

Cranfield Institute of Technology

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Life Cycle Development and Career Change: An Exploration
of Factors Influencing Career Change Decisions

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Applied Psychology Unit
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Ph.D Thesis

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Volume II

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Appendix 1

PhD Research Proposal

Lesley Sumner

Life cycle changes and career development: An exploration of influences on career change decisions.

Proposal

The purpose of this research is to identify factors that influence decisions concerning significant career/job moves among older workers and women returners.

The research is to consist of a survey aimed at eliciting salient attitudes to work of older workers. It is anticipated that this study will isolate the factors that are salient in the decision making process when older returners and/or established workers consider a significant career change.

Introduction

The term 'older worker' in this context is broad. It is to include several groups of individuals who have not followed a traditional pattern from full-time education to a stable career. Their commonality lies in not having chosen a career on leaving full-time education that sustains them for the whole of their working lives, they have made or are in the process of making a career change.

The Institute of Manpower studies (1990) suggests that older worker status was achieved in most organisations between the ages of 40 and 50. However job type often influenced the perceived older worker age

threshold with workers in IT jobs considered "old" in their 30s while managers were "young" in their 50s.

In 1975, 93% of 55-59 year old males were economically active; by 1986 this figure had fallen to 53% (Casey and Laczko, 1988). For older women participation in the work force has increased since the 1950s (Equal Opportunities Commission, 1990).

Discrimination on the grounds of age has been found in a number of studies of employed and non-employed workers. Slater (1972) found that older workers were much more likely to report that their age was a handicap in trying to find a new job. Kasschau (1976) reports that 50% of a sample of aerospace employees aged 45 years and older had personally experienced age discrimination in terms of finding a job, keeping a job, advancing in a job or facing forced retirement.

Older non-employed workers have been shown to have a more negative perception of their own labour market position in terms of the probability of them regaining employment (Laczko, 1987a; Taylor, 1988). There is evidence that such perceptions of re-employment prospects are realistic (Love and Torrence 1989).

As a result of demographic shifts, the reduction of young people entering the labour force and the rapid expansion of some sectors of the economy there is an indication that employers are encouraging some older workers to remain in or re-enter the labour market (Trinder, 1990). This group includes women returners and long-term unemployed as well as those aged 40+. Employers involved in such schemes include those as diverse as the Civil Service and B&Q. Government agencies are encouraging the training of older workers, with schemes such as women 2000.

These labour market trends have been much publicised and it is therefore anticipated that greater flexibility in employment will be seen by many as an increasing reality. This may encourage individuals to assess their level of satisfaction with their present position in the employment market.

Workers are frequently expensive to train. Older workers bring experience and often a commitment and enjoyment to their work simply because they have made a positive decision to return to the workforce or to change their career. Slater and Kingsley (1976) found that employers from firms comprising large numbers of older employees tended to have more favourable attitudes towards older workers.

Levinson's (1978) work on life-stage development examines the psychological advantages in terms of personal development and well-being of life style assessment at this time. It points to the need for a change in direction should dissatisfaction be felt with one's present life course. Thomas (1979) found that a majority of those in 'mid-life' who changed career did so in order to find more meaningful work and for a better fit between personal values and work. Present demographic changes may encourage workers to see job/career change as being a realistic possibility.

Nevertheless Marc Thompson, co-author of the IMS report *Older workers: Employer's attitudes and Practices*, writes: "The danger is that older workers will just become cannon fodder in the demographic crisis... pulled in as a short term stop gap, not treated as the valuable and scarce resources, which they actually will be." If this does happen it will be damaging to the individual and to the ultimate detriment of employers. It is therefore important that individuals are enabled to make the right decisions regarding career choice at this life stage.

A major focus of this research will be women, there has been much research concerning the practical problems women encounter in their working lives. In doing this study it is anticipated that areas of perceived difficulty related to job change at this stage in the career/life cycle will be identified. These areas may be amenable to change, which would ease the transition back to the workforce or into a new career. This would go some way toward encouraging a successful job/career change or return to employment and greater flexibility and vitality in the work force. Successful transition will benefit both employers and employees

Overall Research Aims and Objectives

To highlight salient attitudes to work of older workers.

To highlight salient factors influencing career move decisions in this group.

To make recommendations aimed at facilitating successful career move decisions for older workers.

Theoretical Objectives

To explore the notion of the Janis and Mann (1977) decisional balance sheet of incentives in relation to 'mid-life' career moves.

To create a user-friendly checklist for counselling 'returners' to the workforce with regard to career development decisions.

Study 1 - B&Q 'older' workers

A series of semi-structured interviews will be conducted with a representative sample of workers who have made or are considering making a significant career move.

The results of these interviews will be used to design a questionnaire survey of B&Q workers in the 50+ age group. The survey will be aimed at identifying:

- 1) Those factors that have prompted the decision maker to make a career re-assessment.
- 2) Salient attitudes to work of 'older workers'.
- 3) The salient factors involved in making decisions regarding career moves.
- 4) Primary difficulties encountered when making a mid-life career change and moves toward that change.

The questionnaire will be pre-tested on a representative sample of the relevant groups to ensure sensitivity and validity.

A final, suitably amended questionnaire will be sent with a brief letter of explanation to encourage response, and a pre-paid envelope to a suitable number of workers representative of both job changers and non-changers.

Study 2 - Re-training programmes for returners

Individuals entering education programmes designed to facilitate a return to the workforce will be interviewed and a survey conducted to elicit:

- 1) Demographic information.
- 2) Individual expectations of college courses.
- 3) Individual experiences of college courses.

The aim of this study is to:

- i) Identify the factors that individuals consider when starting a college course
- ii) Assess the effectiveness of decision making in individuals entering college courses aimed at career development.
- iii) Make recommendations to facilitate appropriate decision making.

A relevant sample of individuals entering re-training programmes supported by London Enterprise will be interviewed.

Results of these interviews will be used in conjunction with results of the B & Q study and previous work to design a survey aimed at eliciting the expectations and experiences of individuals entering college courses. Measures of subjective well-being will be used to assess overall life and college-related satisfaction.

The Research

It is anticipated that results from the two studies may be utilised to create a model designed to enable counselling of returners/career

changers based on the Janis and Mann conflict-theory model of decision making.

Questionnaires will be completed anonymously and at all times respondents to surveys and interviews will be treated with sensitivity and will be given the opportunity to give personal feedback.

All respondents are assured of confidentiality. Throughout the study ethical principles as outlined by the British Psychological Society will be followed to protect the interests of respondents.

Results

The results of surveys will be statistically analysed and a report of the results and their implications will be produced.

All results will be treated in confidence and respondent's anonymity and privacy will be ensured. Respondents will not be identifiable in reports and summaries of results which will be made available to interested parties.

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Appendix 2

28. 11. 89

Dear Ms Hurdle

I am a researcher at Cranfield Institute of Technology. A current area of interest in the Applied Psychology Unit is the impact of making a job/career change, particularly in mid-life.

I understand B & Q has a policy in their Macclesfield store of employing people of 50+ years. I am interested in the reasons underlying this topical and innovative policy and the implications for both employers and staff.

Would it be possible for us to meet and discuss these issues? This would be particularly useful for the research while the project is in its early stages.

At present I am working mainly from home, perhaps you could contact me there? My home address is

Fromside Cottage
Framilode
Gloucestershire
GL2 7LH

Telephone - 0452 741084

I look forward to hearing from you.

Yours sincerely

Lesley Sumner

Appendix 3

*Individual Interviews**INTERVIEW 1**ERIC Age - 41*

HOW LONG HAVE YOU BEEN IN YOUR PRESENT JOB?

Seven years this summer, it's too long.

WHAT WERE YOU DOING BEFORE THAT? WERE YOU TEACHING?

Oh yes! I was a more lowly graded teacher in a boys' comprehensive

AND THAT WAS SCIENCE

Yes

SO YOU'RE THINKING ABOUT LEAVING TEACHING

Yes I'm torn because I enjoy teaching, the thing that keeps me in, despite years of inequality with graduates who left the same time as I did, who are my equals intellectually, is ... the buzz, is the class I love children. They're always stimulating and it's lovely to have an effect on the generation. It's not just the science it's the way you try and convey ideas, so in that respect it's obviously a vocational job and in that respect I'm the kind of person who's got a vocation.

I think I'd be less unsettled if I could see the next fifteen years, which would take me to retiring age, 55, as a satisfying prospective progression, I don't see it that way, for a multitude of reasons that I don't need to say, that I don't think teachers have a whole lot of control over. There's much more central control of the planning, which I think has been missing for the last twenty years that's coming in, but it also seems to be coming in at the same time as they're changing the thinking behind the organisation of schools generally and it comes at a time when, I'm not passing the buck, but I think things in general society has a low regard for the things that we teach in school.

I feel very much as the years go by that what we try and convey to children, either attitudes or study methods are an unusual part of their every day life outside, they don't do the reading, the studying. There isn't the pressing need to learn there used to be ten years ago and the children that go through now, will probably be fathering children with that lowered expectation from our viewpoint.

Getting interest and maintaining it in developing study I think is going for a lot of children, not for all but it applies for the majority, it makes the job a more difficult situation. To then be asked to do an awful lot more work and develop new, so called new, schemes means the job is getting more and more of an administrative out of the classroom job, when you get promoted. I think teachers should be protected to a

certain extent by their Heads of Department. To try and do that, the chances of stimulus that used to be there in studying something are still there, but there's always that background feeling "Is it going to link up"? We can't afford to waste time, there isn't room for - "That looks damned interesting", because that is interesting of itself. And now people that I come across and I myself, are very careful to try and suss out a course somewhere or a requirement is actually going to be needed. And the experience of the last few years of being told you must go on this so that you don't miss out and when you get there you're not given anything to bite on. And no one is quite sure what the government is going to do or the DES is going to decide. With all the pressures to do with profiling I don't like wasting time.

It's a build up thing, I feel that pay is terribly important, it's important only above a threshold if I can get enough to support a family on a single salary, without any extras. I'm a generation that feels to have my father who's immensely rich, old, throw money at me is bad for my ego, it's good for the bank manager, but bad in every other way. There are examples of people around of my generation who haven't had anything like the recent problems that we've had in coping with the job. If it's not on the pay side, they succeed because they tell me in some kind of private industry they get some kind of recognition in the job. It may well be that they're encouraged to do more private study within the job, something that's unheard of in teaching really. There are one or two satisfactions.

YOU'RE GETTING SATISFACTION FROM ACTUALLY TEACHING?

I get satisfaction from lots of little bits but it doesn't form a, it doesn't form a picture any more. The O.U. (Open University) study puts things into a linguistic framework which is reassuring and encouraging because it does things the right way, they're effective, which is a satisfaction.

THIS IS MANAGEMENT?

Yes I've tried lots of bits of the job with children, because children don't change and teachers don't change, and you get lots of bits of interaction there. This is one of the few jobs I feel where the degree of autonomy is very high and no matter what they do I still believe we'll have that freedom within the classroom. There isn't a worry there, it's the overall framework of the job.

I'm waiting for appraisal to come in, I think it should follow business lines, sooner rather than later because the bottom line will be a basic part of the staff development program which makes comparability when applying for posts much better grounded, I'd like interviews to disappear. The way industry has better management situations while we have the system we have, you get an enormous amount of management inertia, but understandable because people are asked to do the job they are doing plus more. Especially when you're told to rather than want to, but as long as there's that uncertainty. I don't lie awake worrying about it, there's nothing I can do about it. What worries me are the little things. Like the status, when my children mix with other children, it

shouldn't be the way it is, whether that's right or wrong it's a pride thing. You don't have an awful lot of conversations springing from you saying you're a teacher, you know what I mean. I don't particularly want to be up on a pedestal, but it doesn't have equivalence to an engineer, working in insurance, working in estate agency, amazing! It's not got an awful lot going for it.

I think if I leave it much longer, I'm in two minds, I'm still in two minds about the prospect. If I can find an alternative which doesn't put the finances too much in jeopardy then I think it'll be time this time. There's such a shortage in science that I don't think I'd have any trouble getting back in if I wanted. My only tie is the area but if my wife could get back into her original legal site, which she's intending to, that would take the financial pressure off. I just don't think there's going to be a progression in money terms. I hate to bring it back to money but once they pay me enough, so I don't have a bank overdraft every month. I don't expect a new car, I don't expect to drink like a fish, I live in a modest semi, but I would like to be able to take my wife out to dinner and think of taking the kids out somewhere for a day, and do that and buy a pair of jeans for them. At the moment it's a matter of - How far will it go? - we can't do that.

The other thing is recognition, I'm quite used to working to deadlines I'd like the whole thing tightening up. If I don't get out now I'm going to be stuck.

BECAUSE OF YOUR AGE?

Yes, No, it's the great unknown. I don't know, that's what I have to find out.

HOW DO YOU FEEL ABOUT CHANGE, YOU FEEL YOU'VE GOT A SAFETY NET IN THAT YOU CAN ALWAYS GO BACK TO TEACHING?

Change, I quite like the idea, I agreed to a job about ten years ago with the BBC doing schools programmes. When they changed the money I backed down because it was about half what I was getting. There was lots of freelance work available, but that uncertainty wasn't good enough for me. If I don't make the change now - I'm told there's a window for Deputy Headships and I've got a finite time in which to get somewhere. There's a move to correct the imbalance in the sexes and I just don't think that's good for me. The promotion is incidental, but I can only get so far, I can't change enough unless I'm Senior Management. For that reason I want promotion, prestige is always good for the ego. If I found total satisfaction in the job I'd be quite happy I don't.

I've never done anything besides teach, and I'd hate to retire having never done anything besides teach. But I'm a conservative person, once the children are at university, or at further education, or wherever they go, I would quite happily contemplate something very unsafe, because we don't have that sort of commitment.

My wife's particularly worried about the bills, she's talked about going back to work, but we've always taken the view that if it's something I want to do, then we wouldn't make the decision without discussing it, but then it's a bit of a gamble. I think the lack of continuing pleasantries at home have forced her into a changed view "You can't do worse than you are at the moment." Take a gamble

I'm anticipating secondment with and if the set up is interesting, and they have a possible placement then I'll seriously consider it. I know they have a large management training section and the sort of management training we've been doing here would fit into many business organisations, so I'm more confident.

*Individual Interviews**INTERVIEW 2**Roger - Age - 49*

I started off life training to be an accountant and after about two years I got very bored and I joined the army, I joined the Intelligence Corps, I stayed in the Intelligence Corps for 19 years. After 19 years I was commissioned into the Education corps to teach German, I spent five years in the Education Corps, during that time I qualified as a teacher. So I spent 24 years in the army.

I had come to the end of a term, I could have stayed on, but because of my age and rank I didn't want to be the oldest Major. There comes a time when you have to leave and you have to just get on and do something else I just made that decision to do something.

HOW DID YOU FEEL ABOUT IT?

A bit nervous I suppose, but I was extremely fortunate, I was living in the mess on a Monday to Friday basis and there were a lot of people in the Mess that were coming out with me. I was extremely lucky I got the first job I put in for, which may not have been such a good thing. I just walked out of one job straight into another. I was a cheap option, but I did fill all the criterion they were asking for, I like to think I got it because I came across at interview, you either fit or you don't.

I realised when I got there, there was change in my life, there were certain ways of behaviour that I would need to change.

Then for geographical reasons I bought a house, and at that time I saw a job advertised for personnel administration and I got it and I was very pleased. The job didn't expand as I expected it to, it expanded in work but it didn't expand in income, and I decided I was working too damned hard for too little return. It wasn't something I spotted from outside. It was very much an engineering company and if you weren't an engineer, all their top managers were engineers and I suspect that was one reason why life did not go too well recently. They weren't qualified managers, so after two or three years I started looking elsewhere.

HOW DID YOU FEEL WHEN IT STARTED TO GO WRONG?

I felt a little bit bitter, because I'd felt that was going to be my life it took quite a long time for me to decide to leave. I took on more responsibility with no extra salary, and I knew working in personnel that extra responsibility was one of the criteria for a pay rise.

DID YOU QUESTION IT?

Yes I did and I got exactly the same sort of answers other people got when I knew they weren't going to get a pay rise.

WAS THERE ANY PARTICULAR TRIGGER?

Yes I suppose the last round of pay rises, and some criticism of me for employing someone on a part-time basis to cope with some of the basic paperwork I couldn't cope with, running two sites. If somebody else can't recognise the value of what you are doing, I don't think shouting about it is very useful.

I took some advice from a Careers Advice service in Bristol from that I didn't end up with a new career because I'd already decided to go into my own franchise, which is where I've been for the last year.

It's very hard work, but it's my work. I wish it were financially more rewarding but I'm assured by my managers I'll get there. I enjoy it very much indeed. I couldn't stand the financial strain apart from the fact I've left the army and got that money behind me. I certainly feel I don't want to be employed again. I led a very varied life in the army, in the intelligence corps you're very much an individual the only thing that I might do to be employed is to do teaching I'd like to teach German, I've worked in technical colleges part-time.

There's a general feeling in today's world against the insurance world, so getting to talk to people is hard, and I'm not a very out-going person, I do find that side of things difficult. What I do find interesting, when I get to talk to people is analysing their situation I find that extremely interesting. People's ability to earn money is almost nothing to do with their education.

It's the ability to say "I'm going to do this" and be prepared to take a risk. My expectations are greater than most.

I think one of the greatest difficulties in my life was I never really knew what I wanted to do, I never wanted to be an army officer and in fact when I was at school I wanted to be in the navy, to be with boats. I suppose my changes have always been a desire for change, after a certain time doing something, I felt it was time to do something else.

*Individual Interviews**INTERVIEW 3*

PETER - Age 41

Alright I was just doing some very fast thinking while you were explaining that and I er and I think I've got some ideas. So I'll give you those shall I?

UH HUH

Well I um I er I made a career change nearly two years ago, but it wasn't a major career change in the sense that I started the kind of work I wasn't already doing. In fact its quite the opposite I continued to do much the same work that I'd continued to do for the past 14 years. So you might say "Why am I having this interview in the first place".

What I did do was switch from being employed by a small company to working entirely on my own, so that was a really radical change as far as I was concerned personally. Although for the people I was working for, hopefully there wasn't such a change in the actual end result.

So any experience I can talk about is likely to be in how I found the adaptation from being employed to being self-employed. Rather than in terms of the actual work or anything to do with that. So does that make sense.

SO YOU WERE 39

Yes I suppose I was considering, I'm 41 years and 1 day old now. That was getting on two years ago.

So what kind of things do you think I might be telling you about. What kind of experiences and change.

YOU SAID THAT YOU DIDN'T ACTUALLY DO ANY DIFFERENT WORK OR WORK FOR DIFFERENT PEOPLE

Yes

YOU'VE WORKED FOR A LONG TIME FOR THE SAME EMPLOYERS?

Yes, too long and this was partly on my mind, he said, picking up the lead she threw him there. When I made the change I got my first job and thought I'd stay there about two years and then two years passed and I thought "I'm happy enough. I'll stay another two years". Literally I thought that, well "I'll give it another two years" and that's six years. Eventually doing this I'd allowed it to become an indefinite commitment. Years passed and the tape turned and finally I got very frustrated because I um well when you're in an environment with the same people all the time you get very entrenched and it becomes very

difficult to alter your stance, to change the way you're perceived. So that became more and more frustrating and when I look back I wonder how I stood it out for so long. Because the job itself involved going out and about and meeting other people quite a lot, journalists, so it was through getting out of the office into the wider world made it feel less constricted. In the end, even those compensations weren't enough to prevent me from leaving, so I decided to leave and for a long time before I did leave I debated what I would do next, whether I would pick a particular avenue out of the various jobs I was doing and pursue that, for instance public relations, or straight journalism or even a return to operating transport.

SO YOU SAY YOU FELT IT WAS A LONG TIME, ONCE YOU FELT YOU'D MADE A DECISION?

Yes I felt at least the last two years I was working I felt I should be gone and be doing something else.

WAS THERE ANYTHING THAT PROMPTED YOU TO MAKE THE FINAL DECISION?

Yes, another....a colleague I knew from a different business in the same activity had identified me as someone who would be potentially helpful in his organisation. He occasionally would buttonhole me and try and get me to go and work for him and I resisted partly because I got on well with him in a work context and I wasn't sure if the work was within my capability in any case. Finally he came up with a concrete offer. Finally is the wrong word. Towards the end of the time I left the job he came up with an actual job offer in terms and conditions which I debated very carefully and then I turned it down because I decided the salary actually wasn't equal to what I was getting, that would be a retrograde step. Not just because of the money I was getting but the other uncertainty so I turned it down but then I felt I'd missed an opportunity perhaps retrospectively, so a couple of months passed and then he being a very flexible person made another offer which was not a full-time salaried job but a part-time job which would enable me to retain some of the kinds of a job I was doing already and doing his job. So I investigated that possibility in my mind and decided it was viable so the two factors were this external factor which was a very flexible one, the fact that I had gained enough confidence to feel I could develop the work that I did and contacts.

So that's what prompted me to leave my job

What can I say, should I switch to telling you what the experience was like when I did leave?

YES AND SOMETHING MAYBE ABOUT HOW YOU ACTUALLY FELT ABOUT LEAVING. WERE YOU WORRIED ABOUT IT?

Right - Well I actually, I was apprehensive, I was apprehensive that I wouldn't be able to do the actual job from this external person, I didn't think I'd be capable. I doubted my capacity to work in a new environment, to work in a different office physically with people I didn't know. I'd become so - so much a sort of part of the furniture that I'd started to

lack confidence in the wide world. And incidently since I'd left I've topped up my confidence to go into new environments and now when I haveto go to see people I don't know I'm much less apprehensive about it and you know its practice and I was out of practice.

I was worried I might not be very good at doing that job and at the same time, I was worried I wouldn't get enough freelance work to fill out the parts of my salary that weren't covered by my part-time job. In fact neither of those things turned out exactly as I thought they would, I was more capable in some ways at this specific job than I thought I would be, although there were a lot of frustrations where their expectations and mine weren't the same thing. It took a while to understand that. At the same time I was tending to pick up work on my own behalf. I did that far more than I ever expected and I found that colleagues had a much higher opinion of my ability than I thought they would. It was extremely gratifying, it was quite, it was almost, I'm losing the track of what I'm trying to say

WERE YOU CONCERNED ABOUT WHAT YOU COULD DO?

Well no, no I know I could write articles that I'd been doing before, I felt I had plenty to offer, but I wasn't sure that that I was sort of adult enough, generally mature enough in dealing with other people on a one to one basis on my own behalf to be able to put those abilities to good use. But I soon found that wasn't a problem, it got to the stage where T began to wish that I could forget about the external job and just concentrate on making the change. But I had a feeling I ought to persevere with it partly to be in another working environment - rather than just sitting in my own room, in my own house, doing my own thing.

YOU LIVE ALONE?

Yes that's right

THAT AFFECTED THE DECISION?

In what sense?

IN THAT YOU FELT IT IMPORTANT TO HAVE A FORMAL WORKING ENVIRONMENT TO HAVE DAY TO DAY CONTACT WITH OTHER

I tell you that's an intellectualisation of mine. I didn't think I'd have a problem working on my own because, basically, I was used to doing that more or less doing my own thing it wouldn't be a problem, and it wasn't really so it wasn't so much that I was dreading or feeling extremely apprehensive about living in a solitary way it was that the logic suggested I ought to have contact with other people, and so I did that partly for that reason and I've continued to do that. I've kept up the contact right upto this very day, 1st of January 1990, and I don't know what the future will hold of course, but it may continue indefinitely that external involvement. I must say that here, an insight that might be irrelevant, is that for the first year after I left I suppose uh I was so busy that I hardly had a chance to assess my experience to date at any given time, I just carried on the work. But finally things got into more of a rhythm and finally I started to think about what I was doing and only then did I start finding that there were disbenefits working on my own, because there certainly are. You can wake in the

morning and you can spend all day working on your own without much contact with the outside world and then just finish the day and you can do that several days running if matters fall that way and that's not a good thing.

WHY DO YOU SAY THAT'S NOT A GOOD THING?

Because you need stimulation, stimulating from external sources, you need variety, you need a breath of fresh air, metaphorical and physical. I think that must apply to almost anybody that's in a working situation or even a life situation.

DID YOU FIND IT AFFECTED YOU MENTALLY

No, But I'm not a very depressive person so it wouldn't have had that effect. I think during the last year I became a bit reclusive, that's a word I've used humourously from time to time, but I think there's some truth in it. Its easy to justify having no social life to yourself by explaining it away in terms of spending evenings only doing accounts or other supposed necessities. I think that's an excuse and I think my new year's resolution for 1990 is to be sociable. Whether that means by varying the kind of work to do or whether that just means making more concourse to friends I don't know, but I think that's a necessity. That is a discovery I've definitely made.

HOW'S IT GOING NOW? ARE YOU ENJOYING WHAT YOU'RE DOING NOW?

Yes, I'm enjoying it enormously, in fact I have done all along ever since I left my old job its been relatively an unqualified success even with regard to the disbenefits I've just mentioned. All things considered I'm delighted to have made the change and I almost wish I'd done it earlier. Although I'm fully aware I couldn't have done it earlier because circumstances didn't permit it.

YOU HAVEN'T HAD ANY REGRETS?

No, none whatsoever, I have some regrets about the manner of it there was some acrimony between myself and my former employer who thought I'd done some underhand things. I understood his reasons for thinking that in one particular context but he extended his view to cover, unfairly I think, a lot of other things that I hadn't done, so that soured our relationship, but that is something I can certainly live with. It hasn't caused me any specific problems. One does get slightly concerned about continuing, about sustaining the effort. I used the word 'one' there. You write a good article and then you think it seems very easy to do this, and then I think am I putting enough effort in or is it just I'm so good that I can do it easily but I'm not so arrogant that's the case. So I sometimes worry if I write a good article and somebody says that's jolly good and I write another article and they don't say that's jolly good I worry that maybe the second article was maybe a pale imitation of the first one. It's impossible to know whether the person that's asking for work comes to expect a high standard and sees no reason to mention it after the first one or whether your standard isn't so high and of

course only time will tell the answers to these questions and I haven't really been doing it long enough to know.

There's a lot of feedback, all the feedback I've had has been either positive or neutral, nobody's said "That wasn't really what I wanted that was bad", certainly not.

YOU FEEL YOU NEED FEEDBACK THOUGH?

I think so, yes of course, in my old job one of the problems was my employer very seldom offered any, hardly ever, once or twice in a year and you think you need more than that. I suppose what I'm doing now is much the same really, there's no change except, because I've got more than one boss there's more likelihood that people every now and again will say that was a nice bit of work. It's not that I'm so insecure I need pats on the head all the time, I think I find it helpful to be told I'm doing what is requested.

DO YOU FEEL YOU DO IT WELL?

It's hard to get any measure in this job that I do, which is writing articles about transport. You hardly ever meet people that read the articles so the only measure of whether you're doing it well or not is by your own standards and the responses from the people that commission the work and if they don't give you anything back there isn't any feedback.

DO YOU WORRY ABOUT WORKING FOR YOURSELF NOW?

No - not so far. Going on a walk today risking catching a cold I find myself thinking about saying to somebody as we were walking along, one does become more aware that no-one is going to pay the salary if one doesn't do the job, I'm using the ones here. If you're employed and you're getting a salary and you find you need a few days off, you still get your salary, you still get your wage and when you get back and you're not expected to do all the work you didn't do when you're away. If you're self employed and you stop working suddenly you don't get any money. It doesn't worry me, I don't go around under a cloud but occasionally I think "Oh dear, I'd better make sure I don't twist my ankle", or something like that. It may be that as time goes on I'll become more and more worried, but that I don't know, a bit like a tightrope walker or anybody who's doing a dangerous job becomes more and more worried about it as time goes on.

*Individual Interviews**INTERVIEW 4*

GAVIN- Age 46

SO HOW LONG SINCE YOU MADE A CAREER CHANGE?

10 months, although there was quite a bit of warning it would come. Because the background was that if the Scottish Bus group was privatised in individual units then my job would cease to exist and so, as soon as we knew that privatisation was a possibility there was always the possibility it could mean the end of the job. So, it wasn't as if it came as a shock. We were partly prepared for it because we had obviously considered the options of privatisation in the form that it took.

WHAT WAS YOUR JOB TITLE BEFORE?

My last job title was group marketing manager, it was a fairly senior job.

WERE THERE SIMILARITIES BETWEEN WHAT YOU DID AND WHAT YOU DO NOW?

There are some the, I suppose the discipline is similar but the work I do now.... what it has turned out I'm doing now is different from what I was doing on a day to day basis. What I set out to do on my own was perhaps, closer to what I was doing as marketing manager. But in the event I find I'm not doing that.

WHY DO YOU THINK THAT IS?

I think that I just let the work find its own level and the level it's found is... has taken a different direction from the sort of thing I was doing before. So I'm quite happy about the time its taken. What I'm doing now is closer to what I was doing before as a freelance part-time job, rather than full-time employment. I thought I might be doing marketing consultancy work. In practice I haven't really done much of that. Most of what I'm doing has been journalism.

DID YOUR PREVIOUS JOB HELP WITH CONTACTS?

Yes very much. Most of the work I've done has been as a result of approaches made to people, opening doors wasn't a great problem.

SO, HOW OLD WERE YOU WHEN YOU MADE THE CHANGE?

Forty five

HAD YOU ALWAYS BEEN WITH THE SAME EMPLOYER?

Virtually, certainly for a total of 25 years - a long time.

AND YOU'RE WORKING NOW FOR YOURSELF?

Totally

WHY DID YOU DECIDE TO WORK FOR YOURSELF?

I think when it became clear redundancy was coming, even though it wasn't clear when it was coming. When it was clear that it was inevitable. The simple choices were to work for myself or to work for somebody else - try to find another job. And I felt that at my stage in life - at my age - at that part of my working life - I didn't relish the idea of working for somebody else - whoever they might be. In the short term at least - I didn't want to go from one employment to another. I felt that I had enough experience - confidence to have a go. To put my money where my mouth is and actually decide to, rather than perhaps regret not having done it, not having tried it and so there wasn't really much debate in my mind, the fact that when redundancy came the thing that I should do was to do something on my own.

SO THAT WAS SOMETHING TO WHICH YOU LOOKED FORWARD

Yes it was, it was a mixture of trepidation and excitement I'm not a natural risk taker. I'm not one of life's entrepreneurs. I think I would have been content to spend another 15 years with the Scottish Bus Group. Retire, take my pension, whatever, so I wasn't actively seeking to get out. But as I say when the time came it was really a natural thing to do. And I talked it over with Jennifer, we talked it over with the children and as soon as, I think, we talked I think they were happy to go along with what I wanted to do and to support what I want to do. From Jennifer's point of view I think it was just the uncertainty, she would face the same uncertainty as I had. She didn't know there was going to be money coming into the house on the same regular basis. From the children's point of view it was maybe less significant.

HOW OLD WERE YOUR CHILDREN?

They were 19 and 16, so they were relatively independent. But nonetheless still relying on father for clothes and special treats of whatever kind. So we made it clear that without a regular income coming into the house we couldn't guarantee there wouldn't always be money available for these sort of things which they accept.

DID THAT WORRY YOU?

Yes it still does...I'm a worrier.

DO YOU THINK IT WORRIED YOU MORE THAN THEM?

Probably, I think perhaps children even at that age don't realise how much money it takes to keep a house going until they try it for themselves they won't possibly know. I think Jennifer was possibly worried but then yet again. She was being supportive so didn't show it.

DOES JENNIFER WORK?

She did at that time, part-time three hours a day, her income was very small. She stopped working after I set up my business with a view to help me. But because of the domestic situation that hasn't happened yet but it could. At the moment she doesn't work at all.

The trepidation I felt was fear of the unknown. The fear of being cast away from the umbilical cord of the Scottish Bus group that had protected me for so long really. I think the fear of not being able to do what I was going to try to do. That I couldn't make a living working on my own. I think that's the great fear until you really are into, well your first year of working on your own you really don't know whether this is going to be successful or not. Whether you're going to have to give up all your grand ideas and go knocking on doors to try and find another job. You know there's the trepidation about failing really. Not really succeeding in what you hope and believe you can do.

DID YOU DOUBT YOURSELF WHETHER YOU'D SUCCEED, OR WAS IT THE EXTERNAL, WHETHER YOU'D MAKE IT IN THE OUTSIDE WORLD?

Yes I think a bit of both really. A fear, not so much doubting my own ability. But a fear that what I was trying to promote wasn't necessarily what people wanted - there wasn't necessarily a market for what, for what I was going to be promoting. I think that was the main fear - that I was going to be sitting at my desk and the phone wouldn't ring and there'd be no work coming in at all.

AND HAS THAT HAPPENED?

It hasn't, it has in fact been quite a busy year, the work has come in and started coming in quite quickly and as seems to be the case, once it gets started it seems to be on a continuous spiral - you attract new work and get some situations where, not that you can't cope but you've almost got too much work at times. That's not something to complain about. It's certainly not the sitting at the desk I imagined, or not sitting at the desk, no fun, as I feared might be the case. So from that point of view I've been relieved and quite happy with the way things are going. Not worth worrying really.

HOW DO YOU FEEL NOW? DO YOU WANT TO GO ON WITH IT?

Yes. I certainly don't want to change direction. There are things I see wanting to be done and I'd like to be there doing them. One thing I notice or have noticed and I gather other people who have done the same thing. One of the plus points is you get appreciation for your efforts. You get satisfaction, perhaps more satisfaction than doing a similar job for an employer. But also you get appreciation. If people like what you're doing you get appreciation which in large companies isn't always the case and so one of the benefits in terms of your own confidence and self-esteem is that because people are dealing with you on a different basis, on the basis of being prepared to pay for your

expertise in a particular market... that if they like what you're doing for them they'll actually say so. There's no, there's none of this reluctance to say so like there are in large companies where people are....internal jealousies and so on stop people actually saying so, and I think where people are actually starting business on their own, confidence is one of the things that needs the greatest boost then that's rewarding. I think confidence gets a knock when you get made redundant for whatever reason, whether its an unavoidable situation like mine or where perhaps its something you feel you could have done better so there's some reason partly ...guilty for being made redundant and I think people lose confidence it takes a hard knock.

DID YOU FEEL THAT?

Yes I did. I think I felt it was inevitable but you always have this nagging doubt its some sort of reflection on your ability or whatever, although in your more lucid moments you realise its not and it would have happened, whoever had been in that situation. But the very fact you are removed from the security of a regular well-paid job into this uncertainty does affect your confidence and rebuilding confidence is quite an important part of setting up on your own and I would imagine jobs where people set out on their own and it doesn't work out may be very difficult to cope with if you've been made redundant and you can't make a go of working on your own... I think that would really sap your confidence. Approbation of others. Some people are more self-confident but everyone needs approbation to some degree and I've been brought up in a sort of culture where that wasn't the thing to do. So it came as a pleasant surprise when I found out that wasn't the case. The whole trauma of the situation even though I had lots of preparation. A long time to think about it.

ABOUT HOW LONG?

I had a full six months. I had some time before that when I had some knowledge that if a thing went, well a certain way that would be the case... so from May and I finished in December. Although I didn't know for sure until October that I would finish in December. But you know I had six months time to prepare, knowing that within the next year it was going to happen.

AND YOU HAD REDUNDANCY MONEY?

Yes - so I had a push.

DID YOU ACTUALLY USE THAT MONEY TO INVEST IN THE BUSINESS.

Not to any great extent, because of the business I'm in there's not a high investment requirement. The money really has been banked or put into a building society where I've some money. It's the first time in my life I've had money in any financial institution making money.

HOW DOES THAT MAKE YOU FEEL?

It builds part of your confidence, because you know that if everything fell apart tomorrow that you've got good finance to cover you for two or three years or whatever, maybe more its there and I think its a reassurance that its there. I think all the preparation that you do in your mind doesn't really prepare you for the last day and the feeling that's it. Like so many things you anticipate, you think its never actually going to happen, you keep thinking its not real and then you say goodbye and you go home and you think well that is it - that's it - I think it can have a reaction. I'm a very healthy person, I'm rarely ill and the reaction - I don't know whether it was coincidental but I was quite, I had a flu type thing over an immediate period after I finished work. It may have been a bug I picked up or maybe lowered resistance because of worry.

I'm one of these people who worry quietly and secretly rather than share my worries with the family. Therefore I think that results in not sleeping and perhaps lowers your resistance, it was a sort of reaction to the situation. I wondered if it was something to do with it. But that passed and the next thing was the sort of excitement of starting up on your own. The unfamiliarity and excitement, there is excitement in setting up a business and buying all the things you need and this feeling of independence that comes.

DID YOU START STRAIGHT AWAY?

I started after - I was made redundant and I started after the Christmas/New Year break. So two weeks.

CAN YOU REMEMBER HOW YOU FELT IN THAT TWO WEEKS - APART FROM THE FLU?

That was only a few days but, yes a sort of strange feeling that you were neither one thing nor the other. You'd finished work and hadn't started the next stage - you were in this no man's land in between.

WAS THAT A PLEASANT FEELING?

No. I get impatient. I was impatient that I wasn't able to start really. I had a sort of rest over the Christmas period but in fact I think I was waiting to get started, maybe just to prove that things hadn't changed too much and that I was carrying on and not letting things get me down. Because everyone is solicitous, everyone is concerned about you and asks "What are you going to be doing?" And after a while you tear your hair out when they ask you. But you are aware that a lot of people are concerned and watching for you.

DOES THAT MAKE THINGS BETTER OR WORSE?

Well its a sort of mixed blessing. Its good to know people are concerned. It only becomes a problem if you haven't really got an answer to give them. Because you are ready to get going. People by and large are concerned, particularly people who have been in the same situation themselves. I've got friends who've been in that situation and

they were very helpful just sitting talking through their experience and you realise a lot of people have gone through that same thing and its not a unique experience. Its a traumatic thing to happen at any stage in your life but lots of other people have come through it without any problem and that certainly helps.

WHAT ABOUT PLANS FOR THE FUTURE?

I really haven't - I should - I've spent part of my career persuading people that they must plan for the future and they must prepare for the future. But I don't really have a plan for the future. Business is still at the stage where its developing its still looking up for that reason. I honestly am not planning for the future just because I'm taking each week as it comes and I'll see maybe at the end of this year when I assess where things have gone and if in fact that's the way I would like them to continue.

YOU CLEARLY ENJOY WHAT YOU ARE DOING NOW. DO YOU HAVE ANY REGRETS ABOUT HAVING MADE YOUR CHANGE?

No, I think if I'd made...I wouldn't have made the change voluntarily. I think if I'd made the change earlier things would have been different I would have been...the children would have been younger. I'd have had perhaps even less confidence in my ability to do it. So I think it happened about the right time when I had gained enough experience and knowledge and yet wasn't too old to want to try something new and the drive to want to make it succeed, so I think I would rather it happened now than in five years time. I think it much better at age 45 than age 50 or beyond.

HOW WOULD YOU DESCRIBE YOUR ATTITUDE TO THE BUSINESS NOW?

I'm still at the... because its still failrly new it's exciting, it's fun and it's satisfying nd I am enjoying what I'm doing very much and at the end of the day that's what it's all about.

*Individual Interviews**INTERVIEW 5*

MIKE - aged 53

I didn't entirely make a total change in mid-career. Let's go back to when I was thirty, I joined the army and joined the ROYAL ARMY EDUCATION CORE, so being a teacher is not a real career change in so far as I've been concerned actively with Education since I was thirty.

