
**Respondent:** I dunno, I dunno, if I finish it it will just prove to me that I can do it you know, that I've got the intelligence to do it...it would just make me feel a bit more....it would make me feel more complete you know so when you've finished, that's all!

**Researcher:** Educationally complete?
**Respondent:** Yes! .... yeah!
A respondent was asked how the status of studying and gaining an extramural degree altered her feelings towards being a person in society she revealed that 'Well, I suppose I feel that I've got so much more to offer, you know, and also being more confident you feel almost you could cope with people and lots of different events better' (dm). In this instance (dm p.17) doing 'it' for educational gains was secondary to doing it for her social status and knowing how to manage life experiences more comfortably. In the following sample of script the respondent's self was related to a perception of personal self-control in choosing developmental opportunities.

```
Uhhmm ...[pauses to think] I dunno about the status I suppose I thought to myself then it would be nice to have gone on and ... uhhm ... study and have a degree to say, you know, when you get to 65 [age] 'Right I've ACHIEVED that' I think, you know, I thought - I mean I wasn't looking that far ahead - but I thought I look at 5 years, 10 years ahead and I thought in 20 years time, you know, I would be saying to myself 'At LEAST I've done that!' I can look back [and] say 'Right! I've done that for MYSELF' I think that was part of the attraction ....but then I got offered the ADM and so I said 'Right! I'll stick with it' (Uppercase is respondent's emphasis).
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The respondent's expression of 'At least I've done that' was interpreted as a substitute achievement after breaking up with a long term partner. But more than that, her remark 'done it for myself' suggested that the personal achievement was securing an independent personality in preference to gaining a paper award. This perception was reiterated many times by different participants: 'I've achieved something for MYSELF, [not just for doing the conversion course], but for MYSELF' (yp p.4). Hence, the academic achievement was an overt materialistic and a guise in achieving the personal aim of psychological, or spiritual, independence.

On the whole the consensual remark 'but for MYSELF!' identified the respondents' self-centredness and need for more self-confidence which reinforced the argument that the respondents' chose to undertake certain extramural events purely for their self development as a person - 'For myself' (du) - and not as a professional. In reading the respondents' body language this remark held an element of guilt which was confirmed later by her admission of selfishness in pursuing her extramural activity. Although the other respondents' feelings of selfishness were not as explicit as this particular interviewee it was implied in the precautions they took to avoid their activity encroaching adversely upon family responsibilities and duties of parental care.

However, feelings of guilt and a common foundation of lack of self-confidence (du, rp, yp, vg, ub) was associated with a confusion of self-goals (di, du) and a blurring of the respondents' self-ideal images (vx). Often there was an internal struggle for the interviewee to verbalise her reasons for 'doing it' that is, learning.

```
Respondent: Yes! ....this is for me because I ....yes this is for me because I ....yeh this is for me (repeated three times)
Researcher: So, what is going to be different from the 'me' sitting here now, before you sort of start your course, and the 'me' that's going to come out at the end? [pause 3 secs] What's going to be the difference to what you expect?
Respondent: I dunno [pause 2 secs] I think in the me now is still quite [pause 2 secs] I dunno, it's [pause 2 secs] all these good things [pause] Okay, give confidence in yourself, believe in yourself have faith in yourself...
Researcher: You keep coming back to that!
Respondent: Yeh! I think it is that [pause] the me now its sort of like I'm just me now I think, I think its partly to think that you've done it! and I've finished it and it's something I did, you know, without being pushed and at the end of it, I dunno, I'd feel happier about it! but I dunno [pause 2 secs] it's really weird [pause] it's all twisted ...
```

The difficulty in finding something substantive to believe in themselves was common to all the interviewees.
The expression of it being 'weird' and all 'twisted' suggested that, in this instance, the struggle had supernatural origins and non-linearity of direction, respective to weird and twisted. The researcher's reply that 'No, it's not weird at all' was to reassure the interviewee that her perplexity was a normal response to not knowing all about the self; and was mutual. The respondent continued to repeat that 'it feels funny ....weird' and then finally 'it's weeeeeeird! sounds like confusion!' Although the respondent was laughing it was clear that the feeling of not understanding herself was an uncomfortable scary sensation but at the same time it was an exciting and welcomed experience.

Other self-perceptions of sensual weirdness and being twisted included a feeling of being 'kind of shaken up' as a result of a critical incidence and fractured self-confidence. However, the emotional turbulence caused by their self-doubt was a necessary base from which to rebuild their self-perception; re-order their values of self-esteem; re-engaged with their personal forte; and rally round subsequent academic achievements. It was a typical pattern of motivation to learn for the respondents but atypical to those not engaged with extramural activities. The difference was that the critical incidence concerning education was absent with the 'atypical' professionals and also they were more tolerant of current practice and not interested in making changes in either the work place or their job. It also promoted the notion that the respondents were different in nature.

This notion was grounded more firmly by a remark - 'its just a burning need, [it's] funky!' (di p.18) - made about the respondent's motivation for extramural learning. An indepth analysis from dimensioning the properties of the phenomen of a 'burning need' by using general knowledge of 'burning', and needs, and related consumptive experiences, plus knowledge of the stimuli of motivated behaviour, arrived at a conclusion that motivation - focussed on a new and 'better' self-image, was responsible for the constructive destruction of an individual's 'old' persona. Hence, motivation-to-learn was a phoenix-type process ordered by the respondents' rational self. The new self-image was 'funky', in that it was characteristic and expressive but also based on the respondents' fear (in that it was not clearly visioned by the self) for their unknown future.

The Phoenix phenomenon: 'it's just a burning need'

<table>
<thead>
<tr>
<th>Properties</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>All consuming</td>
<td>None, Partially</td>
</tr>
<tr>
<td>A dangerous element</td>
<td>Mostly, All</td>
</tr>
<tr>
<td>Funky</td>
<td>No, Don't know</td>
</tr>
<tr>
<td>Innate propensity</td>
<td>No, Don't know</td>
</tr>
<tr>
<td>Of unknown origin</td>
<td>All</td>
</tr>
<tr>
<td>Self-destroying/masochistic</td>
<td>None, Partially</td>
</tr>
<tr>
<td>Clearing old ground</td>
<td>Mostly, All</td>
</tr>
<tr>
<td>Preparing for new growth</td>
<td>No, Don't know</td>
</tr>
<tr>
<td>Enlightening</td>
<td>No, Don't know</td>
</tr>
<tr>
<td>Full of energy and power</td>
<td>No, Don't know</td>
</tr>
<tr>
<td>Active action</td>
<td>No, Don't know</td>
</tr>
<tr>
<td>A new beginning</td>
<td>No, Don't know</td>
</tr>
<tr>
<td>Subconscious</td>
<td>No, Don't know</td>
</tr>
<tr>
<td>Out of cognitive control</td>
<td>No, Don't know</td>
</tr>
<tr>
<td>Getting rid of the unwanted</td>
<td>No, Don't know</td>
</tr>
<tr>
<td>Psycho-biologically painful</td>
<td>None, Partially</td>
</tr>
<tr>
<td>Process for improvement</td>
<td>Mostly, All</td>
</tr>
<tr>
<td>Exciting</td>
<td>No, Don't know</td>
</tr>
<tr>
<td>Is resistant to change</td>
<td>No, Don't know</td>
</tr>
<tr>
<td>Is externally visible</td>
<td>Mostly, All</td>
</tr>
<tr>
<td>Raging passion</td>
<td>No, Don't know</td>
</tr>
<tr>
<td>Unstopable</td>
<td>No, Don't know</td>
</tr>
</tbody>
</table>

2/4/self/138
4.5.4 Summary: Self-perception
From analysing the respondents' narratives, via the key concepts, it was found that 'being myself' was the inner core of the respondents' personality underlying their superficial rational self. Their perception of 'being self' was like a layered ball with the actual self in the centre - actual referring to the respondents' innate abilities-cum-forte and self-ideal. Surrounding this was a layer of expectancies imposed by cultural stigma in their external worlds of work, education and family duties but which tended to mismatch with their centre values. The external self was the 'face' the respondents presented to the world constructed from academic education and an image of 'best practice' and good maternal role modelling. The substance of ability was intellect and not attainment.

At the time of the research interviews the respondents were in the process of actualising the inner core because their 'ball' had been traumatised thus exposing their vulnerability. Their need for physical and emotional self-dependency was the measure against which they perceived their success, and the tool of success was their intellectual development. Self-confidence was the substance of success.

The respondents see themselves as being 'more use to others' and as a valuable contribution to society. However, they indicate that this will only occur when their need for physical and emotional self-dependency is fulfilled. They see their personal attributes of organisation, energy and creativity as essential features of achieving self-dependency. However, first there must be an innate 'burning need' which can fashion the new self-image and not be afraid to explore deep rooted cultural values.

By a process of deduction and rationalisation, and by utilising information from the prior analyses, the researcher found that the crucial phenomenon emerging from the theme of self-perception was the respondents' innate urge to find basic values of worth intrinsic to their genetic nature. This was facilitated by having control of the method and topic of their extramural learning event and by having self-control over the direction and pace of their development. Thus, self control was the substance of their self-perception.

It now remains to examine the conceptual theme of personal growth in order to determine their intentionality.

***
4.6 PERSONAL GROWTH: Introduction
The key concepts for this theme focussed on the respondents' perception of their end goal and self-actualisation. They did not readily stand out as a separate group until the overall sorting of the yellow carded concepts had established the phenomenon of self-perception - a close relation to personal growth. Once the these concepts had been reviewed for ambiguity and re-allocated where necessary the remaining concepts were scrutinised for their connection to personal growth. Thus initially, the transcripts were not specially screened for these properties. The deciding factor in determining concepts of personal growth was their dual perspective of looking back on past experiences and projecting future prospects. However, in the process of theoretical memoing, writing field notes on the transcripts and re-reading the respondents' narratives, other texts were brought to the researcher's attention. For example, a concept formerly reviewed in self-perception '[extramural learning] has already done a lot for me really'(nr p.15) had additional meaning and information if the question was asked 'What has it done and what was it intended to do?' Hence, while analysing the previous themes and re-reading the transcripts, plus checking the concepts for appropriateness to its grouping, the researcher scanned text for these answers and, consequently, added other concepts to the substantive coding on personal growth.

The notion of 'doing it for myself' was analysed in the theme of self-perception, however, this was linked with the respondents' general attitude that '[they are] not that sort of person to give up easily' (sq p.24), from which the idea emerged that the respondents' determinism to fulfill their self-ideal also targeted a new identity. Because of the familiarity of the statement and the common use of 'myself' the phenomenon of 'doing it for myself' was openly dimensionalised for the reader to see its connected ideas and strength of attitude. Thus, the original few properties of personal growth were analysed for intentionality, realism and underlying concepts pertinent to processing their new identity. This procedure was no different to the method used with the former themes, however, it was noted that there was more cross-fertilisation of ideas between the conceptual groups and more multi-perspectives of the same concept. The researcher had not anticipated that this group would yield such rich data although it could be argued that this particular section initiated the summary of the phenomenon of motivation for extramural activities.

Overall, the respondents' development goal focussed on the realisation of becoming a complete and independent person. There was a noticeable opportunist's approach towards planning their future. Once again there was an element of self-negativity due to the respondents' being unable to control certain conditions of their past and current self development (all participants). The researcher was acutely aware of the participants' consistency in their need to prove something to themselves.

The initial group of substantive codes are listed below.

Properties of Personal Growth

Key concepts: Knowledge makes me more confident
I was bettering myself
I've proved it to myself
I want to stop hurting (paraphrased)
To look after yourself
Become much more aware of yourself
Knowing your self better

Sub-category: Doing it for myself
Key concepts: Things I didn't understand at the time
Juggling my social life to fit in activities (paraphrased)
PHASE TWO: Chapter 4.6 - Analysis/Personal growth

The trouble is, getting on to personal growth, a lot of the things people do of a personal growth are often so personal they might not want them put on a professional profile...if I could think of...[interruption at interview room door]...if I'm thinking of something like perhaps religious retreat or going off on a Bridge weekend’ (sic respondent ve p.2)

4.6.1 Defining Personal Growth

'Defining personal is going to be difficult' said this respondent earlier on in the interview, because 'some things are often SO personal as cannot be recorded' (ibid p.3). Although this was a specific reference to personal profiling of professional experience for the English National Board its meaning was applicable to personal growth experiences within extramural activities. In this particular context the respondent qualified personal as being part of 'valid self' in that the 'personal desire' for a particular professional development must be approved by the ENB in order to qualify as valid development. It was mentioned elsewhere that the authority was more likely to approve a course if its utility was greater for a professional service need, for example, midwives learning Bengali instead of French. The research participants' developmental activities at work had to be approved by line managers before it was validated as a learning event for either personal or professional growth. Thus so, an extramural activity was valid if it was approved by local management.

However, the respondents were involved with quite intimate and private learning events that were considered too personal to be offered to the ENB for inspection and approval - but which were perceived by the respondents' as equally valid. The more obvious vocational events like religious retreats, Bridge weekends, fashion design and handicrafts were totally outwith NHS sponsorship or clinical interest. Even personal events connected with academic achievement were deemed by the participants' managers as irrelevant to the needs of the local health service, such as acupuncture, open university degrees, A level certificates, Access accreditation and extramural professional diplomas; all of which had been rejected as professional development. Thus, the researcher focussed on the respondents' end goal of motivation and not on the academic achievement by revisiting explanations, properties and meaning behind expressions such as 'doing it for myself'. The word MYSELF was also dimensionalised in order to re-understand its motivation from a perspective of personal growth. The following conceptualisation focussed on the 'doing it' action of motivation.

Phenomenon: Doing it for myself

<table>
<thead>
<tr>
<th>Properties</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>On own volition</td>
<td>Always</td>
</tr>
<tr>
<td>Having a choice</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Self-centred</td>
<td>Never</td>
</tr>
<tr>
<td>Internal sufficing</td>
<td></td>
</tr>
<tr>
<td>Gaining independence</td>
<td></td>
</tr>
<tr>
<td>Action related</td>
<td></td>
</tr>
<tr>
<td>Forward planning involved</td>
<td></td>
</tr>
<tr>
<td>Has an end goal</td>
<td></td>
</tr>
<tr>
<td>Alone, solitary, alienating</td>
<td></td>
</tr>
<tr>
<td>Hedonistic</td>
<td></td>
</tr>
<tr>
<td>Developmental: Mind and physical skills</td>
<td></td>
</tr>
<tr>
<td>Singlemindedness</td>
<td></td>
</tr>
<tr>
<td>Obsessional</td>
<td></td>
</tr>
<tr>
<td>Multipurpose: Self and family</td>
<td></td>
</tr>
<tr>
<td>Meeting an original need</td>
<td></td>
</tr>
<tr>
<td>Subconscious faith in self abilities</td>
<td></td>
</tr>
<tr>
<td>Self-discovery</td>
<td></td>
</tr>
<tr>
<td>Curiosity in achievement level</td>
<td></td>
</tr>
<tr>
<td>Hidden personal agenda</td>
<td></td>
</tr>
</tbody>
</table>

2/4/growth/141
A gestalt perception of the latter properties identified the research respondents' drive for personal growth as being an inner determination to be 'more aware of themselves'(en). This knowledge satisfied an ego-curiosity in their personal ability and achievements. The stimulant that triggered their engagement with extramural activities was the action of personal control in choosing and indulging in novel learning experiences outside of their work and family. However, most of the respondents implied that there were 'things they did not understand at the time' but which became clearer the more they knew about themselves. This induced a form of obsessive learning - 'hooked on books and learning' - which perpetuated their need to gain more academic credits (all) simultaneously with an increased self-awareness.

Before defining the phenomenon personal growth it was necessary to indulge in a little lateral thinking and sub-dimensioning the notion of 'doing it for myself' and its object - 'myself' - in order to expand upon old knowledge for new meaning. In the process of conceptualisation the researcher was guided by asking questions such as 'Who, and what part of MYSELF, is the beneficiary of extramural activities?'

Properties of 'MY'

Key concepts:

- Having ownership
- That which belongs to me; natural rights
- Possessiveness
- Personalises me - recognised as different to others
- Inward looking
- One aspect of a community (ME is part of them)
- Significance and attention to self
- Protective - as a prefix of self
- Leading and exploring; MY goes before SELF
- Very intimate and private information of self
- Basic needs and values
- Singular - one owner only
- Grabbing and taking action for self

This mental exploration into the properties of MY revealed the beneficiary of extramural activities to be the respondents' vulnerability, where self had established the rights of possession within a chosen community. Extramural activities provided the conditions necessary for self to demand attention from the community, in the form of being recognized for significant personal values. The MY part led the self, in the sense of going before or being upfront, into behavioural expressions which protected very private information from public exposure.

The researcher examined SELF from a different perspective but the method of conceptualisation was the same although this time the researcher has identified the conceptual links. The italics adjacent to the property's context denote the respondents' expression in the statement.

Properties of 'SELF' (Italics are quoted expressions)

Key concepts:

- SELF is: purely a feeling - I feel...
  - within the persona/internal - within myself
  - contained to the personal - doing it FOR ME
  - boundaried by a barrier to external pain - it hurts
  - expansion or room to grow - more knowledge or 'hooked' on learning
  - Fluid and shapeless - shape flexes in response to circumstances
  - a comparator - difficult to work in a group, they take my ideas
  - self-controlling - that's when I got the bit between my teeth......continued
An analysis of these concepts found that My was the action of proactive possession whereas SELF was the recipient of the respondents' motivation to learn which, in some ways, were conflicting attitudes within the same being. With the balancing act of My with SELF, the human self was a fluid independent state governed by hedonistic feelings and boundaried by a neutral but healing zone of self knowledge; the healing zone was acquired from the experience of extramural activities.

In applying analytic license to the concept of a healing zone that surrounded self and induced by extramural activities, the researcher was persuaded that the healing zone functioned as a barrier to stop MY's hurtful 'grabbing' orientation from adversely affecting an inner zone of SELF importance. The healing zone was also a barrier that protected personal values and enabled fortes to flourish and grow. Therefore the dynamics of MYSELF was perceived as the bi-directional movement of energy between the inner and outer areas of whole self. Similar to the energy movement between personality traits, 'myself' energy was purposefully transferred from the outer area of adversity and pain, through the neutral zone, into the inner sanctum. This energy supplied the needs of creation and facilitated growth of the inner persona. From the participants' high levels of activity, organisation and juggling of their social and work lives it appeared that the greater the amount of energy received by the inner self the greater the expansion and growth of its persona. However, from knowledge of the respondents' experience of demoralisation the size of inner persona fluctuated according to external experiences that imposed hurt and self-denigration.

The researcher identified a relevant relationship from the respondents' texts in that the greater the external pressure, which they perceived degraded inner values and inhibited actualization of their abilities - alias fortes - the greater was their determination to cherish their origins of self (albeit, some of which were unknown and only subconsciously felt). The cherishing of self origins was inferred from the respondents' desire to satisfy a need to establish a new and 'better' identity, vis a vis 'bettering themselves'.

The researcher observed during the interviews that the respondents' critical reflection raised conscious knowledge of experiences which previously had not been openly rationalised but only felt as a feel-good experience. This experience was acknowledged by an Access course respondent:

'You know, the reaction that you used to feel was, me and [senior colleagues], you know, you're just a bit thick. I used to get that feeling but now I've got the confidence in me, I mean, I give them as good as I get, and you sit there in the chair and you think 'Oh my God!' [laughs loudly] WHAT'S HAPPENED?' [ev p.18 respondent's emphasis].

For most of the researchees, the cognitive transition into a confident person was obscured by a lingering feeling left over from their 'bad' experience that adversely affected their personal development and confused...
their need for self-identification. This condition was explained by an interviewee's reflection on her teenage school years which showed how personal values associated with academic ability changed from minimal importance at school to later regrets on having wasted opportunities for achievement in compulsory education. It was assumed from the commonality of this admission that the respondent's educational values, like any other personal values, were flexible. This was due to a mindset that tuned into the currency of prevailing values within the respondent's immediate circumstances. For example:

Respondent: ...but I always was not serious about [learning at school]. I didn't know what it is, it's really weird...it's dunno. I think like it, the school and the girls I used to go around with like we used to take the mickey out, it's really ... when I look back now it's really bad but we used to take the mickey out of those who were really bright and who got really good marks, you know, got 10 out of 10, we used to take the mickey and say 'You're a brainbox, you go home and study, you know, why can't you go and play with us' and stuff like that, and the thing was I was quite good at English and some of them couldn't do exams at all and for some reason I somehow managed to slip in and get into a class for English... and take it!! ... which is really stupid!!...the things you do when you're sort of young ...it's like ...CRAZY! and I didn't...what it was I felt really awful for taking it, was the only one in my class ... [?? word unclear] and we used to come out and say 'Look you're getting all these grades' you know it's really bad, it's such a negative influence, you don't know what you're doing it's such a WASTE!' (sic ej p.5)

This passage is rich with concepts which have been discussed in themes elsewhere (4.3;4.5). However, the respondent's pleading 'why can't you go and play with us' indicated her need to be like, and liked by, her school friends. Nevertheless, she risked being ostracised by her own particular group of school chums by 'slipping' into the English class. To 'slip in', described as being unnoticed, into class maintained both the respondent's academic need and self-pleasure to please friends and family. Quite simply they preferred to be considered 'thick' as opposed to being an outsider of their particular group. This was a form of self-negativity.

Self-negativity was a strong contributor towards shaping the respondent's ultimate goal of attaining a positive self-ideal. One interviewee announced that 'I've always been negative towards myself' (zq) but this did not stop her from trying to achieve a more complete being. It was the respondents' response to failure - 'at least I've tried... and [will] know what I'm capable of... and won't regret having done it if I don't succeed'(zq paraphrased by researcher) which unearthed the real issue that motivation was driven by a dissatisfaction with perceived self and not with external conditions; academic outcomes; or the behaviour of others. Thus, the respondents adjusted their ego-ideal according to public opinion but, paradoxically, only when their insight to self-potential had been privately realised and justified as valid in the external world.

Self-negativity was a positive influence on the respondents 'taking [themselves] off to do [extramural learning] but when charged with being pessimistic the general attitude was; 'But I think it's not pessimistic be... it's being re...re...realistic, cos ...ah ...when you've left home at the age of 18 you've got to stand on your own two feet -in a foreign country you learn to be realistic (sic sq). From this, and former information that the respondents were looking ahead into their future needs in 5, 10, 15 years time, it was confirmed that the respondents' realism was about optimizing personal values and attributes according to the conditions and circumstance around them; with the intention of securing their independence.

The end goal of self-dependency was ambiguous in that it was also aimed at achieving personal significance in the cultural sphere from which the respondents - or rather their contributing ability - had been 'rejected'. Hence the situation of 'doing it for myself' was a social situation in which the respondents desired to be
recognised by the community as a valid individual and useful to others. Therefore, it was conjectured that the respondents' targets of academic achievements had a utilitarian base. Even the single vocational event identified that 'the end goal, in fact, is to do advanced knitting, [advanced] work, anything in fact, you want? in this case, to be able to design specific knitwear and, in its context, translated as for the good of all children (wy pp12-13);

Respondent: Yes! if the children, not my own extended family, want a cow then you should be able to put it in once you've drawn it.
Researcher: And would this be the feeling attached to the 'I Want'? [reference to an earlier discussion on differentiating between wants and needs]
Respondent: [pause]... Difficult question... [she sighs]... [pauses again]
Researcher: In your own way. D. [researcher sees the respondent forming an answer in her head and then interrupts with]
Respondent: I don’t kn[ow]! Satisfaction really...that you should do what you know you should be able to do.

