

DEVELOPING STRATEGIES FOR IMPROVING
UNIVERSITY EDUCATION

BY

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INSTITUTE OF EDUCATION AND RESEARCH
UNIVERSITY OF PESHAWAR

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UNIVERSITY EDUCATION



Ph.D. THESIS

SUBMITTED

BY

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UNDER THE SUPERVISION OF
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PAKISTAN

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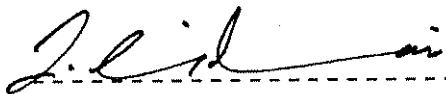
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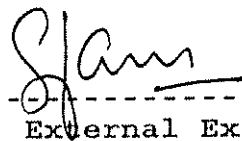
This is to certify that the present research entitled:
DEVELOPING STRATEGIES FOR IMPROVING UNIVERSITY EDUCATION"
has been completed by Ms. Asha Shafiq, under the supervision
of Professor Dr. Mah Nazir Riaz towards the partial fulfilment
for the degree of Doctor of Philosophy in Education from the
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External Examiner

Dedicated
to
My Parents
who were desirous that
I should achieve
professional excellence

[Faint handwritten signature and date, possibly "1950"]

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(ASHA SHAFIQ)

ABSTRACT

The purpose of the present study was to develop certain strategies for improving University Education. There has been a constant decline in the existing standards of education at graduate level, the researcher intended to find out the causes for decline and suggest measures for improvement. For the present study four hundred subjects were selected at random from Science and Humanities groups (male and female) from six degree colleges of Peshawar. The two tests, viz., Teachers' Rating Scale and Survey of Study Habits and Study Attitudes were administered one after another. The test results reflect the strengths and weaknesses of teachers as assessed by their students. The data yield information concerning study habits and attitudes of students towards their studies. The results revealed that lack of student teacher communication and unfair attitude of the teachers are the factors which create dis-satisfaction among students. Moreover, faulty study habits of the students lead to low academic standards. The results helped the researcher in determining the standards of teaching quality at graduate level and making suggestions for improvement. Some of the strategies developed on the basis of findings are the following:

1. Unscheduled holidays should be curtailed.
2. Admissions should be strictly on merit.
3. Libraries should be well equipped with latest Journals.
4. System of examination should be improved by including regular oral and written tests in addition to final examination.
5. Teachers should guide students in developing effective study habits.
6. Training of lecturers should be an important feature of an efficient system of Higher Education.

CHAPTER - I
INTRODUCTION

INTRODUCTION

There has been a growing dissatisfaction among teachers, students and educationists about the present standards of education at all levels. Various commissions and committees were established from time to time during the past three decades to suggest improvements in the existing system of education. Four National Educational Policies were formulated, approved and implemented by various regimes. It is, however, sad to observe that inspite of all efforts and importance given to education sector, standard of education has gone down and has been steadily deteriorating. It is a matter of serious concern to find that educational degrees awarded in Pakistan have lost their prestige and market value at home and abroad.

One of the reasons for our poor academic standards has been the fact that our educational policies have not placed due emphasis on the importance of educational research. There are a number of avenues along which research could be undertaken, for example, the amount of knowledge a child can obtain at any given age, the effect of medium of instruction on the amount of such knowledge, best methods of educational attainment at various levels, the suitable method to

disseminate knowledge, the nature of curricula at different levels and so on. Research on these subjects has been carried out in other countries and the need for a comprehensive research in Pakistan is strongly felt.

Goldschmidt (1983) conducted a research in Germany to investigate the factors that hinder or promote academic achievement at university level. The findings highlighted that the major factor towards decline in educational standards was lack of accountability on the part of the teachers, the researcher argued that an efficient system of accountability may lead to a high level of teaching quality. He suggested that Faculty members should be answerable to a higher authority or supervisory staff. They should not feel reluctant or hesitant to be supervised. Rather they should be willing for it and express their full support and cooperation to the supervisory staff who may be a State Authority, University Administration or an Education Foundation.

Saunders (1970) conducted a research at the University of Leeds (U.K) to find out the reasons for decline in educational standards at university level. The findings revealed that teachers, to a great extent, were responsible for decline in educational standards. The academic staff of the universities did not appear to view their teaching role as a vital one. At the time of selection, besides the academic qualifications and

research abilities of the teachers, their attitude towards teaching and towards the performance of their duties must be given due weightage. Moreover, after appointment, they should be constantly supervised.

Malik (1884) undertook to assess the teaching quality in universities and their affiliated colleges in Pakistan. He selected a sample of 47 male and 38 female teachers from three prestigious colleges of Islamabad. Using interview technique, Malik, found that majority of these lecturers (70 per cent) were second class graduates and most of them (60 per cent) do not bother to prepare their lectures and keep themselves aware of the latest developments in their fields of study. The researcher identified the following factors as main causes of decline in our present educational system (i) Recruitment of fresh graduates with no training in teaching. (ii) Rigid promotion rules. (iii) Poor student-teacher interaction outside the class-room. (iv) Disorganization of tutorial system. (v) Use of English language as the medium of instruction which seems to be the biggest stumbling block.

EDUCATIONAL STANDARDS: PRESENT STATUS

Education is a purposeful and ethical activity. Educationists want the younger generation to acquire skills and knowledge and to develop standards of conduct which will enable them to understand themselves and their society and to

live a decent, happy and productive life. The university as a center of excellence occupies and should occupy the most prestigious place in the galaxy of national institutions. Its fundamental task is to promote "liberal education". That the learner is able to think rationally, objectively, logically and know the difference between fact and opinion. That his convictions, values and personal standards should be of high order. In actual practice, however, liberal education missed its ambitious targets and turned out to be bookish, remote from life and a thing for the few. It deteriorated into a literary kind of education. At present there are more than twenty universities in Pakistan since 1974. But while buildings and programmes multiplied, the results have been dis-appointing. The pass percentage at Bachelor's degree level was 13.9 in 1993, and it was 28.2 per cent in the year 1994. In the sciences it was slightly better, it was 35.7 per cent and 40 per cent in the year 1993 and 1994 respectively.

Different educational researchers are seriously critical of teaching methods, condition of university examination halls, political activities of the students, shortage of text-books and lack of discipline among the students. Some of the major causes of mass failure of students and their general poor educational standard are enumerated as under:

Poor Examination System
Ineffective Teaching Methods
Unsound Admission Procedure
Over-crowded Institutions
Shortage of Text-books
Political Exploitation
Lack of Library Facilities
Medium of Instruction
Insufficient Working Hours
Inadequate Teacher-pupil Relationship
Non-availability of Counselling Services

1. Poor Examination System

The existing examination system contributes to the decline of educational standards. A marathon test after one year of study raises many serious problems. The students remain relaxed and indifferent towards their studies. They exert themselves near the examinations and easily secure pass marks. They spend most of the two year course in a leisure fashion and resort to guide books near the examination. Moreover, the students become degree oriented and are not motivated by the desire to acquire knowledge. The result of it is the use of un-fair means on a large scale during the examination.

It may be noted that reform in any examination system has two aspects, viz. educational and technical. The former relates to the selection of students for various courses, internal assessment, quality of teaching, student response etc., while the later involves paper setting, appointment of examiners, marking of answer scripts, scaling and moderating of marks etc. According to Education Policy of 1972, (p-31) "Examination was one of the root causes of the general malaise in our education system".

Both in Pakistan and India, the conventional system of examination has failed. The reasons were many. In Pakistan the report of student problems and welfare (1966) has attributed the following drawbacks of the annual system of examination:

- (1). The present system tests only one's ability to memorize rather than deep and detailed knowledge and mastery of the subject-matter.
- (2). It encourages selective study and selective teaching.
- (3). Being terminal in nature, it discourages regular study habits.
- (4). Subjectivity is involved in the evaluation of scripts.
- (5). Commercialization of examination for financial security has grown to an alarming extent, which results in the use of malpractices.

A similar observation was made by Indian report (1978) on education. It stated that the Essay type of examination

which prevails in almost all universities, suffers from serious defects like the lack of clearly defined objectives, arbitrary sampling, subjective scoring -- all resulting in a low level of reliability. Essay type tests do not develop problem solving and insightful thinking of the students. Further, neither the class tests nor the question papers set for examinations are standardized. These limitations of our evaluation system make the final grading biased. Memory and chance dominate the whole examination scene. product of our universities do not inspire confidence regarding the worth of the degree obtained through these examinations.

In Pakistan various measures have been taken from time to time to improve the existing system of examination. One of them was to introduce Semester system of examination. Unfortunately, it also turned out to be a complete failure. The reasons were many -- first, the teachers never got prior training in the construction of objective type tests; secondly, many teachers, did not bother to complete the whole course of study. Besides, the students intimidated the teacher to examine them from a small portion of the course, to increase marks and postpone examination. Thirdly, the students remained restricted to the study of a particular text-book, from which the paper was to be set. The students were never encouraged to study reference books. Semester system also proved a failure in India where the teacher faced difficulties

in the construction of standard objective type tests and the process of evaluation remained unsatisfactory.

2. Ineffective Teaching Methods:

Shortage of trained and qualified teachers is another cause which ultimately results in deteriorating the educational standard in the country. It has been well said that no system of education is better than its teachers. Malik (1984) reported that the quality of teaching is closely connected with the quality of teachers. Mostly, the teachers are well qualified and competent but they lack devotion to work and ability to motivate students. College teachers are usually lacking training in effective teaching methodology. Fresh graduates are recruited as lecturers who are totally ignorant of teaching techniques. Malik added that at the higher levels most of the knowledge which the teacher has, is more or less, imported and has not evolved in Pakistani context. A teacher is hardly engaged in conceptualizing the Pakistani realities and then generating knowledge. What he/she does is to read books of foreign authors and repeat the information, year after year, in the form of notes to students. Such a process does not involve any creative work.

