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TRANSITION FROM SCHOOL TO UNIVERSITY :

AN ENVIRONMENTAL APPROACH

A Comparative Study of
Students at the Universities
of Durham and Loughborough

VOLUME TWO

Chapters Eleven to Seventeen

Appendices

Bibliography

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by

Alan John French

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CHAPTER ELEVEN

THE INSTITUTIONAL ENVIRONMENT

CHAPTER ELEVEN

THE INSTITUTIONAL ENVIRONMENT

11.1 Introduction

The institutional environment is a wide-ranging, multi-faceted component of the university environment. The Students' Union, from which emanates most entertainment for university students, and around which student life tends to revolve, forms a central part of this environmental sphere. In addition to students' perception of union-provided facilities, or in the case of Durham essentially college-provided facilities, this aspect of the university environment includes students' attitudes towards university administration, including, for example, its registration procedures. Each student must matriculate at the beginning of his course and is thus brought into direct contact with university bureaucracy. Within the same area of the university environment are such diverse elements as the cost of being a student, the ethos of the place and adaptation to

the new situation as a result of induction courses. Freshers' Week activities are, therefore, integral parts of the institutional environment.

11.2 Entertainment

The majority of students were aware of the entertainment provided by the Union. At Durham there was a greater proportion of students that felt entertainment was not minimal: at Loughborough there was a significantly smaller proportion believing this. The following Table 54 shows this variation.

TABLE 54

Belief that entertainment was minimal by site

Site	Agree	Undecided	Disagree	Totals
Durham	12 (4.9%)	15 (6.1%)	219 (89.0%)	246
Loughborough	29 (16.2%)	22 (12.3%)	128 (71.5%)	179
Totals	41 (9.6%)	37 (8.7%)	347 (81.6%)	425

$\chi^2 = 22.228$
 $df = 2$
 $p = 0.001$

Dissatisfaction with the level of union-provided entertainment did not appear to be indicative of subsequent degree performance.* However, there was a tendency for those negatively affiliated, seeing provision of entertainment as minimal, to be more likely to report transitional problems, as shown in Table 55.

* $\chi^2 = 1.63027$ $df = 4$ N.S. (47)

TABLE 55

PROBSCOR by belief that entertainment was minimal

PROBSCOR	Agree/ Undecided	Disagree	Totals
Low <4	5 (13.5%)	57 (27.8%)	62 (25.6%)
Med 4-6	9 (24.3%)	71 (34.6%)	80 (33.1%)
High >6	23 (62.2%)	77 (37.6%)	100 (41.3%)
Totals	37	205	242

$\chi^2 = 8.0828$
 $df = 2$
 $p = 0.05$

In their second year students differed in constancy of attitude towards provision of entertainment. As Table 56 shows, Durham students were more likely to have been positively affiliated towards this aspect of the institutional environment from the outset, or changed their minds in a positive way. It is interesting to note that at Loughborough a substantial proportion also changed their opinion, after having been dissatisfied with the provision of entertainment at the start of the first year.

TABLE 56

Constancy of belief that entertainment was minimal by site

	Durham	Loughborough	Totals
Always disagreed	118 (80.3%)	56 (60.9%)	174 (72.8%)
Agreed then disagreed	9 (6.1%)	18 (19.5%)	27 (11.3%)
Disagreed then agreed	13 (8.8%)	9 (9.8%)	22 (9.2%)
Always agreed	7 (4.8%)	9 (9.8%)	16 (6.7%)
Totals	147	92	239

$\chi^2 = 14.16231$
 $df = 3$
 $p = 0.001$ (3 missing observations)

Students who had indicated a positive regard for the institution by their belief that entertainment was not minimal were not more likely to perform well at degree level. There was no significant difference when degree results were examined.* There was, however, a significant difference between transitional problems reported and constancy of belief that entertainment was minimal. Students always holding negative views scored highly. It is also interesting to note that those students who became more positively affiliated, after having felt entertainment was minimal at the start of the first year, were also high scorers. This is shown clearly in Table 57.

TABLE 57

PROBSCOR by constancy of belief that entertainment was minimal

	Low <4	Med 4-6	High >6	Tots
Always disagreed	52 (29.9%)	66 (37.9%)	56 (32.2%)	174
Agreed then disagreed	3 (11.1%)	5 (18.5%)	19 (70.4%)	27
Disagreed then agreed	4 (18.2%)	6 (27.3%)	12 (54.5%)	22
Always agreed	2 (12.5%)	3 (18.8%)	11 (68.8%)	16
Totals	61 (25.5%)	80 (33.5%)	98 (41.0%)	239

$$\chi^2 = 22.11542$$

$$df = 6$$

$$p = 0.01 \quad (3 \text{ missing observations})$$

Associated with entertainment was the provision of recreational facilities. The alleged inadequacy of such facilities was perceived more strongly by students at Durham than it was at Loughborough. This is shown in Table 58.

$$* \chi^2 = 7.013 \quad df = 4 \quad N.S. \quad (48)$$

TABLE 58

Inadequacy of recreational facilities by site

Site	Agree	Undecided	Disagree	Tots
Durham	47 (19.1%)	39 (15.9%)	160 (65.0%)	246
Loughborough	26 (14.5%)	11 (6.1%)	142 (79.3%)	179
Totals	73 (17.2%)	50 (11.8%)	302 (71.1%)	425

$\chi^2 = 12.543$
 $df = 2$
 $p = 0.01$

Perhaps it was the proximity of the Loughborough College of Education and its associated sporting connections and many facilities that prompted a more favourable view of this aspect of the institutional environment by students at Loughborough University. At Durham there was slightly less enthusiasm with more students undecided and marginally more believing recreational facilities were inadequate. However, although the difference between the two universities was significant there was no apparent relationship between this attitude and degree performance.* Neither were students negatively disposed towards the institutional environment likely to report greater transitional problems.**

11.3 Cultural activities

A distinction must be drawn between entertainment, such as discos, rock concerts and folk concerts, and provision of other cultural activities, such as poetry readings, drama and serious music concerts. It may be argued that contemporary music is as much

* $\chi^2 = 6.8683058$ $df = 6$ N.S. (49)

** $\chi^2 = 1.12303$ $df = 4$ N.S. (50)

a part of the cultural life of a university as the traditionally accepted aspects. This fine distinction was made and was accepted by students in the survey. At Durham students were more likely to believe that there was always something to do, aware of the many opportunities with which they were provided. This reflected a positive attitude towards the environment which was less strongly held at Loughborough. The difference in responses is shown in Table 59.

TABLE 59

There is always something to do by site

Site	True	False	Tots
Durham	223 (90.7%)	23 (9.3%)	246
Loughborough	144 (80.9%)	34 (19.1%)	178
Totals	367 (86.6%)	57 (13.4%)	424

$\chi^2 = 7.622$
 $df = 1$
 $p = 0.01$ (1 missing observation)

Degree performance appeared to be unrelated to students' attitudes towards this aspect of the institutional environment* though those indicating the possession of a negative regard towards the university tended to report more transitional problems. This is shown in Table 60.

* $\chi^2 = 0.79768$ $df = 2$ N.S. (51)

TABLE 60

PROBSCOR by belief that there is always something to do

PROBSCOR	True	False	Totals
Low <4	56 (26.7%)	6 (18.8%)	62 (25.6%)
Med 4-6	75 (35.7%)	5 (15.6%)	80 (33.1%)
High >6	79 (37.6%)	21 (65.6%)	100 (41.3%)
Totals	210	32	242

$\chi^2 = 9.34009$
 $df = 2$
 $p = 0.01$

Grants from the Students' Unions enable many varied activities to take place at both Durham and Loughborough. Amongst these are those that are dramatic, musical, poetic or artistic pursuits. At both universities there were opportunities not only to watch such events, but also to be actively involved in their performance. Thus, either active or passive participation was possible. Students' attitudes towards these two aspects of the institutional environment, active and passive participation in cultural events, give further evidence of differences existing between the two universities. At Durham students saw both of these aspects in a more favourable light. The difference between the two universities was significant when active participation was involved, and this is shown in Table 61. The variation in response concerned with passive participation was even more significant statistically, as shown in Table 62. However, degree performance appeared to be unaffected by either active* or passive** participation.

$\chi^2 = 2.25327$ $df = 4$ N.S. (52)
 $\chi^2 = 6.7787$ $df = 4$ N.S. (53)

TABLE 61

Cultural things to do by site

Site	Satisfied	Undecided	Dissatisfied	Tots
Durham	189 (77.1%)	47 (19.2%)	9 (3.7%)	245
Loughborough	110 (62.1%)	57 (32.2%)	10 (5.6%)	177
Totals	299 (70.9%)	104 (24.6%)	19 (4.5%)	422

$\chi^2 = 11.22109$
 $df = 2$
 $p = 0.01$ (3 missing observations)

TABLE 62

Cultural things to watch by site

Site	Satisfied	Undecided	Dissatisfied	Tots
Durham	197 (80.1%)	35 (14.2%)	14 (5.7%)	246
Loughborough	108 (60.7%)	51 (28.7%)	19 (10.7%)	178
Totals	305 (71.9%)	86 (20.3%)	33 (7.8%)	424

$\chi^2 = 19.29544$
 $df = 2$
 $p = 0.001$ (1 missing observation)

A significant difference in response to cultural activities to watch and PROBSCOR, shown in Table 63, was found to exist. This suggested that students perceiving an insufficiency of cultural events for them to observe were more likely to report transitional problems. It is the student who expects these cultural activities to be laid on for him who reports transitional problems rather than the one actively involved in cultural pursuits. Active participation appeared to be unrelated to reportage of transitional problems.*

* $\chi^2 = 1.9443$ $df = 2$ N.S. (54)

TABLE 63

PROBSCOR by cultural things to watch

PROBSCOR	Satisfied	Undecided/ dissatisfied	Totals
Low <4	48 (26.0%)	14 (24.6%)	62 (25.6%)
Med 4-6	68 (36.7%)	12 (21.1%)	80 (33.1%)
High >6	69 (37.3%)	31 (54.4%)	100 (41.3%)
Totals	185	57	242

$\chi^2 = 6.2845$
 $df = 2$
 $p = 0.05$

11.4 Union facilities

In general, union facilities were not seen to be unsatisfactory by the majority of students. Though more were favourably disposed at Durham than they were at Loughborough, and this difference was statistically significant, there was a strong indication that expectations of university life were not fulfilled by the Union. Table 64 shows the degree of difference between Durham and Loughborough students.

TABLE 64

Satisfaction with union facilities by site

Site	Satisfied	Undecided	Dissatisfied	Totals
Durham	145 (58.9%)	73 (29.7%)	28 (11.4%)	246
Loughborough	77 (43.3%)	58 (32.6%)	43 (24.2%)	178
Totals	222 (52.4%)	131 (30.9%)	71 (16.7%)	424

$\chi^2 = 15.201$
 $df = 2$
 $p = 0.001$ (1 missing observation)

Students' responses to this aspect of the institutional environment were not related to degree performance. Dissatisfaction with union facilities did not mean a student was more likely to obtain low class degree results. There was no significant difference in response and degree results.* However, those negatively affiliated did report transitional problems more frequently. This can be seen in Table 65.

TABLE 65

PROBSCOR by satisfaction with union facilities

PROBSCOR	Satisfied	Undecided	Dissatisfied	Totals
Low <4	37 (29.1%)	19 (24.7%)	6 (16.2%)	62 (25.7%)
Med 4-6	48 (37.8%)	23 (29.9%)	8 (21.6%)	79 (32.8%)
High >6	42 (33.1%)	35 (45.5%)	23 (62.2%)	100 (41.5%)
Totals	127	77	37	241

$$\chi^2 = 10.75753$$

$$df = 4$$

$$p = 0.05 \quad (1 \text{ missing observation})$$

11.5 Colleges at Durham

One aspect of the institutional environment needing some discussion is the role played by the colleges at Durham. The social and recreational activities these provided, in addition to those centrally organised by the Durham Students' Union (DSU), along with their many other facilities created a fundamentally different institutional environment at Durham from that experienced at Loughborough. The colleges cannot be seen merely as "glorified halls of

* $\chi^2 = 9.7319587 \quad df = 8 \quad N.S. \quad (55)$

residence" as a few students described them. Each college provides more than study-bedrooms, meals, laundry and recreational facilities. There are college bars, formal balls and informal dances. College choirs and societies exist, giving an extra opportunity for active participation, as well as college sports' teams, all in addition to those activities emanating from Dunelm House, the Students' Union building, and the Athletic or Sports Union. Furthermore, each college possessed its own boathouse along the banks of the River Wear.

In another way each college also added its own ethos or character to the university. Students would often refer to the typical "Aidans' maiden" or the stereotypical Bede man or the "gentleman from Castle". Each college was seen to be peopled with its own stereotypical student. Even if this were patently not the case, this was how students appeared to perceive the situation.

"There's a certain sort of Trev's girl and a certain sort of Grey boy."

(Female - General Arts - 19 yrs - D)

"Castle is supposed to be the high class one (college), but I'm not really conscious of it too much."

(Male - Zoology & Botany - 18 yrs - D)

It was to these small, distinctive communities that the vast majority of students felt they belonged. Many students commented on the benefits of being a member of a group of, say, three hundred rather than being "one of thousands". It was often mentioned at interview that the student felt he belonged to his college:

"I'm at Hatfield, proud to be there and have a college scarf."

(Male - Chemistry - 18 yrs - D)

As had been noted when discussing this research with college officers (see pages 93 to 95 of this work) the colleges were often seen as small families; or certainly as small units within the university as a whole. Perhaps it was the students belonging to identifiable sub-sets of the university, each with its own character and traditions, that encouraged Durham students to view the institutional aspect of the university environment with a more positive regard than did their counterparts at Loughborough.

Durham's colleges provide many social and recreational activities that fill any gap that may exist in the provision of these facilities by the Students' Union. Indeed, for many students at Durham the centre of social life was not Dunelm House, into which many rarely ventured, but rather the individual colleges.

"Not many go to Dunelm House so you don't meet them. They tend to stay in colleges. They've got all the facilities and Dunelm is a long walk."

(Male - Engineering Science - 18 yrs - D)

For many students social life revolves around the college bar and the common room. At Loughborough, in the days before the new Union was built, the Edward Herbert Building afforded the one and only bar, and the Garden Room, a large character-less room. These tended to form the centre of the institutional environment by default in the eyes of some Loughborough students. No hall facilities existed that could complement the perceived lack of centralised facilities, unlike the college at Durham. The advantage of collegiate life at Durham was that there were many possible venues for an evening's socialising. The colleges were seen "as different places to go, with different atmospheres".

11.6 Bureaucracy

The provision of social events by the Students' Union is only one of the many aspects to the institutional environment. Another, that received relatively little comment during interview, was the amount of bureaucracy within the university. Though this was mentioned rarely, what few comments were made tended to be favourable, especially if made by Loughborough students. It was the ease with which large numbers of students were registered and matriculated that impressed most students.

"That impressed me, that so many people started off lost and could be processed so quickly."

(Male - Politics & Soc.Admin. - 26 yrs - D)

There were a few comments made that suggested there was too much bureaucracy, or that the institution was disorganised.

These comments were mainly made by Durham students.

"Matriculation ceremony was completely irrelevant. It was the time most people went to sleep. It was boring."

(Female - Psychology - 18 yrs - D)

Lack of reference to the official aspects of university life suggested that bureaucracy was seen as cause for concern by only a minority of students. Most interviews were conducted with no reference to it at all. However, in the survey beforehand there had been a significant variation in response, with Loughborough students seeing this aspect of the institutional environment in a more positive light than Durham students. This is shown in Table 66.

TABLE 66

There is too much bureaucracy by site

Site	True	False	Tots
Durham	74 (30.1%)	172 (69.9%)	246
Loughborough	34 (19.1%)	144 (80.9%)	178
Totals	108 (25.5%)	316 (74.5%)	424

$$x^2 = 5.993$$

$$df = 1$$

$$p = 0.01 \quad (1 \text{ missing observation})$$

Students viewing this aspect of the institutional environment favourably, believing there was not too much bureaucracy, were not more likely to perform well at degree level than those with opposing views.* The frequency with which such students reported transitional difficulties was, however, significantly lower than those holding more negatively oriented views. This is shown in Table 67.

TABLE 67

PROBSCOR by belief that there was too much bureaucracy

	Low < 4	Med 4-6	High > 6	Totals
True	10 (15.6%)	19 (29.7%)	35 (54.7%)	64
False	52 (29.2%)	61 (34.3%)	65 (36.5%)	178
Totals	62 (25.6%)	80 (33.3%)	100 (41.3%)	242

$$x^2 = 7.45304$$

$$df = 2$$

$$p = 0.05$$

$$* \quad x^2 = 2.51266 \quad df = 2 \quad \text{N.S.} \quad (56)$$

11.7 Guidance and counselling facilities

One aspect of the institutional environment of great relevance to this study was the students' perception of, and satisfaction with, guidance and counselling facilities. At Loughborough the Student Counsellor is a part of the institution and one of its employees. At Durham the Student Health Centre assumed some of the functions, but there was no comparable, institutionally-run counselling service. This environmental difference between the two universities was made manifest in variation of response as shown in Table 68.

TABLE 68

Satisfaction with guidance and counselling facilities by site

Site	Satisfied	Undecided	Dissatisfied	Tots
Durham	63 (25.6%)	164 (66.7%)	19 (7.7%)	246
Loughborough	89 (50.0%)	82 (46.1%)	7 (3.9%)	178
Totals	152 (35.8%)	246 (58.0%)	26 (6.1%)	424

$$\chi^2 = 27.111$$

$$df = 2$$

$$p = 0.001 \quad (1 \text{ missing observation})$$

It is interesting to note that two-thirds of Durham students were unable to make up their minds, not committing themselves positively. At Loughborough, half of the respondents were satisfied with the facilities in contrast with the quarter at Durham who held a similar view. Dissatisfaction with provision of guidance and counselling services seemed to have little effect upon degree performance as there was no statistically significant difference between

classes of degree obtained and satisfaction with such facilities.*
There was also no apparent effect upon the frequency of reporting transitional problems.**

11.8 Finances

One aspect of university life that had been mentioned in earlier research as an important contributor to transitional stress falls within the compass of the institutional environment. This is the cost of living as a student. At the two universities, with high proportions of students in residence, there were similar responses with no significant difference between the two when the expense of living was considered.*** Just over half of the students at Loughborough and 44% of those at Durham agreed that student life was not expensive.

Lack of money and the feeling that life was expensive would be expected to be causes of transitional difficulty so it was not surprising to find students who indicated that they felt student life was expensive to be those reporting transitional problems more frequently. Those with opposing views were less likely to score highly. This is shown in Table 69.

*	$\chi^2 = 5.81319$	df = 4	N.S.	(57)
**	$\chi^2 = 2.6545$	df = 2	N.S.	(58)
***	$\chi^2 = 3.539$	df = 2	N.S.	(59)

TABLE 69

PROBSCOR by belief that it is not expensive to live comfortably

	Low <4	Med 4-6	High >6	Totals
Agree	37 (29.6%)	44 (35.2%)	44 (35.2%)	125
Undecided	12 (31.6%)	13 (34.2%)	13 (34.2%)	38
Disagree	13 (16.5%)	23 (29.1%)	43 (54.4%)	79
Totals	62 (25.6%)	80 (33.1%)	100 (41.3%)	242

$$\begin{aligned} \chi^2 &= 9.33358 \\ df &= 4 \\ p &= 0.10 \end{aligned}$$

Apparently, lack of sufficient funds to live comfortably did not prevent students from succeeding at degree level. There was no significant difference in response and degree performance.* There was also no significant difference between the two universities when the seriousness with which the one institutionally environmentally derived transitional problem was concerned.** Only one of the twenty problems was derived from the institutional environment and was concerned with finances. When double weighting was given to reference to lack of money as a serious problem the scores were:

Lack of money Durham: 53 Loughborough: 44 All:97

With only one of the twenty problems arising from the institutional environment one must avoid making unsound conclusions.

$$* \chi^2 = 6.27541 \quad df = 4 \quad \text{N.S.} \quad (60)$$

$$** \chi^2 = 0.6343 \quad df = 1 \quad \text{N.S.} \quad (61)$$

There was a general consensus that this one aspect of the institutional environment, lack of money, posed a more serious problem than had the physical environment. (See page 200) Where the human environment was concerned only the problem of loneliness was seen as more serious at Durham, and at Loughborough it was only the male:female ratio that was seen as more serious. (See page 243) Otherwise, no aspect of the human environment was seen as the cause of so serious a problem as lack of money.

11.9 Student politics

The political stance taken by the Students' Union and student politics in general were frequently mentioned during the interviews. This is another component of the institutional environment that evoked some variation in response. Some claimed disinterest and were prepared to label themselves as "apathetic". A number expressed some guilt at this attitude, while others were more positive in their assertion of non-participation. It was of interest to note that a number of students at both universities referred to the moderate nature of student politics at the place as a reason for selecting it in the first place. Typical comments made during interview, express the varied opinions.

"I'm certainly a member of the apathetic majority of this university."

(Male - Engineering Science - 18 yrs - D)

"One reason I came to Loughborough was because it's not politically active. We have a conservative president. I'm not very keen on student politics myself."

(Female - Banking & Finance - 18 yrs - L)

"I'm not really interested in student politics.
I suppose I ought to be."

(Male - General Arts - 18 yrs - D)

"If they want to play party politics I let them.
I do not feel guilty about being apathetic. I
let them get on with it."

(Male - Economics - 18 yrs - L)

"I'm not frightfully interested in the high political
stuff: involvement with the unions and such like."

(Female - French - 18 yrs - D)

When students were asked in the Supplementary Survey whether they agreed that the Students' Union was too political, a significant variation in response emerged. Durham students held completely different views from those held by students at Loughborough. 60% of those at the former had always disagreed, believing the Union was not too political. At Loughborough, on the other hand, a third of the respondents had believed the Union was not too politically active at the start of their first year but later changed their minds. Therefore it appears that students at Loughborough see their union as being more active politically, too much so, than do those at Durham. This is clearly shown in Table 70.

There was no significant difference in response and degree performance* or in reporting transitional problems.**

The relative ineffectiveness and unimportance of political aspects of the institutional environment were expressed by one student:

"I ought to have more inclination to go (to Union meetings) but other things are more important, either work, which is necessary, or something else, which is more enjoyable."

(Male - Mechanical Engineering - 18 yrs - L)

* $\chi^2 = 7.86503$ $df = 6$ N.S. (62)

** $\chi^2 = 4.88655$ $df = 6$ N.S. (63)

TABLE 70

Constancy of belief that the union was too political by site

	Durham	Loughborough	Totals
Always disagreed	91 (61.9%)	26 (28.0%)	117 (48.8%)
Agreed then disagreed	15 (10.2%)	6 (6.5%)	21 (8.8%)
Disagreed then agreed	21 (14.3%)	32 (34.4%)	53 (22.1%)
Always agreed	20 (13.6%)	29 (31.2%)	49 (20.4%)
Totals	147	93	240

$$\chi^2 = 33.44762$$

$$df = 3$$

$$p = 0.001 \quad (2 \text{ missing observations})$$

Not all students were opposed to political activities and some lamented the lack of involvement of their contemporaries:

"The majority of students are totally apathetic. People should be aware of what's going on and should be interested in things outside their college bars."

(Female - General Arts - 19 yrs - D)

Student newspapers, "Palatinate" at Durham and "The Loughborough Student", are part of the institutional environment. Most students were frequent, though not regular, readers of their respective papers. Few students seemed sufficiently enthusiastic to go out of their way to purchase a copy. It was read if a copy were "found".

11.10 Community spirit and adapting to institutional life

Adaptation to university life, involving adjustment to human relationships as well as to the physical aspects of the environment, is closely related to identification with the ethos of the university. It is to the whole way of life, in all its

aspects, that students adapt in the transitional period. A student's ability to adapt is thus seen as a reaction to the institutional environment as it encompasses so many aspects of university life. There was no significant difference in students' attitudes towards adaptation between those from Durham and those from Loughborough.* Well over 80% of respondents at both universities were positively affiliated towards the institution, believing it was not difficult to adapt to life.

However, students indicating an awareness that adaptation may be difficult were more likely to perform less well at degree level. This is shown in Table 71.

TABLE 71

Degree results by belief that it was not difficult to adapt

Degree	True	False	Totals
1	23 (6.4%)	2 (3.1%)	25 (5.9%)
2i	93 (25.8%)	11 (16.9%)	104 (24.5%)
2ii	146 (40.6%)	35 (53.8%)	181 (42.6%)
3/P	71 (19.7%)	5 (7.7%)	76 (17.9%)
F/W	27 (7.5%)	12 (18.5%)	39 (9.2%)
Totals	360	65	425

$\chi^2 = 16.58198$
df = 4
p 0.01

* $\chi^2 = 0.727$ df = 1 N.S. (64)

The relationship between students perceiving an element of difficulty in adapting to institutional life and degree results is rather complex and needs some interpretation. Those believing that it was easy to adapt tended to obtain more Firsts and Upper Seconds than those with negative views. There was a tendency for those students perceiving some difficulty to obtain more Lower Seconds than those seeing no problems in adjusting. The high incidence of students with Third class honours or Pass degrees having found it easy to adjust must reflect the larger proportion of students at Durham who chose to study for a General Degree in either Arts or Science; or it may manifest the number of students, originally accepted to read for an honours degree, transferred to General or Ordinary degree courses. In both cases one would expect them to be satisfied with their adaptation and not to find adjustment difficult. The significant difference must be in the students who either failed (F) or terminated or withdrew (W). Here it was more likely that a student who had believed adaptation was difficult would either fail or terminate.

A significant difference was also found to occur between transitional problem reportage and belief that it was not difficult to adapt. As Table 72 shows, those students who were aware of a difficulty in adapting reported more transitional problems. This was to be expected as transitional difficulty would be greater if there were no ease in adaptation.

Adaptation may be made more easily where there is a clear sense of community spirit. Where a sense of belonging was perceived

students may have found it more easy for adaptation to occur. Therefore, the perception of a sense of community spirit is related to ease with which adaptation and adjustment to institutional life is made.

TABLE 72

PROBSCOR by belief that it was not difficult to adapt

PROBSCOR	True	False	Totals
Low <4	58 (27.4%)	4 (13.3%)	62 (25.6%)
Med 4-6	74 (34.9%)	6 (20.0%)	80 (33.1%)
High >6	80 (37.7%)	20 (66.7%)	100 (41.3%)
Totals	212	30	242

$$x^2 = 9.1074$$

$$df = 2$$

$$p = 0.05$$

Students at Durham were more likely to perceive a sense of community, no doubt a reflection of the collegiate nature of the university and the ease with which students identified themselves as belonging to a certain college. At Loughborough, where the sense of identification with a hall was less pronounced, the response differed significantly, as Table 73 illustrates.

In spite of a significant difference existing between the two universities when the sense of community spirit that students perceived was concerned, there was no significant difference between degree results and attitude towards community.* The frequency with which students reported transitional problems was also unaffected by this.** This suggests that whether a student did, or did not,

* $x^2 = 2.17559$ $df = 2$ N.S. (65)

** $x^2 = 4.22074$ $df = 2$ N.S. (66)

perceive a sense of community spirit about the place, his adjustment was not made more easy, or impaired in any way.

TABLE 73
Sense of community spirit by site

Site	True	False	Totals
Durham	204 (83.6%)	40 (16.4%)	244
Loughborough	111 (62.7%)	66 (37.3%)	177
Totals	315 (74.8%)	106 (25.2%)	421

$\chi^2 = 22.68$
df = 1
p 0.001 (4 missing observations)

11.11 Satisfaction with social activities

Students were generally satisfied with their social activities at university. At both Durham and Loughborough about two-thirds of students expressed satisfaction. There was no significant difference where site was concerned.* Degree performance was similarly unaffected by the level of satisfaction with social activities.** However, students indicating a measure of dissatisfaction with their social activities were more likely to report transitional problems than those who indicated satisfaction. This is shown in Table 74.

* $\chi^2 = 0.55034$ df = 2 N.S. (67)

** $\chi^2 = 6.71267$ df = 4 N.S. (68)

TABLE 74

PROBSCOR by satisfaction with social activities

PROBSCOR	Dis-satisfied	Undecided	Satisfied	Totals
Low <4	1 (4.3%)	4 (11.4%)	57 (31.0%)	62 (25.6%)
Med 4-6	6 (26.1%)	11 (31.4%)	63 (34.2%)	80 (33.1%)
High >6	16 (69.6%)	20 (57.1%)	64 (34.8%)	100 (41.3%)
Totals	23	35	184	242

$$x^2 = 17.78362$$

$$df = 4$$

$$p = 0.01$$

Satisfaction with social activities is not only a reflection on the facilities and events offered by the institution, but also the student's willingness and ability to participate. The many opportunities given to students to participate in new sports or hobbies were not taken by all students. Approximately a third of those at both Durham and Loughborough had not taken part in any new sport or hobby. There was no significant difference between students' level of participation and site of university.* It was encouraging that 66% of students had taken the opportunity to participate in different activities. However, this may not be interpreted as showing a more positive attitude towards the university and so enabling the student to become more successful. When compared with degree performance** and frequency of reporting transitional problems*** there was no significant difference between those active in new sports and those not.

$$* \quad x^2 = 0.10193 \quad df = 1 \quad N.S. \quad (69)$$

$$** \quad x^2 = 1.09078 \quad df = 2 \quad N.S. \quad (70)$$

$$*** \quad x^2 = 0.0071 \quad df = 2 \quad N.S. \quad (71)$$

11.12 Freshers' Week

An important aspect of the institutional environment is Freshers' Week and its associated activities. This must be discussed as there was no organised Freshers' Week at Loughborough on the scale of that practised at Durham. Consequently those at Durham were far more positively affiliated towards the university. Those at Loughborough were less convinced that enough help had been given to first year students to settle into student life. A statistically significant difference was observed to exist between the two universities as Table 75 shows.