Here the language, with its frequent 'shoulds', confirmed the presence of rational self and the theoretical influence of a Freudian superego. It also illustrated that satisfaction, as a result of being motivated to learn an advanced craft, was about being allowed to develop capability without being prohibited by others. The sense of prohibition or restriction from doing what they could do really well was the prevalent emotion in each respondent's sense of low esteem.

Certainly, a lowered self-esteem was more closely bound to the research participants' perceived failure in secondary education than with an inability to do things - they had readily identified with their own professional competence (all participants). It appeared that correction of a low esteem was not forthcoming in either the job or home situation but when asked what extramural activities had done for them as a person and not a professional, the general inference was;

Respondent: 'I suppose it has increased my self-esteem'
Researcher: In what way? [pause] I know these are really quite difficult things to locate but if there is anything you can locate... [researcher pauses waiting for a reply] Why has it encouraged your self-esteem to improve?....

[At this point the respondent found the answer difficult to express. The researcher sensed from the interviewee's body language there was a struggle to translate a deep feeling into conscious knowledge. The researcher continued to gently probe the feeling by asking quietly, 'What's happened?']

Respondent: I think, just knowing and enabling you to know yourself a bit better...[pause].... and just knowing that you've got something that can be useful to other people.
Researcher: So success is part of the process?
Respondent: Not just success in actually getting the exam at the end of the day but success in actually learning something.

On the respondent's own admission 'learning something', was the end goal in the form of a personal outcome of extramural activities. Learning therefore was not a means to an end it was the end itself, whereby a series of targets, namely academic achievements, sustained the respondents' continuum of learning.

The respondents expressed in their narratives a typical characteristic of 'I am determined, I am a determined person!'(nr) and 'I'm GOING to do it' which indicated the strength of their need to learn. With regards to
their learning intention, metaphors such as 'I got the bit between the teeth' (er) and, in the context of defining motivation, 'you can take a horse to water but you can't make it drink' (sq) illustrated the research participants' strong dislike in being 'ridden', reined or controlled. To take the analogy a little further but still using the respondents' dialogue, the concept of a sure-footed horse, as a means of transport with its great strength and utility, had equal significance to motivation as being the power which 'moves' or carried the self. When a horse refuses to drink it chooses to alienate itself from those who give way to thirst and from dominating environmental conditions. Thus the personal power in exercising wants was greater than external pressure to conform to social expectations.

From generalisations of this concept, it was assumed that the respondents' motivation for extramural activities was essentially deterministic and also based on personal characteristics of obstinacy and rebellion directed at certain social and educational expectations. A similar comparison was the healthy role of a deviant in society who operates for change and adaptation to new circumstances. Therefore, according to the interpretation of the respondents' experiences, the succinct definition of personal growth is that it is a learning continuum which promotes internal conditions of adaptation for development of the respondents' intellect.

4.6.2 Underlying concepts of Personal Growth
All the respondents had a very similar attitude towards preserving their personal futures which suggested that their motivation for extramural activities was based on fundamental needs for prolonged psycho-cultural survival.

Undertaking extramural activities unwittingly provided the respondents' with the personal benefits of knowing more about self and an increased self-confidence. These were indicators of personal success and achievement in the process of having to 'prove to myself' there was adequate ability to do [it]. This self-consciousness is exemplified by a senior midwife (en p.30) whilst reflecting on her personal growth since commencing her extramural activities. In answer to the researcher's question 'What's the difference in you as a person now as opposed to then?' she replies;

Respondent: *I'm more mature and I think more tolerant somehow ...uhm ... and also you suddenly thought 'Gosh! all the things you've been doing'...ah ..you never stop and question it once, uhm ...And also, you know, I've, I've become more aware of myself, I've certainly very much increased my own self-awareness and self confidence. I think that's two things that has happened and now I can say to myself 'I can do it! I've done it!'.

She continued to say *'I now feel very much more positive'* and acknowledged that this was part of 'bettering herself', however, the latter situation had nothing to do with professional promotion. But it was all to do with using intellectual and academic achievements to satisfy a deeper internal need to learn about their persona and to realise their potential - *'I can do it! I've done it!'*. Nevertheless, the doing was facilitated by developing self-confidence without which the respondents' intellect, and hence their self-esteem which functioned purely to learn the positive and good about self, could not transpire.

Upon exploring what an interviewee thought she might have needed at the age of 17 to have acquired her current EMA qualification she echoed the ideas of all the other research participants in her reply to the researcher;
Respondent: I think I needed more confidence ... in myself to say to myself 'I'm capable of doing it and I'm going to do it' which is what I'm doing now, as I say to myself. I've always been negative towards myself, and now I have the confidence to say 'I'm going to have a go! and I'm going to do my best ... and if I don't get through I know I've done my best, and that's why I wouldn't regret anything.

Researcher: So, confidence you definitely need! Is there anything else? Anything else helpful to have had at that time?

Respondent: Yes [pauses and appears to be thinking hard] I think if my parents were a little bit more forward, pushing me forward, then pushed me forward a little bit more [pause] I probably [pause] if they'd taken a little bit more interest in my education I might have gone a little bit further, but because they have [pause] no parents evenings then [pause] different now (sic q p.7).

i) Family influences on personal growth

From the frequency of this influence of the family upon the respondents' motivation to learn it was very evident that they could have done better at school had they been 'pushed' appropriately. Not one respondent felt they had been encouraged to test the upper limits of their intellectual ability and all felt they had spare capacity to do better. On the whole the respondent's relationship with the mother was less than optimal and most indicated that as a parent the mother was a 'very private' person - meaning, they did not get close to them emotionally.

There was no evidence that the mothers did not love them, to the contrary most of the respondents, with the exception of two, showed considerable affection and pride with regard to their mother's role as family maker. The most obvious fault in the mother was that she did not push the respondent hard enough at school nor attribute them with any kind of super intelligence, or intellect, which they felt they had. This led to an assumption that there was a special intellectual relationship in the respondent/mother role model which was not fulfilled, particularly during the respondents' teenage education. It also implied that there a void in the respondents' intellectual capacity.

The role of the father was part of the intellectual development, not so much through direct contact with the respondent in being a fairly benign background support, but in relation to the mother's dominance in the parental partnership. Half the respondents were annoyed with their mothers for not addressing their intellectual-cum-educational needs and half the respondents were angry that their mothers filched their father's attention away from themselves. Thus they perceived their father as a weak role model. The researcher suspected that in three cases out of the 10 interviewees there had been a difficult and sensitive paternal relationship that had interfered with the respondent feeling comfortable in normal heterosexual situations. But this cannot be formally substantiated only intuitively assumed from personal and general knowledge. However, the maternal role and its relationships was again pinpointed as being key to the respondents' intellectual growth.

The brother-sister relationship (5 respondents) was intellectually competitive and healthy. The sister-sister relationship was different with less, or little, competition for academic achievement with female siblings (5 participants), therefore, the respondents' strong urge to go-it-alone into extramural education was unaffected by fraternal demands - 'I suppose if anybody [in the family] didn't want to do it [study] there would be any comment' (wy p.9). Having explored the research participants' external family relationships the researcher, like one respondent's insight 'kept coming back to the mothers' as the strand of influence on the respondents'
need to go out and take on additional learning. This is considered from the respondents' introspections on the female role in society.

ii) The female role: When an interviewee was asked whether she would use her extramural diploma to take a job in counselling mothers - her primary interest - she replied: 'You certainly make me think! [Pause] but the Diploma [her extramural activity] would certainly be wasted if I kept it just for counselling so what I'll be doing is using all these lovely [break in thought] in my [another break in thought] to use them on cost-effective in the NHS and write out new research findings and all that, and I'd like to do some research as well, into the mothers who are not getting enough support.' (sic p.34). This need to 'research' into unsupported mothers reflected a common attitude of unfinished business in the role of being woman. The deep rooted issue underlying personal growth was not about being a successful professional (all respondents), nor a 'mother to Paula, Miriam, John and [being] Jack's wife' (all respondents who were mothers), nor an authoritative female in a male world of work (6 respondents), nor overcoming the stigma of a mother in part-time work or relegation to low-grade jobs because of ethnic culture (9 respondents), it was about their personal worth as a female in society - but 'more than that' it was about their intellect development in its normal progression through biological motherhood.

The researcher labelled this natural innate response as the respondents' maternal intellect that simultaneously developed with the changing responsibilities of having and rearing children and weaning off their dependency.

Respondent: 'the only thing that would make me give it up is if the family is stressed in any way then I feel that'll be the thing to make me give in because the family matter a lot to me, but, uhm, you know, promotion... if stopping me from promotion... that wouldn't make me give in...uhm, I mean even if it [extramural activity] is making me hurt my head (respondent laughs) No, no, no, no, it's the family would be the only thing and because they are so supportive [my husband] and children' (sq p.12).

The evidence was that none of the female respondents' environments satisfied their general intellect and that all the respondents, including those providing bluecard data, showed strong concern for the intellectual dignity of mothers in general; in particular female patients, parturient women, vulnerable neonates and themselves. The theory of the development of the maternal intellect was sensitive to commonsense experiences in general life; modern research into families' relationships (Skynner & Cleese 1983); and supported by post-Freudian studies and literature concerning the development of gender-specific sexuality and parental intellect.

The cultural issues (4.3) and types of education the respondents opted for (4.4) reinforced this interpretation and strengthened the notion that they were undergoing an intense scrutiny of their intellectual sexuality related to their species-specific cultural origins. This accounts for the respondents' energy -'I want to do everything' (er) - in testing their abilities and throwing themselves into several new educational environments in the aftermath of an emotional crisis in order to find their independent and real self-worth.

Respondent: I was doing [that]! so I don't know how I coped (laughing) but the year has come to an end and I've done all those things all at the same time and I suppose I can say to myself "I've proved it!" I didn't have to prove it to people ...to people because for years [my midwife teacher] thought I had the ability.

Researcher: What have you proved?
Respondent: That I was capable
Researcher: Of what?
Respondent: Of handling my time... that I had the ability to do it
Researcher: Mental ability to do it?
Respondent: The mental ability... uhm... and also... the ..uhm .. what would you call it? ... the academic side, that I was able to handle all those.... THINGS I needed to do!
Thus there was a need for a new identity where the objectives for its personal growth arose from shaking off stereotypical attitudes and in focussing on learning more about themselves and their cultural heritage (sq, ej, zq, nr, ev, wy). It was an identity crisis, and a grieving process, compounded by the internal confusion of mixed cultural values in being anglicised Asians, Afro-Indians or Afro-Caribbeans (5 respondents), born and bred in an English culture and therefore who grew up with dual cultural 'origins'. The cultural confusion caused by stigmas and, what they each felt was inappropriate labelling (6 respondents), was associated with female education and equal opportunities.

Hence, from a general impression - and a comment that there was 'a need to ground myself now' (er p.4) - the researcher assumed that the respondent's were asserting their 'street credibility'. One interviewee was asked if her aim was a higher academic qualification at the end of the day, she replied 'Humm yes! at this stage my thoughts are not completely crystallised on that one [pause 2 secs] I want primarily a qualification in [university equivalent degree] so that I can practice. Obviously the better qualification the more street credibility you've got and what you can sign your name against'.

The significance of the latter remark 'sign your name against' identified this particular respondent's need to have confidence in a socially approved qualification or credential which promoted personal esteem. In the above incidence the respondent, as were the other female research participant, was actualising her maternal intellect within professional status. However, it was unfinished business and their full ability was still unknown - 'I dunno, well I think it's I'll never know, I'll never know what I am capable of... you see what I mean?' (ej p.5).

4.6.3 Summary: Personal growth
The consensus of uncertainty about their futures was placed with the environment rather than their ability, and with the on-going process of their changing intellectual needs: the latter of which were intrinsic to the development of the maternal intellect and the respondents' status in society. Personal growth was a motivated condition that aimed to satisfy the expression of innate abilities, for example, 'I have never stopped using my hands, it's always been there, ALWAYS retained my clinical skills work in the NHS. I've never stopped doing that. I feel that it should be fairly well balanced ... and certainly very much......very much in touch.'

Abilities were felt rather than consciously decided and the end goal was an image based on the reality of ability - achievements. In applying the conceptual principles of chaos theory to the respondents' introspections and key concepts the researcher found a pattern of behavioural conditions necessary for the implementation of personal growth. These are paraphrased below and therefore require no further elaboration.

* maximisation of physical ability in current activities
* under utilisation of mental capacity
* an increasing boredom and anger concerning constraints
* a lowering of tolerance toward intellectual inactivity
* identifying personal worth and forming a new self image
* random exploration of novel learning environments
* adaption to psychological change in parts of self
* assessing compatibility and 'balance' of parts of self
* actualization of the 'complete' self
* Self-dependency

The following extract, punctuated with the researcher's interpretation of meaning behind what the respondent implied but ['didn't say'], illustrates each respondent's' intentionality behind a drive to engage with extramural
activities.

**Respondent:** *I think* [I KNOW] *I could have done better for myself* [and not for anyone else] *...education wise* [at secondary school] *... but now when you get into* [learning] *the job practically* [and look back at what you have achieved], *you know you can do it* [whereas before I always thought I couldn't do it and so I did not try it out]. *I think* [I DO KNOW] *I'm annoyed with myself for not trying hard enough at a younger age more than anything else. I'm really cross with myself* [and hold myself responsible for wasting my opportunities] *so that's why I tend to push my children a bit* [because I don't want them to feel a failure like I do] *they won't realise* [how awful it feels] *until they are my age' and that it is a good thing to be pushed in education when young and not wait until they are 36 years old like me to realise how good academic achievements makes you feel about yourself].

**Researcher:** *And then is it too late?*

**Respondent:** *I don't think so* [Never! because I am certain that realising one's ability is a never ending task] *I used to think so* [when I had no self-confidence] *... but not any more* [not now that I can prove to myself that I can achieve the same successful results as others].

Hence, the analysis of personal growth located the respondents' motivation to engage with extramural activities. However, there were a few remaining key concepts regarding the respondents' self-positioning that required inspection.

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4.7 POSITIONING SELF: Introduction
The idea for this conceptual theme originated from Charles Handy's theory that people strive for positional goods, such as materialistic things, education and social status, after other needs are met. However, it was not labelled as such until all the yellow card concepts were self-assorted and key concepts dimensionalised. As before the key concepts were taken from the preliminary interview dialogues, compared and contrasted with bluecard definitions, casual conversations and general information. This time there was greater, and more open, conceptualisation of the bluecard data (Appendix 5) instead of the prior 'closed' form of dimensioning and comparisons conducted in the researcher's mind; thus expanding and then condensing the data to increase its density. However, the conceptual procedure of lateral thinking and perceptual circularity was exactly the same. An analysis of direct reference to 'motivation' was left until last - although ordered first in this theme - in order not to be previous with the findings and allow the definition to be the culmination of factors uncovered in the other themes. The sorting of yellow card concepts identified three conceptual sub-categories of the phenomenon 'positioning self': one was actual text "I don't want to" which occurred very frequently and was the form of negativity with which the respondents' judged their abilities (4.6) and set their intentions; the other two are the familiar motivational factors of contingencies and rewards. Each category has its own properties. These analyses included a critical review of the respondents' underlying motives or drives in positioning themselves which involved the researcher pooling ideas and outcomes from former themes.

Positioning self was the last theme to be analysed as it followed the natural progression of the respondents' thoughts towards their self-ideal which, because it was closely bound to personal core values, arose during the latter part of the intense interviews. Thus, this theme focussed on the objectivity of motivation-to-learn and on the respondents' intentions to undertake extramural activities. The conceptual properties, or key concepts, of each group are mostly direct speech and are as follows:

**Category:** 'I don't want .... I want to......'
**Key concepts:**
- And I could help my children even better (zp)
- I'd like them [children] to be decent human beings in society (Ls)
- I knew what I wanted to do (zv)
- I don't want to be dependent on anybody. Self sufficient. (fq)
- I feel that what I want to do is never to stop studying I really feel that's the next thing to do (dm)
- I'm a creative person and when I do something I like to do it well (Is)

**Category:** Contingencies
**Key concepts:**
- If you're desperate ... you'd put 100 % into it (fu)
- I had to be extraordinarily assertive to ... (fq)
- And then thought to myself, what if I didn't get...(dm)
- Well, because it is the big mystery to me ...(fq)
- Right! what can I do? (dm)
- Am I going to end my days like this, or am I going to improve myself? (fu)
- If she (daughter) don't fulfill her dream then ... at least she'd have her qualifications (zp)
- I can't do teaching... or be doing management ... but I can be a very good staff midwife or G grade midwife out there (Ls)
- You've got to go and look and see what there is to find (wb)
- I'm quite flexible, I put it [EMA] on the shelf and pick it up at a later time (zv) ...continued
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Category: Rewards
Key concepts: It's the qualification in the end, but I do want to know more, I do find the subject interesting (fi)
It's got nothing to do with work or ANYTHING EE, it's just for myself! (fi)
We're so busy working that we don't have as much time to do for people what I would like to do (Ls)
...and thesis could be a PhD, this is an attractive end goal (fq)
Work in a more natural way that is comfortable for me (fq)
To be in a good job or in a job that I can earn a decent salary (Ls)
So the only incentive to do well was to get a decent job at the end of it, THAT was the motivation (os)
Someday I might even find myself being in a position to.... (fq)
The reason I did it, ACTUALLY DID IT was I WAS ME ! so that has got to be self-esteem hasn't it? (wb)
It's to acquire knowledge so that I can go on and do the things that I want to do (zv)
I've achieved something for myself ....and I'll believe in myself more, not only that but I'll be able to
go out and do further education .... and have the confidence to go on.... Just the knowledge of
knowing I've got that education will make me ....feel better ....to go forward ...even more (zp pp.5-8)

The analysis of positioning self considers motivation from a global perspective; sub-categories of I Don't want, Contingencies and Reward; and underlying motives. The result is the emergence of core variables and an overall conceptual proposal on the reason why nurses and midwives undertake extramural activities.

4.7.1 Motivation is ..... From the sample of narratives noted below it can be seen that there were relatively few references to motivation in direct speech in the preliminary interview data;

* part of it [motivation] ...is to use it [EMA] to earn money and support alternative health therapy (fq p.2)
* Being a good mother motivates me to be a good midwife in a roundabout way (ip)
* It was to get the job, competitiveness ...It was just sheer bloodmindedness - that was my motivation (fq p.11)
* so I'm hoping this sort of thing [EMA] will get me ....where I can act on my own initiative (zp p.2)

However, the researcher included information from the analysis of the bluecard definitions(appendix9) in order to compare these properties with perceptions of motivation by the general public (appendix5); by registered midwives (appendix7) and general nurse student midwives (appendix8). Having identified motivational attitudes in other situations, such as Ada and Eleanor's experiences, there was an even greater amount of data with which to draw conclusions about the project's research remit. The associated concepts of motivation that arose from bluecard data - desire, drive, necessary feelings, knowing-me and self-sufficiency - were individually examined, but these are appendixes in order to avoid conflation of ideas interrupting the flow of understanding for this particular sub-phenomenon of the motivation to position self.

Positioning self was conceptually linked to the respondents' desire (appendix 11) and its related action in raising the respondents' levels of emotional comfort. Their desire to learn(4.2) was the most prominent feature of their motivation to seek and engage with an extramural event. The research respondents chose and tested a learning situation(4.4), or indeed any physical environment, for its ability to remedy emotional traumas(4.3). This occurred when the environment recognised and supported intrinsic values of personal worth which eased their discomfort caused by lack of self-confidence. Hence, they desired first and foremost to dispel the discomfort.
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It was clear from the analysis of personal development (4.6) and the definition of extramural activities (4.4) that extra-curricular learning was a personal luxury and the most comfortable position in which to test their intellectual ability. From the position of learning they controlled their development, realistically targeted their end goal for 5, 10, 20 years hence - depending on the number of years they forecast for their employment and anticipated how long it would take to reach a higher academic status. This latter situation was staged by targeting the 'next level up' as they recognised it was unrealistic for their current level of resources and opportunities to bridge this goal; besides which they were unsure of their full potential although they knew 'they could do it'. Hence, the extramural activity was chosen according to the respondents' comfort levels - primed to their ability - with their learning environment and with its outcomes of reward (4.3). The rewards were specific to achievements that enhanced personal worth and raised self-esteem (4.3).

As with choosing the event, the respondents opted for communicating and establishing relationships with individuals who complemented their learning ego. Evidence that the respondents selected Access course directors, open/distant learning tutors, natural therapy specialists, revered senior members of the family or medical profession to discuss their future learning potential indicated that no form of career counselling appropriate to their needs existed in their own locality and profession. The respondents preferred to be facilitated in finding their own solutions or direction in much the same way that they responded to the researcher and entrusted her with very personal and sensitive information - that is, they were gatekeepers of their information by being themselves during the interview.

It was discovered that 'being self' was the most important position of intellectual equality in the process of their personal growth (4.6). This was reflected in their attitude during interview where they conferred upon the researcher an esteemed model of academic success (4.1). More importantly than that, they considered themselves of sufficient equal intellectual worth to be able to express admirable values to the researcher; 'Look at you' (wb) 'Look at yourself' (dm) 'I love talking intelligent things with you' (tp). In this respect the interview experience was a wanted ego-booster for their own motivation in engaging with higher education.

Although the respondents were modelling themselves on educational roles, for example the researcher, they categorically stated or implied that they did not want to be, as far as education was concerned, in the like of their father or mother or school teachers in secondary education. Consequently, the stronger wants which had a negative focus and where the respondents openly declared they 'DON'T want' to end up in certain situations, set their motivational goals. Hence, the researcher explored the dimensions of the concept 'I (don't) want' within the framework of positioning self.

4.7.2 Underlying phenomena of 'I (don't) want ...'

As aforementioned the respondents did not want to end up an exact replica of their mothers who were either educationally disadvantaged (zp dm e zv) or unfulfilled professionally (fi), or emotionally weaker (os) and dependent on husband (fq), or who demonstrated an over strong female personality in the family relationships (zv tp). The respondents viewed these situations as unsuccessful models because of the social and cultural constraints placed upon the mother's learning causing a perceived restricted development of potential self. This aversive reaction associated with their 'don't-wants' held greater value in driving the respondents' motivation than their 'I want...'. Thus their motivation, closely linked to wanting to break away from inherent stereotypes, was centred on promoting their own role model in education towards a culture of positive social and familial relationships. Their mindfully determined 'don't-wants' were more objective than their ambivalent wants, however, the wants presented to the world.

By choosing to shape their own futures and 'striving towards a goal that you set yourself' (BC 30) the respondents were acutely sensitive to the position they wanted to be in. The meaning behind 'set yourself'
was interpreted as an operative for the function of motivation. Therefore the respondents' goals, alias self-set wants, were planned fixed outcomes for the intention of self-satisfaction. Below are some examples of the bluecard respondents' attitudinal sensitivities (researcher's underline) underlying their positioning that featured with a strong determinism to target their ultimate being of self. BC refers to BlucCard and the number refers to the individual on the list of thirty-one contributors who wrote the definition.