Hector (1971) investigated the existing status of universities in Australia and suggested some measures for improving them. Besides provision of library facilities and

effective methods of teaching, training of lecturers was considered to be the most important requirement for an efficient system of higher education.

Tauch (1983) conducted a research in Germany to investigate the ineffectiveness of existing teaching methods. He arrived at the conclusion that the existing methods of teaching fail to develop the thinking abilities of the students and mostly involve recalling learned knowledge. He argued that much of this memorized knowledge is subsequently forgotten and quite obviously is not needed at all by most of the students. In the universities too, the acquisition of memorized knowledge frequently predominates over thought processes -- specially in the case of examinations. Joshi (1978) while discussing the perspectives of higher education analyses various teaching methods and determines the role of the teacher as the central one. He stated that a teacher with a thorough mastery and command over the subject can think about suitable methods. There is no doubt, he added, that the intellectual preparation of the teacher in the subject matter she teaches must be abundant. It must be wider than the grounds laid out in text-books or in any plan for teaching a lesson. The teacher must have a genuine enthusiasm to communicate to her pupils. If the teacher has excess supply of information and understanding, her mind will be free to observe the mental responses and movements of the students.

Good-teaching is the main spring of our economic and social progress -- the highest expression of achievement in our society.

3. Unsound Admission Procedure

Students are admitted in colleges in large numbers irrespective of their interest, ability, aptitude for higher studies. This leads to non-serious attitude and the result is failure and frustration on the part of students. Hence, faulty admission procedure is one of the causes of decline in educational standards. Ikramullah (1983) argues that the quality of education can only be maintained if the educational institutions are not run on the line of mass producing workshops. This is particularly true of a country like ours whose resources are limited. Instead of giving poor education to a large number, it should aim at giving good education to a few, and all students must be selected on merit. Therefore, at college level the students should not be admitted indiscriminately. Opportunities of college education should be extended to those who possess the required ability and aptitude for higher studies. The admission to the university may be an easy process but the criteria for selection must be of a higher level. A sound entrance test at the time of admission is highly desirable. It may help in proper selection and evaluation of students for higher studies.

Merit should be recognized and encouragement should be given to able and interested students. Open admissions have recently been attacked by leading public figures on the ground that they compromise academic standards. The implication here -- that academic standards are somehow determined by admission standards -- is a major argument used to defend selective admissions. If only the brightest students are admitted at one end, then the high quality of the final product is virtually guaranteed (Austin, 1971).

Hence, all admissions at university level should be made carefully and students should not be admitted on the basis of public examinations. A sound criteria should be developed for admission to various colleges and departments so that capable and interested students find seats purely on merit basis.

Joshi (1978) while discussing the present state of Indian universities recommends that an access to higher education should not be an easy one. Able and interested students should be selected on the basis of merit, it might result in achieving better academic standards. She added that it would be better to detect students who cannot benefit from higher education and direct them at an earliest stage to places where they might fit in more usefully.

4. Over-crowded Institutions

The desire to achieve university education on the part of students and their parents is increasing with the passage of time, leading to an increased number of students in such institutions. There is some increase in the number of colleges but it is not easy to establish new institutions and to equip them with necessary facilities. Hence, the existing institutions are over-crowded. In an over-crowded class no effective teaching and learning can take place. Not only that the teaching methods fail but no personal contacts between teacher and students can be established. Over-crowded classes are not conducive to learning. It is not possible for a teacher to give individual attention to students, to give regular tests and to mark the large number of answer-books. The gap between the teacher and the taught is widening, the students feel neglected and lack interest in studies. All modern methods and techniques like class-discussion and group discussion which develop the thinking power of students prove a success in a class where the number of students is small. Karan (1985) conducted a study in India which pointed out that over-crowding leads to low academic standards. The size of a college or teaching university is determined by the number of students who can be accepted without a lowering of standards. Nothing should be allowed to lower the quality of work at the universities, and size beyond a certain point, undeniably lowers the quality. A college or university is like a living

cell; once it reaches a certain size, it must either divide or die. The admission to a large number of students in response to popular demand without the necessary staff, class-room and hostel accommodation and equipment has made it impossible for most colleges and universities to give full education to their inflated undergraduate population. This factor, more than any other, has undoubtedly been responsible for lowering of our standards.

5. Shortage of Text-books

Non-availability of text-books is not only a serious problem for students and educational authorities of the country rather it is one of the major reasons for the mass failure of students. The recommended text-books are not usually available in the market. When the text-books are not within an easy access the students have to search for the guide-books which are full of many spelling and grammatical mistakes.

6. Political Exploitation

Active involvement of students in politics adversely affects the academic standards. They develop a non-serious attitude towards studies. They do not regularly attend the lectures and depend on unfair means during examination. No doubt politics is an important element in the democratic

framework of any country, and has a place in the university system too. It is the interference in students affairs which adversely affect the educational progress and activities (Karan 1985).

Students show their affiliation with one party or the other and disturb the peaceful campus atmosphere. Moreover, it is with the support of political parties that the students dare to influence the process of admissions and examinations. While discussing the state of Pakistani universities Rehman (1980) argued that students unions lower academic standards as students become more interested in politics than in studies. Moreover, these unions were often manipulated by powerful political parties and recruited people who are least interested in studies, not even for a degree. They were meant to win elections or intimidate students into voting for them. They also forced the teachers into keeping the standards of education low.

The students are sometimes exploited by the politicians for their vested interests and engage students in unnecessary strikes. The students thus, waste a lot of their precious time in strikes and political activities, which affect their studies adversely. The worst situation prevails when some of the members of the teaching staff show their affiliation with one group or the other.

7. Lack of Library Facilities

Non-availability of better library facilities in most of the colleges and universities affect badly the standards of education in the country.

Well equipped and up-to-date libraries are the source of information all over the world. The ones that do exist in Pakistan are ill-equipped, poorly run and insufficiently funded. The total resources allocated to all the university libraries is not equal to one medium sized library in U.S.A. Besides books, the libraries must have research journals which provide day to day information about the state of knowledge in various fields. These journals are published in thousands in about all countries of the world. Even the best Pakistani universities do not subscribe to more than a handful of them (Malik, 1991).

Rehman (1980) analyzing the state of Pakistani Universities argues that most of the libraries of the universities are not well-equipped in terms of journals and books. In some libraries the books are available in large number but cannot be utilized properly either due to poor cataloging system or discourteous attitude of the librarian. As books are easily stolen from libraries, the attitude of the librarian becomes rude and discouraging. This sad state of

affairs is very disappointing to the interested students and scholars.

8. Medium of Instruction

The question of the medium of instruction is a very serious one regarding university education. Students keep on agitating against the use of English language as the medium of instruction. Since there is no clear-cut policy of the government regarding the place of English language, the students remain in a state of confusion. This uncertain state of affairs contribute in the decline of educational standards. No one can deny the importance of English as an international language and that it is the repository of world knowledge. Students just want to find an easy approach towards university examinations and try to avoid hard work making an excuse of language difficulty. According to a study of U.G.C. "One third of all books printed in the world each year, are in the English language" (1982). All books for study and research at higher level are available in English language and it is not wise to reject it altogether.

Viewed objectively Urdu, the national language or the regional languages of Pakistan are not yet adequately developed to meet the requirements of higher level teaching in various disciplines. Standard books on various subjects are either totally non-existent or these are very few in number.

This serious handicap is often underrated. Translating books on a large scale is not practically possible. Moreover, it is not only a question of translating books, there are hundreds of articles which are published in research journals every month, translating them all will not be possible. Any attempt to teach various subjects in Urdu only with the help of a few substandard books will be a highly retrograde step (Karim).

"University level of education," The commission on National Education (1959) had stated, "requires the students to work on their own under the guidance of their teachers. In order to do this they must have access to a wide range of material which will help to broaden their intellectual capabilities. But it will not be possible to produce this store of books in our languages, and, therefore, the greatest care should be taken while changing the medium of instruction at university level."

9. Insufficient Working Hours

Most of the colleges of the university fail to complete the prescribed curriculum within the academic session due to frequent holidays and vacations. As a result of it students cannot concentrate on studies and do not develop a serious attitude in obtaining knowledge. The same situation prevails in other Asian Countries. Karan (1985) conducted a study in India which expressed a grave concern about holidays in

universities. After examining calendars of all the universities in India, he concluded that the number of actual working days in the year in most colleges and universities is in-sufficient. In one university the number was as low as 120 days. Whereas the working days in most of the European countries are between 175 to 185 in one academic year. It is high time to realize and determine working hours once for all. There may be summer, winter and spring holidays but for short duration. Moreover, stray holidays must be reduced to increase the output of the academic instruction.

10. Inadequate Teacher-pupil Relationship

The relations of teacher and students are becoming more and more formal and secondary. The cases of rowdyism, indiscipline and strikes are increasing in colleges which are clear cut examples for the strained relationships between teachers and students. Teachers remain so much over-burdened that it is not possible for them to have personal contacts with each and every student to discuss and get their individual problems solved. This is also decreasing the general educational standards and is one of the causes of mass failure of students.