TABLE 75

Not enough help is given to settle in by site

Site	True	False	Totals
Durham	29 (11.8%)	217 (88.2%)	246
Loughborough	57 (31.8%)	122 (68.2%)	179
Totals	86 (20.2%)	339 (79.8%)	425

$\chi^2 = 24.59$
df = 1
p 0.001

This variation in response reflects the difference in the two institutional environments. At Durham there was an extended period of almost a week of Freshers' activities. At Loughborough there were virtually no induction or introductory activities at all. However, there seemed to be no effect upon degree performance, as those believing there had been insufficient help in settling into university life were not any more likely to

obtain a low class of degree.* There was a relationship between frequency of reporting transitional problems and the attitude towards the institution, as the following Table 76 shows.

TABLE 76
 PROBSCOR by belief that not enough help was given to help settle in

PROBSCOR	True	False	Totals
Low <4	5 (11.4%)	57 (28.8%)	62 (25.6%)
Med 4-6	12 (27.3%)	68 (34.3%)	80 (33.1%)
High >6	27 (61.4%)	73 (36.9%)	100 (41.3%)
Totals	44	198	242

$\chi^2 = 10.0378$
 $df = 2$
 $p = 0.01$

Questions about Freshers' Week activities were asked of students at Durham that were not asked of students at Loughborough because of the institutional difference already mentioned. These questions were concerned with obtaining information about students' attitudes towards institutionally organised induction processes. At Durham, where there had been some talk of curtailing Freshers' Week activities¹ as support for these events was felt to be declining, a substantial proportion, 75%, of students agreed that Freshers' Week helped students get to know each other. Furthermore, there was no significant difference between male and female students in degree of contentment.** Slightly fewer females, 7%, as opposed to males,

* $\chi^2 = 1.2966085$ $df = 4$ N.S. (72)
 ** $\chi^2 = 3.3707$ $df = 3$ N.S. (73)

14%, were undecided. Very similar proportions of both sexes were in agreement, 74% of the males and 77% of the females.

The general view was that Freshers' Week activities had been beneficial. They enabled students to have introductory meetings and facilitated peer-group interaction. Supporting this view it was found that a slightly greater proportion of students had felt that Freshers' Week had been confusing than had felt it to have been unhelpful. Thus the majority of students saw Freshers' Week as both helpful and not confusing. With regard to the latter point about the confusing aspect of induction activities, there was no significant difference between the sexes.* There is a little evidence suggesting that although Freshers' Week does have its benefits it is also a confusing time for some students. Comments were made during interview that confirmed this.

"I didn't think much of Freshers' Week. I felt as much lost after the first week as when I arrived."

(Male - French - 18 yrs - D)

"I detested Freshers' Week. I never thought I'd get to find my way about. It was so disorganised. No one knew what was going on at any time."

(Female - English - 19 yrs - D)

"Freshers' Week was all a bit mixed, all a bit forced at first."

(Female - French & German - 19 yrs - D)

Views to the contrary were forthcoming, especially as the majority

* $\chi^2 = 1.1468$ df = 2 N.S. (74)

of students had indicated that Freshers' Week had not been confusing. One of these many comments is given as an example.

"Freshers' Week was all very well organised and fulfilled its function, so you met a lot of people, which is essential in the first few days."

(Female - Geography - 18 yrs - D)

Agreement with one of these statements about Freshers' Week tended to be matched with disagreement with the other. One statement was worded positively, the other negatively. Students' responses to these two statements gave an indication of their affiliation towards this aspect of the institutional environment. As Table 77 shows, students agreeing that Freshers' Week was confusing tended to be those disagreeing that it was a beneficial period in initiating peer relationships.

TABLE 77

Freshers' Week is helpful by Freshers Week is confusing

		FW is helpful		Tots
		Agree	Undecided/ Disagree	
FW is con- fusing	Agree	41 (21.9%)	29 (49.2%)	70 (28.5%)
	Undecided	18 (9.6%)	8 (13.6%)	26 (10.6%)
	Disagree	128 (68.5%)	22 (37.3%)	150 (60.9%)
Tots		187	59	246

$\chi^2 = 19.507$
 $df = 2$
 $p = 0.001$

It was clear that the majority of students felt that Freshers' Week was beneficial. However, in the interviews it became apparent that there were a number of problems perceived in the administration of the induction period.

"Freshers' Week was too long. It is a good idea they (DSU) are taking two days off it."

(Male - Economics & Politics - 20 yrs - D)

"Freshers' Week is certainly long enough and may be too long....Freshers' activities could be lumped together in a shorter space of time: I always seemed to be drinking coffee in Dunelm."

(Female - Economics - 19 yrs - D)

"Freshers' Week was slightly too long. It shouldn't be so long. People were getting fed up with it. It achieved its purpose fairly well, I suppose."

(Female - Biology - 18 yrs - D)

"I found there were quite a few gaps in Freshers' Week and just sat around doing nothing, feeling a bit lost. I don't think it's too long necessarily, but they could put a bit more into it, especially at the college level. I was just sat up here (in my room) for much of the time."

(Male - Zoology & Botany - 18 yrs - D)

"Freshers' Week was too long. I tried to go to most activities but was exhausted. I think I enjoyed it. It gave you the opportunity to meet people."

(Female - Maths & Economics - 18 yrs - D)

There were very many comments to the contrary, supporting the positive aspects of Freshers' Week activities and declaring a belief that there should be no curtailment of the time given to induction.

"Freshers' Week is about the right length. It is a bad mistake to cut it down. A week gives you the

time to wander around, to get to know the place and get to know people before lectures start and you get segregated. I learned a lot socially, mixing, especially in Freshers' Week, which was rather over-powering."

(Male - General Arts - 18 yrs - D)

"I think they're thinking of cutting down on Freshers' Week. I think that's probably a bad thing. It takes you three days to get warmed up for it. It is important to get to know as many people as you can, even though it is artificial. It's the foundations of friendships later on."

(Male - Geography - 18 yrs - D)

"Freshers' Week is a good idea. I was definitely shy at the beginning and it helps people who are shy. Freshers' Week things could probably be improved, but I don't know how."

(Male - Maths - 18 yrs - D)

"Everyone was the same, all in the same boat. It was a good time to meet people and start up some friendships before you've actually started."

(Female - Maths - 18 yrs - D)

A number of students referred to their readiness to begin academic courses after a week of social induction. Though they had seen the value of a Freshers' Week period they were, for various reasons, welcoming of the start of lectures.

"Freshers' Week is quite a necessity, really. You need discos to meet people....Freshers' Week was probably a couple of days too long."

(Male - General Arts - 18 yrs - D)

"Freshers' Week performs a useful function for people who can't manage themselves. By the end I was bored, thinking it was time to start lectures."

(Male - Chemistry - 18 yrs - D)

This may be interpreted as indicative of the success with which

Freshers' Week helps students become assimilated into the university environment. Adaptation to one of the major components of university life, academic course work, must be one of the main aims of induction activities.

Whether students were positively disposed towards Freshers' Week activities or held contrary views seemed to have little effect upon degree performance. The measure of positive disposition was assessed by using students responses to the two statements concerned with Freshers' Week activities. Those who had found Freshers' Week both helpful and not confusing were classified as those with a positive disposition. Those with a negative disposition were those who had found Freshers' Week both unhelpful and confusing. An ambivalent disposition was ascribed to those who had replied positively to only one of the statements. There was no significant difference between those who were positively disposed and those with negative and ambivalent attitudes when degree results were compared.*

If this apparent lack of relationship between degree results and attitude towards Freshers' Week is taken at its face value, there is some doubt cast upon the assertion that poor transition leads to unsatisfactory degree performance. Clearly, those seeing Freshers' Week and the institution's attempts at social induction in a negative way were as successful as those more favourably disposed.

* $\chi^2 = 3.6500273$ $df = 4$ N.S. (75)

At Loughborough, where no Freshers' Week activities were held on such a scale, over 70% of respondents agreed that there should have been a period of social induction. This was believed by both male and female students with no significant difference between the two groups.* Generally, students felt dissatisfied with the start of their university life. The majority commented upon the lack of social induction.

"We didn't have a Freshers' Week here. I was annoyed about that. Other places have a week or more. We were told there was a film on some night and a disco another, and then when we got here - nothing."

(Female - Accounting & Financial Management - 18 yrs - L)

"Everything was a bit muddled. No one knew what they were doing or where they were going. A lot of attempts were made to make students feel at home. I don't know whether they succeeded or not. Quite a few felt alienated, one in the other block just stayed in his room. It's easy to stay in your room and not meet anybody."

(Female - Sociology - 22 yrs - L)

"The first night was very impersonal really. It's very easy to stay in your room and never get to know anybody."

(Female - Library Studies - 19 yrs - L)

"The first night was bad. We found our way to our room and that was it. I couldn't find my way back to main hall and didn't know anybody."

(Female - Business Administration - 18 yrs - L)

Not every student saw the lack of Freshers' Week activities in the same light. Some, though in a minority, felt there was no need for a long period of social induction.

* $\chi^2 = 0.4371$ df = 2 N.S. (76)

"I think I'd have got very bored if they had done anything longer. My sister had been to college and had a run-in week. Here it was straight into it the day after, but it worked out pretty well. You don't take it in. It's much better to find out as you go on."

(Male - Chemistry - 18 yrs - L)

Students who had expressed the view that there ought to have been a Freshers' Week at Loughborough, who saw this aspect of the institutional environment in a negative light, were not any more likely to perform badly at degree level than those with a different attitude. There was no significant difference between the two types of students.* So at Loughborough, as at Durham, students' affiliation towards the institutional environment in terms of whether there should or should not have been a Freshers' Week, seemed to have little effect upon degree performance.

11.13 Selection of hall or college

Included within the institutional environment is one aspect of university life that differed between the two universities. At Durham students were able to apply for membership of any one of the constituent colleges. At Loughborough it was not possible to select to which hall a student could belong; that choice was made by the university administration. Where students have been allocated membership of a hall or college, rather than making the choice themselves, the question is posed whether they are more likely to adapt to that situation or feel less affiliation.

* $\chi^2 = 2.0360634$ $df = 4$ N.S. (77)

Where allocation of hall was concerned at Loughborough, students did not agree whole-heartedly that they should be free to make the choice themselves. Male students were more likely than females to believe that they should make the choice rather than being allocated membership of a hall by the university. Female students tended to either disagree or fail to decide one way or the other. There was a statistically significant difference between the sexes, as Table 78 shows.

TABLE 78

Students should be free to choose their hall at Loughborough according to the respondents' sex

Sex	Agree	Undecided	Disagree	Tots
Male	75 (61.0%)	22 (17.9%)	26 (21.1%)	123
Female	23 (41.1%)	13 (23.2%)	20 (35.7%)	56
Totals	98 (54.7%)	35 (19.6%)	46 (25.7%)	179

$$\chi^2 = 6.5246$$

$$df = 2$$

$$p = 0.05$$

One may interpret agreement that students should be free to make the choice themselves as a sign of negative affiliation towards the institution. Those disagreeing, and so accepting that the institution should make the decision, may be viewed as those students holding the institution in a more positive light. When degree results were compared with this positive or negative attitude towards the institution it was found that those with negative opinions were not more likely to obtain low class degrees

or to fail or terminate, than those with opposing views. Those more positively oriented were not more likely to perform more successfully.*

In contrast, students at Durham, who were able to apply for membership of a particular college, were not always members of their first preference college. More male than female students were in fact members of their first choice college. It was clear that female students were more likely not to have taken advantage of the opportunity to apply for membership of a named college.

Table 79

Sex differences in membership of first preference college at Durham

	Male	Female	Totals
In first choice college	110 (74.8%)	57 (58.2%)	167 (68.2%)
Not in first choice college	17 (11.6%)	14 (14.3%)	31 (12.7%)
No preference	20 (13.6%)	27 (27.5%)	47 (19.2%)
Totals	147	98	245

$$\chi^2 = 8.70129$$

$$df = 2$$

$$p = 0.05 \quad (1 \text{ missing observation})$$

Of those students who had indicated they were members of their first preference college, forty-four referred to the mixed composition of its membership as being the main reason for that choice. Only seven referred to a college being a single-sex

$$\chi^2 = 9.8291356 \quad df = 6 \quad \text{N.S.} \quad (78)$$

establishment in the same context. Two other reasons given were the reputation of the college or it had been recommended to them. A few other reasons were mentioned by very few students: proximity to an academic department or religious reasons as the college had close church connections. When the major reasons for choosing a college, its composition, reputation, it had been recommended or some other reason, were compared with the students' gender, no significant difference was found.*

Students made their selection for a variety of reasons. It was interesting to observe that almost one in five students at Durham did not make any positive preference for any one college in their application. In interview some indicated that they had not been aware that a choice could have been made. This occurred in spite of the university prospectus stating that membership of a college was imperative.² The UCCA form also asked for the same information when application was made.³ However, although one may conclude that those students who were members of their preferred college would be more positively oriented towards the university than those having been allocated a place in another college, there was no apparent difference when degree results were compared.**

There were apparent differences between the two universities when the institutional environment was considered. At Durham there seemed to be greater satisfaction with events arranged and organised by the Students' Union, though there was also a stronger sense of too much bureaucracy within the university. It was also at Durham

* $\chi^2 = 3.44323$ $df = 3$ N.S. (79)

** $\chi^2 = 3.7249679$ $df = 4$ N.S. (80)

that a sense of community spirit was perceived more widely. This was probably related to the collegiate nature of the university. Though there was some controversy over the usefulness and length of Freshers' Week, many saw its benefits, as did those at Loughborough where no social induction took place on the same scale. However, the effects of these environmental factors seemed to be negligible. Though differences existed between the institutions of Durham and Loughborough, these seemed to have little effect upon students' degree performance.

Notes and references:

- 1 Private talks between the author and members of Durham Students' Union Executive covered the Executive's concern about Freshers' Week, its rising cost and apparent ineffectiveness.
- 2 University of Durham General Prospectus 1977-78 (April, 1976)
p 16
- 3 Universities Central Council on Admissions Handbook
How to apply for admission to a university (UCCA, 1982)

CHAPTER TWELVE

THE PERSONAL ENVIRONMENT

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THE PERSONAL ENVIRONMENT

12.1 Introduction

The transition from school to university involves a move from one environment to another. The former way of life and the relationships associated with it are left behind. A new set of relationships need to be forged. Old friendships are interrupted and dislocation of relationships occurs with separation from former friends and from members of the family. It is this aspect of university life, separation from a former way of life and the adaptation to a newly-found independent life style, that forms the next environmental sphere covered in this study, the personal environment. Conceptually different from the other aspects of the university environment studied so far, the personal environment is not concerned with features that are positive additions to the student's experience but rather with discontinuities in his

experience.

12.2 Separation from home

The impact of separation from home was probed in a number of ways which revealed some inconsistencies in response. Students at Durham were just as likely to wish they were closer to their home as those at Loughborough. There was no significant difference in response with 73% of respondents at both universities indicating they were "about the right distance" from home.* It must be noted that at Durham six students indicated that they were not far enough away from home, as did three at Loughborough. There is no way this may be interpreted as meaning the distance was "about right", so these few students were excluded from analysis. Their inclusion would have meant expected frequencies would have been below five in value and so results would have been unreliable. One other failed to respond. Nine other students who had indicated their indifference to the distance were included in the category "about right".

Associated with the statement that the university was close enough to home, though worded differently, was the statement that the university was too far from home. Response to this latter statement, which occurred elsewhere in the same questionnaire, again showed no significant difference between the two universities.** 77% of respondents at Loughborough and 81% at Durham indicated the university was not too far from their home.

* $\chi^2 = 0.018259$ df = 1 N.S. (81)

** $\chi^2 = 1.0963$ df = 1 N.S. (82)

A distinction may be made between the desire to be closer to the parental home, on the one hand, and the feeling that one is too far away from it, on the other. Hence the variation in proportion of students viewing the university in a positive light, i.e. not wishing to be closer to home and not feeling too far from home. When positive responses for one question were compared with negative ones for the other it was discovered that Loughborough students were considerably more consistent in their response than were those from Durham. As Table 80 shows, for students at Loughborough there was no significant difference between positive response to one statement and positive response to the other.

TABLE 80

Positive and negative attitudes to distance from home at Loughborough

	Distance from home	Too far from home	Totals
Positive	128 (73.1%)	138 (77.1%)	266 (75.1%)
Negative	47 (26.9%)	41 (22.9%)	88 (24.9%)
Totals	175	179	354

$$x^2 = 0.741124$$

$$df = 1$$

N.S.

Students at Durham, however, distinguished between their perception of the university being too far from home, on the one hand, and belief that they were about right in terms of distance from home, on the other. This statistically significant difference is shown in Table 81.

TABLE 81

Positive and negative attitudes to distance from home at Durham

	Distance from home	Too far from home	Totals
Positive	177 (73.8%)	199 (81.2%)	376 (77.5%)
Negative	63 (26.2%)	46 (18.8%)	109 (22.5%)
Totals	240	245	485

$$x^2 = 3.9203$$

$$df = 1$$

$$p = 0.05$$

Although there was some variation in response at Durham, the general trend was still followed. Approximately a quarter of respondents regarded the university in a negative way in so far as they saw it as being too far from home or not close enough. Yet, in spite of the difference in attitude towards separation from home, this aspect of the personal environment appeared to have little effect upon either degree performance* or reporting transitional problems.**

Another aspect of the personal environment associated with separation from home was assessed. This was the degree of enjoyment afforded by being away from home. A significant difference between the two universities was found to exist when this was investigated. As Table 82 shows, although a substantial proportion of students at both universities agreed it was enjoyable being away from home, a

* Distance from home by degree $x^2 = 2.5706079$ $df = 4$ N.S. (83)

University too far from home by degree $x^2 = 1.3749869$ $df = 4$ N.S. (84)

** Distance from home by PROBSCOR $x^2 = 2.09367$ $df = 2$ N.S. (85)

University too far from home by PROBSCOR $x^2 = 3.07379$ $df = 2$ N.S. (86)

greater proportion did so at Durham than at Loughborough.

TABLE 82

Being away from home is enjoyable by site

Site	Agree	Disagree	Tots
Durham	123 (93.2%)	9 (6.8%)	132
Loughborough	87 (85.3%)	15 (14.7%)	102
Totals	210 (89.7%)	24 (10.3%)	234

$$\chi^2 = 3.820769$$

$$df = 1$$

$$p = 0.10 \quad (8 \text{ missing observations})$$

Some respondents, who had replied in a non-committal way or who had indicated an inability to decide, were excluded from the analysis. There was no apparent effect upon degree performance as those who felt that it was enjoyable being away from home performed as well as those finding the separation less pleasant.* Students indicating they did not find it enjoyable away from home were more likely to report transitional problems, as Table 83 illustrates.

Most students interviewed were aware of the potential problems that separation from home could cause. Typical comments referred to students' expectations and how they were unfulfilled, in most cases.

"I thought I would miss home a lot, but as it was I didn't really."

(Male - Banking & Finance - 20 yrs - L)

* $\chi^2 = 3.36978 \quad df = 2 \quad N.S. \quad (87)$

TABLE 83

PROBSCOR by being away from home is enjoyable

	Low <4	Med 4-6	High >6	Tots
Agree	58 (27.6%)	70 (33.3%)	82 (39.0%)	210
Disagree	5 (20.8%)	3 (12.5%)	16 (66.7%)	24
Totals	63 (26.9%)	73 (31.2%)	98 (41.9%)	234

$\chi^2 = 7.28797$
df = 2
p 0.05

"Being away from home has not affected me as much as I thought it would. I probably missed my younger brothers and sisters more than my Mum and Dad."

(Male - Maths & Physics - 18 yrs - D)

Some students were aware of the great strain imposed upon them in leaving home and this was commented upon:

"Living away from home was an emotional strain for the first fortnight. It's worse for boys than girls, as girls are more emotionally stable."

(Male - Economics - 18 yrs - L)

Others saw great benefits in being separated from home. An indication was also made, in some cases, that it had improved relationships with the family.

"At home for the year I had off I was screaming to get away."

(Male - Music - 20 yrs - D)

"I've learned to be away from home, which is good. The atmosphere was really strained with Mum and Dad. It's really good now when I go home for a

week-end. I like the idea of being away from home."

(Female - Management Science - 18 yrs - L)

"It's good to get away from home. Nineteen years is enough for you and your parents."

(Male - Economics - 19 yrs - L)

A phrase that was often repeated in this context was being home-sick. There were essentially two comments: the one where students had been less home-sick than they had expected themselves to be, and the second where they had been home-sick for a limited period.

"The transition from home was made much easier than I thought. I'm very happy, hardly home-sick at all."

(Female - French - 18 yrs - D)

"I thought I'd be home-sick and take a little while to settle in but it was the opposite, I wasn't home-sick at all."

(Female - General Science - 17 yrs - D)

"I didn't feel at all home-sick. I thought I probably would, but was okay."

(Male - Maths & Physics - 18 yrs - D)

"At first I was home-sick for a few days but I didn't want to go home at Christmas. Then I didn't want to come back afterwards."

(Female - Management Science - 18 yrs - L)

"At the beginning I was a bit home-sick, but that's understandable. But I'm all right now. I wasn't really too keen on going home at Christmas."

(Male - Library Studies - 19 yrs - L)

The possibility of feeling home-sick seemed equally probable at both universities. Two-thirds of students at both Durham and Loughborough felt it was not easy to feel home-sick.

With so much activity at the university the separation from home was not noticeable. There was no significant difference between the two universities, with approximately a third of the students at each university regarding it in a negative way, holding strong attachments with the family.* The ease with which students were able to feel home-sick did not appear to be related to degree performance as there was no significant difference existing between degree classification and attitude towards this aspect of the personal environment.** Similarly, no relationship was found to exist between reporting transitional problems and attitude towards home-sickness.***

This suggests that at both Durham and Loughborough separation from home is not seen in extremely negative terms. It is not a facet of university experience that causes poor transition or impairs performance. Occasionally students made reference that their being away from home was, indeed, not a traumatic or unpleasant experience. Such a comment was relatively rare as most comments were concerned with the opposite, less positive view.

"What I've liked most is getting away from home."

(Female - Psychology - 18 yrs - D)

"Going home stands out as the best part of being here."

(Male - Civil Engineering - 19 yrs - L)

"I'm not looking forward to going home. I'm glad Durham is a long way from home (in Middlesex)."

(Female - Geography & Botany - 17 yrs - D)

*	$\chi^2 = 0.15158$	df = 1	N.S.	(88)
**	$\chi^2 = 1.04211$	df = 4	N.S.	(89)
***	$\chi^2 = 1.38003$	df = 2	N.S.	(90)

"I'm not keen on the distance from home. I prefer to get home quicker and cheaper for the occasional weekend. I've only been home (to London) once. I don't like the distance."

(Male - Economics & Politics - 20 yrs - D)

"I nearly left (university) because of being away from my boyfriend at home."

(Female - Library Studies - 18 yrs - L)

In fact the last student did eventually withdraw from her course but, in general, those finding some difficulty in being separated from home were not more likely to withdraw or perform less well at degree level. Clearly there were some students who showed a relationship existed between separation from home and withdrawal, but generally this was not the case. This may be the result of separation from home being a temporary difficulty for most students, definitely a transitional problem.

In the Supplementary Survey students were asked to indicate whether they had felt the desire to be nearer home. As Table 84 shows, only 16% of Durham students and 24% of those from Loughborough intimated that at some time this had been so. In the Main Survey, a year earlier (see Table 81 in Appendix L, V.II, p 294) the proportion of students at both universities had been 26%. Loughborough students were more constant in their response. It was the student at Durham who tended to under-play the sense of separation from home, failing to recall their attitudes of a year previous.

This lack of constancy of perception of being separated from home, shown to be slightly significant, may be interpreted as a reflection of variations in particular responses rather than a general trend. If "always disagreeing" with the idea of wishing

to be nearer one's home is seen as a positive response, then changing one's opinion from "agreement" to "disagreement" may also be interpreted in a positive way. Thus 86.8% of Durham students and 86.7% of those at Loughborough looked on the university more favourably than their home, or came to do so. When responses were classified as either "positive" or "negative" in this way, no significant difference was found to exist between the two universities.* The personal environment appeared to be as strong at Durham as it was at Loughborough.

TABLE 84

Constancy of wishing to be nearer home by site

	Durham	Loughborough	Totals
Always disagreed	121 (83.4%)	68 (75.6%)	189 (80.4%)
Agreed then disagreed	5 (3.4%)	10 (11.1%)	15 (6.4%)
Disagreed then agreed	15 (10.3%)	7 (7.8%)	22 (9.4%)
Always agreed	4 (2.8%)	5 (5.6%)	9 (3.8%)
Totals	145	90	235

$$\chi^2 = 7.06389$$

$$df = 3$$

$$p = 0.10 \quad (7 \text{ missing observations})$$

There were differences in degree performance between those students with positive attitudes and those with negative ones. This was not a clear and direct correspondence, as Table 85 shows.

$$* \chi^2 = 0.0015712 \quad df = 1 \quad \text{N.S.} \quad (91)$$

TABLE 85

Degree results by constancy of wishing to be nearer home as positive or negative attitudes

	Positive	Negative	Totals
1/2i	72 (35.3%)	9 (29.0%)	81 (34.5%)
2ii	89 (43.6%)	20 (64.5%)	109 (46.4%)
3/P	37 (18.1%)	1 (3.2%)	38 (16.2%)
F/W	6 (2.9%)	1 (3.2%)	7 (3.0%)
Tots	204	31	235

$$\chi^2 = 6.5180804$$

$$df = 3$$

$$p = 0.10 \quad (7 \text{ missing observations})$$

Slightly greater proportions of students not wishing to be nearer home, with a positive attitude towards the university, obtained good honours degrees as well as thirds, General or Pass degrees. Students wishing to be nearer home, with a negative attitude, tended to obtain more lower seconds, and only slightly more terminations or failures. This inconsistency may be partially explained by apparent problems in recall. It may, on the other hand, mean that greater anxiety caused by separation from home may be either beneficial or a hindrance. As there was little constancy of response in two separate surveys it may be unwise to infer too much from this data.

Those students holding the university in negative regard, wishing themselves to be closer to the home, were not more likely to report transitional problems. No significant difference in frequency of problems was reported between those with negative or

contrary feelings.*

12.3 Social life at university better than at home

A further aspect of the personal environment was how students saw their former social life at home in comparison with that at university. The contrast between the two, and the relative position of these would give an indication of the strength of links with the home. There was a significant difference between Durham and Loughborough students when enjoyment of their new social life was compared with that of their former life at home. It was unlikely that the difference was a result of students at Loughborough having stronger family ties than those at Durham. It was more probably the result of apparently inadequate social provision, already mentioned above (see V.II^{**} pp 2 to 10), which meant that university life may have failed to come up to expectations. In contrast with the social life experienced at home, that available at Loughborough was seen as inadequate. This could have been a result of the smaller numbers of females at Loughborough and so the majority of students, being male, felt that the new social life was inferior to that they had experienced at home. As Table 86 shows, Durham students were more positively disposed towards the university. Fourteen students indicated that they were unable to respond either positively or negatively, or indicated both possible responses. In each case these responses could not be re-coded. The ambivalence of such responses would have provided an

* $\chi^2 = 4.27542$ $df = 2$ N.S. (92)

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interesting third category, but the numbers concerned were small and reliable results would have been unlikely.

TABLE 86

Belief that social life at university was better than that experienced at home by site

Site	True	False	Tots
Durham	164 (68.3%)	76 (31.7%)	240
Loughborough	94 (55.0%)	77 (45.0%)	171
Totals	258 (62.8%)	153 (37.2%)	411

$$x^2 = 7.58012$$

$$df = 1$$

$$p = 0.01 \quad (14 \text{ missing observations})$$

This variation in response between the two universities was of importance for there was a significant difference in degree performance between those positively affiliated to the university and those with negative views. As Table 87 shows, those believing their social life at home to have been superior to that experienced at university were more likely to perform less well than those holding a contrary opinion.

In a similar way, those students believing that the social life they had left behind at home had been superior to that at university, were more likely to report transitional difficulties. This is shown in Table 88.