| BC 4  | having reason to                       |
| BC 5  | creating the right environment        |
| BC 6  | towards a planned                     |
| BC 7,25 | to reach a goal                      |
| BC 4  | the fact of having a reason .... to achieve a goal |
| BC 11 | achieve certain goals                 |
| BC 12 | and keep interest in subject         |
| BC 13 | to move from A to B                   |
| BC 14 | What it takes to                      |
| BC 17,20,23,24,31 | to do something                    |
| BC 18 | a clear vision of an ideal           |
| BC 19,21 | one's goals                         |
| BC 26 | which we need or want to do          |
| BC 27,30 | a goal to aim for                   |
| BC 29 | Better position in life              |
| BC 30 | that you set yourself                |

According to all participants a goal 'comes from within' (BC 20,21; dm tp fq zp) and therefore was an innate internal drive (See analysis of desire and drive in appendices 11 and 12 respectively) over which they appeared to have little control - it's a burning need! (appendix 11). Motivational data was contextualised from expressions containing 'you, me, one's, the will/the wish, we need, I, yourself, your, myself, in prior themes, but, because it was explicitly written on a male respondent's bluecard definition as 'the feeling that is required to get a job done properly' (BC 9) it was given some indepth thought. On reflection, the attitude of getting a job done properly was observed as typical to all the respondents' work regardless of the type of job.

i) Phenomenon: 'Getting a job done properly'

To the respondents, doing a job properly meant doing it as well as expected and with appropriate authority and responsibility. Their insight into their responsibilities or worth was frustrated by constraints imposed on their ability to do their job according to their liking of personal high standards and forte; this situation held more currency for their motivation to learn outside of their job-work commitments than any other set of factors. Thus, their objective goals for raised personal worth formed a self-valuing system that replaced concrete tangibles such as, academic awards.

This latter idea was not a new concept but pinpointed the respondents' major aim to counteract a devaluation of their worth caused by hurtful 'labelling' of their part-time work (4.2), ethnic origins (4.3) or gender (4.6). Therefore, the respondents' self-esteem was lowered because it was not recognised by others that they were capable and responsible for doing their 'job' properly. People who doubted the participants' intellectual abilities and their capability to do better were school teachers, mothers, managers in nursing and midwifery and in four cases competitive male siblings, all of whom were perceived by the respondents to have doubted or rejected their real worth. In this way the respondents doubted their own ability and therefore used the academic process as a re-education process through which they could prove to themselves, and no-one else, that they 'could do it'. A key issue in their motivation was that they, in their domestic or professional responsibilities, must be able to do the job - whatever it may be - properly. Because of its high importance
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the phenomenon 'GETTING THE JOB DONE PROPERLY' emerged as a core variable from the respondents' action of engaging with extramural education to better themselves.

However, this did not stand alone in the respondents' motivation; it was linked to their intellectual status superiorly positioned with professionals at work and as equal members of society. Self-raising their levels of intellect counteracted the after effects of unfair treatment which they had experienced as a feeling of denigration during their years in compulsory education. Personal denigration for the respondents occurred in three types of relationships: the parental role, in particular the maternal intellect for female respondents which included self-awareness of their female sexuality; the academic phenomenon and a subliminal need to know about self and be positive about their educational limitations; and the cultural phenomenon which 'goes back to the roots of childhood' (fq) and rediscovered their natural dispositions. BUT their natural dispositions were NOT those induced by environmental conditions in which they were born or reared; they were the respondents' feelings about their deep rooted natural abilities and cultural nuances. Hence, extramural activities was a means by which the respondents', unwittingly, recreated their spirit of cultural origin. This latter concept was a strong factor in motivation, and with the cross-fertilisation of theory with experiential data it emerged that the respondents' RECREATION OF THEIR SPIRIT - alias their essentialness or their self - was a significant core variable.

ii) Motivation is a 'feeling': Without exception the research participants implied that motivation was a feeling (appendix 13) that supplied enough personal energy to actualise deep rooted needs, the latter of which were attainable through actioning the respondents' don't-wants. Therefore, there were preprogrammed emotions that stimulated the respondents' incentive to set self-goals to satisfy the feeling. The mind, therefore, was not the determiner of goals or motivation but a cognitive response in sensing both contemporary and predicted environments for values conducive to the individual's goals of knowing more about self (appendix 14).

From the combined conceptualisations of desire, drive and knowing self elaborated in the appendices (11,12,14), plus the information analysed in the whole body of interview data, the researcher found that the respondents' overall motivation-to-learn was similar to a marketing approach whereby their innate ability, in this case intellect, was the product. In having to 'prove it to themselves' it seemed that the respondents were the first buyers, and then looked to selling their ability to local social and work groups. The product was self-assessed for standards and then developed and fashioned, according to the prevailing demands for the respondents' academic attainment by family, friends, educational systems and work situations. The final product was the 'attractive end goal'(fq) of a fully developed intellect, in this instance the respondent was aiming for a PhD, that was highly regarded in academic terms and had high utility in social terms. Hence, a third core variable emerged where the research participants' motivation to undertake extramural activities was an on-going process of MARKETING THEIR INTELLECT aided by fluctuating feelings of empty-fullness (appendix 13).

According to the respondents' educational biographies, marketing their intellect was not a sudden ploy but a continuation of their intellectual development which they perceived was initiated in childhood with the formation of their social intellect (4 respondents). The focus of development changed in puberty to scholastic intellect (all respondents) then matured into a parental intellect around early twenty to mid thirty years of age (4 preliminary interviewees and Group C bluccard respondents). From their mid-thirties to mid-forties era the parental intellect entered a more competitive environment in professional work where the respondents' self-challenged the mode of their ability, recreated their intentions from an experience of rejection, and refined their product into an intellectual commodity. This was an intense period of researching the 'product' in readiness for the intellect to enter the pre-sage mode around the respondents' age of early forties to early fifties(all of group A;some of group B;4 preliminary interviewees). During this developmental period there
was an opportunity for the respondents to expand their ability to its maximum potential - if they wished, which without exception they did.

The respondents' image of intellectual independency and self-dependency by retirement age was them positioning their intellect in an established and respected society. Hence, when their children (5 interviewees), or other family members (2 interviewees), or potential partners were no longer dependents in the transition between pre-sage and sage mode the respondents were freer to become physically, emotionally and spiritually self-sufficient (appendix 14). In the same way that a product is cycled through its markets the respondents' intellect adapted to the responsibilities within their immediate social environments with an end result of being a very marketable and stable product. In a sense, the intellectual development turned full circle to the childhood mode of social intellect, only this time the product was intended to give to society - I want to be of use to others, helping others and not taking from society like a child does in learning to be sociable.

It was logical to assume that when the respondents reached age sixty or over they would achieve a saturated state of intellectual development and become all round expert knowledge. Arguably this sage mode is reached when the respondent no longer is able, or willing, to learn more about the self and when the empty-fullness condition no longer operates. The sage intellect functions primarily to output its wisdom acquired from experiential and learned knowledge. It is imagined, and only lightly suggested, that there is an ancient sage state which specialises in selling its intellect unadulterated rather than continuously refining and developing the product according to prevailing circumstances.

This notion was implicit within the interview data but explicitly expressed by one respondent's careful reasoning as to why she enrolled for evening classes;

'My main motivation? Yes! but before getting there [to be a self-employed expert] I see a number of stages. First stage which will involve me studying A and P, pharmacology, pathology to medical school level. I see that being very useful for my [current course] I'm teaching. I do feel I can sell that to the college and possibly will if I'm going to apply for some money, definitely of use for what I'm doing at the moment. Looking ahead in 2 to 3 years, after if successful in exams a chance to do research, tremendously appealing. I think [EMA qualification] is becoming recognised along with any other scientific therapy, and at college I'll be doing neurology and there are many bridges between [blank and blank] college. I'd quite like to do research which I suppose would be a benefit to the profession but would also get me a higher academic qualification. I don't know whether it'll get me any more money, I've got quite a natural inclination to do it' (researcher's underline)

Thus, marketing the intellect was a core variable pertinent to the survival of the species for it facilitated the development of the respondents' intellectual ability as well as actualised a natural inclination towards their ability. It was observed that the respondents were well endowed with a motivation to learn, more so than peers and associates who chose not to engage with extramural activities, therefore it was presumed that marketing their intellect, in other words positioning themselves appropriately, was their special attribute of motivation to engage with extramural activities.

### 4.7.3 Motivational contingencies

In reviewing the key concepts of positioning self it was found that the research participants were adaptable and willing to explore and test new environments for a return of an increased self-esteem. Their motivation to seek alternatives was strong - 'you've got to go and look to see what there is to find' (wb) despite not knowing what exactly it is they were looking for. On the whole their end goal was not exactly clear 'it is the big mystery to me', but nevertheless they explored external environments for a possible match with their
internal levels of comfort. They were wholly adaptive and courageous (ly) when stepping into a new learning environment even though they felt negative about themselves and the impending learning experience, for example,

R1: And then thought to myself, what if I didn't get...

R2: I can't do teaching, or be doing management but I can be a very good staff midwife or G grade midwife out there

R3: I'm not very good at doing that

There is no conflict between the 'mystery' waiting to be unravelled and their concept of 'knowing what I am and what I want' (appendix 14) because the former was an unknown quantity of end-goal ability whereas the latter was qualitatively relevant to short term placements. However, the respondents who were mothers indicated quite clearly that their pursuit of academia was an alternative to professional work in fulfilling their self-ideal (4.3:4.5:4.6). For those who were not parents pursuing academia was contingent with unfulfilled maternal responsibilities.

Those who were a parent wanted to 'help my children even better' and assist their offspring to maximise their potential both academically and vocationally. For example, one respondent encouraged her daughter to pursue a love for ballet but also to obtain her general education certificates because 'if she (daughter) don't fulfill her dream then, at least she'd have her qualifications'. In this event motivational contingency was an end goal that flexed from dream to compromise where the end goal adjusted to help their children, or others, to achieve. Helping others in their education was a natural attribute (5.5) and found to be a stronger motivational force than their drive for personal academic success.

It was mentioned elsewhere (4.2) that nurturing others, such as patients, babies and vulnerable dependents was a natural female role in the health care profession (5.3) and suggested that the respondents engaged with their learning activity in order to become the recipients of nurturing and personal attention in education (5.2). However, in this analysis of positioning self and its contingencies it was found that their EMA was to develop their adult learning ability - as opposed obtaining praise for the learning achievement and, hence, was not a reaction requesting nurture. Therefore, the focus on ability to benefit offspring skewed the respondents' motivation towards developing an innate learning-cum-teaching ability that was most comfortable in a coaching type education, such as the OU and Access courses. The coaching mode was related to the maternal mode of nurturing the young to be independent procreative adults and was contingent with a flexible learning environment but it still 'suits my way of learning' (os researcher emphasis).

Not only was the style of learning flexible but also the respondents' controlled their development by exploring choices; planning personal contingencies; and testing their own adaption of learning behaviour more so than conforming to a rigid and formal method of education as seen in this instance 'I'm quite flexible, I put it [EMA] on the shelf and pick it up at a later time (zv). Nevertheless, this evidence did not convince the researcher that the respondents also chose their style of intellect as they did their preferred learning style - be it of genetic origin. But it did reassure the researcher that this natural selection method, where a coaching mode of education was passed on to their learning offspring, or learning others, ensured its survival. It was assumed that a coaching approach to education was based in the maternal intellect where it had currency for good parenting. It was also peculiar to the research respondents because for all but one respondent who was an only child, neither male nor female siblings were similarly endowed despite sharing the same domestic and educational environments (4.3).
Taking into consideration the former arguments for contingency behaviour and innate parenting responses, it was theorised that the respondents' intellectual development, with their extraordinary levels of busyness and inquisitive lifestyle, was a fundamental exploratory behaviour. This notion placed the source of the respondents' motivation with instinctual biological origins and biological self. Thus the researcher grounded the respondents' motivation more firmly in an innate drive and intense need-goal in order to actualise the original self. It does not appear that their motivation intended to shape their human specific observables, in this case, nursing and midwifery healthcare professionals, but was wanting to find the truth of their innermost nature where their reward was, quite simply, to be able or to be allowed in society, to 'be myself'.

4.7.4 Rewards
The concept of reward is inextricable from the concept of positioning self for the self puts its self in a position where it gains reward be it a positive or negative experience. In management terms reward was explained as a 'carrot or stick' inducement which in psychological terms is the experience of reinforcement or punishment, respectively. The respondents' rewards were also measured by their feelings which polarised towards pleasure or pain. However, from the overall discourse analysis of the transcripts the general consensus that reward was the 'feeling that is required to get a job done properly' (BC 9) ground the phenomenon of motivation more firmly in the respondents' subliminal emotions and intrinsic sensations. The feeling driving their motivation was exemplified as attitudes of immediacy and urgency, for example, when the respondents referred to their need for extramural activities - 'If you’re desperate, you’d put 100 percent into it' and 'Right! what can I do?'. Both of which was behaviour intent on avoiding denigration and an uncomfortable future 'Am I going to end my days like this, or am I going to improve myself?'. Associated with the sense of strong positiveness was anger and aggression which the next quote referred to as 'had to be extraordinarily assertive'. Other incidents of natural aggression was the respondents' protectiveness of their young children's education whilst in the process of weaning themselves from the auspices of their own parents' poor role modelling. So, it seemed that motivation in this study was not effective without positive aggression; where risks were taken with regard to successful outcomes and certainly there was no room for procrastination (all respondents) and passivity.

A more obscure form of reward from assertiveness was the respondents' utilitarian perspective of helping others (4.6) and in particular in helping their offspring 'to be decent human beings in society'. They positioned themselves as a good 'parent' or 'good mother' either as a natural one with their own children or as a pseudo parent by guiding and educating others and generally giving back to society the enhanced knowledge, skills and values of social living which they had acquired through their own extramural education. Their reward focus was on their personal development and becoming a person of status in society thus relegating professional skills and knowledge.

The respondents did not engage with any learning that was beyond their capabilities and by comments similar to 'I had to prove to myself that I could do it' indicated they had eliminated their self doubt about their intellectual ability. In the action of disproving their self-doubt it was observed that the nature of their self-reward system was affiliation motivation whereby their learning and its surroundings enhanced their personal worth and raised their self-esteem. Thus, the respondents' motivation effected benefits gained from establishing a re-evaluated self; that being self-respect generated by an increased self-confidence. However, their self-respect was notably focussed on biological inheritance and natural cultures inherent within their subconscious psyche; and for the ethnic research participants it was not placed with the culture of the environment in which they were reared.

Hence, the respondent's parallel processing of professional and personal development was contingent with the rewards of a raised esteem gained from their social development and an overall reward of re-learning self-values of worth. From a global analysis these values of personal worth converged and transcended temporal.
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reality into recreating the spirit of their original cultural self. It would seem from this deduction that motivation had a fourth and equivalent primary dimension to desire, drive and goal which incorporated their spirit of development. The fourth dimension was the respondents' control over their learning - not over their desire, drive or goal, but, quite simply over their learning and what they needed to know.

Therefore desire and wants were secondary to, and reward-driven by, the original goal. This goal was the realistic possibility that the respondents could actualise their potential self once they had knowledge of their deep rooted innate values of worth. Only then they started to feel comfortable with themselves and with their fit into their external worlds. The following statements are exemplified to show the implication of self-rewarding conditions and the realisation of potential self;

*It's got nothing to do with work or ANYTHING ELSE, it's just for myself!*

*We're so busy working that we don't have as much time to do for people what I would like to do (tp)*

*The reason I did it, ACTUALLY DID IT was I WAS ME! so that has got to be self-esteem hasn't it? (wb)*

4.7.5 Conclusion: Positioning Self

This most effective way to do this is by quoting a nurse in the early stages of advancing her extramural education and making changes in her professional status; *I've achieved something for myself, and I'll believe in myself more, not only that but I'll be able to go out and do further education, and have the confidence to go on. Just the knowledge of knowing I've got that education will make me... [pause]. feel better... [pause]. to go forward... [pause] even more (zp pp.5-8).*

Overall, the variables of recreating the spirit of self, marketing the intellect, employing a coaching orientation, having intuitive adaptability, plus the fourth motivational dimension of the spirit of development (ie. control over learning), combined to fulfill the respondents' overriding purpose of positioning the self in society; and in the successful accomplishment of goals. By analysing all the information on motivation from the key concepts and then filtering out the core variables the researcher came to the conclusion that the dynamics of motivation to undertake extramural activities contained a common behavioural activity of MAKING CHANGES. This core theme identified that the sole purpose of motivation was about making changes in the self; the physical environment of work; and personal responsibilities; in order to realise the potential self. The list of the respondents' activities of change is extensive as follows;

* changing financial circumstances for more money,
* changing personal goals for realistic achievement,
* changing learning styles to accommodate academic success,
* changing their parenting behaviour from that acquired from role models to ideal images of responsible parents,
* changing environments from those that are hostile toward self-development to learning events which nurture self-knowledge
* changing from dependency to self-sufficiency
* changing according to the market for their intellectual development
* changing from taking from others to giving of themselves
* changing from individual concern to social concern
* changing from conformity to deviance
* changing from socially induced wants to personal innate needs
* changing their concepts of female worth
* changing for the better, vis-a-vis, to improve themselves

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...........continued
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* changing the pattern of learning from pedagogy to andragogy within themselves and their work and educational societies
* changing from feeling hurt to feeling good about themselves
* changing from biological to cognitive motivation
* changing from irrational to rational behaviour
* changing from lack of confidence to positive aggression
* ad infinitum

Therefore, the crucial factor of 'being self' was the respondents' receptiveness to change. Without exception each research participant upheld a disposition that embraced change provided it yielded a personal reward of raising their self confidence. Theoretically, one consistent factor of the respondents' motivation-to-learn was that the inner self was not a changing entity but remained fixed as the primary value category. Thus in the process of recreating their spirit/self syndrome the respondent was only peeling away layers of self laid down by the pathological normalities of work and society until motivation reached its core nature.

The conceptualisation of positioning self has been thoroughly and systematically analysed and is now complete.
4.8. Summary of the analysis

Whilst reviewing the contents of chapter 4 it was decided to complete the summary with larger extracts of the respondents’ transcripts to provide the reader with an opportunity to 'feel' the data and verify that the contextual interpretation was valid. So far, comparatively small snippets of text have been exemplified and the reader has had to trust the researcher's interpretive knowledge. Now it will be seen how several concepts are within the same paragraphs and block of text, thus indicating the respondents' 'connexions' of thought and relativity of meaning. The extracts have been selected to represent the consensus of experience and knowledge.

The first example shows the respondents' intuition that motivation and determination was biological and part of chronological development. It could be argued that it was a priori experience and a biased reality but it was remembered that language is both meaningful and symbolic thus the researcher was obliged to accept its truthfulness. In this quote the respondent's goal of academic attainment subsumes their perceived above average academic ability.

Researcher: What do you think motivation is all about?
Respondent: [silence for 10 seconds]...It's getting up and GO!, the determination to go off and do something.
Researcher: Do you think it's a biological thing or ..?
Respondent: I think it's a biological clock ticking away and you suddenly think Aaaaah! you know? am I going to end my days like this? or am I going to improve myself?
Researcher: So you think it might be something
Respondent: Yeh [interrupts quickly]
Researcher: to do with the biological clock?
Respondent: Yeh
Researcher: Do you ever remember being motivated equally when you were young... in the same way?
Respondent: No [body language in a thinking mode]
Researcher: Not even when you were top in the Junior School
Respondent: No, I knew I was always going to be top. I was a bigheaded little devil [both researcher and respondent laugh]. I mean it was such a little school and everybody knew everybody, you know? ..[2 second pause] a little church school and .. [2 second pause] I just knew I was the best ..[2 second pause] sounds terrible, but that was how I felt at the time ...[3 second pause] and that was one way of building us up then as well. We were the best! ...and THAT'S IT!

A significant experience in each respondent's biography was their relationship with the mother. On the whole it was sociable and normal. However, underlying the relationship the respondents' either were angry with their mothers for not appropriately developing their (the mother’s) own intellect or pitied them. They tended to believe that their mothers' academic potential deserved more recognition. Underlying this perception was a general feeling of discrimination against women in society which sponsored their personal need to establish a revered female sexuality. The following abridged extract may not readily seem valid to the reader, however, it captures the sense of the respondent coming to terms with being female in male orientated environments: and the significance of grounding her sexuality without having to prove her personal worth by having children. Less obvious but more significant - and the basis of her motivation - was the 'challenge', plus a remarkably high determination, to identify her real worth beneath her female nature and find natural abilities which made her feel good and comfortable about her intellectual self.
Researcher: Where did you get your energy from?
Respondent: My [blank] says I abuse my adrenals I meditate, am a [blank] star sign, very typical, scattered energy, I want to do everything. There's a need to ground myself now ......(abridged)
I may never get there [into expert role] It will be a struggle as it is intensive learning [blank] for one year, [blank] .. this is an attractive end goal.... (abridged).......I am chuffed at being selected. They told me I was exempt from [blank] over the phone. I was one in 50 applicants, same pattern as before [blank] a challenge, not going to be beaten!

Researcher: Do you think the pattern will repeat itself?
Respondent: Yes definitely, [respondent] has to prove to herself [whatever, without] having men and babies

Researcher: Why does [respondent] have to prove herself?
Respondent: Roots in childhood. father not a good role model. I don't want to be dependent on anybody. Self sufficient. Can see the same scenario of mother dependent on father ...[3 second pause] and [blank] doesn't want that!

Researcher: What is your motivation to do [your EMA]?
Respondent: Work in a more natural way that is comfortable for me. Midwifery is mechanistic [blank] feels uncomfortable [There's an] anomaly in [my] personality, outer layer is the Action Man -harmonious with the outside world, the presenting layer. But inner layer, this one is the quiet healer, natural harmony with self. I want to work in a way that is more comfortable for me .... (abridged).
Money gained [blank] it was stressful achieving it but not stressed now. I needed to have gone through this process to be where I am now. I can play the Action man role but prefer not to. I've got a choice. Choice comes down on the side of preferences and this is not money related. However, I would still accept money if it happened.

The respondent summarised her own motivation as harmony with self which reflected a general consensus that the internal was balanced with the external self - but was not driven by monetary rewards (4.6).

However, the respondents' personal end goal was not 'crystallised yet' (na) implying that it was not in their cognition but the direction 'felt' right. Academic awards were tangible and concrete objectives but they were sub-goals towards unravelling the ultimate mystery of 'being myself' the latter of which surpassed experiential social stigma that had devalued certain cultures, race and types of professional practice. The specificity of a stigma does not prevent interpretive generalisation because it was not the special circumstances that were directly involved - only the universal feeling of denigration and lack of personal worth (4.2:4.3:4.5:4.6)

Researcher: What's your end goal? What do you see at the end of your course?
Respondent: What I see at the end? .... I dunno, I haven't thought about that far yet I don't [2 second pause] uhm [2 second pause] what do I see at the end? [3 second pause] at the end? if I was successful [great thoughts seemed to be going on and response is uncharacteristically slow and deliberate] I'd probably do something else.

Researcher: What afterwards?
Respondent: Yeh! maybe something to do with work because then I'd want to [2 second pause] I mean I'd only be, what? in my early thirties! so maybe then I'd think that maybe I could do something for work which would be useful, beneficial to me, but now, because I am young, or whatever, this is for me and myself, okay? I imagine I should come back and at one stage

Researcher: D'you think that's anything to do with, sort of, being independent, looking after yourself?