Little interaction between teacher and students take place in the class-room or outside, and students are not able to solve their problems relating to various academic and non-

academic issues by discussion with the teachers. Some teachers refuse to change their authoritarian attitude which all students resent. As a result, the students are never able to gain confidence in their teachers. This leads to lack of understanding and communication between teachers and the students. Some acts of the teacher, like discrimination, favoritism and nepotism, are also responsible for deterioration of relationship between the students and the teachers. Unless the students develop respect and regard for their teachers, the process of teaching and learning will remain at a low efficiency (Karan, 1985).

11. Non-availability of Counselling Services

The need for a systematic guidance and counselling programme in all educational institutions is highly desirable. No proper teaching and learning can take place when the individual is confused, disturbed and dis-interested due to various pressures in life. Due to over-crowded classes the teachers are not in a position to pay individual attention to students or to deal with their academic and personal problems. Nearly all education policies have emphasized on the need of establishing counselling centers but it could not be materialized due to one reason or the other.

Karim (1991) emphasized that a college and a university has to set up a counselling and guidance center, since its

need is felt for the under-graduate as well as for the post-graduate students. This center must evolve and provide the psychological information to tutors as well as hold a sort of refresher course for them. This center will be the brain of this tutorial activity. It can have two sections: One the psychological which apart from preparing a proforma and various tests, etc, as well as their statistical analysis, will handle difficult cases referred to it by the tutors; two, the career guidance section, which will provide them with information about various career, avenues and agencies of employment as well as various scholarship schemes.

Counselling is also necessary under normal conditions; it is based on various intelligence, aptitude and personality tests which together with the interview provide the counsellor with sufficient facts and data to advise the student in dealing effectively with all problems and challenges. If a student, by the time he/she passes SSC examination, becomes aware of his intelligence and aptitude, he will be in a better position to plan his career realistically.

IMPORTANT DETERMINANTS OF ACADEMIC ACHIEVEMENT

The performance of a student in academic situation is a function of cognitive and non-cognitive variables, for instance, one's intelligence, abilities and aptitude contribute significantly towards his/her academic achievement. Similarly, non-cognitive factors like attitude, motivation, study habits and skills also play a very significant role in determining the academic performance of students. Psychologists and educationists have since long been aware of the importance of the crucial role of these factors in learning and have tried to develop techniques to train the students study effectively. Similarly, some attempts have been made to develop psychological tests to assess the methods and strategies used by students and their attitudes towards education. However, study habits and attitude are the main determinants of one's academic achievements.

Educationists and psychologists have developed numerous assessment techniques to assess the methods, curriculum, study habits and system of examination. A brief review of some well-known instruments devised for assessment of study habits and attitudes are presented below:

California Study Methods Survey

It is made up of 150 items for college students. This inventory was devised to assess the methods of study generally used by students that is study skills, distribution of time, completion of assignments and preparation for examinations. This test also aims at identifying common problems and difficulties encountered by the students. However, this inventory has been criticized for ambiguity and for ignoring some important study skills and attitudes. Besides, the test manual does not provide any help to the counsellor.

Spitzer Study Skills Test

This test consists of five section representing achievement in important study skills: (a) Using the Dictionary, (b) Using the Index, (c) Understanding Graphs, Table and Maps, (d) Knowledge of sources of Information and (e) Organization of facts in Note-Taking.

It was published in 1954-55, this test is meant for grade 7-9. Data on reliability and validity of this test is very scanty.

The Study Skills Counselling Evaluation (SSCE)

The SSCE was developed by George Demos, Western Psychological Services for High School and College students.

This scale intended to "enable students to identify rapidly and objectively their study weaknesses" in study time distribution, study conditions, taking notes, handling examinations and other "habits and attitudes."

There are 50 five-alternative, multiple choice items of the self-report variety. The student is to respond in terms of the frequency (from very often to very seldom) with which he/she follows the study procedure, or holds the attitude, indicated in the item stem.

Study Attitudes and Methods Survey

This blank consists of 85 items grouped under 17 heads such as planning a study schedule, fixing material in mind, reflecting, working independently, paying attention in class, participation in class-activities, memorizing, overcoming difficulties, etc.

The main purpose of this device is to afford the pupil a means of self-analysis of his study habits and a basis for related counselling, clearly the score which a pupil might obtain from this process of self-estimation would at best be a rough index of the satisfactoriness of his habits of study. Norms for grade 7 through 12 are available, however, and are based upon the use of the survey on a population of independent school pupils.

There are reasons for believing that the blank might prove even more effective for follow-up teaching and counselling.

Survey of Study Habits and Attitude

The Survey of Study Habits and Attitude (SSHA) was developed by Brown and Holtzman. Its purpose was to assess the methods and strategies used by students, and the attitude of students towards education. The early version of this questionnaire, developed in 1953, consisted of 75 items and was meant mainly for the high school students of senior classes and for college freshmen. The scale was later modified and a number of additional items were added. The revision called form C of SSHA, contains hundred items, divided into four basic sub-scales: Delay Avoidance, Work Method, Education Acceptance and Teacher Approval. These four sub-scales give two sub-totals: Delay Avoidance and Work Method combine to give a Study Habits score and Teacher Approval and Education Acceptance give a Study Attitude score. The total of all the four is called Study Orientation score. The same scoring keys are used for male and female students.

The present study aims at an empirical investigation of the various factors responsible for decline in educational standards in the country. This research will highlight the areas where improvements are required in order to achieve quality in education.

OBJECTIVES OF THE STUDY

The present study aimed at achieving the following objectives:

1. To investigate the factors involved in the decline of the existing standards of education.
2. To develop strategies for evaluating the effectiveness of learning outcomes.
3. To suggest certain measures for the improvement of learning environment.

CHAPTER - II

METHOD AND PROCEDURE

METHOD

SAMPLE

The sample consisted of four hundred undergraduate students selected at random, from all the men and women colleges of Peshawar. The sample included an equal number of students from Humanities and Science groups. From humanities group the sample represented students who were studying English, Political Science and Economics. In science group students of Physics, Chemistry and Biology were selected.

INSTRUMENTS

The following two instruments were used for the collection of data:

1. Teacher's Rating Scale
2. Survey of Study Habits and Attitudes (SSHA)

1. TEACHERS' RATING SCALE:

This test consists of twenty-five multiple choice items designed to assess teachers' interest, involvement, preparation and mastery of the subject-matter. It is a five dimensional scale consisting of the following aspects of the teaching quality:

- (1) Teaching Methods
- (2) Subject-Matter Orientation
- (3) Student - Teacher Communication ,
- (4) Ability to Motivate
- (5) Attitude of the Teacher

Teaching Methods

Good teachers are expected to be equipped with the latest teaching techniques. Some of the popular approaches towards teaching are discussion, questioning and problem solving. Among all, the most effective device is participation of the students in the learning environment, which results in better academic achievement. For efficient teaching it is equally important that the teacher delivers the lecture in a forceful manner and that she realizes that it should be within the comprehension level of the students. The lecture should be a source of inspiration for the students.

Subject Matter-Orientation

The essence of teaching is a thorough knowledge of the subject by the teacher. She should keep herself abreast with the latest developments in the concerned subject. Command and mastery of the subject-matter gives confidence and control to the teacher which influences the students in a positive way. Teachers with genuine interest in their subjects are most likely to win the appreciation of the students. A teacher with a vast and profound knowledge can successfully answer the questions raised by the students.

Student-Teacher Communication

The most outstanding feature of a good teacher is her genuine interest and enthusiasm in students. Effective and smooth communication starts between teacher and students when a considerable rapport is established between them. This will result in creating a harmonious teaching-learning situation. A permissible learning situation allows students to express and discuss their ideas without any hesitation. A friendly, helpful, sympathetic and encouraging teacher makes learning a source of pleasure for the students.

Ability to Motivate

A devoted teacher has a vital and sincere interest in her field and she endeavours to make students realize that their efforts are directed towards constructive and beneficial end. Teachers' verbal or written acknowledgements of good efforts are likely to be incorporated by students into their own inner feelings of satisfaction. Both kinds of motivation, intrinsic and extrinsic, are important in the everyday learning situation in the class-room. Extrinsic motivators get things started when the interest is lacking; and intrinsic motivation sustains learning. Efficient motivation is possible when the teacher pays individual attention to students, appreciates their work and treats them with kindness.

Attitude of the Teacher

A fair and friendly attitude towards students is basic to excellence in teaching. A teacher who is sympathetic, understanding and unbiased towards the individual students promotes a sense of responsibility and a sense of achievement in them. A polite and kind teacher has a moralizing influence on the personality of the students and it also accelerates learning. A teacher with warmth and sincerity in her nature is bound to be loved and respected by students and they express interest in studies.

2. SURVEY OF THE STUDY HABITS AND ATTITUDES

This instrument was originally devised by Brown and Holtzman (1953, 1976). The earlier version of this questionnaire consisted of seventy-five items. This scale was later modified and a number of items were added. The revision, called Form C of SSHA, contains 100 items divided into four basic sub-scales:

- (1) Delay Avoidance
- (2) Work Method
- (3) Teacher Approval
- (4) Education Acceptance.

Delay Avoidance and Work Method combine to give a Study Habits score. Teacher Approval and Education Acceptance give a Study Attitude score. The total of all the four is called Study Orientation score. The same scoring key is used for male and female students. This instrument has been tested on quite

a large sample. The manual reports extensive validation studies. In these investigations the criterion usually used was one semester grade point averages for 1,756 men and 1,118 women in ten colleges varies from .27 to .66 for men and .26 to .65 for women. The average validity coefficients were .42 and .45 for men and women respectively. It was concluded that the 1953 SSHA measured traits which play an important role in academic success but which were not assessed by a scholastic aptitude test. The manual also reports a number of reliability studies. Test retest reliability for Form C was found on a sample of 144 freshman with a four weeks interval between the two administrations, and on a sample 51 freshmen with a fourteen week interval. The test retest co-efficient with a four week interval ranged between .88 and .93, and those with fourteen week interval ranged from .83 to .85 for the various sub-scales of SSHA.