TABLE 87

Degree results by belief that social life at university was better than that at home

Degree	True	False	Totals
1	14 (5.4%)	10 (6.5%)	24 (5.8%)
2i	75 (29.1%)	27 (17.6%)	102 (24.8%)
2ii	107 (41.5%)	68 (44.4%)	175 (42.6%)
3/P	43 (16.7%)	30 (19.6%)	73 (17.8%)
F/W	19 (7.4%)	18 (11.8%)	37 (9.0%)
Totals	258	153	411

$\chi^2 = 7.9946526$
 $df = 4$
 $p = 0.10$ (14 missing observations)

TABLE 88

PROBSCOR by belief that social life at university was better than that at home

PROBSCOR	True	False	Totals
Low <4	44 (27.7%)	16 (20.5%)	60 (25.3%)
Med 4-6	60 (37.7%)	20 (25.6%)	80 (33.8%)
High >6	55 (34.6%)	42 (53.8%)	97 (40.9%)
Totals	159	78	237

$\chi^2 = 8.06777$
 $df = 2$
 $p = 0.05$ (5 missing observations)

12.4 Independence and self-discipline

New-found independence at university is an important feature of student life to which adaptation must be made. It

needs to be examined in a study of the personal environment as its origin lies in the removal of parental or school control or discipline. Associated with students' capacities for coping with newly-found independence is the concept of self-discipline. Both of these elements of the personal environment were topics included in the surveys.

At both Durham and Loughborough the majority of students, 85.8% and 89.4% respectively, felt they had always been able to cope with independence. Proportions of students who had found it difficult at the start of their university course, but who later adapted were similar at each university. Very few students, 4.7% at Durham and 2.1% at Loughborough, found difficulty coping with independence after a year at university. There was no significant difference in response between the two universities.* Degree results were similarly not significantly different** as were frequencies of reporting transitional problems*** when related to consistency of attitude towards coping with independence.

Self-discipline was an attribute only a little over a half of all students perceived themselves as possessing. This was a trait of both Durham and Loughborough students, with no statistical significance between the two.****

*	$\chi^2 = 1.17967$	df = 2	N.S.	(93)
**	$\chi^2 = 0.75494$	df = 2	N.S.	(94)
***	$\chi^2 = 3.7962$	df = 2	N.S.	(95)
****	$\chi^2 = 0.63214$	df = 1	N.S.	(96)

In interview many students were willing to discuss their perception of new-found independence, which many saw as being a major benefit of being at university. Typical comments were:

"I've got independence, more than anything else, out of being at university."

(Male - Chemistry - 18 yrs - L)

"I've most enjoyed the freedom to do what I want, when I like, which I didn't have at home."

(Male - Maths & Physics - 18 yrs - D)

"What I've most enjoyed is the fact that I can do almost anything I want to do, when I want to do it."

(Male - Engineering Science - 17 yrs - D)

"Being independent, away from home and running your own life, is what I like most. I suppose the novelty will wear off eventually."

(Female - French & German - 19 yrs - D)

"What I've most got out of it (university) is some sort of independence, knowing I probably could, if I wanted to, survive on my own."

(Male - Economics - 18 yrs - D)

Some students did observe how their pre-university experience had not been restrictive. They had been relatively free and independent. These were, however, in a minority, yet the comments were of interest.

"I was prepared at home, always brought up to be independent."

(Male - Chemistry - 18 yrs - D)

"Freedomwise, I get very little more here than I had at home. It is easy to abuse your freedom. You can get away with very little work, but a crunch must come. Some are here just to mess about for a year and then get thrown out. I'm very pleased I came away."

(Male - Geography - 18 yrs - D)

A few students were aware of the need to adapt to independence and to develop the ability to cope with it. Personal development and maturity involved independence, according to some interviewees.

"You come across so many problems you have to solve yourself. You have to become independent and this is a good place for that. It helps bring out your character."

(Male - Classics - 18 yrs - D)

"I like being independent. It's preparing for the future when I have to break the link with home. I'm maturing as a result."

(Male - Chemical Engineering - 18 yrs - L)

Students reporting their perceived lack of self-discipline tended to be those more likely to obtain lower second and inferior degrees. As Table 89 shows, students who did not view themselves as lacking self-discipline obtained more Firsts and Upper Seconds.

TABLE 89

Degree results by belief that self-discipline was lacking

Degree	Agree	Disagree	Totals
1	2 (1.9%)	13 (10.3%)	15 (6.4%)
2i	29 (26.9%)	38 (30.2%)	67 (28.6%)
2ii	49 (45.4%)	56 (44.4%)	105 (44.9%)
3/P/F/W	28 (25.9%)	19 (15.1%)	47 (20.1%)
Totals	108	126	234

$$\chi^2 = 10.068122$$

$$df = 3$$

$$p = 0.05 \quad (8 \text{ missing observations})$$

In a similar way, students with a high score in terms of reporting transitional problems were more likely to have been those who perceived themselves to be lacking self-discipline. This difference was statistically significant and is shown in Table 90.

TABLE 90

PROBSCOR by belief that self-discipline was lacking

PROBSCOR	Agree	Disagree	Totals
Low <4	15 (13.9%)	44 (34.9%)	59 (25.2%)
Med 4-6	34 (31.5%)	43 (34.1%)	77 (32.9%)
High >6	59 (54.6%)	39 (31.0%)	98 (41.9%)
Totals	108	126	234

$$\chi^2 = 18.11035$$

$$df = 2$$

$$p = 0.001 \quad (8 \text{ missing observations})$$

12.5 "Small fish in a big pond"

Most students entering university and coming straight from school leave the security of being senior members of a relatively small but important community, the sixth form or upper part of the school for example. They become junior members of a much larger community on arrival at university. Not only is a transition needed but also an adaptation to a change in status. On the one hand students were once "big fish in a small pond" at school, but at university, on the other, they are small fish in a much bigger pond. This analogy, used by a number of authors in investigations of student life,¹ more than adequately defines an important element of the personal environment.

A student's perception of himself as a small fish in a big pond is a reflection of the adaptation he has made to the new situation at university. Where satisfactory transition has been made any sense of isolation and estrangement would be slight. It would be where a student has failed to make a smooth transition that feelings of not belonging would reinforce any perception of being a small and insignificant fish in a larger, more confusing pond. It was at Loughborough that a greater proportion of students felt it was possible for students to feel this way: it was true that a student could feel like a small fish. As Table 91 shows, it was the Durham student who tended to be more likely to view the university in a positive way, rejecting the concept of his being a small fish.

TABLE 91

Possible to feel like a small fish in a big pond by site

Site	True	False	Tots
Durham	166 (67.5%)	80 (32.5%)	246
Loughborough	140 (78.7%)	38 (21.3%)	178
Totals	306 (72.2%)	118 (27.8%)	424

$\chi^2 = 6.37663$
df = 1
p 0.05 (1 missing observation)

Although there was a significant difference between students at Durham and those at Loughborough where perception of this aspect of the personal environment was concerned, there was

no indication that this attitude had any effect upon the student's life at university. When degree results were compared with belief that it was possible to feel like a small fish, it was found that no significant difference existed between the distributions.*

This was also the case where reporting transitional problems was concerned.**

In the Supplementary Survey a year later students had been given opportunity to adapt to the new environment. This was made evident by fewer students perceiving themselves to have been small fish. At both Durham and Loughborough substantially smaller proportions of students indicated they had ever felt this way than had indicated this attitude a year earlier. (see Table 91, V.II p 57) As Table 92 shows there was no significant difference between the two universities. However, 44% and 58% at Durham and Loughborough respectively claimed they had agreed with the assertion at the start of their first year. This contrasts with the 67% and 78% from each respective university who had indicated this attitude a year earlier.

The implication is that students may feel it is possible to experience a small fish in a big pond syndrome at the start of their course, but this is modified by experience of the university so that after a year it is hard to conceive such an attitude being possessed. Students do not recall their sense of not belonging

* $\chi^2 = 3.489678$ $df = 4$ N.S. (97)

** $\chi^2 = 3.79583$ $df = 2$ N.S. (98)

once they are in their second year, certainly not to the same degree as they had done earlier.

TABLE 92

Constancy of feeling like a small fish in a big pond by site

	Durham	Loughborough	Totals
Always disagreed	74 (50.0%)	34 (36.6%)	108 (44.8%)
Agreed then disagreed	41 (27.7%)	36 (38.7%)	77 (32.0%)
Disagreed then agreed	8 (5.4%)	5 (5.4%)	13 (5.4%)
Always agreed	25 (16.9%)	18 (19.4%)	43 (17.8%)
Totals	148	93	241

$\chi^2 = 4.66229$

df = 3

N. S. (1 missing observation)

The percentage of students with a positive affiliation towards the university in so far as they did not feel it was possible to perceive their being "small fish" in a "big pond", was significantly different in the two surveys. This is shown in Table 93, for Durham students, and Table 94 for those at Loughborough. It may be noted that a few students at both universities still felt like "small fish" after a year as an undergraduate. This suggests assimilation into the university environment may not be total: there may still be a chance that a student feels himself to be unimportant, and not truly belonging to the community.

TABLE 93

Positive and negative attitudes towards the university after a year at Durham

	Main survey	Supplementary survey	Totals
Positive	80 (32.5%)	82 (55.4%)	162 (41.1%)
Negative	166 (64.5%)	66 (44.6%)	232 (58.9%)
Totals	246	148	394

$$x^2 = 19.8982$$

$$df = 1$$

$$p = 0.001$$

TABLE 94

Positive and negative attitudes towards the university after a year at Loughborough

	Main survey	Supplementary survey	Totals
Positive	38 (21.3%)	39 (41.9%)	77 (28.4%)
Negative	140 (78.7%)	54 (58.1%)	194 (71.6%)
Totals	178	93	271

$$x^2 = 12.7811$$

$$df = 1$$

$$p = 0.001 \quad (1 \text{ missing observation})$$

By maintaining this distinction between a student's positive or negative attitude towards the university, then this attitude at the start of his course had no apparent effect upon subsequent degree performance. If students agreed it was possible to feel like a small fish, so exhibited a negative regard for the

university, then they were no less likely to perform well at degree level than those with opposing and more positive views. There was no statistically significant difference in response and degree results.* Students who viewed the university in a negative way were more likely, however, to report transitional problems than those with a positive attitude. This is shown in Table 95.

TABLE 95

PROBSCOR by positive and negative attitudes towards the university

PROBSCOR	Positive	Negative	Totals
Low <4	39 (32.2%)	23 (19.2%)	62 (25.7%)
Med 4-6	40 (33.1%)	40 (33.3%)	80 (33.2%)
High >6	42 (34.7%)	57 (47.5%)	99 (41.1%)
Totals	121	120	241

$\chi^2 = 6.42409$
df = 2
p 0.05 (1 missing observation)

12.6 Glad to be at university

In the context of a university situation the personal environment is encapsulated in the student's satisfaction with being at university. As the personal environment is concerned with dislocation of relationships with members of the family and of old friends, with the discontinuation of family contacts, those students for whom the separation from home is too traumatic will not be glad they are away from home, or be glad to be at university.

* $\chi^2 = 1.3318762$ df = 3 N.S. (99)

Students who indicated they were glad to be at university were either those with relatively weak links with the family or those whose relationships were sufficiently mature to sustain temporary dislocation. This does not necessarily mean that those students who were not glad they were at university were those with strong familial links. It may have been possible for students, disenchanted with the university and for whom expectations had not been fulfilled, who were not glad they were there to possess mature family ties. However, as Table 96 illustrates there was no significant difference between the two universities. This suggests that students at Loughborough were as glad they were at university as their counterparts at Durham, even though their satisfaction with the physical and institutional environments had differed significantly at times.

TABLE 96

Constancy of belief that the student was glad to be at university by site

	Durham	Loughborough	Totals
Always disagreed	6 (4.1%)	5 (5.3%)	11 (4.6%)
Agreed then disagreed	18 (12.2%)	11 (11.7%)	29 (12.0%)
Disagreed then agreed	20 (13.6%)	18 (19.1%)	38 (15.8%)
Always agreed	103 (70.1%)	60 (63.8%)	163 (67.6%)
Totals	147	94	241

$$x^2 = 1.65376$$

$$df = 3$$

N.S. (1 missing observation)

If students had felt dissatisfied with their being at university, having indicated they were not glad to have been at either Durham or Loughborough, then this would have been sufficient, one would believe, to lead to poor degree performance. However, there was no significant relationship between students' being glad to be at university and degree results.* Those students indicating a negative attitude towards the university were more likely to report transitional problems than were those positively oriented. This is shown in Table 97.

TABLE 97

PROBSCOR by constancy of belief that the student was glad to be at university

PROBSCOR	Positive	Negative	Totals
Low <4	56 (29.2%)	6 (12.2%)	62 (25.7%)
Med 4-6	67 (34.9%)	13 (26.5%)	80 (33.2%)
High >6	69 (35.9%)	30 (61.2%)	99 (41.1%)
Totals	192	49	241

$\chi^2 = 11.2963$
 $df = 2$
 $p = 0.01$ (1 missing observation)

It is possible that students believing themselves to be glad they are at university are satisfied with the concept of a university rather than, necessarily, the place itself.

* $\chi^2 = 0.33676$ $df = 2$ N.S (100)

12.7 Problems from the personal environment

Three of the list of twenty problems contained in the Supplementary Survey were concerned with aspects of the personal environment. These were:- separation from home, missing old friends from home or school, and expectations of university not being fulfilled. Only the latter failed to evoke a response that differed between the two universities. Almost three-quarters of the students at Loughborough and marginally more at Durham found expectations had been fulfilled. There was no significant difference between the two universities.*

As Table 98 shows, however, it was the student at Loughborough who was more likely to report separation from home as a problem than the Durham student.

TABLE 98

Students finding separation from home a problem by site

Site	A problem	No problem	Totals
Durham	22 (14.3%)	132 (85.7%)	154
Loughborough	28 (25.5%)	82 (74.5%)	110
Totals	50 (18.9%)	214 (81.1%)	264

$\chi^2 = 5.2642$
 $df = 1$
 $p = 0.05$

In Table 99 it may be seen that Loughborough students were also more likely to report missing old friends from home and school as a problem than those at Durham.

* $\chi^2 = 0.06801$ $df = 1$ N.S. (101)

TABLE 99

Students finding missing old friends from home or school a problem by site

Site	A problem	No problem	Totals
Durham	30 (19.5%)	124 (80.5%)	154
Loughborough	38 (34.5%)	72 (65.5%)	110
Totals	68 (25.8%)	196 (74.2%)	264

$\chi^2 = 7.669597$
 $df = 1$
 $p = 0.01$

Weighting serious problems twice as much as minor problems gave the following scores for transitional problems emanating from the personal environment.

TABLE 100

Scores of transitional problems emanating from the personal environment by site

Problem	Durham	Loughborough	All
Missing friends from home/school	32	41	73
Expectations not fulfilled	42	30	72
Separation from home	23	28	51
Average	32.3	33.0	65.3

The personal environment scored more highly than the physical environment amongst Loughborough students. (See Table 33, V.I. p200) Durham students seemed to regard it as less problematic than both the physical and human environments. (See Table 33, V.I p 200 and Table 52, V.I p 243) In both cases the single institutional

environment problem scored more highly than those arising from the personal environment. (See V.II p17). This suggests that separation from home and the students' earlier relationships, and adapting to new-found independence as well as the other aspects of the personal environment were less problematic to students at Durham and Loughborough than some workers have suggested they might be.

Notes and references:

- 1 Ryle, A. Student Casualties (Pelican, 1969) speaks of the analogy p 22. The phrase was also used as the title of a report by Werts, C. E. and Watley, D. J. A student's dilemma: big fish - little pond or little fish - big pond (Journal of Counselling Psychology, 16(1), 1969) pp 14 - 19

CHAPTER THIRTEEN

THE ACADEMIC ENVIRONMENT

CHAPTER THIRTEEN

THE ACADEMIC ENVIRONMENT

13.1 Introduction

The fifth and final sphere of the university environment is that concerned with the students' academic life. This includes those aspects of university life such as teaching methods, study habits, tutorials, practicals, study facilities, volume and difficulty of work, to name but a few. Some may assert that of the environmental spheres this is the most important as universities are concerned with the transmission of academic skills and knowledge. However, the controversy over the aims and objectives of higher education outlined earlier (see V.I p11) suggests that the academic sphere need not be the major one.

It was not always this aspect of university life that was frequently cited; neither was it seen as problematic by all

students. There was, however, strong indication that the academic environment was seen to be of great importance by many students. For some it was the most important factor in a student's experience.

13.2 Teaching methods

One of the aspects of the academic environment cited by other workers as a possible cause of transitional difficulty has been university teaching methods. Some of the contrasts between the experience of students at university and that at school before entry occur where teaching methods are concerned. Well over half of the respondents at both Durham and Loughborough indicated, however, that they had not found teaching methods new and strange. Although slightly more students, proportionally, at Loughborough than at Durham had perceived teaching methods to differ, there was no significant difference between the two universities.*

It is interesting to note that the majority of students had not experienced great difficulty in this area, as they had not perceived any change in teaching methods. There were comments made during interviews that suggested some students did find the transition from school to university teaching difficult. Most were specifically concerned with lecturing, the main teaching agent at both universities.

"The main problem is taking notes from a lecture. The system of teaching by lecture is a lot less satisfactory than teaching by teacher in a class of thirty. You go at the lecturer's pace rather than the pace of the slowest in the class."

(Male - Biology - 18 yrs - D)

$\chi^2 = 2.89144$ $df = 2$ N.S. (102)

"Certain lecturers aren't all that brilliant, which is a bit disappointing as at school teachers were very good. The lecture system is different in groups of a hundred or something like that. It can be a bit off-putting if the lecturer is not all that good."

(Male - Civil Engineering - 20 yrs - L)

"Lecture theatre methods of teaching are different from school. To be taught from an overhead projector was something different for me."

(Male - Civil Engineering - 20 yrs - L)

"Lectures vary. Some are interesting, others boring, just notes written on an overhead projector; we just copy them down."

(Female - Management Science - 18 yrs - L)

"Standards of lecturing are very poor. Some of their elocution is poor. It's disgusting that they don't have a training course for lecturers."

(Female - General Arts - 19 yrs - D)

"One of the lecturers in Biology doesn't open his mouth and you can't hear a word, so you're having to get books from the library and work out your own notes."

(Male - General Science - 18 yrs - D)

"Apart from the odd exception lectures are good. Only two lecturers bore you stiff. The rest throw in an odd joke."

(Male - Engineering Science - 18 yrs - D)

"The teaching isn't of such a high standard as I expected."

(Male - Economics - 19 yrs - D)

"We've got quite good lecturers."

(Female - Maths & Economics - 18 yrs - D)

These varied comments, some positive and others negative in attitude, reflect the wide range of student opinion. Though teaching methods were, in general, not considered strange and new, there seemed to be no indication that those students for whom

teaching was new were more likely to perform inadequately at degree level. There was no significant difference in performance in final degree examinations and attitude towards teaching methods.* There was also no significant difference in opinion on teaching methods and reporting transitional problems.**

13.3 The volume of academic work

Another aspect of the academic environment that may have differed at university from the students' earlier experience at school was the volume of academic work. Over a quarter of respondents at Loughborough, compared with 18% at Durham, felt they had too much academic work to do. As Table 101 shows, this was a significant difference between the two universities.

TABLE 101

There is too much academic work to do by site

Site	Agree	Undecided	Disagree	Tots
Durham	44 (18.0%)	64 (26.1%)	137 (55.9%)	245
Loughborough	48 (27.0%)	49 (27.5%)	81 (45.5%)	178
Totals	92 (21.7%)	113 (26.7%)	218 (51.5%)	423

$\chi^2 = 6.09089$

df = 2

p 0.05 (2 missing observations)

Students believing the volume of work to be too great were not more likely to perform poorly at degree level than those holding an opposing view. There was no significant difference in

* $\chi^2 = 6.61759$ df = 4 N.S. (103)

** $\chi^2 = 4.266$ df = 4 N.S. (104)

response.* However, these students tended to report more transitional problems, as Table 102 shows.

TABLE 102

PROBSCOR by too much academic work to do

	Low <4	Med 4-6	High >6	Tots
Agree	8 (15.1%)	15 (28.3%)	30 (56.6%)	53
Undecided	16 (26.7%)	18 (30.0%)	26 (43.3%)	60
Disagree	38 (29.7%)	47 (36.7%)	43 (33.6%)	128
Totals	62 (25.7%)	80 (33.2%)	99 (41.1%)	241

$$\chi^2 = 9.10538$$

$$df = 4$$

$$p = 0.10 \quad (1 \text{ missing observation})$$

Some students were almost overwhelmed by the sheer volume of work. A common phrase used in interview was the "piling up" of work. A number of comments are listed to exemplify students' attitudes towards the volume of work.

"There's an awful lot of work. If you slacked off you'd get swamped. At times it's great and there are no problems, then for a fortnight you disappear beneath the piles of paper."

(Male - Civil Engineering - 19 yrs - L)

"The first few weeks of this term I've got down to the routine, down to work. The first term I let work pile up, then got that out of the way. You relax and while you're having a break it all piles up again. I found that heavy going."

(Male - Chemical Engineering - 18 yrs - L)

* $\chi^2 = 6.7648958$ $df = 8$ N.S. (105)

"There is a lot of work to do. If you turn your back on it for one minute it's up over your head, sort of thing."

(Male - Civil Engineering - 18 yrs - L)

"There seems to be quite a lot of work, especially this term. You can get bogged down."

(Male - Civil Engineering - 18 yrs - L)

"I've had an awful lot of work to do this week. I'm having to work till 3 am."

(Male - Engineering Science - 17 yrs - D)

"I find it pretty tough going. There has been a lot of work, but that hasn't stopped me from enjoying it."

(Male - General Arts - 18 yrs - D)

"There was very little work in the first half of term and it is really piling up now."

(Male - Ergonomics - 19 yrs - L)

Not every student saw the volume of work in the same light. Some made specific comment on the paucity of work and how they had expected much more to be required of them. Some even referred to working in excess of that required.

"I do more (work) than I am asked to do because I enjoy it. I'm delighted with the course."

(Male - Auto Engineering - 20 yrs - L)

"Pressure of work isn't high, as high as I expected it to be. One can get away with a lot less, and demands of written work aren't as high, but an underlying theme is repeated, of reaching a required standard by the end of the year, or else. It is expressed in those words."

(Male - Politics & Soc.Admin. - 26 yrs - D)

"There is not really a great volume of work."

(Male - Zoology & Botany - 18 yrs - D)

"I haven't had enough work to do. I never work in the evenings, ever. I could quite happily go home each weekend and still get all the work done. It's a doddle life."

(Male - Economics - 18 yrs - L)

This last student was exceptional in stating so forthrightly his belief that he was under-worked. He eventually graduated with an upper second honours degree with, apparently, relatively little effort. The amount of time spent in private study was not asked of all students, only those interviewed. As the following Table 103 shows, there were interesting differences between the two universities and the sexes when the average length of time spent per week was examined.

TABLE 103

Average number of hours per week spent in private study by sex and university

Durham			Loughborough		
Male	Female	All	Male	Female	All
17.4	16.1	16.5	21.0	15.3	19.3

There are two observations to make about the length of time reported for private study. The first is the fact that males reported a longer average period per week than females. The higher average at Loughborough than at Durham is the second observation. There is the possibility, therefore, that volume of work is related to the subject studied. Pure and applied sciences, with lengthy laboratory practicals that need writing up, have often been cited

as subjects with greater work loads than the arts and social sciences. The students at both universities who reported spending twenty-four hours or more a week in private study were reading engineering or an applied science. Most of these were males. This explains the high incidence of lengthy private study periods amongst males and at Loughborough particularly. It could be argued, however, that the extended period spent by males in private study is a reflection of the restricted social life and lack of female students. Whatever the reason, Loughborough students tended to perceive their work load as being greater than Durham students saw their own.

13.4 The difficulty of academic work

The difficulty of academic work, though related to its volume is not necessarily the same phenomenon. Indeed, when the difficulty of work as perceived by students, was compared between the two universities it was found that no significant difference existed.* Over 85% at both Durham and Loughborough asserted that the work was not too difficult. This suggests that although the volume of work may differ for certain subjects the intellectual rigours do not. Very few students felt academic work was too difficult for them.

A large number of students, twenty, failed to respond to this question. It was this question that seemed to elicit a

* $\chi^2 = 0.00436$ $df = 1$ N.S. (106)

number of varied responses. Students ticked both boxes, ticked the mid-point or failed to respond altogether. These responses were all omitted as they were not comparable. In the Main Survey a year earlier, there had been a significant difference between the two universities, with Loughborough students tending to be more likely to report academic work being harder than they had expected. This is shown in Table 104.

TABLE 104

Academic work is harder than expected by site

Site	Agree	Undecided	Disagree	Tots
Durham	38 (15.4%)	39 (15.9%)	169 (68.7%)	246
Loughborough	35 (19.6%)	41 (22.9%)	103 (57.5%)	179
Totals	73 (17.2%)	80 (18.8%)	272 (64.0%)	425

$\chi^2 = 5.76902$
df = 2
p 0.10

The large number of students entering Loughborough with low or no A-levels (see V.II p109 of this work) may well account for this difference. Although not directly concerned with the difficulty of work, one student at Loughborough commented on the perceived low levels of intellectualism at the university.

"There is very little heavy discussion here. It's not so hot on the intelligentsia, perhaps because it is Loughborough. Basically they are engineers, not the greatest philosophical minds. Some scrape through

into here with ONC. Any fool can get here if they work long enough in engineering. You only need three D's to get into Economics."

(Male - Economics - 18 yrs - L)

Most were less scathing. There seemed to be as many comments made in interview about the difficulty of the work as there were about its relative ease.

"I haven't found the work particularly difficult."

(Female - Economics - 19 yrs - D)

"The work isn't too hard. It's not as difficult as I expected."

(Male - Maths & Physics - 18 yrs - D)

"The work seems quite easy so far."

(Male - Maths & Physics - 18 yrs - D)

"The work's not hard. I expected a lot more to begin with. The first weeks, the work was not as hard as A-level."

(Male - Chemistry - 18 yrs - D)

"It's harder work than I expected."

(Male - Maths & Physics - 18 yrs - D)

"The course is slightly more demanding than I thought it would be."

(Male - History - 19 yrs - D)

"I thought the work would be easier than it is."

(Males - French, Politics & Economics - 20 yrs - L)

"The work's more difficult. I'm not so good at things I thought I was."

(Male - German & Business Administration - 17 yrs - L)

"It's hard work but I suppose it's the same on any course. It's within my capabilities or I wouldn't have got here."

(Male - Mechanical Engineering - 18 yrs - L)

"I don't know what I expected but it was harder than A-level."

(Female - History - 18 yrs - D)

There were some variations in attitude but these did not seem to have any effect upon subsequent degree performance. Whether students felt the work was within their capabilities or not, whether they were experiencing difficulty with the work or not, seemed to be irrelevant when degree results were examined.*

Students believing academic work was difficult were more likely to report transitional problems than those not doing so. This is shown in Table 105.

TABLE 105

PROBSCOR by belief the academic work was difficult

PROBSCOR	Agree	Disagree	Totals
Low <4	2 (7.1%)	55 (28.4%)	57 (25.7%)
Med 4-6	12 (42.9%)	61 (31.4%)	73 (32.9%)
High >6	14 (50.0%)	78 (40.2%)	92 (41.4%)
Totals	28	194	222

$$x^2 = 5.82191$$

$$df = 2$$

$$p = 0.10 \quad (20 \text{ missing observations})$$

It is interesting to note that those students who had stated that the academic work had been harder than expected in the Main Survey

* $x^2 = 1.27862$ $df = 2$ N.S. (107) Academic work difficult (Supp. Survey) $x^2 = 3.64139$ $df = 6$ N.S (108) Work harder than expected (Main Survey)

were not more likely to report transitional difficulties. There was no significant difference in the distribution.* This suggests that students may expect a certain level of difficulty in their work, based no doubt on their experience at A-level or at college. This may be surpassed and the work appear even more difficult than expected. This need not be the cause of a problem if the necessary ability and intellectual skills are possessed to meet the challenge. Students who actually found the work difficult were probably those whose cognitive skills were not sufficiently developed to cope with the academic demands. Therefore these were those most likely to report transitional problems.

13.5 Study habits

A recurring theme, that of balancing time spent between work and social life, is related to the volume and difficulty of academic work. A number of students referred to the difficulties they had experienced in allocating their time when mentioning either the volume or the difficulty of work. There was no significant difference between the two universities, however, when constancy of agreement with the statement that it was difficult to settle into a routine of study was considered.** Similar proportions changed their attitude as their experience of university life proceeded. Approximately a quarter at both Durham and Loughborough agreed that this was difficult and later took an opposing view. About a third at both universities always disagreed that there was any difficulty.

* $\chi^2 = 3.20255$ $df = 4$ N.S. (109)

** $\chi^2 = 2.3752$ $df = 3$ N.S. (110)

Students finding it difficult to settle into a routine of study were not necessarily those performing badly at degree level, suggesting adaptation at a later stage in their course perhaps. There was no significant difference between perceived difficulty in settling into a routine of study and degree results.* This is further reinforced by the fact that students finding a difficulty were those most likely to report transitional problems, as Table 106 shows.