A little later this respondent, who was of ethnic origin, released her reason for adamantly pursuing academic achievement based on a perception of experiencing an unfair discrimination of personal worth. She said 'you know, you have got to be twice as good and better value' in order to be promoted. When asked later from where she gets her energy she replied; 'It's just there'. When asked what difference her academic activities would make to her as a person she thoughtfully answered, 'I dunno, I think in the me now is still quite...[a low self-confidence]...I dunno its all these good things...[that is, learning about her own cultural origins within an academic qualification] ...okay, give confidence in yourself, believe in yourself, have faith in yourself. In this instance, the respondent who was established in independent learning, acknowledged the mother's influence on her self-perception which had resulted in her feeling that she had mediocre ability (4.7). Yeh! because initially when I did my general training as well, like, I wanted to do it because I wanted to nurse but subconsciously as well I had sort of, had to admit towards my self at the end I was doing it for my Mum which is really weird you know. You really should be doing it because that's what you want to do, but at the same time I thought "Oh well! yeh! might as well do it for my Mum as well, you know ............ and my DAD" Thus, the need to please, in particular the mothers, by achieving academic attainments was a clear issue.

From the text it was also clear that personal ability was competitive during the respondents' compulsory education period and that their academic achievement needed to be pitted against the achievements of others in order to measure how well they had done. The incentive then was not personal growth but the extrinsic rewards of passing A level examinations in order to get a decent job. 'Decent' meaning socially acceptable, intellectual alias managerial, and a good salary; There was no-one to compete with really as no-one bothered to do any work, so there wasn't any competitiveness at all [she laughs] You were just completely against yourself as there was no-one else to compete with, so the incentive to do well was to get a decent job at the end of it, THAT was the motivation! However, attainment in secondary schooling was not the same as their desire for self-development. The respondents' incentive for self-development was the attractiveness and comfort of their style of learning and being treated as an intellectual adult, as illustrated below;

Researcher: What made you want to do it?

Respondent: Mainly because I enjoy learning and the way that material is presented. The OU suits my way of learning and that's why I opted for it really. Done a few evening courses at college but not so good, I didn't find them interesting.

Researcher: Why?

Respondent: Weren't so much geared to adult education. Much, more or less sitting in the classroom and this is what we're going to teach you. You write down and learn it and I actually don't learn very well that way. So, even though the subjects I chose were interesting, after a while the subjects were no longer interesting and it became a drag to do it
Researcher: How important was it for you to be treated as an adult?
Respondent: VERY important!
Researcher: Can you say why? ....... your rationale?
Respondent: Because, uhm, although the courses I'm doing now I didn't know much beforehand, I'm still an adult and didn't want to be treated like a child and also I didn't know, or feel I didn't know, much about the subjects. I did have past experiences that enabled me to, uhm, to contribute to the courses I was doing.

Thus, whether in professional practice (4.2) or in adult education (4.4) it was important to the respondents that they contributed their life experience and knowledge. This made them feel comfortable, vis-a-vis valued, within themselves and within their external environment. When the climate was uncomfortable then the respondents chose to opt out of the NHS environment, be it practice or education, to select one that was conducive with their style of learning (4.8) and which enhanced their personal growth (4.6).

The last extract below almost speaks for itself and validates the researcher's analytical interpretation of the respondents' experiences related to their motivation to undertake extramural activities.

Researcher: Is there anything about your persona that stands out, uhm, as being responsible for making something work, about you?, about your nature, what you're like, that makes you go for something and stick at it?
Respondent: Yes! ..I think I would whatever job I was doing I would make sure that I tried to, uhm, do whatever I could to make it interesting.
Researcher: How determined are you to make something work? Can you be put off easily, or have you a laid back [respondent interjects]
Respondent: No! No! I am pretty determined. I AM DETERMINED!
Researcher: What makes you so determined?
Respondent: [Finds difficulty in answering] What makes me determined? uhm! I think part of it is the way I've been brought up, that whatever you start you've got to finish, so's to speak and...[pause]
Researcher: Is that from your parents?
Respondent: Yes! I think so, I was particularly keen to stay on at school but that's what I was supposed to do, uhm, so I made the best of it and was determined to do it.
Researcher: Was one parent more influential on you in this determination than the other?
Respondent: Uhm,[thinking mode] both of them but probably in different ways
Researcher: Can you tell me which ways they would have contributed towards influencing you?
Respondent: I think my father influenced me in that you should stick at something and take every opportunity to make it good [researcher's underline to note exploratory behaviour] and enjoy it, or make the job work for you.[underline denotes key concept of manipulating the environment to meet personal needs] Whereas my mother's attitude was you should stick at something even if you don't like it [imitative parental tones; laughs a little]
Researcher: Why do you think she had that approach?
Respondent: [silence 10 seconds:in thinking mode] I don't really know [pause 5 seconds:still thinking]
Researcher: Just the way of being [perhaps] ?
Respondent: Yes! can't say I like it so
Researcher: You don't like it! What is it about it that you don't like? continued.........

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Because it can leave you stuck in a rut if I'm going to stick this out, without looking at other opportunities, and it can be detrimental.

Detrimental to you as a person?

Yeh! [pause]

And to your development?

Yeh! [another pause. Each respondent was strong minded enough to not agree if untrue]

Okay! How do you see your development, your progress going, your study going

Well, it has already done a lot for me really.

Has it? What has it done? Do tell me!

I suppose it has increased my self-esteem

In what way? [pauses for reply but continues whilst respondent thinks about it] I know these are really quite difficult things to locate but if there is anything you can locate...why it has encouraged your self-esteem to improve... [body language indicates that the respondent is struggling deep down to find a truthful answer so researcher kept prompting]

What's happened? [comfortable silence, then the respondent looked ready to speak; she takes a big breath in]

I think just knowing and enabling you to know yourself a bit better [pause 4 secs] and just knowing that you've got something that can be useful to other people.

So success is part of the process?

Not just success in actually getting the exam at the end of the day but success in actually learning something.

Evidence from these samples of transcripts replaces the previous notion that the incentive to learn was an extrinsic reward with the idea that learning was pragmatic and of intrinsic value. Primarily, the value of learning was to discover contributions of personal worth to benefit society. Thus the respondents’ approach to learning and self-development was to market their academic intellect and position themselves according to the contemporaries of social standings and educational status (5.7).

4.8.2 Emergent themes applied to the professional situation of nursing and midwifery

For the midwives there seemed to be a special attachment to vulnerable women undergoing motherhood and for small and sick babies requiring special care. It would be presumptuous to diagnose by psychoanalysis the motives for this but a reasonable explanation accounted for in the transcripts suggested that these respondents were more sensitive to conditions in which weaker individuals were nurtured. They keenly felt their own vulnerability and thus identified their self-development with their social compassion for others less fortunate than themselves.

i) The interview situation: Analysis of the interview situation(4.1) revealed the respondents' pleasure at being singled out for their contribution to this research project. By agreeing to participate and by gatekeeping their own agenda and information-giving they demonstrated their self-control, self-confidence and feelings of raised personal worth from undertaking their extramural activity. These attributes, acquired from engaging with their particular event, illustrated their moderate level of independence from the appraisal and approval of others - particularly in the workplace.

ii) The work situation: The frustrations and stigma experienced in their professional jobs were based on their self-perception of how managers and other professionals in authority regarded their worth as an
individual in professional practice. Where medical consultants and senior members of staff took an active interest in the respondents' development and conveyed confidence in their personal ability this encouraged their external learning and raised their self-esteem; these two respondents, of whom one was a clinical manager and the other a state enrolled nurse, expressed a deep sense of humility. Where managers could neither meet the respondents' demands for promotion or specific professional development, nor showed sufficient understanding of the respondents' actual abilities, the respondents conveyed strong feelings of anger, resentment, disgust and intolerance of the managerial constraints. These respondents engaged with their external learning with a lower self-esteem. However, all the respondents were commonly responding to a primary need to constructively contribute to the success of the workplace - but this had been rejected. Local management dictated the needs of the respondents' learning (8 respondents). Two respondents were semi-autonomous in planning courses according to what they perceived were required within their sphere of practice. This generated a stronger loyalty to the managers than those with no control over learning (2 respondents). Nevertheless, all respondents sought outside career advisors because of lack of confidence in NHS managers counselling the respondents' professional pathway, or even counselling personnel on the wards. The managers had neither the skills nor the resources to conduct a trustworthy career interview especially when the respondents' learning needs conflicted with the needs of the service.

Conceptually, the workplace was a necessary experience for the female interviewees (10 respondents) because it teased out academic intellect from their natural disposition of a maternal intellect and potential motherhood(4.2). However, lack of professional interest in developing the respondents, in conjunction with a low weighting given to maternal life skills in crediting part-time professional practice, generated a work ethos that was uncomfortable and hostile to the respondents' intellect and related self-esteem. Initially self-esteem was positively correlated with raised maternal responsibilities but as these diminished or became absent values there was a desperate urge to halt a falling esteem with the good feelings of a stimulated academic intellect. This transition was assisted by the respondents marketing their academic abilities, testing their potential worth and refining their learning needs in order to meet an end 'felt' goal of an esteemed persona grata. At this stage satisficing was transferred from the redundant maternal intellect to the academic intellect the latter of which had precedence of need in the dynamics of the respondents' motivation. The respondents' traumatised self-esteem was not unduly damaged by the work situation even though 'it hurts' because this feeling activated exploratory behaviour and progressed their intellectual self. It was thought that without their frustrations, associated with lack of recognition of personal worth at work, the respondents' might never have moved on in their intellectual development; and their maternal intellect would have retained its dominance. This idea has profound implications in that professionals who do not engage with extramural activities do not develop their intellect but prefer to reinforce their maternal mode within their professional capacity. In this situation it was hypothesised that the maternal intellect was constantly satisfied but retained the status quo of a pathological normalcy (Herzberg) of professionals working as recipients of nurturing relationships - both with patients and colleagues - in the health care environment. By deduction, professionals who do not re-evaluate their intellectual needs, nor challenge the managers' perception of their lack of worth, reinforce their own nurturing-recipient state which then dominates all relationships. This is an unhealthy condition for healthcare professionals who need to progress their intellect to accommodate all types of nursing or midwifery practice and management. Thus the respondents action of taking charge of their own learning and development acted as a form of deviant behaviour to break the intellectual status quo.
iii) The critical incidence situation: The strong current of cultural discontent underlying the respondents' narratives focussed on the disadvantaged female role in society more than on racial discrimination at work. Most of the respondents were at an emotional stage of redesigning their female role model due to a negative experience associated with unsatisfactory gender relationships in the past (4.3). Coming to terms with their sexuality-'not just as' a mother, wife, partner, daughter, auntie and female-to-female friend- was paramount in unblocking their intellectual development and potential abilities. Paradoxically, they were able to do this only by locating their academic ability and reaching for more knowledge with an end aim of being expert in their selected field. In doing so they discovered more good things about self and explored the things that they could do and, importantly, had control over. In this respect it was self-perpetuated hedonism.

They liked the potential they saw in themselves and narcissistically projected their self-ideal built from feeling the person they wanted to be. Their actualisation concerned feeling good in three areas: as a respected role model to the vulnerable and young; being recognised as a valued member of society; and achieving the status of an expert of specialist knowledge. The societies targeted for actualisation were the micro-worlds of the ward (ly), intermediate-worlds of a manager in a hospital or local specialty(pals), or macro-worlds in which they cross functioned with higher education at a global level; for example, gaining a PhD research degree (na). No longer were they passive members in a relationship - they had the 'bit between the teeth'. Nor were they at risk of rejection for they were positioning themselves accordingly, that is financially, emotionally, socially and educationally, in order to prevent a repeat of the traumatic rejection experience. They were responding intuitively to their inner culture, accepting their personal forte and using their knowledge to reach their self-ideal. Above all else, the critical experience, which often had a time-lag before exposure, triggered the respondents' burning need for knowledge of self, their worlds and their future. Hence the notion that, their motivation was driven by an innate learning-need that stimulated their curiosity to find their core nature, identify with their culture and re-establish core values. They were, as aforementioned, recreating their spirit of self.

iv) The situation of extramural activities: The most significant factor that emerged from this category of key concepts was the respondents' choice of topic which mostly concerned advancing female-orientated skills(4.3) and investigating feminine issues(4.4) via studying the role of women in society. The respondents' first encounter with extramural learning events was noted for its nurturing environment which counteracted the effect of others' devaluation of their professional and, hence, personal worth. Unlike the health care role, where the personal reward was gained from giving nurture and being appreciated by the sick or vulnerable, the external learning situation allowed them to take sustenance from it. It was an expected position of vulnerability where their intellect was nurtured by a knowledge intake; it was a form of role reversal in that they were administered to by educationalists.

Their purpose of engaging with the activities was to discover new knowledge, to build on their fortes and build up their self-confidence. However, this was also achieved within the profession as occurred with five respondents and their in-house sponsored courses, but nevertheless they still took on more learning. Conceptually, there were two reasons: the main one concerned the respondents' freedom to choose their topic in that there were no externally imposed conditions such as passing the exam, completing the course, or paying back funding. Freedom meant they could learn more about life and social interactions according to their personal interest rather than learn as a return of financial investment. To a certain extent this freedom alienated them from everyday knowledge in clinical practice and also from the supervision of
managers, colleagues and family members which considerably reduced the risk of being seen as a failure.

The second reason was their style of learning which had been affected by inappropriate stereotyping of their academic ability in their teenage years. Stereotyping had altered their external performance to the point where the participants' lower standards and poor attitude towards their education became a self-fulfilling prophecy: and less than the respondents felt they could achieve. However, their academic interest (4.7) resurfaced into action on the demise of their self-confidence at work where they re-examined their intellectual ability in the light of academic potential and suitable learning environments. The respondents choose a style of learning that fitted their personal demographics and social circumstances. But there was a heavier weighting for a flexible, open and self-controlled experience which massaged the respondents' ego-ability and invoked a self-responsibility for their learning. They wanted to be their own masters where they could 'stretch themselves beyond their natural limits' (na); a level speculated as the natural ability achieved prior to their downgrading in secondary education and left an educational void in their development.

v) The situation of self-perception and personal growth:
Low self-esteem played the major role in stimulating the respondents to engage with their particular activity. It was apparent that this was induced by a mismatch between their perception of personal standard (in motherhood, professional practice with specialist skills, and academic achievement) and an external lack of appreciation of their worth. In fact a major issue was that the respondents received no objective feedback nor formal appraisal of their work performance and, in one case it was categorically stated there was no fair system for regrading or individual performance reviews. Nor was there recognition from significant others such as managers that they were doing their job-work or family-work properly (4.7). They coped with this lack of formal feedback whilst they were able to contribute towards the management and design of professional practice or were involved in making changes which they felt were appropriate and valued. But being involved and informally used by the profession was a temporary respite and failed to sustain their self-esteem at a tolerable level outside of these contributions. It was assumed that opportunistic contributions held no real-time benefits for their longer term prospects and intellectual actualisation.

Needless to say, the respondents held a poor self-image of value in professional work. Behind the 'face' they presented to the world the respondents also had a poor impression of their cultural value in society; hence their need to trace back cultural histories for core values, like the intellect, with which they could set their objectives to be a real and complete person. There were specific cultural issues that depended on the nature of their birth however the respondents were united in feeling academically substandard and disadvantaged. There was a very strong feeling of deficiency and lack of self-confidence which they were correcting by proving, first to the self, that they had the necessary abilities and then by engaging with EMAs and finally needing to be needed by society as an educated utility. Thus, their self-image ideal was about promoting social cohesion.

vi) The situation of positioning self
Little more can be said on this theme that has not already been mentioned elsewhere (4.7) except that 'wanting to learn about everything' was special to the respondents in this study - somewhat unwittingly, they were hungry for knowledge of self.

The development of the intellect through its various stages was found chronologically attuned to the normal
life transitions in an individual's biography. The key issue in this research appeared to be the intellectual transition from maternal-orientated ways of working to academic education where the intellect demanded the developmental aura of open learning and freedom of choice. It was a very sophisticated cycle of adaptation->making changes->self-discovery->new environment that was driven by a fundamental need to learn. Each aspect of the cycle required positioning of the self in comfortable work environments->appropriate authority->extramural activities->incongruent values, respectively, in order to progress to the self-ideal of social esteem and being useful to others.

Thus the respondents were special in that they embraced change and had the necessary energy supply and appropriate type of learning ability with which their particular motivation could progress their intellectual development; despite resistance caused by environmental factors and conditions. The ultimate position for the respondents was knowing their personal worth, by 'being myself' and by 'believing in myself more' where their motivation to undertake extramural activities was specific to achieving this special type of self-ideal.

4.8.3 Summary
The origins of the research participants' motivation to undertake extramural activities were not found in their psychological desires, drives, urges, goals, nor in their organic physical development, nor was it socially engineered and shaped by external influences. The original 'motivator' was conceived as a relationship between innate ability, frustrations with self, and environmental resources all of which were required for the respondent's need-goal for intellectual development. This is similar to the quantum behavioural relationship in chaos theory where there is a 'sensitive dependence on initial conditions; and where choice is active; and a single 'thing' has alternatives of behaviour'. Therefore, motivation is a quantum condition where its basic equation concerns the sensation of change.

In the final analysis, the research participants have in common their initial condition of a sensation of change and a behavioural pattern of self-similarity which reverberates internally in mental and physical conditions and externally into the respondents' educational and social environment. Their learning-to-change orientation identified them as natural educationalists and change agents for professional work.

However, as with the butterfly effect1 so to is learning-to-change affected by circumstantial influences. This explains how the respondents' diversity of objective goals; their different selection of professions; various levels of experience and many different influences from their educational and social environments did not alter the basic component of intellectual need but did alter the direction of development. Thus learning-to-change is the relational arrangement of the respondents' motivation

From these unobservables a final assumption is made that the initial condition of learning-to-change is in the control of genetic material which exercises choice for alternative behaviour.

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Butterfly effect in chaos theory is explained as the air disturbed around a butterfly flapping its wings in one part of the world can effect a hurricane over time and depending on the environments the disturbed air moves through.
CHAPTER 5.1: THE FINAL DISCUSSION

The methodology evolved from a process of exploring, in the first instance, the researcher's knowledge in order to account for her personal experience, constructs and value-judgements on the theories of motivation and professional work. Concurrently, the researcher explored the knowledge of science and a priori information to find and fit the best methodology to the nature of the data. It was an epistemological approach with the intent of bracketing the truth and reality of the researcher's existentialism separate, and prior, to analysing the research participants' experiences. Hence, from the deliberate identification and suspension of all judgements and ideas about the phenomenon of nurses and midwives undertaking extramural activities, the researcher was able to interpret the respondents' reality from their biographical perspectives. Thus it was intentional to collect narrational data by intensive and casual interviews in order to obtain primary sources of qualitative information.

However, the analytical method was unwittingly decided during the process of testing various ways of interpreting data and eliminating those that lacked the form of symbolic interactionism (Armstrong 1987; Denzin 1989; Faraday & Plummer 1979). The reason for exclusion was that the interviews and the resultant topical life histories (Denzin 1989) were dependent upon symbols of words, meanings and language to convey the respondents' experiential knowledge and definitions of their extramural situation. The former anxiety that eliciting sensitive data might emerge as a therapy was dispelled with the observation that the respondents benefitted from the telling of their stories by gaining critical insight into their situations and through consciousness raising; the latter of which focussed their attention for their next steps in self-development and also positively affirmed their development achieved so far. From observation and transcript analysis of the termination of the interview it was found that the counselling type approach used by the researcher during data collection, and which definitely created the indepth interview, was not reminiscence therapy and therefore neither overstepped the ethical boundaries nor required follow-up counselling services.

Although the respondents did not describe detailed life histories there was sufficient information for holism to occur particularly as the researcher and respondents shared meaning perspectives, professional work and, as expected, very similar domestic situations. The development of the data collection method, from participant observation to a collaborative relationship between researcher and respondents, resulted in the identification of common characteristics in the research topic of motivation-to-learn; but at the same time each individual remained unique. Thus collaborative participation in the 'system', for both the data collection and the experiential knowledge, enabled the researcher to come to a deep understanding of this study's particular phenomena (Gadamer 1989; Heidegger 1962; Kuhn 1970; Lakatos 1981; Toulmin 1985).

The narratives themselves were oral presentations of the respondents' connected thoughts about their motivation which reflected back into their childhood as well as extending forward into their future, and as such were case studies. It was found in transcribing the personal histories that lived time was not linear but circular and interactional and the respondents' objective temporal division between past, present, and future blurred in the telling of their personal experience (Denzin 1989 p.199). This did not detract from the authenticity of the material because it was not an historiography; instead data was generated from their stories by dialectical thinking (Rowan 1981) where script was dimensionalised and subdimensionalised for contradictions and distinctions in its range of force or impact (Strauss 1987 pp.14-17). The narratives were of the naturalistic domain of science where the local theory, derived by induction, emerged from the data rather than being preconceived prior to the investigation.

However, obtaining data involved the respondents' deep introspections and projections of the phenomena of their motivation rather than the researcher's continuous observation of their behaviour over a period of time, therefore, 'a special kind of phenomenological interpretation, designed to unveil otherwise concealed meanings in the phenomena' (Spiegelberg 1975 .57) was applied. Thus hermeneutic phenomenology was the process
that bridged the gap between what was familiar in the respondents' worlds - and words - and that which was unfamiliar; as noted by Gadamer (1976) where 'its field of application is comprised of all those situations in which we encounter meanings that are not immediately understandable but require interpretive effort' (p.xii). Therefore, the holistic method most appropriate to investigate subjective phenomena 'in the belief that essential truths about reality are grounded in the lived experience' (Spiegelberg 1965) was a reductive phenomenology based on grounded theory. In this process, the researcher was aware of the precariousness of her claim to knowledge and, as Spiegelberg commented, that the ground 'of epistemological humility' (1975 p.70) was a critical step for the preservation of objectivity in this phenomenological methodology.

The grounded theory of analysis involved - as does all scientific theory which is not purely speculative - a grounding in data. This was achieved by the researcher's hypothetical hunches and ideas on the underlying motives of the respondents' experiences, deduced from global knowledge, undergoing verification. In order to ensure that provisional hypotheses in the exploratory phase were not just labels with which to conduct the analysis the researcher checked out these, and deductions from theoretical memoing, with the use of data. Verification could not be achieved without the researcher's theoretical sensitivity and directed inquiry into the participants' situation in their professional and extramural environments: verification also required her theorist's ability in the conceptual technique of theoretical sampling of data in order to generate theory from its macro inspection. Thus, the researcher's interpretive input and the respondents' introspections identified the crucial role of experience in the working knowledge of the research project (Strauss 1987 p. 13). It also greatly emphasised the importance of its counterpart - subjectivity.

Certainly the researcher's subjectivity was evident in her explorations and analysis and it was suspected that the reader might have had to make a jump of faith in order to be privy to similar insight and knowledge. However, the conceptual process of intuiting data and imaginatively varying the respondents' descriptions across other professional and general situations resulted in a reasonably explicit procedure of open and substantive coding of the key statements for phenomenal properties. Nevertheless, the dimensioning of its key concepts could be criticised for not being as explicit due to non-detailed quantum leaps between the respondents' experience and its qualification or negation with other data. The researcher partially accounted for this during the formation and spontaneous emergence of eight specific conceptual themes(4.1-4.7). Further conceptualisation was explicit in the strands of ideas that crossed these groups and gradually formed the core variables, such as, the female intellect and the respondents' need to recreate their cultural spirit of self-development. The third layer of conceptualisation resulted in the strands of concepts, still exemplified with samples of relevant transcribed texts, being revisited and reviewed from a global perspective of general behaviour. Together, the layers of conceptualisation refined the data to the central phenomenon of learning-to-change(4.8). It was this continual reiterative process of an inductive-emergent phenomenology which facilitated the transferability of the respondents' concepts in their narratives to others in similar situations.