It was adapted for use in Pakistan by Zafar A. Ansari in 1983. This version contains 88 items. Some of the items were modified to bring in harmony with Pakistani conditions. It has frequently been used by researchers for an analysis of students' study habits.

PROCEDURE

The present investigation included a Pilot Study too which aimed at a qualitative item analysis of the two scales

used in the present research, whereas, the main study explored causes of decline of educational standards as well as ways and means of improving university education at under graduate level.

Pilot Study

The subjects selected were one hundred students from the Institute of Education and Research, University of Peshawar. The sample included an equal number of students from the Humanities and the Science groups. The subjects were seated in the lecture theater. The researcher briefly explained the purpose of the study to the SS in order to win their cooperation and establish rapport. The examiner emphasized that the subjects may not disclose their identity but they must produce their accurate judgements and evaluation. The subjects selected from the Humanities group were required to evaluate their English teacher in terms of certain characteristics, behaviour and attitude in the class-room. Similarly Science students were asked to evaluate their science teachers. Teachers' Rating Scale was administered first and the following instructions were given:

"There are twenty five statements, each followed by five options viz., Always, Usually, Sometimes, Rarely and Never. Read each statement carefully.

After an interval of one week the other test called Survey of Study Habits and Attitudes was administered to the same group of students. Before administering the test, the examiner explained that the purpose of the study was not to test their ability but to investigate the general problems and difficulties faced by students during their studies. They were requested to respond truthfully and honestly so that accurate results can be obtained from the tests. After establishing the rapport the test booklets were distributed to all the subjects by the researcher. The subjects were asked to read the statements carefully and answer them honestly. Standard instructions were read out by the researcher:

"The questionnaire consists of eighty eight statements, in front of each statement there are five options, that is, Rarely, Sometimes, Frequently, Usually and Always. Your task is to put a tick mark in the proper box. Please remember that there are no right or wrong answers. We just want to form an idea of your performance. Your answers will remain confidential. Try not to leave out any question."

The students took about half an hour to complete it. No ambiguity in the test items was pointed out by them. The data was later analyzed and scoring was made accordingly. The results of the Pilot Study determined the content validity of the two instruments used in the present study as the sample of the students agreed with the identified dimensions of the items on the questionnaires. Teachers' Rating Scale was a

valid measure of teaching quality, and the test Survey of Study Habits and Attitude was an accurate index of the study habits of students. Both the tests were used in the main study to explore the causes for decline of academic standards. The results will enable the researcher to develop certain strategies for improving University Education.

THE MAIN STUDY

In all the selected colleges the researcher herself administered the test in a group situation. To establish rapport, the purpose of the study was explained to the subjects and it was emphasized that accurate results of the tests could not be achieved without their honest judgements about their study habits, as well as about the attitude of the teacher in the class-room. The subjects selected from Humanities group were required to assess their teachers of English, Political Science or Economics. Similarly, Science students were asked to evaluate any one of their science teachers.

Teachers Rating Scale was administered first, the test booklets were distributed and the following instructions were read out by the researcher: (same as given on page.32).

After an interval of one week, the other test Survey of Study Habits and Attitudes was administered to the same group

of students. Before administering the test, the examiner explained that the purpose of the study was not to test their ability but to investigate the general problems and difficulties faced by students during their studies. They were motivated to respond truthfully and honestly so that accurate results can be obtained from the tests. After establishing the rapport the test booklets were distributed to all the subjects by the researcher. The subjects were asked to read the statements carefully and answer them honestly. Standard instructions were read out by the researcher. (same as on page.34).

SCORING

For the purpose of scoring, a hand scoring key was used to evaluate the performance of students on survey of Study Habits and Attitudes. This scale yields scores in the following five categories.

- (a) Delay Avoidance (DA)
- (b) Work Method (WM)
- (c) Teacher Approval (TA)
- (d) Educational Acceptance (EA)

SSHA is a five point rating scale so all the positive statements score ranged from 5 - 1 marked Always, Usually, Frequently, Sometimes and Rarely. Whereas the statements representing negative attitudes and poor study methods were scored in the reverse order. TEACHERS' RATING SCALE was

marked by determining categories to each option in descending order as:

Always	-	5 marks
Usually	-	4 marks
Sometimes	-	3 marks
Rarely	-	2 marks
Never	-	1 mark

NORMS

Percentile Norms were developed for the two tests, viz., Survey of Study Habits and Attitude and Teachers' Rating Scale. These norms are based on the data derived from the present scores obtained by the subjects. Separate Norms for male and female, and combined Norms for male and female were calculated.

Table 1

Teachers' Rating Scale

(Pilot Study)

Mean, SD and t value of boys and girls

Variables	Boys n = 50	Girls n = 50	t
Teaching Methods	17.50 (4.99)	15.94 (5.27)	1.50
Subject-matter orientation	21.00 (3.29)	17.00 (2.41)	6.87
Ability to Motivate	18.80 (4.81)	15.06 (5.97)	3.41
Student-Teacher communication	20.02 (3.74)	16.70 (4.54)	3.95
Attitude of the teacher	19.32 (4.12)	18.06 (2.60)	1.90

SD are shown in parenthesis.

Table 2

**Study Habits and Attitude of Students
(Pilot Study)**

Mean, SD and t Value of boys and girls

Variables	Boys n = 50	Girls n =50	t	p
Delay Avoidance	78.18 (6.96)	63.14 (12.79)	7.30	.000
Work Method	66.36 (14.07)	71.26 (8.64)	2.10	.038
Study Habits	144.54 (18.42)	134.4 (11.59)	2.89	.005
Teacher Approval	68.68 (12.55)	71.08 (11.28)	1.01	.317
Education Acceptance	69.56 (13.24)	74.18 (10.14)	1.96	.053
Study Attitude	138.24 (21.92)	145.26 (19.39)	1.70	.093
Study Orientation	282.78 (35.21)	279.66 (32.78)	.46	.648

SD are shown in parenthesis.

Table 3

Teachers' Rating Scale

Mean, SD and t value of boys and girls

Variables	Boys n=200	Girls n=200	t value	p
Teaching Methods	17.54 (5.30)	17.27 (4.49)	0.55	0.583
Subject-matter Orientation	20.51 (4.49)	18.66 (4.00)	4.34	.0001
Ability to Motivate	18.53 (5.27)	16.63 (4.92)	3.73	.0001
Student-Teacher Communication	20.83 (4.02)	19.01 (4.49)	4.26	.0001
Attitude of the Teacher	20 (4.77)	18 (3.93)	3.02	.003

SD are shown in parenthesis.

Table 4

Survey of Study Habits and Attitudes of Students

Mean, SD and t value of boys and girls

Variables	Boys n=200	Girls n=200	t Value	p
Delay Avoidance	82.94 (12.10)	76.92 (13.85)	4.5	.0001
Work Method	70.8 (14.85)	76.2 (13.4)	3.81	.0001
Study Habits	153.75 (25.66)	153.11 (21.71)	0.27	.0001
Teacher Approval	69.83 (14.82)	74.25 (15.44)	2.93	.004
Educational Acceptance	71.69 (16.94)	77.32 (13.92)	3.63	.0001
Study Attitude	141.52	151.57	3.87	.79 (N.S)
Study Orientation	295.27	304.69	2.22	.027

SDs are shown in parenthesis.

Table 5

Percentile Norms: Teachers' Rating Scale
(Male and Female)

Percentile	Teaching Method		Subject-matter Orientation		Ability to motivate		Student teacher Communication		Attitude of Teacher	
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
P ₉₅	25	24	25	25	25	24	25	25	25	25
P ₉₀	25	23	25	23	25	23	25	24	25	24
P ₈₅	24	22	25	23	24	21	25	24	25	23
P ₈₀	23	21	25	22	23	21	25	24	25	22
P ₇₅	22	21	24	21	23	21	24	23	24	22
P ₇₀	22	20	23	21	22	20	24	22	24	21
P ₆₅	21	20	23	21	22	19	23	22	23	21
P ₆₀	19	19	23	20	21	19	23	21	23	21
P ₅₅	18	19	22	20	20	18	22	20	22	20
P ₅₀	17	18	21	20	20	17	22	20	21	20
P ₄₅	16	17	21	19	19	17	21	19	21	19
P ₄₀	16	16	20	18	18	16	21	18	20	18
P ₃₅	15	15	20	17	17	15	20	17	19	18
P ₃₀	14	15	19	17	17	15	19	17	19	17
P ₂₅	13	14	19	16	15	13	18	15	17	16
P ₂₀	12	14	18	15	13	12	17	15	17	15
P ₁₅	12	13	16	15	13	11	16	14	15	14
P ₁₀	11	11	14	13	11	9	15	13	14	13
P ₅	9	9	10	11	8	7	14	11	10	12

Table 6

Percentile Norms: Survey of Study Habits and Attitude (Male and Female)