However, teaching in a school is obviously something of a change. However I left the army six years ago now and I've only been here not even one term now, which is my first experience of teaching within the state system.

When I came out of the army, the decision to make this change was almost one in which I had no choice. From a financial point of view, in so far as in one of the periodic rethinks in the structure of the army, it was decided from on high that there would be a redundancy scheme and that among others they wanted them from the Education corps. There were too many chiefs and not enough indians, they required three of the then colonels to then leave. There were only about eight of us that came within that category and we all applied for it, as I say we had no choice really, in so far as the terms were amazingly good I was able to buy a house, whereas many people who had been living in quarters for years were left behind by rising prices and they could see no way by which they could possibly afford a house when they were meant to be leaving.

So I applied for it and I was one of the lucky three who were accepted and I bought myself a house, without having really thought of any future career, to some extent I thought my wife was a successful teacher herself, and I thought she could become the main bread winner and I could do a nice part-time job. By great good fortune when I came out, my house is on the Wiltshire/Dorset border and there was a job in a local girls public school for a part-time teacher in German, I applied for it and got it. This was my ideal arrangement where I spent three days a week and the rest of the time I spent renovating the house we'd bought, exercising the horse we had, taking the dogs for a walk. It was to my mind the ideal life, unfortunately my wife was not capable of earning the sort of money we needed. So it was necessary for me to go full-time, it so happened by great good fortune that at the same school the Head of Languages left after I'd been there about a year and I applied for a job and got it, so I spent the next four years as Head of Languages at a girls' school.

I would still be there probably, apart from the fact, two things really, I had slightly itchy feet I felt there was I past 50 and I thought "Am I really going to spend the rest of my life day in day

out doing the same job", which I found somewhat tedious, plus the fact that relationships with my wife were not good, we're still good friends, but it seemed a good thing to me, as it did to her that we had a year apart. I therefore applied for and became successful in getting a job teaching English with the government in Saudi Arabia. So I spent a year teaching English to Saudi officers and NCOs. That was an interesting experience in that I did not enjoy living in a theocratic dictatorship, it's all very well if you can go home every night to your compound but I was with Arabs living with Arabs all the time and I found the constant religious aspect of life got me down to a certain extent.

I could have stayed on for more, after the years contract they wanted me to renew. It so happened at the time, while I was there, there were problems associated with my father who had remarried after my mother died and then his second wife died and he was occupying a house which belonged to his late wife, who had left the house to my, I suppose my step sister, who was chucking my father out. In the meantime in the ten years he had been there the money he'd got from the sale of his house had gone, so he was in a state. So I bought him a house and I was in a position where I thought "What am I going to do", so to my great good fortune again my wife had seen a job here, I was in Saudi Arabia at the time, and had applied for it on my behalf so I was interviewed and got this job within a week of coming back to this country

So that's the story of my second career, not a thing that was particularly voluntary but me reacting to external pressures, external needs which has left me sitting here.

People asked me "Good God, did you not find the culture shock of changing from the army to a rather way out girls boarding school, children of the jet set. Did you not find it an enormous change?" My answer was I didn't find it as enormous a change as moving here and obviously teaching in Saudi Arabia was a culture shock as well. I don't have much in common with my Saudi people as with the people and their parents here. The children here are as intelligent as any I've taught in the past, especially in the army. There was one thing I had in the army in the private sector of education and teaching in Saudi Arabia, everybody saw the benefits of what I had to offer them. Here, they don't, I find that rather depressing, the lack of stimulus, intellectual challenge, I feel that I'm a child minder rather than an Educator and I'm not cut out for that.

SO ARE YOU LOOKING TO MAKE A CHANGE SOON?

I don't know, I referred briefly to my relationship with my wife, a lot depends on that, I'm still not sure what the position is as regards her, if she decides she wants to go her own way then I might think I've got no-one to worry about except myself. What the hell I've got enough money to keep myself, I might as well go somewhere interesting and bugger off to the middle east or South America or somewhere.

I've got nothing against this place, but I've only got fifteen years in front of me, so if I'm only catering for myself I might as well do what I want.

WOULD YOU CARRY ON TEACHING

I think I would, but I enjoy teaching people who appreciate what I'm doing for them and offer me some challenge, not an intellectual challenge. Hell teaching a group of NCOs in the Army was scarcely an intellectual challenge, but you had to be on your toes it wasn't just a matter of saying "Shut up you, shut up you, do this piece of work, do that piece of work", it was more a give and take, I had something to offer, they had something they wanted to gain. You got the same thing in the private sector with the kids, not all that different in that sense, at least their parents were anxious that they should learn, and they knew that their parents were on my side. They saw me, I did get on very well with the girls, they saw me, I wasn't their parents, but I was a recognisable figure.

SO YOU HAVE SOME REGRETS

I do, financially there's two elements, financially about coming out of the army I would be earning twice as much in the army as I am, so I'm beginning to think that the financial ideal of getting out to buy a house was a mistake. It wasn't a mistake if I'd stayed in I'd still have been worrying - I'm coming out in a year's time and I need a house. It probably was a good thing but at the same time I think colleagues of mine who were junior and to my mind less able than I was, are now earning twice as much money, that's the financial side. Apart from that, from the job satisfaction aspect of life I regret not being in the private sector again.

DO YOU MISS THE LIFESTYLE

Yes, people outside have a rather stereotyped view of officers but I miss some of my colleagues. Many people in the Education corps become teachers or are ex teachers themselves, so they're very much the same sort of people. The fact you feel part of an organisation, that are all together.

HAD YOU THOUGHT ABOUT COMING OUT BEFORE THIS OFFER CAME

No I was intending to stay but all of us applied because of the financial package.

*Individual Interviews**INTERVIEW 6*

DEBBIE Age - 35

HOW OLD WERE YOU WHEN YOU CAME HERE?

About 23

AND YOU'D BEEN WORKING?

As a nurse originally we weren't going to stay here, originally it was always envisaged that we would go back but David didn't have a trade and so he went to college, and then it was a degree, it went on.

CAN YOU SAY SOMETHING ABOUT DAVID'S DISABILITY AND HOW THAT AFFECTS YOU?

I don't think it affects me as much as other people think it does. He's in a wheelchair and he has been since we met and in terms of living day to day I don't do anything for him that I wouldn't do for anyone else.

DID YOU START WORK STRAIGHT AWAY WHEN YOU CAME HERE?

No my first priority was getting married and having children. I'd never planned on it, but that was circumstances. I didn't work for two and a half years when I came here, mainly because I wasn't qualified to nurse here.

HOW DID YOU FEEL ABOUT THAT?

For the first six months that was O.K. I enjoyed being a mother, I wasn't totally happy at home but I didn't really think about going back to nursing either. I think because I'd had such a hard time since my father died, working, going to school, doing both full time, I needed that time to myself. To help with the adjustment and settling in and getting to know myself, that probably I'd never really had the opportunity to do.

WHAT TRAINING DID YOU HAVE TO DO?

Well it consisted of just six months showing them that I was competent, six months of fitting me into a system I knew nothing about, being put into a third year student nurses' uniform, going to work four days a week and just being watched and being assessed without having to do any formal assessments and examinations. At the end of the day it was very difficult, it's a very different system and I don't think I've ever accepted it. Which is why I think I changed roles, it was not a good enough reason for me to do something because it was always done or because it was what sister

did. That's been the biggest friction for me nursing in this country, that I was always taught to be an autonomous person I was taught responsibility for my own actions and I was taught when you don't understand something you question it. In the scheme of things there is a very clearly defined pecking order and it just goes from top to bottom you're not allowed to think for yourself, you're just there to act and do.

There was a lot of frustration along the way, originally after I completed my registration I was refused a job I was told I was too qualified for a staff nurse post, but I didn't have enough National Health experience for a Sister's post. Then I went back to the States and worked for six months to get the down payment on a bungalow and got my confidence back.

Then I did something most nurses don't do I applied for further training, I applied for midwifery and suffered the same setbacks, having five years experience, having people coming along and checking what I was doing, what I was writing in people's notes.

I don't mind the assessment part, what I mind is the lack of tact and diplomacy in doing so. In that situation the nurse patient relationship suffers, you lose confidence, you're made to look like an idiot.

So I worked my way through that, and after several interviews I got a sister's post and found that being at the top was no better, you were still expected to conform. You weren't allowed to think for yourself, you weren't allowed to practice for yourself.

And I talked to David, and he said "Why don't you think about changing and I started working then to, inevitably, get out of nursing. I didn't know what I wanted to do, but I knew that I didn't want to be part of a system that I always wanted to break out of anyway. I studied social sciences with the O.U.

DID THAT HELP YOU UNDERSTAND THE SOCIETY YOU WERE IN?

In terms of social classes, again probably the pecking order in this society, where I was brought up you were always taught to believe that you could do whatever you wanted to do, if you put your mind to it. No goal was too high. It's very hard in this society you can work very hard and get no further forward than you did the previous day, because the rich get richer and the poor get poorer. That was something I never understood, once your station in life is set it's very very difficult to change, to better yourself in this country. It made me understand what I was up against to try and change my own life here. Probably the only way I would ever be accepted anywhere other than the working class was by having a paper qualification, a profession. In this country nursing isn't recognised as a profession per se.

CAN YOU ANYTHING MORE ABOUT THE OPEN UNIVERSITY?

The only way I would change things was by educating myself. I didn't really know what I wanted to do with it, I didn't really know until about three years into the degree, I hadn't made up my mind. I did the social sciences then psychology and I found it a bit airy fairy so I did Calculus, and I failed it two years in a row, so I thought I might as well go back and do what I was comfortable with. I was never much good at Maths and I proved it by failing two years in a row. Even upto last year my sixth year I didn't know what I wanted to do. And I still don't know what I want to do in terms of post graduate work

SO YOU WANTED RECOGNITION AND SAW THIS AS A WAY OF IMPROVING ...

I wanted recognition, I don't think I ever consciously said "I want to improve myself, to make me a better person", but inevitably it's one of the by-products.

I didn't want the stereotype of spending the weekend sitting round the television with the family, I didn't want to be portrayed as that stereotype when people met me. I didn't want to be seen in terms of class as just someone else's assistant and therefore resigned to my fate.

WHY DID YOU LEAVE NURSING?

Because I couldn't change the way things were. I'm only one person of thousands socialised into the system. One person can make waves which is what I did. They made out I was the one that was wrong, I didn't want to be in a system like that.

The change to C... came about because of David more than myself, I wasn't quite sure what the job would entail. So I applied for the job as teaching assistant. And what I had to do was completely different from what I was led to expect from the interview and being the type of person I am I took on the challenge of trying to change the system that they thought was working so well. They weren't willing to work with me, they weren't willing to train me, they weren't willing to stimulate me. They didn't set me any goals, and these were people who were sure that I'd make it upto lecturer within two years and yet in terms of the day to day business I was just left to sink or swim, bad management. I went from one system to the other to try to fight for what I was promised, and to fight for what I wanted out of the job. So that was why I resigned to go back to where I knew what was the status quo, I knew exactly what I was getting back into. I was sorting and stapling bits of paper together, doing lists of students, laying discs out for computers, that was all I was doing. there was just no challenge, no assistance no incentive. I could sit at my desk quite easily for eight hours and have nothing to do. I don't mind challenge, I don't mind change but I do need to be stimulated in what I do. They just didn't see that I was capable, They knew that I was changing career, that I was interested in Artificial Intelligence, that I had an interest in computer science, and they promised to help me develop in what I wanted to do. There should have been some type of training, some

orientation. I wanted to do so much, and I was angry, because I felt I was a competent and capable person and they didn't see me.

With everything else I'd done in my life I wasn't afraid to get up in front of people and speak to large groups, not like a lot of people are, and I think they discounted all the experience I had and just saw me as a nurse. They thought I'd never done anything like that and they said they'd give me two tutorials to do and I said that wouldn't make me a lecturer and if they weren't prepared to back me, then I would go. They weren't willing to try and come to a compromise, they weren't willing to give me the opportunity to either prove them right or to prove them wrong and I felt that it was right that I should at least have been given the opportunity. If I made a bad job of it then fair enough, take me off and then put somebody else on.

It was quite obvious it wasn't going to change if they weren't going to work with me the easiest answer was to just take myself out of the situation. I'd learnt my lesson from the National Health, I'd learnt that fighting didn't get you anything except a reputation as a troublemaker.

The situation was I was giving people better patient care, instead of treating people like they're just meat in beds I was fighting for my own career, but it would have been for the good of the group as well which I couldn't get them to see.

I wanted a little bit of direction so I saw where I fitted in with the whole, not just bits to do, it would have helped me to self-direct. It would have made it easier for them. Teaching is that way. I expected them to give me a start - like you do when you have a child - so they become an independent functioning being.

I was proved I was right by standing in the back when the new lecturer was lecturing. I was embarrassed, some of the information she was giving was false. I don't care how good a teacher she was she didn't know her stuff and she should have said so and said "I don't know, I'll get back to you" instead of just lie and I couldn't stand by and sanction that.

So I went back to nursing in a private hospital, it's a shame they do seem to have a much more progressive attitude to their patients because they're paying for their service. That's the type of nursing I was used to, even in the National Health type hospital in the States it was always the patients' right to know what you were doing. That was one of the shame things about leaving the private sector, I finally found what I always wanted to do in this country and I'll be moving on.

YOU STILL WANT TO MOVE ON

Yes I've not lost sight of my goals. Being in a small private hospital there's no manoeuvre for promotion no future as far as

professional development is concerned, long term future in working up the ladder, although now I'm happy just going in and doing my job, I'm getting a high degree of satisfaction I miss the challenge I know I'll be bored I know I just will.

WHAT DO YOU GET OUT OF WORKING, WHY DO YOU WORK?

I get some sense of self, I think even as a teenager, my first bit of emotional trauma was my father dying, when I was 13 and I think that had a bigger effect on me than I was willing to admit at the time and I think I was very insecure after that. After he died we were very poor I was the only one in the family to go to College I'm the only one in the family to have a degree I'm the only one in the family to have a profession. And I think because things were as they were that I never had a sense of self, a sense of identity until professionally I had an image of myself as the nurse, as a person that I liked, as a person that I was comfortable to be with. I have a function I think what I get from work is just a constant reinforcement of that initial first identity. I think I get that from the satisfaction that I get from helping the people that I help at work, satisfaction in doing a job well done, satisfaction in my competence in doing what I do, every day is different every day is challenging. In the States it was very well paid.

I don't see work as social contact, because where I am working now I don't have anything in common with the people I am working with. They're nice people to work with, they're a good bunch but not outside the hospital, because I have the other interests, they're so incredibly insular, their whole life revolves round either their boyfriend or their husband or hopefully getting married, what colour they're going to paint their bedroom walls... incredibly shallow things that are important to them but not to me. I've grown out of it, I don't mean that in a snobby way, to become educated and become snobby, but it's not my idea of a good time. To talk about work when you've been there all day, most of them don't have families they have nothing else in their lives but nursing

WHAT ARE YOU GOING TO DO NEXT?

My immediate aim - I want to do postgraduate study, I still have the interest in Artificial Intelligence I want to round off everything I've learned in a taught Masters. I want to be spoon fed I'd like to have the luxury of being taught or even directed. The O.U. is so much self direction, I'd like a course that might pull together all the strands that I've got floating round in my head. I do have the potential to do a PhD and I'm not afraid of the hard work, but I'm not just single in myself, I do have this family on board I can't be selfish and just say I'm going to do that, I just can't I want qualifications that I can use as a marketable property to sell myself working in something I want to do.

7. WORKING NOW

1) To what extent do you agree or disagree with the following statements concerning your position as a worker now, using a 7 point scale Disagree - 1 Agree - 7.

Please ring one number on each line.

	Disagree	1	2	3	4	5	6	7	Agree
a) I enjoy working.	1	2	3	4	5	6	7		
b) My family/friends recognise a positive change in me.	1	2	3	4	5	6	7		
c) I have more self-confidence.	1	2	3	4	5	6	7		
d) I have a better social life.	1	2	3	4	5	6	7		
e) I have a new lease of life.	1	2	3	4	5	6	7		
f) I have too much to do in too little time.	1	2	3	4	5	6	7		
g) I do not have sufficient time for my family.	1	2	3	4	5	6	7		
h) I anticipate promotion.	1	2	3	4	5	6	7		
i) There is too much competition for me to gain promotion because all employees are of similar age and experience.	1	2	3	4	5	6	7		
j) I am not interested in promotion.	1	2	3	4	5	6	7		
k) My family find me difficult to live with.	1	2	3	4	5	6	7		
l) I feel I am making a more useful contribution to society.	1	2	3	4	5	6	7		
m) Life is more interesting.	1	2	3	4	5	6	7		
n) My whole life is better organised.	1	2	3	4	5	6	7		
o) I have the opportunity to use my abilities.	1	2	3	4	5	6	7		
p) I am fulfilling my potential.	1	2	3	4	5	6	7		

Please complete the questionnaire only if you are aged 50 years or over.

1. ABOUT YOURSELF

Please write the answer or tick the appropriate box.

- 1) How old are you? () yrs
- 2) Female () Male ()
- 3) Which of the following best describes your marital status?
 - Single () Married/Co-habiting ()
 - Widowed () Separated/Divorced ()
- 4) Do you have children? Yes () No ()
- 5) Age of youngest child () yrs

2. THE CAMPAIGN

1) Is your present employment a direct result of the B a Q campaign to recruit members of the 50+ age group? Yes () No ()

If the answer is No please go to section 3 (Your Employment History, on page 2).

If the answer to question 1 is Yes please answer the following questions.

2) Please read all the answers before deciding which is the most appropriate for you. Please tick only one box for each question.

Which of the following best describes your attitude to work before the campaign?

- a) I was actively seeking work. ()
- b) I was thinking about a career change/returning to work. ()
- c) Taking paid employment/changing my job was not something I had considered until I heard about the campaign. ()

5) To what extent would you agree or disagree with the following statements about your feelings when seeking your present job, using a 7 point scale Disagree - 1 Agree - 7.

Please ring one number on each line.

- | | Disagree | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Agree |
|--|----------|---|---|---|---|---|---|---|-------|
| a) I was excited at the prospect of change. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| b) I was anxious about the prospect of change. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

5. WORK

1) These are some of the things that paid work provides. How important are they to you on a scale from 1 - Not at all important to 7 - Very important.

Please ring one number on each line.

- | | Not at all important | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very important |
|--|----------------------|---|---|---|---|---|---|---|----------------|
| a) Paid work gives me a sense of personal worth. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| b) Going out to work gives structure to my life. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| c) Paid work gives me financial independence. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| d) It makes me feel I am contributing to society. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| e) Paid work gives me a sense of personal identity. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| f) Going out to work enables me to meet new friends. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| g) I would be bored at home. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| h) It enables me to use my abilities. | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

2) Have you any other comments on the importance of paid work for you?

.....

 0.

3) What was your job title before coming to B & Q?.....

- 4) What is your present grade at B & Q?
- | | | | | | |
|-------------------------|---|---|-------------------------|---|---|
| Store manager | (|) | Assistant store manager | (|) |
| Department manager | (|) | Sales floor supervisor | (|) |
| General sales assistant | (|) | Other | (|) |

Please specify.....

5) How would you rate your employment status now compared to before working at B & Q?

- | | | |
|---------------|---|---|
| Equal status | (|) |
| Lower status | (|) |
| Higher status | (|) |

6) How did you feel about yourself before you started work at B & Q?

.....

2) How do you feel about yourself since coming to work at H & Q?

.....
.....

3) Any further comments either on the topics covered in this questionnaire, or on the questionnaire itself?

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

**Thank you for your help in completing the questionnaire.
Please return it in the envelope provided, within fourteen
days of receipt.**

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Appendix 5

Dear B & Q employee

As a member of the Applied Psychology Unit at Cranfield Institute of Technology I am conducting an investigation into the attitudes and experiences of mature workers. Especially those who have made a career change.

Our interest in older workers stems from the expectation that they will play an even more important part in the workforce in the future.

The questionnaire is being circulated to a restricted number of B & Q employees as a test run for the final study. I would therefore welcome any comments you have about it.

The questionnaire may be completed anonymously and confidentiality is assured. Overall results of the study will be made available to interested parties, individual questionnaires will not.

While I would welcome your views there is no obligation for you to participate in the study. Should you decide not to participate perhaps you could pass the questionnaire to a fellow employee aged 50+.

A reply-paid envelope is enclosed for return - if possible within fourteen days of receipt to enable work to commence on the final study.

Thankyou for your co-operation. Should you require any further information please ring me at Cranfield.

Lesley Summer

Appendix 6

Please complete the questionnaire only if you are aged 50 years or over.

1. ABOUT YOURSELF

Please write the answer or tick the appropriate box.

1) How old are you? RANGE [50-73] yrs

2) Female [54%] Male [46%]

3) Which of the following best describes your marital status?

Single [2%]	Married [80%]
Widowed [17%]	Separated/Divorced [11%]

4) Do you have children? Yes [90%] No [10%]

If the answer to question 4 is No Please go to Section 2 (The Campaign).

5) Age of youngest child RANGE [6-46] yrs

2. THE CAMPAIGN

1) Is your present employment a direct result of the B & Q campaign to recruit members of the 50+ age group?
Yes [29%] No [71%]

If the answer is No please go to section 3 (Your Employment History, on page 2).

If the answer to Question 1 is Yes please answer the following questions.

2) *Please read all the answers before deciding which is the most appropriate for you.
Please tick only one box for each question.*

Which of the following best describes your attitude to work before the campaign?

a) I was actively seeking work. [63%]

b) I was thinking about a career change/returning to work. [28%]

c) Taking paid employment/changing my job was not something I had considered until I heard about the campaign. [9%]

3) Which of the following led you to apply to work at B & Q?

- a) I saw the advertisement myself and was interested. [44⁹]
- b) I heard about the campaign from someone who was interested. [1⁸]
- c) A friend pointed out the advertisement to me. [3⁹]
- d) A member of my family pointed out the advertisement to me. [8⁹]
- e) I got the information from the job centre. [22⁹]
- f) Other [] Please specify.....

3. YOUR EMPLOYMENT HISTORY

1) How long have you worked at B & Q? [] yrs [] mths
Range 1 month - 14 yrs 9 months

2) Which of the following best describes your work situation before being employed at B & Q?

- a) Unemployed [12⁹]
 If so for how long? [] yrs [] mths
Range 1 month - 9 yrs
- b) Made redundant. [18⁹]
- c) Self-employed. [9⁸]
- d) House wife/husband. [4⁹]
- e) Retired. [14⁹]

f) Working in one of the following -

- | | | | |
|-----------------------|---------------------|------------------------|--------------------|
| A DIY/Garden Centre | [3 ⁹] | Clerical/Office Worker | [1 ⁸] |
| Another retail outlet | [12 ⁹] | Manager | [5 ⁹] |
| Factory | [2 ⁹] | Administrator | [1 ⁸] |
| Driver | [1 ⁹] | Police/Security | [1 ⁸] |
| Profession | [2 ⁹] | Domestic work | [2 ⁸] |
| H. M. Govt/Services | [2 ⁹] | | |
| Trade | [1 ⁹] | Please specify..... | |
| Other | [10 ⁹] | Please specify..... | |

3) What was your job title before coming to B & Q?.....
.....

4) What is your present grade at B & Q?

Store manager	[3%	Assistant store manager	[3%
Department manager	[5%	Sales floor supervisor	[2%
General sales assistant	[26%	Other	[17%

Please specify..Checkout Operator 28%
Admin Assistant 17%

5) How would you rate your employment status now compared to before working at B & Q?

Equal status [39%]
 Lower status [43%]
 Higher status [18%]

6) What is your pay per hour compared to what you were earning in your last job?

The same money [15%]
 Less money [45%]
 More money [40%]

7) How did you feel about yourself before you started work at B & Q?
.....

4. MAKING A CHANGE

If you were unemployed immediately before coming to B & Q please go straight to question 3 which is on the next page.

- 1) If you were in employment before coming to B & Q please complete the following scale. Then go to Question 5 on Page 6.

How important were the following factors in contributing to your changing your job? Using a 7 point scale from 1 - Not at all important to 7 - Very important.

Please ring one number in each line. If you think a statement doesn't apply to you at all please ring - 1 - for Not at all important

	Not at all important							Very important	
	Percentage of respondents who rated factor greater than 4								
	1	2	3	4	5	6	7		
a) My previous job was too demanding.								13%	
b) I was bored in my previous job.								18%	
c) I felt like a change.								44%	
d) I had been in my old job too long.								17%	
e) My job lacked career prospects.								30%	
f) I felt out of things among younger employees.								5%	
g) The hours were not ideal.								29%	
h) The working conditions were not ideal.								35%	
i) The job was difficult to get to.								6%	
j) I was not happy at work.								28%	
k) My family encouraged me to change.								20%	
l) I was threatened with redundancy.								12%	

- 2) Have you any comments about anything else that was important in influencing you to change your job

3) If your employment at B & Q follows a period away from paid work please complete the following scale.

How important were the following factors in encouraging you to return to work? Using a 7 point scale from 1 - Not at all important, to 7 very important.

Please ring one number in each line.

	Not at all important				Very important			
	1	2	3	4	5	6	7	
a) I felt out of things not working.								66%
b) I was encouraged to return by my family.								34%
c) I was encouraged to return by my friends.								18%
d) I had time on my hands.								65%
e) I felt like a change.								42%
f) I wanted to contribute to the family income.								68%
g) I was lonely at home.								37%
h) I was bored at home.								42%
i) I felt I was not fulfilling my potential.								67%
j) I anticipated greater respect from my family.								24%
k) I anticipated greater respect from my friends.								18%
l) I anticipated greater respect from society.								22%
m) I did not like being unemployed.								65%
n) I lacked self-confidence.								24%
o) I lacked self-esteem.								29%
p) I needed the money.								60%
q) I wanted my own money.								46%
r) My family circumstances had changed.								35%

4) Have you any comments about other factors that may have influenced your decision to return to work?...

5) To what extent would you agree or disagree with the following statements about your feelings when seeking your present job, using a 7 point scale Disagree - 1 Agree - 7.

Please ring one number on each line.

Percentage of respondents who rated ^{Disagree} ~~item~~ ^{greater} than ~~4~~ ⁴ Agree

	1	2	3	4	5	6	7	
a) I was excited at the prospect of change.								70%
b) I was anxious about the prospect of change.								32%

5. WORK

1) These are some of the things that paid work provides. How important are they to you on a scale from 1 - Not at all important to 7 - Very important.

Please ring one number on each line.

	Not at all important							Very important	
	1	2	3	4	5	6	7		
a) Paid work gives me a sense of personal worth.								75%	
b) Going out to work gives structure to my life.								69%	
c) Paid work gives me financial independence.								71%	
d) It makes me feel I am contributing to society.								61%	
e) Paid work gives me a sense of personal identity.								70%	
f) Going out to work enables me to meet new friends.								65%	
g) I would be bored at home.								69%	
h) It enables me to use my abilities.								82%	

2) Have you any other comments on the importance of paid work for you?

.....

.....

If you have been at B & Q longer than two years then please turn to the last page - P. 9.

Please answer the questions in Sections 6 and 7 only if you have been employed at B & Q less than two years.

6. DIFFICULTIES ASSOCIATED WITH WORKING

1) These are some of the problems people encounter when making a career change/returning to work. How important are they to you on a scale from 1 - Not at all important to 7 - Very important.

Please ring one number on each line.

	Not at all important							Very important	
	1	2	3	4	5	6	7		
<i>Percentage of respondents who rated item greater than four.</i>									
a) Difficulties in arranging family care.	1	2	3	4	5	6	7	68	
b) Problems with transport to work.	1	2	3	4	5	6	7	48	
c) Lack of self confidence with regard to meeting new people.	1	2	3	4	5	6	7	118	
d) Opposition from my family.	1	2	3	4	5	6	7	38	
e) Lack of confidence in my ability to do the job.	1	2	3	4	5	6	7	118	
f) Volume of work involved in having a job and home and family responsibilities.	1	2	3	4	5	6	7	79	

2) Have you any comments about problems you may have encountered with regard to making a career change/returning to work?

.....

7. WORKING NOW

- 1) To what extent do you agree or disagree with the following statements concerning your position as a worker now, using a 7 point scale Disagree - 1 Agree - 7.

Please ring one number on each line.
Percentage of respondents who rated item greater than four.

	Disagree							Agree						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
a) I enjoy working.														95%
b) My family/friends recognise a positive change in me.														41%
c) I have more self-confidence.														51%
d) I have a better social life.														29%
e) I have a new lease of life.														43%
f) I have too much to do in too little time.														29%
g) I do not have sufficient time for my family.														10%
h) I anticipate promotion.														15%
i) There is too much competition for me to gain promotion because all employees are of similar age and experience.														10%
j) I am not interested in promotion.														33%
k) My family find me difficult to live with.														2%
l) I feel I am making a more useful contribution to society.														54%
m) Life is more interesting.														70%
n) My whole life is better organised.														49%
o) I have the opportunity to use my abilities.														76%
p) I am fulfilling my potential.														50%

2) How do you feel about yourself since coming to work at B & Q?

.....
.....

3) Any further comments either on the topics covered in this questionnaire?

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

Thank you for your help in completing the questionnaire. Please return it in the envelope provided, within fourteen days of receipt.

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Appendix 7

15th June 1990

Dear B & Q employee

As a member of the Applied Psychology Unit at Cranfield Institute of Technology I am conducting an investigation into the attitudes and experiences of mature workers. Especially those who have made a career change.

Our interest in older workers stems from the expectation that they will play an even more important part in the workforce in the future.

The questionnaire is being circulated to all B & Q employees aged 50 years and over.

The questionnaire may be completed anonymously and confidentiality is assured. Overall results of the study will be made available to interested parties, individual questionnaires will not.

While I would welcome your views and this study has the support of B & Q's Head Office, you are under no obligation to participate. I hope you will take this opportunity to share your experiences. Not all the sections of the questionnaire will apply to you. Many of the questions are in the form of rating scales, so while they may appear rather long, they should not take much time to complete and hopefully you will find them interesting.

Should you have any queries or comments please do not hesitate to contact either myself or Dr Rachel Asch at the above address.

A reply-paid envelope is enclosed for return - if possible within fourteen days of receipt to enable the results to be analysed.

Thankyou for your co-operation.
Yours sincerely

A handwritten signature in cursive script, appearing to read "Lesley Sumner".

Lesley Sumner

Appendix 8

3rd September 1990

Dear B&Q employee

Thankyou for completing and returning the questionnaire sent from this department in June. Your comments have been interesting and made a useful contribution to the study. Your time and the care with which questionnaires have been completed is much appreciated.

As you will appreciate, a survey on this scale takes some time to analyse, the results of the survey will be made available to you as soon as the analysis is complete and the report written.

If you have not yet returned the questionnaire please do so as soon as possible. Since the analysis is continuing it is still not too late to include your experience and comments in the final report.

Thankyou for your co-operation
Yours sincerely

Lesley Sumner

Appendix 9

Statistics Used**Analysis of Variance (Anova)**

Anova is a statistical technique for assessing the significance of experimental results. From experimental scores the proportions of total variance which are due to the independent variables and the interactions between them, and the proportion due to all other variables (error variance F ratios).

In general, for a given number of experimental conditions and subjects, the greater the F ratio the lower the probability that it is a chance result due to unknown variables.

Discriminant Function Analysis (DFA)

The purpose of the DFA is to enable the classification of cases into one of several mutually exclusive groups on the basis of various characteristics. It establishes which characteristics are important for distinguishing between the groups and enables the accuracy of the classification to be evaluated.

Statistics Reported

Various statistics are reported which are indicative of the effectiveness of the DFA. While individually the usefulness of these may vary, they are all important in building an overall impression of the discriminating function.

A 'good' discriminant function is one that has much between-groups variability when compared to within-groups variability.

The Canonical correlation squared is a measure of the degree of association between the discriminant scores and the groups. It represents the proportion of the total variance attributable to differences between the groups.

The Eigenvalue is the ratio of the between-groups to within-groups sums of squares. Large eigenvalues are associated with 'good' functions.

Wilks' lambda is the ratio of the within-groups sum of squares to the total sum of squares. It is the proportion of the total variance in the discriminant scores not explained by the differences among groups. A lambda of 1 occurs when all observed group means are equal. Values close to 0 occur when within-group variability is small compared to the total variability, that is when most of the total variability is attributable to differences between the means of the groups. So, large values of lambda indicate that group means do not appear to be different, while small values indicate that group means do appear to be different. 1 minus Wilks' lambda is equivalent to the canonical correlation².

Even when Wilks' lambda is statistically significant, it provides little information about the effectiveness of the discriminant function in classification. It only provides a test of the null hypothesis that the population means are equal.

The confusion matrix is an important measure of the effectiveness of the discriminating function. It is the pattern of the confusion matrix that is the important factor, rather than the overall number of cases correctly classified. Correctly classified cases appear on the diagonal of the table, showing the percentage of predicted and actual groups that are the same.

The subject to variable ratio is an important consideration when interpreting the confusion matrix. In ideal circumstances a ratio of 20 : 1 is desirable. However, this is not always tenable in Applied Psychological research and may be considered restrictive of what can be studied in the exploratory stage of the research. While results should be interpreted with caution should this criterion not be fulfilled, they may nevertheless be considered indicative of overall patterns and trends and therefore merit report as highlighting further useful areas of investigation.

Kolmogorov Smirnov Test

This is appropriate for qualitative categories where the comparison of ordered sample distributions are required

Appendix 10

Study One - B&Q

Analysis 3 - Additional Results

DFA Results Table 1:1

Group Means

SEX	MCDEM	MCBOR	MCCH	MCLON	MCLP	MCOY	MCHO
0	2.06897	2.29310	4.15517	2.20690	2.51724	1.34483	2.98276
1	1.50000	1.77273	2.68182	1.86364	3.68182	1.04545	2.18182
Total	1.91250	2.15000	3.75000	2.11250	2.83750	1.26250	2.76250

SEX	MCWC	MCDIF	MCNHAP	MCFEN	MCRED
0	3.22414	1.44828	2.72414	2.46552	1.43103
1	3.09091	1.54545	3.22727	1.95455	2.40909
Total	3.18750	1.47500	2.86250	2.32500	1.70000

DFA Results Table 1:2

Pooled within-groups correlation matrix

	MCDEM	MCBOR	MCCH	MCLON	MCLP	MCOY	MCHO
MCDEM	1.00000						
MCBOR	0.14008	1.00000					
MCCH	0.03744	0.53340	1.00000				
MCLON	0.12002	0.22270	0.40632	1.00000			
MCLP	0.06297	0.36374	0.32522	0.42861	1.00000		
MCOY	0.36999	0.11069	0.00106	0.19328	0.10428	1.00000	
MCHO	0.18225	0.13402	0.24551	0.07284	0.05775	0.08961	1.00000

	MCWC	MCDIF	MCNHAP	MCFEN	MCRED
MCWC	1.00000				
MCDIF	0.03548	1.00000			
MCNHAP	0.45357	0.10633	1.00000		
MCFEN	0.13108	-0.10206	0.19969	1.00000	
MCRED	-0.03409	-0.13932	-0.09373	-0.21144	1.00000

The correlation matrix shows that the groups are not highly correlated, so it is valid to use them in the analysis.