TABLE 106

PROBSCOR by constancy of belief that it was difficult to settle into a routine of study

	Low <4	Med 4-6	High >6	Tots
Always agreed	7 (13.0%)	20 (37.0%)	27 (50.0%)	54
Disagreed then agreed	3 (8.1%)	13 (35.1%)	21 (56.8%)	37
Agreed then disagreed	15 (23.8%)	19 (30.1%)	29 (46.1%)	63
Always disagreed	37 (42.5%)	28 (32.2%)	22 (25.2%)	87
Totals	62 (25.7%)	80 (33.2%)	99 (41.1%)	241

$$x^2 = 26.92259$$

$$df = 6$$

$$p = 0.001 \quad (1 \text{ missing observation})$$

The fact that such a strongly significant difference exists suggests that students agreeing at the start of their university career that they had difficulty settling into a routine of study were sufficiently concerned about it to report it as a problem a year after the event.

* $x^2 = 8.47056$ $df = 6$ N.S. (111)

The dilemma in which most students found themselves when trying to resolve the conflict between work and social life, and the scarce time available for both, was frequently mentioned in interview. This was mentioned by students of both sexes and from both universities.

"So far I've found it difficult to work. It is much more fun going round and seeing people. Last term it was impossible, I hardly did anything at all. It is better this term."

(Male - French - 18 yrs - D)

"The work I've found difficult as I've spent my time socialising."

(Male - General Arts - 19 yrs - D)

"Half the time you have to force yourself to do the work as there would be something else you'd rather do at the time."

(Female - Sociology & Soc.Admin. - 18 yrs - D)

"I didn't really know how well I'd co-ordinate work and social life. In the end you don't go out, but you don't do any work either."

(Male - Engineering Science - 19 yrs - D)

"It's difficult to get into a work pattern. I used to find I was just going out rather than doing the work."

(Male - Zoology & Botany - 18 yrs - D)

"I'm probably managing to arrange work and social life better than last term."

(Female - Sociology - 22 yrs - L)

Many students felt they had not been taught how best to study. Over 70% at Loughborough and 80% at Durham were of this opinion. There was a statistically significant difference between the two universities when the response was considered, but the trend was the same. There was a consensus that one of the shortcomings within the academic environment was the lack of teaching

study habits. As Table 107 shows, a greater proportion of students at Loughborough felt they were given these much needed lessons.

TABLE 107

Students are taught how best to study by site

Site	Agree	Undecided	Disagree	Tots
Durham	14 (5.7%)	31 (12.6%)	201 (81.7%)	246
Loughborough	22 (12.3%)	29 (16.2%)	128 (71.5%)	179
Totals	36 (8.5%)	60 (14.1%)	329 (77.4%)	425

$\chi^2 = 7.67028$
df = 2
p 0.05

When students' response to a similar question that was asked a year later in the Supplementary Survey was examined it was found that an even greater proportion at both universities claimed they felt they had not been taught how to study. As Table 108 shows, over 90% at both Durham and Loughborough had either always felt there had been inadequate teaching of study habits or felt so at the start of their course. Only a very small proportion had changed their opinion. This seems to imply that after a year at university, students' views on the lack of study habit skills being taught become stronger as they regard the university in a more negative light than they had at the start of their career.

TABLE 108

Constancy of belief that students are taught how best to study by site

	Durham	Loughborough	Totals
Always agreed or did so at the start	5 (3.4%)	8 (8.5%)	13 (5.4%)
Always disagreed or did so at start	142 (96.6%)	86 (91.5%)	228 (94.6%)
Totals	147	94	241

$$x^2 = 2.86864$$

$$df = 1$$

$$p = 0.10 \quad (1 \text{ missing observation})$$

The strong feeling that students should have been taught how best to study can be interpreted as students holding this aspect of the university environment in a negative regard. However, there seemed to be no apparent effect upon degree performance. Although a few students commented on the lack of teaching of study skills, most were reticent on this subject. What was evident was the lack of any significant difference in degree results obtained by those who claimed to lack knowledge of study skills and those who did not.* There was also no significant difference between those with negative attitudes and those with positive ones when reporting transitional problems was considered.** It seemed to be a relatively minor point for most students.

"Students don't know how to study. They should be taught by the department."

(Male - Economics - 18 yrs - L)

$$* x^2 = 8.2728086 \quad df = 6 \quad N.S. \quad (112)$$

$$**x^2 = 2.22875 \quad df = 4 \quad N.S. \quad (113)$$

"There's no indication how to work. It's all left up to you."

(Male - Zoology & Botany - 18 yrs - D)

13.6 Academic feedback and guidance

There is a close link between study habits being taught and academic guidance in general. The amount of information or feedback students received about their courses and standards of work were mentioned in interview. In the Main Survey a significant difference was found to exist between the two universities, with half of Loughborough's respondents indicating that they believed there was sufficient information given about work. At Durham less than a third were of this opinion, as Table 109 illustrates.

TABLE 109

Students are given sufficient information about work by site

Site	True	False	Tots
Durham	79 (32.4%)	165 (67.6%)	244
Loughborough	91 (50.8%)	88 (49.2%)	179
Totals	170 (40.2%)	253 (59.8%)	423

$$\chi^2 = 14.6993$$

$$df = 1$$

$$p = 0.001 \quad (2 \text{ missing observations})$$

Comments were made during interview about the lack of guidance and feedback. It was seen to be of greater importance than not being taught study skills. Certainly there was a significant difference in reporting problems amongst those believing insufficient information was given and those with an opposing

view. This is shown in Table 110. There was, on the other hand, no indication that students' attitudes towards the university in this context affected their degree performance.*

TABLE 110

PROBSCOR by belief that students are given sufficient information about work

PROBSCOR	True	False	Totals
Low <4	31 (31.6%)	31 (21.8%)	62 (25.8%)
Med 4-6	34 (34.7%)	45 (31.7%)	79 (32.9%)
High >6	33 (33.7%)	66 (46.5%)	99 (41.3%)
Totals	98	142	240

$$x^2 = 4.62026$$

$$df = 2$$

$$p = 0.10 \quad (2 \text{ missing observations})$$

Students were aware of deficiencies in this area and commented so in interview.

"There is a lack of guidance on the standard of work. You are given an essay and no idea of what standard (is expected)."

(Male - Geography - 18 yrs - D)

"No academic standards are set. We're not told how much we are supposed to achieve."

(Male - German & Business Administration - 17 yrs - L)

"I could have done with a lot more guidance in choosing my minor subject. I would have valued more advice from the beginning, perhaps from other students."

(Female - Social Psychology - 37 yrs - L)

* $x^2 = 1.8256499$ $df = 4$ N.S. (114)

In spite of an apparent lack of guidance in some quarters, students generally agreed that the tutors were willing to help with any academic problems. It was interesting to note that it was at Loughborough where the greater proportion of students were likely to believe this. As Table 111 shows, the difference between the two universities was statistically significant. A number of comments had been made in interview by students from Loughborough about the approachability of academic staff. One member of the Mathematics Department was frequently referred to as an example of a member of staff taking an interest in students and of being most helpful.

TABLE 111

Tutors are willing to help with academic problems by site

Site	Agree	Undecided	Disagree	Tots
Durham	167 (68.2%)	71 (29.0%)	7 (2.9%)	245
Loughborough	137 (77.0%)	35 (19.7%)	6 (3.4%)	178
Totals	304 (71.9%)	106 (25.1%)	13 (3.1%)	423

$$x^2 = 4.77127$$

$$df = 2$$

$$p = 0.10 \quad (2 \text{ missing observations})$$

It is reassuring to observe that those students who felt academic staff had not been particularly helpful were not more likely to perform poorly at degree level.* Those students also tended not to report transitional problems more frequently than their colleagues.**

$$* \quad x^2 = 2.8003269 \quad df = 4 \quad \text{N.S.} \quad (115)$$

$$** \quad x^2 = 0.379691 \quad df = 2 \quad \text{N.S.} \quad (116)$$

13.7 Academic facilities

Satisfaction with academic facilities was variable. At both Durham and Loughborough there was agreement that facilities for lectures and tutorials were satisfactory. At both universities new lecture theatres and teaching accommodation were seen as more than adequate. There was a significant difference between the two, however, with Durham students responding in a more positive way, as Table 112 shows.

TABLE 112

Satisfaction with lecture and tutorial facilities by site

Site	Satisfied	Undecided	Dissatisfied	Tots
Durham	226 (92.6%)	12 (4.9%)	6 (2.5%)	244
Loughborough	148 (83.1%)	16 (9.0%)	14 (7.9%)	178
Totals	374 (88.6%)	28 (6.6%)	20 (4.7%)	422

$$x^2 = 9.96015$$

$$df = 2$$

$$p = 0.01 \quad (3 \text{ missing observations})$$

Library facilities were, in general, considered to be satisfactory. More than three-quarters of the respondents at Durham and two-thirds of those at Loughborough were satisfied with library provision. At Loughborough the new Pilkington Library has recently opened, and a new central library is under construction at Durham. At the time this survey was conducted library provision was viewed as less than adequate by many students at both universities where plans for library expansion were being drafted. This may account for the proportions of students either dissatisfied with, or

undecided about, library facilities as shown in Table 113.

TABLE 113
Satisfaction with library facilities by site

Site	Satisfied	Undecided	Dissatisfied	Tots
Durham	188 (76.6%)	25 (10.2%)	32 (13.1%)	245
Loughborough	119 (66.5%)	21 (11.7%)	39 (21.8%)	179
Totals	307 (72.4%)	46 (10.8%)	71 (16.7%)	424

$\chi^2 = 6.42829$
 $df = 2$
 $p = 0.05$ (1 missing observation)

This difference must reflect the satisfaction with library provision in 1975. At Loughborough there was one, central library while at Durham there were essentially two sections, the Science Site and Palace Green libraries with additional departmental sections. The number of volumes varied greatly too.¹ Even greater variation was found to occur when satisfaction with facilities for private study were examined. As Table 114 shows there was considerably greater dissatisfaction at Loughborough than at Durham.

TABLE 114
Satisfaction with facilities for private study by site

Site	Satisfied	Undecided	Dissatisfied	Tots
Durham	195 (79.3%)	24 (9.8%)	27 (11.0%)	246
Loughborough	105 (59.0%)	25 (14.0%)	48 (27.0%)	178
Totals	300 (70.8%)	49 (11.6%)	75 (17.7%)	424

$\chi^2 = 22.501$
 $df = 2$
 $p = 0.001$ (1 missing observation)

College libraries at Durham provided alternatives to a study-bedroom as a venue for private study. The various libraries throughout the university also meant there were many places for students to work. The provision of private study facilities at Loughborough was less ubiquitous. Apart from the central library and study-bedrooms or communal lounges, there was a paucity of places. A few comments were made to this effect during interview and help explain the distinction between the two universities.

Neither satisfaction with private study facilities nor satisfaction with facilities for lectures and tutorials appeared to be related to degree performance. There was no significant difference between response to the question concerned with private study facilities* and degree results, or between degree results and attitudes towards the provision of tutorial and lecture facilities.** There were, however, significant differences between the various responses and the frequency of reporting transitional problems, as the following tables show.

TABLE 115

PROBSCOR by satisfaction with lecture and tutorial facilities

	Low < 4	Med 4-6	High > 6	Tots
Satisfied	58 (27.6%)	71 (33.8%)	81 (38.6%)	210
Undecided/ dissatisfied	3 (10.4%)	9 (31.0%)	17 (58.6%)	29
Totals	61 (25.5%)	80 (33.5%)	98 (41.0%)	239

$$x^2 = 5.5227$$

$$df = 2$$

$$p = 0.10 \quad (3 \text{ missing observations})$$

$$* x^2 = 1.89881 \quad df = 4 \quad \text{N.S.} \quad (117) \quad ** x^2 = 6.7523 \quad df = 4 \quad \text{N.S.} \quad (118)$$

TABLE 116

PROBSCOR by satisfaction with private study facilities

	Low <4	Med 4-6	High >6	Tots
Satisfied	50 (29.6%)	64 (37.9%)	55 (32.5%)	169
Undecided	4 (16.7%)	5 (20.8%)	15 (62.5%)	24
Dissatisfied	8 (16.3%)	11 (22.4%)	30 (61.2%)	49
Totals	62 (25.6%)	80 (33.1%)	100 (41.3%)	242

$\chi^2 = 17.83022$
 $df = 4$
 $p = 0.01$

Dissatisfaction with either of these aspects of the academic environment seemed to encourage greater reporting of transitional problems. Students dissatisfied with library facilities, on the other hand, were not more likely to report such difficulties.* They were, however, more likely to obtain a good honours degree, as Table 117 shows.

TABLE 117

Degree results by satisfaction with library facilities

	Satisfied	Undecided	Dissatisfied	Totals
1/2i	92 (30.0%)	13 (28.3%)	24 (33.8%)	129 (30.4%)
2ii	122 (39.7%)	16 (34.8%)	38 (53.5%)	176 (41.5%)
3/P	62 (20.2%)	13 (28.3%)	5 (7.0%)	80 (18.9%)
F/W	31 (10.1%)	4 (8.7%)	4 (5.6%)	39 (9.2%)
Tots	307	46	71	424

$\chi^2 = 12.919096$
 $df = 6$
 $p = 0.05$ (1 missing observation)

* $\chi^2 = 0.76836$ $df = 4$ N.S. (119)

This suggests that it was the students most interested in academic work, those who were to eventually graduate with good honours degrees, who felt the inadequacy of library provision most keenly.

13.8 Course work and examinations

Two other aspects of the academic environment were investigated: the importance and emphasis placed upon examination results and the relevance of aspects of the course. The problem of relevance is two-fold. On the one hand there is the opinion that a course with a narrow scope, in which every item is directly relevant to the overall theme, is undesirable. On the other hand there is the opinion that any diversion from the major content of a course is unsatisfactory. When asked whether their courses were relevant some students wrote "relevant to what?" or a similar comment in the margin of the questionnaire. It is, therefore, difficult to ascertain whether a student's agreement with the statement that the course contains much that is irrelevant is a positive or negative statement. The wording of the original question that "much" of the course is irrelevant supposes that a certain proportion of other material would be included. It also implies that too much time may be spent on the apparently irrelevant. As Table 118 shows, similar proportions disagreed, but there was a tendency for Loughborough students to agree more frequently than those at Durham.

Whether the course was seen as relevant or not appeared to have little effect upon degree results.* This was not the case when

* $\chi^2 = 5.46781$ $df = 4$ N.S. (120)

reporting transitional problems. Students concerned about their courses appearing to contain much that was irrelevant were more likely to report transitional problems than those with an opposing view. There seemed to be relatively little variation amongst those who did not feel their courses contained much that was irrelevant. This is shown in Table 119.

TABLE 118

Much of the course is irrelevant by site

Site	Agree	Undecided	Disagree	Tots
Durham	19 (7.8%)	82 (33.5%)	144 (58.8%)	245
Loughborough	25 (14.0%)	45 (25.3%)	108 (60.7%)	178
Totals	44 (10.4%)	127 (30.0%)	252 (59.6%)	423

$x^2 = 6.28597$
 $df = 2$
 $p = 0.05$ (2 missing observations)

TABLE 119

PROBSCOR by much of the course is irrelevant

	Low <4	Med 4-6	High >6	Tots
Agree	3 (11.5%)	3 (11.5%)	20 (77.0%)	26
Undecided	18 (23.7%)	24 (31.6%)	34 (44.7%)	76
Disagree	41 (29.7%)	51 (37.0%)	46 (33.3%)	138
Totals	62 (25.8%)	78 (32.5%)	100 (41.7%)	240

$x^2 = 17.60194$
 $df = 4$
 $p = 0.01$ (2 missing observations)

Examination results were seen by students at both Durham and Loughborough in a similar light. The importance placed upon them seemed to be perceived to very similar degrees by members of both universities. There was also a virtual dichotomy with approximately half of the respondents agreeing that examination results were given too much emphasis. There was no significant difference in the distribution of this response.*

Students were likely to be worried about failing examinations as this is a common trait amongst university students. Perhaps it is this fear that makes students appear to be on the defensive and so believe examination results are given too much emphasis and importance. It was not surprising, therefore, to find that this attitude did not indicate potentially poor degree performance** but did relate significantly to frequency with which transitional problems were reported, as Table 120 shows.

TABLE 120

PROBSCOR by too much importance placed upon examination results

	Low <4	Med 4-6	High >6	Tots
Agree	23 (19.7%)	34 (29.1%)	60 (51.3%)	117
Disagree	37 (32.7%)	42 (37.2%)	34 (30.1%)	113
Totals	60 (26.1%)	76 (33.0%)	94 (40.9%)	230

$$x^2 = 11.23409$$

$$df = 2$$

$$p = 0.01 \quad (12 \text{ missing observations})$$

$$* x^2 = 0.74907 \quad df = 1 \quad \text{N.S.} \quad (121)$$

$$** x^2 = 3.98862 \quad df = 2 \quad \text{N.S.} \quad (122)$$

13.9 Satisfaction with academic performance

During their second year students were asked, in the Supplementary Survey, to indicate their satisfaction with their academic performance. This was, therefore, after first year examination results, where appropriate, had been published. There was a slightly significant difference in response between the two universities. Loughborough students were more likely to have been satisfied with their performance at the end of the first year than those at Durham. This is shown in Table 121.

TABLE 121

Satisfaction with academic performance at the end of the first year by site

Site	Satisfied	Undecided	Dissatisfied	Tots
Durham	71 (48.0%)	47 (31.8%)	30 (20.3%)	148
Loughborough	59 (62.8%)	19 (20.2%)	16 (17.0%)	94
Totals	130 (53.7%)	66 (27.3%)	46 (19.0%)	242

$\chi^2 = 5.47012$
 $df = 2$
 $p = 0.10$

It is probable that students who became dissatisfied with their academic performance at the end of their first year were not aware of any greater problem or difficulty in the transitional period. There was no apparent difference in frequency of reporting transitional problems by those who were later dissatisfied with their academic performance.* However, dissatisfaction in the second year was

* $\chi^2 = 6.04429$ $df = 4$ N.S. (123)

very strongly related with subsequent degree performance. This suggests that the initial year at university is of great importance and that successful completion of the first year, associated with a student's sense of self-satisfaction with his performance, is paramount in performing well in Finals. This is shown in Table 122.

TABLE 122

Degree results by satisfaction with academic performance at the end of the first year

	Satisfied	Undecided	Dissatisfied	Totals
1/2i	61 (46.9%)	14 (21.2%)	8 (17.4%)	83 (34.3%)
2ii	56 (43.1%)	37 (56.1%)	18 (39.1%)	111 (45.9%)
3/P/F/W	13 (10.0%)	15 (22.7%)	20 (43.5%)	48 (19.8%)
Totals	130	66	46	242

$\chi^2 = 34.92358$
df = 4
p 0.001

13.10 Problems from the academic environment

Eight problems amongst the twenty listed in the Supplementary Survey were associated with aspects of the academic environment. These were:- having no interest in academic work, being unable to balance work and social life, superficiality of the course, there being too few tutorials and seminars, poor lectures, worry about failing examinations, boredom, and language difficulties. The latter was a specific reference to the large numbers of students from the Commonwealth and Third World countries studying engineering at Loughborough. Some of these students who had been interviewed had expressed the view that language was a problem, if not for them,

then for a compatriot.

Only three of the eight problems evoked responses that differed significantly between students at Durham and Loughborough. Students at Loughborough were more likely to report lectures as being poor than were their counterparts at Durham. This is illustrated in Table 123.

TABLE 123

Students finding poor lectures a problem by site

Site	A problem	No problem	Totals
Durham	64 (41.6%)	90 (58.4%)	154
Loughborough	59 (53.6%)	51 (46.4%)	110
Totals	123 (46.6%)	141 (53.4%)	264

$$\begin{aligned}x^2 &= 3.81048 \\df &= 1 \\p &= 0.10\end{aligned}$$

The belief that the course was too superficial was seen as a problem by a smaller proportion at both Durham and Loughborough. It was students at the latter who saw this as a greater problem. This is shown in Table 124.

The most significant difference between Durham and Loughborough students was obtained by their response to the problem posed by language difficulties. Very few students indicated they experienced this difficulty, though most of these were at Loughborough. The importance and significance of over-seas students

is discussed in the following chapter, but at present it is noticeable that more students at Loughborough had experienced some difficulty as a consequence of language, as Table 125 shows.

TABLE 124

Students finding superficiality of the course a problem by site

Site	A problem	No problem	Totals
Durham	26 (16.9%)	128 (83.1%)	154
Loughborough	30 (27.3%)	80 (72.7%)	110
Totals	56 (21.2%)	208 (78.8%)	264

$$x^2 = 4.18723$$

$$df = 1$$

$$p = 0.05$$

TABLE 125

Students finding language difficulties a problem by site

Site	A problem	No problem	Totals
Durham	1 (0.6%)	153 (99.4%)	154
Loughborough	8 (7.3%)	102 (92.7%)	110
Totals	9 (3.4%)	255 (96.6%)	264

$$x^2 = 8.319063$$

$$df = 1$$

$$p = 0.01$$

Students at Durham were not more likely to find lack of interest in academic work a problem than those at Loughborough as there was no significant difference between the two.*

* $x^2 = 0.14292$ $df = 1$ N.S. (124)

There was no significant difference between the two universities when the perceived lack of tutorials or seminars was considered.* Less than 20% at both Durham and Loughborough indicated this had been a problem. Balancing social life and work was similarly not considered more of a problem by those at Durham than those at Loughborough.** However, 54% of the respondents at Loughborough and 62% at Durham indicated it had been a problem. There was also no significant difference between the two universities when the problem of worry about failing examinations was concerned.*** This was reported by 49% of Durham students and 58% of those at Loughborough. The final problem emanating from the academic environment that failed to differentiate between the two universities was boredom. However, it may be considered alarming that 21% of Durham and 30% of Loughborough students reported having experienced boredom as a problem in the transitional period.****

When problems that had been reported as serious were given double weighting the scores obtained for each problem that arose from the academic environment were those listed in Table 126.

*	$\chi^2 = 0.524035$	df = 1	N.S.	(125)
**	$\chi^2 = 1.61172$	df = 1	N.S.	(126)
***	$\chi^2 = 2.03278$	df = 1	N.S.	(127)
****x	$\chi^2 = 2.51429$	df = 1	N.S.	(128)

TABLE 126

Scores of transitional problems emanating from the academic environment by site

Problem	Durham	Loughborough	All
Balancing work and social life	110	68	178
Worry about failing exams.	89	73	162
Poor lectures	67	61	128
No interest in academic work	71	51	122
Boredom	36	34	70
Superficiality of course	26	34	60
Too few tutorials and seminars	33	17	50
Language difficulties	1	11	12
Average	54.1	43.6	97.8

The average scores may be compared with those obtained for each of the four environmental spheres already calculated. As Table 127 shows there was variation in score.

TABLE 127

Average transitional problem scores according to environmental spheres by site

	Durham	Rank	Lough- borough	Rank	All	Rank
Physical	33.75	4	23.5	5	57.25	5
Human	41.5	3	45.75	1	87.25	3
Institutional	53.0	2	44.0	2	97.0	2
Personal	32.3	5	33.0	4	65.3	4
Academic	54.1	1	43.6	3	97.75	1

At Durham the highest average score was obtained by the academic environment. This suggests that students there were more concerned about aspects of their work than with the social organisation or institutional environment. The human environment, making new friends and forming relationships with academic and domestic staff were seen as sources of the next most frequently cited problems. The physical and personal environments were seen as even less serious. At Loughborough there was a higher average score for problems arising from the human environment and also for the institutional environment above that from the academic environment. The initial assumption is that Loughborough students were more concerned about human relationships and social facilities than the academic side of university life.

This apparently conflicting response to different aspects of the university environment may suggest that attributes of one environmental sphere are more dominant than the others at one university. It may be that had different measures or indicators been used, that is other problems rather than the twenty listed, the results would have been different. Of the twenty problems students were able to indicate which had been serious or at least minor difficulties, those at Loughborough indicated that they had experienced difficulties in some areas in which Durham students had failed to do so.

13.11 Sources of help in the solution of a problem emanating from the academic environment

When students were asked to indicate how they would attempt

to resolve a problem concerned with their academic work there were some interesting variations between the universities. At Durham there was a greater selection of potential helpers while at Loughborough only five possible solutions were mentioned. The various sources of help are listed in Table 128.

TABLE 128

Sources of help in the solution of an academic problem by site

	Source	N	%		Source	N	%
1	Acad. staff	64	44.8	1	Fellow student	30	32.3
2	Fellow student	28	19.6	2	Tutor	27	29.0
3	Tutor	27	18.9	3	Acad. staff	25	26.9
4	Self	13	9.1	4	Self	10	10.8
5	Parents	5	3.5	5	B-G friend	1	1.1
6	B-G friend	3	2.1				
DURHAM				LOUGHBOROUGH			

It is interesting to note that although Loughborough students had indicated a stronger sense of academic staff being approachable and willing to sort out academic problems (see Table 111, V. II p85) it was at Durham that almost half of the students indicated their primary source of help would be a member of academic staff. Consultation with fellow students and consultation with the student's moral tutor were also amongst the three leading sources of help at both universities. Similar proportions of students were prepared to sort the problem through themselves.

Notes and references:

1 Statistics of Education Vol. 6 (UGC:HMSO, 1974) Table 40

shows Durham to have had 491,000 bound volumes while Loughborough had 180,000. Also Durham had places for 1,002 readers while Loughborough could only accommodate 233 during the session 1973-74.

CHAPTER FOURTEEN

STUDENT CHARACTERISTICS

CHAPTER FOURTEEN

STUDENT CHARACTERISTICS

14.1 Introduction

The premise upon which this study has been based is that the university environment, sub-divided into five spheres for ease of analysis, has an effect upon transition and adaptation. This did not preclude the possibility that factors such as a student's home background or scholastic history could have some effect. It was essentially in order that the environment and its potency could be assessed and then contrasted with the influence of student inputs that the specially-compiled survey instrument elicited information about student background. Questions were asked of the students' school background, academic qualifications, age, home area and career aspirations. Each of these had been mentioned in other studies as possible determinants of university performance.

There was some evidence to suggest that the student population at Loughborough would differ markedly from that at Durham. This would have been mainly as a consequence of the variation in courses offered. It was imperative, therefore, that the degree of difference between the two universities be assessed. Although the potency of student inputs in affecting transition was not the objective of the study the "nature versus nurture" controversy¹ requires that these factors be considered. It was important that they be examined as they would directly influence the human environment at each institution.

These other variables that were examined, each related to students inputs or characteristics rather than the influence of the environment, will be examined separately. Each will be investigated under the following headings:- academic background, school experience, family links, home background, career aspirations and age.

14.2 Academic background

Significant differences were found to occur between students at Durham and Loughborough when an examination was made of educational establishments at which university entrance qualifications had been obtained. Apart from those students coming from Grammar schools, proportions of which were similar at both universities, there was a marked variation when other types of educational establishment were studied.

At the time the surveys were conducted Direct Grant

schools were still part of the educational scene and as they provided universities with candidates for entry they were classified separately. Since educational reform has abolished the Direct Grant school as such this response has been grouped with that indicating an education obtained in the independent sector as many former Direct Grant schools have gone independent.

The rise in number of comprehensive schools and decline in the number of Secondary Modern schools has led to the amalgamation of these two categories to ensure reliable and valid results. Thus the comprehensive and secondary modern schools are both non-selective and so are compatible. The fact that Grammar schools are still in existence and provide a large number of universities with their undergraduates suggested a separate category was required for pupils from selective secondary schools.

It may be arguable that an amalgamation of Sixth Form and Technical colleges into one category is unsatisfactory. However, as these two establishments tend to be run along university lines, with much independent study and freedom, this justifies the pairing. As Table 129 shows both Durham and Loughborough admitted students with greatly differing school backgrounds.

The presence of students educated abroad, though few in number, reflects the higher percentage of students from overseas at Loughborough. With developing world countries needing technicians and applied scientists more than philosophers and sociologists, it is at the technological university that students from abroad are more

numerous. Their over-representation at Loughborough is a manifestation of that university offering more vocationally oriented courses. Engineering and Technology was the single group of subjects of study that accepted the most overseas students according to the UCCA,² more than two and a half thousand in number. Associated with this difference between Durham and Loughborough is the fact that a number of students at the latter are sponsored by industry and enter university with technical qualifications. These qualifications have generally been obtained at Technical College rather than school, hence a greater proportion of Loughborough students have a Technical College background.

TABLE 12.9

Type of educational establishment at which university entrance was obtained by site

	Durham	Loughborough	Totals
Grammar	88 (36.5%)	54 (31.4%)	142 (34.4%)
Independent/ Direct Grant	99 (41.1%)	22 (12.8%)	121 (29.3%)
Comprehensive/ Secondary Modern	36 (14.9%)	49 (28.5%)	85 (20.6%)
Sixth Form and Technical Colleges	14 (5.8%)	39 (22.7%)	53 (12.8%)
Abroad	4 (1.7%)	8 (4.7%)	12 (2.9%)
Totals	241	172	413

$$\chi^2 = 62.389$$

$$df = 4$$

$$p = 0.001 \quad (12 \text{ missing observations})$$

Two categories also showed marked differences between the

two universities. Students with an independent educational background and those emanating from the maintained system of comprehensive or secondary modern establishments were the two classes. Clearly a greater proportion of students from the independent sector were at Durham, with more from the maintained sector at Loughborough. This may be a result of differential career aspirations. Perhaps it is the public schools which have been the traditional suppliers of executive and managerial staff rather than of technologists, so a greater proportion from the independent sector would enter Durham where a degree of almost any discipline may be studied. The more restrictive technological or applied science degree course offered at Loughborough would attract fewer students from the independent schools, therefore.