Percentile	Delay Avoidance		Work Method		Study Habits		Teacher Approval		Education Acceptance		Study Attitude		Study Orientation	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
P ₉₅	107	100	92	92	195	186	85	94	96	100	178	188	668	368
P ₉₀	103	96	91	88	193	178	82	92	96	93	178	180	362	350
P ₈₅	102	96	89	86	186	179	82	92	94	90	175	177	360	341
P ₈₀	96	95	84	86	184	174	81	90	91	88	170	174	355	334
P ₇₅	93	83	81	84	167	169	80	88	90	86	167	169	336	331
P ₇₀	87	81	78	82	162	164	80	86	84	85	164	166	323	328
P ₆₅	86	80	77	82	161	162	78	83	79	84	151	161	307	325
P ₆₀	84	80	77	81	161	161	77	82	77	83	148	158	306	315
P ₅₅	83	80	74	80	156	158	76	77	69	82	147	156	298	310
P ₅₀	80	76	68	79	153	156	73	75	68	80	145	155	295	306
P ₄₅	80	74	67	78	151	154	72	74	67	78	145	152	278	302
P ₄₀	78	72	67	76	150	147	69	74	66	78	137	146	275	279
P ₃₅	74	71	65	76	144	145	68	72	65	75	124	142	270	291
P ₃₀	73	70	64	74	131	143	68	66	63	74	121	139	261	288
P ₂₅	71	66	58	72	130	142	66	64	62	68	120	135	259	282
P ₂₀	71	65	57	70	126	138	65	57	55	65	116	131	254	275
P ₁₅	70	64	52	62	122	132	49	52	54	65	112	130	245	264
P ₁₀	65	62	48	54	118	120	48	51	52	52	109	122	239	253
P ₅	66	58	48	46	114	106	35	46	41	48	98	99	232	238

Table 7

Percentile Norms: Teachers' Rating Scale

Percentile	Teaching Method	Subject-matter Orientation	Ability to motivate	Student teacher Communication	Attitude of Teacher	Percentile
P ₉₅	25	25	25	25	25	95
P ₉₀	24	25	24	25	25	P ₉₀
P ₈₅	23	24	23	25	24	P ₈₅
P ₈₀	22	23	22	24	24	P ₈₀
P ₇₅	21	23	22	23	23	P ₇₅
P ₇₀	21	22	21	23	22	P ₇₀
P ₆₅	20	22	20	22	22	P ₆₅
P ₆₀	19	21	20	22	21	P ₆₀
P ₅₅	19	21	19	21	21	P ₅₅
P ₅₀	18	20	18	21	21	P ₅₀
P ₄₅	17	20	18	20	20	P ₄₅
P ₄₀	16	20	17	19	19	P ₄₀
P ₃₅	15	19	16	19	19	P ₃₅
P ₃₀	15	18	15	18	18	P ₃₀
P ₂₅	14	17	14	17	17	P ₂₅
P ₂₀	13	16	13	16	16	P ₂₀
P ₁₅	12	15	12	15	15	P ₁₅
P ₁₀	11	14	10	14	13	P ₁₀
P ₅	9	11	8	11	11	P ₅

Table 8

Percentile Norms: Survey of Study Habits and Attitude of Students

Percentile	Study Habits	Study Attitude	Study Orientation	Percentile
P ₉₅	193	183	368	P ₉₅
P ₉₀	186	178	361	P ₉₀
P ₈₅	189	175	352	P ₈₅
P ₈₀	174	173	339	P ₈₀
P ₇₅	169	168	333	P ₇₅
P ₇₀	164	164	326	P ₇₀
P ₆₅	162	159	317	P ₆₅
P ₆₀	161	155	309	P ₆₀
P ₅₅	158	152	306	P ₅₅
P ₅₀	156	147	301	P ₅₀
P ₄₅	152	145	296	P ₄₅
P ₄₀	150	145	291	P ₄₀
P ₃₅	145	139	281	P ₃₅
P ₃₀	142	132	275	P ₃₀
P ₂₅	136	125	268	P ₂₅
P ₂₀	130	122	259	P ₂₀
P ₁₅	123	117	254	P ₁₅
P ₁₀	119	111	245	P ₁₀
P ₅	113	98	238	P ₅

CHAPTER - III

RESULTS

RESULTS

Table 1 and 2 represent the results of Pilot Study, the purpose of which was to determine the content validity of the two instruments used in the present study. Scoring was made accordingly and put into tables. The results of the Main Study are given in table 3 and 4.

Table 3 shows the assessment of teachers in terms of certain determinants of effective teaching viz., teacher's attitude, teaching method, knowledge and command of the subject, emotional control and devotion to work. t-test was used to find out the significance of difference in teacher's evaluation based on the scores of boys and girls. The results reveal that no significant difference exists between male and female teachers so far as their teaching methods are concerned. The subjects expressed their satisfaction that their teachers imparted knowledge in a very effective manner. They delivered lectures confidently and in a forceful way. They make the lesson easy and systematic for the students.

Table 3 shows the difference in the mean score (4.34) of boys and girls regarding subject matter orientation of the

teachers. The students found their teachers quite competent in their subject areas. However, there exists a significant variation in the opinion of the two groups. The boys on the whole, evaluated their teachers on subject-matter orientation more favourably as compared to girls.

As to the teachers' ability of motivating students towards independent creative work, the mean score of boys is significantly higher than girls who were of the opinion that the teachers often failed to provide sufficient motivation towards studies.

Regarding Students Teacher Communication boys and girls agreed that the teachers kept a pleasant and relaxed class-room atmosphere. They were cooperative and willing to extend practical guidance to the students.

Table 3 further shows a significant difference ($P < .003$) in the mean scores of boys and girls concerning the attitude of the teachers. The boys as compared to girls found their teachers quite fair and impartial in grading, whereas the girls reported that their teachers were biased.

Table 4 shows the results of the test measuring Study Habits and Attitudes of students. On the average the boys have scored higher and they have better study habits. Further

analysis reveals that as compared to girls, boys are more prompt in completing their academic assignments, girls are slightly better in their study skills. t-value shows a significant difference in the study habits of boys and girls. The girls have secured quite low on the scale of Delay Avoidance.

As revealed from the results the girls have obtained much higher score in Study Attitude as compared to boys. This indicates a positive and mature outlook of girls towards their teachers and towards education as a whole. t-test was used to find out the difference in the scores of boys and girls which is quite significant. It shows that the attitude of the girls towards studies was much better as compared to boys.

CHAPTER - IV

DISCUSSION

DISCUSSION

The objective of the present study was to explore the factors involved in the decline of the existing standards of university education and to develop strategies to improve it. As the Teacher and the Students form the two integral parts of any conscious efforts directed to raise the educational standard, the present study explored the characteristics of teachers as well as the study habits and attitudes of the students to highlight their strengths and limitations.

THE ROLE OF THE TEACHER

The pivot around which an educational system revolves is the personality of the teacher. Many attempts have been made from time to time to determine the qualities that go to make up a good teacher. Clapp (1943) in a pioneer study about the equipment of the teacher identified ten components of a good teacher, namely communicative skills, personal appearance, optimism, enthusiasm, fairness of mind, sincerity, sympathy, vitality and scholarship. Boss (1946) adds sense of humour and friendliness as additional qualities of teachers. Witty

(1967) in his research study analyzed the personality traits of effective teachers and prepared a list of most desirable characteristics. These included (1) cooperation and democratic attitude, (2) kindness and consideration for the individual; (3) patience; (4) wide interests; (5) personal appearance and pleasant manner; (6) fairness and impartiality; (7) sense of humor; (8) good disposition and consistent behaviour; (9) interest in pupils' problems; (10) flexibility; (11) use of recognition and praise; and (12) unusual proficiency in teaching a particular subject.

Farrant (1980) while discussing the teacher's role as a leader pointed out that the main qualities required of successful teachers include: competence, enthusiasm; humility; humour; imagination; initiative; integrity; loyalty; perseverance; responsibility; self-control and single-mindedness.

The present study searched for certain characteristics of teachers which are considered essential for quality teaching from the students' point of view. The Teachers' Rating Scale used in this study yields information on five different dimensions, namely, teaching methods; subject-matter - orientation, attitude of the teacher and student - teacher communication.

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TEACHING METHODS

The present study explored the effectiveness of teachers in terms of their methodology, preparation, interest and devotion to work. According to Table 3, students' evaluation of the teacher concerned are positive. Most of the students have expressed their satisfaction with the teaching methods used by the teachers in the class-room. Referring to our table of Norms (table 5), the score on teaching methods ranges from 5-25, that is, 5 denotes minimum satisfaction with the teaching method used by the particular teacher. It is evident from the table of Norms that about 50 per cent of the students have evaluated their teachers above average whereas another 55 per cent have evaluated them below average. About 5 per cent of students rated teaching methods as average.

Good and Brophy (1973) conducted a similar study relating to Teachers' Efficiency in the class-room, and found that successful teachers were likely to be those who did their planning relating primarily in terms of what their students needed, felt, knew and could do. While less successful teachers related themselves primarily to the content first and students second.

Another study conducted by Stephen and Weaner (1985) aimed at finding possible relationship between Student Achievement and Instructional Effectiveness reported that

needed changes in higher education require creative thinking, commitment to quality teaching and a willingness to develop instructional methodologies.

Raghunath (1987), while highlighting a Revolutionary Approach to Teaching, emphasized the use of individual work, team work and collective teaching leading to high academic achievement and efficient learning.