Analysis 5 - Additional Results

DFA Results Table 2:1

Group Means

Sex	MCCOUT	MCENCR	MCENCF	MCTIM	MCFHA	MCONF	MCLONE
0	4.71429	3.02381	2.16667	4.88095	3.90476	5.11905	3.66667
1	5.14286	3.60714	2.53571	5.00000	3.41071	5.14286	3.07143
Total	4.95918	3.35714	2.37755	4.94898	3.62245	5.13265	3.32653

Sex	MCBORH	MCFPOT	MCARFA	MCARFR	MCARS	MCLUN	MCLASC
0	3.69048	4.85714	2.19048	1.83333	2.30952	4.71429	2.97619
1	3.75000	5.16071	2.46429	2.17857	2.57143	5.48214	2.37500
Total	5.03061	2.34694	2.03061	2.45918	5.15306	2.63265	2.89796

Sex	MCLASE	MCMON	MCWMAN	MCFAMCH
0	3.16667	5.28571	4.35714	3.92857
1	2.69643	4.58929	3.37500	2.83929
Total	2.89796	4.88776	3.79592	3.30612

Table 2:2
Pooled within-groups correlation matrix

	MCCOUT	MCENCR	MCENCF	MCTIM	MCFHA	MCONF	MCLONE
MCCOUT	1.00000						
MCENCR	0.36091	1.00000					
MCENCF	0.32964	0.61034	1.00000				
MCTIM	0.46920	0.27387	0.35278	1.00000			
MCFHA	0.35771	0.37348	0.35810	0.36794	1.00000		
MCCONF	0.24932	0.34897	0.15562	0.11084	0.06161	1.00000	
MCLONE	0.43034	0.08122	0.17305	0.47577	0.23491	0.01983	1.00000
MCBORH	0.39742	0.24119	0.33150	0.58215	0.21282	0.17355	0.67930
MCFPOT	0.57023	0.32979	0.29560	0.33128	0.33658	0.32468	0.40817
MCCARFA	0.33716	0.46972	0.40972	0.24704	0.36441	0.28500	0.22927
MCARFR	0.31078	0.43994	0.59208	0.27529	0.50394	0.28564	0.15719
MCARS	0.37648	0.40323	0.51640	0.26699	0.48503	0.22714	0.27053
MCLUN	0.68297	0.26428	0.17092	0.43805	0.29934	0.42923	0.31305
MCLASC	0.14988	0.16063	0.05995	0.07436	0.32614	0.20221	0.11271
MCLASE	0.28280	0.31996	0.33620	0.20280	0.35463	0.19702	0.34815
MCNMON	0.20300	0.29886	0.13634	0.04985	0.00674	0.54331	0.08442
MCWMAN	0.15085	0.32598	0.20447	0.09993	0.20820	0.37566	0.12561
MCFAMCH	0.22073	0.33653	0.31818	0.06313	0.06260	0.30975	0.16818

	MCBORH	MCFPOT	MCCARFA	MCCARFR	MCARS	MCLUN	MCLASC
MCBORH	1.00000						
MCFPOT	0.29379	1.00000					
MCCARFA	0.31835	0.40324	1.00000				
MCARFR	0.27498	0.37935	0.81477*	1.00000			
MCARS	0.27198	0.40795	0.74885*	0.78145*	1.00000		
MCLUN	0.41243	0.49357	0.30775	0.30822	0.32242	1.00000	
MCLASC	0.14993	0.19361	0.43071	0.31013	0.29683	0.28640	1.00000
MCLASE	0.38382	0.34489	0.47170	0.42019	0.43898	0.37153	0.75837
MCNMON	0.18648	0.23869	0.29497	0.28018	0.24208	0.21869	0.10704
MCWMAN	0.20423	0.13563	0.29959	0.22816	0.15477	0.11401	0.16356
MCFAMCH	0.06852	0.25778	0.22709	0.21620	0.35085	0.16498	0.09187

	MCLASE	MCNMON	MCWMAN	MCFAMCH
MCLASE	1.00000			
MCNMON	0.17612	1.00000		
MCWMAN	0.18397	0.36397	1.00000	
MCFAMCH	0.235380	0.25763	0.20944	1.00000

Analysis 12 Additional Results

DFA Results Table 3:1

Group means

Emp	WNWEN	WNWFP	WNSC	WNSL	WNLL	WNTT	WNTF	WNAP
0	6.48148	3.91358	4.16049	3.28395	4.28395	2.86420	1.82716	2.12346
1	6.50000	3.47368	4.47368	3.21053	3.76316	3.07895	1.97368	2.15789
Total	6.48739	3.77311	4.26050	3.26050	4.11765	2.93277	1.87395	2.13445

Emp	WNCOM	WNNP	WNFD	WNUC	WNLI	WNLO	WNOA	WNFP
0	1.80247	3.33333	1.19753	4.79012	5.39506	4.37037	5.54321	4.49383
1	1.55263	3.34211	1.23684	4.10526	4.73684	4.00000	4.94737	3.94737
Total	1.72269	3.33613	1.21008	4.57143	5.18487	4.25210	5.35294	4.31933

DFA Results Table 3:2

Pooled within groups correlation matrix

	WNWEN	WNWFP	WNSC	WNSL	WNLL	WNTT	WNTF
WNWEN	1.00000						
WNWFP	0.13310	1.00000					
WNSC	0.18003	0.59580	1.00000				
WNSL	0.12566	0.40333	0.45850	1.00000			
WNLL	0.17952	0.53897	0.57090	0.47006	1.00000		
WNTT	0.05671	0.17688	0.08794	0.08268	0.25296	1.00000	
WNTF	0.20944	0.06285	0.00821	0.01552	0.01098	0.48444	1.00000
WNAP	0.05357	0.32757	0.17644	0.20401	0.20498	0.21970	0.19684
WNCOM	0.04657	0.20928	0.13605	0.11286	0.15390	0.15442	0.13298
WNNP	0.01713	0.02424	0.01651	0.07613	0.05211	0.11528	0.04694
WNFD	0.08853	0.03772	0.07249	0.04801	0.01030	0.10854	0.15126
WNUC	0.28880	0.35086	0.32064	0.30085	0.40994	0.19181	0.08113
WNLI	0.20726	0.52270	0.49112	0.35858	0.53149	0.13140	0.01043
WNLO	0.26934	0.51359	0.46465	0.50253	0.62344	0.10654	0.06637
WNOA	0.32434	0.24473	0.26209	0.14416	0.30091	0.03980	0.01426
WNFP	0.32314	0.42652	0.40692	0.35000	0.45889	0.12594	0.08374
	WNAP	WNCOM	WNNP	WNFD	WNUC	WNLI	WNLO
WNAP	1.00000						
WNCOM	0.10673	1.00000					
WNNP	0.25886	0.16375	1.00000				
WNFD	0.09412	0.08318	0.06849	1.00000			
WNUC	0.070505	0.00544	0.012793	0.01526	1.00000		
WNLI	0.16450	0.13496	0.12306	0.07697	0.65312	1.00000	
WNLO	0.19537	0.17842	0.03594	0.10579	0.58952	0.67443	1.00000
WNOA	0.01328	0.04779	0.00003	0.02469	0.56546	0.31698	0.44799
WNFP	0.15828	0.06387	0.01278	0.03109	0.54526	0.38789	0.47204
	WNOA	WNFP					
WNOA	1.00000						
WNFP	0.69853	1.00000					

Analysis 13 - Additional Results

DFA Results Table 4:1

Group means

Sex	WNWEN	WNWFP	WNSC	WNSL	WNLL	WNTT	WNTF	WNAP
0	6.53571	3.66071	4.73214	3.00000	4.19643	2.75000	1.55357	1.82143
1	6.44444	3.87302	3.84127	3.49206	4.04762	3.09524	2.15873	2.41270
Total	6.48739	3.77311	4.26050	3.26050	4.11765	2.93277	1.87395	2.13445

Sex	WNCOM	WNNP	WNFD	WNUC	WNLI	WNLO	WNOA	WNFP
0	1.64286	3.32143	1.12500	4.48214	5.10714	4.44643	5.51786	4.16071
1	1.79365	3.34921	1.28571	4.65079	5.25397	4.07937	5.20635	4.46032
total	1.72269	3.33613	1.21008	4.57143	5.18487	4.25210	5.35294	4.31933

DFA Results Table 4:2

Pooled within-groups correlation matrix

	WNWEN	WNWFP	WNSC	WNSL	WNLL	WNTT	WNTF
WNWEN	1.00000						
WNWFP	0.13437	1.00000					
WNSC	0.17408	0.60672	1.00000				
WNSL	0.13182	0.40077	0.48782	1.00000			
WNLL	0.17613	0.54568	0.56418	0.47534	1.00000		
WNTT	0.05243	0.16893	0.10741	0.07415	0.24985	1.00000	
WNTF	0.20315	0.05095	0.04764	0.03710	0.01275	0.48066	1.00000
WNAP	0.04618	0.32255	0.21198	0.19064	0.21067	0.21077	0.17277
WNCOM	0.04819	0.21257	0.14227	0.10951	0.16187	0.14768	0.12328
WNNP	0.01685	0.02376	0.01795	0.07718	0.05184	0.11516	0.04877
WNFD	0.08408	0.04396	0.05503	0.05873	0.00952	0.10283	0.13762
WNUC	0.28707	0.35744	0.32111	0.29796	0.42015	0.18118	0.06871
WNLI	0.20536	0.52741	0.49005	0.35443	0.54066	0.11959	0.02487
WNLO	0.26495	0.52278	0.45226	0.51527	0.62590	0.10968	0.05540
WNOA	0.31757	0.25808	0.24186	0.15417	0.30940	0.03940	0.02306
WNFP	0.32449	0.43044	0.41716	0.34531	0.46851	0.11556	0.06772
	WNAP	WNCOM	WNNP	WNFD	WNUC	WNLI	WNLO
WNAP	1.00000						
WNCOM	0.10010	1.00000					
WNNP	0.26294	0.16314	1.00000				
WNFD	0.11015	0.07768	0.06925	1.00000			
WNUC	0.06831	0.01350	0.12634	0.02152	1.00000		
WNLI	0.15702	0.14271	0.12106	0.08331	0.66024	1.00000	
WNLO	0.20990	0.18723	0.03628	0.10041	0.59788	0.68166	1.00000
WNOA	0.00259	0.03447	0.00023	0.02048	0.57836	0.33577	0.44949
WNFP	0.14848	0.06832	0.01327	0.03940	0.55109	0.39680	0.48383
	WNOA	WNFP					
WNOA	1.00000						
WNFP	0.71108*	1.00000					

Appendix 11 - Study One B&Q

Non-Significant Results

Anova

Oneway Anovas showed there was no significant difference on the basis of sex, length of time working at B&Q, present grade, work status, pay, attitudes to change and self-perception before being employed at B&Q.

Anovas of sex, working at B&Q for less than 2 years and more than two years, being in employment and not in employment against being anxious about change, or excited by the prospect of change were not significant.

There was a three way interaction which suggested that women who had been working at B&Q more than two years and had previously been in employment were more anxious at the prospect of change than those in other groups.

A DFA between groups who had come to B & Q straight from previous employment and those who had not been in paid employment immediately prior to coming to B&Q showed poor discrimination between these groups on the basis of problems associated with working.

Discrimination between groups on the basis of sex and length of time working at B&Q concerning items on the benefits of paid employment scale resulted in poor discriminating functions.

Discrimination between groups who were in previous employment and those who had been unemployed prior to commencing work at B&Q concerning items on the benefits of paid employment scale resulted in poor discriminating functions.

Appendix 12

LENTA COLLEGE ONE - October 1990

Group Interview

Follow on from general discussion, while waiting for people to arrive concerning getting a job.

Marilyn - It's all very well people saying "Oh well you can be assertive", but that comes from when you're a kid. Girls are told to mind their own business boys are told they're being curious. And it's still going on today and of course we've been so used to that, women, that we think we're not allowed to be assertive. I mean I have to force myself and sometimes, and I'm blunt and I suppose I'm quite rude because I suppose I almost fear being assertive, so, I suppose I get it both ways now. I say "Well I'm not happy with that", reluctantly without offending anybody. But I think we're all sort of nervous about going in and being interviewed by men. I went through my driving test five times I was like a nervous wreck, when it was a woman it was fine no problem but when it was a man, it was, I felt this.....

DO YOU FIND MALE INTERVIEWERS FOR JOBS A REAL PROBLEM?

Marilyn - Um... that's a very personal thing, yeah, yeah, I'm coming to terms with that. I think it depends how the person comes across to you, that's quite important, it certainly doesn't bother me, as long as they come across to you. I remember a couple of years ago I landed a job and the guy was my manager or became my manager, you know right from the moment we met he just made me feel very very comfortable, I wasn't in the least bit nervous. It can also be very easy with a man because you can, as a female, display your sexuality. I watched in the driving test they said to me "Wear a short skirt". I said "I'm not bloody wearing a short skirt".

Odette - I've never worked here.

Bridget - I've only worked here.

Odette - I've only worked in Nigeria. At home men do respect women and not many women are working. I don't think it's a sexist society, I think it is here. The women there are strong and most of them can fight, they can challenge the men.

Marilyn - I find it amazing, I don't know if it's because of my view of women. I brought two children up on my own for virtually 18 years. See what's actually happened now is they're actually frightened of me in a lot of ways you see certain people in some positions and it's O.K, I feel I'm actually allowed, or I can make myself allowed, what I mean is it makes me more demonstrative.

Odette - I'm on my own now. I spent two years with this man I was working in the house I was doing everything until I actually got fed up. It all depends how we treat men, how we treat male children and I get my son to sort his washing out and people say "Well he's eight" and I say "Yeah he's eight if he doesn't do it now, he'll never do it." I managed everything in the house.

DO YOU FIND THAT A PROBLEM HAVING EVERYTHING TO DO?

Odette - Yes sometimes I find that makes me cry.

Marianne - Men are different they can actually get away from bringing up children.

Marilyn - Yes but that's just human conditioning and the division of labour. We're living in a particular society and if you look at other cultures around the world I mean women have a similar problem, they are wholly responsible for bringing up children. As far as having sons is concerned you can actually try to be more sensitive.

Valerie - I have four children they all share the work, washing and drying it's a team.

Marilyn - My son is lazy.

WHY DID YOU DECIDE TO COME ON A TRAINING COURSE. WAS THERE ANYTHING PARTICULAR THAT HAPPENED THAT MADE YOU SAY - WELL I MUST DO SOMETHING?

Marilyn - For me being middle aged. I haven't ever dropped into society or worked in a proper job or worked for someone else. I was so insecure I thought, right it's time I got my act together. I thought at 40 you're supposed to be secure but having worked out I'm totally insecure, so I thought I'd re-train, try to do something so I could actually do a job. I'm fed up trying to run my own business on my own without any help and wanted to start getting a regular wage.

Odette - I wasn't getting any help in the house, that was when he had to go. So I thought I'd do a course, a short course, say for a year and then maybe try to get a job. You know when you have a child on your hands.....

DID YOU FEEL ANYTHING LIKE YOU WANTED TO GET OUT OF THE HOUSE, YOU WANTED TO BE WITH ADULTS?

Marilyn - Yes that's right at college in a way you learn a lot through other people, everyone has problems on this course sometimes to me it's like sorting out my problems. That RSA woman on Friday was talking like everyone is very much part of a married couple and the fact is in London the majority of people are not with a partner. In the past women put up with a bad life, you don't have to put up with a bad life you can make a good life. I've got an 18 year old daughter, she's more level-headed than I am, I'm proud to say.

here to improve my confidence. Whether I do or not I don't know. Sometimes I do something and it's terrible and it's not good. Sometimes I do something and it turns out well and it makes me happy. I just wanted to get out and meet people.

Marianne - With children you can't tell if something is going to go wrong in the morning and you don't want to feel you're going to miss too much.

Corinne - Some people are quick and there's other people who talk a bit more time with it so you can go along at your own pace and I'm relaxed at it plus the teacher's there and if I'm stuck I can ask.

Janet - I need pushing. I need someone not to stand over my shoulder the whole time, but I need someone to come round. It's the presence of a tutor nearby for some reason it's very psychological, I work harder when a tutor's there. I feel I'm achieving something and at the end of the day I've done a set amount of work. I feel that it gives me the reassurance and if I get the reassurance if it's good or bad it gives me increased confidence. And that's my problem, I lack confidence.

AND YOU SAY IT MAKES YOU FEEL YOU CAN DO SOMETHING. DO YOU GET ENOUGH FEEDBACK?

Kate - Nobody can get round to everybody in time, so you've got to wait and then maybe it's time to go and you get that. I've been down to that lesson downstairs three times and I haven't got a thing, it's so disorganised down there. In the afternoon that computer, that computer and word processing. No-one's there anyway, one was sick and then there was somebody else and that one sort of went. That can cause problems.

CORINNE - WHAT MADE YOU COME HERE?

COLETTE - I was sitting in Glasgow and there was no prospects of getting a job anywhere and I could have stayed in Glasgow and done nothing and I'd have been thinking in 20 years, "I could have done this, and I could have done that". My brother said to me "Why don't you come down"? Two years ago, then last year, then this year. I said "Right I'll come down".

It was just the thought of getting away from Glasgow that was the hardest part and then coming to college with strange people. I don't know all these English talking people. I felt strange and self-conscious when I spoke because everybody looked at me. And then I thought "Oh God". But then I met some friends and thought "Maybe it isn't that bad", because I had family down here and I met a lot of friends so hopefully I'll stick in at this course.

I'm enjoying it really - it's the first time I've been able to sit and learn anything. At school I was too scared to answer anything in case it was the wrong answer, so I was stuck at the back of the classroom and didn't say anything in case I was being stupid. Then my Mum became no-well, so I left school in the third year and I got thrown out of my 'O' level classes. So I left school with no qualifications at all, so this

is the first time I've been relaxed and at college and been able to do anything. It is good being able to think "Oh God, I've just typed that letter and it's all correct". And my brother and his girlfriend are helping me with my classes, they got me a wee typewriter so I can do some at home in the house. Then next year I hope to get a job for six months and then go to America and stay with my Dad and my family over there will help me. I thought "I'd better do it now, in a few years, I'll be saying 'Oh God I could have been here, I could have been there and I've done nothing.

YOU HAVE DONE A LOT OF JOBS BEFORE?

CORINNE - Yes I was a machinist for a year and that was great because, I mean like, I was coming out with £70 a week and I didn't have any bills to pay and I had no house to pay it was all my money. Then all of a sudden I had a house to look after, then the work wasn't in the factory and you'd be lucky to be coming out with £50 a week and you still haveto pay all the same things and I just came down to earth and I thought "Where am I going?" It was hard work after that and all the enjoyment went out of it. I thought "I'm going to get stuck in a machine factory for the rest of my life, like all these other ladies that are worrying about mortgages and everything" and "What do you do if the factory closed down". Then I went onto a YTS.

Marilyn - There's nobody here that's come to this college that's come from a private school education, most of us here come from backgrounds where we're left to our own devices. If your parents are academic you go on to that train of thought, whereas if your parents are just trying to survive, to keep the whole family together, we're left to our own devices. Is there anybody, anywhere, anyone can go to..? I mean I can do a million and one things I can paint I can decorate I can design, but it's all no good because I can't do anything completely of one particular thing. Even for someone who's left school, an assessment. You can say "I'm good at this, I'm good at that, I'm capable of something." Somebody to help you - stream you - particularly when you're younger.

THAT'S WHAT THE CAREER SERVICES ARE SUPPOSED TO DO

Corinne - I went somewhere and I learnt nothing except how to make a cup of tea, a cup of coffee.

WHO WERE YOU DOING THAT FOR?

Corinne - YTS and that was for a year.

Kate - They use people in those YTS anyway.

Corinne - And they thought I was troublesome. I kept going back and saying "No, I'm not going to stay in that office. I refuse to make..." I mean I was working in this office, it was an office with lawyers and all the partners and I hadto make 15 cups of coffee or tea in the morning. I had a big list, who took milk and sugar, everything - now

Janet - I haven't got any children and I'm not married I just wanted to train to use computers, but having said that, all the jobs that I see involve typing really there's nothing else I can get.

Kate - I come to London to get a job, I come from Burnley in Lancashire, which is a depressed area anyway, so I had to move down here to get a job, so I'll have to see what I can get. I left school years ago, quite a few years ago now and I've had jobs for a few years, catering, post office, and I felt that time was past. I was unemployed for three years and I went on their training schemes and I wasn't getting any satisfaction out of it. I just find it too pressurised. The fact was, I was getting nowhere fast and then I was thinking I'm getting on now I'm 28, I thought I want a qualification and I felt if I don't do it now, I never will do it and when you've been saying that for 11 years I've just got to keep doing it and that's why I'm here I find it really good, I'm satisfied I wasn't before. It's more relaxed and the people are friendly and you're not told off for not signing off or talking or anything like that. When I came here I found it O.K. So I started from basic, not knowing anything

WHAT ABOUT EMPLOYMENT TRAINING SCHEMES, HOW DOES THIS COMPARE WITH THEM?

Kate - Before I went to I was at and I had to do a test before I got in there. Apparently you're supposed to be in there three months before you're out on work experience. I was there a week and they sent me out for two job interviews, so much for staying there three months and learning typing.

DOES THE TRAINING CONTINUE ON THE JOB?

Kate - It does, but I wasn't typing doing this job, all I was doing was filing. So much for typing, it was clerical work, I gave that up.

WHAT ABOUT YOU?

Marianne - I used to do clerical and typing before and then I stayed at home. Then after they started growing up and I felt it was time to start doing something so I started going back to work. So I went to an agency and they told me about here. I didn't want to go into anything too high up at first, I just wanted to test out to see what I could do. Then someone said to me, here, because it was easy going - not too pushed you know and you can find your way and you can progress from there. If you've got children and you've got to go somewhere you can go, you know it's not too much of a problem if you go somewhere, and you've got to be on time, it's not that easy you know.

IT TAKES INTO ACCOUNT YOUR FAMILY LIFE?

Odette - It takes into account your family. You don't have that pressure and pressure of learning as well so I just get on with it. My son's growing up now and next year I'm going to send him to private school. At the same time I thought I'd do something for myself and I'm

that took me from nine to half past ten, until my tea break. I'd run round filling all the parking meters, so they wouldn't get a ticket and then it was the lunch hour and I'd have to come back and start making all the tea and coffee again and that was it and I thought "Hang on". And then they'd say "Colette, type an envelope" on this old manual and when you pressed a button it all shook and I thought "What's this"? And that's why I left, because they said I was complaining about too many offices and they said "That's what we're here for, if you don't like your office come back and complain." And I did and after I'd complained about five they said "No Corinne, you're just not...."

Marilyn - Ideas above her station

Janet - My background's basically reception, secretarial, and I've never been able to move forward, I haven't the typing skills. I've been out of work for some time now due to personal reasons and last year I completed an LCCISCC course, it's the London Chamber of Commerce and Industry Secretarial Studies Certificate and it was part one of three and I was hoping to do the next level which would take me to personal secretary. But having said that I'd never been to college in my life and I actually found the course incredibly pressurised last year, even though I wasn't full time at the college I didn't do shorthand. But even with my personal problems I managed to keep up with the other students on my course. I found it quite stressful and as far as taking the course up to the next level, I thought I couldn't do that this year and I thought the best thing for me to do was to come on the New Horizons course and just take my typing skills up to a hopefully higher level to give me more confidence and resume work next year in a pretty good field.

YOU'VE TALKED A LITTLE BIT ABOUT THE GOOD THINGS BEING HERE. ARE THERE PROBLEMS ABOUT COMING BACK TO COLLEGE AFTER A BREAK, COMING BACK TO EDUCATION, JUST BEING HERE?

Marianne - I find it hard to do homework, I've got a job aswell.

Odette - It's all the things I've got to do aswell.

Marilyn - Financial difficulties I think.

Briget - I find it hard juggling everything, I'd like to go on a full-time course and concentrate.

Marianne - Course and kids

Odette - I'm on my own. With the child taking him to school and when they change schools. I knew I would be coming late. Nine-o'clock is too early but 10.30 is too late because I need to finish at one, to do things and pick him up from school. I talk to the head, so most parents leave their children a few minutes earlier.

Kate - It's Business English, I wasn't good at school - I'm learning to type now - but the punctuation. Business English is good for that, it's actually teaching me but I've still got a long way to go. But the thing is we don't cover everything in Business English so what I've got to do is try and learn some Grammar but it's not easy.

YOU'D LIKE A BIT MORE HELP WITH THE ENGLISH?

Kate - Yes

Marianne - Yes. Cos you may not decide you want to stay at this level.

Janet - I assume that we progress as we go along. You don't know what you need until you come to use them. I don't know what to expect. You never know what to ask.

Marilyn - You don't know what you need to know until you come against it. I actually came here to do an evening course and they were talking about New Horizons, and I thought I can't afford to. Then I thought I'm not going to be dictated to by my lifestyle it's not going to stop me learning so I decided to do it. But now I find it's different questions that come up. And I think "Oh God I never thought about that" it's something to do with the course actually and you find out as you go along and if you don't know anything it completely revolves the class. The teacher revolves the course, or when you get to a certain level you go on to another teacher which I hadn't thought about until I came here, you know not being in college for thirty odd years. I enrolled for an 'A' level business studies and I axed that several weeks ago and the reason I axed that is all the course work involved. I just couldn't handle that in a certain period of time, i.e. 40 minutes, we just read or something else. Something I've found when you're studying at a higher level it's very expensive like buying all the text books. One text book it cost me the best part of £10, all but 5p that's a lot of money, that's the problem, having to find money for all your text books and all the other materials.

Janet - For English you do need certain books and you can't afford to buy them.

Marilyn - It's like the Government wants to keep certain people, it's like the O.U. they didn't want to supply that with too much money, cos it meant the man in the street could take an O.U. degree, but if you can apply your mind you can do Open University. You can't say me, because I've only done Secondary Education and people have been frightened by that but then it keeps the segments, so we don't step on other people's toes so we don't find out what they don't want us to know.

IS THERE ANYTHING ELSE YOU FEEL YOU SHOULD HAVE TAKEN INTO ACCOUNT BEFORE COMING TO COLLEGE AND DIDN'T - WITH HINDSIGHT?

Marianne - I thought I'd be able to do more, I thought I'd be able to do Law but with very young children I found I couldn't. Cos it would get crammed So I'll leave it.

Odette - I find it difficult with a very young child, managing everything

Kate - I'm keeping my eye out for a cleaning job, but they go so quick, if the government could just up the money a bit, cos inflation's going through the roof and the money's still the same level.

Corinne - I find it expensive down here, up in Glasgow the food and everything is a lot cheaper, I'm spending a hell of a lot more down here.

Marilyn - I'll write you a cheap food guide

Janet - I feel you should have some help, if you're doing something it costs you, you're buying the books, but you're not getting more in.

WHAT ABOUT CHILD CARE COSTS?

Odette - No you don't get help with that

Kate - One just copes. At least you get treated like a grown up here, a lot of places they treat you like kids, I went to an evening typing course and I got told off. At least here you can take a break and you're not pressured

Corinne - Some mornings I come in and I just can't concentrate, you look at a letter and it's full of mistakes, just to be able to get up and go and have a coffee and a cigarette to have that break it's important.

WHAT ABOUT BENEFITS OF BEING HERE, PERHAPS THINGS YOU DIDN'T THINK ABOUT BEFORE YOU STARTED?

Corinne - It's made me realise if I want to do things I can. It's made me see I'm no the stupid one. So that is good and it's made me think I'm going to do this or I'm going to do that. Because I thought I'm just going to work in an office, but now I know I can go higher than that.

IT'S MADE YOU MORE CONFIDENT

Corinne - Uh huh

Marianne - When I said I was coming here a whole lot of people were laughing at me. And I said "I used to do that before" and they thought I was too old. And after I came back I was saying that it's really enjoyable. I look at it this way, as far as I remember, I was pleasing my mother, my children, my husband, but it wasn't pleasing me, and I thought "I'm not going to sit at home, I'm going to do what I want to do, and find out how good I am, what I'm capable of". And it's great, this is my third time around.

Glynis - That's it, it's something for yourself, it's not kids stuff you're doing, you're always doing what they're asking and now you're doing something that's totally for yourself.

Marilyn - Yes it's that. I still feel you don't know and especially when you're middle aged they say they want a CV and I'd need a story book to give a CV. They ask who you've previously worked for. Right that's it, you don't get a foot in the door. I know when I leave here I'm going to have to take temp jobs, then I'll start ruling the roost. But it's very important. I find being very young, or at this end, you're lacking experience, I've got experience in other things but I haven't got the skills to go into a job. When you're young they won't give you the same money, they say "Oh you're young, you can't be competent cos you're young", and they think the same about me, because I've never learnt anything I can put down on a piece of paper. I feel very much the same as a school leaver, I feel almost like that.

WHAT ABOUT ALL THE SKILLS YOU HAD AT HOME, BRINGING UP A FAMILY?

Marilyn - I think you've got to present it in a different way. I've travelled round the world, and they say "She's a drifter". I've done this. I know how to look after myself. I know how to make money, but it wouldn't be relevant for them. But I think that most of the things they want us to do is to slot us in, to keep us doing the tasks the men wouldn't do, men don't learn to do.

Kate - I find in order to get a job I have to do this, because I've got no experience they won't even give me a try at all. I've been to the agency on the corner and said "I can do filing, and I can type a little bit" and they say "We'll be in touch". They are all the same. I've never got a job from a job centre before, jobs that I've got I've seen in the paper

Marilyn - You can sell yourself, you'll get a job as a sales rep.

Janet - That conference we went to on Friday, the spokesperson, said that agencies don't discriminate against people and I thought that was a very valid point.

Marilyn - They won't take people without qualifications, they do discriminate against people without qualifications. If you went for a job with 'O' levels, 'A' levels and a better degree than me, you'd get the job. They wouldn't touch me because I've got no qualifications.

DO YOU ALL INTEND TO TAKE EXAMS SO YOU'VE GOT SOME PAPER QUALIFICATIONS AT THE END OF THIS?

Yes

WHY DID YOU COME HERE AND NOT GO STRAIGHT TO WORK?

Kate - You won't get a job, I've tried.

Corinne - I couldn't get a job without qualifications. Up in Glasgow when a job appears in the paper there's about 50 people for the same job, people with 'O' levels, Highers, they could be the same age as me, but they would get it because I left school with nothing. So that's why I'm at College, that's why I'm down here. What gets me, is that when

you've got no 'O' levels or Highers, people look at you as if you're stupid and when you explain, well like me I was too scared to open my mouth in school in case I said something stupid, and I had a low... a low self-image of myself in school and I was too scared. I'd go into exams and I'd black out, I was so scared. I'd use any excuse to stay off. My Mum knew all my excuses. "Mum you need to phone the Doctor", just to let me stay off so I didn't go into these exams.

YOU SEEM OK HERE.

Yes but that's being here, I get up in the morning and I think "Great there's something to get up for". When I was up in Glasgow I'd stay in bed until about one or two in the afternoon because there was nothing to get up for, I'd get up to sit in the living room and watch all the soap operas and that was it. I'd do the housework, the house was sparkling.

Bridget - I got fed up sitting indoors and I said to myself "I have to do something". So I rang up and I said "I'm a certain age and he said "Don't worry about that," I got my daughter and my grandson. And I came back here, I want to work in an office. And you come in here and you feel everyone is staring at you, but once you get back in here with other people sharing the same interests all that goes. I was worried about my age. Because I was sitting at home you know

SO YOU CAME HERE TO LEARN SKILLS, TO IMPROVE YOUR JOB PROSPECTS.

Bridget - Yes, I wanted to get out into the real world. I wanted to get out to work.

Kate - It gives you a chance to get into the door somewhere.

Glynis - I was frightened to go for an interview.

WILL YOU BE LOOKING FOR A JOB WHEN YOU'VE FINISHED YOUR EXAMS?

Janet - I'll be looking for another course, just to get to a decent level, so I'm more acceptable. Once I'm in a place I expect to be allowed to progress.

Marianne - I want to do a degree in computer studies.

Corinne - I want to get my 'O' levels, once I have a job, just to myself to know I'm not stupid. I just want to do it for myself. Bridget - I want to be satisfied with myself, so I'll stay on until I'm satisfied.

WHAT WILL YOU BE LOOKING FOR IN A JOB?

Bridget - Job satisfaction, assisting other people

Marilyn - Public relations, personnel, I've got to like what I'm doing, but also a decent wage. I'm not doing it for dish rag money I want my children to have a certain standard of living. I think I've got a lot to

give, it's fitting myself into someone else's business. I'm used to failure, I'd like some success, it's because I've had to look after my family.

Marianne - Flexitime, certain days you can work late so you can have time off, a good atmosphere.

Kate - I want to do something worthwhile, I'd like to get involved, I've never been involved before, job satisfaction.

WHAT ABOUT SCHOOL HOLIDAYS?

Marianne - I'll save some of my holidays for school holidays.

Janet - If I get the qualifications then I'll think about it.

Marilyn - Not if, when, when I get the qualifications.

Corinne - To save some money, job satisfaction, promotion. I don't want to get stuck doing typing or word processing all day. That's one of the questions I would ask. I'd like to work with children but not just a nanny, I'd like to end up being a counsellor for children, but I need more experience, not this sort of experience, just life. I feel as if I've got a lot to offer. A nice office with friendly people, not people looking down at you because you're the last one in, training you well, something to concentrate on, something interesting, a good wage.

Kate - Before I started this course I wanted to do Social work, But in order to get some money I need to do typing and get a bit behind me, so that then maybe I can do social work.

Marianne - I'd like to do three days a week, I like time to myself. A job share.

IS THERE ANYTHING ELSE? OK THANKYOU, THAT WAS GOOD, WOULD YOU MIND TELLING ME YOUR AGES? IT HELPS ME WHEN I'M SORTING THIS OUT.

Marilyn - But that tries to slot us in to where we're supposed to be and we're not like that.

ONLY IF YOU WANT TOO, IT'S NOT MEANT LIKE THAT. LOOK AT US HERE WE'RE ALL DIFFERENT AGES AND WE'VE ALL STARTED AGAIN.

Marilyn - I think there's never ending starts.

Marilyn - 46, Marianne - 39, Kate - 28, Corinne - 20, Odette - 27, Bridgit - 49, Janet - 36, Glynis - 42

LENTA COLLEGE TWO - October 1990

Group Interviews

HAVE YOU ALL COME FROM ACCOUNTING BACKGROUNDS? WERE YOU DOING ACCOUNTING BEFORE?

Emma - I did training about ten years ago, it didn't work out.

ARE YOU ALL WHAT THEY CALL 'RETURNERS', WOMEN COMING BACK FROM HAVING FAMILIES?

Mary - The majority of us.

YOU'RE NOT? WHAT'S YOUR BACKGROUND THEN?

Susan - I'm still a virgin

WHY ARE YOU ON THIS COURSE THEN?

Susan - Actually I was at Poplar College in Hackney, I just finished a YTS. I did a returning to work course at Hackney College, something similar to this one. And then when I came to this college I wanted to do a B.Tech. National, but I couldn't do it because English was my second language and I haven't got that much qualification. So they put me on this course.

ARE YOU STILL HOPING TO TAKE THE B.TECH AFTERWARDS?

Susan - Yes, after you've finished this course, you can get on a B.Tech course.

YOU NEED MORE ENGLISH TO QUALIFY?

Susan - Yes, certainly the English because English is my second language. And I don't have any children.

BECAUSE YOU CAME STRAIGHT FROM SCHOOL ON THIS COURSE, SO YOU MUST BE YOUNG. ANYONE ELSE NOT A RETURNER?

Deidre - No, I was unemployed.

HAVE YOU EVER BEEN IN PAID EMPLOYMENT IN THE PAST?

Deidre - Yes

HOW LONG SINCE YOU WORKED?

Deidre - Well in this country its about ten years. I've worked in America for about six years.

AND WAS THAT DOING WORK SIMILAR TO WHAT YOU'RE DOING ON THE COURSE NOW?

Deidre - Not while I was working in America. While I was working here I was doing some accounts.

SO WHAT MADE YOU DECIDE TO COME ON THIS COURSE?

Deidre - Well when you're getting on like me. You're looking for a form of security. You can't just go out in the world and get a job unless you're willing to take home what young people are getting. I mean teenagers leaving school are getting £8/9000. I mean I've got this responsibility of bills to pay. Its impossible to get a job anyway. I thought the best thing I could do is to get a qualification.

AND NOT TO BE EARNING MONEY?

Deidre - No, but at least it gives me a sense that I'd get a better job, at least I'd get the job.

DO YOU WANT TO GO ROUND, AND EACH OF YOU SAY WHAT YOU'RE HERE FOR?

Mary - Well I've done business skills for adults. To sort of gain some skills and then I thought I'd like to round it off with some bookeeping. So I ended up on this course and the bookeeping and I found it too much work for me the fact I'm a single parent and I've got young children, it's too much work to go home in the evenings and sort out all the other thngs. I just found it heavy. And its come to the time in about eight weeks time there's the exams and I don't think I'll pass anyway.

YOU DON'T HAVE ENOUGH TIME TO STUDY?

Mary - No, I've enjoyed it but when you've got children...

HOW MANY YEARS SINCE YOU DID YOUR BUSINESS SKILLS COURSE?

Mary - Just before

AND HOW LONG SINCE YOU'VE BEEN ON THIS COURSE?

Mary - Since February. This course started in September as an introduction course.

Sharon - O.K. I want to improve myself. I just want to get a job at the end of it.

HAVE YOU GOT CHILDREN AT HOME?

Sharon - Yes

SO YOU WANT TO IMPROVE

Sharon - My education

HAVE YOU DONE ANYTHING LIKE THIS IN THE PAST

Sharon - No. Not really

WERE YOU WORKING BEFORE YOU HAD YOUR FAMILY

Sharon - No. Only dead end jobs

Marion - I joined this course because I've done some course before. I'm interested in computers but I couldn't get a job. I decided to contact the Education Advisory Service. So, I did an introductory course at Hackney college then I went back to the Advisory Service. I wanted to do a course, which by the end of the day I can do some skills. But I'm not looking for a job.

YOU AREN'T? THE COURSES YOU DID BEFORE. WERE THEY ANYTHING LIKE THIS.

Marion - Not, not in the accounts like here

WHAT ABOUT YOU?

Dorothy - Like Marion I started an Introductory course at Hackney College, the reason I started I wanted a profession. I would like to go out to work but if I want to get a job there's a lot of things to look into I want to achieve, then I've got a profession at the end of it.

YOU'VE COME STRAIGHT FROM BEING AT HOME WITH CHILDREN?

Dorothy - Yes, I've been at home for 16 years.

AND WERE YOU WORKING BEFORE YOU HAD YOUR FAMILY?

Dorothy - Yes, doing odd jobs.

Dawn - For the last twenty years I've worked as a secretary. I liked it at first when I started it. But I couldn't get in the habit of telling lies. I found myself covering up for bosses - "He's on the phone, he's sick". That gets a bit boring, and then I changed to modelling. And then I decided I was going to do a course because I'm interested in computing, so I did programming for one year and I took my exams it was disappointing for me because it wasn't to do with figures. I couldn't write programmes for accounts because they had packages they could easily apply.

HOW DID YOU HEAR ABOUT THE COURSE?

Dawn - It wasn't through a leaflet coming through my letterbox. I just decided to call up and tell them what I wanted,

Rachel - I've got three children. I failed my 'O' levels I had a job as a trainee accountant for a few weeks, then I just did anything. I worked in a dress factory and then I had children. After I'd had the first two I did a course in Haringay which was a women only course, they said to me

- I did science and technology - "Why don't you come to North London College?" and I put it off until my children started school. I had another child by then. And I did an unemployment training course and they told me about this. I wouldn't have found out about it otherwise. I joined in February. Its been very hard, but it is funded by the European parliament which helps to pay for child-care or I wouldn't be able to do it.

SO, SOME OF YOU HAVE ALREADY TOLD ME WHERE YOU HEARD ABOUT THE COURSE. WHAT ABOUT YOU MARY, CAN YOU TELL ME WHERE YOU HEARD ABOUT IT?

MARY - The job centre.

Terry - Through my door

YOU HEARD ABOUT IT FROM WHERE YOU WERE BEFORE?

Rachel - The Education Advisory Service

LIKE MARION? YOU WERE TOGETHER?

Rachel - Yeah

HOW ABOUT YOU?

Susan - It was through the college, it was at the college here. Through the mentor project. It's a special project for black ethnics for black Europeans, before I come to this course to do other foundation courses but I couldn't advance to the B.Tech. I couldn't go on the B.Tech because I didn't have that much experience, so I joined the project, the Mentor project. I joned the Mentor project and they told me to come to this.

WHY DID YOU COME ON THE COURSE?

Terry - Just to do accounting

HAVE YOU COME STRAIGHT FROM ANOTHER JOB, OR HOME, CHILDREN OR WHAT?

Terry - No, I've got a boy

SO ITS A LITTLE WHILE SINCE YOU WORKED. HOW DID YOU FEEL BEFORE YOU STARTED THE COURSE

Terry - I had not much confidence, in fact I was pathetic. If you have a family you can't just stay home all the time you get bored at home every day. But joining the course and the confidence in myself. I know at least I can do some bookeeping.

ANYBODY ELSE ON HOW THEY FELT BEFORE THEY CAME?

Rachel - I lacked confidence

Dawn - I had more

MORE BEFORE YOU CAME?

Dawn - My confidence has gone down I'm depressed at home. You know when you go to do something you have all those plans. The day you walk through the door. You put a picture of what you're going to achieve by that date I'm going to have such and such by that date I'm going to have six 'O' levels. And coming now the confidence is not there, for us its not there, you have, no, no you haven't covered the syllabus. Your confidence level..

Terry - Go down

Dawn - Go down below zero. Because you don't know I can't picture myself now as I pictured myself then coming out of the exam. Because you're confused, because you have a whole pile of books you have five text books and all of them overlap it helps sometimes

IT'S TOO MUCH TO DO?

Dawn - Yes

Dorothy -If this course was one like you come, I'm sure that you just give them the work then I'm sure everyone will do it, to the best of their ability which is what I do now.

Mary - I don't see why we haveto take the exam to prove that. I think we all do the job actually.

Dawn - In my experience it doesn't work because when I start doing typing I'm doing engineering and you don't use this, they teach a different language even, I can't fit in the theory and the practice

Mary - The theory is totally different. Why do you need the theory side of it? You're not going to go and write about it, you're going to go and do it. The theory should go along with the practice. You're doing the theory side but if you learn while you're practising you've achieved it anyway and I don't see why you haveto put it all down on paper. Like the essentials of a good filing system. I mean what is the point of writing about it when you can go into a job and you know exactly how to do it really, its just um.. testing your English really

Dawn - I'm not saying they should cut out the theory side altogether. At least you have some idea I'm just saying why do we haveto go and do the exam. Why can't we just go and assess you on the way and show we can do the job.

Deidre - exactly because the work you do in class could be used to assess.

IS THAT NOT TAKEN INTO ACCOUNT AT ALL?

No

Dawn - Let me use Deidreas an example. She don't mind me saying 'cos she's not scared of saying. She know this stuff I should use better language but you know what I mean by stuff. When people put her in a room and say exam, immediately they say exam, she's going to go to pieces not that that mean she don't know it she know it.

DO YOU HAVE TESTS AS THE COURSE GOES ON?

Deidre - It doesn't help.

Sharon - No No - It's not the same.

Deidre - An exam it does something to you - it destroys all your confidence

Dawn - We started using the book too late you know. So now we are just in the middle of the exam and we start using the book.