There were some interesting differences when the sex of students was also taken into consideration. As Tables 130 and 131 show there were more female students, proportionately, than males coming from Grammar schools. This was true of both Durham and Loughborough. Similar proportions of male students came from Grammar schools. Almost half of the male students at Durham originated in the Independent or Direct Grant schools. This could reflect the relatively fewer independent schools for girls, hence the dearth of girls from this sector is compensated for by those from Grammar schools.

The few students from abroad were omitted from analysis as results would have been unreliable with two cells having expected frequencies less than five. The interesting difference between the two universities was that at Durham there was a sig-

nificant difference between the sexes when type of school was studied (Table 130) while there was no significant difference at Loughborough (Table 131).

TABLE 130

Sex differences in type of educational establishment at which university entrance was obtained (Durham)

	Male	Female	Totals
Grammar	43 (29.7%)	45 (48.9%)	88 (37.1%)
Independent/ Direct Grant	69 (47.6%)	30 (32.6%)	99 (41.8%)
Comprehensive/ Secondary Modern	22 (15.2%)	14 (15.2%)	36 (15.2%)
Sixth Form and Technical Colleges	11 (7.6%)	3 (3.3%)	14 (5.9%)
Totals	145	92	237

$$x^2 = 10.42746$$

$$df = 3$$

$$p = 0.05 \quad (9 \text{ missing observations})$$

TABLE 131

Sex differences in type of educational establishment at which university entrance was obtained (Loughborough)

	Male	Female	Totals
Grammar	30 (27.3%)	24 (44.4%)	54 (32.9%)
Independent/ Direct Grant	15 (13.6%)	7 (13.0%)	22 (13.4%)
Comprehensive/ Secondary Modern	38 (34.5%)	11 (20.4%)	49 (29.9%)
Sixth Form and Technical Colleges	27 (24.5%)	12 (22.2%)	39 (23.8%)
Totals	110	54	164

$$x^2 = 5.77379$$

$$df = 3$$

$$N.S. \quad (15 \text{ missing observations})$$

One could argue that differential school background is a result of variation in subject base at the two universities. Evidence from this survey did not support this assertion. A comparison of students from both universities following courses in engineering, or those studying for a degree in the pure and applied sciences, still showed significant variations in the type of school attended. Had this distribution been comparable one could have accepted the idea that students following certain types of degree courses originate from specific types of educational establishment. As Table 132 shows it is difficult to accept such an assertion when students on comparable courses show such a significant variation in school background.

TABLE 132

Type of educational establishment at which university entrance obtained for students on engineering and applied science courses by site

	Durham	Loughborough	Totals
Grammar	41 (43.2%)	17 (30.4%)	58 (38.4%)
Independent/ Direct Grant	31 (32.6%)	7 (12.5%)	38 (25.2%)
Comprehensive/ Secondary Modern	16 (16.8%)	16 (28.6%)	32 (21.2%)
Sixth Form and Technical Colleges	7 (7.4%)	16 (28.6%)	23 (15.2%)
Totals	95	56	151

$\chi^2 = 19.86282$
 $df = 3$
 $p = 0.001$

This is not the place to discuss the importance of these findings. Whether this variation in school background, even for

students studying similar vocationally orientated subjects, suggests so-called "élitism" is irrelevant in the context of this research. What is of importance is the fact that the student population at each university, which forms a part of that university's human environment, was significantly different.

Transitional difficulties may be greater for a student from the independent sector at Loughborough, where he could be part of a minority. The same could be true of a student from a secondary modern school at Durham. This view was expressed in interview by only one student, and even then was a reference to a specific college at Durham rather than the whole university.

"I'm not sure I am in the best college. There are not so many people of my type there from public school."

(Male - General Arts - 18 yrs - D)

A further feature of students' academic background that differed significantly between the two universities was the level of entrance qualifications possessed. The great difference that existed between Durham and Loughborough students' A-level subjects needs little explanation. At a technological university, where courses in engineering and applied science predominate, one would expect to find a large proportion of science subjects having been offered at A-level. Course requirements alone would account for this. At Durham, where applied science and engineering courses formed a smaller proportion of those offered to students there was no over-representation of science A-levels. Indeed there were

considerably more arts and social science subjects possessed at A-level at Durham. What was of greater importance was the variation in grades that had been obtained at A-level.

Of Durham's 246 respondents 95% (234) possessed at least two A-level passes. At Loughborough the proportion was lower, 78% with 153 students. Overall the average number of A-level passes per student at Durham was 3.1, with an average of 2.9 at Loughborough. This was a less marked distinction than one would expect but only included students with A-levels, students not possessing A-levels were excluded. A greater distinction between Durham and Loughborough was found when the number of grade A and B passes was examined. Well over 60% of all A-levels obtained by Durham students were either at grade A or B. At Loughborough the equivalent proportion was 37%. This is shown in Table 133.

TABLE 133

A level grades by sex and university

	Durham						Loughborough					
	Male		Female		All		Male		Female		All	
	n	%	n	%	n	%	n	%	n	%	n	%
A	118	26.3	106	39.1	224	31.1	33	11.3	24	15.4	57	12.7
B	168	37.4	90	33.2	258	35.8	72	24.7	41	26.3	113	25.2
C	74	16.5	35	12.9	109	15.1	72	24.7	40	25.6	112	25.0
D	61	13.6	24	8.9	85	11.8	68	23.3	26	16.7	94	21.0
E	28	6.2	16	5.9	44	6.1	47	16.1	25	16.0	72	16.1
	449		271		720		292		156		448	

The distribution of A-level grades amongst all students at Durham differed significantly from that among all Loughborough students.* There was a significant difference between the sexes at Durham** though not at Loughborough.*** This throws some doubt on the commonly held belief that females obtain better A level grades than males.³ There was no evidence to support this at Loughborough though there had been at Durham. It can be clearly seen how superior the A-level grades possessed by female students at Durham were over their male colleagues.

At Loughborough there were nineteen students (9.7%) who possessed qualifications other than A-levels. At Durham there were only eight students (3.2%) in this category. The other qualifications possessed were Scottish Highers, ONC and foreign qualifications such as the Baccalaureate.

The usual means of representing A-level qualifications is to use a point system, Grade A = 5, Grade B = 4 and so on.⁴ The totals for each student were compared and this, like the preceding measure, showed clearly the superior qualifications possessed by Durham students. Twenty-two students, all from Durham, attained the maximum score of fifteen points, the equivalent of three Grade A's. Total scores were divided into quartiles and, as Table 134 shows the proportions in each category differed significantly.

*	$\chi^2 = 105.4738$	df = 4	p 0.001	(All calculated from data contained in Table 133, V. II p110)
**	$\chi^2 = 14.439$	df = 4	p 0.01	
***	$\chi^2 = 3.625$	df = 4	N.S.	

TABLE 134
A level scores by site

Score	Durham	Loughborough	All
15	22	0	22
14	32	5	37
13	26	12	38
12	35	10	45
11	36	15	51
10	20	13	33
9	17	22	39
8	14	13	27
7	18	25	43
6	8	15	23
5	5	11	16
4	1	9	10
3	0	3	3

$\chi^2 = 58.682$
 $df = 3$
 $p = 0.001$

Differences between Durham and Loughborough students' academic background were concerned with either the type of educational establishment attended prior to university admission or entrance qualifications. Although no clear reason for the apparent variation in school background could be ascertained there seemed to be little to justify such selection when degree results were compared with type of school. As Table 135 shows there were significant differences, but ones that did not prove conclusively, that certain types of school provided better students. Students from Grammar schools obtained considerably more Firsts while independent school and sixth form and technical college

students obtained fewer Firsts than expected. The greater proportion of failures and terminators came from the sixth form and technical college backgrounds.

TABLE 135

Degree results by educational establishment at which university entrance was obtained

	1/2i	2ii	3/P	F/W	Tots
Grammar	57 (40.1%)	56 (39.4%)	20 (14.1%)	9 (6.3%)	142
Ind./Dir. Grant	31 (25.6%)	54 (44.6%)	27 (22.3%)	9 (7.4%)	121
Comp./Sec. Mod.	28 (32.9%)	38 (44.7%)	13 (15.3%)	6 (7.1%)	85
VI Form & Tech. Colleges	13 (24.5%)	24 (45.3%)	7 (13.2%)	9 (17.0%)	53
Totals	129 (32.2%)	172 (42.9%)	67 (16.7%)	33 (8.2%)	401

$$x^2 = 26.515767$$

$$df = 9$$

$$p = 0.01 \quad (24 \text{ missing observations})$$

At Loughborough, where there had been no significant difference in type of educational establishment attended, there was no significant distinction between this and degree results.* When Durham students were examined separately a significant difference was noted. As Table 136 shows, students from the independent sector were less likely to obtain a First or Upper Second and were more likely to receive a General degree or a third class honours degree, or even to fail or withdraw. Grammar school pupils obtained considerably more good degrees. Students from comprehensive and secondary modern schools, though not likely to obtain a good honours degree, were certainly not likely to terminate, fail or receive a low class of degree.

* $x^2 = 1.06797 \quad df = 6 \quad N.S. \quad (129)$

TABLE 136

Degree results by educational establishment at which university entrance obtained by Durham students

	1/2i	2ii	3/P/F/W	Tots
Grammar	41 (46.6%)	32 (36.4%)	15 (17.0%)	88
Independent/ Direct Grant	26 (26.3%)	41 (41.4%)	32 (32.3%)	99
Comprehensive/ Secondary Modern	14 (38.9%)	17 (47.2%)	5 (13.9%)	36
Sixth Form and Technical Colleges	4 (28.6%)	6 (42.9%)	4 (28.6%)	14
Totals	85 (35.9%)	96 (40.5%)	56 (23.6%)	237

$$x^2 = 11.37868$$

$$df = 6$$

$$p = 0.10 \quad (15 \text{ missing observations})$$

When students following courses leading to degrees in either engineering or applied science were examined separately, it was found that no significant difference existed between type of school and class of degree.* There seems to be no strong evidence, therefore, to suggest that students from the independent sector perform more satisfactorily than those from the maintained system. Indeed, there is some evidence to suggest that the opposite is true. It appears that there is little to justify over-representation of students from independent schools on academic grounds.

Students from any one type of educational establishment prior to university admission were not more likely to report experiencing transitional problems more than any other.**

$$* \quad x^2 = 5.65345 \quad df = 6 \quad \text{N.S.} \quad (130)$$

$$** \quad x^2 = 1.74647 \quad df = 6 \quad \text{N.S.} \quad (131)$$

One observation that tended to contradict many research findings was the strong relationship that appeared to exist between A-level scores and degree results. As Table 137 shows, although students with high scores, in excess of 12 points, accounted for only 25% of students with A-levels (see Table 134, V. II, p112) they obtained 72% of the Firsts. Approximately half of those with a Third, pass degree, or who failed or terminated had less than eight points.

TABLE 137

Degree results by A-level scores for all students

	>12	11-12	8-10	<8	Totals
1	16 (16.5%)	3 (3.1%)	2 (2.0%)	1 (1.1%)	22 (5.7%)
2i	43 (44.3%)	29 (30.2%)	19 (19.2%)	11 (11.6%)	102 (26.4%)
2ii	28 (28.9%)	50 (52.1%)	54 (54.5%)	36 (37.9%)	168 (43.4%)
3/P	5 (5.2%)	8 (8.3%)	19 (19.2%)	32 (33.7%)	64 (16.5%)
F/W	5 (5.2%)	6 (6.3%)	5 (5.1%)	15 (15.8%)	31 (8.0%)
Tots	97	96	99	95	387

$\chi^2 = 97 \cdot 288052$
 $df = 12$
 $p = 0.001$

The table also shows that ten students with high A-level scores failed to obtain a good degree, and of these five terminated their studies or failed their examinations. There were also twelve students with very low A-level scores who obtained either a First or an Upper Second. A greater proportion of potential good graduates would have been excluded than potentially under-achieving students

had A-level scores been used as major selection tools. Though a strong relationship does appear to exist it cannot account for all the variance. It is interesting to note that possession of A-levels was more likely to lead to degree success than having any other qualification, or none at all. As some students had given no indication of what other qualification they possessed, all were grouped together as "non-A-level students". Thus those with no qualification, or with ONG, a foreign qualification or Scottish Highers were compared with A-level holders. Those students who had failed to indicate their A-level grades were excluded from this analysis.

TABLE 138

Degree results by those with or without A-levels

	1/2i	2ii	3/P/F/W	Tots
A-level holders	124 (32.0%)	168 (43.4%)	95 (24.6%)	387
Non-A-level students	4 (16.0%)	8 (32.0%)	13 (52.0%)	25
Totals	128 (31.1%)	176 (42.7%)	108 (26.2%)	412

$$x^2 = 9.3006$$

$$df = 2$$

$$p = 0.01 \quad (13 \text{ missing observations})$$

As the table shows, while only a quarter of students possessing A-levels failed to obtain a lower second class degree or higher, more than half of those lacking A-levels were in this same category.

14.3 School experience

An obvious difference between students at Durham and

Loughborough was the date students left school. Although similar proportions entered each university having left school the previous summer, marked differences were found to occur with older students. As Table 139 shows, a larger proportion of students at Durham had taken a "year off", with a leaving date during the academic year 1974 to 1975. Students who had left school before 1973, being admitted as mature students, tended to be at Loughborough rather than Durham.

TABLE 139

Date left school by site

Site	July 1975	1974-75	1973 or before	Tots
Durham	159 (65.2%)	72 (29.5%)	13 (5.3%)	244
Loughborough	113 (63.1%)	31 (17.3%)	35 (19.5%)	179
Totals	272 (64.3%)	103 (24.3%)	48 (11.3%)	423

$$\chi^2 = 24.826$$

$$df = 2$$

$$p = 0.001 \quad (2 \text{ missing observations})$$

The relative unimportance of this information concerning the date a student left school is seen when degree performance is compared with it. The date a student left school was not significantly related to subsequent degree results.* Mature students were no less likely to obtain good honours degrees. Students having taken a year off had similar results. The student coming straight from school was slightly more likely to receive a First or

* $\chi^2 = 10.585964$ $df = 6$ N.S. (132)

Upper Second, but these differences were not statistically significant. There was also no significant difference between each of these three groups when the number of transitional problems reported was taken into consideration.* Difficulties that may be encountered in getting back to the routine of studying after a number of years had passed were not mentioned in interview by any of the few mature students or by any of those having taken a year off. There was no indication that this deferment of entry caused adaptation to be made less easily.

The sex composition of the school from which a student had come showed distinct variation. This was not unexpected as the differences in type of school suggested this would occur. With most independent schools being of a single-sex character it was not surprising to find more students at Loughborough, where fewer came from independent schools, had attended mixed schools than their contemporaries at Durham. This very significant difference is shown in Table 140.

TABLE 140

Sex composition of school by site

Site	Single-sex	Mixed	Tots
Durham	148 (60.2%)	98 (39.8%)	246
Loughborough	77 (43.0%)	102 (57.0%)	179
Totals	225 (52.9%)	200 (47.1%)	425

$x^2 = 12.275$
 $df = 1$
 $p = 0.001$

* $x^2 = 6.9765$ $df = 4$ N.S. (133)

On the evidence here presented it may be argued that students at Loughborough have experienced more mixed community life than those at Durham. This was further re-inforced when the status of former pupils was considered. Status is the general term used to describe whether a student had been a day-pupil or boarder while at school. With most independent schools being residential it was the males at Durham who were, proportionately, more likely to have been boarders than day pupils. There was, therefore, a significant difference between the two universities when school status was examined, as Table 141 shows.

TABLE 141
Status at school by site

Site	Day pupil	Boarder	Tots
Durham	193 (79.1%)	51 (20.9%)	244
Loughborough	158 (88.8%)	21 (11.7%)	179
Totals	351 (83.0%)	72 (17.0%)	423

$\chi^2 = 6.189$
 $df = 1$
 $p = 0.05$ (2 missing observations)

When degree results were examined there were no significant differences amongst students attending mixed or single-sex schools.^{*5} Similarly, students from single-sex schools were not more likely to report transitional problems than those from mixed ones,^{**} in spite of possibly lacking experience of mixed community life. There was, however, some difference found

* $\chi^2 = 4.107996$ $df = 4$ N.S. (134)
 ** $\chi^2 = 0.9117246$ $df = 2$ N.S. (135)

to exist between degree results and whether the student had been a day pupil or boarder. As Table 142 shows, former day pupils were more likely to obtain higher classes of degree than those who had been boarders at school. It was the latter who tended to receive more of the lower classes of degree, to fail or to terminate.

TABLE 142

Degree results by status at school for all students

	Day pupil	Boarder	Totals
1	25 (7.1%)	0 (0.0%)	25 (5.9%)
2i	93 (26.5%)	10 (13.9%)	103 (24.3%)
2ii	141 (40.2%)	35 (48.6%)	176 (41.6%)
3/P	62 (17.7%)	18 (25.0%)	80 (18.9%)
F/W	30 (8.5%)	9 (12.5%)	39 (9.2%)
Tots	351	72	423

$$\chi^2 = 12.8335$$

$$df = 4$$

$$p = 0.05 \quad (2 \text{ missing observations})$$

It is quite probable that the better degree results obtained by day pupils reflect the better degree performances of students from maintained schools rather than from the independent sector (see Table 135, V.II p113). Most residential schools are independent and students who came from that sector did not tend to be very successful at degree level. Students' status at school, whether boarder or day pupil, is closely related to the type of school attended, independent or maintained. Therefore each may be seen as a different facet of essentially the same phenomenon.

There was no significant difference in frequency of reporting transitional problems between day pupils and boarders.* This suggests that students who had been away from home for an extended period while at school were not any more likely to adapt at university than those who had not experienced this. Boarders did not appear to have an advantage over those for whom their time at university was the first period away from home.

School experience also differed for students as some had been prefects or monitors during their senior years. A greater proportion of Durham students had carried out prefectorial duties than had at Loughborough. A quarter of Loughborough students and 15% of Durham ones had attended schools where there were no prefects appointed, as is often the case in modern comprehensive schools. These students were omitted when a study was made of the difference between the two universities when prefect or non-prefect rank was concerned. Taking only those students who had the potential of being a prefect a significant difference was found to exist. At Durham, where most males were from the independent sector and most females were from selective grammar schools, there was a greater proportion of former prefects and a much smaller proportion of those who had failed to be selected. Although more students had been prefects than had not, at both universities, the difference between Durham and Loughborough was statistically significant, as Table 143 shows.

* $\chi^2 = 0.08397$ df = 2 N.S. (136)

TABLE 143

Prefectorial role at school by site

Site	Prefect	Non-prefect	Tots
Durham	163 (78.7%)	44 (21.3%)	207
Loughborough	89 (66.4%)	45 (33.6%)	134
Totals	252 (73.9%)	89 (26.1%)	341

$$\begin{aligned}x^2 &= 6.3726903 \\df &= 1 \\p &= 0.05\end{aligned}$$

The contrast in proportion of students at Durham who had been prefects with those at Loughborough is great and may be a reflection of the type of school attended. There may, on the other hand, be a tendency for Durham selectors to see fulfilment of the role of prefect as being a desirable quality in a prospective student. Hence, preference may be given to former school prefects.

In spite of the greater emphasis placed upon this characteristic at Durham than at Loughborough, there appeared to be no significant difference when degree results were examined.* Those who had been prefects were neither more likely nor less likely to perform better than those who had not. There was also no significant difference between the groups when frequency of reporting transitional problems was examined.**

In application to university students are able to indicate their interests and sporting activities, which may have some bearing

* $x^2 = 2.485692$ $df = 4$ N.S. (137)
** $x^2 = 1.280222$ $df = 2$ N.S. (138)

on selection. The survey also elicited information concerned with students' participation in school sport and school societies. There was no significant difference between the two universities when participation in sport was examined.* Almost half of Loughborough students, 48%, and a little more than half, 51%, of Durham's students had taken part in no sport in their final years at school. This means they had not represented their school or played in any team. A little over 20% had participated in one sport only. What differences there were appeared to be between the sexes, with females being significantly less likely to have participated in sport, as Table 144 shows, for Durham, and Table 145, for Loughborough.

TABLE 144

Participation in school sport by sex for students at Durham

	Male	Female	Totals
No sport	63 (42.6%)	63 (64.3%)	126 (51.2%)
One sport	37 (25.0%)	18 (18.4%)	55 (22.4%)
Two sports or more	48 (32.5%)	17 (17.3%)	65 (26.4%)
Totals	148	98	246

$\chi^2 = 11.67$
df = 2
p 0.01

Similar proportions of males and females were found in each category at both Durham and Loughborough. It is clear, and it was possibly only to be expected, that boys were more active in school sport than were girls. What is interesting is the congruence

* $\chi^2 = 0.419$ df = 2 N.S. (139)

between the two universities.

TABLE 14.5

Participation in school sport by sex for students at Loughborough

	Male	Female	Totals
No sport	47 (38.2%)	39 (69.6%)	86 (48.0%)
One sport	34 (27.6%)	8 (14.3%)	42 (23.5%)
Two sports or more	42 (34.1%)	9 (16.1%)	51 (28.5%)
Totals	123	56	179

$\chi^2 = 15.269$
 $df = 2$
 $p = 0.001$

This situation was reversed when participation in school societies was examined. There was a tendency for female students to have been more active in school societies than males, but not to the same degree that males had been active in sport. Table 14.6 shows the very significant difference between the sexes when sport participation was concerned.

TABLE 14.6

Sex differences in school sport participation for all students

	Male	Female	Totals
No sport	110 (40.6%)	102 (66.2%)	212 (49.9%)
One sport	71 (26.2%)	26 (16.9%)	97 (22.8%)
Two sports or more	90 (33.2%)	26 (16.9%)	116 (27.3%)
Totals	271	154	425

$\chi^2 = 26.21755$ $df = 2$ $p = 0.001$

Table 147 shows the significant difference between the sexes when participation in school societies was examined. Female students tended to be more actively involved in school societies than were male students, though not so overwhelmingly as males had been involved in sport. It was clear that at both universities half of the students had been involved in extra-curricular activities. This proportion exceeds two-thirds if all students involved in at least one society are considered. Perhaps it was a consequence of female students being slightly more involved in societies than males that caused a significant difference to occur between the two universities, as Table 148 shows.

TABLE 147

Sex differences in school society participation for all students

	Male	Female	Totals
No societies	80 (29.5%)	28 (18.3%)	108 (25.5%)
One society	51 (18.8%)	37 (24.2%)	88 (20.8%)
Two societies or more	140 (51.7%)	88 (57.5%)	228 (53.8%)
Totals	271	153	424

$\chi^2 = 6.80541$
 $df = 2$
 $p = 0.05$ (1 missing observation)

TABLE 148

Participation in school societies by site

Site	No socs.	One socy.	Two or more	Tots
Durham	60 (24.4%)	41 (16.7%)	145 (58.9%)	246
Loughborough	48 (27.0%)	47 (26.4%)	83 (46.6%)	178
Totals	108 (25.5%)	88 (20.8%)	228 (53.8%)	424

$\chi^2 = 7.942$ $df = 2$ $p = 0.05$ (1 missing observation)

The difference that existed between the two universities in participation in school societies may be explained by the variation in type of school students had attended. However, it is debatable that extra-curricular activities are less numerous in comprehensive schools than in grammar or independent schools. It is more likely, therefore, that Durham selectors look more favourably upon full participation in school than is the case at Loughborough. This may not explain the difference fully. The work load for science subjects at A-level may be so great that this precludes participation in other activities. The sixth former studying arts or social science subjects at school may have more time to devote to such pursuits. Thus it may be the subject base of the university that fosters this distinction.

Participation in sport did not have any direct effect upon degree performance or adaptation and hence the need to report transitional problems. In spite of the argument that students who had participated in sport and school societies had exhibited enthusiasm and willingness to take advantage of opportunities presented to them, and so would settle into university life easily, there seemed little evidence to support this. There was no significant difference between degree results and response to sport participation.* Reporting transitional problems was equally not significantly related to the level of sports participation at school.**

* $\chi^2 = 3.62177$ df = 8 N.S. (140)

** $\chi^2 = 3.1014835$ df = 4 N.S. (141)

Participation, or non-participation, in sport at school seemed to be of little consequence to settling in at university. There was some indication that students involved in no sports and no societies were likely to obtain more Firsts, but this was not a significant variation in either case. The implication of this is that students actively involved in sport and clubs at school are less likely to obtain good degrees, perhaps because they are more likely to persist with their extra-curricular activities.⁶ School society participation was not related to degree results, with no significant differences being found,* so there must be some doubt thrown on the importance of extra-curricular activities at school. A slightly significant difference was found to occur when the number of transitional problems reported was compared with participation in school clubs and societies. As Table 149 shows, students not involved in school societies were more likely to report problems in the transitional period.

TABLE 149

PROBSCOR by participation in societies

	Low <4	Med 4-6	High >6	Tots
No societies	10 (17.2%)	15 (25.9%)	33 (56.9%)	58
One society	11 (22.9%)	19 (39.6%)	18 (37.5%)	48
Two societies or more	41 (30.2%)	46 (33.8%)	49 (36.0%)	136
Totals	62 (25.6%)	80 (33.1%)	100 (41.3%)	242

$\chi^2 = 7.8346$
 $df = 4$
 $p = 0.10$

* 3.56954 $df = 8$ N. S. (164)

It is possible that students who had been uninvolved in societies at school were those who had been most disposed towards academic work. Thus, being those most concerned with academic matters, they reported experiencing transitional problems concerned with the academic environment. There was no indication that this was the case. When students who had not been involved in school societies were considered, those reporting a large number of transitional problems, scoring nine or more, only reported five problems related to the academic environment out of twelve frequently cited problems. This suggests that students not participating in school societies did not report problems involving academic work rather than any other aspect of the university environment.

Finally, the one aspect of school experience outstanding is school contentment. When asked whether a student's last years at school had been generally happy or unhappy there was a high degree of consensus amongst students. At both universities over 90% claimed they had been happy at school. A few students qualified their response but in general there was agreement, with no significant difference between the two universities.* School contentment was no indicator of either degree performance** or problem reportage.*** The proportion of students who had been unhappy at school remained remarkably constant no matter what category of degree, or number of transitional problems reported were taken into consideration.

*	$\chi^2 = 0.93$	df = 1	N.S.	(142)
**	$\chi^2 = 2.8098349$	df = 3	N.S.	(143)
***	$\chi^2 = 0.075613$	df = 2	N.S.	(144)

There seems to be no connection between school contentment and adaptation to university life. It cannot be argued that those students who were unhappy at school, and so were ready for a move to another aspect of education, were more likely to settle into university life. On the other hand, there is evidence to suggest that those most happily settled at school were those most able to adapt to university.

14.4 Family links

It has been noted that the so-called "first generation" student is more likely to experience difficulties at university than his colleague coming from a home with university links.⁷

There is no agreement, however, that it is the first generation student most likely to leave university without graduating.

Evidence to the Robbins Committee suggested this was not so.⁸

It may be that the first generation student is in need of more help to adjust and settle in at university.⁹

It is debatable whether parental experience of university can be of any benefit to a new undergraduate. One's perception of the environment and experience of it may be verbalised and so information may be transmitted to successive generations. However, it is doubtful whether such information concerning pre-Robbins university life can have had much value for a student entering in the mid-1970's, or can be of any help in the 1980's. It is more likely that the expectations of a second generation student will be more unrealistic than those held by a first generation student. As changes occur, with the passage of time, in university life, it

may well be the second generation student who is most likely to experience difficulties in transition.

From students' responses, three categories of family link were identified. There was the first generation student who came from a family where no other member had been to, or was at, university. Another group comprised those with either one or both parents being a graduate: the second generation students. However, a third class consisted of those whose parents had not attended university but who had, or may have had, a brother or sister at university. It was felt necessary to identify these students and categorise them separately although they were, technically, first generation students. Students in this category may have had some experience of university life while still at school, perhaps by paying a visit to university and staying with a brother or sister. This experience may have been more beneficial than has been perceived hitherto.

As Table 150 shows, there tended to be a significant difference between the two universities when family links were taken into consideration. Barely half of the respondents at Durham were first generation students, contrasting with almost two-thirds at Loughborough. Over a third of Durham's respondents were second generation students whilst at Loughborough it was less than one in five.