However, it could be argued that the research credibility was wanting in that the reported research findings were not verified by the respondents as being true to their experience. In this research situation of suppressed internal motives and sub-conscious deeply rooted values which were elicited by anger and evoked by an intolerance to low self-esteem, it was considered appropriate to accept the findings on the solidarity of the researcher's intensive immersion with, and bracketing of, the data. Besides which it was thought that the respondents' would not recognise their own internal reality if their rational behaviour was the most comfortable perception to live with. On the other hand, the verbatim recorded interviews were not contaminated by the researcher imposing bias by remembered paraphrasing after the interview event. Hence, the interview material was as the respondents' intended it to be and, from a pure symbolic interactionism stance, their data 'was suspended in webs of significance [he himself] has spun' (Geertz 1973). In this latter respect, the validity of interpreted data could be questioned in that the reality of the participants' submerged intentionalities and internal motives were not openly disclosed by the respondents but were perceived by the
Chapter 5 - The Final Discussion

analyst. This suggests that the qualitative nature of this research lacked trustworthiness. However, experiential reality is not purely an intellectual social construction and a tangible reality: thus there were other perceptual approaches used to capture the respondents' whole world realities in their biographies. There was transference of felt reality where the experience was conveyed by body language, verbal expressions and metaphors; especially easy to interpret where experiences were associated with emotional pain and negativity. Without tapping into these interpretive resources the respondents' experiences and family relationships would have remained as surface dialogue and the theoretical analysis would have been solely descriptive and infertile. Also, there was the reflexive interview technique in association with the researcher's field ethnologist (Hammersley & Atkinson 1983, pp.145-173) stance of being an independent but objective observer of expressions of hurt, rejection, frustration, satisfaction, enjoyment and so on. Consequently, it was through common emphaties and emotions that the interpretation determined the source of the respondents' motivation to learn and not through common situations and environmental conditions. As with a true empathetic mode the researcher was able to stand aside her own experiences and 'walk in the same shoes of experience' as the research participants.

Another approach to reality was by drawing out the respondents' projections and intentions where their imagined reality and future ideal was brought into their consciousness. In effect, they analysed social and educational trends in order to position themselves according to their perception of social and educational status. Thus imagined trends had objective outcomes significant to the respondents' speculations and as such were equally valid to objectives found in formal quantitative research and surveys (Forum 1995). Additionally, the respondents' personal predictions were the foundations of a self-fulfilling prophesy and thus their created reality; the latter of which, according to Wolf 1981, is no reality at all until it is 'observed'. Reality is best understood as a standing wave function that is not realized (note the term) until some observer "pops the qwiff" (Wolf 1981), "qwiff" being a quantum wave function. Until it is "popped", the quantum wave function (or probable reality) remains simply probabilistic (sic Lincoln & Guba 1985 p.85). However, Wolf's concept of reality agrees with the researcher's notion that the respondents' motivation is a potential which, in terms of chaos theory's sensitive dependence on its initial conditions, can only be realised when it is 'popped' by an external influence presiding in the individual's behavioural alternatives. Thus choice is persuaded by internal reality.

A fourth form of interpretive reality was the researcher's primordial knowledge whereby reality was intuitively raised. It is argued that intuition is unsound abstract knowledge in experimental and traditional science methods (Edelman 1991) but in this qualitative research it was crucial to its ethos and naturalistic paradigm. Hence, congruence between the interpreter's research psychology, method of data collection and style of analysis was essential to the analysis for a fluent, cohesive, convergent and co-operative theory (J.Heron: In Reason & Rowan 1981). As a conceptual theorist, the researcher's dimensions of construction, based on Jung's antithetical psychological processes, was fitting for a grounded theory that required the researcher to 'take in information through imagination, and is interested in the whole, in the gestalt; is an idealist, interested in hypotithetical possibilities, in what might be, in the creation of the novel, innovative viewpoints (L.Mitloff & R.Kilman. In Reason and Rowan 1981 p.45). On the basis of the tenets that there is more than one way to know something and that knowledge is context bound, plus the fact that the respondents were human beings and part of reality as cognitive psycho-social beings, the researcher employed a methodology that supported the truth of constructed and multiple realities (Lincoln & Guba 1985). In this way, the inquiry was value-bound (ibid p.37) and the theory was existentially grounded in the individual's experience by an interpretive method of discourse analysis.

1Initial conditions: in this instance the bio-psychological nature of the individual that is susceptible to (alias influenced by) nurturing environmental conditions - thus the internal reality is open to alternatives and the observed reality is the outcome of intentionality and choice.
A technical flaw with this method was that the researcher was unable to check the historical experience with others for its formal objectivity. However, the research was dealing with conceptual biographies and as reality was 'only perceptible through the lens of the fantasy world' (Frosh 1991, p. 71) - fantasy defined as the unconscious mental representative of the drive that operates always from the start of life - it was accepted that biographical data was only one step away from objective status (ibid). According to Klein (1975) the internalisation of the experience can be 'objectified' through projection and identification, where the latter is focussed on the respondents' constructs of reality and not on the researcher's concepts of their reality. Identification is taking an attribute of the other as one's own or, more fully, developing a psychic structure which is an unconscious mirror of the object, thus introspections and projections were considered as objective information. In support of this argument, the project was not an historical research method and therefore did not require the criterion of checking for mutual perspectives and concrete knowledge. Beside which studies have not been that successful in identifying mutual meaning and memory recall between parent and offspring.

In the final consideration the criteria for method suitability was based on the success of obtaining comprehensive information about the respondents' extramural experience; self-perception of motivation; and the degree to which the instrument measured their motivation-to-learn. With the need for a trustworthy analysis that accurately represented the respondents' experiences, and for a method of intuiting the data, the researcher applied a phenomenological investigation. It was a reductive approach where the researcher continuously bracketed, or set aside, personal bias, assumptions and presuppositions, in order to obtain the purest description of the phenomenon of motivation for extramural activities. Hence, the project's personal knowledge (Polanyi 1958), based on the relationship between the researcher and respondents' tacit knowledge, was not so much objective as it was intersubjective (Ziman 1978, p. 7). Tacit knowledge was a critical factor in translating 'meaning' where data could not be deduced by formal mathematical or logical manipulation, and where data could only be validated and translated into action by the intervention of human minds. Therefore, the researcher's mind, knowledge and intellect were cognitives that interacted as an information-processing system and, as such, constituted the research paradigm (Betchel 1988, p. 54). In this way, the researcher's natural facility in pattern-recognition raised her awareness to significant features in the research participants' experience and to the transfer of consensual messages (Ziman 1978, p. 7). Thus the research's objective knowledge was placed within consensual science (ibid, pp. 85-86) where scientific knowledge was necessarily schematic and theoretical because the narratives could not represent all the miscellaneous, adventitious detail of actual life as experienced by the individual. The science in this project was an art of conceptualisation that 'makes maps to inform us, not pictures to move us with pity and terror' (sic. ibid) with the sole aim to identify sameness and differences between the respondents' experiences. By doing so, the need for reliability and replication of the research was diminished by the greater need for verification of data.

The methodology was a radical paradigm: where new theories, such as quantum research, were consistent with current theories in the natural sciences; and where there was a consistency of meaning invariances (Feyerbrand 1970); and where generation of theory was a universal across all disciplines. The most consistent factor was that perceptual knowledge (the doing) conjoined with conceptual knowledge (the thinking) for a method of interpretation that bound the data with the research participants' objective subjectivity. Thus the methodology was entirely a phenomenological qualitative research and, in Thomas Kuhn's terms, incommensurable with the quantitative in that they cannot be compared and evaluated on rational grounds (Betchel 1988, p. 55; Kuhn 1962). Chin summarises the project's methodological value in that it 'allows exploration of humans by humans in ways which acknowledge the value of all evidence, the inevitability and worth of subjectivity, the value of a holistic view, the integration of all patterns of knowing into the whole of knowing, the limitations of empirical evidence in relation to studying humans, the value of ethical justification, aesthetic criticism, and personal introspection and the limitations of the meaning of statistical influence (Chin 1985, pp. 45-49).
CHAPTER 5.2: RESEARCH IMPLICATIONS FOR NURSING AND MIDWIFERY PROFESSIONS

The most impressive finding was the respondents' impotence in the profession's decision-making for higher standards of clinical practice. Linked to this was their managers' impotence in capitalising on the respondents' passion for wanting to improve systems of health care. Both situations caused the respondents' deep dissatisfaction within their work situation because their perceived clinical or teaching expertise and potential had been somewhat disregarded. The research participants were not positioned in high enough authority in line management to make any kind of positive impact upon the implementation of new clinical schemes such as team midwifery. Even the respondent who was a clinical manager felt ineffective in making changes to the daily demands of her work that would assist the self-development of her academic intellect.

For the ten 'preliminary' interviewees, but also others, it was found that the issue at stake was their role of professionalism where 'an assurance of quality in meeting the intricate changing and interactive requirements of modern practice [was] at once their most impressive and comprehensive need' (Houle 1981 p.x). They deferred the blame for their professional impotence away from their local managers and onto the NHS management systems, for example, their locality's response to the government reforms (HMSO1980:HMSO1989(a)(e)) and the reorganisation of professional education (HMSO 1979: 1984: 1989(b)(d):1990). The transference of blame indicated their strong 'need to protect one another' and identified, similarly to Cyril Houle's observation, that 'the price of protection [was] vigilance against poor performance and unethical behaviour' (Houle ibid.). It appeared that their professionalism, in association with 'high status knowledge and universities, high social class, high value activities, beliefs in processes that have acquired high degree of mystique, and its power bases' (Rose 1974 cited by Houle 1981) was thwarted at every account: for example, they perceived that degrees were unavailable to their lower managerial positions; ethnic culture was low social class; part-time work was low value activity; and the mystique within the 'defensive' climate in management, in particular where financial management was secret to budget managers, held low accessibility to personal self-development.

However, the victim of impotent professionalism was not the respondents' morale but their learning ability in professional development. The histories of the respondents' academic learning in compulsory schooling and their attitude of personal potential 'to do better' confirmed Houle's notion that 'much of every professionals' attitude towards learning and the ability to undertake it has been established by the time of entry into service' (ibid p.90). In this research, learning was not quite the same external judgement of holding general education certificates but more of a positive internal sense of knowing their unproven 'academic' worth and that they 'can do it'. The respondents' learning was a different situation to that in Merriam and Clark's research on the significance of learning from life's experiences which suggested that for learning to be significant; i) it must personally affect the learner, either by resulting in an expansion of skills, sense of self, or life perspective, or by precipitating a transformation; ii) it must be subjectively valued (1993 pp 129-138). But as the respondents' showed exactly the same feelings of personal achievement with greater priority attached to changing self for a better 'position' in their intellectual life than for the attainment or material outcomes it was assumed that the very act of learning itself was the core operant to their motivation.

In Houle's model of professional education (1981 p.106) professionals in post registration education who have acquired full knowledge at a certain level and project their learning into a new level of incompetence have certain characteristics: for example, wanting new responsibilities; being prepared to change; wanting to modernise or refresh their practical knowledge; all of which enables them to progress in professional education. The research respondents held each of these essential characteristics and, to some extent, had progressed in their professional development. Nevertheless, Post Registration Education and Practice(PREP) - as an opportunity for nursing professionals to sharpen their practice skills and promote their professional learning - seemed not to have had any real impact on the respondents' learning motivation. This response to PREP is in keeping with Mezirow's definition of learning as 'the process of making a new or revised
Chapter 5 - Implication for nursing and midwifery professions

interpretation of the meaning of experience (et al 1990 p.1) with the respondents' indicating that this form of compulsory education and up-dated professionalism did not guarantee them a renewed, and much desired, self-respect. According to the analysis of the biographical data both Houle's attitudinal model of professionalism, although fifteen years old, superimposed on Mezirow's definition of learning was the goal of the 'research respondents' motivation for more knowledge.

However, a contemporary and public definition of professionalism notes that its critical elements include a 'specialized knowledge, commitment and an adequate livelihood in support of that commitment (Ebersole June 1995a) thus changing the emphasis from a struggle to learn to the struggle of daily survival. Ebersole has unwittingly skewed the definition towards the behavioural pathologies of modernity (Halmos 1957: 1978) and a reward system associated with transient self-gratification; besides which the term 'adequate livelihood' in modern professions opens up a whole new debate on salaries and professional reward. But, in the light of the respondents' disregard for financial obstacles to their learning, by obtaining scholarships and juggling domestic finances, plus their concern for the future of the young members of their family, this is an incorrect interpretation of their perception of reward. The respondents' intentions go beyond paying the mortgage into securing a future that holds an esteemed social status for themselves; an education for their offspring; and to be able to role model their expert knowledge - or be sought after for their wisdom. It is a very strong community role that focuses on the sociological conditions of self-identity, sexuality and social communications all of which are integral to the respondents' personal development - thus shaping the development of a postmodern professional.

Unless the professions acknowledge the intrinsic power of Houle's model of professionalism as opposed to public ideas associated with extrinsic reward then, in the modified metaphor of one of the respondents, you can take a 'horse' to drink at the trough [PREP] but this won't motivate the 'professional' to stay in their profession. However, the research respondents could be tempted to both 'drink' and 'stay' if involved with authoritative decision-making in clinical and educational practice. This latter situation has similar rewards to a perspective transformation in learning which Mezirow defined as 'the process of becoming critically aware of how and why our presuppositions have come to constrain the way we perceive and feel about our world; of reformulating these assumptions to permit a more inclusive and discriminating, permeable, and integrative perspective; and of making decisions or otherwise acting upon these new understandings' (1990 p.14).

But how do expert nurses and midwives make decisions in clinical practice? According to Orme and Maggs, 'decision-making is an essential attribute of the expert practitioner, and must be based on sound knowledge, may involve risk-taking and can flourish in a supportive environment' (1993 pp.270-276). Also, the professional's essential cognitive skill of intuition (Rew 1986 pp.21-28) plays a part in decision-making and should be valued, listened to and developed as a skill in others (Schrader & Fischer 1986 pp.161-163). Hence, clinical decision-making is a form of professional empowerment and 'seen as a process of helping people to assert control over factors which affect their lives (Gibson 1990 pp.354-361). Its definition, as an 'interpersonal process of providing the resources, tools and environment to develop, build and increase the effectiveness of others to set and reach goals' (Hawks 1992 pp.609-618) describes the facilities for decision-making which the respondents lacked in their work situation - and which caused them strong frustration and anger. However, it was their 'increased effectiveness of others' that was central to their raised self-esteem and which encouraged them to seek an extramural learning environment that would enable them to be more useful to others, for the moment with their children's homework and later in their selected social group.

From Orme and Maggs' research it was noted that 'most importantly, clinical decision-making must take place within the context of a philosophy of care. Without such a philosophy, decisions will be arbitrary, uninformed and probably unsafe' (1993 pp.270). This finding highlights the essentialness of safe decision-making and an opportunity to reflect on its required support, both of which were factors denied in the
respondents' work environment due to lack of consultation and little involvement in changes of practice. The environmental factors were not so pressing on the respondents' motivation to undertake extramural activities as was their insignificance in the professional management of clinical practice, especially as they considered themselves of considerable knowledge, experience and skills. The respondents' account of their work practice revealed that a qualitative evaluation of their perceived worth was needed if their real value to clinical practice - as professionals with a passion for education and self-development - was to be properly defined and appropriately utilised. In other words there was a real need for a proper system of performance management and appraisal that incorporates the aforementioned phenomenological values of this study (page 173) that is; 'allows exploration of humans by humans in ways which acknowledge the value of all evidence, the inevitability and worth of subjectivity, the value of a holistic view, the integration of all patterns of knowing into the whole of knowing, the limitations of empirical evidence in relation to studying humans, the value of ethical justification, aesthetic criticism, and personal introspection and the limitations of the meaning of statistical influence (Chin 1985 pp.45-49).

A method of appraisal such as this would have unearthed the respondents' values of significance in professional practice and favourably directed their perception away from the feeling that they were 'just a number' on the duty rosters - but it would require retraining or reselecting appraisers. This begs the question of whether or not managers, or educationalists, are the appropriate people to appraise and career counsel. If the respondents' perceptions of impotence in decision-making, both clinically and personally, had been addressed and corrected they would have been more motivated to stay in their NHS professional work.

The second finding - that their managers failed to capitalise on the respondents' passion to improve systems of health care - could be corrected by a management system that incorporated career building. Involving them in their future job-work and designing their abilities and skills according to a motivational core variable of 'getting their job done properly' would counteract their uncertainty and enable them to learn more about themselves. Career counselling in its truest sense of facilitating the respondents' personal and professional potential by valuing their success and achievement (Nathan & Hill 1992) would raise their self-worth and direct their attributes, or fortes, into the type of job-work that fitted their passion, expertise and family life interests. However, this is an ideology as, in the practical sense, not everyone counselled could have equal opportunity to engage with their desired goals or preferences, as illustrated by the respondent who acknowledged Bengali to be a more pragmatic language to learn for local midwifery practice than a personal preference for French evening classes. Typically, the respondents showed a concern for basic utilitarianism and were not selfish in their personal development needs.

However, it is possible to convert the imagined ideal into a reality by introducing a system of succession planning, conducted by a special panel of managers and subordinates, that has an evaluation process similar to the intuitive Delphi technique in assessing self-directed learners (Guglielmino 1977: Editor 1991). The panel would identify the candidate's special work attributes; appropriate human and financial resources; any cultural discrimination; and inappropriate academic requirements for job-work, all of which - collectively or singly - may adversely and unnecessarily affect selection interviews and a career structure. Most of these situations are current knowledge but the fact that 'poor' selection technique continues advocates the profession to support a formal system that would overcome stigmas and prejudices detrimental to the NHS developing its minority group of leaders of change - such as, in the like of the respondents' calibre and motivation.

Professional career building would also help individuals to come to terms with sensitive issues of women at work and their status in learning, for example, the respondents' sexuality and gender in career opportunities and promotion - bearing in mind that although promotion was desired by the respondents it was not as attractive as entering higher education. The reality of women in society investigated in English adult education show facts and figures on how the social context impacts upon women's opportunities to learn;
'We have simply observed, over a long period of experience, that large numbers of self-maintaining people in modest employments and women in particular, whether working in or out of the home, live below the level of their learning potential to the detriment of their happiness and of the public well-being (Enid and Edward Hutchinson 1995 p.8)

A respondent remarked that unless work counselling was immediate she would manage by herself to 'work it out' but more importantly the person doing the counselling would need to be trusted and have proper counselling skills; at the time of the interview this respondent had not encountered such a person locally. This insight was not unfounded as it is supported in general by professional career counsellors who find that 'unfortunately, in the UK the provision for adults seeking career help is very patchy and largely uncoordinated, and much of what does exist is neither informed by a counselling ethos nor staffed by people who are trained in a counselling approach.(Nathan & Hill 1992).

The respondents' self-perceptions of low value of worth, associated with dissatisfaction at work and stress due to poor systems of professional development and management, would be alleviated at a more local level if they were listened to and advised by managers who showed a keen interest in using employees' learning and development as a return of investment. At the time of the interviews the prevailing attitude of managers towards the respondents' professional development was sympathy - not empathy - and generally uncooperative as far as supporting activities which managers considered were not appropriate for service needs. It did not seem to matter what position or status the respondents held each one had very similar views on what help they needed in order to achieve their end goal - namely, an acclaimed professional role model.

The analysis uncovered an attribute of deviancy in the respondents' motivation-to-learn in the sense of being different to siblings and to the majority of colleagues at work and to friends, in that they were 'hooked' on learning. Their learning was more to do with them being themselves than in attainment which highlighted their need for self-control over what they learned and how they learned. In many respects this was no different to professionals who controlled their professional development within the auspices of local management. In one respect it was vastly different, although the 'error' of difference is almost imperceptible, in that the respondents' self-control stemmed from a need to 'prove to themselves they could do it' and was strongly linked to fear of public failure. The origins of this control arose from a deeply rooted need to be self-sufficient and to be independent of public 'systems' of support. This independence was an important part of their motivation and was the result of problem solving their incidence of rejection. Their rationale appeared to be that they understood their private failures and knew which control variable let them down, from which they were then able to measure the importance of the failure against their other successes and needs. It was felt that their failure, as perceived by the manager financially supporting their learning, caused them public shame and an obligation to pay back the money. Both failure and success tied them to the giver of monetary reward whereas they wanted to be free to become givers of their knowledge.

Freedom, or independence, was about the respondents becoming self-sufficient in their personal development, therefore, a solution would be for managers not to provide funding but to honour study day release under the proviso that no course was censored or disqualified. However, it is recognised that it is unlikely that this solution would be considered seriously by the professions because of the stranglehold on budgets. But, from the respondents' point of view professional development was a give and take relationship based on mutual trust where neither party would abuse a privilege. In the respondents' local NHS community 'give and take' mostly did not happen. Where there was trust between manager and respondent (3 respondents) failure was easier to cope with mainly because the respondent managed her own stages of development according to felt ability; but fear of failure still lurked in the background. Hence, managers need to bear in mind that the learner's success goes deeper than wasting money when failing to achieve.

A study, conducted by questionnaire, on midwives in programmed continuing education stressed that
'encouragement and support are essential to motivate staff to participate in continuing education, it is also contended that midwives themselves must demonstrate, by their efforts, that they want to continue their education. But as findings from this study suggest some midwives appear to make little effort so to do' (McCrea 1989 pp.134-144). McCrea's study was not such an indepth analysis as this project but from her results on a professional's motivation to learn she advised managerial support schemes of appraisals, education, manager encouragement and so on, similar to the findings of this research. However, this project's intensive interviewing showed that my respondents were desperate to learn and were highly motivated, but were blocked by a climate of denial for their personal development which, superficially, concerned their professional skills and management education but deep down was to make them feel better about themselves. Thus it is assumed that motivation is greater when the individual feels the need to learn and is ready for it rather than feeling external pressure to update their practice. This latter condition echoes the sensation of being perceived by higher authority as low worth and a deficit practitioner.

A subsequent research on midwives and their continuing education using a two stage study by personal interview followed by a questionnaire(MacDonald 1992) concluded that midwives were positive towards their continuing education despite poor attendance at internal study days; but that without learning education became superfluous. MacDonald also discovered that more questions were asked than answered by the end of her project. However, it is these questions about the midwives' perceptions, motivations and participation in their professional education that have been incidently addressed in this research. This researcher concludes that in the wider context of nursing and midwifery the professions are caught up in society's modernity within which the respondents, with their projected future and emerging utilitarianism are in transition to postmodern behaviour and attitudes. What is postmodernity? According to Barry Smart (1993)

'The answer, a period extending from the mid-1970s to the late 1980s when disillusionment with the prospects for radical political strategy appeared to be extensive and neo-conservatism reaction and neo-liberal economic policy held sway. References to postmodernity suggest it is a time already past. Postmodernity is no longer a novelty, no longer fashionable, simply a bore now that everybody's doing it. More interesting in my view are the contributions which consider postmodernity to be a matter of current concern, an idea that may have bearing on our understanding and experience on our present conditions. Postmodernity is a contemporary social, cultural and political condition' (sic Smart p.12).

The topic of postmodernity is complex and large, for some it is a question of what postmodernity 'was' but from this research it would appear that the social attitude of immediate self-gratification and contemporaneous celebration is no longer prevalent in the respondents' attitude towards giving back to society their developed intellect and social achievements -once they had found their self-identity! In fact their approach to learning and personal development falls in line with Giddens(1990) radically different conception of postmodernity as a form of life 'beyond modernity'

'Postmodernity as a possible social future, a condition, a form of life that has yet to be realised, an alternative form of sociality that can emerge after we have settled our accounts with modernity, have succeeded in extricating ourselves from the remorseless spirals of flux, turmoil and perpetual transformation that seem to be intrinsic to modernity'.