SO ARE YOU SAYING YOU FEEL LESS CONFIDENT?

Yes Yes

LESS CONFIDENT BECAUSE OF THE EXAM?

Deidre - Yes, You fail because you seem to go to pieces in an exam. It does something, it destroys everything.

Dawn - Yes, but you must remember doing the exam also helps because you pass well it boosts you, it boosts me

Dorothy - But if you fail one or two you're not allowed to pass

YOU HAVETO PASS ALL FIVE?

Deidre - Yes, so that's a problem you haveto do a resit, all of them

WHAT ABOUT GETTING A JOB ? DO YOU FEEL MORE CONFIDENT THAT YOU'LL GET A JOB AT THE END OF THIS?

Marion - No not really, because when you went to work experience it was different because my boss was always upset you should take bloody half an hour to finish a big book I've never seen before. I should finish it because he think what we do at college is the same thing as I do at work, it was different

Deidre - Yes, but you had an unreasonable boss.

Dawn - That just means we should have more work experience I mean three weeks is just not enough it should continue so you have more work experience

Terry - I didn't gain anything from my work experience it was a waste of time, all I could do was go in and sit around and go to sleep there was nothing to do

Deidre - I had a good work experience, if you can call it work experience the supervisor who was supposed to train me, her father was seriously ill so she had to go to Ireland so it left me sitting there at a computer doing just typing.

SO DO YOU FEEL ANY ADVANTAGES OF COMING ON THE COURSE AT THIS STAGE?

Dawn - Mine was O.K. I could picture the work place, so I could picture myself, someone who works in accounts they had spoken to us in college. So I learn't something about the sort of questions I might ask when going for a job.

CAN YOU THINK ABOUT THE ADVANTAGES AND DISADVANTAGES OF WORKING IN A PARTICULAR PLACE?

Mary - You don't need these exams anyway I can do the job.

WHAT CONVINCED YOU OF THAT?

Mary - because on the work experience I did a good job while I was there and the guy for whom I did work, he sort of gave me a lot more confidence. He said "Well done, that's what I wanted" and so on and at the end of the day he did say I was capable of doing it, he did feel I could do it, and if I was there long enough I would be able to do the job.

ANYONE ELSE WANT TO SAY ANYTHING ABOUT THE WORK EXPERIENCE?

Marion - It was good experience it gave me more confidence

Dawn - Go back to Dawn's very good question, she said "How do you know she's capable of doing the job", because she's capable of doing the job. How do you go out and persuade people that you're capable of doing the job

Mary - The fact I've got qualifications, I've been on other courses and passed those, I've been on business skills. As far as doing the job because I've always had the confidence, but academically I haven't, but I have now. I've achieved in the workplace, it's just a question of going out now and convincing them in the interview. When you get a job the experience will help you

SO WHAT DO YOU THINK ARE THE ADVANTAGES OF COMING ON A COURSE LIKE THIS? WHAT DO YOU GET OUT OF COMING HERE?

Susan - You get experience from the courses as well. If you make out a C.V. so you can show for all those years you have been in college.

Dawn - They know that you will try, you are willing to do something.

WOULD YOU COME ON A COURSE AGAIN

Mary - Yes

Sharon - No I wouldn't, I want to get a job, I've been at it three years now

Dawn - I want to try to get to Polytech

Terry - We're doing five courses, it's a lot of work.

Mary - We're doing work of 'A' level standard, when you get a child of 16 doing 'A' levels they're only allowed to do three a year.

Dawn - Teenagers who go to college that have a long day, we have the kids

Terry - that's exactly what I'm saying

DO YOU ALL INTEND TO GO OUT TO WORK LEAVING THIS COURSE

Dawn - I want to go for further education

Rachel - My little one has just started school, so I think for the next two years I want to go on studying

Deidre - Re-take the exam I want to carry on doing the same sort of thing

Susan - I want to do B.Tech, if you can help me?

Dawn - I want to go to Polytech, I want to do accounts, even when I'm 96 I want to keep going until I get a degree in accounts

Mary - I want to do Marketing

IS THAT STRAIGHT AFTER THIS

Mary - Yes

AT A SIMILAR LEVEL

Mary - Yes

IS THAT BECAUSE YOU HAVEN'T ENJOYED THIS AND WANT TO DO SOMETHING DIFFERENT OR DO YOU WANT TO BUILD ON YOUR EXPERIENCE?

Mary - I want to do a management course and a marketing course eventually

Rachel - I don't see myself getting all the exams but one way or another I would like to get a job

Deidre - I'm going to stay on this course until I get my exams

SUPPOSE YOU GET THEM THIS YEAR?

Deidre - I won't

BE CONFIDENT

Deidre - I won't

ALRIGHT O.K.

Mary - My intentions are to get a job straightaway

Dorothy - I want to get a degree in accounts

Steven - I'm doing a course at the moment but whether I can do the exam or not is another thing, I've got an on going illness that sometimes makes it difficult for me to study it would be nice if I could get a job in accounts

Dorothy - I would like to try to get a job which would give me leeway to go to college until my little boy starts school

ANY PRACTICAL PROBLEMS ABOUT BEING AT COLLEGE

Steven - I feel I'm not getting anywhere with one particular teacher

Dawn - Let me guess

Steven - I don't want to name him

NO OBVIOUSLY NOT

Steven - But its beginning to get quite frustrating

RIGHT

Steven - We're expected to be punctual and contribute and it doesn't feel as if the deal is very fair because we're not getting the same back

Marion - I want to come back and do resits

ANY PARTICULAR PROBLEMS THAT YOU DIDN'T ENVISAGE BEFORE YOU STARTED?

Mary - I didn't know if you didn't get one, you'd haveto do all the exams again

ANY PROBLEMS WITH RUNNING YOUR DAY TO DAY LIFE AND DOING THE COURSE?

Deidre - Money

Dawn - Looking after children

Rachel - Finding time to study

WHAT ABOUT CHILD-CARE ARRANGEMENTS, ANY PROBLEMS THERE?

Marion - No Problems

Mary - Getting to school on time to pick up the kids

YOU HAVE PROBLEMS WITH THE TIME YOU FINISH?

Mary - We have to finish at ten to three to get to school for half three

Dawn - It would be better if the college time-table could fit in with the school. The college and school holidays are different

WHAT ABOUT CHANGES IN YOURSELVES AS PEOPLE SINCE YOU STARTED?

Mary - I get very tired

Marion - I think I'm more confident

YOU'RE MORE CONFIDENT

Dorothy - Yeah - I have a different outlook

A DIFFERENT OUTLOOK. IS IT MORE POSITIVE OR...?

Dorothy - Yeah you want to do things

Dawn - Yeah - You want to get up now - you want to get up in the mornings. Before, every day you were just sitting down watching the telly. You didn't know what was going on - you doing something.

Marion - When I was doing my work experience I always looked forward to getting up in the morning, it wasn't a nice place to work but I still feel better than at home. I began to feel I was very confident.

SO ON THE WHOLE YOU FELT THE WORK EXPERIENCE WAS A VERY GOOD PART OF THE COURSE. ANYTHING ELSE YOU'D LIKE TO SAY AT THIS STAGE?

Mary - While we are at home waiting for the exam results can we go on a work experience? If the college will help us, I mean its not everybody that will have work experience. They may not have a job for you

I'D TALK TO GORDON AND TELL HIM WHAT YOU'D LIKE TO DO AND MAYBE HE COULD TELL YOU WHO TO CONTACT

Dawn - I'd like to join a short course because the other courses start in September so who's going to employ me for January/February and stop two weeks home for kids, go back stop again.

LENTA COLLEGE THREE - November 1990

Group Interviews

WHAT DID YOU TAKE INTO CONSIDERATION WHEN YOU THOUGHT ABOUT COMING HERE? WHAT DID YOU HAVETO THINK ABOUT?

Pat - So I could gain qualifications, so I could go out and get myself a job.

Julie - Just the same as everybody else, there's a lot more you can gain from working as a secretary, than just as a receptionist, lots of people can do that.

Trish - I was at home, and everyone is the same as you, parents. You may be a bit nervous at first, but when you actually come along and find everyone is the same as you, they all have the same plans, it builds up your confidence.

Jill - Even though you're nervous, the second you walk in, everone is the same as you, they're all trying to achieve a purpose

Joan - I came here just to see if the teaching was the same as I have seen in Jamaica. Mainly just to get rid of frustrations at home, I'm at home alone, I prefer to be here at college, to improve on what I had before.

WHAT DID YOU HAVETO TAKE INTO ACCOUNT WHEN YOU CAME HERE?

Trish - Well its closer to home, the school is near.

Jill - If you get someone to pick them up you don't haveto pay for so long if it's near.

SO YOU HAD FINANCIAL CONSIDERATIONS AS WELL AS CHILD CARE CONSIDERATIONS

Jill - Yes, if I hadto get my child somewhere else and then get here I probably wouldn't get here until about half past eleven. But it is financial considerations, when you first come here you just go along to the canteen at lunch time with everybody else, when we first came here the canteen was filled, now it's not.

Annie - It is expensive eating here every day for the past two months.

IS THERE ANYWHERE YOU CAN EAT SANDWICHES?

Annie - Yes that's what I do now, but you haveto get adjusted to that, you haveto think "Come on now, I can't really afford that"

WHAT ABOUT FINANCIAL SUPPORT, DO YOU GET FINANCIAL SUPPORT FOR BEING HERE?

Cath - No, and we've got to pay for exams, they're £3 each

Julie - We were told we'd only have to pay a £1

Trish - It's a problem

Cath - Yeah it's hard

Pat - Because exams are so expensive, I think they're trying to put you off, so you only take them if you're going to pass.

WERE YOU TOLD ABOUT THE EXAM COSTS BEFORE.

Pat - No we didn't know, it is a surprise, cos I could have been putting a pound aside.

Cath - You've got to work out your bills, your rent and everything else £30 is a lot it's not that great an amount of money but it is a lot to find and we weren't warned about that so it is a surprise.

Margaret - There's another problem if I have to take a week off college, if my child is sick, it is a problem, because the terms are so short, a week is a lot. You have to come back in and try to catch up.

Lorna - It's not bad for me, because my children have grown up.

Jill - There's so much homework

Julie - Yeah, there's quite a bit

Joan - It's terrible, getting hold of books

Julie - You have to pay for photocopying

Margaret - You don't really think about things before you come here, well you do think, but you just think I'll sort that out when I come to it

WHAT ABOUT HOLIDAYS DO THEY COINCIDE WITH SCHOOL HOLIDAYS

Trish - Yes they seem to

AND THE HOURS

Trish - Yes they do

Pat - Last year they changed it, the lessons used to start at 10-o'clock and they changed it to nine-o'clock and if we leave children at school we don't get here 'til 20 past

Julie - We had two hours for lunch one day, then we've got to come back for one hour in the afternoon, the timetables been really messed about.

Margaret - We could have come for just three days a week with the timetable we've actually got

Pat - It's just the nine-o'clock start really, by the time we get in we've missed half the lesson, and they don't get a full class, and some teachers can't stand it when people come strolling in at half nine when it's a nine-o'clock start

SO YOU FIND SOME STAFF AREN'T REALLY SYMPATHETIC

Julie - No, I don't think some of them actually realise, they don't ask "Why are you late?"

Jill - No they just give you a look don't they,

Julie - They say "I'm here teaching at 9-o'clock and I'm not going to go over it again just because you come in".

ARE YOU GOING TO GO ON?

Jill - When I started I was only going to do until January, but I thought to myself I want to stay on, five or six months is not really enough, if after five months you come out with an exam you think if I can do that in just five months you've only just started it builds up your confidence to go on.

DOES ANYONE NOT WANT TO STAY ON

Fay - Yes it was the bookkeeping put us off, we used to take days off.

Trish - He's not a very good teacher, he doesn't understand that some of us haven't done any studying, he's got to take it slowly and he doesn't really bother

I WANT TO GET OUT TO WORK

Jill - Some people leave after just two weeks, it just builds their confidence, so they go out and get a job.

Annie - I feel more nervous about going out and getting a job than I was before. I know I've learnt a lot, but it's just the thought of going for an interview.

Jill - You really do get worried about it.

DO YOU FIND THAT INTERVIEW TECHNIQUE AND THAT SORT OF STUFF WORRIES YOU MORE?

Trish - I think it's the hardest thing it's first impression, when they ask you what sort of experience you've had and especially when it's mothers with kids.

Pat - The forms put you down. They ask things like how many children do you have? I tend to end up not bothering I don't think they really need to know these sort of questions

Jill - It puts down your confidence, you think I don't know what I'm going to say and you end up not filling it in

Julie - Especially when they ask you what nationality you are it makes you think.

Trish - Yeah it makes me think they've got a picture of me before I even come along.

Julie - It's important to know what nationality you are, I can see it might be important to know if you're well spoken if it's that sort of job, but if it's a typist I don't see it's important to know whether you're Asian or African

Cath - I'm just going to do typing and word processing, I enjoy that

Julie - I think we all do

Cath - Every job you see that's what they're looking for.

Jill - Every job I went for they ask have you got typing skills, can you use a word processor. That's why I've got to learn it, I can't just say "No " any more

WHAT WILL YOU BE LOOKING FOR IN A JOB? WHAT WILL YOU TAKE INTO ACCOUNT IN A JOB?

Trish - Things like flexibility

YOU NEED FLEXIBLE HOURS?

Trish - Yes

Lorna - Money man

Trish - A bit more understanding, if for some reason you get in late, something can just happen out of the blue, like your child can fall sick so you can just phone to say "I can't come in or whatever" Some sort of arrangement, so you can work back, your holidays or unpaid or whatever.

Julie - So you don't feel when you go in the next day - Oh I've had a day off what are they going to say.

Jill - I think some places you can have time off in school holidays, they employ students or something when you're off. Local.

Pat - A job with some prospects, and to be treated fairly, some people, because you're a woman you're paid less to do the same job I don't think we should be treated like we've just left school.

Trish - Flexible, otherwise you always feel that you're under pressure.

Jill - I think you can work better like that

WILL YOU BE LOOKING FOR WORK USING THE SKILLS YO'VE LEARNT HERE.

Yes

Jill - I wouldn't mind looking for something where they actually encourage you to go on

WHAT DO YOU WANT TO DO WHEN YOU LEAVE HERE?

Jill - Legal secretary

CAN YOU DO THAT HERE

Jill - No, I'd haveto go on to Higher Education

Margaret - I want to have time to go to sports days I think that's important

Trish - Yes that's important, the social life is important

Jill - I prefer to be local while the children are small, but there's not much work locally. It's not that far, but it's the travelling in the rush hour, it can take an hour to get to the city. You've got to get the kid in at a certain time then you haveto get in at a certain time.

Trish - That's why we need the flexible time. It's the pressures, you can start when the child's say seven.

Margaret - It's costly for me because my little boy is at school so I haveto pay a child minder when he's not at school.

Cath - You've got to weigh up if it's worth it, because child care has gone sky high all of a sudden. Someone has my little boy 3.30 to 5 and she charges me thirty pounds a week. You've got to be earning

Margaret - You've got to be earning a lot to do that, you've got to be eaning a lot

SO EVEN WHILE YOU'RE HERE YOU HAVETO PAY FOR CHILD CARE BEFORE AND AFTER COLLEGE

Yes

Jill - Sheila had to leave she couldn't afford £50 a week on child minding fees. She was really distressed and upset, ET said they'd pay and she came and built up her confidence and she was really enjoying it, just coming up to exams and they said they wouldn't pay the child minding fees she couldn't believe it.

Trish - It's selling yourself not "I'm just a housewife". I've brought up two kids, I do all the shopping, I decorate the house properly and you say I'm just a housewife.

Pat - Last year when we said what we were doing we were cringing and ashamed this year we know because we've been home and we've been parents.

Trish - I'm at home doing housework and I think this is good, because the few times when I've not been well the place would just fall apart I don't think that's a good thing but it just goes to show how much we do.

Margaret - And I'll make sure I say this I've been at home and I've studied at the same time.

Cath - You can't get through.

Margaret - Well if they were being honest with themselves they'd know

Pat - We did an interview in tutorials and it was really good just to see how you sat and what you said and I know from what I said all the things I'd say next time. I think that's the best thing we've done since we came here, it's really confidence building

Julie - Work experience is good, employers out there can see what we can do and they'll keep you in mind when we're ready for a job

Trish - Yeah I'd agree with that.

Julie - Two weeks isn't really enough

Jill - Not just to help us find jobs, but afterwards it saves employers money if they've got someone in mind especially a returner plus they'd have all the details

Julie - In the holidays they could give you a weeks work experience.

Appendix 13

13.3.91

Dear Sir/Madam

As a researcher in the Applied Psychology Unit at Cranfield Institute of Technology I am conducting an investigation of decision making processes in adult returners.

The aim of the study is to create a decision making model which will facilitate returners when deciding to enter a training programme and subsequently, employment.

Preliminary investigations have included:

- a) A survey of working mothers employed as teachers in one Education Authority
- b) A survey of 'older workers' employed by a DIY chain
- c) A conference and discussion groups organised by LENTA (London Enterprise) at which students on Business studies courses for adult returners at four London Colleges [REDACTED] were introduced to the research.
- d) Interviews with staff and students at said colleges.

Information from these investigations and from the literature was used to design a questionnaire survey. A pilot study was completed in December.

Results of the pilot study suggest the utility of a larger study. The London Colleges have agreed to circulate a copy of the questionnaire to all students in their Business studies departments, on courses aimed at improving skills for a return to employment. I am contacting a number of colleges nationwide to ask whether they would also be willing to distribute the questionnaire to women returners.

I enclose a copy of the questionnaire for your information. If you are willing to assist in the study by distributing the questionnaire among your students please let me know student numbers and I will send the appropriate number of questionnaires. Each questionnaire would be in an envelope with a covering letter and freepost reply envelope. There will be no obligation on individuals to participate: surveys may be completed anonymously, confidentiality and privacy are assured. A summary of results will be made available to all interested parties.

If you wish to discuss the research please do not hesitate to contact either myself or Dr Rachel Asch in the Applied Psychology unit.

This research offers practical benefits and initial work shows that students welcome the opportunity to contribute.

I look forward to hearing from you.

Yours sincerely



Lesley Sumner MSc

Appendix 14

Employment Re-training Survey 1

Respondent Number.....

1. ABOUT YOURSELF

Please write the answer or tick the appropriate box.

1) How old are you? [] yrs

2) Female [] Male []

3) Which of the following best describes your marital status?

Single [] Married/Co-habiting []

Widowed [] Separated/Divorced []

4) Do you have children? Yes [] No []

If the answer to question 4 is Yes please answer question 5. If the answer is No please go to question 6.

5) What are the ages of your children? [] [] []

[] [] []

In order to monitor equality of opportunity in the admission of students to courses, and subsequent employment, it would be helpful if you could answer the following questions.

6) Is English your first language? Yes [] please go to Q.9

No []

7) Do you have difficulty with written English? Yes []

No []

8) Has your college given you extra tuition in English language skills? Yes []

No []

9) How would you describe your ethnic origin?.....

.....

10) Do you have any disabilities? Yes []

No []

Any further comments?.....

.....

2. ABOUT FAMILY CARE

1) Has it been necessary for you to make arrangements for the care of any dependents to enable you to attend the course?

Yes []
No [] please go to the next section.

2) Please specify the nature of child/dependent care arrangements.....

.....

3. YOUR EDUCATION

1) Do you have any formal educational qualifications? Yes []
No []

2) What is the highest educational qualification you hold?
e.g. C.S.E., Degree etc

.....

3) Do you have any other qualifications? Yes [] No []

If Yes please specify.....

4) Do you have any skills for which you do not have formal qualifications?
e.g. household management, voluntary work

Yes [] No []

If Yes please specify.....

.....

4. YOUR EMPLOYMENT HISTORY

Please answer the following only if you have been in paid employment at any time in the past.

1) Were you in paid employment immediately before starting the course?

Yes [] please go to Q.3 No []

2) How long is it since you were in paid employment?.....yrs.

3) Was your most recent job? Full-time [] Part-time []

5. THE COURSE

1) Are you receiving any assistance in financing the course?

Yes [] No [] please go to Q.3

2) What is the source of this assistance?.....

3) Any further comments about financial considerations related to being on the course.

.....

4) Where did first hear about the course?.....

.....

5) Were you given any counselling/advice about which course you should take?

Yes [] If YES go to question 7
No []

6) Would you have found some advice/counselling useful?

Yes []
No []

7) Is counselling available on the course:

a) over problems that might affect your studies?

Yes []
No []

b) concerning what you should do on completing the course?

Yes []
No []

Any further comments?.....

.....

8) Why did you choose the course you are doing?.....

.....

Please complete the following scale only if you were not in paid employment immediately before starting this course. If you have come on the course straight from a job then please go straight to question 10.

9) How important were the following factors in influencing your decision to take a re-training course? Using a 7 point scale from 1 - Not at all important to 7 - Very important.

	Not at all important				Very important		
Lack of stimulation at home	1	2	3	4	5	6	7
I had time on my hands	1	2	3	4	5	6	7
I was lonely at home	1	2	3	4	5	6	7
I was bored at home	1	2	3	4	5	6	7

Now please go to question 11

Please complete the following scale if you have come on the course straight from a job

10) How important were the following factors in influencing your decision to take a re-training course? Using a 7 point scale from 1 - Not at all important to 7 - Very important.

	Not at all important				Very important		
I was bored in my previous job	1	2	3	4	5	6	7
I had been in my old job too long	1	2	3	4	5	6	7
My job lacked career prospects	1	2	3	4	5	6	7
The working conditions were not ideal	1	2	3	4	5	6	7
The job was difficult to get to	1	2	3	4	5	6	7

Any further comments?.....

THE COURSE continued

11) How important were the following factors in influencing your decision to take a re-training course? Using a 7 point scale from 1 - Not at all important to 7 - Very important.

	Not at all			Very			
	important			important			
	1	2	3	4	5	6	7
Growing independence of children	1	2	3	4	5	6	7
To learn new skills	1	2	3	4	5	6	7
To refresh existing skills	1	2	3	4	5	6	7
To improve my employment prospects	1	2	3	4	5	6	7
I was encouraged by my friends/family	1	2	3	4	5	6	7
I felt like a change	1	2	3	4	5	6	7
I felt I was not fulfilling my potential	1	2	3	4	5	6	7
To improve my financial prospects	1	2	3	4	5	6	7
I anticipated greater respect from my friends/family	1	2	3	4	5	6	7
I anticipated greater respect from society	1	2	3	4	5	6	7
I lacked self confidence	1	2	3	4	5	6	7
I lacked self-esteem	1	2	3	4	5	6	7
My family circumstances had changed	1	2	3	4	5	6	7
My financial circumstances had changed	1	2	3	4	5	6	7

Any further comments?.....

THE COURSE continued

12) To what extent do you agree or disagree with the following statements about being on the course? Using a 7 point scale from 1 - Very strongly disagree to 7 - Very strongly agree. (4 is Neither agree Nor disagree).

	Very strongly disagree			Very strongly agree			
	1	2	3	4	5	6	7
It gives me a sense of personal worth	1	2	3	4	5	6	7
It gives structure to my life	1	2	3	4	5	6	7
It gives me a sense of personal identity	1	2	3	4	5	6	7
I lack confidence meeting new people	1	2	3	4	5	6	7
I find it difficult to get back to study after long college holidays	1	2	3	4	5	6	7
It enables me to meet new friends	1	2	3	4	5	6	7
I am worried about money	1	2	3	4	5	6	7
It enables me to use my abilities	1	2	3	4	5	6	7
I meet with opposition from my family	1	2	3	4	5	6	7
I am concerned about my ability to perform well in exams	1	2	3	4	5	6	7
I find the lack of text books to take home a problem	1	2	3	4	5	6	7
I have more self-confidence	1	2	3	4	5	6	7
I find it difficult to cope with the volume of work involved in doing the course and home and family responsibilities	1	2	3	4	5	6	7
I have a better social life	1	2	3	4	5	6	7
The student counselling is helpful	1	2	3	4	5	6	7
My life is more interesting	1	2	3	4	5	6	7
I would like more work experience	1	2	3	4	5	6	7
I am fulfilling my potential	1	2	3	4	5	6	7

continued on next page

THE COURSE continued

I enjoy being on the course	1	2	3	4	5	6	7
I find it difficult to arrange family care	1	2	3	4	5	6	7
Collecting children from school is difficult after college	1	2	3	4	5	6	7
The mismatch of school and college holidays is a problem	1	2	3	4	5	6	7
My family/friends recognise a positive change in me	1	2	3	4	5	6	7
I have problems with transport to college	1	2	3	4	5	6	7
I am concerned about my ability to convince employers of my competence	1	2	3	4	5	6	7

Any further comments?.....

.....

THE COURSE continued

13) Thinking of the past few weeks, how much of the time has your course made you feel each of the following? Using a 7 point scale from 1 - Never to 7 - All of the time.

	Never				All of the time		
	1	2	3	4	5	6	7
Tense	1	2	3	4	5	6	7
Cheerful	1	2	3	4	5	6	7
Gloomy	1	2	3	4	5	6	7
Contented	1	2	3	4	5	6	7
Uneasy	1	2	3	4	5	6	7
Depressed	1	2	3	4	5	6	7
Enthusiastic	1	2	3	4	5	6	7
Worried	1	2	3	4	5	6	7
Miserable	1	2	3	4	5	6	7
Calm	1	2	3	4	5	6	7
Relaxed	1	2	3	4	5	6	7
Optimistic	1	2	3	4	5	6	7

Any further comments?.....

.....

THE COURSE continued

14) To what extent do you agree or disagree with the following statements?
Using a 7 point scale from 1 - Very strongly disagree to 7 - Very strongly agree (4 - Neither agree Nor disagree)

	Very strongly disagree			Very strongly agree			
	1	2	3	4	5	6	7
I can do the course well	1	2	3	4	5	6	7
I sometimes think I'm not very good at doing the course	1	2	3	4	5	6	7
I can deal with just about any problem on the course	1	2	3	4	5	6	7
I find the course quite difficult	1	2	3	4	5	6	7
I feel I am better than most people at tackling difficulties on the course	1	2	3	4	5	6	7
On the course I often have trouble coping	1	2	3	4	5	6	7
On the course I like to set myself challenging targets	1	2	3	4	5	6	7
I am not very interested in the course	1	2	3	4	5	6	7
I enjoy doing new things on the course	1	2	3	4	5	6	7
I prefer to avoid difficult activities on the course	1	2	3	4	5	6	7
On the course. I make a special effort to keep trying when things seem difficult	1	2	3	4	5	6	7
I am not very concerned how things turn out on the course	1	2	3	4	5	6	7
After I leave the college. I keep worrying about course problems	1	2	3	4	5	6	7
I find it difficult to unwind at the end of a day at college	1	2	3	4	5	6	7
I feel used up at the end of a day at college	1	2	3	4	5	6	7
My course makes me feel quite exhausted at the end of the college day	1	2	3	4	5	6	7

Any further comments?.....

6. ABOUT YOUR LIFE OUTSIDE COLLEGE

Turn your attention away from college and think about other parts of your life, your family and spare-time activities.

1) Thinking of the past few weeks, how much of the time have you felt each of the following? Using a 7 point scale from 1 - Never to 7 - All of the time.

	Never				All the time		
	1	2	3	4	5	6	7
Tense	1	2	3	4	5	6	7
Cheerful	1	2	3	4	5	6	7
Gloomy	1	2	3	4	5	6	7
Contented	1	2	3	4	5	6	7
Uneasy	1	2	3	4	5	6	7
Depressed	1	2	3	4	5	6	7
Enthusiastic	1	2	3	4	5	6	7
Worried	1	2	3	4	5	6	7
Miserable	1	2	3	4	5	6	7
Calm	1	2	3	4	5	6	7
Relaxed	1	2	3	4	5	6	7
Optimistic	1	2	3	4	5	6	7

Any further comments?.....

.....

ABOUT YOUR LIFE OUTSIDE COLLEGE continued

2) To what extent do you agree or disagree with the following statements about your life outside college. Using a 7 point scale from 1 - Very strongly disagree to 7 - Very strongly agree. (4 - Neither agree Nor disagree)

	Very strongly disagree			Very strongly agree			
	1	2	3	4	5	6	7
I can deal with just about any problem in my non-college life	1	2	3	4	5	6	7
I sometimes think I am not very competent in my non college life	1	2	3	4	5	6	7
Most things I do I do well	1	2	3	4	5	6	7
I find my non-college life quite difficult	1	2	3	4	5	6	7
I feel I am better than most people at tackling difficulties	1	2	3	4	5	6	7
I often have trouble coping in my non-college life	1	2	3	4	5	6	7
I enjoy doing new things in my non college life	1	2	3	4	5	6	7
I am not very interested in the world around me	1	2	3	4	5	6	7
I like to set myself challenging targets in my non-college life	1	2	3	4	5	6	7
I prefer to avoid difficult activities in my non-college life	1	2	3	4	5	6	7
I make a special effort to keep trying when things seem difficult	1	2	3	4	5	6	7
I am not very concerned how things turn out in my non-college life	1	2	3	4	5	6	7

Any further comments?.....

7. AFTER THE COURSE

1) Do you intend to complete the course?

Yes [] No [] *please complete the following*

a) I do not intend to complete the course because.....

.....
b) Have you sought counselling / advice about leaving the course?.....

2) Do you intend to seek paid employment on completion of/ leaving the course?

Yes [] *Please go to Q.3* No [] *please complete the following*

I do not intend to seek paid employment because.....

.....*Please go to the end of this page*

3) How important are the following factors in influencing your decision to seek work or take paid employment either on completion of/ or leaving further education. Using a 7 point scale from 1 - Not at all important to 7 - Very important.

	Not at all important			Very important			
	1	2	3	4	5	6	7
Financial independence	1	2	3	4	5	6	7
Supporting the family income	1	2	3	4	5	6	7
Position in society associated with paid work	1	2	3	4	5	6	7
Flexible working arrangements	1	2	3	4	5	6	7
Good facilities for the care of my children / dependents	1	2	3	4	5	6	7
Help at home	1	2	3	4	5	6	7
Training opportunities	1	2	3	4	5	6	7
Good job prospects	1	2	3	4	5	6	7
Good pension and/or benefits	1	2	3	4	5	6	7
Ease of transport to work	1	2	3	4	5	6	7

Any further comments on the items on this questionnaire?.....

.....

Thankyou for completing this questionnaire please return it in the reply paid envelope as soon as possible

Appendix 15

6th December 1990

Dear Student

As a member of the Applied Psychology Unit at Cranfield Institute of Technology I am conducting an investigation into the expectations and experiences of students who enter re-training courses.

This research is being conducted with the co-operation of the London Enterprise Training Agency; [REDACTED], [REDACTED]
[REDACTED].

The questionnaire is being circulated to all mature students of business studies in the participating colleges. We would be grateful for any comments that you may have on items in the questionnaire and would appreciate your returning it as soon as possible.

Your name and address are required so that, with your agreement, your evaluation of the course throughout its duration and into employment can be monitored. However, this information will be kept separately from your completed form and only the researcher will have access to it. Confidentiality is assured.

While we welcome your views, you are under no obligation to participate. I shall be visiting your college to discuss the project and you will have the opportunity to express your point of view and to participate in further surveys. I hope you will take the opportunity of this research to share your experiences with a view to assisting others in the future.

Many of the questions are in the form of rating scales, while they may appear rather long, they will not take much time to complete and, hopefully, you will find them interesting.

Results of the study will be made available to all participating in the research.

Should you have any queries or comments please do not hesitate to contact either myself or Dr Rachel Asch at the above address.

A reply-paid envelope is enclosed for the return of the completed questionnaire.

Thank you for your co-operation.

Yours sincerely



Appendix 15a

22. 2. 91

Dear Student,

Thankyou for completing the questionnaire sent to you at the end of last term. If you have not already returned the questionnaire please do so as soon as possible so that the results of the study can be analysed. It is anticipated that the findings from this study will help students in the future, so your participation is important. We are interested in your experiences and opinions, there are no 'right answers'. If you have any queries please do not hesitate to contact me.

Yours sincerely



Lesley Sumner

Respondent Number..... Appendix 16

*Please write the answer or tick the appropriate box***A. ABOUT YOURSELF**

- 1) How old are you? [] yrs Range 16 - 62 yrs.
- 2) Female [949] Male [69]
- 3) Which of the following best describes your marital status?
 Single [369] Married/Co-habiting [478]
 Widowed [19] Separated/Divorced [169]

In order to monitor equality of opportunity in the admission of students to courses, and subsequent employment, it would be helpful if you could answer the following questions.

- 4) Is English your first language? Yes [919] No [99]
- 5) Do you have difficulty with written English? Yes [99] No [919]
- 6) Has your college offered you extra tuition in English language skills? Yes [449] No [569]
- 7) How would you describe your ethnic origin?.....
- 8) Do you have any disabilities? Yes [69] No [949]

B. COUNSELLING

- 1) Were you given any counselling/advice/information about which course you should take?
 Yes [539] If Yes please go to Q.3 No [479]
- 2) Would you have found some counselling useful in making your choice?
 Yes [519] No [499]
- 3) Is counselling available to you now that you are on the course?
 Yes [869] If Yes please go to Q.5
 No [149] If No please answer Q.4
- 4) Would you find counselling useful? Yes [689] No [329]
Now please go to the next page
- 5) Have you used counselling or sought advice while on the course?
 a) over problems that might affect your studies? Yes [489] No [529]
 b) concerning what you should do on completing the course? Yes [449] No [569]

C. ABOUT FAMILY CARE

1) Do you have any dependent children/relatives living with you?

Yes [619] No [394] Please go to section D

2) What age are your children/dependents?

Under school age [] 5 - 12 yrs [] 12 - 16 yrs []

Over 16yrs [] Adult dependents []

3) Has it been necessary for you to make arrangements for the care of your dependents to enable you to attend the course?

Yes [459] No [556] Please go to the next section

2) Please specify the nature of child/dependent care arrangements.....

.....

D. YOUR EDUCATION

1) Do you have any formal educational qualifications?

Yes [778] No [238] If No please go to Q.3

2) What is the highest educational qualification you hold? e.g. C.S.E.,

Degree etc.....

3) Do you have any other qualifications? Yes [538] No [476]

If Yes please specify.....

4) Do you have any skills for which you do not have formal qualifications?
e.g. household management, voluntary work, driving licence

Yes [888] No [128]

If Yes please specify.....

.....

Any further comments?.....

.....

E. YOUR EMPLOYMENT HISTORY

1) Have you ever been in paid employment?

Yes [95%] Please answer all the following
No [5%] If No please go to section F

2) Were you in paid employment immediately before starting the course?

Yes [54%] please go to Q. 4 No [46%] Please answer the following

3) How long is it since you were in paid employment?.....mths.

4) Was your most recent job? Full-time [54%] Part-time [46%]

5) In the past have you had a job that required you to use business/office skills?

Yes [74%] No [26%]

F. THE COURSE

1) College Attended.....

2) Course Title.....

3) Present Level of Study:

Beginner [] Intermediate [] Advanced []

Other [] Please specify.....

4) Starting date at collegeExpected finishing date.....

5) If this is not your first course since returning to study please describe any courses that you have completed.....

.....

6) Are you receiving any assistance in financing the course?

Yes [54%] Please answer the following No [46%] Please go to Q. 8

7) What is the source of this assistance?.....

.....

8) Where did first hear about the course?.....

9) Why did you choose the course you are doing?.....

.....

Any further comments?.....

.....

G. THINKING ABOUT COMING TO COLLEGE

We are interested in your decision making before you came to college. Try not to be influenced by what has happened since you started your course.

Please answer the following scale only if you were not in paid employment immediately before starting this course. If you have come straight from previous employment please answer Q.2

1) FOR STUDENTS WHO WERE NOT IN PAID EMPLOYMENT IMMEDIATELY BEFORE THE COURSE
Try to think back to before you started college. These are some of the factors that people have said that they considered when deciding whether to start a college course. How important were they in your decision to take a re-training course? Using a 7 point scale from 1 - Not at all important, to 7 - Very important.

	Not at all important			Very important			
<i>Please ring one number in each line</i>							
I had time on my hands	1 14%	2 6%	3 14.5%	4 14.5%	5 14%	6 10%	7 24%
I was lonely at home	1 36%	2 13%	3 13%	4 8%	5 9%	6 6%	7 16%
I was bored at home	1 29.5%	2 3%	3 4%	4 16%	5 11%	6 9%	7 28%
I had a poor self-image being at home	1 31%	2 10%	3 8%	4 13%	5 4%	6 7%	7 24%
I did not feel important being at home	1 30%	2 12%	3 7%	4 11%	5 4%	6 8%	7 28%

Now please go to Q.3 on P.5.

2) FOR STUDENTS WHO HAVE COME STRAIGHT FROM PREVIOUS PAID EMPLOYMENT

Please answer these questions only if you have come straight from previous employment

Try to think back to before you started at college. These are some of the factors that people have said they considered when deciding whether to start a college course. How important were they in your decision to take a re-training course? Using a 7 point scale from 1 - Not at all important, to 7 - Very important.

	Not at all important			Very important			
<i>Please ring one number in each line</i>							
I was bored in my previous job	1 26%	2 7%	3 7%	4 11%	5 11%	6 7%	7 31%
My job lacked career prospects	1 13.5%	2 2%	3 4%	4 8%	5 7%	6 13.5%	7 52%
The working conditions were unsatisfactory	1 39%	2 13%	3 5%	4 10%	5 11%	6 3%	7 19%
I was threatened with redundancy/job loss	1 4.76%	2 5%	3 4%	4 3%	5 15%	6 6%	7 10%

Now please go to P.5

3) FOR EVERYONE

Try to think back to before you started college. These are some of the factors that people have said that they considered when deciding whether to start a college course.

How important were they in your decision to take a re-training course? Using a 7 point scale from 1 - Not at all important, to 7 - Very important.

	Not at all important			Very important			
<i>Please ring one number in each line</i>							
I wanted to learn new skills	1 1%	2 1%	3 2%	4 3%	5 6%	6 9%	7 77%
I wanted to refresh my existing skills	1 19%	2 4%	3 6%	4 10%	5 10%	6 11%	7 40%
I wanted to improve my employment prospects	1 3%	2 1%	3 2%	4 5%	5 6%	6 6%	7 77%
I felt I was not fulfilling my potential	1 3%	2 1%	3 4%	4 7%	5 11%	6 14%	7 61%
I wanted to improve my earning power	1 8%	2 2%	3 5%	4 13%	5 14%	6 11%	7 46%
I anticipated greater respect from people who are important to me	1 25%	2 8%	3 10%	4 17%	5 13%	6 8%	7 19%
I wanted to improve my self-confidence	1 11%	2 4%	3 6%	4 8%	5 15%	6 12%	7 45%
I wanted to improve my self-esteem	1 11%	2 4%	3 6%	4 11%	5 14%	6 13%	7 41%
I felt depressed	1 46%	2 13%	3 8%	4 9%	5 4%	6 6%	7 14%
I wanted to improve my financial security in the long term	1 11%	2 4%	3 6%	4 12%	5 9%	6 15%	7 45%
I felt I was not getting anywhere with my life	1 16%	2 6%	3 5%	4 12%	5 11%	6 12%	7 38%
My family/friends encouraged me	1 22%	2 6%	3 9%	4 17%	5 13%	6 8%	7 25%
I wanted to do something for me	1 4%	2 1%	3 2%	4 8%	5 5%	6 14%	7 65%
I wanted a better standard of living for my family in the long term	1 15%	2 3%	3 6%	4 11%	5 11%	6 7%	7 46%

4) Sometimes people come to college because of a change in their lives. This may either give an opportunity or force a change. Is this true for you?