TABLE 150

Family links by site

Site	First generation	1st gen. + bro/sis.	Second generation	Tots
Durham	121 (49.2%)	35 (14.2%)	90 (36.6%)	246
Loughborough	116 (64.8%)	29 (16.2%)	34 (19.0%)	179
Totals	237 (55.8%)	64 (15.1%)	124 (29.2%)	425

$\chi^2 = 15.78833$
 $df = 2$
 $p = 0.001$

It was interesting to note that family links seemed to be unrelated to subsequent degree performance. There was no significant difference between degree class and whether a student was first or second generation at university. Though first generation students tended to have slightly better results this was not statistically significant, as Table 151 shows.

TABLE 151

Degree results by family links with university for all students

	1st Gen.	1st Gen. + bro/sis.	2nd Gen.	Totals
1	18 (7.6%)	3 (4.7%)	4 (3.2%)	25 (5.9%)
2i	59 (24.9%)	18 (28.1%)	27 (21.8%)	104 (24.5%)
2ii	100 (42.2%)	24 (37.5%)	53 (42.7%)	177 (41.6%)
3/P	45 (19.0%)	13 (20.3%)	22 (17.7%)	80 (18.8%)
F/W	15 (6.3%)	6 (9.4%)	18 (14.5%)	39 (9.2%)
Tots	237	64	124	425

$\chi^2 = 9.83224$ $df = 8$ N. S.

There is no reason to suppose that first generation students perform less well than those with family links with higher education. These first generation students, having no contact with university, with not even a brother or sister at university, tended to be more likely to report transitional problems, however. Second generation students were more likely to report fewer difficulties, as shown in Table 152. Those with a brother or sister at university, those technically in the first generation category, tended to be more variable when it came to reporting transitional problems.

TABLE 152
PROBSCOR by family links

	Low <4	Med 4-6	High >6	Tots
First Generation	26 (18.8%)	49 (35.5%)	63 (45.7%)	138
First generation plus bro./sis.	10 (29.4%)	10 (29.4%)	14 (41.2%)	34
Second generation	26 (37.1%)	21 (30.0%)	23 (32.9%)	70
Totals	62 (25.6%)	80 (33.1%)	100 (41.3%)	242

$$\chi^2 = 8.76544$$

$$df = 4$$

$$p = 0.10$$

This finding does tend to confirm the assertion that it is the first generation student who is most vulnerable and hence most in need of support in the transitional period. Perhaps when a significant difference is found to occur in the frequency with which transitional problems are reported but no similar significant

difference in degree results is found, it may be pertinent to ask whether students might be under-achieving. It may be possible that more successful degree performance would be likely if problems had been resolved sooner. Some qualification needs to be made, however, on the effect family links may have had upon degree performance. When each category of student was examined in turn it was discovered that both types of first generation student performed equally well at both Durham and Loughborough. There was a slight, yet insignificant, difference between the two universities when degree results were compared for those with no family links at all.* Students who had a brother or sister at university were similarly unlikely to perform better at one university rather than at the other.** For second generation students there was a tendency for Durham respondents to obtain a greater proportion of higher class degrees than their Loughborough counterparts. More low classes of degree, failures and terminators were found amongst Loughborough's second generation students and this is shown in Table 153.

TABLE 153

Degree results by site for second generation students only

Site	1/2i	2ii	3/P	F/W	Tots
Durham	28 (31.1%)	38 (42.2%)	18 (20.0%)	6 (6.7%)	90
Loughborough	3 (8.8%)	15 (44.1%)	4 (11.8%)	12 (35.3%)	34
Totals	31 (25.0%)	53 (42.7%)	22 (17.7%)	18 (14.5%)	124

$\chi^2 = 19.814616$
 $df = 3$
 $p = 0.001$

* $\chi^2 = 2.0897$ $df = 2$ N. S. (145)
 ** $\chi^2 = 0.9033$ $df = 2$ N. S. (146)

The frequency of visits made to the parental home gives some indication of the strength of family ties and is associated, therefore, with family links. Students had been asked to indicate how many visits home had been made in the first seven weeks of term and the number of expected visits they anticipated would be made before the end of their first term. This was seen to be indirectly indicative of the degree of separation from home; those most acutely cut-off, or feeling that their relationship had been severed, would make more frequent visits home if this were physically possible. When grouped into three classes, those making no visits home, those going once only and those making two or more visits, there were appreciable differences to be observed. These variations are shown in Table 154. More than half of the students at Durham had not visited their home at all, in contrast with only 31% at Loughborough. Whilst at Durham 16% of the respondents had made more than one visit home, almost 40% had done so at Loughborough.

TABLE 154

Visits made to the home before the survey by site

Site	None	One	Two or more	Tots
Durham	134 (55.1%)	69 (28.4%)	39 (16.1%)	242
Loughborough	54 (30.7%)	52 (29.6%)	70 (39.8%)	176
Totals	188 (45.0%)	121 (28.9%)	109 (26.1%)	418

$$x^2 = 27.88332$$

$$df = 2$$

$$p = 0.001 \quad (7 \text{ missing observations})$$

It is possible that the geographical position of each university affected the rate of visiting home. Durham, being in the North East of England, is relatively remote and isolated from the rest of the country, unlike Loughborough which is set closer to the heart of England. Therefore, greater numbers of visits home would be expected from Loughborough students because of their proximity to their homes. The physical distance may well have been greater for students at Durham, but similar proportions had perceived this distance to be the "right distance from home" (see V.II p 40). It is only conjecture that those who felt they were too far from home would have made more visits had they been closer.

In the Main Survey, the intention of visiting home before the end of term was indicated by considerably fewer students. This was not surprising as there was relatively little time left in which such visits could be made. However, a greater proportion of Loughborough students was planning at least one visit in contrast to those at Durham. There was a significant difference between the two universities, and this is shown in Table 155.

TABLE 155

Visits intended to the home by site

Site	None	One	Two or more	Tots
Durham	222 (91.7%)	17 (7.0%)	3 (1.2%)	242
Loughborough	106 (60.6%)	46 (26.3%)	23 (13.1%)	175
Totals	328 (78.7%)	63 (15.1%)	26 (6.2%)	417

$$x^2 = 60.6773$$

$$df = 2$$

$$p = 0.001 \quad (8 \text{ missing observations})$$

It is clear that Durham students did not only plan to make fewer visits to the parental home, they had already made significantly fewer visits before the survey had been conducted, than their counterparts at Loughborough. Whether this was a consequence of Durham's being more remote and less accessible was unproven.

Students who had made frequent visits home were no more likely to fail or withdraw than those who had made no such visit to the parental home. There was no statistically significant difference between frequency of visits home and degree results.* It is not possible to declare that frequent visits home are indicative of a student's being unable to cope with separation from home and this causes some hindrance in performance at degree level. Success at degree examinations was unrelated to frequency with which visits were made to the home.

Problem reportage was also not significantly related to the frequency of visits made to the parental home before the survey had been conducted.** Whether a student went home once, twice, or never, there was no apparent relationship with the incidence of reporting transitional problems. It seems, therefore, that students frequently visiting their home do so for reasons other than their experiencing problems at university or are finding separation from home a traumatic experience. Reasons

* $\chi^2 = 7.0959107$ $df = 8$ N.S. (147)

** $\chi^2 = 4.46781$ $df = 4$ N.S. (148)

students gave for visiting the home tended to be concerned with family functions such as weddings, funerals, christenings and anniversaries. Sometimes it was mentioned that a parent had fallen ill and so the student had returned home to be of help. A number of these reasons were cited in interview and students often stressed that their visits to the home were not attempts to escape from the university.

The frequency with which students anticipated visiting home between administration of the first questionnaire, the Main Survey, and the end of term was expected to be low. This was only logical as there was relatively little time in which such visits could be made. It would, therefore, be most probable that those students making a journey to the parental home so soon before the end of term would be those experiencing dislocation in their relationship with the family, or who had found transition difficult. As Table 156 shows, it was the student who planned to visit home in this short space of time who tended to obtain a lower class of degree, or to terminate.

There was no statistically significant difference in reporting transitional problems and the intention of visiting home or staying at the university.* The number of students indicating an intention of making a visit to the parental home was very small

* $\chi^2 = 6.13263$ $df = 4$ N. S. (149)

so any planned visit was taken as criterion for classifying responses. Only 21% of the respondents were planning to make at least one visit home before term ended.

TABLE 156

Degree results by visits intended to the home before end of term

	None	One or more	Totals
1	20 (6.1%)	5 (5.6%)	25 (6.0%)
2i	80 (24.4%)	21 (23.6%)	101 (24.2%)
2ii	146 (44.5%)	30 (33.7%)	176 (42.2%)
3/P	60 (18.3%)	19 (21.3%)	79 (18.9%)
F/W	22 (6.7%)	14 (15.7%)	36 (8.6%)
Tots	328	89	417

$\chi^2 = 11.719601$
df = 4
p 0.05 (8 missing observations)

Family links and the frequency of visits proposed seem to be related more to the location of the university rather than to any other factor. There were considerably greater proportions of students at Loughborough planning to visit home before term ended than were proposing to do so at Durham. This was shown in Table 155. This variation must be seen as a reflection of the geographical location of each university rather than students at Loughborough having any stronger ties with the family than those at Durham.

In analysis of the frequency of visits made to the parental home before the survey had been conducted, and the frequency of intended visits those students who had indicated that they lived at home were excluded. There were four students at Durham and three at Loughborough who were either resident in their parental home or were owner-occupiers.

14.5 Home background

Following the boundary changes of 1974¹⁰ and the creation of new county and metropolitan districts, old 1971 Census material was considered inadequate because it lacked comparability in analysis of students' home backgrounds. The intercensus population estimates for 1975¹¹ were used in preference for two reasons. Firstly, the figures were based on the new counties and students had referred to new county divisions in the survey. Secondly, the sample had entered university in 1975 and this made the estimates for 1975 more appropriate. As Table 157 shows, comparison of proportions of students entering each university from various regions with those derived from the population estimates shows strong local influences occur.

Regional classification of counties was conducted to satisfy a number of conditions. Firstly, too many classes would have given a number of categories containing too few observations and would have made statistical analysis potentially unreliable.

Secondly, a number of regions, such as London and the Home Counties, appeared to be self-evident. Eight regions were identified for the purpose of this study, each containing sufficient numbers to ensure valid results in statistical analysis, and also protecting from over-simplification. These regions comprise:

Region 1 London and the Home Counties - London, Kent, Surrey, East and West Sussex, Hampshire, Berkshire, Oxfordshire, Buckinghamshire, Bedfordshire, Hertfordshire and Essex.

Region 2 South West - Avon, Somerset, Dorset, Devon, Cornwall, Wiltshire and Gloucestershire.

Region 3 The Midlands - West Midlands, Staffordshire, Warwickshire, Salop, Hereford and Worcester, Northamptonshire, Leicestershire, Derbyshire and Nottinghamshire.

Region 4 East Anglia - Lincolnshire, Norfolk, Suffolk, Humberside and Cambridgeshire.

Region 5 North West - Cumbria, Lancashire, Cheshire, Greater Manchester and Merseyside.

Region 6 North East - Northumberland, Durham, Cleveland, Tyne and Wear, North Yorkshire, South Yorkshire and West Yorkshire.

Region 7 Wales

Region 8 Scotland

In examining students' home region it was found that both Scotland and Wales were under-represented at both Durham and Loughborough. At Durham there were five students from Wales and six from Scotland. There were only three Welsh, with no Scottish students at Loughborough. As a consequence of this under-representation* only English students were used in analysis.

TABLE 157

Home area by region compared with 1975 population estimates

Region	Durham		Population estimates in millions for 1975		Loughborough	
	n	%	n	%	n	%
1	71	32.1	16.8	36.2	56	37.8
2	12	5.4	4.2	9.1	14	9.5
3	28	12.7	8.4	18.1	35	23.6
4	16	7.2	3.2	6.9	10	6.8
5	47	21.3	7.1	15.3	17	11.5
6	47	21.3	6.7	14.4	16	10.8
	221	100.0	46.4	100.0	148	100.0

$$x^2 = 19.804198$$

$$df = 5$$

$$p = 0.01 \text{ (Between Durham and Loughborough)}$$

* The term "under-representation" is used as the percentage of students coming from both Wales and Scotland was much lower than the percentage of population in each region. In Scotland, according to the 1975 estimates, there was 9.6% of the population of England, Wales and Scotland. Wales contained 5.1%. At Durham only 2.2% of the students came from Wales and 2.6% from Scotland. Loughborough contained only 2.0% Welsh students and no Scots. At both universities the percentage was considerably lower than one would expect. The provision of university education in both countries must account for the relatively few students from each region at Durham and Loughborough.

The different distributions of students from various English counties at Durham and Loughborough provide some interesting anomalies. The first is the apparently greater proportion of students from London and the Home Counties at Loughborough than the 1975 population estimates would suggest. Loughborough also appeared to have more students from the South West and the Midlands. The second identifiable anomaly is the apparently greater proportion of students at Durham emanating from East Anglia, the North West and the North East.

There has been some speculation that students at Durham come, in the main, from the south east of England. This was a view held by many of the students themselves and one that was mentioned during interviews. The response to the survey suggests that it may be Loughborough University that has a higher incidence of students from the south east of England, and not Durham. This may be a result of students from the Home Counties replying more consistently than those from elsewhere at Loughborough and thus causing this bias. This is an explanation for the possible over-representation of students from the south eastern region but fails to deal adequately with the under-representation of students from the same region at Durham, where response rates were greater. It seems likely that Loughborough University comprises a greater proportion of students from London and the Home Counties than Durham.

The third anomaly is the apparent localised catchment area that each university seems to possess. It is from the local

area that greater than expected proportions of students came. At Loughborough there were more students from the Midlands, while at Durham the North East and North West seemed to be over-represented. As students' responses had been coded according to the county in which the parental home was located it was not possible to discover with a great deal of accuracy the number of students living within thirty miles of each university. At Durham there seemed to be approximately 12% of the respondents, thirty-one, within this limit. At Loughborough a similar proportion was found, 11%, or twenty students. This compares favourably with proportions referred to by Watts¹² who had quoted from Halsey of the falling percentage of students living so close to their university.

These interesting variations that existed in home area for students at both universities appeared to have little effect on adaptation and adjustment if English students were taken alone. There was no significant difference in reporting transitional problems and home area.* As numbers were small in some regions amalgamation of classes had to take place. To ensure reliable results students from East Anglia and the South West were grouped with those from London and the Home Counties to make a composite region called "The South". This was considered the most suitable arrangement. When all English students were compared with those from the rest of the United Kingdom and those from overseas, it was noted that a significant difference occurred in reporting

* $\chi^2 = 4.8714$ df = 6 N.S. (150)

transitional problems, which is shown in Table 158

TABLE 158
PROBSCOR by home area

Home area	Low <4	Med 4-6	High >6	Tots
England	52 (24.4%)	76 (35.7%)	85 (39.9%)	213
Rest of UK	5 (50.0%)	3 (30.0%)	2 (20.0%)	10
Abroad	3 (20.0%)	1 (6.7%)	11 (73.3%)	15
Totals	60 (25.2%)	80 (33.6%)	98 (41.2%)	238

$\chi^2 = 9.8646$
 $df = 4$
 $p = 0.05$ (4 missing observations)

Students from abroad were more likely to report having experienced transitional problems than those from England or the rest of the United Kingdom. The effect home area had upon degree results was slightly less significant than that on reporting transitional difficulties when the same three, general categories of home area were used, as Table 159 shows.

TABLE 159
Degree results by home area

Home area	1/2i	2ii	3/P/F/W	Tots
England	115 (31.5%)	156 (42.7%)	94 (25.8%)	365
Rest of UK	7 (31.8%)	8 (36.4%)	7 (31.8%)	22
Abroad	6 (17.6%)	12 (35.3%)	16 (47.1%)	34
Totals	128 (30.4%)	176 (41.8%)	117 (27.8%)	421

$\chi^2 = 8.327$ $df = 4$ $p = 0.10$ (4 missing observations)

Clearly the greatest difference was for students from abroad who under-achieved greatly. Almost half of those with homes outside the United Kingdom obtained lower classes of degree, failed or terminated their studies. When students from England alone were examined, significant differences were found to exist between degree performance and groups of English counties from which students came. Students from the North East were most likely to obtain a good honours degree. Students from the Midlands and the South (London, the Home Counties, the South West and East Anglia combined) were more likely to obtain low classes of degree, terminate or fail. These differences are shown in Table 160.

TABLE 160
Degree results by home area (England)

	South	Midlands	North West	North East	Totals
1/2i	54 (30.2%)	19 (32.2%)	15 (23.4%)	27 (42.9%)	115 (31.5%)
2ii	77 (43.0%)	21 (35.6%)	34 (53.1%)	24 (38.1%)	156 (42.7%)
3/P	31 (17.3%)	10 (16.9%)	11 (17.2%)	11 (17.5%)	63 (17.3%)
F/W	17 (9.5%)	9 (15.3%)	4 (6.3%)	1 (1.6%)	31 (8.5%)
Tots	179	59	64	63	365

$\chi^2 = 15.672509$
df = 9
p 0.10

14.6 Career aspirations

One would expect that at Loughborough, where a large proportion of students were reading for degrees in vocational subjects, there would be a similarly large proportion of students

with definite career aspirations. One would expect a smaller proportion with a firm idea of their desired occupation at Durham, where courses lacking direct vocational orientation were being followed. Students' indications of their career aspirations confirmed these notions.

Almost half of the students at Loughborough had definite career preferences, as Table 161 shows. Durham students with firm occupational ideas were significantly fewer in number. This variation between the two universities was probably a consequence of institutional variation and not, say, males being more career minded than girls, as there was no significant difference amongst the students when gender was concerned.*

TABLE 161

Career aspirations by site

Site	Definite career ideas	No career aspirations	Tots
Durham	56 (23.0%)	188 (77.0%)	244
Loughborough	75 (42.4%)	102 (57.6%)	177
Totals	131 (31.1%)	290 (68.9%)	421

$\chi^2 = 18.0091$
 $df = 1$
 $p = 0.001$ (4 missing observations)

Careers mentioned by students were classified and the distribution of these differed significantly between the two universities. Each category covered the major career areas that

* $\chi^2 = 0.2541148$ $df = 1$ N.S. (151)

Durham and Loughborough students had indicated. Within the class concerned with education were such professions as school teaching or university lecturing, museum work, librarianship, educational psychology and research. The various aspects of engineering fell into the category so labelled. Included in the class of commerce and professions were all careers such as finance, banking, the Civil Service, law and town planning. The miscellaneous category included those students with social aspirations such as nursing and social work, as well as those wishing to enter the military services or the Ministry. The significant difference between the two distributions is shown in Table 162 and was caused mostly by the higher incidence of engineers at Loughborough and of the professional and miscellaneous classes at Durham.

TABLE 162

Preferred careers by site

	Durham	Loughborough	Totals
Education	21 (37.5%)	22 (29.3%)	43 (32.8%)
Commerce and Professions	14 (25.0%)	12 (16.0%)	26 (19.8%)
Engineering	7 (12.5%)	34 (45.3%)	41 (31.3%)
Miscellaneous	14 (25.0%)	7 (9.3%)	21 (16.0%)
Totals	56	75	131

$$\chi^2 = 17.81687$$

$$df = 3$$

$$p = 0.001$$

Perhaps an interesting point about the response is not so much the variation in career aspirations between the two

universities, but rather their similarities. At both Durham and Loughborough over half of the students had no firm idea of the career they wished to follow. It has been suggested that students with a strong interest in their career are more likely to adapt to the rigours of university life.¹³ There may be cause for concern, therefore, when more than 50% of students are at risk.

The notion that students having firm career aspirations ought to be more positively motivated and so more likely to succeed was not supported by the findings of this study. Students with definite career aspirations were not more likely to obtain good or average classes of degree. Neither were those lacking such firm convictions about their future more likely to obtain lower classes of degree. There was no significant difference between the two.* Firm vocational and career aspirations need not influence a student's degree performance, it appears.

Students lacking firm career aspirations, those apparently most at risk where failing to adapt was concerned, were not likely to report greater numbers of transitional problems. There was no significant difference in frequency of problem reportage and whether students had a firm idea of their intended career or not.**

14.7 Age

Students' ages were converted into decimals to ease computation. The lowest was 17.58 and the range to a maximum of

* $\chi^2 = 1.9114623$ $df = 4$ N. S. (152)

** $\chi^2 = 0.05445$ $df = 2$ N. S. (153)

37.33 included all Loughborough students. The mean age for all students, irrespective of gender or university, was 19.25. At Durham the average age was marginally lower for both male and female students than it was at Loughborough. The distribution about the mean was also less wide ranging, as Table 163 shows.

TABLE 163

Standard deviation about the mean age by site and gender

Site	Gender	Mean	Standard deviation
Durham	Female	19.017	1.561
Durham	Male	19.114	1.5
Loughborough	Female	19.456	2.733
Loughborough	Male	19.485	1.896

The wide range of ages was grouped into three:- those under nineteen, those aged 19.0 to 19.9 inclusive and those twenty or over. This three-fold classification was similar to those who had come straight from school, had a year off or were mature students. A significant difference was found to exist when these age groups were compared between the two universities, as Table 164 shows.

TABLE 164

Age groups by site

Site	<19	19.0 - 19.9	20 or more	Tots
Durham	164 (66.7%)	68 (27.6%)	14 (5.7%)	246
Loughborough	104 (58.1%)	38 (21.2%)	37 (20.7%)	179
Totals	268 (63.1%)	106 (24.9%)	51 (12.0%)	425

$\chi^2 = 22.2169$
 $df = 2$
 $p = 0.001$

Considerably more mature students were found to be at Loughborough than at Durham. At the latter university 94% of all respondents were under twenty years of age. This is an important distinction as it has been noted that mature students perform less well than younger ones.¹⁴ The evidence, however, has not been conclusive.¹⁵

The three age groups afforded significant differences in degree performance. There was a tendency for mature students to obtain fewer Firsts or Upper Seconds and considerably more lower classes of degree, or to have more terminators or examination failures in their ranks. It must also be noted that students in the 19.0 to 19.9 age group obtained fewer good honours degrees and more lower classes of degree than would be expected. The group most likely to perform well at degree level and to obtain most Firsts and Upper Seconds was that comprising students under nineteen years of age at time of entry to university. This is shown in Table 165.

TABLE 165

Degree results by age

	1/2i	2ii	3/P	F/W	Tots
<19	91 (34.0%)	112 (41.8%)	43 (16.0%)	22 (8.2%)	268
19.0-19.9	29 (27.4%)	42 (39.6%)	27 (25.5%)	8 (7.5%)	106
≥20	9 (17.6%)	23 (45.1%)	10 (19.6%)	9 (17.6%)	51
Totals	129 (30.4%)	177 (41.6%)	80 (18.8%)	39 (9.2%)	425

$\chi^2 = 14.1416$
 $df = 6$
 $p = 0.05$

Older students were as likely to report having experienced as many transitional problems as their younger colleagues. Proportions of each age group experiencing difficulties were similar and there was no significant difference between them.*

14.8 Summary

The differences existing between the students at Durham and those at Loughborough that were discovered as a result of responses to questions in the two surveys can be summarised quite simply. At Durham students were more likely to come from Grammar and Independent schools, and to have superior A-level results than their counterparts at Loughborough. Durham students were also more likely to have taken a year off or to have come straight from school, with few mature students. The school from which they had come was likely to have been single-sex and most would have been day pupils, though there was more chance of their having been a boarder than occurred at Loughborough. Durham students were also more likely to have been prefects at school. They were less likely however, to have been first generation students. There was more chance that Durham students would come from the North East or the North West. It was unlikely that they would have had any definite career aspirations, but those having firm ideas would probably be intent on entering one of the professions, the Services or the Ministry. Finally, Durham students would tend to be slightly

* $\chi^2 = 0.7053$ $df = 4$ N.S. (154)

younger than their Loughborough counterparts.

On the other hand, Loughborough students were more likely to come from maintained, non-grammar schools and Technical Colleges. They would also possess fewer A-level passes and these would tend to be inferior grades. Loughborough students were also more likely to be mature students or ones come straight from school, with very few having taken a year off. Students at Loughborough were more likely to come from mixed schools and to have been day pupils. They were also less likely to have been prefects at school than their Durham counterparts. There would also be a greater chance that a Loughborough student was a first generation student and would make more visits to the parental home. The Loughborough student was also more likely to come from the Home Counties, the South West or the Midlands. He would also be more likely to have a definite career aspiration, most probably in either education or engineering. Finally, students at Loughborough would tend to be slightly older than their counterparts at Durham.

There would be no difference between the two universities' students where the number of sports and societies in which they participated at school was concerned. Neither would school contentment differ. However, there were a number of these variations that seemed to have some effect upon degree performance. These included A-level results, whether students had been day pupils or boarders, their age, and the number of visits home.

Students with high A-level scores were more likely to

obtain good degrees than those with inferior scores. However, this relationship was not exclusive and a number of students with low A-level scores obtained Firsts. This suggests that insistence on higher standards in selection would bar a number of potential graduates from admission. Students who had been boarders at school were far more likely to obtain lower classes of degree than those who had been day pupils. Students who had made no visits home tended to perform more successfully than those who had visited the home. There was some evidence to suggest that first generation students obtain more Firsts and good honours degrees than second generation students. Students from overseas were more likely to terminate or fail than those from the United Kingdom. Within England there was a tendency for students from the North East to perform more satisfactorily than those from the other regions. Finally, the age of the student appeared to have some effect, with younger students obtaining more good honours degrees than older students, who tended to be more likely to terminate or fail.

Reporting transitional problems appeared, in general, to be unrelated to the differences that existed between Durham and Loughborough. There were three areas where this was not the case. Students from overseas were more likely to have experienced greater numbers of transitional difficulties. First generation students were likely to do the same, with second generation students and those first generation students with a brother or sister at university reporting fewer transitional problems. Finally, students who had participated in no societies at school tended to report more transitional problems than those having taken part in

these activities at school. In conclusion, it was the lack of relationship between visits home and problem reportage that suggested the relative unimportance of the personal environment, in contrast to the human and academic environments. The effects of these student characteristics help understanding of the perceived differences that existed between students at Durham and at Loughborough.

Notes and references:

- 1 Hunt, J. McV. Traditional personality theory in the light of recent evidence (American Scientist, Vol 53, 1965) pp 80 - 96
- 2 Statistical Supplement to the Thirteenth Report 1974 - 1975 (UCCA, 1976) Table L5, pp 20 - 21
- 3 In discussion with secondary school teachers and university admissions officers it was commonly agreed that female students gained better A-level grades than boys. Little documentation exists as to the validity of this statement, though it has been mentioned in the United States by Astin, A. W. in Predicting academic performance in college (The Free Press, New York, 1971) who found girls had better entrance qualifications than boys.
- 4 UCCA (1976) p 13
- 5 Miller, P. McC. and Dale, R. R. A comparison of the degree results of university students from co-educational and single sex schools (Brit.Journ.Ed.Psych., 44, 1974) pp 307 - 308 found no relationship, though more terminators were from single sex schools.
- 6 Himmelweit, H. T. Student selection - Implications derived from two student selection enquiries (The Sociological Review Monograph No 7, Sociological Studies in British University Education, University of Keele, 1963) pp 79 - 98, found that those most active in school were more likely to perform poorly in academic terms, in spite of the tendency to believe that the opposite was true.
- 7 Read, J. C. Psychiatry and the undergraduate (UQ, 9(1), 1954) pp 39 - 45; Collier, K. G. New dimensions in higher education (Longmans, 1968) p5

- 8 Higher Education: The Robbins Report (HMSO, 1963) Cmnd. 2154
Appendix II(A) p 135
- 9 Vernon, P. F. The pool of ability (The Sociological Review
Monograph No 7, Sociological Studies in British University
Education, University of Keele, 1963) pp 45 - 57
- 10 New metropolitan districts and counties came into effect on
April 1st 1974 as set out in Schedule 1 of the Local
Government Act c70 (HMSO, 1972)
- 11 Population Estimates Office of Population Censuses and Surveys
Series PP1W.2 (HMSO, 1977)
- 12 Watts, A. G. Diversity and choice in higher education (Routledge
and Kegan Paul, 1972) p 13
- 13 Wankowski, J. A. Student wastage: the Birmingham experiment in
Butcher and Rudd (Eds) Contemporary problems in higher
education (McGraw Hill, 1972) p 76
- 14 Kapur, R. L. Student wastage at Edinburgh (UQ, 26(2), 1972)
pp 353 - 377; Barnett, V. D. and Lewis, T. A study of
the relation between GCE and degree results (Journal of
the Royal Statistical Society, 126, 1963) pp 187 - 226;
Howell, D. A. A study of the 1955 entry to British
University Evidence to the Robbins Committee, University
of London, Mimeo. All of these are referred to by
Walker, P. in The university performance of mature students
(Research in Education, 14, 1975) as having found younger
students performing better than older ones.
- 15 Walker (1975) Walker himself found that there was no significant
difference in proportion of mature students leaving prior to
graduation with the population in general. If they persisted
they tended to perform more satisfactorily, especially if
aged 26 - 30 as this group performed better than those
aged over thirty.