SUBJECT-MATTER ORIENTATION

The present study evaluated teachers in terms of their study, competence, mastery and intellectual curiosity in their respective fields. The test results (table 3) indicate the satisfaction expressed by students regarding the teacher's knowledge and command of the subject. However, genderwise comparison reveals that boys have evaluated their teachers more positively as compared to girls ($t = 4.34$). A comparative analysis of table of Norms (table-5) indicates that 45 per cent boys and girls have found their teachers possessing better than average knowledge in their subject areas and rated their teachers as above average, regarding subject-matter orientation. Rayans (1960) identified some of the important correlates of good teaching as tactfulness, cheerfulness, justice, interest, consistency, decisiveness, alertness and innovation; but regarded all these as subordinate to a deep and profound knowledge in the subject

area as well as familiarity with other subjects. Hamachek (1969), in his comparative study of good and poor teachers reported that a basic requirement of good teacher is that he/she possesses a vast knowledge and is well-informed.

STUDENT-TEACHER COMMUNICATION

The present study explored some of the important determinants of teacher-pupil relationships i.e. a sense of humour, fairness, sympathy, friendliness, enthusiasm, more democratic than autocratic attitude, and their ability to relate easily and naturally to students as individuals or as a group. The test results revealed (table 3) both the boys as well as the girls have reported that their teachers, on the whole, are friendly, encouraging and cooperative. A slight difference is found in the opinions of girls who seem to be a little hesitant in discussing their problems with teachers. The latter group believes that their teachers are in different, dis-interested and critical towards students.

Table 5 shows that 45 per cent students have rated their teachers above average in establishing a favourable class-room environment. However, 5 per cent girls do not feel free to discuss their academic difficulties with the teachers.

Pestalozzi's educational theory stressed on the child's being the centre of educational process. According to him

Teacher-pupil communication is fundamental to successful teaching and it is highly desirable that rapport must be established for effective academic achievement. Warm, caring and friendly teachers do seem to make a positive difference when it comes to students' actual class-room attainment. Brichmore (1961) in his study about teacher and pupil relationships, administered a test to 350 students which included questions related to such qualities of teachers as knowledge, personal attitude, ways of holding class-work and ways of dealing with students. The qualities most appreciated by students were those of impartiality and fairness, patience, confidence and responsive in answering their questions. Sears (1962) in his study about the effect of class-room conditions on the strength of Achievements of students reported positive correlation between the extent to which a teacher reflects a personal interest in and a willingness to listen to students' ideas and the creativity shown by the students.

Tikunoff (1975) in his analysis of teacher-pupil communication and learning outcomes found that teachers who were accepting, cooperative, and involved with their students tended to promote greater learning gains.

ABILITY TO MOTIVATE

Strong motivation and active involvement are important determinants of teaching quality. The present study

investigated how far the teachers were successful in motivating and inspiring students towards independent creative work. About 50 per cent boys and girls (table 5) rated their teachers usually making an effort to involve students in class-discussion. About 5 per cent boys and girls, on the other hand, reported that freedom of questioning was not allowed by their teachers and regular tests were not organized.

According to Plato, excellent teaching comes by inspiration. The purpose of education is to inspire students towards independent creative work, that they would love to learn and study. It all depends on the kind of motivation and involvement in the subject. Here comes the vital role of the teacher to find ways and means of motivating students towards learning. The two major factors of motivation are interest and desire. It is the duty of the teacher to see that students' interest and appropriate desires are aroused in the process of learning. What is needed is a sense of involvement that arouses enthusiasm and concentration.

Enthusiasm on the part of the teacher can have a powerful effect on the overall emotional and learning climate of a class-room. Martin (1963) in his study about Teacher Enthusiasm and Student Involvement found that motivation is related to high student achievement. A similar study was

conducted by Rosenshive (1971) who reported that students are generally inclined to react more favourably to enthusiastic teachers and to material that is presented enthusiastically by the teachers.

Wlodkowski (1991) while discussing the effects of motivation on learning pointed out that when adults are motivated to learn, they work harder, learn more, have a sense of enjoyment and achievement, and want to continue learning. An instructor working with motivated individuals finds instruction more successful and more enjoyable.

ATTITUDE OF TEACHER

Teachers rating scale used in the present study investigated as to what extent the attitude of the teachers is objective and impartial towards students. The boys found their teachers as poised, just and friendly (table 3), whereas some of the girls (20 per cent) reported that at times their teachers become a little emotional and lack patience. Referring to our Table of Norms, boys and girls have rated their teachers above average regarding their attitude in relation to students. About 55 per cent of students have rated their teachers as kind and tolerant, exhibiting better emotional control. On the other hand 35 per cent boys and 30 per cent girls have rated them as critical and unfriendly in attitude.

Hamachek (1975) in his discussion highlights certain characteristics of good teachers including, tact, flexibility, devotion, enthusiasm and encouragement. Besides, they are inclined to combine a warm and friendly attitude with firm but reasonable expectations. Furthermore, they project an enthusiasm for their work that lends excitement to their teaching. The qualities most appreciated in teachers by students are of justice, equality and fair-play.

Flander (1965) studied the relationship between Teacher Influence and Pupil Achievement. A group of 500 college students were required to mark three most desirable characteristics of teacher from a list of 30 characteristics. It was found that the qualities most appreciated by students were encouragement, justice and objectivity.

Educationists observed that a class-room environment which provides greater freedom for intellectual curiosity and facilitate an open expression of ideas, will foster more positive feelings and will lead to better academic achievement.

To conclude, it is not sufficient for good teachers to be competent in their subject areas, they should be equally interested in their students and should have a good knowledge of each and every student. Good teachers are firm but fair,

have a sense of humour and enjoy their work. In 1938 the American Council on Education organized a commission on Teacher Education. The purpose of the commission was to make a comprehensive study of the problems of teacher education. The findings of the commission enumerated certain qualities needed in teachers. The qualities discussed are (1) respect for the personality, (2) community mindedness, (3) rational behaviour, (4) skill in cooperation, (5) increasing knowledge, (6) skill in mediating knowledge, (7) friendliness with children, (8) understanding children, (9) social understanding and behaviour, (10) good citizenship in the school and society, (11) skill in evaluation, and (12) faith in the worth of teaching. Frasier (1956) conducted a study to investigate the qualities of teachers, appreciated most by college students. One hundred and thirty five students of Stanford University were to write a paragraph about one of their best teachers. The findings reveal five major qualities of teachers:

- (1) The best teacher liked to teach.
- (2) The best teacher was interested in his subject.
- (3) The best teacher knew how to teach children.
- (4) The best teacher was always interested in students.
- (5) The best teacher was an individual with an interesting personality.

STUDY HABITS AND ATTITUDES OF STUDENTS

According to Whitely (1960) study habits are included in three large areas of human activity; first, that of attentive and thoughtful observation of objective phenomena; second, the technique of using language and all its tools such as books maps, machines, libraries etc; third that of organizing the material in a logical sequence. The present study investigated the interest, ideas, attitudes and opinions of students towards education in general and towards teachers in particular. A psychological test Survey of Study Habits and Attitude was administered to college students for an objective appraisal of their study habits and attitudes. The scores on Delay Avoidance (DA) and Work Methods (WM) provide a measure of academic behaviour. The scores of Teacher Approval and Education Acceptance combine to give a measure of their attitude towards education. Table of Norms shows that there is no striking difference in the study habits of boys and girls.

DELAY AVOIDANCE

It is the promptness of students in completing academic assignments, lack of procrastination and freedom from wasteful delay and distraction. As revealed from test results (table 4) the girls have scored low on Delay Avoidance. They ignore their home assignments and have no

fixed study hours. They feel bored and sleepy while studying (10 per cent). They waste time in talking and begin serious studies a few days before the commencement of examination. They cannot concentrate on studies, as they do not find the subjects interesting or of any relevance to their life. Eighty per cent students said that when they face difficulties, they feel free to discuss the subjects with the teacher. The boys have scored a little higher in the test on DA (table 4). They are bold enough to discuss their academic problems with the teachers. They have reported that they cannot pay full attention to their studies due to their activities outside the house. They try to concentrate on studies, even if they find the subjects difficult. Their attention is distracted due to frequent visitors which they cannot avoid. Percentile Norms (table 6) indicate that 45 percent boys and girls complete their class assignments in time and avoid delay in their academic work. On the other hand 55 per cent students seem to delay their academic work. Moghani and Riaz (1984) conducted a similar research and reported that a few years back the students had better study habits, 89 per cent were hardworking and 72 per cent completed their assignments on time. It was only 34 per cent of students who studied in a random and unplanned manner. In the present study we find that the number of slow students has increased to 55 per cent which indicate a gradual decline in educational standards.

WORK METHODS

It is the use of effective study procedures, efficiency in doing academic assignments and how to study skills. As revealed from test results (table 6) the performance of girls is better as compared to boys. The girls organize their work systematically and keep on revising their previous lessons. The difficulty with the girls is that they get nervous and confused in the examination and fail to show good results. The boys are not very particular in their studies. They prepare a few important questions near the examination. Ansari (1983) conducted a similar study to investigate the study habits of students. The results of his study highlighted that non-cognitive factors like attitude, motivation study habits and skills play a very significant role in determining the academic performance of a student. He pointed out that majority of the students seldom have a regular schedule for study and they prepared only a little before the commencement of examination.

TEACHER APPROVAL

It refers to the opinion of students about their teachers and their classroom behaviour and methods. As revealed from test results (table 6) the girls have expressed their satisfaction regarding the attitude of the teachers towards students. About 55 per cent believe that the

teachers are kind and polite in behaviour. They pay attention to weak students and encourage them in their classroom performance. About 40 per cent boys consider their teachers as quite competent in imparting knowledge and that they successfully make lessons meaningful and interesting for them. The opinion of 5 per cent is slightly different, they believe that their teachers want to exercise their authority too much. More over, the teachers do not generally encourage questioning. Based on a similar study, Ansari (1983) reported that student teacher interactions are by and large, limited to the classroom and the students do not consider their teachers as their guides in academic matters.