	Very much worse			Not changed		Very much better	
My finances had become	1 13%	2 6%	3 9%	4 64%	5 3%	6 1%	7 3%
My family circumstances had changed and become	1 10%	2 5%	3 6%	4 57%	5 8%	6 5%	7 8%

5) FOR EVERYONE

These are some of the 'risks' people have said they take into account when deciding to start a college course. Try to think back to before you started and show how much consideration you gave them when deciding to start your course. Using a 7 point scale from 1 - None at all, to 7 - A great deal.

	None at all							A great deal						
<i>Please ring one number in each line</i>														
I may have financial difficulties	1	2	3	4	5	6	7	32%	7%	10%	14%	11%	10%	16%
I will have less time for my family/friends	1	2	3	4	5	6	7	22%	10%	13%	17%	11%	15%	12%
I will have less time to make money	1	2	3	4	5	6	7	43%	10%	12%	13%	5%	6%	11%
I will have less time for recreation	1	2	3	4	5	6	7	30%	14%	15%	15%	12%	6%	7%
I may feel selfish doing what I want	1	2	3	4	5	6	7	15%	11%	13%	11%	1%	2%	9%
I am anxious about meeting new people	1	2	3	4	5	6	7	35%	12%	10%	15%	9%	8%	11%
The stress of taking exams worries me	1	2	3	4	5	6	7	21%	11%	10%	13%	13%	12%	20%
I will have considerable time pressure	1	2	3	4	5	6	7	20%	8%	10%	17%	17%	12%	16%
Access to text-books etc may be a problem	1	2	3	4	5	6	7	56%	11%	10%	11%	6%	3%	3%
People whose opinions I value may not like the idea	1	2	3	4	5	6	7	60%	13%	6%	8%	7%	4%	2%
I may find travelling to college difficult	1	2	3	4	5	6	7	63%	11%	5%	5%	6%	5%	5%
I may be choosing the wrong course for me	1	2	3	4	5	6	7	47%	11%	10%	10%	10%	5%	7%
I am unsure of my ability to perform well in the course	1	2	3	4	5	6	7	21%	11%	12%	15%	12%	9%	17%
I may not be treated like an adult	1	2	3	4	5	6	7	62%	12%	7%	8%	4%	3%	4%
Tutors may not realise my difficulties in returning to education after a long break	1	2	3	4	5	6	7	41%	14%	11%	10%	8%	6%	10%
Organising my life around college may be difficult	1	2	3	4	5	6	7	29%	12%	12%	13%	12%	10%	12%

6) FOR STUDENTS WITH CHILDREN/DEPENDENTS

Please answer the following if you have children or other dependents. If you do not please go to Section H on P.8

These are some of the potential problems that may arise when doing a college course. Try to think back to before you started the course and show how much consideration you gave them when deciding to start your course? Using a 7 point scale from 1 - None at all, to 7 - A great deal.

None at all A great deal

Please ring one number in each line

Possible problems with arranging family care

1	2	3	4	5	6	7
27%	10%	9%	13%	11%	9%	22%

The possibility that staff would not understand the problems of being a parent and student

1	2	3	4	5	6	7
31%	14%	9%	12%	10%	11%	13%

Possible difficulties in collecting the children after college

1	2	3	4	5	6	7
40%	10%	8%	7%	6%	9%	20%

The possibility that course work would leave me with less time with my children

1	2	3	4	5	6	7
22%	4%	8%	14%	10%	13%	26%

If child-care costs are relevant please answer the next scale

None at all A great deal

Possible difficulties in covering child-care costs

1	2	3	4	5	6	7
38%	2%	8%	7%	6%	6%	33%

If you have young children at school please answer the next scale

None at all A great deal

Possible problems of the mismatch of school hours and college hours

1	2	3	4	5	6	7
34%	9%	11%	10%	6%	7%	24%

Possible difficulties in attending functions at my children's school

1	2	3	4	5	6	7
27%	2%	15%	8%	7%	13%	28%

Any further comments.....

.....

Now please go to P.8

H. BEING AT COLLEGE NOW

This section relates to how things are now.

FOR EVERYONE

1) These are some of the things that people say about being at college.

To what extent do you agree or disagree with the following statements? Using a 7 point scale from 1 - Very strongly disagree, to 7 - Very strongly agree.

(4 is Neither agree Nor disagree)

	Very strongly disagree			Very strongly agree			
<i>Please ring one number in each line</i>							
I am using my time constructively	1 18	2 38	3 48	4 128	5 148	6 248	7 408
I have met new friends	1 18	2 18	3 58	4 108	5 208	6 218	7 438
I am less bored now	1 88	2 38	3 48	4 198	5 178	6 178	7 318
I have learnt new skills	1 08	2 08	3 18	4 48	5 98	6 228	7 618
I have improved the skills I had	1 38	2 18	3 38	4 138	5 138	6 188	7 448
The skills I have learned have improved my career options	1 28	2 28	3 38	4 128	5 138	6 228	7 468
I am able to use my abilities	1 18	2 18	3 28	4 98	5 198	6 258	7 438
I have improved my chances of earning a good salary	1 58	2 38	3 48	4 198	5 138	6 208	7 368
I feel more valued by people who are important to me	1 128	2 68	3 108	4 278	5 128	6 118	7 228
I have an increased sense of personal worth	1 48	2 48	3 48	4 168	5 208	6 218	7 318
I have more self confidence	1 48	2 28	3 68	4 148	5 228	6 208	7 328
I have more self esteem	1 58	2 38	3 78	4 148	5 238	6 208	7 288
Being at college is expensive for me	1 308	2 128	3 118	4 208	5 128	6 48	7 118
It is difficult to cope with the work involved in doing the course and home and family responsibilities	1 228	2 88	3 108	4 188	5 168	6 128	7 148.
I do not have enough time with my family/friends	1 258	2 98	3 148	4 198	5 178	6 88	7 88.
I do not have time to earn extra cash	1 288	2 78	3 108	4 198	5 108	6 98	7 118
I feel I am doing something positive with my life	1 18	2 18	3 18	4 98	5 138	6 178	7 588
I feel guilty about going to college	1 628	2 98	3 68	4 108	5 58	6 38	7 58
I enjoy being on the course	1 18	2 18	3 18	4 78	5 118	6 208	7 618

H) BEING AT COLLEGE Q.1 continued

	Very strongly disagree				Very strongly agree		
<i>Please ring one number in each line</i>							
I do not have enough time to do the things I enjoy doing outside college	1 249	2 119	3 149	4 209	5 169	6 89	7 49
I have gained confidence in meeting new people	1 59	2 39	3 49	4 209	5 279	6 189	7 239
I am concerned about my ability to perform well in exams	1 99	2 59	3 89	4 159	5 199	6 149	7 279
I have a greater sense of personal identity	1 69	2 49	3 59	4 239	5 239	6 199	7 219
I find the lack of text books to take home a problem	1 449	2 129	3 109	4 169	5 69	6 39	7 99
I meet with opposition from people who are important to me	1 549	2 129	3 119	4 139	5 59	6 19	7 49
Transport to college is difficult	1 619	2 109	3 79	4 109	5 49	6 39	7 59
My family/friends recognise a positive change in me	1 109	2 69	3 99	4 289	5 179	6 139	7 149
I have improved my chances of getting a job with good working conditions	1 59	2 39	3 49	4 199	5 189	6 209	7 319
I am happy that I am performing well on the course	1 29	2 19	3 59	4 129	5 249	6 229	7 349
I feel I am doing what is right for me	1 19	2 19	3 29	4 99	5 149	6 209	7 539.
I am treated like an adult	1 29	2 29.	3 29	4 109	5 169	6 239	7 459.
My life is better organised	1 79	2 59	3 69	4 259	5 229	6 149	7 219
I am pleasing myself not just others	1 29	2 19	3 29	4 149	5 149	6 249	7 439.
Some tutors do not take into account the difficulties in returning to education	1 369	2 109	3 119	4 169	5 109	6 89	7 99.
I feel I have improved my chances of financial security	1 89	2 59	3 59	4 209	5 229	6 159	7 259.
I believe I have improved my chances of finding a secure job	1 69	2 49	3 59	4 209	5 229	6 159	7 289
I am improving my family's financial future	1 129	2 49	3 79	4 229	5 169	6 139	7 269

FOR STUDENTS WITH CHILDREN/DEPENDENTS

Please answer the following if you have children or other dependents.
If you do not please go to P.11. and answer sections I, J. & K.

2) These are some of the things that people say about being at college.
To what extent do you agree or disagree with the following statements? Using a
7 point scale from 1 - Very strongly disagree, to 7 - Very strongly agree.
(4 is Neither agree Nor disagree)

	Very strongly disagree			Very strongly agree			
<i>Please ring one number in each line</i>							
I find it difficult to arrange family care	1	2	3	4	5	6	7
	40%	13%	8%	12%	11%	6%	10%
Collecting the children after college is sometimes a problem	1	2	3	4	5	6	7
	41%	12%	9%	14%	6%	6%	12%
I am spending less quality time with my children	1	2	3	4	5	6	7
	28%	14%	9%	18%	10%	9%	12%
Some members of staff are unsympathetic to the problems of being a parent and student	1	2	3	4	5	6	7
	44%	18%	7%	12%	6%	6%	4%

If you are paying for child-care please answer the next scale

The child-care costs are difficult to manage	1	2	3	4	5	6	7
	32%	12%	10%	5%	9%	5%	27%

If you have young children at school please answer the next scale

I find the mismatch of school hours and college hours a problem	1	2	3	4	5	6	7
	42%	11%	7%	12%	8%	6%	14%
Attending school concerts etc. is difficult	1	2	3	4	5	6	7
	32%	8%	7%	16%	8%	15%	14%

Any further comments?.....

.....
.....

Now please go to P.11 and answer sections I, J. & K.

SECTIONS I., J. & K. ARE FOR EVERYONE

I. YOUR WELL BEING AT COLLEGE

The next two sections I. & J. are very similar, but one is about your life at college and the other about your life outside college. It is important to answer both sections to help with our understanding of the influence of your college life on your overall well-being.

1) Thinking of the past few weeks, how much of the time has your course made you feel each of the following? Using a 7 point scale from 1 - Never, to 7 - All of the time.

	Never							All of the time						
<i>Please ring one number in each line</i>														
Tense	1	2	3	4	5	6	7	138	108	198	218	248	108	48
Cheerful	1	2	3	4	5	6	7	18	28	68	188	358	258	138
Gloomy	1	2	3	4	5	6	7	358	198	168	148	108	28	18
Contented	1	2	3	4	5	6	7	28	68	98	238	288	188	48
Uneasy	1	2	3	4	5	6	7	288	168	178	188	168	58	18
Depressed	1	2	3	4	5	6	7	448	188	118	138	98	38	18
Enthusiastic	1	2	3	4	5	6	7	28	28	48	138	258	308	238
Worried	1	2	3	4	5	6	7	178	168	138	198	168	118	48
Miserable	1	2	3	4	5	6	7	508	208	118	128	38	38	18
Calm	1	2	3	4	5	6	7	78	98	138	298	218	118	98
Relaxed	1	2	3	4	5	6	7	98	88	168	298	188	118	98
Optimistic	1	2	3	4	5	6	7	28	38	58	168	238	248	278

Any further comments?.....

YOUR WELL BEING AT COLLEGE continued

2) To what extent do you agree or disagree with the following statements?
Using a 7 point scale from 1 - Very strongly disagree to 7 - Very strongly agree (4 - Neither agree Nor disagree)

	Very strongly disagree			Very strongly agree			
<i>Please ring one number in each line</i>							
I can do the course well	1 28	2 18	3 48	4 19	5 32	6 20	7 23
I sometimes think I'm not very good at doing the course	1 19	2 18	3 14	4 17	5 18	6 7	7 7
I can deal with just about any problem on the course	1 4	2 9	3 17	4 23	5 21	6 15	7 11
I find the course quite difficult	1 20	2 18	3 17	4 17	5 14	6 9	7 5
I feel I am better than most people at tackling difficulties on the course	1 11	2 12	3 19	4 32	5 13	6 6	7 6
On the course I often have trouble coping	1 33	2 17	3 14	4 16	5 9	6 5	7 5
On the course I like to set myself challenging targets	1 6	2 11	3 8	4 23	5 20	6 16	7 16
I am not very interested in the course	1 67	2 10	3 5	4 5	5 5	6 3	7 5
I enjoy doing new things on the course	1 19	2 18	3 38	4 58	5 21	6 26	7 43
I prefer to avoid difficult activities on the course	1 35	2 19	3 10	4 16	5 10	6 7	7 4
On the course. I make a special effort to keep trying when things seem difficult	1 19	2 28	3 38	4 108	5 24	6 28	7 35
I am not very concerned how things turn out on the course	1 65	2 14	3 6	4 6	5 38	6 28	7 48
After I leave the college. I keep worrying about course problems	1 35	2 14	3 9	4 17	5 12	6 7	7 7
I find it difficult to unwind at the end of a day at college	1 33	2 15	3 10	4 13	5 12	6 8	7 10
I feel used up at the end of a day at college	1 23	2 14	3 11	4 14	5 15	6 10	7 13
My course makes me feel quite exhausted at the end of the college day	1 23	2 12	3 10	4 18	5 16	6 11	7 10

J. ABOUT YOUR LIFE OUTSIDE COLLEGE

Turn your attention away from college and think about other parts of your life, your family and spare-time activities.

1) Thinking of the past few weeks, how much of the time have you felt each of the following? Using a 7 point scale from 1 - Never, to 7 - All of the time.

	Never							All the time						
<i>Please ring one number in each line</i>														
Tense	1	2	3	4	5	6	7	118	178	198	188	218	118	148
Cheerful	1	2	3	4	5	6	7	19	18	78	198	358	258	128
Gloomy	1	2	3	4	5	6	7	298	258	158	168	118	38	18
Contented	1	2	3	4	5	6	7	38	48	128	248	268	198	128.
Uneasy	1	2	3	4	5	6	7	238	218	208	188	128	58	18.
Depressed	1	2	3	4	5	6	7	328	238	128	158	118	168	18
Enthusiastic	1	2	3	4	5	6	7	88	38	58	158	298	288	178
Worried	1	2	3	4	5	6	7	168	158	168	208	218	78	58.
Miserable	1	2	3	4	5	6	7	368	258	158	128	68	58	18
Calm	1	2	3	4	5	6	7	48	78	138	308	228	158	108
Relaxed	1	2	3	4	5	6	7	48	78	138	268	248	178	98.
Optimistic	1	2	3	4	5	6	7	18	28	58	188	248	248	268

Any further comments?.....

ABOUT YOUR LIFE OUTSIDE COLLEGE continued

2) To what extent do you agree or disagree with the following statements about your life outside college. Using a 7 point scale from 1 - Very strongly disagree, to 7 - Very strongly agree.
(4 - Neither agree, Nor disagree)

	Very strongly disagree			Very strongly agree			
<i>Please ring one number in each line</i>							
I can deal with just about any problem in my non-college life	1 66	2 46	3 126	4 176	5 216	6 196	7 206
I sometimes think I am not very competent in my non college life	1 326	2 176	3 146	4 146	5 126	6 76	7 46
Most things I do I do well	1 19	2 26	3 66	4 236	5 306	6 206	7 196
I find my non-college life quite difficult	1 356	2 176	3 116	4 136	5 126	6 66	7 66
I feel I am better than most people at tackling difficulties	1 56	2 86	3 106	4 396	5 156	6 126	7 116
I often have trouble coping in my non-college life	1 376	2 196	3 126	4 146	5 86	6 46	7 36
I enjoy doing new things in my non college life	1 36	2 26	3 56	4 116	5 206	6 306	7 296
I am not very interested in the world around me	1 606	2 166	3 86	4 86	5 36	6 36	7 36
I like to set myself challenging targets in my non-college life	1 76	2 56	3 126	4 276	5 186	6 146	7 176
I prefer to avoid difficult activities in my non-college life	1 236	2 186	3 126	4 216	5 146	6 56	7 46
I make a special effort to keep trying when things seem difficult	1 26	2 26	3 66	4 146	5 206	6 296	7 296
I am not very concerned how things turn out in my non-college life	1 666	2 136	3 36	4 86	5 26	6 46	7 46

Any further comments?.....
.....

K. AFTER THE COURSE

1) Do you intend to complete the course you are on now?

Yes [] Please go to Q.2 No [] Please complete the following

a) I do not intend to complete the course because.....
.....

b) Have you sought counselling/advice about completing the course?

Yes [] No []
Now please answer Q.2

2) When you have either completed and/or left your present course of study which of the following best describes what you intend to do?

- a) A short course:
 - i) At the same level []
 - ii) A more advanced course []
 - iii) On a different subject []

Please specify.....

b) Look for work []

c) Continue my education at a higher level []

d) Other []

Please specify.....
.....

Any further comments on the items on this questionnaire

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

Thankyou for completing this questionnaire please return it in the reply paid envelope as soon as possible

Appendix 17

19.3.91

Dear Student

As a researcher at Cranfield Institute of Technology, I am currently conducting a survey among students who have entered training courses with a view to career development.

The survey is aimed at:

- 1) investigating students' well-being while on courses
- 2) their evaluation of courses
- 3) the factors they took into consideration when deciding to embark on a course.

The purpose of the study is to promote student well-being and help students to make informed decisions regarding career development.

There is no obligation on you to participate but I hope you will take the opportunity of sharing your experiences with a view to assisting others who make similar career development decisions. The questionnaire consists mainly of rating scales which do not take long to complete. Hopefully you will find them interesting. There are no 'right' answers it is your opinions that are of interest.

The questionnaire may be completed anonymously, confidentiality and privacy are assured. A summary of results will be made available to all interested parties.

If you have any queries please do not hesitate to contact either myself or Dr Rachel Asch in the Applied Psychology Unit.

When you have completed the questionnaire please return it in the reply paid envelope. It would be helpful if you could return it within ten days of receipt to enable early analysis of results.

Yours sincerely



Lesley Sumner MSc



Appendix 18

15th May 1991

Dear

Thankyou for agreeing to your students participating in the adult returner/job changer survey. Results of the questionnaires despatched in March/April are now being processed. Please will you return completed questionnaires by the 5th of June, so that they may be included in the analysis.

I should be grateful if you would complete and return the tear off slip in the enclosed freepost envelope, so that response rates can be monitored.

A summary of the results will be sent to you as soon as possible after the completion of the study.

Thankyou for your help.

Yours sincerely

Lesley Sumner MSc

.....

Name of College.....

Number of questionnaires distributed to students.....



Appendix 18a

15th May 1991

Dear

Thankyou for distributing the adult returner/job changer questionnaire to your students. To date have been returned. Results of the questionnaires are now being processed. Please will you remind students who wish to participate in the study that completed quuestionnaires should be returned by the 5th of June, so that they may be included in the analysis.

I should be grateful if you would complete and return the tear off slip in the enclosed freepost envelope, so that response rates can be monitored.

A summary of the results will be sent to you as soon as possible after the completion of the study.

Thankyou for your help.

Yours sincerely

A handwritten signature in cursive script, appearing to read "Lesley Sumner".

Lesley Sumner MSc

.....

Name of College.....

Number of questionnaires distributed to students.....

Appendix 19 - Additional statistics, LENTA

Multiple Regression one

	COLWEL	FACHOM1	FACHOM2	FACEXB1	FACEXB2	FACEXB3	FACEXR1	FACEXR2	FACEXR3
COLWEL	1.000 .999 294	-.163 .025 145	.089 .144 145	.131 .014 284	-.065 .139 281	.080 .091 276	-.348 .000 287	-.350 .000 287	-.470 .000 289
FACHOM1	-.163 .025 145	1.000 .999 159	.467 .000 154	.201 .006 158	.666 .000 152	.216 .004 151	.203 .006 155	.400 .000 156	.444 .000 155
FACHOM2	.089 .144 145	.467 .000 154	1.000 .999 161	.020 .403 159	.384 .000 155	.174 .015 154	.061 .223 157	.177 .014 156	.216 .003 157
FACEXB1	.131 .014 284	.201 .006 158	.020 .403 159	1.000 .999 321	.249 .000 308	.359 .000 303	.103 .034 313	.021 .357 310	.046 .208 315
FACEXB2	-.065 .139 281	.666 .000 152	.384 .000 155	.249 .000 308	1.000 .999 313	.344 .000 299	.145 .005 308	.282 .000 305	.368 .000 309
FACEXB3	.080 .091 276	.216 .004 151	.174 .015 154	.359 .000 303	.344 .000 299	1.000 .999 311	.147 .005 303	.094 .051 301	.078 .086 306
FACEXR1	-.348 .000 287	.203 .006 155	.061 .223 157	.103 .034 313	.145 .005 308	.147 .005 303	1.000 .999 323	.486 .000 314	.406 .000 320
FACEXR2	-.350 .000 287	.400 .000 156	.177 .014 156	.021 .357 310	.282 .000 305	.094 .051 301	.486 .000 314	1.000 .999 319	.523 .000 317
FACEXR3	-.470 .000 289	.444 .000 155	.216 .003 157	.046 .208 315	.368 .000 309	.078 .086 306	.406 .000 320	.523 .000 317	1.000 .999 327
FACEXR4	-.012 .419 283	.356 .000 153	.139 .043 153	.374 .000 308	.193 .000 301	.133 .011 298	.272 .000 313	.304 .000 311	.279 .000 315
FACEXR5	-.233 .000 290	.261 .001 155	.179 .012 158	.144 .005 314	.172 .001 308	.106 .033 304	.426 .000 318	.453 .000 316	.353 .000 322
FACBEN1	.169 .002 278	.448 .000 150	.353 .000 150	.244 .000 303	.620 .000 298	.334 .000 292	.179 .001 303	.158 .003 302	.250 .000 306
FACBEN2	.263 .000 284	.012 .442 156	.112 .082 157	.561 .000 309	.157 .003 302	.228 .000 297	.094 .050 308	-.100 .041 307	-.046 .210 311
FACBEN3	.403 .000 288	.201 .006 155	.142 .038 156	.234 .000 310	.279 .000 304	.225 .000 302	.056 .159 315	-.028 .314 312	.026 .323 318
FACBEN4	.207 .000 282	.242 .001 153	.343 .000 156	.222 .000 308	.309 .000 303	.358 .000 300	.221 .000 311	.133 .010 308	.080 .077 314
FACBEN5	.274 .000 291	.052 .258 156	.125 .058 158	.039 .245 313	.211 .000 308	.145 .006 307	-.005 .462 317	-.116 .020 315	-.037 .254 321
FACPROB1	-.544 .000 281	.175 .016 150	-.001 .496 151	.077 .091 302	.012 .422 294	.140 .008 293	.590 .000 304	.439 .000 302	.340 .000 307
FACPROB2	-.371 .000 279	.334 .000 148	.117 .077 149	.219 .000 300	.214 .000 295	.134 .011 291	.368 .000 304	.431 .000 301	.405 .000 306

	FACEXR4	FACEXR5	FACBEN1	FACBEN2	FACBEN3	FACBEN4	FACBEN5	FACPROB1	FACPROB2
COLWEL	-.012 .419 283	-.233 .000 290	.169 .002 278	.263 .000 284	.403 .000 288	.207 .000 282	.274 .000 291	-.544 .000 281	-.371 .000 279
FACHOM1	.356 .000 153	.261 .001 155	.448 .000 150	.012 .442 156	.201 .006 155	.242 .001 153	.052 .258 156	.175 .016 150	.334 .000 148
FACHOM2	.139 .043 153	.179 .012 158	.353 .000 150	.112 .082 157	.142 .038 156	.343 .000 156	.125 .058 158	-.001 .496 151	.117 .077 149
FACEXB1	.374 .000 308	.144 .005 314	.244 .000 303	.561 .000 309	.234 .000 310	.222 .000 308	.039 .245 313	.077 .091 302	.219 .000 300
FACEXB2	.193 .000 301	.172 .001 308	.620 .000 298	.157 .003 302	.279 .000 304	.309 .000 303	.211 .000 308	.012 .422 294	.214 .000 295
FACEXB3	.133 .011 298	.106 .033 304	.334 .000 292	.228 .000 297	.225 .000 302	.358 .000 300	.145 .006 307	.140 .008 293	.134 .011 291
FACEXR1	.272 .000 313	.426 .000 318	.179 .001 303	.094 .050 308	.056 .159 315	.221 .000 311	-.005 .462 317	.590 .000 304	.368 .000 304
FACEXR2	.304 .000 311	.453 .000 316	.158 .003 302	-.100 .041 307	-.028 .314 312	.133 .010 308	-.116 .020 315	.439 .000 302	.431 .000 301
FACEXR3	.279 .000 315	.353 .000 322	.250 .000 306	-.046 .210 311	.026 .323 318	.080 .077 314	-.037 .254 321	.340 .000 307	.405 .000 306
FACEXR4	1.000 .999 317	.308 .000 314	.229 .000 299	.182 .001 305	.178 .001 310	.135 .009 305	-.009 .440 312	.153 .004 301	.461 .000 300
FACEXR5	.308 .000 314	1.000 .999 326	.164 .002 304	.025 .333 309	.070 .106 316	.125 .013 313	-.052 .177 319	.352 .000 306	.558 .000 304
FACBEN1	.229 .000 299	.164 .002 304	1.000 .999 310	.463 .000 302	.517 .000 305	.590 .000 302	.320 .000 306	.038 .256 296	.243 .000 298
FACBEN2	.182 .001 305	.025 .333 309	.463 .000 302	1.000 .999 316	.445 .000 311	.413 .000 307	.242 .000 312	-.012 .420 304	.092 .056 300
FACBEN3	.178 .001 310	.070 .106 316	.517 .000 305	.445 .000 311	1.000 .999 323	.540 .000 311	.371 .000 321	-.075 .095 307	.084 .073 305
FACBEN4	.135 .009 305	.125 .013 313	.590 .000 302	.413 .000 307	.540 .000 311	1.000 .999 318	.307 .000 313	.098 .044 302	.106 .033 302
FACBEN5	-.009 .440 312	-.052 .177 319	.320 .000 306	.242 .000 312	.371 .000 321	.307 .000 313	1.000 .999 327	-.182 .001 308	-.206 .000 306
FACPROB1	.153 .004 301	.352 .000 306	.038 .256 296	-.012 .420 304	-.075 .095 307	.098 .044 302	-.182 .001 308	1.000 .999 312	.493 .000 296
FACPROB2	.461 .000 300	.558 .000 304	.243 .000 298	.092 .056 300	.084 .073 305	.106 .033 302	-.206 .000 306	.493 .000 296	1.000 .999 309

Equation Number 1 Dependent Variable.. COLWEL

Multiple R .77727
 R Square .60414 R Square Change .60414
 Adjusted R Square .55115 F Change 11.40126
 Standard Error .58116 Signif F Change .0000

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	17	65.46361	3.85080
Residual	127	42.89454	.33775

F = 11.40126 Signif F = .0000

Equation Number 1 Dependent Variable.. COLWEL

Variables in the Equation							in	
Variable	B	SE B	Beta	Correl	Part Cor	Partial	T	Sig T
FACPROB2	-.02347	.01041	-.18839	-.37083	-.12582	-.19609	-2.254	.0259
FACBEN3	.07237	.01725	.31342	.40277	.23425	.34892	4.196	.0001
FACHOM2	.02017	9.38705E-03	.14745	.08897	.11998	.18732	2.149	.0335
FACEXB3	.01701	.02002	.05571	.08049	.04742	.07516	.849	.3972
FACEXR1	-5.58843E-03	.01078	-.04063	-.34831	-.02894	-.04594	-.518	.6052
FACEXB1	.01609	.01091	.11812	.13064	.08237	.12980	1.475	.1426
FACBEN5	.01152	.03947	.01905	.27357	.01629	.02589	.292	.7709
FACEXR3	-.05874	.01336	-.32000	-.47018	-.24548	-.36347	-4.397	.0000
FACEXR4	.02428	.01626	.10624	-.01215	.08339	.13138	1.494	.1378
FACEXB2	-.02694	.01324	-.18797	-.06480	-.11354	-.17760	-2.034	.0441
FACEXR5	5.714997E-03	.02099	.01984	-.23254	.01520	.02416	.272	.7858
FACBEN4	-3.71582E-03	.01390	-.02158	.20716	-.01493	-.02372	-.267	.7896
FACEXR2	8.016060E-03	.01022	.06054	-.35008	.04380	.06945	.785	.4342
FACBEN2	-3.72768E-03	8.51328E-03	-.03686	.26348	-.02445	-.03883	-.438	.6622
FACPROB1	-.04465	.01030	-.34725	-.54376	-.24213	-.35916	-4.337	.0000
FACHOM1	-8.37885E-03	9.35202E-03	-.07998	-.16309	-.05002	-.07925	-.896	.3720
FACBEN1	.01852	9.15280E-03	.19229	.16864	.11294	.17669	2.023	.0452
(Constant)	4.17914	.41299					10.119	.0000

Appendix 19 - Additional LENTA Statistics

Multiple Regression Two

	FACEXR4	FACEXR5	FACBEN1	FACBEN2	FACBEN3	FACBEN4	FACBEN5	FACPROB1	FACPROB2
OUTWEL	.101 .044 286	.142 .008 291	.051 .197 279	.127 .016 285	.131 .013 292	.018 .384 286	.014 .404 295	-.292 .000 283	-.259 .000 284
FACHOM1	.356 .000 153	.261 .001 155	.448 .000 150	.012 .442 156	.201 .006 155	.242 .001 153	.052 .258 156	.175 .016 150	.334 .000 148
FACHOM2	.139 .043 153	.179 .012 158	.353 .000 150	.112 .082 157	.142 .038 156	.343 .000 156	.125 .058 158	-.001 .496 151	.117 .077 149
FACEXB1	.374 .000 308	.144 .005 314	.244 .000 303	.561 .000 309	.234 .000 310	.222 .000 308	.039 .245 313	.077 .091 302	.219 .000 300
FACEXB2	.193 .000 301	.172 .001 308	.620 .000 298	.157 .003 302	.279 .000 304	.309 .000 303	.211 .000 308	.012 .422 294	.214 .000 295
FACEXB3	.133 .011 298	.106 .033 304	.334 .000 292	.228 .000 297	.225 .000 302	.358 .000 300	.145 .006 307	.140 .008 293	.134 .011 291
FACEXR1	.272 .000 313	.426 .000 318	.179 .001 303	.094 .050 308	.056 .159 315	.221 .000 311	-.005 .462 317	.590 .000 304	.368 .000 304
FACEXR2	.304 .000 311	.453 .000 316	.158 .003 302	-.100 .041 307	-.028 .314 312	.133 .010 308	-.116 .020 315	.439 .000 302	.431 .000 301
FACEXR3	.279 .000 315	.353 .000 322	.250 .000 306	-.046 .210 311	.026 .323 318	.080 .077 314	-.037 .254 321	.340 .000 307	.405 .000 306
FACEXR4	1.000 .999 317	.308 .000 314	.229 .000 299	.182 .001 305	.178 .001 310	.135 .009 305	-.009 .440 312	.153 .004 301	.461 .000 300
FACEXR5	.308 .000 314	1.000 .999 326	.164 .002 304	.025 .333 309	.070 .106 316	.125 .013 313	-.052 .177 319	.352 .000 306	.558 .000 304
FACBEN1	.229 .000 299	.164 .002 304	1.000 .999 310	.463 .000 302	.517 .000 305	.590 .000 302	.320 .000 306	.038 .256 296	.243 .000 298
FACBEN2	.182 .001 305	.025 .333 309	.463 .000 302	1.000 .999 316	.445 .000 311	.413 .000 307	.242 .000 312	-.012 .420 304	.092 .056 300
FACBEN3	.178 .001 310	.070 .106 316	.517 .000 305	.445 .000 311	1.000 .999 323	.540 .000 311	.371 .000 321	-.075 .095 307	.084 .073 305
FACBEN4	.135 .009 305	.125 .013 313	.590 .000 302	.413 .000 307	.540 .000 311	1.000 .999 318	.307 .000 313	.098 .044 302	.106 .033 302
FACBEN5	-.009 .440 312	-.052 .177 319	.320 .000 306	.242 .000 312	.371 .000 321	.307 .000 313	1.000 .999 327	-.182 .001 308	-.206 .000 306
FACPROB1	.153 .004 301	.352 .000 306	.038 .256 296	-.012 .420 304	-.075 .095 307	.098 .044 302	-.182 .001 308	1.000 .999 312	.493 .000 296
FACPROB2	.461 .000 300	.558 .000 304	.243 .000 298	.092 .056 300	.084 .073 305	.106 .033 302	-.206 .000 306	.493 .000 296	1.000 .999 309

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*** MULTIPLE REGRESSION

Correlation, 1-tailed Sig, N of Cases:

	OUTWEL	FACHOM1	FACHOM2	FACEXB1	FACEXB2	FACEXB3	FACEXR1	FACEXR2	FACEXR3
OUTWEL	1.000 .999 297	-.430 .000 142	-.117 .080 145	-.019 .378 285	-.150 .006 280	.049 .206 279	-.240 .000 290	-.247 .000 286	-.311 .000 292
FACHOM1	-.430 .000 142	1.000 .999 159	.467 .000 154	.201 .006 158	.666 .000 152	.216 .004 151	.203 .006 155	.400 .000 156	.444 .000 155
FACHOM2	-.117 .080 145	.467 .000 154	1.000 .999 161	.020 .403 159	.384 .000 155	.174 .015 154	.061 .223 157	.177 .014 156	.216 .003 157
FACEXB1	-.019 .378 285	.201 .006 158	.020 .403 159	1.000 .999 321	.249 .000 308	.359 .000 303	.103 .034 313	.021 .357 310	.046 .208 315
FACEXB2	-.150 .006 280	.666 .000 152	.384 .000 155	.249 .000 308	1.000 .999 313	.344 .000 299	.145 .005 308	.282 .000 305	.368 .000 309
FACEXB3	.049 .206 279	.216 .004 151	.174 .015 154	.359 .000 303	.344 .000 299	1.000 .999 311	.147 .005 303	.094 .051 301	.078 .086 306
FACEXR1	-.240 .000 290	.203 .006 155	.061 .223 157	.103 .034 313	.145 .005 308	.147 .005 303	1.000 .999 323	.486 .000 314	.406 .000 320
FACEXR2	-.247 .000 286	.400 .000 156	.177 .014 156	.021 .357 310	.282 .000 305	.094 .051 301	.486 .000 314	1.000 .999 319	.523 .000 317
FACEXR3	-.311 .000 292	.444 .000 155	.216 .003 157	.046 .208 315	.368 .000 309	.078 .086 306	.406 .000 320	.523 .000 317	1.000 .999 327
FACEXR4	-.101 .044 286	.356 .000 153	.139 .043 153	.374 .000 308	.193 .000 301	.133 .011 298	.272 .000 313	.304 .000 311	.279 .000 315
FACEXR5	-.142 .008 291	.261 .001 155	.179 .012 158	.144 .005 314	.172 .001 308	.106 .033 304	.426 .000 318	.453 .000 316	.353 .000 322
FACBEN1	.051 .197 279	.448 .000 150	.353 .000 150	.244 .000 303	.620 .000 298	.334 .000 292	.179 .001 303	.158 .003 302	.250 .000 306
FACBEN2	.127 .016 285	.012 .442 156	.112 .082 157	.561 .000 309	.157 .003 302	.228 .000 297	.094 .050 308	-.100 .041 307	-.046 .210 311
FACBEN3	.131 .013 292	.201 .006 155	.142 .038 156	.234 .000 310	.279 .000 304	.225 .000 302	.056 .159 315	-.028 .314 312	.026 .323 318
FACBEN4	.018 .384 286	.242 .001 153	.343 .000 156	.222 .000 308	.309 .000 303	.358 .000 300	.221 .000 311	.133 .010 308	.080 .077 314
FACBEN5	.014 .404 295	.052 .258 156	.125 .058 158	.039 .245 313	.211 .000 308	.145 .006 307	-.005 .462 317	-.116 .020 315	-.037 .254 321
FACPROB1	-.292 .000 283	.175 .016 150	-.001 .496 151	.077 .091 302	.012 .422 294	.140 .008 293	.590 .000 304	.439 .000 302	.340 .000 307
FACPROB2	-.259 .000 284	.334 .000 148	.117 .077 149	.219 .000 300	.214 .000 295	.134 .011 291	.368 .000 304	.431 .000 301	.405 .000 306

Equation Number 1 Dependent Variable.. OUTWEL

Multiple R	.61311	R Square Change	.37591
R Square	.37591	F Change	4.39344
Adjusted R Square	.29035	Signif F Change	.0000
Standard Error	.57147		

Analysis of Variance			
	DF	Sum of Squares	Mean Square
Regression	17	24.39160	1.43480
Residual	124	40.49567	.32658

F = 4.39344 Signif F = .0000

Equation Number 1 Dependent Variable.. OUTWEL

Variables in the Equation								
Variable	B	SE B	Beta	Correl	Part Cor	Partial	T	Sig T
FACPROB2	-.01985	.01035	-.20373	-.25947	-.13606	-.16973	-1.918	.0574
FACBEN3	.02826	.01714	.15653	.13058	.11700	.14650	1.649	.1016
FACHOM2	4.882525E-03	9.32814E-03	.04563	-.11743	.03713	.04695	.523	.6016
FACEXB3	.02621	.01989	.10980	.04924	.09346	.11749	1.317	.1901
FACEXR1	-.01260	.01071	-.11712	-.24006	-.08341	-.10500	-1.176	.2420
FACEXB1	-1.98828E-03	.01084	-.01866	-.01853	-.01301	-.01647	-.183	.8548
FACBEN5	-.07802	.03923	-.16500	.01423	-.14110	-.17583	-1.989	.0489
FACEXR3	-.01564	.01327	-.10898	-.31055	-.08360	-.10523	-1.178	.2409
FACEXR4	.02200	.01616	.12307	-.10080	.09659	.12136	1.362	.1758
FACEXB2	7.608411E-03	.01316	.06789	-.15044	.04101	.05184	.578	.5643
FACEXR5	.02142	.02085	.09511	-.14196	.07287	.09185	1.027	.3063
FACBEN4	-.01168	.01381	-.08678	.01758	-.06002	-.07575	-.846	.3992
FACEXR2	6.438063E-03	.01015	.06218	-.24678	.04498	.05685	.634	.5272
FACBEN2	-2.31646E-03	8.45986E-03	-.02929	.12653	-.01943	-.02458	-.274	.7847
FACPROB1	-9.84637E-03	.01023	-.09792	-.29208	-.06828	-.08610	-.962	.3377
FACHOM1	-.04858	9.29333E-03	-.59296	-.42968	-.37086	-.42495	-5.227	.0000
FACBEN1	.02341	9.09536E-03	.31090	.05121	.18262	.22522	2.574	.0112
(Constant)	4.81472	.41037					11.733	.0000

Appendix 19 - Additional LENTA Statistics

Multiple Regression Three

* * * * MULTIPLE REGRESSION

Correlation, 1-tailed Sig, N of Cases:

	COLWEL	FACJOB1	FACJOB2	FACJOB3	FACEXB1	FACEXB2	FACEXB3	FACEXR1	FACEXR2
COLWEL	1.000 .999 294	-.173 .032 115	.129 .083 116	.060 .156 283	.131 .014 284	-.065 .139 281	.080 .091 276	-.348 .000 287	-.350 .000 287
FACJOB1	-.173 .032 115	1.000 .999 133	.319 .000 130	.254 .002 127	.338 .000 129	.342 .000 128	.188 .017 127	.157 .037 130	.393 .000 129
FACJOB2	.129 .083 116	.319 .000 130	1.000 .999 133	.109 .110 128	.444 .000 129	.352 .000 129	.352 .000 128	.207 .009 130	.204 .010 130
FACJOB3	.060 .156 283	.254 .002 127	.109 .110 128	1.000 .999 320	.169 .001 312	.321 .000 309	.171 .001 304	.060 .145 313	.082 .075 308
FACEXB1	.131 .014 284	.338 .000 129	.444 .000 129	.169 .001 312	1.000 .999 321	.249 .000 308	.359 .000 303	.103 .034 313	.021 .357 310
FACEXB2	-.065 .139 281	.342 .000 128	.352 .000 129	.321 .000 309	.249 .000 308	1.000 .999 313	.344 .000 299	.145 .005 308	.282 .000 305
FACEXB3	.080 .091 276	.188 .017 127	.352 .000 128	.171 .001 304	.359 .000 303	.344 .000 299	1.000 .999 311	.147 .005 303	.094 .051 301
FACEXR1	-.348 .000 287	.157 .037 130	.207 .009 130	.060 .145 313	.103 .034 313	.145 .005 308	.147 .005 303	1.000 .999 323	.486 .000 314
FACEXR2	-.350 .000 287	.393 .000 129	.204 .010 130	.082 .075 308	.021 .357 310	.282 .000 305	.094 .051 301	.486 .000 314	1.000 .999 319
FACEXR3	-.470 .000 289	.268 .001 133	.195 .012 133	.145 .005 315	.046 .208 315	.368 .000 309	.078 .086 306	.406 .000 320	.523 .000 317
FACEXR4	-.012 .419 283	.239 .003 131	.361 .000 131	.125 .014 306	.374 .000 308	.193 .000 301	.133 .011 298	.272 .000 313	.304 .000 311
FACEXR5	-.233 .000 290	.112 .101 131	.271 .001 131	.094 .049 314	.144 .005 314	.172 .001 308	.106 .033 304	.426 .000 318	.453 .000 316
FACBEN1	.169 .002 278	.196 .013 128	.227 .005 128	.347 .000 300	.244 .000 303	.620 .000 298	.334 .000 292	.179 .001 303	.158 .003 302
FACBEN2	.263 .000 284	.069 .220 126	.247 .003 126	.136 .009 304	.561 .000 309	.157 .003 302	.228 .000 297	.094 .050 308	-.100 .041 307
FACBEN3	.403 .000 288	.115 .097 129	.250 .002 129	.133 .010 310	.234 .000 310	.279 .000 304	.225 .000 302	.056 .159 315	-.028 .314 312
FACBEN4	.207 .000 282	.228 .005 128	.188 .017 128	.194 .000 307	.222 .000 308	.309 .000 303	.358 .000 300	.221 .000 311	.133 .010 308
FACBEN5	.274 .000 291	-.076 .194 132	.102 .122 132	.139 .007 313	.039 .245 313	.211 .000 308	.145 .006 307	-.005 .462 317	-.116 .020 315
FACPROB1	-.544 .000 281	.171 .028 125	.020 .413 126	-.079 .085 300	.077 .091 302	.012 .422 294	.140 .008 293	.590 .000 304	.439 .000 302
FACPROB2	-.371 .000 279	.223 .006 126	.209 .009 127	.040 .247 300	.219 .000 300	.214 .000 295	.134 .011 291	.368 .000 304	.431 .000 301

	FACEXR3	FACEXR4	FACEXR5	FACBEN1	FACBEN2	FACBEN3	FACBEN4	FACBEN5	FACPROB1	FACPROB2
COLWEL	-.470 .000 289	-.012 .419 283	-.233 .000 290	.169 .002 278	.263 .000 284	.403 .000 288	.207 .000 282	.274 .000 291	-.544 .000 281	-.371 .000 279
FACJOB1	.268 .001 133	.239 .003 131	.112 .101 131	.196 .013 128	.069 .220 126	.115 .097 129	.228 .005 128	-.076 .194 132	.171 .028 125	.223 .006 126
FACJOB2	.195 .012 133	.361 .000 131	.271 .001 131	.227 .005 128	.247 .003 126	.250 .002 129	.188 .017 128	.102 .122 132	.020 .413 126	.209 .009 127
FACJOB3	.145 .005 315	.125 .014 306	.094 .049 314	.347 .000 300	.136 .009 304	.133 .010 310	.194 .000 307	.139 .007 313	-.079 .085 300	.040 .247 300
FACEXB1	.046 .208 315	.374 .000 308	.144 .005 314	.244 .000 303	.561 .000 309	.234 .000 310	.222 .000 308	.039 .245 313	.077 .091 302	.219 .000 300
FACEXB2	.368 .000 309	.193 .000 301	.172 .001 308	.620 .000 298	.157 .003 302	.279 .000 304	.309 .000 303	.211 .000 308	.012 .422 294	.214 .000 295
FACEXB3	.078 .086 306	.133 .011 298	.106 .033 304	.334 .000 292	.228 .000 297	.225 .000 302	.358 .000 300	.145 .006 307	.140 .008 293	.134 .011 291
FACEXR1	.406 .000 320	.272 .000 313	.426 .000 318	.179 .001 303	.094 .050 308	.056 .159 315	.221 .000 311	-.005 .462 317	.590 .000 304	.368 .000 304
FACEXR2	.523 .000 317	.304 .000 311	.453 .000 316	.158 .003 302	-.100 .041 307	-.028 .314 312	.133 .010 308	-.116 .020 315	.439 .000 302	.431 .000 301
FACEXR3	1.000 .999 327	.279 .000 315	.353 .000 322	.250 .000 306	-.046 .210 311	.026 .323 318	.080 .077 314	-.037 .254 321	.340 .000 307	.405 .000 306
FACEXR4	.279 .000 315	1.000 .999 317	.308 .000 314	.229 .000 299	.182 .001 305	.178 .001 310	.135 .009 305	-.009 .440 312	.153 .004 301	.461 .000 300
FACEXR5	.353 .000 322	.308 .000 314	1.000 .999 326	.164 .002 304	.025 .333 309	.070 .106 316	.125 .013 313	-.052 .177 319	.352 .000 306	.558 .000 304
FACBEN1	.250 .000 306	.229 .000 299	.164 .002 304	1.000 .999 310	.463 .000 302	.517 .000 305	.590 .000 302	.320 .000 306	.038 .256 296	.243 .000 298
FACBEN2	-.046 .210 311	.182 .001 305	.025 .333 309	.463 .000 302	1.000 .999 316	.445 .000 311	.413 .000 307	.242 .000 312	-.012 .420 304	.092 .056 300
FACBEN3	.026 .323 318	.178 .001 310	.070 .106 316	.517 .000 305	.445 .000 311	1.000 .999 323	.540 .000 311	.371 .000 321.	-.075 .095 307	.084 .073 305
FACBEN4	.080 .077 314	.135 .009 305	.125 .013 313	.590 .000 302	.413 .000 307	.540 .000 311	1.000 .999 318	.307 .000 313	.098 .044 302	.106 .033 302
FACBEN5	-.037 .254 321	-.009 .440 312	-.052 .177 319	.320 .000 306	.242 .000 312	.371 .000 321	.307 .000 313	1.000 .999 327	-.182 .001 308	-.206 .000 306
FACPROB1	.340 .000 307	.153 .004 301	.352 .000 306	.038 .256 296	-.012 .420 304	-.075 .095 307	.098 .044 302	-.182 .001 308	1.000 .999 312	.493 .000 296
FACPROB2	.405 .000 306	.461 .000 300	.558 .000 304	.243 .000 298	.092 .056 300	.084 .073 305	.106 .033 302	-.206 .000 306	.493 .000 296	1.000 .999 309

Equation Number 1	Dependent Variable.. COLWEL	
Multiple R	.78149	
R Square	.61072	R Square Change .61072
Adjusted R Square	.53773	F Change 8.36720
Standard Error	.58979	Signif F Change .0000
Analysis of Variance		
	DF	Sum of Squares
Regression	18	52.38978
Residual	96	33.39375
		Mean Square
		2.91054
		.34785
F =	8.36720	Signif F = .0000

Equation Number 1 Dependent Variable.. COLWEL

Variables in the Equation							
Variable	B	SE B	Beta	Correl	Part Cor	Partial	T Sig T
FACPROB2	-.02339	.01190	-.18777	-.37083	-.12514	-.19666	-1.965 .0523
FACJOB3	8.477491E-03	.02782	.02180	.06027	.01941	.03109	.305 .7612
FACBEN3	.06437	.01963	.27879	.40277	.20883	.31740	3.279 .0014
FACEXB3	9.684854E-03	.02332	.03173	.08049	.02644	.04235	.415 .6789
FACJOB1	-.02121	.01246	-.13830	-.17282	-.10843	-.17122	-1.703 .0919
FACEXR1	-.01110	.01232	-.08072	-.34831	-.05736	-.09155	-.901 .3699
FACBEN2	-3.37302E-03	9.53857E-03	-.03336	.26348	-.02252	-.03607	-.354 .7244
FACBEN5	2.709216E-03	.04527	4.4809E-03	.27357	.00381	.00611	.060 .9524
FACJOB2	.02466	.01409	.14289	.12942	.11141	.17579	1.750 .0834
FACEXR3	-.05759	.01513	-.31376	-.47018	-.24245	-.36221	-3.807 .0002
FACEXR4	.01984	.01836	.08682	-.01215	.06883	.10965	1.081 .2825
FACEXB2	-.02764	.01362	-.19291	-.06480	-.12926	-.20286	-2.030 .0451
FACEXR5	-7.25736E-04	.02440	-2.520E-03	-.23254	-.00189	-.00304	-.030 .9763
FACBEN4	8.753065E-03	.01561	.05084	.20716	.03571	.05714	.561 .5762
FACEXR2	.01231	.01216	.09300	-.35008	.06447	.10278	1.012 .3139
FACPROB1	-.04222	.01190	-.32836	-.54376	-.22586	-.34038	-3.547 .0006
FACEXB1	.01302	.01301	.09554	.13064	.06369	.10156	1.000 .3197
FACBEN1	.01909	.01068	.19820	.16864	.11383	.17948	1.788 .0770
(Constant)	4.17433	.47194					8.845 .0000

Appendix 19 - Additional LENTA Statistics

Multiple Regression Four

	OUTWEL	FACJOB1	FACJOB2	FACJOB3	FACEXB1	FACEXB2	FACEXB3	FACEXR1	FACEXR2
OUTWEL	1.000 .999 297	-.368 .000 117	-.017 .430 117	-.054 .184 284	-.019 .378 285	-.150 .006 280	.049 .206 279	-.240 .000 290	-.247 .000 286
FACJOB1	-.368 .000 117	1.000 .999 133	.319 .000 130	.254 .002 127	.338 .000 129	.342 .000 128	.188 .017 127	.157 .037 130	.393 .000 129
FACJOB2	-.017 .430 117	.319 .000 130	1.000 .999 133	.109 .110 128	.444 .000 129	.352 .000 129	.352 .000 128	.207 .009 130	.204 .010 130
FACJOB3	-.054 .184 284	.254 .002 127	.109 .110 128	1.000 .999 320	.169 .001 312	.321 .000 309	.171 .001 304	.060 .145 313	.082 .075 308
FACEXB1	-.019 .378 285	.338 .000 129	.444 .000 129	.169 .001 312	1.000 .999 321	.249 .000 308	.359 .000 303	.103 .034 313	.021 .357 310
FACEXB2	-.150 .006 280	.342 .000 128	.352 .000 129	.321 .000 309	.249 .000 308	1.000 .999 313	.344 .000 299	.145 .005 308	.282 .000 305
FACEXB3	.049 .206 279	.188 .017 127	.352 .000 128	.171 .001 304	.359 .000 303	.344 .000 299	1.000 .999 311	.147 .005 303	.094 .051 301
FACEXR1	-.240 .000 290	.157 .037 130	.207 .009 130	.060 .145 313	.103 .034 313	.145 .005 308	.147 .005 303	1.000 .999 323	.486 .000 314
FACEXR2	-.247 .000 286	.393 .000 129	.204 .010 130	.082 .075 308	.021 .357 310	.282 .000 305	.094 .051 301	.486 .000 314	1.000 .999 319
FACEXR3	-.311 .000 292	.268 .001 133	.195 .012 133	.145 .005 315	.046 .208 315	.368 .000 309	.078 .086 306	.406 .000 320	.523 .000 317
FACEXR4	-.101 .044 286	.239 .003 131	.361 .000 131	.125 .014 306	.374 .000 308	.193 .000 301	.133 .011 298	.272 .000 313	.304 .000 311
FACEXR5	-.142 .008 291	.112 .101 131	.271 .001 131	.094 .049 314	.144 .005 314	.172 .001 308	.106 .033 304	.426 .000 318	.453 .000 316
FACBEN1	.051 .197 279	.196 .013 128	.227 .005 128	.347 .000 300	.244 .000 303	.620 .000 298	.334 .000 292	.179 .001 303	.158 .003 302
FACBEN2	.127 .016 285	.069 .220 126	.247 .003 126	.136 .009 304	.561 .000 309	.157 .003 302	.228 .000 297	.094 .050 308	-.100 .041 307
FACBEN3	.131 .013 292	.115 .097 129	.250 .002 129	.133 .010 310	.234 .000 310	.279 .000 304	.225 .000 302	.056 .159 315	-.028 .314 312
FACBEN4	.018 .384 286	.228 .005 128	.188 .017 128	.194 .000 307	.222 .000 308	.309 .000 303	.358 .000 300	.221 .000 311	.133 .010 308
FACBEN5	.014 .404 295	-.076 .194 132	.102 .122 132	.139 .007 313	.039 .245 313	.211 .000 308	.145 .006 307	-.005 .462 317	-.116 .020 315
FACPROB1	-.292 .000 283	.171 .028 125	.020 .413 126	-.079 .085 300	.077 .091 302	.012 .422 294	.140 .008 293	.590 .000 304	.439 .000 302
FACPROB2	-.259 .000 284	.223 .006 126	.209 .009 127	.040 .247 300	.219 .000 300	.214 .000 295	.134 .011 291	.368 .000 304	.431 .000 301

	FACEXR3	FACEXR4	FACEXR5	FACBEN1	FACBEN2	FACBEN3	FACBEN4	FACBEN5	FACPROB1	FACPROB2
OUTWEL	-.311 .000 292	-.101 .044 286	-.142 .008 291	.051 .197 279	.127 .016 285	.131 .013 292	.018 .384 286	.014 .404 295	-.292 .000 283	-.259 .000 284
FACJOB1	.268 .001 133	.239 .003 131	.112 .101 131	.196 .013 128	.069 .220 126	.115 .097 129	.228 .005 128	-.076 .194 132	.171 .028 125	.223 .006 126
FACJOB2	.195 .012 133	.361 .000 131	.271 .001 131	.227 .005 128	.247 .003 126	.250 .002 129	.188 .017 128	.102 .122 132	.020 .413 126	.209 .009 127
FACJOB3	.145 .005 315	.125 .014 306	.094 .049 314	.347 .000 300	.136 .009 304	.133 .010 310	.194 .000 307	.139 .007 313	-.079 .085 300	.040 .247 300
FACEXB1	.046 .208 315	.374 .000 308	.144 .005 314	.244 .000 303	.561 .000 309	.234 .000 310	.222 .000 308	.039 .245 313	.077 .091 302	.219 .000 300
FACEXB2	.368 .000 309	.193 .000 301	.172 .001 308	.620 .000 298	.157 .003 302	.278 .000 304	.309 .000 303	.211 .000 308	.012 .472 294	.214 .000 298
FACEXB3	.078 .086 306	.133 .011 298	.106 .033 304	.334 .000 292	.228 .000 297	.225 .000 302	.358 .000 300	.145 .006 307	.140 .008 293	.134 .011 291
FACEXR1	.406 .000 320	.272 .000 313	.426 .000 318	.179 .001 303	.094 .050 308	.056 .159 315	.221 .000 311	-.005 .462 317	.590 .000 304	.368 .000 304
FACEXR2	.523 .000 317	.304 .000 311	.453 .000 316	.158 .003 302	-.100 .041 307	-.028 .314 312	.133 .010 308	-.116 .020 315	.439 .000 302	.431 .000 301
FACEXR3	1.000 .999 327	.279 .000 315	.353 .000 322	.250 .000 306	-.046 .210 311	.026 .323 318	.080 .077 314	-.037 .254 321	.340 .000 307	.405 .000 306
FACEXR4	.279 .000 315	1.000 .999 317	.308 .000 314	.229 .000 299	.182 .001 305	.178 .001 310	.135 .009 305	-.009 .440 312	.153 .004 301	.461 .000 300
FACEXR5	.353 .000 322	.308 .000 314	1.000 .999 326	.164 .002 304	.025 .333 309	.070 .106 316	.125 .013 313	-.052 .177 319	.352 .000 306	.558 .000 304
FACBEN1	.250 .000 306	.229 .000 299	.164 .002 304	1.000 .999 310	.463 .000 302	.517 .000 305	.590 .000 302	.320 .000 306	.038 .256 296	.243 .000 298
FACBEN2	-.046 .210 311	.182 .001 305	.025 .333 309	.463 .000 302	1.000 .999 316	.445 .000 311	.413 .000 307	.242 .000 312	-.012 .420 304	.092 .056 300
FACBEN3	.026 .323 318	.178 .001 310	.070 .106 316	.517 .000 305	.445 .000 311	1.000 .999 323	.540 .000 311	.371 .000 321	-.075 .095 307	.084 .073 305
FACBEN4	.080 .077 314	.135 .009 305	.125 .013 313	.590 .000 302	.413 .000 307	.540 .000 311	1.000 .999 318	.307 .000 313	.098 .044 302	.106 .033 302
FACBEN5	-.037 .254 321	-.009 .440 312	-.052 .177 319	.320 .000 306	.242 .000 312	.371 .000 321	.307 .000 313	1.000 .999 327	-.182 .001 308	-.206 .000 306
FACPROB1	.340 .000 307	.153 .004 301	.352 .000 306	.038 .256 296	-.012 .420 304	-.075 .095 307	.098 .044 302	-.182 .001 308	1.000 .999 312	.493 .000 296
FACPROB2	.405 .000 306	.461 .000 300	.558 .000 304	.243 .000 298	.092 .056 300	.084 .073 305	.106 .033 302	-.206 .000 306	.493 .000 296	1.000 .999 309

*** MULTIPLE REGRESSION ***

Equation Number 1 Dependent Variable.. OUTWEL

Multiple R	.56927	R Square Change	.32407
R Square	.32407	F Change	2.61025
Adjusted R Square	.19991	Signif F Change	.0014
Standard Error	.60679		

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	18	17.29940	.96108
Residual	98	36.08303	.36819

Signif F = .0014

*** MULTIPLE REGRESSION ***

Equation Number 1 Dependent Variable.. OUTWEL

Variables in the Equation							
Variable	B	SE B	Beta	Correl	Part Cor	Partial	T Sig T
FACPROB2	-.01952	.01214	-.20036	-.25947	-.13353	-.16032	-1.608 .1111
FACJOB3	-2.92640E-04	.02837	-9.624E-04	-.05365	-.00086	-.00104	-.010 .9918
FACBEN3	.02250	.02002	.12459	.13058	.09333	.11279	1.124 .2639
FACEXB3	.02553	.02379	.10697	.04924	.08915	.10780	1.073 .2857
FACJOB1	-.04536	.01271	-.37816	-.36816	-.29649	-.33924	-3.570 .0006
FACEXR1	-.01186	.01257	-.11028	-.24006	-.07838	-.09490	-.944 .3476
FACBEN2	1.814114E-03	9.72855E-03	.02294	.12653	.01549	.01883	.186 .8525
FACBEN5	-.08593	.04617	-.18174	.01423	-.15456	-.18476	-1.861 .0657
FACJOB2	.01335	.01438	.09896	-.01656	.07716	.09344	.929 .3552
FACEXR3	-.02231	.01543	-.15541	-.31055	-.12009	-.14453	-1.446 .1514
FACEXR4	2.604911E-03	.01873	.01457	-.10080	.01155	.01405	.139 .8896
FACEXB2	-.01965	.01389	-.17532	-.15044	-.11747	-.14144	-1.414 .1604
FACEXR5	5.644422E-03	.02488	.02506	-.14196	.01884	.02291	.227 .8210
FACBEN4	-3.83624E-03	.01592	-.02849	.01758	-.02001	-.02434	-.241 .8101
FACEXR2	.01356	.01240	.13092	-.24678	.09075	.10972	1.093 .2772
FACPROB1	-.01283	.01214	-.12761	-.29208	-.08777	-.10615	-1.057 .2932
FACEXB1	4.393986E-03	.01327	.04124	-.01853	.02749	.03342	.331 .7413
FACBEN1	.01884	.01089	.25014	.05121	.14367	.17214	1.730 .0868
(Constant)	4.80159	.48136					9.975 .0000

Appendix 19 - Additional LENTA Statistics

Multiple Regression Five

* * * * MULTIPLE REGRESSION * * * *

Correlation, 1-tailed Sig, N of Cases:

	COLWEL	HOMEMOT	EXBEN	EXRISK	ACBEN	ACPROB	EXCHIL	ACHILR
COLWEL	1.000 .999 294	-.068 .210 142	.061 .162 266	-.426 .000 275	.350 .000 261	-.538 .000 270	-.183 .009 165	-.195 .007 158
HOMEMOT	-.068 .210 142	1.000 .999 154	.486 .000 143	.407 .000 145	.319 .000 137	.264 .001 136	.237 .008 104	.163 .052 100
EXBEN	.061 .162 266	.486 .000 143	1.000 .999 294	.293 .000 276	.564 .000 263	.194 .001 269	.222 .002 166	.220 .003 159
EXRISK	-.426 .000 275	.407 .000 145	.293 .000 276	1.000 .999 303	.160 .004 267	.654 .000 276	.571 .000 173	.483 .000 164
ACBEN	.350 .000 261	.319 .000 137	.564 .000 263	.160 .004 267	1.000 .999 283	.078 .102 265	.251 .001 157	.223 .003 151
ACPROB	-.538 .000 270	.264 .001 136	.194 .001 269	.654 .000 276	.078 .102 265	1.000 .999 296	.530 .000 165	.604 .000 160
EXCHIL	-.183 .009 165	.237 .008 104	.222 .002 166	.571 .000 173	.251 .001 157	.530 .000 165	1.000 .999 184	.743 .000 173
ACHILR	-.195 .007 158	.163 .052 100	.220 .003 159	.483 .000 164	.223 .003 151	.604 .000 160	.743 .000 173	1.000 .999 175

Equation Number 1 Dependent Variable.. COLWEL

Multiple R	.69264	R Square Change	.47975
R Square	.47975	F Change	12.11978
Adjusted R Square	.44017	Signif F Change	.0000
Standard Error	.64905		

Analysis of Variance			
	DF	Sum of Squares	Mean Square
Regression	7	35.73966	5.10567
Residual	92	38.75657	.42127

F = 12.11978 Signif F = .0000

Variables in the Equation							
Variable	B	SE B	Beta	Correl Part Cor	Partial	T	Sig T
ACHILR	.05244	.06133	.10509	-.19504	.06430	.08879	.855 .3948
HOMEMOT	.01626	.05717	.02605	-.06813	.02139	.02965	.284 .7767
ACBEN	.38080	.08615	.41418	.34954	.33240	.41854	4.420 .0000
EXRISK	-.18405	.08755	-.23555	-.42615	-.15809	-.21409	-2.102 .0383
EXBEN	-.03961	.07646	-.05179	-.06076	-.03895	-.05393	-.518 .6057
ACPROB	-.43986	.09875	-.49652	-.53768	-.33495	-.42118	-4.454 .0000
EXCHIL	.01747	.05586	.03806	-.18274	.02352	.03259	.313 .7551
(Constant)	4.57334	.44063				10.379	.0000

Appendix 19 - Additional LENTA Statistics

Multiple Regression Six

Correlation, 1-tailed Sig, N of Cases:

	OUTWEL	HOMEMOT	EXBEN	EXRISK	ACBEN	ACPROB	EXCHIL	ACHILR
OUTWEL	1.000 .999 297	-.359 .000 139	-.075 .110 265	-.306 .000 274	.134 .015 260	-.324 .000 274	-.127 .051 169	-.133 .045 165
HOMEMOT	-.359 .000 139	1.000 .999 154	.486 .000 143	.407 .000 145	.319 .000 137	.264 .001 136	.237 .008 104	.163 .052 100
EXBEN	-.075 .110 265	.486 .000 143	1.000 .999 294	.293 .000 276	.564 .000 263	.194 .001 269	.222 .002 166	.220 .003 159
EXRISK	-.306 .000 274	.407 .000 145	.293 .000 276	1.000 .999 303	.160 .004 267	.654 .000 276	.571 .000 173	.483 .000 164
ACBEN	.134 .015 260	.319 .000 137	.564 .000 263	.160 .004 267	1.000 .999 283	.078 .102 265	.251 .001 157	.223 .003 151
ACPROB	-.324 .000 274	.264 .001 136	.194 .001 269	.654 .000 276	.078 .102 265	1.000 .999 296	.530 .000 165	.604 .000 160
EXCHIL	-.127 .051 169	.237 .008 104	.222 .002 166	.571 .000 173	.251 .001 157	.530 .000 165	1.000 .999 184	.743 .000 173
ACHILR	-.133 .045 165	.163 .052 100	.220 .003 159	.483 .000 164	.223 .003 151	.604 .000 160	.743 .000 173	1.000 .999 175

Equation Number 1 Dependent Variable.. OUTWEL

Multiple R	.50809	R Square Change	.25816
R Square	.25816	F Change	4.57369
Adjusted R Square	.20171	Signif F Change	.0002
Standard Error	.60611		

Analysis of Variance			
	DF	Sum of Squares	Mean Square
Regression	7	11.76151	1.68022
Residual	92	33.79763	.36737

F = 4.57369 Signif F = .0002

Dependent Variable.. OUTWEL

Variables in the Equation								
Variable	B	SE B	Beta	Correl	Part Cor	Partial	T	Sig T
ACHILR	-1.25252E-03	.05727	-3.210E-03	-.13265	-.00196	-.00228	-.022	.9826
HOMEMOT	-.17919	.05339	-.36702	-.35920	-.30140	-.33030	-3.356	.0011
ACBEN	.18761	.08045	.26093	.13421	.20941	.23625	2.332	.0219
EXRISK	-.05613	.08176	-.09186	-.30580	-.06165	-.07140	-.687	.4941
EXBEN	7.275935E-03	.07140	.01217	-.07549	.00915	.01062	.102	.9191
ACPROB	-.15378	.09222	-.22197	-.32392	-.14974	-.17128	-1.668	.0988
EXCHIL	.02324	.05216	.06474	-.12658	.04001	.04640	.446	.6569
(Constant)	4.49584	.41148					10.926	.0000

Appendix 19 - Additional LENTA Statistics

Multiple Regression Seven

M U L T I P L E R E G R E S S I O N

Correlation, 1-tailed Sig, N of Cases:

	COLWEL	HOMEMOT	EXBEN	EXRISK	ACBEN	ACPROB
COLWEL	1.000 .999 294	-.068 .210 142	.061 .162 266	-.426 .000 275	.350 .000 261	-.538 .000 270
HOMEMOT	-.068 .210 142	1.000 .999 154	.486 .000 143	.407 .000 145	.319 .000 137	.264 .001 136
EXBEN	.061 .162 266	.486 .000 143	1.000 .999 294	.293 .000 276	.564 .000 263	.194 .001 269
EXRISK	-.426 .000 275	.407 .000 145	.293 .000 276	1.000 .999 303	.160 .004 267	.654 .000 276
ACBEN	.350 .000 261	.319 .000 137	.564 .000 263	.160 .004 267	1.000 .999 283	.078 .102 265
ACPROB	-.538 .000 270	.264 .001 136	.194 .001 269	.654 .000 276	.078 .102 265	1.000 .999 296

Equation Number 1 Dependent Variable.. COLWEL

Multiple R	.68521	R Square Change	.46951
R Square	.46951	F Change	23.01145
Adjusted R Square	.44911	Signif F Change	.0000
Standard Error	.64385		

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	5	47.69571	9.53914
Residual	130	53.89006	.41454

F = 23.01145 Signif F = .0000

Variables in the Equation

Variable	B	SE B	Beta	Correl	Part Cor	Partial	T	Sig T
ACPROB	-.38276	.07490	-.43206	-.53768	-.32646	-.40901	-5.110	.0000
ACBEN	.40486	.07136	.44035	.34954	.36239	.44546	5.673	.0000
HOMEMOT	8.569454E-03	.04823	.01373	-.06813	.01135	.01558	.178	.8593
EXBEN	-.03862	.06478	-.05050	.06076	-.03809	-.05222	-.596	.5521
EXRISK	-.16004	.06997	-.20482	-.42615	-.14610	-.19667	-2.287	.0238
(Constant)	4.45247	.36700					12.132	.0000

Appendix 19 - Additional LENTA Statistics

Multiple Regression Eight

***** MULTIPLE REGRESSION *****

Correlation, 1-tailed Sig, N of Cases:

	OUTWEL	HOMEMOT	EXBEN	EXRISK	ACBEN	ACPROB
OUTWEL	1.000 .999 297	-.359 .000 139	-.075 .110 265	-.306 .000 274	.134 .015 260	-.324 .000 274
HOMEMOT	-.359 .000 139	1.000 .999 154	.486 .000 143	.407 .000 145	.319 .000 137	.264 .001 136
EXBEN	-.075 .110 265	.486 .000 143	1.000 .999 294	.293 .000 276	.564 .000 263	.194 .001 269
EXRISK	-.306 .000 274	.407 .000 145	.293 .000 276	1.000 .999 303	.160 .004 267	.654 .000 276
ACBEN	.134 .015 260	.319 .000 137	.564 .000 263	.160 .004 267	1.000 .999 283	.078 .102 265
ACPROB	-.324 .000 274	.264 .001 136	.194 .001 269	.654 .000 276	.078 .102 265	1.000 .999 296

***** MULTIPLE REGRESSION *****

Equation Number 1 Dependent Variable.. OUTWEL

Multiple R	.50575	R Square Change	.25578
R Square	.25578	F Change	8.93614
Adjusted R Square	.22716	Signif F Change	.0000
Standard Error	.59637		

Analysis of Variance			
	DF	Sum of Squares	Mean Square
Regression	5	15.89092	3.17818
Residual	130	46.23518	.35566

F = 8.93614 Signif F = .0000

Equation Number 1 Dependent Variable.. OUTWEL

Variables in the Equation

Variable	B	SE B	Beta	Correl Part Cor	Partial	T	Sig T
ACPROB	-.14224	.06937	-.20531	-.32392	-.15513	-.17699	-2.050 .0423
ACBEN	.19660	.06610	.27345	.13421	.22504	.25241	2.974 .0035
HOMEMOT	-.18020	.04468	-.36910	-.35920	-.30518	-.33350	-4.033 .0001
EXBEN	5.669737E-03	.06000	9.4808E-03	-.07549	.00715	.00829	.094 .9249
EXRISK	-.04139	.06481	-.06774	-.30580	-.04832	-.05592	-.639 .5242
(Constant)	4.46181	.33993					13.126 .0000

Appendix 19 - Additional LENTA Statistics

Multiple Regression Nine

*** MULTIPLE REGRESSION ***

Correlation, 1-tailed Sig, N of Cases:

	COLWEL	JOBMOT	EXBEN	EXRISK	ACBEN	ACPROB	EXCHIL	ACHILR
COLWEL	1.000 .999 294	-.029 .383 110	.061 .162 266	-.426 .000 275	.350 .000 261	-.538 .000 270	-.183 .009 165	-.195 .007 158
JOBMOT	-.029 .383 110	1.000 .999 126	.610 .000 116	.406 .000 119	.338 .000 109	.218 .010 115	.295 .014 55	.216 .062 52
EXBEN	.061 .162 266	.610 .000 116	1.000 .999 294	.293 .000 276	.564 .000 263	.194 .001 269	.222 .002 166	.220 .003 159
EXRISK	-.426 .000 275	.406 .000 119	.293 .000 276	1.000 .999 303	.160 .004 267	.654 .000 276	.571 .000 173	.483 .000 164
ACBEN	.350 .000 261	.338 .000 109	.564 .000 263	.160 .004 267	1.000 .999 283	.078 .102 265	.251 .001 157	.223 .003 151
ACPROB	-.538 .000 270	.218 .010 115	.194 .001 269	.654 .000 276	.078 .102 265	1.000 .999 296	.530 .000 165	.604 .000 160
EXCHIL	-.183 .009 165	.295 .014 55	.222 .002 166	.571 .000 173	.251 .001 157	.530 .000 165	1.000 .999 184	.743 .000 173
ACHILR	-.195 .007 158	.216 .062 52	.220 .003 159	.483 .000 164	.223 .003 151	.604 .000 160	.743 .000 173	1.000 .999 175

*** MULTIPLE REGRESSION ***

Equation Number 1 Dependent Variable.. COLWEL

Multiple R .69302
 R Square .48027
 Adjusted R Square .39759
 Standard Error .67328
 R Square Change .48027
 F Change 5.80858
 Signif F Change .0001

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	7	18.43142	2.63306
Residual	44	19.94543	.45331

F = 5.80858 Signif F = .0001

Equation Number 1 Dependent Variable.. COLWEL

Variables in the Equation							in	
Variable	B	SE B	Beta	Correl	Part Cor	Partial	T	Sig T
ACHILR	.05195	.08824	.10412	-.19504	.06399	.08841	.589	.5590
JOBMOT	.03063	.10631	.04177	-.02873	.03132	.04340	.288	.7746
ACBEN	.38366	.12414	.41730	.34954	.33590	.42234	3.091	.0035
EXRISK	-.18682	.12654	-.23910	-.42615	-.16046	-.21726	-1.476	.1470
EXBEN	-.04987	.12061	-.06521	.06076	-.04493	-.06221	-.413	.6813
ACPROB	-.43534	.14297	-.49141	-.53768	-.33094	-.41720	-3.045	.0039
EXCHIL	.01567	.08109	.03414	-.18274	.02100	.02912	.193	.8476
(Constant)	4.55555	.63775					7.143	.0000

Appendix 19 - Additional LENTA Statistics

Multiple Regression Ten

* * * * MULTIPLE REGRESSION * * * *

Correlation, 1-tailed Sig, N of Cases:

	OUTWEL	JOBMOT	EXBEN	EXRISK	ACBEN	ACPROB	EXCHIL	ACHILR
OUTWEL	1.000 .999 297	-.261 .003 110	-.075 .110 265	-.306 .000 274	.134 .015 260	-.324 .000 274	-.127 .051 169	-.133 .045 165
JOBMOT	-.261 .003 110	1.000 .999 126	.610 .000 116	.406 .000 119	.338 .000 109	.218 .010 115	.295 .014 55	.216 .062 52
EXBEN	-.075 .110 265	.610 .000 116	1.000 .999 294	.293 .000 276	.564 .000 263	.194 .001 269	.222 .002 166	.220 .003 159
EXRISK	-.306 .000 274	.406 .000 119	.293 .000 276	1.000 .999 303	.160 .004 267	.654 .000 276	.571 .000 173	.483 .000 164
ACBEN	.134 .015 260	.338 .000 109	.564 .000 263	.160 .004 267	1.000 .999 283	.078 .102 265	.251 .001 157	.223 .003 151
ACPROB	-.324 .000 274	.218 .010 115	.194 .001 269	.654 .000 276	.078 .102 265	1.000 .999 296	.530 .000 165	.604 .000 160
EXCHIL	-.127 .051 169	.295 .014 55	.222 .002 166	.571 .000 173	.251 .001 157	.530 .000 165	1.000 .999 184	.743 .000 173
ACHILR	-.133 .045 165	.216 .062 52	.220 .003 159	.483 .000 164	.223 .003 151	.604 .000 160	.743 .000 173	1.000 .999 175

Equation Number 1 Dependent Variable.. OUTWEL

Multiple R	.45891	R Square Change	.21060
R Square	.21060	F Change	1.67693
Adjusted R Square	.08501	Signif F Change	.1397
Standard Error	.64890		

Analysis of Variance			
	DF	Sum of Squares	Mean Square
Regression	7	4.94275	.70611
Residual	44	18.52711	.42107

F = 1.67693 Signif F = .1397

Equation Number 1 Dependent Variable.. OUTWEL

Variables in the Equation

Variable	B	SE B	Beta	Correl	Part Cor	Partial	T	Sig T
ACHILR	.01238	.08505	.03173	-.13265	.01950	.02194	.146	.8849
JOBMOT	-.15915	.10246	-.27750	-.26125	-.20805	-.22799	-1.553	.1275
ACBEN	.16118	.11964	.22417	.13421	.18044	.19903	1.347	.1848
EXRISK	-.07641	.12196	-.12505	-.30580	-.08392	-.09403	-.627	.5342
EXBEN	.01828	.11625	.03057	-.07549	.02106	.02370	.157	.8758
ACPROB	-.18535	.13779	-.26754	-.32392	-.18017	-.19874	-1.345	.1855
EXCHIL	.02940	.07816	.08189	-.12658	.05038	.05661	.376	.7086
(Constant)	4.60199	.61466					7.487	.0000

Appendix 19 - Additional LENTA Statistics

Multiple Regression Eleven

* * * * MULTIPLE REGRESSION * * * *

Correlation, 1-tailed Sig, N of Cases:

	COLWEL	JOBMOT	EXBEN	EXRISK	ACBEN	ACPROB
COLWEL	1.000 .999 294	-.029 .383 110	.061 .162 266	-.426 .000 275	.350 .000 261	-.538 .000 270
JOBMOT		1.000 .999 126	.610 .000 116	.406 .000 119	.338 .000 109	.218 .010 115
EXBEN			1.000 .999 294	.293 .000 276	.564 .000 263	.194 .001 269
EXRISK				1.000 .999 303	.160 .004 267	.654 .000 276
ACBEN					1.000 .999 283	.078 .102 265
ACPROB						1.000 .999 296

Equation Number 1 Dependent Variable.. COLWEL

Multiple R	.68597	R Square Change	.47055
R Square	.47055	F Change	18.30840
Adjusted R Square	.44485	Signif F Change	.0000
Standard Error	.64633		

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	5	38.24105	7.64821
Residual	103	43.02756	.41774

F = 18.30840 Signif F = .0000

Equation Number 1 Dependent Variable.. COLWEL

----- Variables in the Equation -----

Variable	B	SE B	Beta	Correl	Part Cor	Partial	T	Sig T
ACPROB	-.37936	.08436	-.42823	-.53768	-.32239	-.40509	-4.497	.0000
ACBEN	.40613	.07992	.44173	.34954	.36432	.44771	5.082	.0000
JOBMOT	.03327	.06977	.04536	-.02873	.03418	.04692	.477	.6345
EXRISK	-.16769	.07931	-.21462	-.42615	-.15160	-.20397	-2.114	.0369
EXBEN	-.05363	.07914	-.07013	.06076	-.04858	-.06662	-.678	.4995
(Constant)	4.43704	.41272					10.751	.0000

Appendix 19 - Additional LENTA Statistics

Multiple Regression Twelve

*** MULTIPLE REGRESSION ***

Correlation, 1-tailed Sig, N of Cases:

	OUTWEL	JOBMOT	EXBEN	EXRISK	ACBEN	ACPROB
OUTWEL	1.000 .999 297	-.261 .003 110	-.075 .110 265	-.306 .000 274	.134 .015 260	-.324 .000 274
JOBMOT	-.261 .003 110	1.000 .999 126	.610 .000 116	.406 .000 119	.338 .000 109	.218 .010 115
EXBEN	-.075 .110 265	.610 .000 116	1.000 .999 294	.293 .000 276	.564 .000 263	.194 .001 269
EXRISK	-.306 .000 274	.406 .000 119	.293 .000 276	1.000 .999 303	.160 .004 267	.654 .000 276
ACBEN	.134 .015 260	.338 .000 109	.564 .000 263	.160 .004 267	1.000 .999 283	.078 .102 265
ACPROB	-.324 .000 274	.218 .010 115	.194 .001 269	.654 .000 276	.078 .102 265	1.000 .999 296

Equation Number 1 Dependent Variable.. OUTWEL

Multiple R	.45180	R Square Change	.20412
R Square	.20412	F Change	5.28328
Adjusted R Square	.16548	Signif F Change	.0002
Standard Error	.61971		

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	5	10.14492	2.02898
Residual	103	39.55597	.38404

F = 5.28328 Signif F = .0002

Variables in the Equation

Variable	B	SE B	Beta	Correl	Part Cor	Partial	T	Sig T
ACPROB	-.15765	.08089	-.22755	-.32392	-.17132	-.18859	-1.949	.0540
ACBEN	.17683	.07663	.24594	.13421	.20284	.22171	2.308	.0230
JOBMOT	-.15498	.06690	-.27024	-.26125	-.20364	-.22254	-2.317	.0225
EXRISK	-.05686	.07604	-.09305	-.30580	-.06573	-.07348	-.748	.4563
EXBEN	.01309	.07588	.02188	-.07549	.01516	.01699	.172	.8634
(Constant)	4.53204	.39572					11.453	.0000

APPENDIX 20

Additional Statistics for Significant DFAs

DFA Analysis 1 - Respondents with and without partners

DFAs did not discriminate between individuals who had a partner and those who had not in terms of Motivators for Change or Expected Benefits. However a DFA did discriminate between those with and without partners in terms of expected risks, actual problems and actual benefits.