Hence, the respondents' motivation to engage with extramural activities was a postmodern response to a deep rooted need to find their persona grata in society; as Jarvis comments 'it is through relationships with other human beings that people learn to realise the values of humanity that enrich human life and make human beings worthwhile'(Merriam and Clark 1993 pp 179-210). By global comparison, the researcher felt that these ten respondents had special postmodern attributes of 'choice' and 'change' that set them apart from their colleagues, friends and family members.

In every respect they fitted Freidrich Nietzsche's 'superman for mankind's ongoing' made up of 'energy,
intellect and pride which must be harmonised; the passions will become powers only when they are selected and unified by some great purpose which molds a chaos of desires into the power of personality' (Durant 1953 p.423).

The research participants were perceived as society's deviants who will change the nursing and midwifery professions' attitude towards learning and self-development by their behavioural adaptation to learning environments that promote self-identification - even if it is outside of the NHS. They are necessary mutants in that their central phenomenon of motivation to undertake extramural activities, arising from a basic need to learn to change self, will create disorder in the status quo of professional development and thus preserve its intellectual survival and health.

5.3: RECOMMENDATIONS FOR FURTHER RESEARCH
As a result of this study there are key areas that could be developed by further research if the nursing and midwifery professions wish to capitalise on the findings of this special type of motivation -to-learn.

These are to:
1. investigate the role of sexuality in female professionals to see if there is a need for specific attention to be paid to gender related personal and professional development;
2. identify the extent of professional counselling required by nurses and midwives for i) emotional trauma related to clinical events ii) emotional trauma of returners to clinical practice with special regard to the existence of an adjusting maternal intellect; iii) emotional trauma experienced in the work situation associated with stigma and stereotyping;
3. examine the need for a professional career counselling service which is designed on an educational approach that enables the individual to market their intellect.
APPENDICES
APPENDIX 1: Bluecard definitions

**Group A - 17 November 1990**
A social evening event where the respondents, long term friends and sports colleagues, were asked for their definitions whilst awaiting their meal.

1. Motivation is the inability to think of a good excuse at the time (female)
2. The urge/desire which makes you do a specific action (as opposed to drifting into it) (female)
3. Drive to achieve aims: ambition, money, position etc. (female)
4. *Motivation as I understand it is the fact of having a reason or reasons to achieve a certain goal* (female)
5. Creating the right environment to provide balanced satisfaction and reward (male)
6. Enthusiastically working towards a planned personal or communal goal (female)
7. The drive and ambition to reach a personal goal (male)
8. Motivation:
   Young nubile women (male)
9. Motivation is the feeling that is required to get a job done properly (male)
10. Motivation: the incentive to achieve, whether the ultimate goal is pleasure or routine (male)

**Group B - 22 November 1990**
Registered midwives attending a two day ENB counselling course who were asked for their definitions during the afternoon break of the second day.

11. A desire or incentive which drives you to take certain actions/achieve certain goals.
   eg. money motivates people to find employment
12. Motivation - To help stimulate and keep interest in subject
13. MOTIVATION
   is that force, energy that is needed to get up and go and get things going, without motivation I would not be able to move from A - B on my own
14. MOTIVATION
   Self Drive - internal interest
   Job pressures - external Drive
15. "What it takes to get someone going"
16. Motivation is a willingness and desire to do something
17. Motivation is enabling you to do something
18. Motivation - A clear vision of an ideal (well that is what it is to me anyway) Giving the means, ability, to try and achieve that ideal. If I'm not motivated - cannot have that clear vision I can't achieve
19. Motivation
   A force which makes
   or allows one to
   work for and possibly
   achieve one's goal
20. Motivation - Having a strong desire to do something - ideally motivation should come from within because of your own desires But motivation can occur; at least in part through peer and family pressure -
21. An incentive or desire giving one the driving force or determination to achieve one's goal or target
22. Motivation is your driving force
23. Motivation is the enthusiasm and drive to do something because you want to
24. Motivation to me is the actual force that makes you go and do something. You can be motivated by many things but the actual motivation comes from within
Group C - 27 November 1990
These respondents, also unsuspecting, were the researcher's student midwives in their final term who provided their definition of motivation on their last official study day. The focus predominates for their learning ability which nicely fits the conceptualisation of motivation for extramural activities.

25 Motivation is the will/wish to reach a goal or junction to your optimum ability. I would be more motivated if the people around me knew when to support and urge me on and when to stand back and leave me alone.

26 Motivation: - is an inner self-driving force which encourages us to that which we need or want to do. Motivation to study: encouraged by knowing what is expected from us and by obtaining regular feedback on our progress.

27 What would motivate me: - Interest in subject studying, support from colleagues and tutors; recent topics to study; encouragement; goal to aim for; reward at end; gain satisfaction; achievement.

28 What motivated me to study is the support of my husband and family and the determination to qualify as a midwife. Motivation for me is self-discipline and total absorption in that goal which I am achieving. Motivation gives me energy and enthusiasm. Laziness is a bad part of my character which I dislike. I am pleased with myself and feel good when something motivates me.

29 Better position in life with more money, preferably in another country. All these things would motivate me to study more.

30 Motivation is: - AIMING FOR A GOAL OR MORE IMPORTANTLY WANTING OR PUSHING YOURSELF TO ACHIEVE THAT GOAL. Striving towards a goal that you set yourself. I lack motivation.

31 Motivation is an urge to do something, which comes and goes, depends on your enthusiasm. at any one time. My motivation comes on spurts !!
### Social Roles and Competencies occurring in Life Roles taken from 'The Adult Learner' by Malcolm Knowles (1978 p.167)

<table>
<thead>
<tr>
<th>ROLES</th>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learner</td>
<td>Reading, writing, computing, perceiving, conceptualising, evaluating, imagining, inquiring</td>
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<tr>
<td>2. Being a self</td>
<td>Self-analysing, sensing, goal-building, objectivising, value-clarifying, expressing</td>
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<tr>
<td>(with a unique self-identity)</td>
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<tr>
<td>3. Friend</td>
<td>Loving, empathising, listening, collaborating, sharing, helping, giving feedback, supporting</td>
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<tr>
<td>4. Citizen</td>
<td>Caring, participating, leading, decision-making, acting, &quot;conscientizing&quot;, discussing, having perspective (historical and cultural)</td>
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<tr>
<td>5. Family member</td>
<td>Maintaining health, planning, managing, helping, sharing, buying, saving, loving, taking responsibility</td>
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<tr>
<td>6. Worker</td>
<td>Career planning, technical skills, using supervision, getting along with people, co-operating, planning, delegating, managing</td>
</tr>
<tr>
<td>7. Leisure-time user</td>
<td>Knowing resources, appreciating the arts and humanities, performing, playing, relaxing, reflecting, planning, risking</td>
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APPENDIX 3: Observation schedule used in recording the interactions of adult learners on the Access course
<table>
<thead>
<tr>
<th>General Interest</th>
<th>Attitude</th>
<th>Verbal Response</th>
<th>Articulation Fluency</th>
<th>Body Language</th>
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<tr>
<td>Katomi</td>
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<td>Shirley</td>
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<tr>
<td>Laughter</td>
<td>Asking Direct Questions</td>
<td>Comprehension</td>
<td>Confidence</td>
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<td>Ngt M.</td>
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Differentizability: red flag of strong.
APPENDIX 4: Perceptual behaviour (Edward de Bono 1990)

Pattern-making: the brain works by providing an environment in which sequences of activity become established as patterns.

Trigger: the brain will reconstruct the whole picture from just a part of it, or a sequence can be triggered by the initial part.

Asymmetry: the sequence patterns are asymmetric and this gives rise to humour and creativity.

Insight: if we enter the pattern sequence at a slightly different point we may take a short cut. These are moments of 'Eureka' and 'Ah-ha' when something has twigged suddenly. Paradigms shifts, although somewhat slower, are also instances of insight (ibid.p.92). We can rely on chance to bring this about or do it deliberately.

Learning backwards: there is good reason to believe that learning things backwards is much more effective than learning them forwards. This could be related to knowing the end-goal (the WHAT) and then working backwards into the unknown area of behaviour (the HOW) to achieve it.

Sequence: the brain is a history recorder and the patterns are highly dependent on the initial sequence of experience.

Catchment: each pattern of thinking has a very wide collection basin so that a variety of inputs will give the same output.

Knife-edge discriminations: the boundary between two catchment basins is very sharp, so very clear distinctions may be made between things which are quite similar - provided the patterns are in place.

Pre-emption: if what is offered to the brain contradicts what is established as patterns the brain notices this strongly.

Readiness: the patterns in the brain are not solely in an active/inactive state but there is a 'readiness' to go which is dependent on context and emotions. This is similar to 'readiness to learn' as discussed in the next section.

Context: the actual patterns that emerge are determined by history, by activity of the moment, and also by context which sets the background readiness level of different patterns.

Circularity: a circularity can be established in which patterns lead back into each other. This is the basis of belief systems.

Making sense: the brain has a powerful ability to put together and to seek to coalesce into sense whatever is put before it.

Attention: there is unitary attention which may take in the whole field or focus on part of it, ignoring the rest.

Relevance and meaning: attention will move to those areas which trigger existing patterns.

No zero-hold: the activity in the brain cannot stabilise into a zero-hold which accepts input but does not seek to follow an accepted pattern. This is a slightly difficult concept to understand because we have a strong tendency to associate an idea with other ideas and thus always slip into a pattern of thinking. de Bono maintains that human thinking badly needs the equivalent of a 'zero' in mathematics where zero is neutral and is a position without value (ibid.p.141). Zero-hold in thinking is space made available for pausing and allowing a different output to occur other than the relevant and certain alternatives.
Group A - 17 November 1990

A social event in a restaurant where the respondents, long term acquaintances to the researcher, were asked to write down their definitions whilst awaiting their meal. Gender is identified in parenthesis.

1. Motivation is the inability to think of a good excuse at the time (female)
2. The urge/desire which makes you do a specific action (as opposed to drifting into it) (female)
3. Drive to achieve aims: ambition, money, position etc. (female)
4. Motivation as I understand it is the fact of having a reason or reasons to achieve a certain goal (female)
5. Creating the right environment to provide balanced satisfaction and reward (male)
6. Enthusiastically working towards a planned personal or communal goal (female)
7. The drive and ambition to reach a personal goal (male)
8. Motivation:
   Young nubile women (male - recorded as written on card))
9. Motivation is the feeling that is required to get a job done properly (male)
10. Motivation: the incentive to achieve, whether the ultimate goal is pleasure or routine (male)
APPENDIX 6: An abridged copy of a respondent's transcript

Respondent: AA  Interviewer: SE

...  pauses in seconds
........... denotes omitted information to protect respondent's identity
[ ] omitted names of places and people
EMA = Extramural activities

An arranged interview to discuss and record AA's motivation to attend evening classes.
Venue: Hospital department office; 2.30pm. May 1991.
Age: Mid thirties
Married: Yes with children

AA  I don't know. I think it gave me more confidence in myself. At the moment I'm confident in the job I do but ...um... in actually going out and ...I'm .. mean going to EMA classes is a big..you know..I have to pluck up a lot of courage...sometimes I get up .. and use it. I'm just withdrawn going into these classes I cant express myself.. you know..

SE  What does it do to you?

AA  I don't know really, difficult to say

SE  What do you feel like?

AA  I feel like answering questions, would be wrong and someone is going to turn around, look at me, and laugh at me ..you know? so I tend not to answer questions ...so I'm hoping this sort of thing will get me out of that situation where I can act on my own initiative.. um.. so if I think something I'll say it or do it rather than sit back and wait for someone else to say it.

SE  So it's a matter of confidence in a way

AA  That's right

SE  Do you think that in a way ... going back to your childhood and upbringing and your general attitude of being a bit nervous in saying what you think or felt, did you have that freedom to say what you think and felt?

AA  No! I'm ....... my upbringing .... I think we were frightened to say what we think ... I think that's how we were brought up.

SE  More than one of you ?

AA  Oh yes! Six of us, 5 girls and 1 boy. Kept under thumb only speaking when spoken too. Not allowed to voice own opinion.

SE  I know what you mean (Both of us laugh in agreement)
So you're the 3rd one, 4 below you ?

AA  Yes, no 3 below

SE  Where's the boy in all this?

AA  He's the 1st one.
Is there, or was there, any competition between you at school as brothers and sisters?

No... not really... I wouldn't say that... Different, as my brother was educated in the [ ]. The rest of us were educated over here

At the moment what sort of level of achievement have they?...

Brother didn't get much of an education as basically couldn't afford it. No qualifications... skilled worker using his hands 2nd sister... educated in [ ]. I think went to college after school... little bit better... in education... she's in bookkeeping

Did she help you at school?

Not really. (She) Didn't worry how she did at school. She did all this when she left school

Did she? So she's a little bit like you... going back?

Yes (laughs) Other sister follows me... doing very well (sense of pride present-head up, smiling, confident) doing word processing and things like that. So did the youngest sister. Another sister in the [ ]... she never travels.

So, at the end of the day where do you see yourself going with it (Classes at EMA)?

I really love to do a CC but at the same time if I do well in this course... I've achieved something for myself, not just for doing the course but for myself!

So what do you think it will do for you? Will it make a difference to you... (She nods)... in what way?

I feel that I'll be outward spoken, that I'll be able to express myself more and just the knowledge of knowing I've got that education will make me... you know... feel better and give me confidence to go forward... even more... And I could help my children even better (said with enthusiasm)

What are your expectations for your children?

My children?... High! (she laughs) My son wants to do [ ]. I've already looked up the information for him... you know... show him what he's got to aim at! My daughter wants to be a [ ].

Are you going to let her do that?

I'm encouraging her

So you don't mind her doing [ ]?

Not at all, she's very good actually. She's really keen, her teacher says she's very good, so she's doing extra lessons... Tuesday evenings

What in a broad way do you see her getting to? (Despite SE's poor syntax AA understands question)

I don't think she'll become a [ ], she's very big built and a [ ] has to be petit. But I think she'll use this in a modern way in [ ]... she'll do a combination of the two and do it more modern. I think she'll be able to use it from that point of view. I mean if she wants to go to [ ], then I shall encourage her... I shan't discourage her. I think... I also said to her to finish her education as this was important as well because if she don't fulfill her dream as at least she's got the qualifications to come back too.
So you wouldn't regret doing nursing and going at the pace you have done? (SE cannot think why she jumped to this question. It seemed appropriate and again AA understood)

Oh no! I haven't regretted it

Would you say this has been the right pace for you, the right moment to do this extra work outside ... I mean you must have a very busy life ... Is your life busy?

Yes it is actually. I have to do a lot with the children and chaperon them around and things like that as well as my job. I don't think this is the right time. I think that if I had the choice again to do it I'd liked to have finished all this at an early age and then start a family which is what a lot of people do now isn't it? I seen people have done it like me and done it quite successfully.

I'm sure you will too. Can you tell me if there is anything extra you needed to have done this extra qualification when you were 17. what would you have needed to have got this qualification then?

I think I needed more confidence ... in myself! to say to myself "I'm capable of doing it and I'm going to do it" which is what I'm doing now...as I say to myself...I've always been negative toward myself...and now I have the confidence to say I'm going to have a go! ...and I'm going to do my best...and if I don't get through I know I've done my best ...and that's why I wouldn't regret anything.

So confidence you definitely need? Is there anything else? Anything else helpful to have had at that time?

Yes (paused to think) I think if my parents were a little bit more forward - pushing me forward- then pushed me forward a little bit more.. I probably ... if they'd taken a little bit more interest in my education I might have gone a little bit further, but because they have... you know.. parents evenings... they didn't have it in my day... to see what your potentials were and opportunities ... it was different then to now.

We've covered quite a wide range. Can you come back to you and say why do you want to do it?

Uhm!... I actually want ...

You want to do it?

Yes, I want to do it ... because ... I feel that I will get more confidence in myself and I'll believe in myself more and not only that but I'll be able to go out and do further education ... once I've done the EMA course and I'll have confidence to go on.

So what we are looking at is your self esteem, are we?

That's right!

Could you say that can you get this self-esteem from anything else other outside of your work, from anything else that you do?

I could do it in dressmaking. I think I lack confidence to go ahead. I think I wanted to do a business [ ] of my own but have lacked confidence to do it.I think I could do it... It's lacking confidence which keeps me from doing it really. In my initial work I have the confidence to do whatever is asked of me within the department [ ] but outside the department I haven't got it , you know.

So you feel you don't have it?

I feel I don't have it

SE  AA
APPENDIX 6: An abridged copy of a respondent's transcript

SE (laughter) ..putting words in your mouth! You certainly come over very articulate, I don't know why you worry.

AA The consultant [ ] said that to me. She said I could go far ... They have a lot of confidence in me and with them behind me as well I think maybe I'll try a little bit harder for myself. She got the Diploma information for me ... she got the information for me ...she got the information the name of the lady and course etc. for me ...she's very good.

SE Did you not talk with your nurse manager about it?

AA This department is a bit cut off ...since the reshuffling we haven't got a [ ] manager, not in [ ]

SE Don't you get any problems as a [ ]? What do you do?

AA We don't know ..we go to her[ ] but she don't know either. We just stick to the consultants here.

SE So they look after you? Duty rota?

AA We work Monday to Fridays, and holidays are arranged between ourselves.

SE So you are quite cut off aren't you?. Do you ever get together with the other nurses?

AA No

SE Do you belong to a Union?

AA Yes! the RCN, a member of [ ] as well. we have a lecturer coming in July ... update

SE Have you seen the [ ] in Nursing Times, distance learning

AA No

SE You would obviously want [ ] manager to support you?

AA Well, to be honest with you I don't have to worry about the [nursing] section because my department would pay for it. They'll pay for my [ ] course even if I can get on it without doing my EMA course... Consultant told me. I pay for EMA myself... I'd still be very keen to go on the [ ] course if someone else payed for me. They offered to pay for the EMA course but I'm waiting to see what happens. I don't want them to pay for the EMA course and then the [ ] course comes up.... I just want them to do (pay) for one. it's a lot of money to ask for one person in one department. So I'm going to see how it goes and I'm doing EMA on my own back.... Wait to see if the[ ] course comes up ... it's beneficial to the department from the [ ] point of view, so that's why I'm going to wait and see what happens.

SE So you're quite happy with this arrangement?

AA I'm quite happy here. They did offer to second me onto a[ ] course but I can't get in.

SE There's the distance learning one in the [ ]!........................

AA I also need to get on different courses before they accept me, so EMA course will stand me in good stead.

SE Make you grow? ... Feel better about yourself?
APPENDIX 6: An abridged copy of a respondent's transcript

AA I think I could have done better for myself...education wise... but now when you get into the job practically you know you can do it. I think I'm annoyed with myself for not trying hard enough at a younger age...more than anything else. I'm really cross with myself, so that's why I tend to push my children a bit... they wont realise it until they are my age.

SE And then is it too late?

AA I don't think so.. I used to think so... but not any more.

SE How far up are you going to go? (Smilingly)

AA In nursing? I don't want to go above the ward [level]. I like the contact between patient and nurse. I could never teach...I couldn't go any higher...I feel as though I'm doing something good. I like the nurse patient contact I feel as though I'm doing something for...some good. I don't know once you get a little bit higher you feel as though you could go up a little bit- but at the moment I'm just working to one level higher than I am at the moment

AA How long have you been feeling like this that you want to get out?

AA About 4 years...about 4 years ago

SE So what made you do the final thing?

AA Consultant kept on pushing me and I was getting a little bit depressed with the dept. She went out and got the information for me. She'll always encourage me to go forward, both as a [ ] and [ ], and always encouraging me.

SE And they did say at that time they'd always help you financially if you got so far?

AA Yes!

SE Thanks very much [AA ]. Anything you want to ask of me?

AA No! no

SE I'll be writing out conversation, and about six others, hopefully get a questionnaire out, maybe in this district, or another. Information you've shared is confidential... no name.. no hospital. I may identify [ ]dept. because of the different field of nursing, but it would come out in a very positive way

AA Okay!

End of interview took 1 hour 15 minutes.

Researcher's comments: The reason why AA didn't do the [business] course, even though she would have liked to, was the distance going to the college at [ ] so chose [ ]EMA course because it was slightly more convenient for her.

Transcribed 4/6/92
Group B - 22 November 1990

Definitions of motivation written at the end of a two day ENB counselling course for registered midwives.

11. A desire or incentive which drives you to take certain actions/achieve certain goals. eg. money motivates people to find employment.

12. Motivation - To help stimulate and keep interest in subject.

13. MOTIVATION is that force, energy that is needed to get up and go and get things going, without motivation I would not be able to move from A-B on my own.

14. MOTIVATION
   Self Drive - internal interest
   Job pressures - external Drive

15. "What it takes to get someone going"

16. Motivation is a willingness and desire to do something.

17. Motivation is enabling you to do something.

18. Motivation - A clear vision of an ideal (well that is what it is to me anyway) Giving the means, ability, to try and achieve that ideal. If I'm not motivated - cannot have that clear vision I can't achieve.

19. Motivation
   A force which makes
   or allows one to
   work for and possibly
   achieve one's goal.

20. Motivation - Having a strong desire to do something - ideally motivation should come from within because of your own desires But motivation can occur; at least in part through peer and family pressure -

21. An incentive or desire giving one the driving force or determination to achieve one's goal or target.

22. Motivation is your driving force.

23. Motivation is the enthusiasm and drive to do something because you want to.

24. Motivation to me is the actual force that makes you go and do something. You can be motivated by many things but the actual motivation comes from within.

axp/7/190
Group C - 27 November 1990

These respondents were the researcher's student midwives in their final term on their last official study day. Because they also were not primed their focus was strongly attached to their learning ability.

25 Motivation is the will/wish to reach a goal or junction to your optimum ability. I would be more motivated if the people around me knew when to support and urge me on and when to stand back and leave me alone.

26 Motivation: - is an inner self-driving force which encourages us to that which we need or want to do. Motivation to study: encouraged by knowing what is expected from us and by obtaining regular feedback on our progress.

27 What would motivate me: - Interest in subject studying, support from colleagues and tutors; recent topics to study; encouragement; goal to aim for; reward at end; gain satisfaction; achievement.

28 What motivated me to study is the support of my husband and family and the determination to qualify as a midwife. Motivation for me is self-discipline and total absorption in that goal which I am achieving. Motivation gives me energy and enthusiasm. Laziness is a bad part of my character which I dislike. I am pleased with myself and feel good when something motivates me.

29 Better position in life with more money; preferably in another country. All these things would motivate me to study more.

30 Motivation is: - AIMING FOR A GOAL OR MORE IMPORTANTLY WANTING OR PUSHING YOURSELF TO ACHIEVE THAT GOAL. Striving towards a goal that you set yourself. I lack motivation.

31 Motivation is an urge to do something, which comes and goes, depends on your enthusiasm. at any one time. My motivation comes on spurts!!
APPENDIX 9: A comparitive analysis of the bluecard definitions

The researcher examined these definitions more closely two years into the research project in order to practice the style of conceptual analysis for a grounded theory approach to the methodology. The initial skimming of all the texts written on separate postcard sized blue cards found familiar words such as drive, urge, goals and 'comes from within'. Further analysis discovered many other perspectives which turned the few words on each card into quite an holistic appraisal of their views on motivation.