EDUCATION ACCEPTANCE

It is the approval of educational objectives, practices and requirements by the students. About 45 per cent male students (table 6) consider education as valuable for them although, it may not have any relevance with their occupational goals. As compared to boys, girls 55 per cent seem to have developed a more mature attitude towards education. They consider education as necessary for refinement of personality and for character building. On the whole 15 per cent students reported that they found the subjects of study quite uninteresting. About 5 per cent students considered education as waste of time, money and energy. Ansari (1983) while analyzing the results of his

study pointed out that 50 per cent students considered education as valuable for life. 30 per cent thought that it may help them in finding a good job. Moghni and Riaz (1984) while discussing the results of their study reported that 73 per cent believed that the sole purpose of education should be to equip students to make a living, whereas 52 per cent believed that the things taught in school did not prepare one to meet adult problems, 40 per cent reported that they felt confused and undecided about their educational and vocational goals.'

Wlodkowski (1991) while discussing the study habits and attitudes of students pointed out the role of the teachers in the formation of positive attitudes. He said that the trainer or the instructor is often the medium through which the learning activity takes place. Teachers introduce, evaluate, give feed back and continuously respond to learners. Teachers want this association to be positive.

CHAPTER - V

STRATEGIES RECOMMENDED

STRATEGIES RECOMMENDED

To improve teaching quality in colleges, the following strategies are recommended:

- 1- The number of working hours during one academic session should be increased by reducing the number of holidays. Due to frequent holidays and vacations the prescribed curriculum is not completed within an academic year. Further, on account of a large number of stray holidays the continuity of the work is also broken. Consequently the total output of teachers and students remains low. To overcome this problem, it is suggested that the university session be divided into three equal terms, each of 10-11 weeks duration separated by two short vacations of fifteen days and one long vacation of twelve weeks. All casual holidays should be severely curtailed. Every college or university must ensure a minimum of 180 working days.
- 2- The admission procedure at college level has to be improved by making all admissions strictly on merit basis. Public examinations are not dependable and do not

provide a true picture of the candidates' ability. To evaluate the potential ability and aptitude of the candidate as accurately as possible, an entrance test, prepared by experts in psychometrics and education, should be administered by the University authorities. In addition to this, a proper interview by the admission committee has a great value, as this will be helpful in the assessment of academic as well as personality profile of the candidate.

- 3- Regular monthly class-tests must become a permanent feature of the academic session. As a result of it, the students will turn out to be regular, alert, active and serious in studies. It will accelerate the learning process and will result in better academic achievement.
- 4- A vital aspect of education, in the teaching-learning process is to develop the thinking power of the students. Thought provoking questions stimulate students which facilitate mastery of academic content. After presenting the new material a good part of the period should be devoted to questioning.

- 5- A pleasant and conducive atmosphere in the class is the part and parcel of the learning process. It will depend largely on a polite, encouraging and tolerant attitude of the teacher. When students feel relaxed and free from undue stress and strain, the result is efficient and effective learning.
- 6- Learning is accelerated when students participate in the learning process. There are various devices which may lead to the involvement of the students in the learning activity, viz., discussions, pair - work and free questioning. It is suggested by educationists that the teacher should speak only for twenty minutes in the class and the rest of the time should be reserved for students to express their ideas. They should not remain passive listeners but should actively participate in the learning process. When given an opportunity to participate, the learning environment becomes a source of pleasure for the students.
- 7- Thorough preparation of the lecture by the teacher is of paramount importance. When the teachers' knowledge is ancourant and she possesses a mastery and command over subject, she feels confident in presenting the new material effectively. The teacher should always be willing to explain again if the students fail to follow

the lecture. The teacher should not get angry when students raise questions, rather try her best to satisfy them. Here, the teacher must act with utmost honesty as there may be some questions which the teacher may not be able to answer on the spot. In such an instance she should admit her limitations and must come prepared with the answers the very next day.

- 8- For effective teaching the number of students in the class should be reduced. In a large class the teacher cannot pay individual attention and cannot solve the problems of all students. To deal with this situation the teacher can divide the students into small four or five groups. After presenting the new material, the teacher may move about in the class and discuss individual problems.
- 9- Well-equipped and upto-date libraries are a source of interest and motivation for all students. Special attention should be given towards improving the condition of the libraries. It must contain latest journals and magazines in all disciplines. There should be a Book-Bank for the availability of text-books, so that students do not find any difficulty in finding a relevant book. The facilities of computers with interest connections

should be provided where students can search for recent and advanced knowledge.

- 10- The need for a systematic guidance and counselling programme in all educational institutions is greatly felt. There are many problems and difficulties faced by students during their study period, if guidance is provided at the right time, they can concentrate and progress smoothly in their studies. Moreover, problems of personal and social adjustment can be dealt with effectively. Further, the counsellor can be of great help in the selection of suitable subjects according to their abilities and interests. He can provide vocational guidance as well.
- 11- Measures should be taken to improve the existing system of examination. Oral as well as written tests should become a regular feature of our examinations. Moreover, cheating should be stopped at all levels.
- 12- Political interference should be completely stopped as it disrupts the peaceful academic atmosphere on the campus. Neither teachers nor students should be allowed to express their affiliation with one political party or the other. Educational institutions should not become cradle of unhealthy political activities.

- 13- Hector (1971) investigated the existing status of universities in Australia and suggested that some kind of training of lecturers should become an important feature of an efficient system of Higher Education. Shortage of trained and devoted teachers ultimately results in deteriorating the educational standards.
- 14- Goldsmith (1983) conducted a research in Germany to investigate the factors that hinder or promote academic achievement at university level. The findings highlighted that an efficient system of accountability on the part of the teacher may lead to a high level of teaching quality. The teachers should be frequently supervised by a supervisory staff/committee appointed by the University.

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Appendix I

Teacher Evaluation Scale

Directions:

Among the five categories (Always, Usually, Sometimes, Rarely, Never) choose a box most appropriate to your opinion about your professor

Mr/Miss/Mrs. _____

To make it more clear, study the example below:

Example: Presents the subject matter in simple language:

Always	Usually	Sometimes	Rarely	Never
	✓			

1- Possesses vast Knowledge in his/her field.

--	--	--	--	--

2- Has a good sense of humor.

--	--	--	--	--

3- Is sympathetic and helpful.

--	--	--	--	--

4- Is punctual and regular.

--	--	--	--	--

5- Gives lecture in a clear and forceful tone.

--	--	--	--	--

6- Is patient and tolerant.

--	--	--	--	--

7- Is absolutely fair and impartial in grading.

--	--	--	--	--

8- Is liked by our class.

--	--	--	--	--

9- Makes sure we understand the lecture.

--	--	--	--	--

10- Is always well groomed.

--	--	--	--	--

11- Inspires students to independent creative work.

--	--	--	--	--

12- Explains how this subject may be used outside the classroom.

--	--	--	--	--

13- Is emotionally poised and calm.

--	--	--	--	--

14- Makes me want to learn more about the subject on my own.

--	--	--	--	--

15- Maintains a pleasant and relaxed classroom environment.

--	--	--	--	--

16- Comes well prepared in the class.

--	--	--	--	--

17- Loves and enjoys teaching.

--	--	--	--	--

18- Completes the course work in time.

--	--	--	--	--

19- Stimulates intellectual curiosity.

--	--	--	--	--

20- Uses tests as aids to learning.

--	--	--	--	--

21- Encourages
students to
participate in
academic discussions.

--	--	--	--	--

22- Helps students
solve their
problems when
needed.

--	--	--	--	--

23- Assigns interesting
home work.

--	--	--	--	--

24- Gives class-room
tests regularly.

--	--	--	--	--

25- Pays individual
attention to
students.

--	--	--	--	--

Appendix II

1

STUDY HABITS QUESTIONNAIRE DIRECTIONS

The purpose of this questionnaire is to find out about the study habits and problems of students. You are requested to read each of the items carefully and mark your answers according to the instructions given below.

The questionnaire consists of a number of questions and statements. In front of each question, there are five brackets. Your task is to make a tick mark (✓) in the proper box. An example is given below:

	Rarely	Sometimes	Frequently	Usually	Always
1. Do my studying early in the morning	()	()	()	()	()

If your answer is that you rarely study in the morning, place a tick mark in the first bracket, as shown above. However if you want to say that you frequently study early in the morning then you will place a tick mark in the third bracket and so on.

Please remember that there are no right or wrong answers. We just want to know what you do. The answers that you give will remain confidential. Try not to leave out any question.