Analysis 1A Differences in Expected Risks

A Discriminant Function Analysis (DFA) was performed between respondents who were:

Partnered (married or co-habiting) - Group 0, with those who were Unpartnered (single) - Group 1 on the basis of expected 'risks' of being at college.

Dependent Variables - Partnered or Unpartnered

Independent Variables

FINDIF	I may have financial difficulties
TIMLESS	I will have less time for my family/friends
MONLESS	I will have less time to make money
RECLESS	I will have less time for recreation
FEELSEL	I may feel selfish doing what I want
ANXNEW	I am anxious about meeting new people
STREXAM	The stress of taking exams worries me
TIMPRES	I will have considerable time pressure
BOOKACC	Access to text-books etc may be a problem
OPEOP	People whose opinions I value may not like the idea
TRAVDIF	I may find travelling to college difficult
WRONG	I may be choosing the wrong course for me
UNSURE	I am unsure of my ability to perform well on the course
ADULT	I may not be treated like an adult
TUTREAL	Tutors may not realise my difficulties in returning to college after a long break
ORGCOL	Organising my life around college may be difficult

303 cases were used in the analysis, 33 having been excluded due to having at least one missing variable. The subject to predictor ratio is therefore acceptable at 19:1, Tabachnik and Fidel (1983).

Appendix 20

Additional Statistics for DFA

Table 1A.1

Group Means					
PARTNER	FINDIF	TIMLESS	MONLESS	RECLESS	
0	4.10063	3.53459	3.20755	3.13836	
1	2.88194	4.05556	2.50000	3.02778	
Total	3.52145	3.78218	2.87129	3.08581	
PARTNER	FEELSEL	ANXNEW	STREXAM	TIMPRES	
0	2.59748	3.45283	4.00629	3.89937	
1	3.31944	2.85417	3.88889	4.09028	
Total	2.94059	3.16832	3.95050	3.99010	
PARTNER	BOOKACC	OPEOP	TRAVDIF	WRONG	
0	2.51572	2.12579	2.20755	2.54088	
1	1.95833	2.03472	2.11111	2.75000	
Total	2.25083	2.08251	2.16172	2.64026	
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PARTNER	UNSURE	ADULT	TUTREAL	ORGCOL	
0	3.76101	2.08805	2.80503	3.11321	
1	3.93056	1.87500	2.85417	3.88889	
Total	3.84158	1.98680	2.82838	3.48185	

Pooled Within-Groups Correlation Matrix

FINDIF	FINDIF	TIMLESS	MONLESS	RECLESS	FEELSEL	ANXNEW	STREXAM	
TIMLESS	.15173	1.00000						
MONLESS	.46740	.32101	1.00000					
RECLESS	.10370	.56765	.37039	1.00000				
FEELSEL	.28249	.36530	.35213	.28666	1.00000			
ANXNEW	.15468	.05242	.17391	.11963	.28652	1.00000		
STREXAM	.16619	.19141	.17399	.22636	.24735	.32928	1.00000	
TIMPRES	.17112	.40843	.17383	.44331	.35528	.17468	.53220	1.00000
BOOKACC	.19437	.21262	.16726	.25941	.23146	.15248	.32550	.32550
OPEOP	.25978	.27397	.22674	.17498	.44906	.26981	.10005	.10005
TRAVDIF	.28739	.25459	.18080	.20707	.23228	.14295	.19431	.19431
WRONG	.13934	.12781	.07725	.11373	.26907	.14120	.16597	.16597
UNSURE	.21009	.19138	.18207	.16088	.35123	.29630	.42620	.42620
ADULT	.15433	.13799	.19669	.27094	.20317	.21404	.19570	.19570
TUTREAL	.10194	.14355	.13619	.15533	.30296	.25250	.34473	.34473
ORGCOL	.17657	.44139	.19563	.35065	.37853	.11464	.33044	.33044
TIMPRES	TIMPRES	BOOKACC	OPEOP	TRAVDIF	WRONG	UNSURE	ADULT	
BOOKACC	.33313	1.00000						
OPEOP	.22709	.32523	1.00000					
TRAVDIF	.24308	.42600	.27769	1.00000				
WRONG	.22796	.26173	.33459	.30540	1.00000			
UNSURE	.43338	.32050	.26073	.24299	.39062	1.00000		
ADULT	.24691	.21576	.25639	.31254	.30717	.34236	1.00000	
TUTREAL	.24877	.28961	.29393	.21977	.33714	.40925	.47151	1.00000
ORGCOL	.56483	.39980	.30096	.35451	.27629	.37049	.26899	.26899
TUTREAL	TUTREAL	ORGCOL						
ORGCOL	.38688	1.00000						

Table 1A.2

**DFA Results Table 1A:3
Canonical Discriminant Functions**

Eigenvalue	Canonical Correlation	Wilks' Lambda	Chi-squared	DF	Significance	Evaluation at group means
0.2587	0.4533	0.7945	68561	6	0.0000	Gp.0 0.48243 Gp.1 -0.53268

The eigenvalue 0.2587 suggests a reasonable function. The canonical correlation squared indicates that 21% of the variance has been accounted for. Transformation of Wilks' lambda to a chi-squared value shows there is a significant difference between the groups on the individual stress items $p < .001$.

**DFA Results Table 1A:4
Standardised Canonical Discriminant Function Coefficients**

FINDIF	0.55340
MONLESS	0.24894
FEELSEL	-0.57413
ANXNEW	0.30660
BOOKACC	0.46211
ORGCOL	-0.51194

The canonical discriminant function is a measure of the degree of association between the discriminant scores and the groups. Those variables above 0.3 will be discussed as being most useful in the discriminating function. The canonical discriminant functions evaluated at the group means (group centroids) suggest that since Group 0 (unpartnered) has a positive mean, it may generally be considered that by and large it will consist mainly of variables with negative scores. The variables that made most contribution to group 0 are therefore FINDIF, ANXNEW and BOOKACC. Similarly it may generally be considered that the variables that made most contribution to inclusion in Group 1 (partnered) are those with a positive mean, these are FEELSEL and ORGCOL. The higher the weight of the variable, the greater the contribution to inclusion in the particular group.

**DFA Results Table 1A:5
Classification Results**

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
Group 0 unpartnered	166	117 70.5%	49 29.5%
Group 1 partnered	149	39 26.2%	110 73.8%

Percentage of cases correctly classified 72.06%

Analysis 1B

Differences in Actual Benefits

A Discriminant Function Analysis (DFA) was performed between respondents who were Partnered (married or co-habiting) - Group 1, with those who were Unpartnered (single) - Group 0 on the basis of actual risks and benefits of being at college.

Dependent Variables - Partnered or Unpartnered

Independent Variables

TIMCON	I am using my time constructively
NEWFR	I have met new friends
LESSBOR	I am less bored now
LEARNT	I have learnt new skills
IMPROVE	I have improved the skills I had
OPTION	The skills I have learned have improved my career options
ABILITY	I am able to use my abilities
SALARY	I have improved my chances of earning a good salary
VALUED	I feel more valued by people who are important to me
WORTH	I have an increased sense of personal worth
CONFID	I have more self confidence
ESTEEM	I have more self-esteem
POSIT	I feel I am doing something positive with my life
ENJOY	I enjoy being on the course
GAINED	I have gained confidence in meeting new people
IDENTIT	I have a greater sense of personal identity
POSCHA	My family/friends recognise a positive change in me
GOOD	I have improved my chances of getting a job with good working conditions
PERFORM	I am happy that I am performing well on the course
RIGHT	I feel I am doing what is right for me
TREAT	I am treated like an adult
LIFEORG	My life is better organised
PLEASE	I am pleasing myself not just others.
FINANCE	I feel I have improved my chances of financial security
SECURE	I believe I have improved my chances of finding a secure job
FUTURE	I am improving my family's financial future.

283 cases were used in the analysis, 53 having been excluded as due to having at least one missing variable. This results in a subject to predictor ratio of 11:1. While there is a normal requirement for an n:p ratio of 20:1, according to Tabachnik and Fidel (1983, p292) it is acceptable to go as low as 5:1, but the lower the n:p ratio the more likely the results are sample specific. Results may be due more to sampling error than actual effect.

DFA Results Table 1B:3

Canonical Discriminant Functions

Eigenvalue	Canonical Correlation	Wilks' Lambda	Chi-squared	DF	Significance	Evaluation at group means
0.1738	.3848	0.8520	44.218	10	0.0000	Gp 0 0.41390 Gp 1 -0.41684

The eigenvalue 0.1738 suggests a poor function.

The canonical correlation squared indicates that 15% of the variance has been accounted for.

Transformation of Wilks' lambda to a chi-squared value shows there is a significant difference between the groups on expected benefits and risks $p < .001$.

DFA Results Table 1B: 4

Standardised Canonical Discriminant Function Coefficients

OPTION	-0.44997
ABILITY	-0.29612
POSIT	0.51159
ENJOY	-0.52936
POSCHA	0.24097
TREAT	0.36425
LIFEORG	0.23629
FINANCE	0.33775
SECURE	0.73829
FUTURE	-0.49186

The canonical discriminant function is a measure of the degree of association between the discriminant scores and the groups. Those variables above 0.3 will be discussed as being most useful in the discriminating function. The canonical discriminant functions evaluated at the group means (group centroids) suggest that since Group 0 - Unpartnered - has a positive mean, it may generally be considered that it will consist mainly of variables with positive scores. The variables that made most contribution to group 0 are POSIT, TREAT, FINANCE and SECURE. Similarly it may generally be considered that the variables that made most contribution to inclusion in Group 1 - Partnered, which has a negative score are OPTION, ENJOY and FUTURE. The higher the weight of the variable, the greater the contribution to inclusion in the particular group.

DFA Results Table 1B:5

Classification Results

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
Group 0	158	102	56
Unpartnered		64.6%	35.4%
Group 1	147	50	97
Partnered		34.0%	66.0%
Percentage of cases correctly classified		65.25%	

DFA Analysis 1C - Differences in Actual Problems

A DFA was performed between respondents who were Partnered (married or co-habiting) - Group 1, with those who were Unpartnered (single) - Group 0 on the basis of actual problems of being at college.

Dependent Variables - Partnered and Unpartnered

Independent Variables

EXPENSE	Being at college is expensive for me
COPE	It is difficult to cope with the work involved in doing the course and home and family responsibilities
NOTIM	I do not have enough time with my family/friends
NOCASH	I do not have enough time to earn extra cash
POSIT	I feel I am doing something positive with my life
GUILT	I feel guilty about going to college
TIMENJ	I do not have enough time to do the things I enjoy doing outside college
CONCERN	I am concerned about my ability to perform well in exams
NOBOOK	I find the lack of text books to take home a problem
OPPO	I meet with opposition from people who are important to me
TRANS	Transport to college is difficult
TUTOR	Some tutors do not take into account the difficulties in returning to education

296 cases were used in the analysis, 40 having been excluded as due to having at least one missing variable. This results in a subject to predictor ratio of 24:1, which is acceptable according to Tabachnik and Fidel (1983).

Table 1C:1

Group Means

PARTNER	EXPENSE	COPE	NOTIM	NOCASH
0	3.56667	3.63333	3.37333	3.69333
1	2.92466	4.29452	3.69178	3.59589
Total	3.25000	3.95946	3.53041	3.64527
PARTNER	GUILT	TIMENJ	CONCERN	NOBOOK
0	1.83333	3.33333	4.76000	2.85333
1	2.55479	3.50000	4.93151	2.50685
Total	2.18919	3.41554	4.84459	2.68243
PARTNER	OPPO	TRANS	TUTOR	
0	2.32000	2.18667	3.00667	
1	2.01370	2.06849	3.19863	
Total	2.16892	2.12838	3.10135	

Table 1C:2

Pooled Within-Groups Correlation Matrix

	EXPENSE	COPE	NOTIM	NOCASH	GUILT	TIMENJ	CONCERN
EXPENSE	1.00000						
COPE	.26648	1.00000					
NOTIM	.19890	.60366	1.00000				
NOCASH	.37693	.33863	.39173	1.00000			
GUILT	.27481	.31562	.32470	.17191	1.00000		
TIMENJ	.19678	.44758	.60510	.32232	.27374	1.00000	
CONCERN	.25658	.24428	.20039	.17962	.15955	.22075	1.00000
NOBOOK	.27241	.20983	.24316	.26705	.21470	.17348	.23574
OPPO	.14588	.17221	.14342	.20883	.26667	.17129	.15665
TRANS	.30997	.22269	.21881	.25077	.23879	.19213	.17878
TUTOR	.10888	.21737	.18949	.14534	.19091	.24729	.16598
	NOBOOK	OPPO	TRANS	TUTOR			
NOBOOK	1.00000						
OPPO	.23137	1.00000					
TRANS	.27567	.24788	1.00000				
TUTOR	.20897	.18661	.15767	1.00000			

DFA Results Table 1C:3

Canonical Discriminant Functions

Eigenvalue	Canonical Correlation	Wilks' Lambda	Chi-squared	DF	Significance	Evaluation at group means
0.1512	0.3624	.8687	40.975	6	.0000	Gp 0 -0.38233 Gp 1 0.39281

The eigenvalue 0.1512 suggests a poor function.

The canonical correlation squared indicates that 13% of the variance has been accounted for.

Transformation of Wilks' lambda to a chi-squared value shows a significant difference between the groups on expected benefits and risks $p < .001$.

DFA Results Table 1C:4

Standardised Canonical Discriminant Function Coefficients

EXPENSE	-0.65505
COPE	0.44570
GUILT	0.69066
CONCERN	0.18739
NOBOOK	-0.25399
OPPO	-0.38004

The canonical discriminant function is a measure of the degree of association between the discriminant scores and the groups. Those variables above 0.3 will be discussed as being most useful in the discriminating function. The canonical discriminant functions evaluated at the group means (group centroids) suggest that since Group 0 has a negative mean, it may generally be considered that by and large it will consist mainly of variables with negative scores. The variables that made most contribution to group 0 are EXPENSE and OPPO. Similarly it may generally be considered that the variables with the positive mean made most contribution to inclusion in Group 1, these are GUILT and COPE. The higher the weight of the variable, the greater the contribution to inclusion in the particular group.

DFA Results Table 1C:5

Classification Results

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
Group 0 Unpartnered	161	110 68.3%	51 31.7%
Group 1 Partnered	147	53 36.1%	94 63.9%

Percentage of cases correctly classified 66.23%

DFA Analysis 2 - Respondents with and without dependents

DFAs did not discriminate between individuals who had dependents and those who did not in terms of Motivators for Change or Expected Benefits. However a DFA did discriminate between individuals with and without dependents in terms of Expected Risks, Actual Benefits and Actual Problems. DFAs where the success rate for predicting actual groups shown in the confusion matrices exceeds 60% are reported below. Tests which did not have a useful discriminant function are in the Appendix 21.

Analysis 2A Differences in Expected Risks.

A Discriminant Function Analysis (DFA) was performed between respondents with dependents - Group 0, and respondents without dependents - Group 1 on the basis of expected risks of being at college.

Dependent Variables - With dependents - Group 0
Without dependents - Group 1

Independent Variables

FINDIF	I may have financial difficulties
TIMLESS	I will have less time for my family/friends
MONLESS	I will have less time to make money
RECLESS	I will have less time for recreation
FEELSEL	I may feel selfish doing what I want
ANXNEW	I am anxious about meeting new people
STREXAM	The stress of taking exams worries me
TIMPRES	I will have considerable time pressure
BOOKACC	Access to text-books etc may be a problem
OPEOP	People whose opinions I value may not like the idea
TRAVDIF	I may find travelling to college difficult
WRONG	I may be choosing the wrong course for me
UNSURE	I am unsure of my ability to perform well on the course
ADULT	I may not be treated like an adult
TUTREAL	Tutors may not realise my difficulties in returning to college after a long break
ORGCOL	Organising my life around college may be difficult

298 cases were used in the analysis, 38 having been excluded due to having at least one missing variable. This results in a subject to predictor ratio of 19:1. According to Tabachnik and Fidel (1983) this is an acceptable ratio.

DFA 2A

Table 2A:1

FAMDEP	FINDIF	TIMLESS	MONLESS	RECLESS
0	3.47027	4.09189	2.87568	3.14595
1	3.54867	3.28319	2.81416	3.02655
Total	3.50000	3.78523	2.85235	3.10067
FAMDEP	FEELSEL	ANXNEW	STREXAM	TIMPRES
0	3.27027	3.17838	4.14054	4.19459
1	2.39823	3.12389	3.67257	3.73451
Total	2.93960	3.15772	3.96309	4.02013
FAMDEP	BOOKACC	OPEOP	TRAVDIF	WRONG
0	2.21622	2.03243	2.27568	2.56216
1	2.30088	2.09735	2.01770	2.73451
Total	2.24832	2.05705	2.17785	2.62752
FAMDEP	UNSURE	ADULT	TUTREAL	ORGCOL
0	4.02703	2.04865	2.95676	3.96757
1	3.50442	1.85841	2.58407	2.70796
Total	3.82886	1.97651	2.81544	3.48993

Group Standard Deviations

FAMDEP	FINDIF	TIMLESS	MONLESS	RECLESS
0	2.26994	2.02087	2.14950	2.00686
1	2.19167	2.07222	2.01135	1.76504
Total	2.23720	2.07458	2.09497	1.91659
FAMDEP	FEELSEL	ANXNEW	STREXAM	TIMPRES
0	2.30605	2.11505	2.16236	2.09683
1	1.87816	2.07508	2.20973	2.16307
Total	2.19190	2.09664	2.18858	2.13033
FAMDEP	BOOKACC	OPEOP	TRAVDIF	WRONG
0	1.74043	1.64813	1.93219	1.89613
1	1.71592	1.62549	1.83216	2.07027
Total	1.72877	1.63714	1.89592	1.96232
FAMDEP	UNSURE	ADULT	TUTREAL	ORGCOL
0	2.06269	1.72665	2.10028	2.13639
1	2.12184	1.47520	1.93983	1.90245
Total	2.09719	1.63591	2.04565	2.13711

Table 2A:2

Pooled Within-Groups Correlation Matrix

	FINDIF	TIMLESS	MONLESS	RECLESS	FEELSEL	ANXNEW	STREXAM
FINDIF	1.00000						
TIMLESS	.12152	1.00000					
MONLESS	.47953	.30384	1.00000				
RECLESS	.10580	.57090	.37246	1.00000			
FEELSEL	.22104	.35637	.31061	.27584	1.00000		
ANXNEW	.19443	.02523	.20295	.12392	.26923	1.00000	
STREXAM	.16740	.18003	.17896	.21735	.22780	.33272	1.00000
TIMPRES	.16308	.40819	.17670	.43931	.35119	.17458	.52286
BOOKACC	.24694	.18908	.20953	.27077	.21982	.15858	.34056
OPEOP	.26130	.26794	.23351	.19524	.45721	.27529	.12829
	FINDIF	TIMLESS	MONLESS	RECLESS	FEELSEL	ANXNEW	STREXAM
TRAVDIF	.29354	.24355	.19008	.20300	.21884	.14827	.18601
WRONG	.09947	.14327	.04784	.11172	.27538	.14185	.17481
UNSURE	.19622	.16944	.17621	.15936	.34291	.27545	.42350
ADULT	.15625	.12215	.20484	.27560	.17728	.22653	.18799
TUTREAL	.10383	.12496	.14142	.15734	.30265	.23035	.34293
ORGCOL	.13521	.42615	.16573	.34400	.37220	.07307	.30674
	TIMPRES	BOOKACC	OPEOP	TRAVDIF	WRONG	UNSURE	ADULT
TIMPRES	1.00000						
BOOKACC	.33403	1.00000					
OPEOP	.25221	.32302	1.00000				
TRAVDIF	.22986	.43291	.29701	1.00000			
WRONG	.24708	.26685	.33003	.31580	1.00000		
UNSURE	.43986	.30674	.25621	.24077	.40615	1.00000	
ADULT	.23743	.23124	.25474	.31580	.30251	.33553	1.00000
TUTREAL	.25277	.27428	.29764	.22015	.35823	.39285	.47827
ORGCOL	.57314	.38175	.32792	.34269	.31588	.35215	.26541
	TUTREAL	ORGCOL					
TUTREAL	1.00000						
ORGCOL	.37044	1.00000					

**DFA Results Table 2A:3
Canonical Discriminant Functions**

Eigen- value	Canonical Correlation	Wilks' Lambda	Chi- squared	DF	Significance	Evaluation at group means
0.1870	0.3969	0.8424	49.978	9	.0000	Gp.0 0.33686 Gp.1 -0.55149

The low eigenvalue 0.1870 suggests the function is 'poor'
 The canonical correlation 0.3969 indicates that 16% of the variance has
 been accounted for.
 The high lambda value (0.8424) indicates that the group means are similar.
 Transformation to a Chi-squared value demonstrates a significant result, $p < .001$.

**DFA Results Table 2A:4
Standardised Canonical Discriminant Function Coefficients**

TIMLESS	0.35386
RELESS	-0.29290
FEELSEL	0.40693
TIMPRES	-0.26822
BOOKACC	-0.24390
OPEOP	-0.35539
WRONG	-0.35913
UNSURE	0.24954
ORGCOL	0.87877

The canonical discriminant function is a measure of the degree of
 association between the discriminant scores and the groups, those variables
 above 0.3 will be discussed as being most useful in the discriminating
 function. The canonical discriminant functions evaluated at the group means
 (Group Centroids) suggest that since Group 0 has a positive mean, it may
 generally be considered that by and large Group 0 will have mainly positive
 scores. The variables that made most contribution to inclusion in Group 0 -
 With dependents - TIMLESS, FEELSEL and ORGCOL. The variables that made most
 contribution to inclusion in Group 1 - Without dependents - which has a
 negative mean were OPEOP and WRONG.

**DFA Results Table 2A:5
Classification Results**

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
0 With Dependents	191	118 61.8%	73 38.2%
1 Without Dependents	119	30 25.2%	89 74.8%
Percentage of "grouped" cases correctly classified		66.77%	

Analysis 2B - Differences in Actual Benefits

A Discriminant Function Analysis (DFA) was performed between respondents with dependents - Group 0 and respondents without dependents - Group 1 on the basis of actual benefits of being at college.

Dependent Variables - With dependents - Group 0
 Without dependents - Group 1

Independent Variables

TIMCON	I am using my time constructively
NEWFR	I have met new friends
LESSBOR	I am less bored now
LEARNT	I have learnt new skills
IMPROVE	I have improved the skills I had
OPTION	The skills I have learned have improved my career options
ABILITY	I am able to use my abilities
SALARY	I have improved my chances of earning a good salary
VALUED	I feel more valued by people who are important to me
WORTH	I have an increased sense of personal worth
CONFID	I have more self confidence
ESTEEM	I have more self-esteem
POSIT	I feel I am doing something positive with my life
ENJOY	I enjoy being on the course
GAINED	I have gained confidence in meeting new people
IDENTIT	I have a greater sense of personal identity
POSCHA	My family/friends recognise a positive change in me
GOOD	I have improved my chances of getting a job with good working conditions
PERFORM	I am happy that I am performing well on the course
RIGHT	I feel I am doing what is right for me
TREAT	I am treated like an adult
LIFEORG	My life is better organised
PLEASE	I am pleasing myself not just others
FINANCE	I feel I have improved my chances of financial security
SECURE	I believe I have improved my chances of finding a secure job
FUTURE	I am improving my family's financial future.

278 cases were used in the analysis, 58 having been excluded due to having at least one missing variable. This results in a subject to predictor ratio of 11:1, which is an acceptable ratio according to Tabachnik and Fidel (1983), although overfitting of the data may occur and results may be considered sample specific.

DFA 2B

Table 2B:1
Group Means

FAMDEP	TIMCON	NEWFR	LESSBOR	LEARNT
0	5.71006	5.83432	5.18935	6.39053
1	5.63303	5.82569	5.07339	6.24771
Total	5.67986	5.83094	5.14388	6.33453
FAMDEP	IMPROVE	OPTION	ABILITY	SALARY
0	5.78698	5.89941	5.84024	5.43787
1	5.82569	5.73394	5.88073	5.29358
Total	5.80216	5.83453	5.85612	5.38129
FAMDEP	VALUED	WORTH	CONFID	ESTEEM
0	4.28994	5.32544	5.31953	5.11834
1	4.48624	5.31193	5.29358	5.20183
Total	4.36691	5.32014	5.30935	5.15108
FAMDEP	POSIT	ENJOY	GAINED	IDENTIT
0	6.13609	6.49112	5.04734	4.88166
1	6.09174	6.03670	5.05505	4.90826
Total	6.11871	6.31295	5.05036	4.89209
FAMDEP	POSCHA	GOOD	PERFORM	RIGHT
0	4.38462	5.39645	5.73964	6.13609
1	4.28440	5.03670	5.44954	5.99083
Total	4.34532	5.25540	5.62590	6.07914
FAMDEP	TREAT	LIFEORG	PLEASE	FINANCE
0	5.84615	4.71598	5.98817	4.91716
1	5.91743	4.88073	5.70642	4.84404
Total	5.87410	4.78058	5.87770	4.88849
FAMDEP	SECURE	FUTURE		
0	5.18935	4.98225		
1	4.85321	4.10092		
Total	5.05755	4.63669		

Pooled Within-Groups Correlation Matrix

Table 2B:2

TIMCON	TIMCON	NEWFR	LESSBOR	LEARNT	IMPROVE	OPTION	ABILITY					
NEWFR	.19526	1.00000										
LESSBOR	.18702	.38805	1.00000									
LEARNT	.31359	.33264	.34118	1.00000								
IMPROVE	.17298	.23637	.32697	.39332	1.00000							
OPTION	.22656	.24660	.25631	.47868	.32406	1.00000						
ABILITY	.31314	.34748	.33741	.45664	.34880	.56223	1.00000					
SALARY	.19361	.22414	.17881	.38172	.15576	.71100	.43970					
VALUED	.13708	.28091	.31605	.24543	.22535	.30458	.31858					
WORTH	.22602	.47887	.36849	.35087	.32496	.43072	.41251					
CONFID	.22619	.43394	.35153	.36197	.34161	.40197	.41273					
ESTEEM	.20631	.39058	.35031	.34439	.31225	.43457	.41598					
POSIT	.38982	.34589	.36344	.42091	.29623	.36128	.35818					
ENJOY	.39377	.41793	.31206	.39119	.24599	.35976	.40744					
GAINED	.07264	.42044	.34218	.26857	.24471	.30099	.28987					
IDENTIT	.11925	.35975	.39704	.25473	.27564	.30257	.26754					
POSCHA	.06440	.20835	.27216	.17401	.12144	.16716	.15184					
GOOD	.18397	.23505	.22002	.31382	.12761	.64083	.39072					
PERFORM	.35834	.33685	.28261	.41633	.30041	.41227	.47268					
RIGHT	.40368	.34178	.28878	.36038	.17109	.32496	.42052					
TREAT	.16851	.21034	.17395	.31346	.13496	.30213	.23976					
LIFEORG	.20060	.15244	.24575	.24511	.06451	.24430	.25621					
PLEASE	.23196	.27449	.35859	.30461	.18790	.17821	.26069					
FINANCE	.13545	.21699	.19672	.25107	.10131	.49981	.31685					
SECURE	.09250	.20792	.20087	.27011	.13357	.58688	.30610					
FUTURE	.17038	.24135	.22625	.17944	.12155	.42351	.29474					
SALARY	1.00000	VALUED	WORTH	CONFID	ESTEEM	POSIT	ENJOY					
VALUED	.30333	1.00000										
WORTH	.38171	.57789	1.00000									
CONFID	.28347	.53290	.71092	1.00000								
ESTEEM	.32282	.48825	.73612	.86838	1.00000							
POSIT	.32995	.30356	.44779	.42067	.40510	1.00000						
ENJOY	.31469	.24776	.39130	.37282	.37651	.51806	1.00000					
GAINED	.18457	.43896	.48323	.60173	.59516	.32656	.32113					
IDENTIT	.26692	.51343	.64688	.63955	.70397	.41049	.32040					
POSCHA	.08771	.44718	.39373	.46055	.38347	.33928	.14642					
GOOD	.69584	.38210	.34860	.33329	.30549	.38681	.32765					
PERFORM	.38042	.38949	.41486	.41502	.42455	.46998	.45179					
RIGHT	.32401	.29622	.41720	.33253	.31477	.58400	.55630					
TREAT	.21835	.29078	.30979	.24808	.31655	.22652	.38674					
LIFEORG	.21607	.34682	.29839	.36298	.35953	.29900	.31229					
PLEASE	.19465	.30809	.33426	.28250	.25813	.54403	.40213					
FINANCE	.67974	.32305	.33070	.27820	.27417	.35984	.25575					
SECURE	.70999	.31907	.37497	.26025	.28258	.38389	.25959					
FUTURE	.55609	.29792	.32062	.31300	.27898	.36058	.24349					
GAINED	1.00000	IDENTIT	POSCHA	GOOD	PERFORM	RIGHT	TREAT					
IDENTIT	.58084	1.00000										
POSCHA	.41521	.49521	1.00000									
GOOD	.29763	.32681	.25431	1.00000								
PERFORM	.31882	.32934	.23654	.41329	1.00000							
RIGHT	.26356	.27480	.20928	.36466	.59259	1.00000						
TREAT	.22383	.28562	.12826	.16772	.32182	.33750	1.00000					
LIFEORG	.38341	.40122	.36866	.32326	.32476	.32794	.23617					
PLEASE	.23868	.27615	.25601	.21504	.39081	.54415	.26472					
FINANCE	.22648	.28707	.18698	.72434	.31939	.31444	.14285					
SECURE	.20358	.29860	.20227	.73586	.38421	.35538	.15764					
FUTURE	.17766	.30254	.22279	.52567	.33029	.30568	.14782					
								LIFEORG	PLEASE	FINANCE	SECURE	FUTURE
								1.00000	1.00000	1.00000	1.00000	1.00000
								.38755	.24348	.80325	.69572	
								.23749	.24311	.24311	.25797	
								.28423	.24311	.80325	.69572	
								.21264	.25797	.72515	.69572	1.00000

**DFA Results Table 2B:3
Canonical Discriminant Functions**

Eigen- value	Canonical Correlation	Wilks' Lambda	Chi- squared	DF	Significance	Evaluation at group means
0.2426	.4418	.8048	58.531	13	.0000	Gp.0 0.39412 Gp.1 -0.61106

The eigenvalue 0.2426 suggests the function is 'poor'
 The canonical correlation 0.4418 indicates that 20% of the variance has
 been accounted for.
 The lambda value (0.8048) indicates that the group means are similar.
 Transformation to a Chi-squared value demonstrates a significant result.

**DFA Results Table 2B:4
Standardised Canonical Discriminant Function Coefficients**

NEWFR	-0.22515
LEARNT	0.27829
ABILITY	-0.26144
SALARY	-0.22701
VALUED	-0.16780
POSIT	-0.48241
ENJOY	0.70700
GOOD	0.61301
TREAT	-0.23916
LIFEORG	-0.32162
PLEASE	0.34183
FINANCE	-0.85005
FUTURE	1.01687

The canonical discriminant function is a measure of the degree of
 association between the discriminant scores and the groups, those variables
 above 0.3 will be discussed as being most useful in the discriminating
 function. The canonical discriminant functions evaluated at the group means
 (Group Centroids) suggest that since Group 0 has a positive mean, it may
 generally be considered that by and large Group 0 will have mainly positive
 scores. The variables that made most contribution to inclusion in Group 0 -
 With dependents - ENJOY, GOOD PLEASE and FUTURE. The variables that made
 most contribution to inclusion in Group 1 - Without dependents which has a
 negative mean are LIFEORG, POSIT and FINANCE.

**DFA Results Table 2B:5
Classification Results**

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
0	181	137	44
With dependents		75.7%	24.3%
1	118	39	79
Without dependents		33.1%	66.9%
Percentage of "grouped" cases correctly classified		72.24%	

DFA Analysis 2C - Differences in Actual Problems

A Discriminant Function Analysis (DFA) was performed between respondents with dependents - Group 0, and respondents without dependents - Group 1 on the basis of the actual problems of being at college.

Dependent Variables - With dependents - Group 0
Without dependents - Group 1

Independent Variables

EXPENSE	Being at college is expensive for me
COPE	It is difficult to cope with the work involved in doing the course and home and family responsibilities
NOTIM	I do not have enough time with my family/friends
NOCASH	I do not have enough time to earn extra cash
POSIT	I feel I am doing something positive with my life
GUILT	I feel guilty about going to college
TIMENJ	I do not have enough time to do the things I enjoy doing outside college
CONCERN	I am concerned about my ability to perform well in exams
NOBOOK	I find the lack of text books to take home a problem
OPPO	I meet with opposition from people who are important to me
TRANS	Transport to college is difficult
TUTOR	Some tutors do not take into account the difficulties in returning to education

291 cases were used in the analysis, 45 having been excluded due to having at least one missing variable. This results in a subject to predictor ratio of 25:1, which is acceptable according to Tabachnik and Fidel (1983)

Table 2C:1

Group Means		EXPENSE	COPE	NOTIM	NOCASH
FAMDEP	0	3.17514	4.29944	3.75141	3.88136
	1	3.37719	3.47368	3.17544	3.25439
	Total	3.25430	3.97595	3.52577	3.63574
FAMDEP	0	2.39548	3.50282	4.91525	2.76271
	1	1.85965	3.28947	4.76316	2.55263
	Total	2.18557	3.41924	4.85567	2.68041
FAMDEP	0	2.15819	2.29379	3.17514	
	1	2.18421	1.92105	3.01754	
	Total	2.16838	2.14777	3.11340	

Table 2C:2

Pooled Within-Groups Correlation Matrix

	EXPENSE	COPE	NOTIM	NOCASH	GUILT	TIMENJ	CONCERN
EXPENSE	1.00000						
COPE	.24656	1.00000					
NOTIM	.19108	.59785	1.00000				
NOCASH	.38580	.31190	.37324	1.00000			
GUILT	.25355	.31945	.32223	.14516	1.00000		
TIMENJ	.19256	.44671	.60843	.31928	.26614	1.00000	
CONCERN	.24541	.24246	.19820	.16982	.16697	.22389	1.00000
NOBOOK	.29019	.18925	.22680	.26358	.19383	.17271	.22441
OPPO	.16282	.15618	.13443	.21255	.23575	.16371	.15255
TRANS	.31897	.19563	.20626	.24577	.22094	.18570	.17156
TUTOR	.09670	.21418	.18760	.13907	.20393	.25061	.16294
NOBOOK	1.00000						
OPPO	.23834	1.00000					
TRANS	.27792	.25422	1.00000				
TUTOR	.20397	.18478	.15034	1.00000			

DFA Results Table 2C:3

Canonical Discriminant Functions

Eigen- value	Canonical Correlation	Wilks' Lambda	Chi- squared	DF	Significance	Evaluation at group means
.0942	.2934	0.9139	25.705	7	.0006	Gp.0 0.24548 Gp.1 -0.38115

The low eigenvalue 0.0942 suggests the function is 'poor'

The canonical correlation 0.2934 indicates that 9% of the variance has been accounted for.

The high lambda value (0.9139) indicates that the group means are similar. Transformation to a Chi-squared value demonstrates a non-significant result.

DFA Results Table 2C:4

Standardised Canonical Discriminant Function Coefficients

EXPENSE	-0.62564
COPE	0.59394
NOCASH	0.51746
GUILT	0.43703
TIMENJ	-0.25952
OPPO	-0.26689
TRANS	0.31482

The canonical discriminant function is a measure of the degree of association between the discriminant scores and the groups, those variables above 0.3 will be discussed as being most useful in the discriminating function. The canonical discriminant functions evaluated at the group means (Group Centroids) suggest that since Group 0 has a positive mean, it may generally be considered that by and large Group 0 will have mainly positive scores. The variables that made most contribution to inclusion in Group 0 - With Dependents - were, COPE, NOCASH, GUILT and TRANS. The variable that made most contribution to inclusion in Group 1 - Without Dependents - which had a negative mean was EXPENSE

DFA Results Table 2C:6

Classification Results

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
0 With Dependents	181	112 61.9%	69 38.1%
1 Without Dependents	119	42 35.3%	77 64.7%
Percentage of "grouped" cases correctly classified		63.00%	

DFA Analysis 3 - Respondents aged less than 26 years [Young] and those aged 26 years and over [Mature]

DFAs did not discriminate between young and mature respondents in terms of Motivators for Change, Expected Benefits or Actual Problems. However DFAs did discriminate between young and mature students in terms of expected risks and actual problems. DFAs where the success rate for predicting actual groups in the confusion matrices exceeds 60% are reported below. Tests which did not serve a useful discriminant function are in Appendix 21.

Analysis 3A Differences in Expected Risks between mature students and those aged less than 26 years.