CHAPTER FIFTEEN

INDIVIDUALISED FACTORS

CHAPTER FIFTEEN

INDIVIDUALISED FACTORS

15.1 Introduction

A number of influences, other than those arising from the environment and those concerned with student inputs or characteristics, have been cited by workers in this field as being related to student performance. Some of these findings, discussed in Chapter Two, (V.I p 19) have been contradictory. There is still much debate as to the validity of these extraneous factors and their potency and effect upon student performance. These factors, such as the preference given to the university in application, are known as "individualised" as they vary from one person to another, having little relationship with the environment or the student's background.

Students were asked to indicate their reasons for entering higher education, for electing to study their chosen subject and the

major reason determining their choice of university. The preference that university was given on UCCA application forms was also sought. Other factors, such as the means of travel used in journeying from home to university, though less likely to be of importance, were also examined. A series of questions concerned with personality traits, that had acted as a screen for potentially disturbed respondents, is also discussed in this chapter. Finally, students' ranking of problems and reference to other transitional difficulties are discussed.

15.2 Motivation for entering higher education

One of the major differences found to exist between Durham and Loughborough was the vocational nature of a technological university. The subjects it was possible to study, and those offered at A-level by entrant students, reflect the strong vocational element in Loughborough's provision of higher education. The major reason students gave in determining their decision to proceed with higher education reflected this difference between the two universities. Over 60% of Loughborough respondents had indicated that they entered higher education to obtain a degree. Almost half of the respondents at Durham referred to the same reason. The difference between the two was statistically significant because the lack of any career decision was more frequently mentioned by Durham students, as were academic reasons, such as studying a subject for its own sake or to broaden one's education. As Table 166 shows, slightly more Durham students referred to school or parental influence in making the decision to enter higher education.

TABLE 166

Major reason for entering higher education by site

	Durham	Loughborough	Totals
Parental/school influence	19 (7.8%)	8 (4.5%)	27 (6.4%)
To get a degree	121 (49.4%)	113 (63.5%)	234 (55.3%)
No career decision	52 (21.2%)	27 (15.2%)	79 (18.7%)
Academic reasons	21 (8.6%)	5 (2.8%)	26 (6.1%)
Miscellaneous	32 (13.1%)	25 (14.0%)	57 (13.5%)
Totals	245	178	423

$$x^2 = 13.01$$

$$df = 4$$

$$p = 0.01 \quad (2 \text{ missing observations})$$

The miscellaneous category includes a variety of responses. Some students saw entering higher education as the next logical step in their lives. Others could "think of nothing better to do", while some had referred to the social life offered at university. Only eight of the 423 respondents had indicated their major reason was social. Thus only 1.9% of respondents were interested in the social rather than the academic side of higher education. This proportion compares favourably with that found amongst Swansea students in the early 1960's,¹ when 3% gave social reasons for entering university.

Apart from the contrast shown to exist between Durham and Loughborough respondents when their major reason for proceeding with higher education was concerned, there were other differences. Half of the students at Durham indicated that their major reason for

choosing that university in particular was their school's recommendation, the recommendation of a friend or the reputation of the place. In contrast, as Table 167 shows, 60% of Loughborough students had opted for that university as it offered the course they wished to study. It is interesting to note that similar proportions of students at both Durham and Loughborough indicated that their decision had been accounted for by the high percentage of students in residence.

TABLE 167

Major reason for applying to Durham or Loughborough by site

	Durham	Loughborough	Totals
Family links	10 (4.2%)	4 (2.5%)	14 (3.5%)
School's advice	33 (13.8%)	8 (4.9%)	41 (10.2%)
Reputation of the place	85 (35.6%)	17 (10.4%)	102 (25.4%)
Percentage in residence	20 (8.4%)	14 (8.6%)	34 (8.5%)
Offers course	46 (19.2%)	98 (60.1%)	144 (35.8%)
Pleasant place	18 (7.5%)	3 (1.8%)	21 (5.2%)
Friend's advice	10 (4.2%)	10 (6.1%)	20 (5.0%)
Miscellaneous	17 (7.1%)	9 (5.5%)	26 (6.5%)
Totals	239	163	402

$$\chi^2 = 84.82463$$

$$df = 7$$

$$p = 0.001 \quad (23 \text{ missing observations})$$

The number of missing observations confirms that some students did not apply through UCCA to either Durham or Loughborough. A few were late applicants or had entered through clearing. Some

other students failed to respond to the question.

The differences between the two universities were further stressed when reasons for selecting the subject being studied were examined. At Durham a large proportion (42%) had opted for a subject at which they had been most successful at school, or one which had been enjoyable at school. This contrasted with Loughborough's equivalent proportion of only 15%. Academic factors, such as wishing to study a subject for its own sake, had guided a further 30% of Durham students in deciding which course to follow. At Loughborough students had generally chosen a subject with specific career intentions. This is shown in Table 168.

TABLE 168

Major reason for choosing subject by site

	Durham	Loughborough	Totals
Enjoyed at school	89 (36.3%)	21 (12.3%)	110 (26.4%)
Best at school	14 (5.7%)	6 (3.5%)	20 (4.8%)
Academic	74 (30.2%)	29 (17.0%)	103 (24.8%)
For career	50 (20.4%)	88 (51.5%)	138 (33.2%)
Miscellaneous	18 (7.4%)	27 (15.8%)	45 (10.8%)
Totals	245	171	416

$$\chi^2 = 66.0513$$

$$df = 4$$

$$p = 0.001 \quad (9 \text{ missing observations})$$

Though there were variations in the responses of Durham and Loughborough students when reasons for applying to go on to higher education, and reasons for applying to Durham or Loughborough

or for choosing the subject studied, all of these tended to have little effect upon degree performance. The reasons students had given for going to university in the first place did not differ significantly when degree results were examined.* Re-grouping had been necessary to yield reliable results. Yet in doing this categories became more generalised and lacked precision. However, students who had decided to go to university on the recommendation of another, whether this had been parent, teacher or friend, were no less likely to perform well than those with more academic motives.

Similarly, reasons students had given for selecting either Durham or Loughborough had no relationship with degree results. No statistically significant difference existed between the various classes of degree when these reasons were examined.** A slightly higher proportion of students indicating that their selection had depended upon the recommendation of a friend, teacher or parent, and of students choosing the university because of the high proportions of students in residence, tended to obtain more lower classes of degree than those in other categories, but these were not significant differences. Reasons students gave concerning subject choice were even less likely to have an effect upon degree performance. Whether the subject had been chosen because of the school's influence, with teachers recommending its study, or it being the subject most enjoyed at school, or whether it had been chosen with specific career motives, seemed not to significantly affect the distribution of degree classes.***

*	$\chi^2 = 3.4819$	df = 4	N.S.	(155)
**	$\chi^2 = 7.32716$	df = 8	N.S.	(156)
***	$\chi^2 = 2.41918$	df = 6	N.S.	(157)

Reasons students had given as determining their decision to go on to higher education and influencing subject choice seemed to be related to the number of transitional problems reported. One would expect some students who had, perhaps, not taken the decision themselves, but who had been influenced in proceeding with higher education to experience some transitional problems. There was a tendency for these students, having proceeded to higher education on the recommendation of others, to report transitional problems more frequently. As Table 169 shows, the difference was statistically significant. Precision is reduced in this table as classes of response had to be merged to facilitate statistically reliable results.

TABLE 169

PROBSCOR by the major reason for proceeding to higher education

	Low <4	Med 4-6	High >6	Tots
Recommended	4 (21.1%)	2 (10.5%)	13 (68.4%)	19
Academic	45 (24.2%)	65 (34.9%)	76 (40.9%)	186
Misc.	13 (36.1%)	13 (36.1%)	10 (27.8%)	36
Totals	62 (25.7%)	80 (33.2%)	99 (41.1%)	241

$$x^2 = 10.05606$$

$$df = 4$$

$$p = 0.05 \quad (1 \text{ missing observation})$$

Students who had chosen either Durham or Loughborough universities because of their fine reputation were far more likely to report few transitional problems than those applying for other reasons. As Table 170 shows, students experiencing greater

transitional difficulty were more likely to be those who had chosen the university because it offered the course of study, or for some other miscellaneous reason. It seems unlikely, therefore, that students who had applied to the university on someone else's recommendation would experience more problems in transition.

TABLE 170

PROBSCOR by the major reason for applying to Durham or Loughborough

	Low <4	Med 4-6	High >6	Tots
Recommended	8 (21.6%)	15 (40.5%)	14 (37.8%)	37
Fine reputation	24 (34.8%)	20 (29.0%)	25 (36.2%)	69
High proportion in residence	1 (6.7%)	11 (73.3%)	3 (20.0%)	15
Offers course	16 (19.8%)	28 (34.6%)	37 (45.7%)	81
Miscellaneous	9 (29.0%)	5 (16.1%)	17 (54.8%)	31
Totals	58 (24.9%)	79 (33.9%)	96 (41.2%)	233

$\chi^2 = 20.64009$

df = 8

p = 0.01 (9 missing observations)

Subject choice, though differing significantly between Durham and Loughborough students, had no apparent effect upon the frequency or seriousness with which transitional problems were reported. Students who had chosen their subject as it had been the one most enjoyable at school were no more, or less, likely to report transitional difficulties than those choosing a subject for career reasons. There was no statistically significant difference between the categories.*

* $\chi^2 = 10.26714$ df = 6 N.S. (158)

15.3 Preference given to Durham or Loughborough in UCCA application

Significant differences were noted between respondents at Durham and Loughborough when the position that university had been placed in UCCA application was considered. Similar proportions, just over a half, at both universities had applied to that university as their first choice. The significant changes were between those placing it in second place, or elsewhere in their list of preferences. More than a quarter of Durham students were at their second choice university, reflecting the large number who had applied to Oxbridge. At Loughborough there were greater proportions of students who had placed that university lower down the list of priorities than had students at Durham. This is shown in Table 171.

TABLE 171

Preference given to Durham or Loughborough in UCCA application

	Durham	Loughborough	Totals
1st choice	133 (54.3%)	100 (56.2%)	233 (55.1%)
2nd choice	67 (27.3%)	22 (12.4%)	89 (21.0%)
3rd choice	24 (9.8%)	13 (7.3%)	37 (8.7%)
4th choice	7 (2.9%)	13 (7.3%)	20 (4.7%)
5th choice	1 (0.4%)	13 (7.3%)	14 (3.3%)
Applied late, no application, etc.	13 (5.3%)	17 (9.6%)	30 (7.1%)
Totals	245	178	423

$$\chi^2 = 33.65124$$

$$df = 5$$

$$p = 0.001 \quad (2 \text{ missing observations})$$

Those students not at their first choice had applied to a number of other universities, though there were distinct variations between Durham and Loughborough respondents in this area too. At

Durham 36% of those not at their first choice university had applied to Cambridge, 30% to Oxford and only 9% to the third most popular, Bristol. 89.6% of all students at Durham who had applied elsewhere as their first choice university had applied to one of only eight universities. At Loughborough there was greater variation, as Table 172 shows; Cambridge being the second most popular after Bath. Oxford did not rank in the nine most popular universities, which had been applied to by only 59% of those not placing Loughborough in first position. Amongst the universities to which students from Loughborough had applied there were many technological universities. Oxford and Cambridge were clearly most popular amongst Durham students.

TABLE 172

First preference universities of those students not placing Durham or Loughborough first by site

DURHAM				LOUGHBOROUGH			
Rank	University	n	%	Rank	University	n	%
1	Cambridge	38	36.2	1	Bath	9	13.0
2	Oxford	32	30.5	=2	Cambridge	5	7.2
3	Bristol	10	9.5	=2	London	5	7.2
4	Exeter	4	3.8	=2	Surrey	5	7.2
=5	London	3	2.9	=5	Sheffield	4	5.8
=5	Manchester	3	2.9	=5	UMIST	4	5.8
=7	Warwick	2	1.9	=7	Aston	3	4.3
=7	Newcastle	2	1.9	=7	Newcastle	3	4.3
				=7	Liverpool	3	4.3
	The rest	11	10.4		The rest	28	40.9

There was a significant difference between preferences in UCCA application and degree results. As Table 173 shows, students who had placed Durham or Loughborough first tended to obtain fewer Firsts and Upper Seconds, as did those not applying through UCCA or who were late applicants. Students who had put Durham or Loughborough as their second choice university seemed to be the ones performing most satisfactorily.

TABLE 173

Degree results by position Durham or Loughborough was placed in UCCA application

	1/2i	2ii	3/P	F/W	Tots
First	61 (26.2%)	105 (45.9%)	47 (20.2%)	20 (8.6%)	233
Second	32 (36.0%)	39 (43.8%)	14 (15.7%)	4 (4.5%)	89
Third or below	29 (40.8%)	21 (29.6%)	10 (14.1%)	11 (15.5%)	71
Misc.	6 (20.0%)	12 (40.0%)	8 (26.7%)	4 (13.3%)	30

$$\chi^2 = 18.647632$$

$$df = 9$$

$$p = 0.05 \quad (2 \text{ missing observations})$$

One would assume that students in their first preference university would have adapted more easily than those in their second, third or lower choice of establishment. The latter, having not been accepted at the university of their choice, would be expected to feel less positively towards the place. However, there seemed to be some evidence to the contrary. Students who had applied to Durham or Loughborough as their second choice were more likely to perform well and less likely to fail or terminate. This may be explained in a

number of ways.

On the one hand there is the argument that as so many of the students at Durham had applied to either Oxford or Cambridge in preference to Durham this meant there were more high calibre students in the second choice category. Therefore, differential degree performance is a consequence of variation in academic ability. However, the proportion of good honours degrees amongst students placing Durham or Loughborough third or below was even greater than that for those placing it second. Although this does not preclude students from placing Oxbridge first it does throw some doubt on the assertion that it is academic ability alone that determined more successful performance amongst those placing Durham or Loughborough second.

A second possibility, remote as it may be, is that students placing either Durham or Loughborough lower in their list of priorities on the UCCA application form are more positively oriented towards the university that does accept their application. Thus, students admitted later in their UCCA applications, and to a university ranking low in their list of preferences, are highly motivated. There is some evidence that students who had applied to either Durham or Loughborough as their first choice university tended to perform less well than would be expected. This may be a result of relative complacency after having gained admission to the first preference university.

When students at Durham were examined separately it was

found that there was no significant difference in the distribution of degree classes when the preference given to Durham was considered.* As the numbers in some categories were greatly reduced some regrouping was necessary, yet there was no significant change in degree result. Those placing Durham second did tend to perform slightly better than one would expect, but this difference was not statistically significant.

There was also no significant difference amongst Loughborough students when they were examined separately. It was noted that a greater proportion of Firsts and Upper Seconds was obtained by students placing Loughborough lower down in their list of universities. The greatest proportion of Lower Seconds was obtained by students putting Loughborough second. These variations amongst Loughborough students, though not statistically significant** in themselves, helped cause the apparently statistically significant difference shown in Table 173, V.II p 166 above. Therefore, some doubt must be placed upon the assertion that preference in UCCA application bears much upon degree results, confirming findings of over a decade ago.²

The position in which Durham or Loughborough was placed in the order of preference on UCCA application appeared to have no relationship with students' experience of transitional problems. The lack of any statistically significant variation suggests that students admitted to a university low down their list of preferences were as able to adapt as those admitted to their first choice university.***

*	$\chi^2 = 4.3199$	df = 4	N. S.	(159)
**	$\chi^2 = 7.375$	df = 4	N. S.	(160)
***	$\chi^2 = 1.187864$	df = 4	N. S.	(161)

15.4 Means of travel to university

Journey times from either Durham or Loughborough to the parental home were intended to be used as a measure of dislocation from the family. Students were asked to estimate the length of their journey home. It was hypothesised that students feeling cut off from the home would either over-estimate the distance, believing the journey took much longer than it would in reality, or would know exactly the correct distance. However, variation in means of transport used, as well as external factors such as delays to trains and hold-ups on roads, affected the estimates of average journey times. A more sophisticated measure would be required if such an index of dislocation were to be measured. The data gathered in this study did not facilitate the calculation of such an index.

However, the means of travel adopted by students varied significantly between the two universities. There was a distinct environmental difference between Durham and Loughborough in this regard. Students at Durham were more likely to travel by train. Travel by coach or bus, or by private transport and hitch-hiking, seemed to be more popular amongst Loughborough students. These differences in types of travel adopted between the university and the students' homes was very significant and are shown in Table 174.

The high incidence of road travel amongst students at Loughborough is probably a reflection of the university's proximity to the M1, with its links to the rest of the United Kingdom via the motorway network. Furthermore, the Students' Union organised special coaches at the start and end of term to and from various

parts of the country. On the other hand, Durham, situated on the main London to Edinburgh railway line, had advantages conferred upon it because of its position in the British Rail network. Direct rail links existed between Durham and Liverpool, Manchester, Derby, Birmingham, South Wales, the South West and the South. Thus, Durham was better served by train than Loughborough. Student rail cards provided cheap reduced fare facilities, hence the emphasis upon rail travel amongst Durham students. This variation must be related to the geographical positions of the two universities and the different levels of accessibility each possessed.

TABLE 174

Usual means of travel between home and the university by site

	Durham	Loughborough	Totals
Bus/Coach	15 (6.1%)	35 (19.7%)	50 (11.8%)
Train	165 (67.6%)	49 (27.5%)	214 (50.7%)
Private car/ hitch hiking	47 (19.3%)	59 (33.1%)	106 (25.1%)
Plane/Boat	12 (4.9%)	28 (15.7%)	40 (9.5%)
Walk, bicycle, etc.	5 (2.0%)	7 (3.9%)	12 (2.8%)
Totals	244	178	422

$$x^2 = 70.3693$$

$$df = 4$$

$$p = 0.001 \quad (3 \text{ missing observations})$$

15.5 A personality screen

A series of questions, designed to measure the student's self-assessment of his social and personal qualities, yielded few significant differences between the two universities or the sexes.

There were strong degrees of consensus in eleven of the sixteen cases, as shown in Table 175.

TABLE 175
Personality screen items by site

		Durham	Loughborough	
Too much time spent socialising	A	75 (30.5%)	46 (25.8%)	$x^2 = 8.2113$
	?	51 (20.7%)	22 (12.4%)	p 0.05
	D	120 (48.8%)	110 (61.8%)	*
Often feel lonely	A	23 (9.3%)	24 (13.4%)	$x^2 = 2.528$
	?	30 (12.2%)	26 (14.5%)	N.S.
	D	193 (78.5%)	129 (72.1%)	
Academic work within my capabilities	A	176 (71.5%)	132 (74.2%)	$x^2 = 0.702$
	?	62 (25.2%)	39 (21.9%)	N.S.
	D	8 (3.3%)	7 (3.9%)	*
Easy to mix with the opposite sex	A	167 (68.2%)	107 (59.8%)	$x^2 = 6.514$
	?	44 (18.0%)	30 (16.8%)	p 0.05
	D	34 (13.9%)	42 (23.5%)	*
Everyone is more intelligent	A	43 (17.5%)	35 (19.6%)	$x^2 = 0.4564$
	?	58 (23.6%)	44 (24.6%)	N.S.
	D	145 (58.9%)	100 (55.9%)	
I am glad I came here	A	210 (85.7%)	134 (75.7%)	$x^2 = 7.162$
	?	24 (9.8%)	32 (18.1%)	p 0.05
	D	11 (4.5%)	11 (6.2%)	***
Not enough social life	A	36 (14.8%)	35 (19.8%)	$x^2 = 11.046$
	?	25 (10.3%)	35 (19.8%)	p 0.01
	D	182 (74.9%)	107 (60.5%)	*****

(For key see continuation on page 173)

TABLE 175 (continued)

		Durham	Loughborough	
Easy to mix with the same sex	A	190 (77.2%)	139 (78.1%)	$\chi^2 = 0.216$
	?	35 (14.2%)	26 (14.6%)	N. S.
	D	21 (8.5%)	13 (7.3%)	*
Difficult to work	A	126 (51.2%)	98 (54.7%)	$\chi^2 = 0.5967$
	?	29 (11.8%)	21 (11.7%)	N. S.
	D	91 (37.0%)	60 (33.5%)	
I am easy to get along with	A	135 (55.3%)	109 (61.6%)	$\chi^2 = 1.778$
	?	89 (36.5%)	54 (30.5%)	N. S.
	D	20 (8.2%)	14 (7.9%)	****
I am afraid of failing my exams	A	114 (46.3%)	95 (53.7%)	$\chi^2 = 2.213$
	?	50 (20.3%)	31 (17.5%)	N. S.
	D	82 (33.3%)	51 (28.8%)	**
I feel ill at ease with new people	A	48 (19.5%)	29 (16.2%)	$\chi^2 = 2.8789$
	?	44 (17.9%)	24 (13.4%)	N. S.
	D	154 (62.6%)	126 (70.4%)	
I feel I have no friends	A	13 (5.3%)	9 (5.0%)	$\chi^2 = 0.034$
	?	5 (2.0%)	4 (2.2%)	N. S.
	D	227 (92.7%)	166 (92.7%)	*
I am dissatisfied with my course	A	37 (15.0%)	19 (10.7%)	$\chi^2 = 2.579$
	?	32 (13.0%)	19 (10.7%)	N. S.
	D	177 (72.0%)	140 (78.7%)	*
I like to make the first move in making friends	A	54 (22.1%)	43 (24.2%)	$\chi^2 = 0.251$
	?	110 (45.1%)	79 (44.4%)	N. S.
	D	80 (32.8%)	56 (31.5%)	***

TABLE 175 (continued)

		Durham	Loughborough	
I wish I had a special boy-girl friend	A	76 (30.9%)	82 (46.6%)	$\chi^2 = 11.952$
	?	62 (25.2%)	28 (15.9%)	p = 0.01
	D	91 (37.0%)	55 (31.3%)	df = 3
	B-G	17 (6.9%)	11 (6.3%)	

A Agree

? Undecided

D Disagree

B-G I have a boy-girl friend

* Number of missing observations (*=1)

df = 2

Comparison of students' responses to these personality screen questions emphasised the environmental distinctions between Durham and Loughborough. The apparent lack of social activities at Loughborough, an institutional variation, was reflected in the greater proportion of Durham students who felt they spent too much time socialising than Loughborough students, where there was seen to be less opportunity. The unequal male:female ratio at Loughborough was also manifest as an environmental distinction by significant differences in the proportion of students at each university who found that mixing with members of the opposite sex was easy. In general, Loughborough students appeared to be less pleased they had gone to Loughborough than Durham students were they had gone to Durham. This tendency towards negative affiliation was repeated elsewhere.

The main purpose of this series of questions was to

identify those students, if any, who may have been experiencing psychological or personality disorders. It would have been these students who would have been most likely to have experienced transitional stress. Yet it would have been the student's disorder rather than the environmental influence causing these problems. Thus it was imperative that such students be identified and isolated, should they exist. It had been suggested that students experiencing psychological disorder could be identified by their tendency to give extreme responses in tests.³ This was taken as indicative of student disorder. However, very few students gave extreme responses with any degree of frequency. At Durham only eleven (4.5%) of the respondents answered eight or more of the sixteen questions in an extreme manner. At Loughborough the proportion was similar, 5%, with nine students either agreeing or disagreeing very strongly. As the next table, Table 176, shows, students who indicated an extreme response to half of the personality trait questions were not similar in any way.

Most students, though they may have responded in an extreme way, did not indicate negative reactions to personality questions, i.e. they did not believe they had no friends, for example. Most extreme responses were associated with strong, positive self-regard. Also students with a high incidence of extreme responses to these personality trait questions did not, necessarily, give extreme responses to other scaled questions. There were three groups of Likert scale questions, those concerned with personality being discussed, those asking for the students' attitudes towards certain aspects of student life (V.I p 122) and those eliciting

information concerned with the students' satisfaction with facilities at the university. (V.I p 125) Of the total number of questions using a Likert scale, which was forty-one, a percentage of the responses that employed one of the extremes could be calculated. As the table shows, three of the respondents at Durham who had eight or more extreme responses in the personality trait section also had an average of over 50% extreme responses overall. Five of the Loughborough students tended to reply to scale questions with an extreme response.

TABLE 176

Students with extreme responses to Likert scale questions

ID	Site	No. extreme responses to personality questions	Sex	Degree result	A-level grades	Other problem	% responses that were extreme overall
11	D	8	M	2i	AAA	*	34.2
26	D	9	M	W	DEE	-	39.0
33	D	8	M	Pass	BCE	-	34.2
36	D	9	M	2ii	BDE	-	56.1
41	L	9	M	2ii	CCD	*	46.3
42	L	9	F	2ii	BBE	-	58.5
58	D	9	M	Pass	AAB	*	48.8
97	D	11	M	2ii	AAA	-	53.7
143	L	11	M	2i	ABD	*	75.6
147	D	8	M	2i	AAB	-	29.3
172	L	10	M	3	CCE	-	51.2
177	L	8	M	1	AB	-	26.8
184	D	8	F	2i	AAB	-	26.8

(For key see continuation on page 176)

TABLE 176 (continued)

ID	Site	No. extreme responses to personality questions	Sex	Degree result	A-level grades	Other problem	% responses that were extreme overall
188	D	11	M	2ii	ABB	-	36.6
191	L	9	M	W	CDE	-	56.1
195	D	9	M	2ii	AAA	*	43.9
215	L	9	M	2i	CCC	*	46.3
223	D	10	F	W	AAA	*	51.2
239	L	8	M	2ii	BB	*	58.5
241	L	9	M	2i	CDE	-	46.3
118	L	7	M	W	BC	-	51.2
174	D	6	F	2i	ABD	-	51.2
280	D	6	M	W	-	*	56.1

ID Identification number given to each questionnaire and respondent

Site D Durham
L Loughborough

Degree result W Withdrawn/Terminated

Other problem * Referred to another problem in addition to the six listed in the main survey (see page 187)
- Did not refer to another problem

The personality trait questions produced responses that varied according to the sex of the respondent. There were few significant differences between males and females at Durham. Male students tended to be more outgoing and confident of their own abilities. They were more confident that the work was within their capabilities, they found it easier to mix with members of their own sex, and felt less ill at ease when meeting new people. All of these differences are shown in Table 177, along with their tendency to be dissatisfied with their course and to wish involvement in a

special relationship with a member of the opposite sex.

TABLE 177
Personality screen items by sex (Durham)

		Male	Female	
Too much time spent socialising	A	46 (31.1%)	29 (29.6%)	$\chi^2 = 0.3516$
	?	32 (21.6%)	19 (19.4%)	N. S.
	D	70 (47.3%)	50 (51.0%)	
Often feel lonely	A	12 (8.1%)	11 (11.2%)	$\chi^2 = 0.7434$
	?	19 (12.8%)	11 (11.2%)	N. S.
	D	117 (79.1%)	76 (77.6%)	
Academic work within my capabilities	A	114 (77.0%)	62 (63.3%)	$\chi^2 = 5.914$
	?	31 (20.9%)	31 (31.6%)	p 0.10
	D	3 (2.1%)	5 (5.1%)	+
Easy to mix with the opposite sex	A	103 (70.1%)	64 (65.3%)	$\chi^2 = 2.8106$
	?	28 (19.0%)	16 (16.3%)	N. S.
	D	16 (10.9%)	18 (18.4%)	*
Everyone is more intelligent	A	20 (13.5%)	23 (23.5%)	$\chi^2 = 4.3482$
	?	35 (23.6%)	23 (23.5%)	N. S.
	D	93 (62.8%)	52 (53.1%)	
I am glad I came here	A	128 (87.1%)	82 (83.7%)	$\chi^2 = 2.8287$
	?	11 (7.5%)	13 (13.3%)	N. S.
	D	8 (5.4%)	3 (3.1%)	*
Not enough social life	A	23 (15.8%)	13 (13.4%)	$\chi^2 = 3.537$
	?	19 (13.0%)	6 (6.2%)	N. S.
	D	104 (71.2%)	78 (80.4%)	***

(For key see continuation on page 179)

TABLE 177 (continued)

		Male	Female	
Easy to mix with the same sex	A	122 (82.4%)	68 (69.4%)	$x^2 = 6.2504$
	?	15 (10.1%)	20 (20.4%)	p 0.05
	D	11 (7.4%)	10 (10.2%)	
Difficult to work	A	75 (50.7%)	51 (52.0%)	$x^2 = 0.077$
	?	18 (12.2%)	11 (11.2%)	N.S.
	D	55 (37.2%)	36 (36.7%)	
I am easy to get along with	A	84 (57.5%)	51 (52.0%)	$x^2 = 0.7502$
	?	51 (34.9%)	38 (38.8%)	N.S.
	D	11 (7.5%)	9 (9.2%)	**
I am afraid of failing my exams	A	61 (41.2%)	53 (54.1%)	$x^2 = 3.9399$
	?	33 (22.3%)	17 (17.3%)	N.S.
	D	54 (36.5%)	28 (28.6%)	
I feel ill at ease with new people	A	23 (15.5%)	25 (25.5%)	$x^2 = 5.53118$
	?	24 (16.2%)	20 (20.4%)	p 0.10
	D	101 (68.2%)	53 (54.1%)	
I feel I have no friends	A	9 (6.1%)	4 (4.1%)	$x^2 = 1.3837$
	?	4 (2.7%)	1 (1.0%)	N.S.
	D	134 (91.2%)	93 (94.9%)	+ *
I am dissatisfied with my course	A	28 (18.9%)	9 (9.2%)	$x^2 = 4.6466$
	?	17 (11.5%)	15 (15.3%)	p 0.10
	D	103 (69.6%)	74 (75.5%)	
I like to make the first move in making friends	A	34 (23.3%)	20 (20.4%)	$x^2 = 1.8592$
	?	69 (47.3%)	41 (41.8%)	N.S.
	D	43 (29.5%)	37 (37.8%)	**

TABLE 177 (continued)

		Male	Female	
I wish I had a special boy-girl friend	A	55 (37.2%)	21 (21.4%)	$\chi^2 = 13.6935$
	?	42 (28.4%)	20 (20.4%)	p = 0.01
	D	43 (29.1%)	48 (49.0%)	df = 3
	B-G	8 (5.4%)	9 (9.2%)	

A Agree

? Undecided

D Disagree

B-G I have a boy-girl friend

* Number of missing observations (* = 1)

+ More than one expected frequency 5

df = 2

At Loughborough, differences between the sexes were ones that further strengthened the environmental distinctions between Durham and Loughborough. An instance is shown in Table 175 (V. II p 171) where Loughborough students felt it was more difficult to mix with members of the opposite sex, reflecting the male:female ratio at Loughborough. At Durham, where there was a closer correspondence between the males and females in terms of number, there was no significant difference between the sexes when it came to feeling it easy to mix with the opposite sex. (See Table 177, V. II p 177) At Loughborough there was a significant difference in the response of male and female students as shown in Table 178. With female students being in a minority one would expect female students to be able to mix with the majority far more easily than the many males are able to mix with the considerably fewer girls.