There were three groups of respondents(3.1.7 to 3.1.10), as tabled below, which totalled 31 responses. Nobody refused the request to write their definition and although the responses were meant to be anonymous those in group A tended to identify their responses either by telling or by signing their card.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>BLUECARD NOs</th>
<th>GENDER RATIO</th>
<th>AGE RANGE</th>
<th>CONTACT MODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1-10</td>
<td>5 male/5 female</td>
<td>32-52</td>
<td>Leisure event</td>
</tr>
<tr>
<td>B</td>
<td>11-24</td>
<td>all females</td>
<td>26-50</td>
<td>work/education</td>
</tr>
<tr>
<td>C</td>
<td>25-31</td>
<td>all females</td>
<td>23-31</td>
<td>work/education</td>
</tr>
</tbody>
</table>

The researcher inferred from the randomness of the request and the respondents' unpreparedness, plus their varied backgrounds and experiential circumstances, that their similarities of ideas on motivation did not occur by chance but was a truthful representation of its meaning. The brief definitions, as a true synopsis of motivation, correlated with the eventual interpretation of extramural motivation in the intensive interviews. It could be argued that the researcher was more sensitive to the first information and therefore subsequent data was 'tarred with the same conceptual brush'. However, it must be remembered that there was no preamble of research context, or prior reference to the researcher's notions, with any of the research participants to influence their ideas. Nevertheless, it was found that the definitions were influenced by the bluecard writers' current environment when writing their ideas. Their concepts of motivation are recorded exactly as written on the cards (Appendices:5,7,8).

The bluecard analysis considered the respondents' demographic variables. In doing so, the participants' 'mindset' of motivation emerged from the data and found to be characterised in four distinct perspectives;

i) The group's social context
ii) Relationship with the researcher
iii) Personal commonalities
iv) Reward for the respondent from contact with the researcher

The researcher's self-examination in determining the Bluecard respondents' mindset revealed that both tacit knowledge and imagery operated to provide the new knowledge about the respondents and their given information. However, application of tacit knowledge and imagery did not adversely affect the truth of the data but assisted the researcher to make sense of their statements. The notion of a motivational mindset alerted the researcher to similarly examine the preliminary interviewees' data for their particular mindset behaviour, especially as this condition appeared sensitive to their subliminal intentions. The result of this particular analytical exploration is as follows:-

apx/9/192
APPENDIX 9: A comparative analysis of the bluecard definitions

i) Social context

Group A respondents were the researcher’s long term friends and acquaintances thus their social histories were largely known and therefore used to contextualise the meaning of their particular definition. Although having fun, their willing participation acknowledged an underlying respect for the seriousness behind the researcher’s request.

Most of the Group B respondents were unknown to the researcher before the two day ENB event. However, the nature of the counselling course, with the researcher acting as facilitator of their counselling training needs, elicited good background information about their cultural adjustments and highlighted their particular grief experiences. Thus the researcher felt she knew these participants intimately even though it was a comparatively brief period of sharing experiences together.

Group C were the researcher’s student midwives completing their 18 month midwifery qualification, consequently, a close bond had developed from mutual appreciation of each other’s situations and personal natures. It was a warm and honest relationship as with the other two groups; and one of interdependency where the students relied on the tutor for a motivated learning environment and the tutor relied upon them to be accountable for their learning responsibilities.

Common to each group, was a sense of respect, trust and openness between respondents and researcher, plus, a lack of need to impress or be untruthful about their perspectives of motivation. Therefore, in occupational testing terms - gained from the researcher’s observational experience as a trained tester - it was found that each respondent would have scored low on social desirability. This indicator meant that they did not see themselves through ‘rose coloured spectacles’ and therefore approached the definition with self-modesty and an attitude that was more likely to represent self-truthfulness than those scoring high on social desirability.

Comparison of their definitions showed a commonality of language in which motivation was contextualised by their social situation, namely, group A focussed on achieving goals; group B on helping themselves to move forwards emotionally; and group C on their ability to study midwifery. Overall, their different social contexts did not distort their similar attitude towards motivated behaviour.

ii) Relationship with the researcher

Primarily this investigation was to identify the researcher’s different meaning perspectives that might have imposed bias on the interpretation of the respondents’ definitions. The objective properties of each group’s relationship with the researcher, listed below, arose from an indepth analysis of the group’s reactions and observed emotions in the respective interview settings of a social entertainment, counselling course and students’ study day. In addition, known historical information about the conditions of the setting from previous encounters with similar experience was included in the researcher’s assessment of the relationship.

The properties were compiled by first considering the interview setting, then interpersonal conditions and finally the individual emotional makeup of the respondents. For example, the last item on the list for group C is a property of ‘emotional separateness’ which meant that the respondents did not rely on the other members of their group for their emotional well being. From personal knowledge these respondents were perceived as having matured beyond the need to share deep emotions and traumas - the researcher knew that some had had quite traumatic experiences in recent years - thus demonstrating self-contained emotions in their behavioural responses. This procedure of mentally processing information about emotional states was applied to groups B and C; but,
it was discovered, with different outcomes. For this particular item it was found that the social aspects of each group were emotionally different, and reflected how they shared their life experiences. For example, the property of emotional separateness in group A was different to group B’s emotional sharing of intimate deep-rooted values in which they expressed their incidents of grief; whereas it was conjectured from personal experience of their family and work histories that each individual in group C were in the process of developing their emotional composure. Therefore, the knowledge of the data expanded beyond its few written words by the researcher utilising personal knowledge.

Each property was an imaginative concept about the nature of the group itself. The properties or key concepts conjectured for group A were used as a template of connectivity with which to analyse group B and C’s responses. Properties that did not arise at first in group A but arose later when considering group B or group C’s characteristics were reflected back to group A and similarly assessed. This is why the list contains the same number of items because each property was able to be conceptualised until the data was saturated.

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
</tr>
</thead>
<tbody>
<tr>
<td>independent</td>
<td>dependent</td>
<td>very dependent</td>
</tr>
<tr>
<td>friendly</td>
<td>casual</td>
<td>friendly</td>
</tr>
<tr>
<td>casual</td>
<td>unsure/anxious</td>
<td>affectionate</td>
</tr>
<tr>
<td>not close</td>
<td>professional distance</td>
<td>strong bond</td>
</tr>
<tr>
<td>competitive</td>
<td>reciprocal</td>
<td>interdependent</td>
</tr>
<tr>
<td>threatens sexuality</td>
<td>reinforces sexuality</td>
<td>respects difference</td>
</tr>
<tr>
<td>tolerant of each other</td>
<td>shares &amp; exchanges</td>
<td>needs protection</td>
</tr>
<tr>
<td>socially confident</td>
<td>nervousness</td>
<td>seeks attention</td>
</tr>
<tr>
<td>collegiate</td>
<td>giving</td>
<td>taking</td>
</tr>
<tr>
<td>formal &amp; attractive</td>
<td>volition &amp; happy</td>
<td>demands satisfaction</td>
</tr>
<tr>
<td>compellled to meet</td>
<td>grateful to meet</td>
<td>challenges</td>
</tr>
<tr>
<td>tests choice</td>
<td>tests interaction</td>
<td>tests loyalty</td>
</tr>
<tr>
<td>comfortable</td>
<td>free flowing</td>
<td>needs propping up</td>
</tr>
<tr>
<td>admiration</td>
<td>responsiveness to awe</td>
<td>rebellious</td>
</tr>
<tr>
<td>pleasant encounter</td>
<td>trusting</td>
<td>role modelling</td>
</tr>
<tr>
<td>easily terminated</td>
<td>transient</td>
<td>weaned off</td>
</tr>
<tr>
<td>non-essential</td>
<td>professional requirement</td>
<td>essential</td>
</tr>
<tr>
<td>tacit</td>
<td>tangible</td>
<td>embedded</td>
</tr>
<tr>
<td>polite</td>
<td>caring</td>
<td>nurturing</td>
</tr>
<tr>
<td>emotionally separate</td>
<td>intimate</td>
<td>developing</td>
</tr>
</tbody>
</table>

All the participants were united in their high level of attention to personal comfort and social need even though the need had different goals such as entertainment, counselling skills, and a midwifery qualification; all of which was pending on a particular relationship with the researcher - social friend, counselling course tutor and postregistration course tutor, respectively. Despite the groups’ different interview settings there was a sharing of meaning, even though its intensity varied, as seen in the last item of emotional state where group A was emotionally separate, group B were highly intimate, and the student midwives were at an earlier stage than the other two groups and developing their professional emotions.
From this exploration it was deduced that the success of an eliciting interview relationship between respondents and researcher was dependent on the researcher being a social means to their goals and a key factor to note in the analysis of preliminary data.

iii) Situational commonalities between researcher and bluecard participants
The attitudinal relationship discovered above was enhanced by other properties common to both researcher and bluecard respondents (See table below). These properties were situational characteristics derived from the respondents' social contexts that were cross-refenced with reasons for the researcher and respondents being together on this particular occasion. For groups B and C the particular occasion was professional development, but for all individuals it was associated with social development connected to hedonistic behaviour; the latter of which was reviewed in chapter 2. As before, each characteristic was considered to be a common behavioural reality to its group and commenced with analysing properties in group A, then defining comparable realities in groups B and C. Each characteristic was reflected upon across all groups.

<table>
<thead>
<tr>
<th>GROUP A</th>
<th>GROUP B</th>
<th>GROUP C</th>
</tr>
</thead>
<tbody>
<tr>
<td>clinical experience</td>
<td>future goals</td>
<td>wants are dominant</td>
</tr>
<tr>
<td>partners/cricketers</td>
<td>registered midwives</td>
<td>educands</td>
</tr>
<tr>
<td>social obligation to attend</td>
<td>chosen for development</td>
<td>voluntary selection</td>
</tr>
<tr>
<td>social status</td>
<td>counselling skills</td>
<td>compassion for midwifery</td>
</tr>
<tr>
<td>same social attitude (aged 30-50)</td>
<td>same desire to achieve</td>
<td>same outspokenness</td>
</tr>
<tr>
<td>staid/mature outlook on family life</td>
<td>developing attitude/life skills</td>
<td>embarking on the new</td>
</tr>
<tr>
<td>parental responsibility uppermost</td>
<td>seeking new self-image</td>
<td>non-conformists</td>
</tr>
<tr>
<td>children focus</td>
<td>clinical focus</td>
<td>independence focus</td>
</tr>
<tr>
<td>celebratory hedonism</td>
<td>emotional joy</td>
<td>play and learn</td>
</tr>
</tbody>
</table>

The researcher analysed the property from the respondents' position of being at the 'bluecard' event. Broadly speaking, those in group A were present because of their involvement with cricket in some way; group B were all registered midwives; and those in group C were committed to their midwifery education programme. However, there were quantum leaps, for example, between the concepts of social status, counselling skills and compassion which the researcher had conceptually linked in that they were perceived as major benefit to the respondents attending their 'bluecard' event. Another connection between children, clinical experience and future independence may also seem obscure but this was considered from the perspective that each was a dominant social achievement typical to their respective communities of entertainment, clinical practice and professional education. Their social achievements were defined by the researcher observing pronounced attitudes during the event. It was also noted that it was through such achievements that the bluecard respondents appeared to self-besow their persona grata.

Group A's characteristics were typical social conditions of self, whereas group B and C were typical to their clinical practice in midwifery, however, deeper analysis revealed that the characteristics of group A also applied to respondents in groups B and C. Thus a connectedness existed between all bluecard participants which reinforced its consensuality and validated the researcher's interpretation of the respondents' realities of motivation submerged in their statements. This particular analysis was facilitated by the researcher's intellectual harmony and mutual realities with each group and their particular situational perspectives.
iv) Mutual reward from contact between researcher and bluecard respondents

From the former exploration it was acknowledged that each participant had a specific purpose for being at their particular 'bluecard' event, but according to characteristics associated with reward, this was not solely the reason for their attendance. Therefore, by laterally thinking around motivational rewards connected to the respondents' presence at the event the interpretation concentrated on tangible and measurable objectives and thus, prior to the main analysis avoided skewing a bias towards the intangible factor of freewill. The researcher’s approach in determining each group's psychological rewards was based more on factual inference than upon emotional introspection. As such, this evaded personal subjectivity from misinterpreting the mutality of life experiences and social connectivity between researcher and respondents.

A synopsis of the bluecard respondents' rewards, listed below, show that the main outcome for group A, of whom all were of European origin, was social conformance and leisure. For the male respondents the evening event enhanced the sociableness of their team sport, whereas the females, who normally would not be meeting outside of this group, were mostly obliging their partners. This identified the possibility that motivation included two aspects; doing it for self and doing it for others.

**GROUP A**

- pleases partners
- appears supportive
- sustain self-esteem
- social conformance
- transient pleasure
- prolong friendship
- confirm status quo
- reinforce socialness
- celebratory
- feeling in control
- short term benefit
- satisfied
- acceptance of event
- self-effacing
- happiness
- low feelgood factor
- public approval
- self-tolerance

**GROUP B**

- gains ENB certificate
- to be supportive
- raise self-esteem
- reduce personal fear
- temporary encounter
- professional networking
- expand ability
- feel superior in skills
- control of emotions
- learning control
- midterm benefit
- shared satisfaction
- worthwhile event
- self-effective
- affiliation
- high feelgood factor
- self-approval
- self development

**GROUP C**

- pass examination
- support knowledge
- establish esteem
- enhance awareness
- future security
- personal credit
- strengthen self
- reduce dependency
- meet expectations
- being in control
- long term benefit
- self-satisfaction
- essential event
- self-centred
- attainment
- total feelgood
- professional approval
- personal growth

Group B's rewards were aimed at personal emotional control within the professional development of their helping skills. It was quite noticeable that this group, of whom nearly 50% were of afro-caribbean origin, needed to raise their self-esteem as well as their confidence in counselling. Their objective was to have a special ability to pass on to others.

Group C, again mostly of European origin, appeared to be dominated by an intense need to pass their final examination and used the researcher as their mediator for success. This group held an aim of, first and foremost,
APPENDIX 9: A comparative analysis of the bluecard definitions

in pleasing themselves unlike groups B and C which seemed to gain their reward in pleasing or helping others.

It was concluded that the analysis of motivational rewards was aided by the criterion of author anonymity, and that each participant who wrote on the bluecards responded willingly and chose what they wanted to say. Thus it was implied that they pleased themselves before regarding controversial reactions of the researcher. However, it was conjectured that the bluecard respondents also wrote what they wanted the researcher to read which might include inciting reactions or seeking approval. Therefore, in order to minimise subjectivity the researcher analysed her own reward from contact with each group and their particular situation and found a predominating personal pleasure and drive to help individuals, as a group, to achieve their own goals and reward system. Although it was an esteem-raising condition the researcher felt that this quasi-altruistic perspective was innocent of personal directives in analysing the respondents' needs; and thus allowed their rewards and goals to be communicated on the blue cards. It was also acknowledged that the respondents reciprocated with their willingness to help the researcher and therefore the bluecards were written in an atmosphere of mutuality for social confidence and security. Thus the communication of values and beliefs was directed by the respondents and not the researcher.

Summary of the mindset of motivation.
Each group's definition of motivation was linked to the social context of their event be it for personal-personal (group A), personal-professional (group B) or professional (group C) reasons. Group A's mindset presented as a self-governing condition of social responsibility, with high conformance to social etiquette, and an element of self-denying.

There was a suggestion of low independency and high social herding behaviour which the researcher sensed from a general lack of assertiveness and expressed in one statement on motivation that it was 'as an inability to think of a good excuse at the time' (PN). Motivation for this group, which had the oldest age range, was illustrated as passive and constrained to social standards and fixed social goals.

Group B presented as self-interested in the sense of recognising skills deficiencies but with a purpose of correcting the skills deficit in order to help others. The overall personal goal was uncertain but there was an element of self-testing for sub-goals linked to raising confidence and esteem. The age range (late 20s to mid 40s) of this group indicated that the members of this group were unwittingly engaged with the transitional life process of rediscovering self. Thus their mindset of motivation was tentative, but also actively testing and exploring potential self-ability.

From analysing Group C's definitions of motivation and assessing their social conditions the researcher found that their mindset was firmly attached to self-centred academic success and the process of qualifying self. There was a stronger intensity of purpose than with the other two groups and a competitive edge in that they were actively weaning themselves off of 'knowers' to become independent 'knowers'.

The researcher considered these mindsets against the age range of the groups and found a chronological pattern of development in motivational concepts that matched the Freudian theory of the normal development of personality. Group C, as the youngest aged respondents, demonstrated an inner Id state of self-gratification which in their interpretation of motivation held little public consideration for others. Group B's motivation demonstrated their Ego state and a balancing act between their rational beliefs bred from tradition with their instinctual primitive actions in opting for behaviour that held currency within their professional environment.
The oldest group A, that is age-wise, was more appropriate to the Superego role where personal behaviour was constrained by socially acquired experiences and values. Hence the bluecard data experience and its suggested pattern of age related motivational development was an idea which stayed in the researcher's mind when analysing the main body of research data. The researcher concluded that it was essential to determine the subsequent interviewees' mindset in order to interpret their narratives from an appropriate perspective.

Having once undergone this exercise with the bluecard definitions by consciously recalling associations and personal knowledge, the researcher found that further assessment for mindset became a much easier and efficient process which did not require evaluating by identifying properties and coding characteristics. Nevertheless, this process of expanding upon unqualified statements, and listing connected concepts until the phenomena became saturated and no new concepts emerged, became the method of conceptualisation.

Three main conceptions of motivation that arose from this processing were carried over to the analysis, namely, preserving self-esteem, foraging for social acceptance and retaining control over personal choices.
**APPENDIX 10: Phenomenon of Extramural activities**

Phenomenon: 'Doing something different'

<table>
<thead>
<tr>
<th>Properties/Key concepts</th>
<th>Dimensional Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newness of activity</td>
<td>None</td>
</tr>
<tr>
<td>Novelty in interest</td>
<td>&quot;</td>
</tr>
<tr>
<td>Excitement and arousal</td>
<td>&quot;</td>
</tr>
<tr>
<td>Wanting change</td>
<td>&quot;</td>
</tr>
<tr>
<td>Testing the environment</td>
<td>&quot;</td>
</tr>
<tr>
<td>'Opposite' work to job-work</td>
<td>Not at all</td>
</tr>
<tr>
<td>Being challenged</td>
<td>Biological</td>
</tr>
<tr>
<td>Inviting uncertainty</td>
<td>&quot;</td>
</tr>
<tr>
<td>Confronting personal fears</td>
<td>&quot;</td>
</tr>
<tr>
<td>Testing personal potential</td>
<td>Not at all</td>
</tr>
<tr>
<td>Exploring possibilities for change</td>
<td>&quot;</td>
</tr>
<tr>
<td>Boredom in current situation</td>
<td>&quot;</td>
</tr>
<tr>
<td>Breaking a habit</td>
<td>&quot;</td>
</tr>
<tr>
<td>Changing personal image</td>
<td>No</td>
</tr>
<tr>
<td>Reassessment of values of worth</td>
<td>None</td>
</tr>
<tr>
<td>Freedom of choice</td>
<td>&quot;</td>
</tr>
<tr>
<td>Changed dependency</td>
<td>&quot;</td>
</tr>
<tr>
<td>Intended outcomes</td>
<td>Historical</td>
</tr>
<tr>
<td>A necessity for job-work</td>
<td>No</td>
</tr>
<tr>
<td>Essentially for pleasure</td>
<td>&quot;</td>
</tr>
<tr>
<td>Doing it for others</td>
<td>Children</td>
</tr>
<tr>
<td>Doing it for self</td>
<td>No</td>
</tr>
<tr>
<td>Special energy resources</td>
<td>None</td>
</tr>
</tbody>
</table>

Thus the motivation to undertake extramural activities in this particular analysis is firmly fixed to testing personal worth and 'to stretch myself beyond what my natural limits are' (cp p.10).
Key words such as 'desire' 'drive' and 'goal' in reference to motivation tended to occur more frequently than other words in the transcripts and bluecard definitions. From a contextual analysis of these concepts other significant ideas arose concerning the respondents' desire to learn at evening classes etcetera. These concepts, identified below, centred on the respondents' existentialism and intentionality: those asterisked were further theorised and memoed;

* 'motivation is knowing what I am, or want'
* 'motivation is knowing what's expected of you'
* 'motivation is the development of independency'
* 'motivation is a feeling'
* 'motivation is cognitive, predetermined'
* 'motivation is a balance between reality and means'
* 'motivation is not necessarily associated with pleasure'

The diagram overleaf collates all the ideas and concepts from the definitions on the bluecards(BC), related to desire, and identifies the participants' significancies associated with their motivation. The self-ideal held the thresholds of tolerance, for example self-esteem, which triggered the respondents to overcome environmental resistance to them achieving their goals and thus raising self-esteem. Self-drive 'made you do' something consciously having checked out what personal means were available to achieve the goal and sub-goals. Hence, the respondents' moved themselves from an unsatisfactory but concrete position (A) towards their ideal image (B). However, in comparing personal attributes to overcome resistance against the reality of achievement the individual took into account the influence of internal drive; this was not cognitive but a measurement by acknowledging feelings. Hence, when it came to doing a job it was matched against the feeling of doing the job properly rather than just getting the job done. Overall the respondents' balanced the weighting of satisfaction against reward having first thought about their means then checked whether it felt a right, or good, thing to do.

As it was the feeling which ultimately drove them into action to attend their evening classes and extramural study days the researcher dimensionalised desire for its personal properties: with the following result;

Properties of the phenomenon 'Desire'

<table>
<thead>
<tr>
<th>Key concepts</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>precursor to action</td>
<td>never</td>
</tr>
<tr>
<td>arouses action</td>
<td>never</td>
</tr>
<tr>
<td>internal need</td>
<td>essential</td>
</tr>
<tr>
<td>powerful force</td>
<td>never</td>
</tr>
<tr>
<td>counteracts resistance</td>
<td>never</td>
</tr>
<tr>
<td>assess possibility of action</td>
<td>never</td>
</tr>
<tr>
<td>external goal orientated</td>
<td>never</td>
</tr>
<tr>
<td>satifies a need</td>
<td>never</td>
</tr>
<tr>
<td>positive state</td>
<td>never</td>
</tr>
<tr>
<td>pleasurable</td>
<td>never</td>
</tr>
<tr>
<td>conscious activity</td>
<td>never</td>
</tr>
<tr>
<td>purposeful</td>
<td>never</td>
</tr>
<tr>
<td>intentional</td>
<td>never</td>
</tr>
<tr>
<td>innate</td>
<td>never</td>
</tr>
</tbody>
</table>
A consensus of all data to show strong relationships in the dynamics of the research participants' motivation to undertake extramural activities.

Thus motivation which 'should come from within because of your own desires' (BC 20) was linked to 'urge' 'incentive' 'willingness' and found to be a prerequisite for the respondents' action 'to do something' (BC 2) about their status quo - both educationally and environmentally. The respondents' associated desire with being 'strong' (BC 20) and the thing which 'drives you to take' (BC 11) action. Desire was 'giving one the driving force' (BC 21) of which drive and give suggest there was little, if any, personal and conscious control over desire's intensity. A desire to learn was the most prominent feature of the respondents' motivation to seek and engage with an extramural event where the rewards of a raised self-esteem from enhanced learning was fed back into the system of motivation re-stimulating the respondents' desire-to-learn; thus learning was
addictive and self-perpetuated where the respondents' were - 'hooked on books' (ah ad am ap es sl ly).