Rarely Some- Frequ- Usu-
times ently ally Always

1. When I am having difficulty with my studies I try to discuss the problem with the teacher concerned. () () () () ()
2. If I have to be absent from class, I make up missed lessons without being reminded by the teacher. () () () () ()
3. I memorize definitions of important terms, formulae etc, without really understanding them. () () () () ()

	Rearely	Some- times	Frequ- ently	Usua- lly	Always
4. When reading a long portion of my text book, I stop now and then and try to recall the main points that have been discussed in the book.	()	()	()	()	()
5. I keep all the notes for each subject together, carefully arranging them in some planned order.	()	()	()	()	()
6. After reading a number of pages, when I try to recall what I have just read, I am unable to do so.	()	()	()	()	()
7. When I am reading a text book, I do not pay any attention to diagrams, graphs or tables.	()	()	()	()	()
8. I do not keep anything like pictures, letters, decoration pieces , at my place of study because they take away my attention from the studies.	()	()	()	()	()
9. When I start studying I cannot concentrate in the beginning. I take some time to start paying full attention to my work.	()	()	()	()	()
10. I have too many visitors and friends whose coming and going interferes with my daily study.	()	()	()	()	()
11. At times I am so anxious, restless or depressed that I cannot pay full attention to my studies.	()	()	()	()	()

		Rarely	Sometimes	Frequently	Usually	Always
12.	When I am reading something I cannot select the important points or the questions that are asked in the examination.	()	()	()	()	()
13	I spend a lot of time studying, but I do not remember all that I read.	()	()	()	()	()
14	When I have to study something which is very, lengthy or difficult, I either leave it or study only the easier parts.	()	()	()	()	()
15	I copy diagrams, drawings and other illustrations that the teacher makes on the black board.	()	()	()	()	()
16	When I am reading a text book I can concentrate only for a short time, later on I may read but without understanding.	()	()	()	()	()
17	When preparing for an examination, I arrange facts to be learned in some planned order e.g., in order of importance, in order of presentation in class or text book, in order of time in history, etc.	()	()	()	()	()
18	In taking notes I write down material which later turns out to be unimportant.	()	()	()	()	()
19	I have trouble with spellings, grammar and punctuation while writing.	()	()	()	()	()

		4				
		Rarely	Some- times	Fre- quently	Usu- ally	Always
20	While I am studying, I day dream about my future, about romance and about love. This distracts or takes away my attention from studying.	()	()	()	()	()
21	My performance in examinations is not very good because the time is so short that I cannot think clearly and organize my work properly.	()	()	()	()	()
22	When I sit down to study I find myself too tired, bored or sleepy to study efficiently.	()	()	()	()	()
23	I waste too much time talking, reading magazines, listening to the radio, watching T.V., going to the films, etc. and this effects my studies.	()	()	()	()	()
24	I am careless about spellings, punctuation and grammar when answering test questions.	()	()	()	()	()
25	During an examination, although I work until the last possible minute, I am unable to finish within the time limit.	()	()	()	()	()
26	I cannot keep up with my class due to extra-curricular activities like Union, Societies, debates and games.	()	()	()	()	()

		Rarely	Some- times	Frequ- ently	Usua- lly	Always
27	My studies suffer because I have a number of problems outside of college/university, like financial problems, conflict with parents and being in love etc.	()	()	()	()	()
28	I can not express myself well in writing and this slows down my work in examinations.	()	()	()	()	()
29	Every day I try to revise at home whatever is taught in the class.	()	()	()	()	()
30	I utilize the free hours between classes for studying so as to reduce the home work.	()	()	()	()	()
31	I like to listen to radio or record player while I am studying.	()	()	()	()	()
32	I keep the T.V. set on while I am studying.	()	()	()	()	()
33	I make a lot of mistakes due to carelessness, for which my marks are deducted.	()	()	()	()	()
34	I keep my studies upto date by working regularly every day.	()	()	()	()	()
35	I prefer to study alone rather than with other students.	()	()	()	()	()
36	When I start studying I organise my work so that I may use the study time most effectively.	()	()	()	()	()
37	I study at least one hour daily during January and February.	()	()	()	()	()

		Rarely	Some- times	Frequ- ently	Usually	Always
38	I study at least one hour daily during January and February.	()	()	()	()	()
39	I start my studies seriously only a few months before examination.	()	()	()	()	()
40	During examinations I forget about names, dates, formulae and other details that I really do know.	()	()	()	()	()
41	I get nervous and confused when taking an examination and fail to do questions which I can really answer well.	()	()	()	()	()
42	I do not study according to a fixed time table. Most of the studying that I do is just before examinations.	()	()	()	()	()
43	After completing my examination paper, if time is available I take a few minutes to check over my answers, before returning the paper.	()	()	()	()	()
44	If there is something in a lecture which is not clear to me I hesitate to ask the teacher to explain it again to me.	()	()	()	()	()
45	My teachers make their subjects interesting and meaningful to me.	()	()	()	()	()
46	Our teachers are such that I do not think that most students can be expected to like them.	()	()	()	()	()

		Rarely	Some- times	Frequ- ently	Usually	Always
47	I believe that marks are based upon a student's ability to memorize rather than upon the ability to think.	()	()	()	()	()
48	I want to miss my classes whenever there is something interesting to do outside the class.	()	()	()	()	()
49	If I read for a long time I get a headache.					
50	I feel that teachers do not understand the needs and interests of the students.	()	()	()	()	()
51	My dislike for certain teachers causes me to neglect my college/University studies.	()	()	()	()	()
52	I feel that I would study harder if I were allowed to choose subjects that I like.	()	()	()	()	()
53	Even though I don't like a subject, I still work hard to get good marks.	()	()	()	()	()
54	I feel that the marks that teachers give, depend on their like or dislike of a student.	()	()	()	()	()
55	I believe that the easiest way to get good marks is to agree with everything the teachers say.	()	()	()	()	()
56	I think that teachers like to show their authority too much.	()	()	()	()	()
57	I feel that teachers are too rigid and narrow minded.	()	()	()	()	()

		Rarely	Some- times	Frequ- ently	Usually	Always
58	I believe that teachers truly want that their students should like them.	()	()	()	()	()
59	I think that teachers expect students to do too much studying at home.	()	()	()	()	()
60	When explaining a lesson or answering questions, my teachers use words that I do not understand.	()	()	()	()	()
61	My teachers fail to give sufficient explanation of the topic they are trying to reach.	()	()	()	()	()
62	Lack of interest in my subject makes it difficult for me to keep my attention on my text book.	()	()	()	()	()
63	Unless I really like a subject, I believe in doing only enough to get passing marks.	()	()	()	()	()
64	I feel confused and undecided as to what I want to do after I complete my studies.	()	()	()	()	()
65	Some of my subjects are so uninteresting that I have to "force" myself to study them.	()	()	()	()	()
66	I feel that teachers are very proud and they believe that they know everything.	()	()	()	()	()
67	I believe that teachers secretly enjoy making things difficult for their students.	()	()	()	()	()

		Rarely	Some- times	Frequ- ently	Usually	Always
68	I think that teachers tend to talk too much.	()	()	()	()	()
69	I believe that teachers tend to avoid discussing present day events and problems with their classes.	()	()	()	()	()
70	I feel that I get marks that I really deserve.	()	()	()	()	()
71	I feel that teachers tend to look down upon and humiliate the weak students and make fun of their mistakes.	()	()	()	()	()
72	I feel that teachers make their courses too difficult for the average student.	()	()	()	()	()
73	I feel that teacher think too much about marks and forget about the real purpose of education.	()	()	()	()	()
74	Some of my classes are so boring that I spend the class period drawing pictures, writing letters, or day dreaming instead of listening to the teacher.	()	()	()	()	()
75	I feel that education in a college or University is really a waste of time.	()	()	()	()	()
76	The illustrations, examples and explanations given or my teachers are dull and hard to understand.	()	()	()	()	()
77	I feel that I am studying subjects that are of no practical value to me.	()	()	()	()	()

		Rarely	Some- times	Frequ- ently	Usually	Always
78	I believe that the only purpose of education should be to help students in earning their livelihood.	()	()	()	()	()
79	I think that it might be best for me to leave the college or university and get a job.	()	()	()	()	()
80	I feel that teachers try to give equal attention and help to all their students.	()	()	()	()	()
81	I think that students ~~who~~ ask questions and speak too much in the class only try to impress the teacher.	()	()	()	()	()
82	I feel that one can get good marks by flattering the teachers.	()	()	()	()	()
83	I try to become really interested in every subject that I study.	()	()	()	()	()
84	I feel that it is almost impossible for the average student to do all the studying that teachers want.	()	()	()	()	()
85	I believe that teachers choose this profession mainly because they enjoy teaching.	()	()	()	()	()
86	The main reason why I am studying is that people admire those who get college or University education.	()	()	()	()	()
87	I feel that the things taught in the college or University do not prepare one to meet the real problems of life.	()	()	()	()	()

1 1

Rarely	Some- times	Frequ- ently	Usually	Always
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88 I was very interested in college/university education when I took admission here but lost interest after a few weeks.

()	()	()	()	()
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Appendix III

SCORING KEY

SURVEY OF STUDY HABITS AND ATTITUDE

- (a) Delay Avoidance (DA)
- (b) Work Method (WM)
- (c) Teacher Approval (TA)
- (d) Educational Acceptance (EA)

DA : Score Rarely = 1... Almost Always = 5 for items
1,2,5,8,29,30,34,35,36,37,38,39.

Score Rarely = 5... Almost Always = 1 for item
9,10,11,14,20,22,23,26,27,31,32,42.

WM : Score Rarely = 1... Almost Always = 5 for items
4,15,17,43.

Score Rarely = 5... Almost Always = 1 for items
3,6,7,12,13,16,18,19,21,24,25,28,33,40,41,44.

TA: Score Rarely = 1 ... Almost Always = 5 for items
45,80,85.

Score Rarely = 5 ... Almost Always = 1 for items
46,50,54,55,56,57,59,60,61,67,68,71,73,76,81,82,84.

EA : Score Rarely = 1... Almost Always = 5 for items
53,58,70,83.

Score Rarely = 5... Almost Always = 1 for items
47,48,49,51,52,62,63,64,65,69,74,75,77,78,79,86,87,88.

(Brown and Hottzman)