A Discriminant Function Analysis (DFA) was performed between respondents aged less than 26 years - Group 0, and mature students, those aged 26 years and over - Group 1 on the basis of expected risks of being at college. A priors=size command was used because of difference in group sizes.

**Dependent Variables - Young - Group 0
Mature - Group 1**

Independent Variables

FINDIF	I may have financial difficulties
TIMLESS	I will have less time for my family/friends
MONLESS	I will have less time to make money
RECLESS	I will have less time for recreation
FEELSEL	I may feel selfish doing what I want
ANXNEW	I am anxious about meeting new people
STREXAM	The stress of taking exams worries me
TIMPRES	I will have considerable time pressure
BOOKACC	Access to text-books etc may be a problem
OPEOP	People whose opinions I value may not like the idea
TRAVDIF	I may find travelling to college difficult
WRONG	I may be choosing the wrong course for me
UNSURE	I am unsure of my ability to perform well on the course
ADULT	I may not be treated like an adult
TUTREAL	Tutors may not realise my difficulties in returning to college after a long break
ORGCOL	Organising my life around college may be difficult

303 cases were used in the analysis, 33 having been excluded due to having at least one missing variable. This results in a subject to predictor ratio of 19:1. According to Tabachnik and Fidel (1983) this is an acceptable ratio.

DFA 3A

Table 3A:1

Group Means

NEWAGE	FINDIF	TIMLESS	MONLESS	RECLESS
0	4.05333	3.28000	3.41333	2.93333
1	3.34649	3.94737	2.69298	3.13596
Total	3.52145	3.78218	2.87129	3.08581

NEWAGE	FEELSEL	ANXNEW	STREXAM	TIMPRES
0	2.25333	3.42667	3.82667	3.77333
1	3.16667	3.08333	3.99123	4.06140
Total	2.94059	3.16832	3.95050	3.99010

NEWAGE	BOOKACC	OPEOP	TRAVDIF	WRONG
0	2.20000	1.82667	2.21333	2.38667
1	2.26754	2.16667	2.14474	2.72368
Total	2.25083	2.08251	2.16172	2.64026

NEWAGE	UNSURE	ADULT	TUTREAL	ORGCOL
0	3.52000	2.18667	2.52000	2.80000
1	3.94737	1.92105	2.92982	3.70614
Total	3.84158	1.98680	2.82838	3.48185

Group Standard Deviations

NEWAGE	FINDIF	TIMLESS	MONLESS	RECLESS
0	2.13018	2.16583	2.15666	1.86238
1	2.26020	2.01467	2.05702	1.92684
Total	2.24612	2.06967	2.10170	1.91004

NEWAGE	FEELSEL	ANXNEW	STREXAM	TIMPRES
0	1.85336	2.15716	2.11413	2.15340
1	2.24459	2.08352	2.22321	2.12717
Total	2.18736	2.10362	2.19441	2.13375

NEWAGE	BOOKACC	OPEOP	TRAVDIF	WRONG
0	1.70056	1.34941	1.94028	1.87367
1	1.74684	1.75312	1.87050	1.99955
Total	1.73295	1.66671	1.88500	1.97148

NEWAGE	UNSURE	ADULT	TUTREAL	ORGCOL
0	2.15833	1.69014	1.95462	2.11174
1	2.07287	1.62927	2.07871	2.10235
Total	2.09888	1.64573	2.05316	2.13738

Table 3A:2

Pooled Within-Groups Correlation Matrix

FINDIF	1.00000						
TIMLESS	.13217	1.00000					
MONLESS	.47867	.31997	1.00000				
RECLESS	.11505	.55890	.38122	1.00000			
FEELSEL	.25440	.36248	.35085	.27434	1.00000		
ANXNEW	.17850	.04392	.18571	.12616	.27412	1.00000	
STREXAM	.17327	.18382	.18287	.22583	.23763	.33291	1.00000
TIMPRES	.16211	.40693	.17450	.43992	.35330	.17119	.52957
BOOKACC	.23279	.18743	.19449	.26012	.19900	.17351	.32512
OPEOP	.27294	.25949	.24473	.17244	.43104	.27885	.09828

TRAVDIF	.28400	.25396	.18217	.20863	.23146	.14436	.19550
WRONG	.13115	.12455	.07914	.10901	.26550	.13795	.16239
UNSURE	.20575	.18504	.18836	.15624	.34387	.29538	.42363
ADULT	.15816	.13988	.19668	.27630	.20574	.21677	.19980
TUTREAL	.10800	.13367	.14717	.15168	.29103	.25589	.34293
ORGCOL	.14661	.43958	.19154	.33707	.37648	.10062	.31961

TIMPRES	1.00000						
BOOKACC	.32087	1.00000					
OPEOP	.22165	.32510	1.00000				
TRAVDIF	.24298	.42481	.28071	1.00000			
WRONG	.22648	.24889	.32820	.30554	1.00000		
UNSURE	.43167	.30933	.25352	.24404	.38796	1.00000	
ADULT	.24834	.22468	.26536	.31314	.30941	.34708	1.00000
TUTREAL	.24533	.28353	.28806	.22159	.33305	.40485	.47868
ORGCOL	.56279	.36192	.28056	.35276	.27276	.36276	.27023

TUTREAL	1.00000	
ORGCOL	.37450	1.00000

DFA Results Table 3A:3
 Canonical Discriminant Functions

Eigen- value	Canonical Correlation	Wilks' Lambda	Chi- squared	DF	Significance	Evaluation at group means
0.1516	0.3628	0.8684	41.842	9	.0000	Gp.0 0.67654 Gp.1 -0.22255

The low eigenvalue 0.1516 suggests the function is 'poor'
 The canonical correlation 0.3628 indicates that 16% of the variance has
 been accounted for.
 The high lambda value (0.8684) indicates that the group means are similar.
 Transformation to a Chi-squared value demonstrates a significant result, $p < .000$.

DFA Results Table 3A:4
 Standardised Canonical Discriminant Function Coefficients

FINDIF	0.26923
TIMLESS	-0.27884
MONLESS	0.54016
FEELSEL	-0.59310
ANXNEW	0.21755
TIMPRES	-0.26822
UNSURE	-0.25340
ADULT	0.28122
ORGCOL	-0.44323

The canonical discriminant function is a measure of the degree of
 association between the discriminant scores and the groups, those variables
 above 0.3 will be discussed as being most useful in the discriminating
 function. The canonical discriminant functions evaluated at the group means
 (Group Centroids) suggest that since Group 0 has a positive mean, it may
 generally be considered that by and large Group 0 will have mainly positive
 scores. The variable that made most contribution to inclusion in Group 0 -
 Young - MONLESS. The variables that made most contribution to inclusion in
 Group 1 - Mature - which has a negative mean were FEELSEL and ORGCOL.

DFA Results Table 3A:5

Classification Results

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
0 Young	76	50 65.8%	26 34.2%
1 Mature	234	72 30.8%	162 69.2%
Percentage of "grouped" cases correctly classified		68.39%	

Analysis 3B - Differences in Actual Benefits

A Discriminant Function Analysis (DFA) was performed between young respondents aged less than 26 years - Group 0 and mature respondents, aged 26 years and over - Group 1 on the basis of the actual benefits of being a at college. A priors = size command was used because of differences in group sizes.

Dependent Variables - Young - Group 0
Mature - Group 1

Independent Variables

TIMCON	I am using my time constructively
NEWFR	I have met new friends
LESSBOR	I am less bored now
LEARNT	I have learnt new skills
IMPROVE	I have improved the skills I had
OPTION	The skills I have learned have improved my career options
ABILITY	I am able to use my abilities
SALARY	I have improved my chances of earning a good salary
VALUED	I feel more valued by people who are important to me
WORTH	I have an increased sense of personal worth
CONFID	I have more self confidence
ESTEEM	I have more self-esteem
POSIT	I feel I am doing something positive with my life
ENJOY	I enjoy being on the course
GAINED	I have gained confidence in meeting new people
IDENTIT	I have a greater sense of personal identity
POSCHA	My family/friends recognise a positive change in me
GOOD	I have improved my chances of getting a job with good working conditions
PERFORM	I am happy that I am performing well on the course
RIGHT	I feel I am doing what is right for me
TREAT	I am treated like an adult
LIFEORG	My life is better organised
PLEASE	I am pleasing myself not just others
FINANCE	I feel I have improved my chances of financial security
SECURE	I believe I have improved my chances of finding a secure job
FUTURE	I am improving my family's financial future.

283 cases were used in the analysis, 53 having been excluded due to having at least one missing variable. This results in a subject to predictor ratio of 11:1. This is an acceptable ratio according to Tabachnik and Fidel (1983) but results may be regarded as sample specific and not generalisable beyond the sample population.

DFA 3B

Table 3B:1

Group Means

NEWAGE	TIMCON	NEWFR	LESSBOR	LEARNT
0	5.24242	5.77273	5.31818	6.28788
1	5.81567	5.84793	5.10599	6.33180
Total	5.68198	5.83039	5.15548	6.32155
NEWAGE	IMPROVE	OPTION	ABILITY	SALARY
0	5.80303	6.03030	5.93939	5.54545
1	5.80184	5.79263	5.83410	5.33641
Total	5.80212	5.84806	5.85866	5.38516
NEWAGE	VALUED	WORTH	CONFID	ESTEEM
0	5.04545	5.54545	5.53030	5.37879
1	4.18433	5.25346	5.25346	5.10138
Total	4.38516	5.32155	5.31802	5.16608
NEWAGE	POSIT	ENJOY	GAINED	IDENTIT
0	6.24242	6.21212	5.40909	5.25758
1	6.08295	6.33641	4.94470	4.77419
Total	6.12014	6.30742	5.05300	4.88693
NEWAGE	POSCHA	GOOD	PERFORM	RIGHT
0	4.71212	5.71212	5.86364	6.22727
1	4.23963	5.11982	5.54839	6.02304
Total	4.34982	5.25795	5.62191	6.07067
NEWAGE	TREAT	LIFEORG	PLEASE	FINANCE
0	5.96970	5.22727	6.01515	5.34848
1	5.84332	4.64977	5.83871	4.75576
Total	5.87279	4.78445	5.87986	4.89399
NEWAGE	SECURE	FUTURE		
0	5.65152	4.59091		
1	4.87558	4.65899		
Total	5.05654	4.64311		

Pooled Within-Groups Correlation Matrix

Table 3B:2

	TIMCON	NEWFR	LESSBOR	LEARNT	IMPROVE	OPTION	ABILITY
TIMCON	1.00000						
NEWFR	.20073	1.00000					
LESSBOR	.20762	.39049	1.00000				
LEARNT	.31733	.32243	.33397	1.00000			
IMPROVE	.17137	.23275	.32506	.38002	1.00000		
OPTION	.24486	.24567	.25731	.47271	.32159	1.00000	
ABILITY	.32224	.35029	.33427	.44363	.34624	.55750	1.00000
SALARY	.21151	.22254	.17867	.39233	.15227	.70983	.43427
VALUED	.16806	.28219	.30982	.23404	.23031	.29633	.31431
WORTH	.24435	.48023	.36519	.34877	.32446	.42700	.41173
CONFID	.23967	.43197	.34793	.35574	.34139	.40052	.41041
ESTEEM	.21844	.38617	.34649	.33559	.31186	.43275	.41183
POSIT	.40229	.34299	.35837	.42492	.29353	.36014	.35461
ENJOY	.38025	.40018	.30881	.39964	.23735	.36466	.39229
GAINED	.11511	.42612	.34221	.28413	.24097	.29653	.28600
IDENTIT	.14911	.35907	.38721	.27848	.27086	.29597	.26303
POSCHA	.09003	.21376	.27063	.17344	.12105	.16283	.14982
GOOD	.21602	.23529	.21363	.33224	.12380	.63936	.38484
PERFORM	.38094	.33406	.27898	.42202	.29894	.40914	.46326
RIGHT	.40383	.32554	.27112	.38058	.16419	.31867	.40733
TREAT	.17253	.20699	.16668	.31620	.13261	.29846	.23932
LIFEORG	.23450	.15957	.24106	.24316	.06404	.23510	.25672
PLEASE	.24332	.26871	.35467	.31133	.18517	.18134	.25276
FINANCE	.16357	.21924	.18961	.26304	.09897	.49698	.31437
SECURE	.13520	.21366	.19499	.29278	.13049	.58582	.30294
FUTURE	.17397	.23368	.22782	.19647	.11300	.42891	.28632

	SALARY	VALUED	WORTH	CONFID	ESTEEM	POSIT	ENJOY
SALARY	1.00000						
VALUED	.29328	1.00000					
WORTH	.37902	.57082	1.00000				
CONFID	.28155	.52922	.70844	1.00000			
ESTEEM	.32084	.48733	.73140	.86697	1.00000		
POSIT	.33325	.29496	.44457	.41887	.40339	1.00000	
ENJOY	.32190	.24300	.38722	.37015	.36678	.51636	1.00000
GAINED	.18935	.41557	.47656	.59188	.58561	.32306	.31996
IDENTIT	.27299	.48982	.63939	.63092	.69496	.41228	.32522
POSCHA	.08342	.43246	.38897	.45561	.37619	.33346	.15222
GOOD	.69863	.35240	.34079	.32692	.29616	.38767	.35483
PERFORM	.37917	.36925	.40759	.40782	.41332	.46533	.47022
RIGHT	.32914	.27569	.40745	.32600	.30688	.58305	.56210
TREAT	.22007	.28604	.30837	.24700	.31535	.22930	.37775
LIFEORG	.20944	.32708	.29213	.35535	.35203	.29126	.30158
PLEASE	.19900	.29569	.32868	.27980	.25347	.54283	.41993
FINANCE	.68183	.30061	.32396	.27316	.26959	.36137	.26677
SECURE	.71530	.28193	.36789	.25154	.27046	.38378	.28842
FUTURE	.55620	.28524	.31795	.31068	.27035	.36074	.27673

	GAINED	IDENTIT	POSCHA	GOOD	PERFORM	RIGHT	TREAT
GAINED	1.00000						
IDENTIT	.57650	1.00000					
POSCHA	.40483	.48094	1.00000				
GOOD	.28475	.32071	.24118	1.00000			
PERFORM	.30643	.31718	.22806	.40997	1.00000		
RIGHT	.25411	.28515	.19608	.37253	.58354	1.00000	
TREAT	.22098	.29078	.12276	.16837	.31440	.34304	1.00000
LIFEORG	.37323	.38757	.35792	.30058	.30599	.30989	.23387
PLEASE	.23049	.27153	.25058	.22141	.39488	.54238	.26098
FINANCE	.21497	.28262	.17294	.71876	.30829	.31806	.14577
SECURE	.19034	.29006	.18690	.73359	.37883	.35984	.15748
FUTURE	.18315	.30571	.22662	.54605	.34543	.31715	.14582

	LIFEORG	PLEASE	FINANCE	SECURE	FUTURE
LIFEORG	1.00000				
PLEASE	.37228	1.00000			
FINANCE	.21979	.24185	1.00000		
SECURE	.26048	.24559	.79707	1.00000	
FUTURE	.20465	.27638	.72329	.71503	1.00000

DFA Results Table 3B:3

Canonical Discriminant Functions

Eigen- value	Canonical Correlation	Wilks' Lambda	Chi- squared	DF	Significance	Evaluation at group means
0.1966	.4054	.8357	49.637	9	.0000	Gp.0 0.80123 Gp.1 -0.24369

The eigenvalue 0.1966 suggests the function is 'poor'
 The canonical correlation 0.4054 indicates that 16% of the variance has been accounted for.
 The lambda value (0.8357) indicates that the group means are similar.
 Transformation to a Chi-squared value demonstrates a significant result.

DFA Results Table 3B:4

Standardised Canonical Discriminant Function Coefficients

TIMCON	-0.51063
SALARY	-0.38620
VALUED	0.36476
ENJOY	-0.22018
PERFORM	0.30641
LIFEORG	0.25029
FINANCE	0.40512
SECURE	0.80640
FUTURE	-0.79877

The canonical discriminant function is a measure of the degree of association between the discriminant scores and the groups, those variables above 0.3 will be discussed as being most useful in the discriminating function. The canonical discriminant functions evaluated at the group means (Group Centroids) suggest that since Group 0 has a positive mean, it may generally be considered that by and large Group 0 will have mainly positive scores. The variables that made most contribution to inclusion in Group 0 - Young - were VALUED, PERFORM, FINANCE and SECURE. The variables that made most contribution to inclusion in Group 1 - Mature - which has a negative mean were TIMCON, SALARY and FUTURE.

DFA Results Table 3B:5

Classification Results

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
0 Young	75	46 61.3%	29 38.7%
1 Mature	234	78 33.3%	156 66.7%
Percentage of "grouped" cases correctly classified		65.37%	

Appendix 21 Non-significant Results - Motivator and Partner (Home)

Pooled Within-Groups Correlation Matrix

	HOMTIM	HOMLON	HOMBOR	HOMPOR	HOMIMP	FULPOT	FELDEP
HOMTIM	1.00000						
HOMLON	.40910	1.00000					
HOMBOR	.42445	.64566	1.00000				
HOMPOR	.12511	.44678	.43542	1.00000			
HOMIMP	.15565	.40122	.33576	.69713	1.00000		
FULPOT	.12534	.23683	.19964	.27438	.25202	1.00000	
FELDEP	.13129	.40726	.36570	.53296	.50961	.30382	1.00000
NOLIFE	.07231	.35598	.38485	.39238	.42372	.43181	.47591
FAMENC	.16970	.13540	.18503	.08400	.10944	-.02882	.12468

	NOLIFE	FAMENC
NOLIFE	1.00000	
FAMENC	.18354	1.00000

Group Means

PARTNER		HOMTIM	HOMLON	HOMBOR	HOMPOR
0		4.20732	3.30488	4.14634	3.95122
1		4.19444	3.00000	3.97222	3.44444
Total		4.20130	3.16234	4.06494	3.71429

PARTNER		HOMIMP	FULPOT	FELDEP	NOLIFE
0		4.07317	5.80488	3.15854	5.21951
1		3.33333	5.80556	2.56944	4.26389
Total		3.72727	5.80519	2.88312	4.77273

PARTNER		FAMENC
0		4.48780
1		3.61111
Total		4.07792

Canonical Discriminant Functions

Fcn	Eigenvalue	Pct of Variance	Cum Pct	Canonical Corr	After Wilks' Fcn	Lambda	Chisquare	DF	Sig	Group 0	Group 1
1*	.0835	100.00	100.00	.2776	0	.9229	12.070	3	.0071		
											FUNC 1 .26902 -.30638

* marks the 1 canonical discriminant functions remaining in the analysis.

Standardized Canonical Discriminant Function Coefficients

	FUNC 1
FULPOT	-.34088
NOLIFE	.82308
FAMENC	.52797

Classification Results -

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
Group 0	163	98 60.1%	65 39.9%
Group 1	152	69 45.4%	83 54.6%

Percent of "grouped" cases correctly classified: 57.46%

Motivator and Partner (Job)

Group Means

PARTNER		JOBOR	JOLAC	JOWORK	JORED
0		4.06349	5.74603	3.22222	1.98413
1		4.19048	5.14286	2.95238	1.73016
Total		4.12698	5.44444	3.08730	1.85714

PARTNER		FULPOT	FELDEP	NOLIFE	FAMENC
0		6.46032	2.49206	4.95238	4.09524
1		6.33333	2.95238	4.80952	4.49206
Total		6.39683	2.72222	4.88095	4.29365

Pooled Within-Groups Correlation Matrix

	JOBOR	JOLAC	JOWORK	JORED	FULPOT	FELDEP	NOLIFE
JOBOR	1.00000						
JOLAC	.47860	1.00000					
JOWORK	.24239	.38831	1.00000				
JORED	.01797	.10273	.30542	1.00000			
FULPOT	.21628	.28187	.16187	.11645	1.00000		
FELDEP	.43961	.26142	.22860	-.02140	.10252	1.00000	
NOLIFE	.46429	.31346	.10695	-.00051	.16693	.42502	1.00000
FAMENC	.09373	.07805	.07954	.14165	.06086	.15557	.34093

	FAMENC
FAMENC	1.00000

Canonical Discriminant Functions

Fcn	Eigenvalue	Pct of Variance	Cum Pct	Canonical Corr	After Wilks' Fcn	Lambda	Chisquare	DF	Sig
1*	.0416	100.00	100.00	.1999	0	.9601	5.014	2	.0815

* marks the 1 canonical discriminant functions remaining in the analysis.

Standardized Canonical Discriminant Function Coefficients

	FUNC 1
JOLAC	.89458
FELDEP	-.73826

Canonical Discriminant Functions evaluated at Group Means (Group Centroids)

Group	FUNC 1
0	.20234
1	-.20234

Classification Results -

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
Group 0	72	40 55.6%	32 44.4%
Group 1	65	27 41.5%	38 58.5%

Percent of "grouped" cases correctly classified: 56.93%

Partner and Expected Benefits

Group Means

PARTNER	NEWSKIL	RESKIL	EMPIMP	IMPEARN
0	6.39073	4.86093	6.49007	5.58278
1	6.50350	4.74825	6.20979	5.13986
Total	6.44558	4.80612	6.35374	5.36735

PARTNER	ANTRES	IMPCONF	IMPEST	IMPFIN
0	4.13245	5.33113	5.33113	5.64901
1	3.39860	5.13287	4.88112	4.72727
Total	3.77551	5.23469	5.11224	5.20068

PARTNER	MEWANT	BETLIFE
0	6.15232	5.51656
1	5.95105	4.55944
Total	6.05442	5.05102

Pooled Within-Groups Correlation Matrix

	NEWSKIL	RESKIL	EMPIMP	IMPEARN	ANTRES	IMPCONF	IMPEST
NEWSKIL	1.00000						
RESKIL	.23694	1.00000					
EMPIMP	.36919	.29276	1.00000				
IMPEARN	.26884	.28458	.59251	1.00000			
ANTRES	.13827	.32387	.18706	.17724	1.00000		
IMPCONF	.18230	.28631	.16498	.00106	.46140	1.00000	
IMPEST	.13441	.24791	.17855	.01172	.48425	.81586	1.00000
IMPFIN	.18081	.19757	.52357	.61638	.26633	.09407	.10635
MEWANT	.11037	.12468	.09698	.06907	.21202	.27931	.30323
BETLIFE	.13818	.25183	.46676	.52378	.21334	.12252	.11363

	IMPFIN	MEWANT	BETLIFE
IMPFIN	1.00000		
MEWANT	.13188	1.00000	
BETLIFE	.66701	.21642	1.00000

Canonical Discriminant Functions

Fcn	Eigenvalue	Pct of Variance	Cum Pct	Canonical Corr	After Wilks' Fcn	Lambda	Chisquare	DF	Sig
1*	.0817	100.00	100.00	.2749	0	.9245	22.780	4	.0001

* marks the 1 canonical discriminant functions remaining in the analysis.

Standardized Canonical Discriminant Function Coefficients

	FUNC 1
NEWSKIL	-.36360
ANTRES	.43289
IMPFIN	.47184
BETLIFE	.40597

Classification Results -

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
Group 0	163	113 69.3%	50 30.7%
Group 1	148	67 45.3%	81 54.7%

Percent of "grouped" cases correctly classified: 62.38%

Home before and family dependants

Group Means	HOMTIM	HOMLON	HOMBOR	HOMPOR
FAMDEP 0	4.01818	3.27273	4.15455	3.73636
FAMDEP 1	4.65116	2.93023	3.90698	3.72093
Total	4.19608	3.17647	4.08497	3.73203
Group Means	HOMIMP	FULPOT	FELDEP	NOLIFE
FAMDEP 0	3.82727	5.91818	2.91818	4.70909
FAMDEP 1	3.41860	5.48837	2.69767	4.88372
Total	3.71242	5.79739	2.85621	4.75817
Group Means	FAMENC			
FAMDEP 0	3.90000			
FAMDEP 1	4.46512			
Total	4.05882			

Pooled Within-Groups Correlation Matrix

	HOMTIM	HOMLON	HOMBOR	HOMPOR	HOMIMP	FULPOT	FELDEP
HOMTIM	1.00000						
HOMLON	.42637	1.00000					
HOMBOR	.44049	.64248	1.00000				
HOMPOR	.12962	.44743	.43158	1.00000			
HOMIMP	.16450	.41145	.34560	.71472	1.00000		
FULPOT	.14112	.23608	.20304	.28107	.23963	1.00000	
FELDEP	.13492	.42903	.38842	.56304	.51425	.29311	1.00000
NOLIFE	.06483	.37423	.39751	.41457	.44249	.42588	.48720
FAMENC	.15200	.16506	.20831	.11406	.13859	-.02196	.14024
	NOLIFE	FAMENC					
NOLIFE	1.00000						
FAMENC	.20885	1.00000					

Canonical Discriminant Functions

Fcn	Eigenvalue	Pct of Variance	Cum Pct	Canonical Corr	After Wilks' Fcn	Lambda	Chisquare	DF	Sig
1*	.0694	100.00	100.00	.2548	0	.9351	9.999	4	.0404

* marks the 1 canonical discriminant functions remaining in the analysis.

Standardized Canonical Discriminant Function Coefficients

	FUNC 1
HOMTIM	.86744
HOMLON	-.71565
FULPOT	-.65176
NOLIFE	.62546

Canonical Discriminant Functions evaluated at Group Means (Group Centroids)

Group	FUNC 1
0	-.16364
1	.41862

Classification Results -

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
Group 0	115	67 58.3%	48 41.7%
Group 1	44	19 43.2%	25 56.8%
Ungrouped Cases	2	0 .0%	2 100.0%

Percent of "grouped" cases correctly classified: 57.86%

Family dependants and motivators (job)

Group Means

FAMDEP	JOBOR	JOLAC	JOWORK	JORED
0	3.98361	5.52459	3.00000	1.83607
1	4.20968	5.33871	3.19355	1.91935
Total	4.09756	5.43089	3.09756	1.87805
FAMDEP	FULPOT	FELDEP	NOLIFE	FAMENC
0	6.29508	2.70492	4.86885	4.22951
1	6.46774	2.72581	4.79032	4.38710
Total	6.38211	2.71545	4.82927	4.30894

Pooled Within-Groups Correlation Matrix

	JOBOR	JOLAC	JOWORK	JORED	FULPOT	FELDEP	NOLIFE
JOBOR	1.00000						
JOLAC	.47394	1.00000					
JOWORK	.23357	.39539	1.00000				
JORED	.02088	.11601	.31055	1.00000			
FULPOT	.20758	.28992	.16724	-.12491	1.00000		
FELDEP	.43503	.23863	.19647	-.02748	.09681	1.00000	
NOLIFE	.46093	.31332	.11605	.01193	.16075	.42931	1.00000
FAMENC	.09782	.08639	.07868	.13346	.05799	.17650	.35269
FAMENC	FAMENC						
	1.00000						

Canonical Discriminant Functions

Fcn	Eigenvalue	Pct of Variance	Cum Pct	Canonical Corr	After Wilks' Fcn	Lambda	Chisquare	DF	Sig
1*	.0223	100.00	100.00	.1476	0	.9782	6.265	3	.0994

* marks the 1 canonical discriminant functions remaining in the analysis.

Standardized Canonical Discriminant Function Coefficients

	FUNC 1
EMPIMP	.55190
IMPFIN	-.76325
BETLIFE	1.05468

Canonical Discriminant Functions evaluated at Group Means (Group Centroids)

Group	FUNC 1
0	.11689
1	-.18915

Classification Results -

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
Group 0	196	135 68.9%	61 31.1%
Group 1	120	67 55.8%	53 44.2%
Ungrouped Cases	6	4 66.7%	2 33.3%

Percent of "grouped" cases correctly classified: 59.49%

Family dependants and Expected Benefits

Group Means

FAMDEP	NEWSKIL	RESKIL	EMPIMP	IMPEARN
0	6.50562	4.93258	6.45506	5.48876
1	6.39091	4.60000	6.17273	5.12727
Total	6.46181	4.80556	6.34722	5.35069
FAMDEP	ANTRES	IMPCONF	IMPEST	IMPFIN
0	3.73034	5.17978	5.06180	5.24157
1	3.78182	5.26364	5.12727	5.08182
Total	3.75000	5.21181	5.08681	5.18056
FAMDEP	MEWANT	BETLIFE		
0	6.02809	5.23596		
1	6.04545	4.69091		
Total	6.03472	5.02778		

Pooled Within-Groups Correlation Matrix

	NEWSKIL	RESKIL	EMPIMP	IMPEARN	ANTRES	IMPCONF	IMPEST
NEWSKIL	1.00000						
RESKIL	.22234	1.00000					
EMPIMP	.37627	.29882	1.00000				
IMPEARN	.27755	.29372	.59166	1.00000			
ANTRES	.15172	.32213	.20236	.19675	1.00000		
IMPCONF	.19840	.30114	.16725	.00148	.46359	1.00000	
IMPEST	.14545	.26209	.18557	.01852	.49423	.81323	1.00000
IMPFIN	.17100	.19898	.52635	.62108	.29076	.09678	.12139
MEWANT	.12041	.12876	.10142	.07207	.21535	.27729	.30320
BETLIFE	.13653	.25653	.46772	.52619	.24352	.12519	.12804

	IMPFIN	MEWANT	BETLIFE
IMPFIN	1.00000		
MEWANT	.13793	1.00000	
BETLIFE	.68359	.22210	1.00000

Canonical Discriminant Functions

Fcn	Eigenvalue	Pct of Variance	Cum Pct	Canonical Corr	After Wilks'	Fcn	Lambda	Chisquare	DF	Sig
1*	.0223	100.00	100.00	.1476	:	0	.9782	6.265	3	.0994

* marks the 1 canonical discriminant functions remaining in the analysis.

Standardized Canonical Discriminant Function Coefficients

	FUNC 1
EMPIMP	.55190
IMPFIN	-.76325
BETLIFE	1.05468

Canonical Discriminant Functions evaluated at Group Means (Group Centroids)

Group	FUNC 1
0	.11689
1	-.18915

Classification Results -

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
Group 0	196	135 68.9%	61 31.1%
Group 1	120	67 55.8%	53 44.2%
Ungrouped Cases	6	4 66.7%	2 33.3%

Percent of "grouped" cases correctly classified: 59.49%

Age Motivators (Home Before)

Group Means				
NEWAGE	HOMTIM	HOMLON	HOMBOR	HOMPOR
0	4.38235	3.17647	4.26471	3.76471
1	4.15000	3.15833	4.00833	3.70000
Total	4.20130	3.16234	4.06494	3.71429
NEWAGE	HOMIMP	FULPOT	FELDEP	NOLIFE
0	3.76471	5.44118	3.08824	5.20588
1	3.71667	5.90833	2.82500	4.65000
Total	3.72727	5.80519	2.88312	4.77273
NEWAGE	FAMENC			
0	4.67647			
1	3.90833			
Total	4.07792			

Pooled Within-Groups Correlation Matrix

	HOMTIM	HOMLON	HOMBOR	HOMPOR	HOMIMP	FULPOT	FELDEP
HOMTIM	1.00000						
HOMLON	.40860	1.00000					
HOMBOR	.42312	.64668	1.00000				
HOMPOR	.12437	.45048	.43650	1.00000			
HOMIMP	.15411	.40608	.33713	.70112	1.00000		
FULPOT	.13147	.23818	.20606	.27592	.25166	1.00000	
FELDEP	.12845	.41227	.36554	.53953	.52000	.30911	1.00000
NOLIFE	.06690	.36330	.38106	.40474	.44335	.43862	.48794
FAMENC	.16240	.14696	.18416	.10180	.13583	-.01236	.14228

	NOLIFE	FAMENC
NOLIFE	1.00000	
FAMENC		

Canonical Discriminant Functions

Fcn	Eigenvalue	Pct of Variance	Cum Pct	Canonical Corr	After Wilks' Fcn	Lambda	Chisquare	DF	Sig
1*	.0541	100.00	100.00	.2266	0	.9487	7.932	3	.0474

* marks the 1 canonical discriminant functions remaining in the analysis.

Standardized Canonical Discriminant Function Coefficients

	FUNC 1
FULPOT	-.79718
NOLIFE	.71004
FAMENC	.46109

Canonical Discriminant Functions evaluated at Group Means (Group Centroids)

Group	FUNC 1
0	.43419
1	-.12302

Classification Results -

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
Group 0	79	38 48.1%	41 51.9%
Group 1	236	96 40.7%	140 59.3%

Percent of "grouped" cases correctly classified: 56.51%

Age Motivators (Job before)

Group Means

NEWAGE	JOBOR	JOLAC	JOWORK	JORED
0	4.00000	4.94118	3.08824	1.94118
1	4.17391	5.63043	3.08696	1.82609
Total	4.12698	5.44444	3.08730	1.85714

NEWAGE	FULPOT	FELDEP	NOLIFE	FAMENC
0	6.44118	2.58824	5.50000	4.32353
1	6.38043	2.77174	4.65217	4.28261
Total	6.39683	2.72222	4.88095	4.29365

Pooled Within-Groups Correlation Matrix

	JOBOR	JOLAC	JOWORK	JORED	FULPOT	FELDEP	NOLIFE
JOBOR	1.00000						
JOLAC	.47045	1.00000					
JOWORK	.24044	.39633	1.00000				
JORED	.01703	.11618	.30833	1.00000			
FULPOT	.21537	.29275	.16463	.11913	1.00000		
FELDEP	.43919	.24037	.22102	-.02720	.09720	1.00000	
NOLIFE	.47437	.34503	.10985	-.00281	.16673	.43096	1.00000
FAMENC	.09596	.06623	.07376	.13460	.05553	.16364	.33977

FAMENC	FAMENC
FAMENC	1.00000

Canonical Discriminant Functions

Fcn	Eigenvalue	Pct of Variance	Cum Pct	Canonical Corr	After Wilks' Fcn	Lambda	Chisquare	DF	Sig
1*	.0801	100.00	100.00	.2724	0	.9258	9.444	3	.0239

* marks the 1 canonical discriminant functions remaining in the analysis.

Standardized Canonical Discriminant Function Coefficients

	FUNC 1
JOLAC	.76532
FELDEP	.37054
NOLIFE	-.98961

Classification Results -

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
Group 0	38	23 60.5%	15 39.5%
Group 1	99	42 42.4%	57 57.6%

Percent of "grouped" cases correctly classified: 58.39%

Age Expected Benefits

Group Means

NEWAGE	NEWSKIL	RESKIL	EMPIMP	IMPEARNS
0	6.25352	5.01408	6.40845	5.28169
1	6.50673	4.73991	6.33632	5.39462
Total	6.44558	4.80612	6.35374	5.36735
NEWAGE	ANTRES	IMPCONF	IMPEST	IMPFIN
0	4.12676	5.32394	5.18310	5.45070
1	3.66368	5.20628	5.08969	5.12108
Total	3.77551	5.23469	5.11224	5.20068
NEWAGE	MEWANT	BETLIFE		
0	6.00000	5.60563		
1	6.07175	4.87444		
Total	6.05442	5.05102		

Pooled Within-Groups Correlation Matrix

	NEWSKIL	RESKIL	EMPIMP	IMPEARNS	ANTRES	IMPCONF	IMPEST
NEWSKIL	1.00000						
RESKIL	.24129	1.00000					
EMPIMP	.36592	.29300	1.00000				
IMPEARNS	.26014	.28715	.59798	1.00000			
ANTRES	.13758	.32041	.19890	.19632	1.00000		
IMPCONF	.18262	.28628	.16828	.00730	.46223	1.00000	
IMPEST	.13066	.24839	.18703	.02488	.49324	.81521	1.00000
IMPFIN	.17303	.19528	.52975	.62622	.28883	.10088	.12627
MEWANT	.10590	.12707	.10290	.07530	.22173	.28204	.30813
BETLIFE	.13931	.24681	.47652	.54217	.23179	.12769	.13228
IMPFIN	1.00000						
MEWANT	.14377	1.00000					
BETLIFE	.68143	.22923	1.00000				

Canonical Discriminant Functions

Fcn	Eigenvalue	Pct of Variance	Cum Pct	Canonical Corr	After Wilks' Fcn	Lambda	Chisquare	DF	Sig
1*	.0526	100.00	100.00	.2235	0	.9500	14.835	5	.0111

* marks the 1 canonical discriminant functions remaining in the analysis.

Standardized Canonical Discriminant Function Coefficients

	FUNC 1
NEWSKIL	-.39535
IMPEARNS	-.58830
ANTRES	.41182
MEWANT	-.30886
BETLIFE	.96320

Canonical Discriminant Functions evaluated at Group Means (Group Centroids)

Group	FUNC 1
0	.40499
1	-.12894

Classification Results -

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
Group 0	74	52 70.3%	22 29.7%
Group 1	235	96 40.9%	139 59.1%

Percent of "grouped" cases correctly classified: 61.81%

Age Actual Problems

Group Means

NEWAGE	EXPENSE	COPE	NOTIM	NOCASH
0	3.77027	3.60811	3.09459	3.75676
1	3.07658	4.07658	3.67568	3.60811
Total	3.25000	3.95946	3.53041	3.64527
NEWAGE	GUILT	TIMENJ	CONCERN	NOBOOK
0	1.78378	3.10811	4.58108	2.70270
1	2.32432	3.51802	4.93243	2.67568
Total	2.18919	3.41554	4.84459	2.68243
NEWAGE	OPPO	TRANS	TUTOR	
0	2.27027	2.27027	2.85135	
1	2.13514	2.08108	3.18468	
Total	2.16892	2.12838	3.10135	

Pooled Within-Groups Correlation Matrix

	EXPENSE	COPE	NOTIM	NOCASH	GUILT	TIMENJ	CONCERN
EXPENSE	1.00000						
COPE	.25267	1.00000					
NOTIM	.20614	.60229	1.00000				
NOCASH	.37549	.33528	.39586	1.00000			
GUILT	.25808	.32886	.32208	.16926	1.00000		
TIMENJ	.20449	.44334	.60154	.32537	.26799	1.00000	
CONCERN	.26177	.24221	.19493	.18147	.15660	.21625	1.00000
NOBOOK	.28480	.19331	.23667	.26786	.19376	.16989	.23161
OPPO	.15505	.15855	.14049	.20913	.24815	.17045	.15500
TRANS	.30796	.22020	.22341	.25032	.23539	.19589	.18158
TUTOR	.11199	.21650	.18535	.14661	.18913	.24386	.16296
	NOBOOK	OPPO	TRANS	TUTOR			
NOBOOK	1.00000						
OPPO	.23790	1.00000					
TRANS	.27746	.24857	1.00000				
TUTOR	.20457	.18426	.15970	1.00000			

Canonical Discriminant Functions

Fcn	Eigenvalue	Pct of Variance	Cum Pct	Canonical Corr	After Wilks'	Fcn Lambda	Chisquare	DF	Sig
1*	.0835	100.00	100.00	.2775	:	0 .9230	23.365	5	.0003

* marks the 1 canonical discriminant functions remaining in the analysis.

Standardized Canonical Discriminant Function Coefficients

FUNC 1

EXPENSE	-.81397
NOTIM	.41356
GUILT	.53330
CONCERN	.37205
OPPO	-.24695

Canonical Discriminant Functions evaluated at Group Means (Group Centroids)

Group	FUNC 1
0	-.49866
1	.16622

Classification Results -

Actual Group	No. of Cases	Predicted Group Membership	
		0	1
Group 0	76	44 57.9%	32 42.1%
Group 1	233	84 36.1%	149 63.9%

Percent of "grouped" cases correctly classified: 62.46%