According to the research participants' narratives the threshold, over which desire activated their drive and action for goal attainment, was reached when the respondents felt their self-esteem was insufficient to propel them into positive growth and healthy self development. The source of their desire was, in most cases, to remove themselves from the hostile environment of an unsupported professional development abounding in lack of appreciation of their worth as a practitioner.

It was speculated that there were different levels of 'desire' that correlated to different degrees of difficulties involved in achieving a task, that is, high desire was required to achieve very difficult tasks. Vis-a-vis it followed that the close relationship between desire and motivation per se suggested there may be degrees of intensity in motivation itself. From gauging the respondents' energy and commitment to learn the researcher assessed that they had an extremely high level of desire in order to overcome the practical obstacles in undertaking their extramural activities; as seen in their energy and commitment to protect and preserve their family relationships and professional duties. Thus, desire was personal, purposive and intentional but fairly obscure.

To summarise: the respondent's desire to engage with their extramural activity stemmed from an inner energy which aroused their drive to learn. Desire also set the end goal but because desire was a condition that comes from within the self it was not an external objective but a response to an innate need. Hence, it was conjectured that the respondents' desire arose from a primary innate value that was intrinsic to sufficient levels of self-esteem. These values were not defined but it was suspected that they would be differently expressed by each respondent, for example, values of worth associated with ethnic origin; female sexuality; intellectual ability. Therefore, it can be certain that the research participants' desire was a primary motivator that actively sought out self's positive attributes.

*
A third of the blue card respondents in their definition of motivation used the word 'drive' in the context of an action or force. Having first had an energised 'desire' (appendix 11) the respondents changed into energised 'drive' in order to achieve the goal or aim. One blue card respondent distinguished between these two energies: firstly 'a desire which [then] drives you to take certain actions/achieve certain goals' (BC 11 researcher's underline) indicating their separateness whereby each has a role at different stages in the process of motivation. This energy flow was visualised as follows;

PRIME MOTIVATOR --- DESIRE --- DRIVE --- ACTION --- GOAL ACHIEVED

The conceptual properties of drive were derived from the participants' implications that 'drive' was an internal force energised by a personal interest, or by undesirable job pressures (BC 14) which primed the desire to activate drive. The key concepts are as follows:

**Phenomenon: Motivation is a drive**

<table>
<thead>
<tr>
<th>Properties</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>energy</td>
<td>none</td>
</tr>
<tr>
<td>expendable</td>
<td>yes</td>
</tr>
<tr>
<td>active behaviour</td>
<td>none</td>
</tr>
<tr>
<td>propulsive</td>
<td>none</td>
</tr>
<tr>
<td>internally placed</td>
<td>Yes</td>
</tr>
<tr>
<td>externally caused</td>
<td>Yes</td>
</tr>
<tr>
<td>cognitive</td>
<td>none</td>
</tr>
<tr>
<td>physical action</td>
<td>none</td>
</tr>
<tr>
<td>goal orientated</td>
<td>no</td>
</tr>
<tr>
<td>converts desire to outcomes</td>
<td>never</td>
</tr>
<tr>
<td>a change agent</td>
<td>never</td>
</tr>
<tr>
<td>purposeful/intentional</td>
<td>never</td>
</tr>
<tr>
<td>self centred</td>
<td>never</td>
</tr>
<tr>
<td>a buddy to enthusiasm</td>
<td>never</td>
</tr>
<tr>
<td>a constant value</td>
<td>Yes</td>
</tr>
<tr>
<td>accelerator of action</td>
<td>no</td>
</tr>
<tr>
<td>future oriented</td>
<td>Yes</td>
</tr>
<tr>
<td>reacts to history</td>
<td>Yes</td>
</tr>
</tbody>
</table>

From dimensioning the properties of drive the researcher found the respondents related drive to their 'determination to achieve' (BC 21) which suggested that drive and determination were interchangeable terms. This slightly altered the definition of motivation towards 'achieving at all costs' or making sure it, the goal, happened. The respondents' determination was explicitly expressed as 'self-drive' (BC 14) indicating that the object of motivation was self-planned (BC); that overcoming obstacles to achieve their goals are privately anticipated (5.2); and that personal outcomes are purposive and intentional (5.7). But their determination required the respondents to measure or judge the personal benefits gained from motivated behaviour against the financial and emotional costs involved in actioning their drive (5.2, 5.3, 5.4). The researcher interpreted this response in that no interviewee entered an extramural activity in blind faith of achieving but carefully and accurately calculated the amount of reserve energy, surplus money and extra-marital (or extra-domestic if single) commitment required by drive to action and achieve their goal. However, the calculations...
themselves are cognitive and based in the nature of wants or 'desire' whereas drive, the feeling, presents as a subjective and mostly subconscious condition but which converts itself into a rationalised desire and external objectivity. This conversion falsely renders drive as an object of desire and reinforces the misconception that subconscious drive is objective motivation. The respondents' drive only becomes conscious and objective-objectivity when desires from personal histories and from introspection of repressed feelings surface and where deep rooted feelings can be examined in a safe environment as occurred during this study's preliminary interviews.

The idea that the respondents' drive was an activated desire arising from a subjective-objectivity was qualified in the main analysis but it was also exemplified as an 'ah-hah peak experience' of one preliminary research candidate who worked out that her subconscious drive to academically achieve was, penultimately, to enable her mother to live again through the respondent's intellectual success. The respondent concluded that the reflection was 'like psychoanalysis' (da) whereby her repressed motives were raised to her consciousness and she evaluated her reasons for her own motivation. From this anecdote the researcher assumed that selectively repressed motives greatly influence the subconscious control of the respondent's drive and thus the researcher had to locate their personal choices within the perceptual flexibility of subjective-objectivity.

This choice of behaviour was analogous to the particle/wave pattern of behaviour in quantum mechanics where a particle having passed through a screen can behave in different ways according to its' environment, that is the number of slits in the screen. It is not predictable how that particle will perform because its behaviour is sensitive to its initial conditions, alias its nature, and it is not yet known how a particular behaviour is 'chosen'. Nor can a particle's behaviour - to be particle or wave - be measured because of the unreliability of two independent observations which, in time space, cannot measure the same thing of two simultaneous potential actions. Therefore, drive if compared to a particle's choice of behaviour reinforced the notion that the respondents' drive was a flexible condition that was sensitive to its initial conditions of fundamental values based in desires and triggered by primary motivators.

The respondents' references to drive as a motivation, plus the conceptualisation that drive was similar to duality of behaviours in particle/wave theory, produced an hypothesis that either motivational 'drive' occurred by chance depending on factors present in the immediate environment or that motivation has preprogrammed drives contingent with the individual's circumstances, desires and needs. This raised the argument for believing that there are certain sets of internal factors the compile different types of drive; each type of which behaves according to clusters of environmental conditions. Therefore it was assumed that the living force of drive and not goals of desire was responsible for exercising choice in motivated behaviour.

On the other hand, if drives are preprogrammed and, as in human life, there is a time factor involved from the start of its journey of behaviour to final position, then 'drive' has no choice but to respond to fundamental value categories based in desire. Thus choice only occurs with the respondents' cognitive decision to alter their goals or outcomes - or final position. Thus, choice is effected by the intentional end goal and not at the origins of motivation which implies that drive is preprogrammed and the respondents have little choice but to respond to original value categories of need. As illustrated by one interviewee who described her motivational drive as 'a burning need'.

From further analysis of the conceptual properties of 'drive', as listed below, the researcher decided that the respondents' motivational drive was more than a force, or urge, 'which makes you do a specific action' (BC 2 researcher's underline) to gain achievement. From drive's intermediate position between conscious states of post-desire and pre-action (see aforementioned diagram) it was assumed that drive was a subconscious comparator between two continuously moving-cum-changing cognitive states of reality. The action of
comparison was the process of monitoring self-effort, or expended energy, against the realisation of desire's end goal.

Theoretically, drive was thought to be a fixed constant and an innate control placed within the respondents' biopsychical origins. Its main purpose was to feed back to the primary motivators levels of tolerance for explicit feelings such as anger and resentment (R), boredom (A), emotional pain (AM R A CIAO), and implicit emotions such as inadequacy or incompleteness (all respondents), insecurity (all) and frustration (all). Through the function of drive and its system of feedback of adverse feelings the primary motivators resight and resite desire's goals.

Thus drive was conceptualised as a circular motion and not a linear process, but more importantly, its function was primarily sensitive to sensations of pain and fear. The role of drive in motivation would appear to be one of motion responding to contemporary emotions.

Summary: For the research participants, drive was only a part of motivation and separate from desire and end goals. Its comparator role was the most essential element in the dynamics of the respondents' motivation to undertake extramural activities; its constancy suggested an innate genetic origin.

It may be that the research participants' drive was genetically different to those who do not undertake extramural activities; and maybe that it was programmed to act as a fundamental value-category for learning in self-development.

*
Phenomenon: Motivation is a feeling
Although motivation was associated with feeling good about self only about a quarter bluecard respondents mentioned any word that was pleasure orientated, namely, satisfaction and reward (BC 5); pleasure (BC 20); desire (BCs 11 16 20 21); and feel good (BC 28). Desire was a more frequently used expression of pleasure (appendix 11) and generally associated with love, willingness, attraction, liking and fantasy (Lloyd 1982). Conversely, desire was considered to be a form of masochism where the respondents' motivation was about 'pushing yourself' (BC 30) or a self-sadism where the individual has 'total absorption in that goal which I am achieving' (BC 28).

The majority of the respondents did not consider motivation as a pleasure simply because they wanted to remove themselves from unpleasant conditions at work, or from social stigmas. However, the working conditions in themselves were not unpleasant but it was the emotional pain that resulted from not being valued appropriately for their professional expertise that took precedence- 'well, it hurts!' (wr). Thus the phenomenon was more concerned with the dominant feeling of 'wanting to stop hurting' for which the respondents sought control to overcome the emotional pain even if it meant enduring fatigue, tiredness and physical pain in the process. Therefore, feelings were essential to action the goal, or 'get the job done properly'; even so the discourse analysis revealed that different goals required different feelings to sponsor motivation.

Phenomenon: Necessary Feelings

<table>
<thead>
<tr>
<th>Properties</th>
<th>Dimensional range</th>
</tr>
</thead>
<tbody>
<tr>
<td>completeness</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>achieving empty fullness *</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>transitional state **</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>pleasure (threshold)</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>pain (threshold)</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>happiness</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>joy</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>contentedness</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>well-being/healthy</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>satiated</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>energised (FIZZ POP!)</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>strength</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>anger</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>jealousy</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>envy</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>numbness</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>hate</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>insecurity</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>inadequacy</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>helplessness</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>tension ***</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>self sufficiency ****</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>excitement</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>determination</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>dependency *****</td>
<td>partial goal vacancy</td>
</tr>
<tr>
<td>failure</td>
<td>partial goal vacancy</td>
</tr>
</tbody>
</table>

The asterisked feelings are in the context with the respondents' motivation and language analysis.
In dimensioning the phenomenon it was found that some of the properties were more of a state of being than a pure feeling making it difficult to differentiate between the two, or even deciding which experience came first. Knowledge of which experience occurred first enabled the analysis to get closer to the cause of motivation - or primary motivator. It appeared that a feeling of 'empty fullness', juxtaposed with a feeling of self-sufficiency, commanded the respondents' motivation to learn. The phenomenon of 'empty fullness', a concept conjured up by the researcher from the experience of emptying her mind in the exploratory phase, was also subjected to lateral thinking and rationalisation.

Phenomenon: Empty fullness (A feeling of having achieved)
It was acknowledged that this perspective was entirely the result of the researcher pursuing a notion of emptying the mind connected to Herzberg's theory of motivators at work (O.U. Book 6. 1991); in particular the idea that a motivator is recognition for doing a job and is an intrinsic achievement. The sensation of achievement is explained as an amorphous personal space which is filled completely with the past experience of an achieved target, but because it is complete it no longer exists as a need therefore there is also a void waiting to be filled. Thus, achievement is a state of transition poised between a feeling of satisfaction and a tension, or a feeling of alertness or arousal for something new, and is a condition where the sensations of emptiness and fullness coexist. This completion of achievement induces a sub-state of self-sufficiency.

Phenomenon: Self sufficiency
This is termed a state of being but which, as a property of necessary feelings has several sub-feelings of its own that resemble sensations associated with Herzberg's motivator of responsibility (ibid).

From the interview data the main sub-feeling which dominated several concepts was the state of independence connected to the respondents' primary need to lose their dependency - or want to be needed - and become self-sufficient. They achieved independence by having a clear vision of their target and what it required to be reached successfully. The respondents also knew what skills and resources the achievement required, and what authority and control was needed to shape it according to its vision. Achieving independence required emotional strength (all respondents) in order to carry out the action; plus a personal willingness to go it alone if there was little or no support in the environment. The negative feelings which the respondents strove to overcome in the process of achieving an independent state were sensations of inadequacy, helplessness and insecurity. Nevertheless, there was a stronger sensation of determination that overpowered these 'bad' feelings about self (A).

The respondents indicated other emotional properties of feelings which they had to overcome in the process of becoming independent, such as anger, hate, jealousy, failure, and pain; all of which were related to a noticeable state of being protective. This latter condition - perceived as the respondents' action to prevent themselves or others, such as siblings, from making what they perceived were mistakes - was associated with the respondents' positioning self (4.7) with nurturing others. Consensually, the two main mistakes were the lack of ability to parent properly and lack of achieving potential in academic or educational development.

A contextual analysis of necessary feelings in the dynamics of motivation showed that there were many different feelings which generated and maintained drive in actioning a personal need-goal. However, the range of feelings were ordered according to a stage in the state of independence. As these stages were only identified from indepth analysis and not directly from the transcripts it was assumed that the respondents were unaware of their goals of independence as such but felt their need to be self-sufficient. For example, financially and educationally. However, it was conjectured that the stages commenced with recognition of a feeling of rejection followed by a desire to take charge and be responsible for eradicating their bad feelings of anger and resentment.
Once this was accomplished the feelings were replaced by a nurturing protectiveness followed by satisfaction, with or without pleasure, with achievement of the state of self-sufficiency. Once the achievement was reached, the feeling of empty-fullness recharged the cycle to begin again and enter another pre-condition of independence.

Two ideas emerged from this conceptualisation: firstly, the range of feelings ordered in the process; secondly, the origins of the cycle of independence. Abstraction of these notions suggested that there was a maturation process linked to change of feelings in the respondents' particular motivational dynamics. Also independence was a natural condition arising from an inner developmental condition based on biophysical growth. Controlling 'bad' feelings and converting the experience into positive growth and independence was an emotional maturation and an outcome expected in adulthood.

Thus by quantum conceptual leaps and from prior data analyses the researcher identified the respondents' maturation of feelings in motivation as a normal process. However, their motivation was differentiated by a higher level of need for independence than professionals who declined to undertake extramural activities. If so, it can be projected that the research respondents were different in nature to non-respondents by their stronger drive for states of independence. This condition was linked very closely to the internal symbiotic relationship between a self-control to overcome feelings of discomfort and a 'desire to do it', in other words to engage with learning.

Logically, the researcher concluded that the origins of achieving independence was based in the respondents' normal inner need to fulfill a curiosity about self, but which has been enhanced by a special type of trait to learn.
Phenomenon: Knowing what I am or want

There were 32 comments in 31 definitions written on the bluecards that referred to a definite knowledge base or rationale about themselves and their intended goals. At a conscious level of knowledge their statements included concrete plans, visions, components or things in life, and reasons which are related to their goals of motivation, for example;

- **BC 4** Motivation is a fact of **having a reason**, or reasons to
- **BC 6** ...towards **a planned goal**...
- **BC 18** a clear vision
- **BC 28** to qualify as a midwife
- **BC 29** all of **these things** (better position in life, more money, another country) would motivate me

Each respondent had some knowledge of their end goals or what they expected their motivation could or could not do for them. For example, one midwife said **without motivation I would not be able to move from A to B on my own** (BC 13). Another felt that motivation was **to help stimulate and keep interest in the subject** (BC 12). Whilst another was more specific and separated motivation into **self drive - internal interest; job pressures - external drive** (BC 14). The bluecard definitions of motivation also located previous experience and knowledge of motivating situations, such as, motivation can occur **in part through peer or family pressure** (BC 20). Then there was the respondent who disliked her laziness and recognised that motivation in the form of energy and enthusiasm helped her to **be pleased with myself and feel good** (BC 28). One respondent even knew that her motivation comes in spurts (BC 31) and therefore was not a consistent nor even level of enthusiasm and determination. Thus, each bluecard respondent consciously knew what motivation felt like; knew how it could help them to achieve; knew it was essential to enable them to reach goals; and knew what things motivated them as individuals. From this evaluation an assumption was made that they also knew what sort of person they wanted to be - albeit subconsciously. In order to conceptualise the phenomenon beyond commonplace experiential data the concept of 'knowing what I am' was expanded by defining its attitudinal and situational properties. The reader will understand the conceptual process if the prefix 'knowledge from/ of ...' is placed prior to the property and its dimensioning, for example, a lot of the respondents knew their conscious self.

Properties: Knowing what I am/want

<table>
<thead>
<tr>
<th>Key concepts</th>
<th>DIMENSIONAL RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>conscious self</td>
<td>none</td>
</tr>
<tr>
<td>subconscious drive</td>
<td>some</td>
</tr>
<tr>
<td>past experience</td>
<td>none</td>
</tr>
<tr>
<td>past reflection</td>
<td>none</td>
</tr>
<tr>
<td>current opportunities</td>
<td>none</td>
</tr>
<tr>
<td>self's role model</td>
<td>some</td>
</tr>
<tr>
<td>alternatives none</td>
<td>some</td>
</tr>
<tr>
<td>goals</td>
<td>some</td>
</tr>
<tr>
<td>developmental process</td>
<td>none</td>
</tr>
<tr>
<td>planning</td>
<td>none</td>
</tr>
<tr>
<td>rationale/reasoning</td>
<td>none</td>
</tr>
<tr>
<td>problem solving</td>
<td>none</td>
</tr>
<tr>
<td>pleasure</td>
<td>none</td>
</tr>
<tr>
<td>feeling good about self</td>
<td>none</td>
</tr>
<tr>
<td>internal limitations</td>
<td>none</td>
</tr>
<tr>
<td>constraints of environment</td>
<td>none</td>
</tr>
<tr>
<td>selfideal</td>
<td>unknown</td>
</tr>
<tr>
<td>selfimage</td>
<td>unknown</td>
</tr>
<tr>
<td>expectations of self</td>
<td>none</td>
</tr>
<tr>
<td>expectations of others</td>
<td>none</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Dimensional Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>some</td>
</tr>
<tr>
<td></td>
<td>a lot</td>
</tr>
<tr>
<td></td>
<td>all</td>
</tr>
<tr>
<td></td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>some</td>
</tr>
<tr>
<td></td>
<td>a lot</td>
</tr>
<tr>
<td></td>
<td>all</td>
</tr>
<tr>
<td></td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>some</td>
</tr>
<tr>
<td></td>
<td>a lot</td>
</tr>
<tr>
<td></td>
<td>all</td>
</tr>
<tr>
<td></td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>some</td>
</tr>
<tr>
<td></td>
<td>many</td>
</tr>
<tr>
<td></td>
<td>total</td>
</tr>
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This was a difficult concept to define because each property had sub-properties that overlapped other concepts of motivation (appendices 11, 12, 13) and because it involved a high proportion of subconscious activity. However, the mystifying situation, with regard to defining what the respondents felt about themselves and their motivation, was more clearly understood when a relatively odd definition of motivation written with difficulty by a member of bluecard group A stated; 'Motivation is the inability to think of a good excuse at the time' (BC 1).

From personal knowledge of the individual's personality, intelligence and social circumstances, the researcher understood the meaning behind what was being said to be related to the respondent's projection of negativity - not only about herself but in locating a positive definition to write on the blue card. The manner and mode of the statement's author signified dejection, self-denigration and avoidance behaviour.

The statement was accepted as data even though isolated in terms of content and standardisation of terminology because it identified a condition of demotivation and motivational inactivity. The definition was an emotional response but still considered as real information because 'we say what we mean and mean what we say' (chapter 3). Thus the definition was analysed at face value by interpreting the word strings also by observational data of the respondent's body language for example; 'inability to think' suggested the respondent was cognitively unprepared and had not had an opportunity to think it through carefully beforehand. It suggested that her mind was in a confused, unclear state and that she needed time to mentally sort out a meaningful but impressive definition. The word 'inability' raised her feeling of helplessness, lack of control and personal disadvantage of some kind. The verbal expression of discomfort and weakness was mirrored in the respondent's body language and demeanour. This was wide-eyed, searching for eye contact from other members in the group, bent forward over the table, looking small and placing herself just outside of the circle of diners. She was laughing nervously and asking for help to write something down.

The next string to be considered was 'good excuse' where 'excuse' was the rationale or reason for doing, or more often not doing, something. 'Good' inferred that the excuse was acceptable to self by being in vogue with personal values and beliefs and with those of society's norm for excuses. She was excusing her low intellectual ability although the researcher knew this to be untrue. 'Good' also suggested that the feeling of motivation was associated with a raised self-esteem congruent with justifying the excuse. The 'excuse' in order to be 'good' therefore must be mutually perceived as such between writer and reader of the definition.

On this basis an assumption was made that the other person(s) accepted the understanding of good excuse without prior explanation. The respondent was depending on the researcher and her companions to understand her predicament and help her out with the definition - which no-one did! thus exacerbating her discomfort and prompting a response to conform to the group's activity of writing on the bluecards. The last part of the sentence 'at the time' placed the discomfort in the present as being a transient experience. It also pointed to the respondent's perception that the definition would change with the passing of time and it would be a different answer later. The researcher's request was out of context of the social situation and because of this, this particular respondent found it difficult to adapt to the surprise. Unpreparedness affected the respondent's ability to be rational and intellectual about her motivation.

This respondent's definition of motivation although hesitant and unsure was spontaneous, irrational, transient and a momentary decision - however it was the respondent's public face. Although the situation reflected the spontaneity of action in motivational drive it was contrary to the prior perception of motivation as being well planned, positive and associated with an ability to think rather than an inability to think. Thus the researcher was able to separate out the concept of drive from the global perspective of motivation and inspect research data from a public stance of negativity in the respondents' motivation.
The result of this analytical experience was that whilst conceptualising the transcripts the researcher took into consideration several conditions which operated the research participants' primary role of rationale or an ability to express feelings and thoughts. These conditions were:

- How I feel at this moment, physically and/or mentally
- Who is around me at this moment and understands me
- Who do I want to impress, or not
- What will be the benefit to me, alias my rewards
- This lasts only for one moment, now
- Spontaneity enhances the present; diminishes the future
- Recall of previous experience is emotively induced
- Time needed to think to locate appropriate knowledge to share
- Answer would be different another time, another place

Hence, the concept of lack of motivation, or perhaps demotivation, was the inability to think of a good excuse at the time but it did not exclude the spontaneity of drive. Therefore opting out of cognitive activity, planning goals, and deciding what sort of person one wanted to be, were not normal characteristics of motivation.

By changing the semantical arrangement of the above definition of motivation, the bluecard respondent's attitude was perceived as finding excuses not to think and not to project into the future. Therefore it was conjectured that this individual was neither interested in finding out more about herself, nor did she portray an interest in developing her status quo intellect.

Thus the concept of 'knowing what I am' was a fundamental operative to be considered in the analysis of the dynamics of motivation.

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