Loughborough students agreed that the academic work was within their capabilities, with no significant difference between

the sexes. At Durham there had been some variation. This may have been a consequence of the relative maturity of students at Loughborough that fostered this more confident attitude, even if it may have been erroneously held. Female students were also more positively affiliated towards the university. This was exemplified by their greater disagreement that there was insufficient social life.

TABLE 178

Personality screen items by sex (Loughborough)

		Male	Female	
Too much time spent socialising	A	29 (23.8%)	17 (30.4%)	$x^2 = 2.4528$
	?	13 (10.7%)	9 (16.1%)	N. S.
	D	80 (65.6%)	30 (53.6%)	*
Often feel lonely	A	19 (15.4%)	5 (8.9%)	$x^2 = 4.0656$
	?	21 (17.1%)	5 (8.9%)	N. S.
	D	83 (67.5%)	46 (82.2%)	
Academic work within my capabilities	A	90 (73.8%)	42 (75.0%)	$x^2 = 1.0215$
	?	26 (21.3%)	13 (23.2%)	N. S.
	D	6 (4.9%)	1 (1.8%)	+ *
Easy to mix with the opposite sex	A	63 (51.2%)	44 (78.6%)	$x^2 = 12.1744$
	?	24 (19.5%)	6 (10.7%)	p 0.01
	D	36 (29.3%)	6 (10.7%)	
Everyone is more intelligent	A	22 (17.9%)	13 (23.2%)	$x^2 = 0.7805$
	?	30 (24.4%)	14 (25.0%)	N. S.
	D	71 (57.7%)	29 (51.8%)	
I am glad I came here	A	86 (71.1%)	48 (85.7%)	$x^2 = 4.4568$
	?	26 (21.5%)	6 (10.7%)	N. S.
	D	9 (7.4%)	2 (3.6%)	**

(For key see continuation on page 182)

TABLE 178 (continued)

		Male	Female	
Not enough social life	A	31 (25.4%)	4 (7.3%)	$x^2 = 18.1364$
	?	30 (24.6%)	5 (9.1%)	p 0.001
	D	61 (50.0%)	46 (83.6%)	**
Easy to mix with the same sex	A	95 (77.2%)	44 (80.0%)	$x^2 = 1.6658$
	?	17 (13.8%)	9 (16.4%)	N. S.
	D	11 (8.9%)	2 (3.6%)	*
Difficult to work	A	69 (56.1%)	29 (51.8%)	$x^2 = 0.5733$
	?	13 (10.6%)	8 (14.3%)	N. S.
	D	41 (33.3%)	19 (33.9%)	
I am easy to get along with	A	75 (61.5%)	34 (60.7%)	$x^2 = 1.2427$
	?	35 (28.7%)	19 (33.9%)	N. S.
	D	12 (9.8%)	3 (5.4%)	*
I am afraid of failing my exams	A	63 (52.1%)	32 (57.1%)	$x^2 = 2.4235$
	?	19 (15.7%)	12 (21.4%)	N. S.
	D	39 (32.2%)	12 (21.4%)	**
I feel ill at ease with new people	A	19 (15.5%)	10 (17.9%)	$x^2 = 0.1841$
	?	17 (13.8%)	7 (12.5%)	N. S.
	D	87 (70.7%)	39 (69.6%)	
I feel I have no friends	A	9 (7.3%)	0 (0.0%)	$x^2 = 4.7465$
	?	2 (1.6%)	2 (3.6%)	p 0.10
	D	112 (91.1%)	54 (96.4%)	+
I am dissatisfied with my course	A	11 (9.0%)	8 (14.3%)	$x^2 = 1.2511$
	?	14 (11.5%)	5 (8.9%)	N. S.
	D	97 (79.5%)	43 (76.8%)	*

TABLE 178 (continued)

		Male	Female	
I like to make the first move in making friends	A	33 (27.1%)	10 (17.9%)	$\chi^2 = 6.75206$
	?	58 (47.5%)	21 (37.5%)	p 0.05
	D	31 (25.4%)	25 (44.6%)	*
I wish I had a special boy-girl friend	A	66 (54.1%)	16 (29.6%)	$\chi^2 = 10.2714$
	?	19 (15.6%)	9 (16.7%)	p 0.05
	D	31 (25.4%)	24 (44.4%)	df = 3
	B-G	6 (4.9%)	5 (9.3%)	***

A Agree

? Undecided

D Disagree

B-G I have a boy-girl friend

* Number of missing observations (* = 1)

+ More than one expected frequency 5

df = 2

Most students at Loughborough felt very strongly that they did have friends, as had students at Durham. As so few indicated agreement with the statement that they felt they had no friends, expected frequencies were very low. The statistics must be viewed, therefore, with some caution. However, it is interesting to note that female students at Loughborough, like those at Durham, felt more positively about possessing friends than did male students. In a similar way, more male students wished they were part of a special relationship with a member of the opposite sex. At Loughborough a greater proportion of male students felt this way than did their Durham counterparts.

Two variations are noticeable and need some comment.

Firstly, female students at Loughborough tended not to want to take the first step in making friends, while at Durham there had been no significant difference between the sexes. This must be a reflection of the male:female ratio at Loughborough, where the lack of female students would tend to discourage girls from initiating relationships with members of the opposite sex, which formed the majority of students at Loughborough. Environmental distinctions between Durham and Loughborough were manifest again. Furthermore, Loughborough students did not differ significantly when ease of mixing with members of the same sex was concerned. Although no reason for Durham females' apparent reluctance can be proposed, there is some explanation for the relative disparity between behaviour of females at the two universities. At Loughborough, where female students formed a small minority, relationships between these few were probably more easily made because friendships with male students were more difficult to foster. At Durham, where the ratio of males to females was nearer being one to one, there was less pressure upon female students to form friendships amongst themselves.

15.6 Students' ranking of transitional problems

Six problems, that had been referred to in the literature as well as by students in preliminary work, were ranked by students in the Main Survey in order of seriousness. The order of priority in which these six problems were listed did not differ greatly between the two universities. There was a strong consensus that balancing time spent between work and social life was the most serious problem students faced. This was followed by the problem

of settling into a routine of private study. There was then a divergence of view over the third and fourth most serious problems. At Durham, students ranked "making new friends" as more problematic than being separated from old friends at home. At Loughborough, respondents reversed the position of these two transitional problems. Both universities ranked the remaining two problems, separation from home and loneliness, in the same positions, fifth and sixth respectively.

To distinguish between the most serious and least serious problem a simple weighting was given to certain responses. The problem that students indicated as the most serious of the six was weighted six times more strongly than the least serious. The second was five times as great as the least and the third most serious four times as great, and so on. The total number of students indicating each of the problems was multiplied by the weighting factor to give the scores in Table 179. The high ranking problems, those seen as the most serious, are reflected by larger total scores. As the table shows, academic problems were regarded as the most serious by students at both Durham and Loughborough. Furthermore, in spite of reversing the priority of the third and fourth items, there was no statistically significant difference between the two universities.

Amongst the sexes at Durham there was a significant variation in order of priority given to these six transitional problems. Both male and female students at Durham believed that balancing time spent between work and social life, and settling into a routine of study were the two most serious problems. However the third, fourth and fifth most serious were perceived differently by males and females.

Table 180 shows it was males at Durham who placed separation from old friends above making new friends in order of severity. Both were seen as more serious problems than separation from home. Female students at Durham saw making new friends as more serious a problem than being separated from home, and both were more serious than separation from old friends.

TABLE 179
Transitional problem scores (weighted) by site

	Durham	Loughborough	Totals
Balancing work/ social life	1142 (22.7%)	807 (22.1%)	1949 (22.3%)
Settling into a routine of study	1105 (22.0%)	787 (21.6%)	1892 (21.7%)
Making new friends	806 (16.0%)	528 (14.5%)	1334 (15.3%)
Separation from old friends	771 (15.3%)	605 (16.6%)	1376 (15.8%)
Separation from home	659 (13.1%)	522 (14.3%)	1181 (13.5%)
Loneliness	543 (10.8%)	398 (10.9%)	941 (10.8%)
Totals	5026	3647	8723

$\chi^2 = 8.16805$
df = 5
N.S.

TABLE 180

Sex differences in weighted transitional problem scores (Durham)

	Male	Female	Totals
Balancing work/ social life	700 (23.0%)	442 (22.3%)	1142 (22.7%)
Settling into a routine of study	682 (22.4%)	423 (21.3%)	1105 (22.0%)
Making new friends	475 (15.6%)	331 (16.7%)	806 (16.0%)
Separation from old friends	498 (16.4%)	273 (13.8%)	771 (15.3%)
Separation from home	379 (12.5%)	280 (14.1%)	659 (13.1%)
Loneliness	309 (10.2%)	234 (11.8%)	543 (10.8%)
Totals	3043	1983	5026

$$x^2 = 12.638$$

$$df = 5$$

$$p = 0.05$$

At Loughborough, male students saw balancing work and social life, settling into a routine of study and separation from old friends as the most serious of the six transitional problems. This sequence was also followed by female students. There was a reversal of the importance of making new friends and being separated from home, as Table 181 shows. However, the difference was slight and was not statistically significant.

TABLE 181

Sex differences in weighted transitional problem scores (Loughborough)

	Male	Female	Totals
Balancing work/ social life	544 (21.9%)	263 (22.7%)	807 (22.1%)
Settling onto a routine of study	534 (21.5%)	253 (21.8%)	787 (21.6%)
Making new friends	350 (14.1%)	178 (15.3%)	528 (14.5%)
Separation from old friends	422 (17.0%)	183 (15.8%)	605 (16.6%)
Separation from home	370 (14.9%)	152 (13.1%)	522 (14.3%)
Loneliness	267 (10.7%)	131 (11.3%)	398 (10.9%)
Totals	2487	1160	3647

$\chi^2 = 3.78924$
 df = 5
 N. S.

Students were also asked whether they had experienced any other problem. This was, therefore, during their first term at university and some interesting variations occurred. Male students were more likely to report another problem than females at both universities. This is shown in Tables 182 and 183 for Durham and Loughborough respectively.

TABLE 182

Sex differences in additional problem reportage for Durham students

	Male	Female	Totals
A problem mentioned	45 (30.4%)	17 (17.3%)	62 (25.2%)
No other problem	103 (69.6%)	81 (82.7%)	184 (74.8%)
Totals	148	98	246

$\chi^2 = 5.3344$ df = 1 p = 0.05

TABLE 183

Sex differences in additional problem reportage (Loughborough)

	Male	Female	Totals
A problem mentioned	46 (37.4%)	12 (21.4%)	58 (32.4%)
No other problem	77 (62.6%)	44 (78.6%)	121 (67.6%)
Totals	123	56	179

$\chi^2 = 4.9251$
 $df = 1$
 $p = 0.05$

This variation in reporting a seventh transitional problem, with male students being more likely to indicate having experienced another problem than females, was not long lasting. In the Supplementary Survey male students showed no greater frequency of reporting transitional problems than females. It was from the list of twenty transitional problems in the Supplementary Survey that the PROBSCOR index was calculated and, as Table 184 shows, there was no significant difference between the sexes.

TABLE 184

Sex differences for PROBSCOR

PROBSCOR	Male	Female	Totals
Low <4	35 (24.0%)	27 (28.1%)	62 (25.6%)
Med 4-6	47 (32.2%)	33 (34.4%)	80 (33.1%)
High >6	64 (43.8%)	36 (37.5%)	100 (41.3%)
Totals	146	96	242

$\chi^2 = 1.048$
 $df = 2$
 N. S.

It appears that during a student's first term, if male he is more likely to indicate that another transitional problem had been experienced than if female. By the time the student had reached the second year and was recalling problems experienced during the first year males seemed to report no more than their female colleagues. This is an interesting distinction.

The problems that were mentioned by students ranged greatly, from an "inability to keep pets" to "no one having the same religious beliefs". There tended to be many individualistic problems, though a few were mentioned by a number of students in common. At both Durham and Loughborough a frequently cited problem was concerned with finance. Nine males, but no females, however, at Durham, referred to a financial problem. This comprised 14% of all students at Durham who referred to an additional problem. At Loughborough, financial problems were mentioned by nine males and, again, no females, yet these comprised 15% of those mentioning an additional problem. Another additional problem was referred to by a number of students at Loughborough and that was the poor male:female ratio. Eight males and one female mentioned this. Separation from a boy or girl friend was mentioned by three males at Loughborough and by two men and a woman at Durham. A list of all additional problems mentioned in the Main Survey may be found in Appendix J on page 269 .

There was a tendency for students to place these additional problems low down in the list of importance when compared with the six problems already listed. Durham students treated these extra difficulties as rather less serious than did those at Loughborough,

though this difference was not statistically significant.* However, the effect that experiencing an additional transitional problem had upon degree performance provided an interesting variation between the two universities. At Durham, where the extra problem was not seen as very severe, there appeared to be no significant relationship between reporting an additional problem and degree performance.** At Loughborough, on the other hand, where there had been a tendency for the extra problem to be regarded as more serious than at Durham, a significant difference was found to exist, as shown in Table 185.

TABLE 185

Degree results by reporting an additional problem (Loughborough)

	A problem	No problem	Totals
1	2 (3.4%)	7 (5.8%)	9 (5.0%)
2i	8 (13.8%)	27 (22.3%)	35 (19.6%)
2ii	24 (41.4%)	55 (45.5%)	79 (44.1%)
3/P	9 (15.5%)	21 (17.4%)	30 (16.8%)
F/W	15 (25.9%)	11 (9.1%)	26 (14.5%)
Tots	58	121	179

$$x^2 = 9.71862$$

$$df = 4$$

$$p = 0.05$$

At Loughborough it appeared that students who had indicated experiencing a problem that was in addition to the six already listed, were more likely to fail or withdraw than those who

* $x^2 = 2.152$ $df = 1$ N.S. (162)

** $x^2 = 36099631$ $df = 3$ N.S. (163)

had not reported an extra problem. In every other category of degree students indicating an additional problem tended to under-achieve, obtaining fewer of each class of degree, proportionally.

15.7 Summary

The content of this fifteenth chapter has been more varied than that concerned with each of the five environmental spheres, the ninth to thirteenth chapters inclusive, and that concerned with students characteristics in the preceding chapter. Being concerned with influences upon student adaptation and performance that were neither directly related to the environment nor to the students' own characteristics, these factors needed separate investigation. What was discovered was the variation between Durham and Loughborough where some of these variables were concerned.

Students at Loughborough were more career oriented and had entered higher education for significantly different reasons than their Durham colleagues. This was also evident in reasons given for choosing Durham or Loughborough specifically. Offering the course required was the dominant motivation in application to Loughborough, while at Durham it was more likely to be the university's reputation. Subject choice was determined for career reasons by Loughborough students, but by those at Durham because it had been most enjoyed at school or for other academic reasons. There was little likelihood that a student proceeding with higher education or selecting a specific university for any one reason was more likely to perform better at degree level than another with different

motives. There was some evidence to suggest that students proceeding with higher education on the recommendation of another were more likely to report transitional problems and find adaptation more difficult than those going on to higher education for other reasons. However, the reverse appeared to be true when reasons for choosing either Durham or Loughborough as a university were concerned. It seemed that those recommended to apply to either university experienced less difficulty in transition.

The larger proportion of students at Durham who had applied to either Oxford or Cambridge in preference to Durham was significantly different to those at Loughborough who had applied elsewhere. Loughborough students had tended to apply to other technological universities or those with recognised applied science or engineering departments. This contrasted with the relative over-representation of Oxbridge amongst Durham students' preferences. There was no significant difference between students applying to Durham first and those applying elsewhere when degree performance was examined. This was also true in the case of Loughborough. It was unexpected, therefore, to find a statistically significant difference amongst all students between degree results and UCCA preference. It seemed that those not in their first choice university performed more satisfactorily. The lack of any significant difference amongst students at each respective university suggested that this could not be solely, or even a consequence, of Oxbridge "rejects" performing better than any other type of student.

Differences between Durham and Loughborough students were

found in the means of travel to university. These were seen as reflecting the geographical position of each establishment in relation to transport networks. Each had its own dominant mode of transport, rail at Durham and road at Loughborough. This is of interest for its own sake and cannot be seen as directly relevant to adaptation or degree performance, unless cost and time of travel were to be involved in any discussion of this nature. This was not possible with the data collected.

No students appeared to be sufficiently disturbed and so indicate excessive negative responses to a simple personality trait questionnaire. Indeed, there was a strong degree of consensus amongst students in general on many topics. Environmental differences between the two universities were made manifest in responses to some items. These were most evident when relationships with the opposite sex were concerned. The inequality of the male:female ratio at Loughborough made it likely that students there would find formation of friendship patterns with members of the opposite sex difficult if a male and relatively easy if a female. Relationships with members of the same sex were made more easily at Loughborough by females, who were in the minority, than at Durham.

Finally, there was a tendency for students at both Durham and Loughborough to agree that the most serious problem they had experienced in their first weeks of term was balancing time spent between work and social life. This was followed by the problem of settling into a routine of study. Thus, it was the academic environment that was seen as most serious and problematic than any other

aspect of the environment. The Supplementary Survey also suggested that the academic environment was seen by most students as the most important, reporting problems arising from it frequently. (V.II page 98) It was interesting to observe that in the first term of the first year it was more likely for a male student to report an additional transitional problem. This distinction was not repeated a year later suggesting that male students were less wary of reporting difficulties at an early stage but were, perhaps, reluctant to do so, or unable to recall them, after adaptation had been made.

Notes and references:

- 1 Startup, R. Why go to university? (UQ, 26(3), 1972) pp 317 - 332
- 2 Maclay, I. A random sample of university undergraduates (UQ, 23(1), 1968) pp 80 - 94
- 3 Arthur, A. Z. Response bias in the semantic differential (British Journal of Social and Clinical Psychology, 5, 1966) pp 103-107

CHAPTER SIXTEEN

STUDENTS' VIEWS ON THE FUNCTION OF A UNIVERSITY AND TERMINATING STUDENTS

CHAPTER SIXTEEN

STUDENTS' VIEWS ON THE FUNCTION OF A UNIVERSITY AND TERMINATING STUDENTS

16.1 Introduction

Students' attitudes towards the various aspects of the university environment, their satisfaction or otherwise with elements of university life, all of which have been discussed, have been influenced by students' own conception of the function of a university. With no consensus amongst academics or the general public as to the aims of higher education it is not surprising to find that there are differences of opinion among students. A student may evaluate his experience of university according to his concept of what a university ought to be and ought to achieve. Hence, attitudes towards its many environmental aspects may be more readily understood once the various aims of a university have been recognised.

The students interviewed at both Durham and Loughborough were each asked to define what they believed to be the function of a university. There is no attempt to view these comments as representative of students in general. The group of interviewees, numbering 110, comprised only 19.6% of the sample of 562. Of all students in the first year at both universities, 2264, they comprise 4.9%. However, their views are of interest for their own sakes alone. It is also possible that other students would hold similar views.

Comments made by interviewees varied as much in lucidity and coherence as did their responses to other questions. Ranging from the articulate and concise to the cliché-ridden and disjointed phrasing of others, it seemed the whole gamut of student opinion was presented. No student declined and all felt able to express their idea of the function of a university. It is these comments that are discussed here.

Interviewees' comments concerning a university's function could be classified into one of four types. The least frequently given response, in spite of Loughborough being a technological university, was that a university had a vocational function. The second most popular was that university was essentially developmental, concerned with growth of the whole person. The third category was educational. The function of a university was seen to be the obtaining of a degree, or the broadening of one's outlook and knowledge. However, a larger proportion of students formed a fourth group, claiming that a university's function was two-fold: there was an element of education but this was coupled with processes of socialisation.

16.2 The vocational function

The vocational element in university aims was mentioned relatively infrequently. The typical comment was that university should train or educate people to take up a specific job, or to be a benefit to society after graduation. Students making this type of value judgement were not necessarily those following strongly vocational courses. A selection of comments stressing the vocational nature of aims of university education follows.

"(The aim is) to educate people, but to educate them in a way to be able to perform a job afterwards. There shouldn't be so many arts courses but ones like those at Loughborough, sandwich courses, applied rather than theoretic."

(Female - Banking & Finance - 18 yrs - L)

"To give you a more specialised degree of knowledge, so prepare you in some way for work, in what to do."

(Female - Maths & Economics - 18 yrs - D)

"Basically to educate people so they can do more specialised jobs, but lots take a degree and do absolutely nothing....University should lead to some sort of career."

(Male - Politics & Economics - 20 yrs - D)

"To give you an engineering degree."

(Male - Engineering Science & Technology - 18 yrs - L)

This relatively narrow view of the aims of a university sees university education as a step towards employment and, eventually, as a useful contribution to society. This may not be a view that is universally held. At Durham and Loughborough, certainly, there were very few students interviewed that held this opinion.

16.3 The developmental function

A more frequently expressed view was that seeing a university's function as helping the individual grow and develop. This was expressed in various forms, but the essence was the same: personal growth and maturity. It was this aim that was often propounded in a short and concise phrase.

"To develop you as a person."

(Male - Library Studies - 19 yrs - L)

"Universal development of the whole self."

(Female - General Science - 19 yrs - D)

"A training for later life, that's the main thing, as broad as possible."

(Male - Zoology & Botany - 18 yrs - D)

"To teach you to live and take advantage of life as a whole."

(Female - French - 18 yrs - D)

"To develop people."

(Male - General Science - 18 yrs - D)

This developmental model of university aims is essentially a nebulous one, meaning different things to different people. It is difficult to define because "development" is a vague concept. The implication in some contexts is that university experience aids maturity. If this is so it may be an expensive means of accelerating a natural occurrence. In other cases it was clear that growth involved reacting to various situations and stimuli. It was the rich environment offered by university that facilitated this growth. One student expressed such a developmental view in a less concise manner.

"(The aim is) to try and fit in as much as you can into three years, all kinds of things, stimulating things. Having time to do things other than academic subjects and to be stimulated, to get involved in an academic subject and not just to learn."

(Male - Politics & Soc.Admin. - 19 yrs - D)

16.4 The educational function

By far the most commonly mentioned function, referred to by a total of 85 interviewees or 77% of them, was that of providing an education or an instruction. This was either stated as the sole aim, which provides this third category, or it was qualified as being part of a dual function, which comprises the fourth. Students mentioning this academic function alone numbered twenty-five and comprised 22.7% of interviewees. This contrasts with the eleven (10%) who mentioned a vocational aim and the fourteen (12.7%) who referred to a developmental function.

An academic or educational function was not restricted to students from one university only as students from both Durham and Loughborough expressed this view. Typical comments were usually concerned with one aspect of education, but some referred to a number of academic objectives.

"To get you a degree."

(Male - Economics & Social History - 18 yrs - L)

"(University is) a place you go to to learn as opposed to somewhere you go just enjoying yourselfit's a place you go to learn."

(Male - Civil Engineering - 17 yrs - L)

"To let people know. To teach people what they want to learn."

(Female - Library Studies - 18 yrs - L)

"To give students the best education possible."

(Male - Mechanical Engineering - 18 yrs - L)

"To expand people's knowledge."

(Male - Economics - 18 yrs - L)

"To broaden your outlook as well as making you proficient in your various subjects."

(Male - Mathematics - 18 yrs - D)

"Primarily education."

(Male - Engineering Science - 19 yrs - D)

"It is a place of learning so that must be its prime object, to provide for the students to further their knowledge."

(Male - Economics - 18 yrs - D)

"The primary aim for an educational basis, in that it's non-compulsory, you come here because you want to know more about the subject."

(Male - Engineering Science - 18 yrs - D)

It was interesting to note that students who advocated an essentially academic function to university were not averse to full participation in the various sports and societies on offer. They acted out, by not only accepting the educational benefits but also those recreational and extra-curricular ones, the view that the majority of interviewees expressed: university has a dual function.

16.5 The dual function

Students in the majority, sixty of the 110 interviewed (54%), stressed there was an educational objective but also emphasised that this was linked with a process of socialisation, of adjusting to life away from home, of adapting to meeting new people. This view of university education accepts a dual role. There is the cognitive or educative component, but also an affective or personal or social

component, and both must be considered. It may be because of this appreciation of university education's more complex aims that students regard those of their number who terminate their studies in the way they appear to do so. (See the following section) The comments made by interviewees show that university provision was seen very favourably, as a positive and meaningful experience.

"To educate academically and to educate in a broader sense. For many people it is the first time away from home and teaches you to live by yourself or share. It teaches you to budget, to divide your time between work and recreation and things like that."

(Male - General Arts - 18 yrs - D)

"Not all work. Work half, and half with social activities, you know, to get people to live on their own and look after themselves....To get a degree, right, but to look after yourself too."

(Male - Chemistry - 18 yrs - L)

"To provide a higher education and also an extra experience. It's more than just an education. The social thing, living with a lot of people in the same situation, is very valuable."

(Female - Psychology - 18 yrs - D)

"Not just the idea of getting a degree but experience you wouldn't get anywhere else, certainly. It must help you to be a lot more independent, that's one of the things, especially in a job working on your own, and learning to get on with a different number of people, with different backgrounds and different ideas you've never thought of before, and different views on life."

(Male - Maths & Physics - 18 yrs - D)

"Primarily it should be academic, but I don't think I can split academic off from social. There is no point in having a university if you're not going to have a different social life."

(Male - Politics - 19 yrs - D)

"To extend your education in all directions, not only academic, but meeting people as well."

(Female - Physics - 18 yrs - D)

"In spite of the fact that people think qualifications don't matter so much as the social aspect, I attach great importance to it, aiming high for a qualification. The essential function in university should be ensuring everyone stretch themselves to capacity in many ways - academic and administrative, in clubs and on committees - that's important."

(Female - Geography - 18 yrs - D)

"To meet other people and broaden your education. Also you should get away from home for a while."

(Female - Biology - 18 yrs - D)

"To educate you up to a point, but not only academicallywise but also life-wise."

(Female - History - 18 yrs - D)

"To develop students academically and socially. To teach him to make his own way. It teaches you to look after yourself as soon as you get away from home, to manage your affairs socially and financially."

(Male - French, Politics & Economics - 20 yrs - L)

"To provide a complete education, not just academically. It's an institution to socialise you."

(Male - Economics - 19 yrs - L)

"Mainly a medium of education and also to provide a different type of education from school education. It's a new experience, a widening of horizons. It throws a lot of people together in large groups. It broadens your mind a lot. It provides facilities for recreation and entertainment you would otherwise not come across."

(Female - Sociology - 22 yrs - L)

"Experience of independence, being away from home. It's very good for a student to go away and live by himself. It induces a sense of responsibility in people. The primary function is to educate a person, to get a higher education. On the social side it incorporates atmosphere and I suppose that can develop personality as well. University should stop someone hiding themselves away, bring him out of his shell, make him a pleasant person, or moderate a big-head. It's to make people conform."

(Male - Civil Engineering - 20 yrs - L)

The dual functional school of thought is essentially a compromise between those who see university as being a place for academic improvement and those seeking development. It could be argued, however, that development of the person as a whole would include academic or cognitive growth as well as affective, social or emotional growth. The academic and social skills learned by students are, perhaps, the end product of higher education. It is the instilling of these qualities and characteristics in young people that is the function of a university. Thus, anyone who leaves prematurely, without having obtained the necessary qualification that proves academic advancement had been made; or who prematurely withdraws from the social stimuli and who does not assimilate himself into the prevalent culture; anyone who terminates and withdraws is falling short and is, thus, a failure.

16.6 Students' perception of terminating students

It was clear from comments made during interview that university was seen as a positive and beneficial experience. Students were not, generally, in agreement with those who have seen termination of study as a potentially positive, developmental step if the result of a self-made decision on the part of the student. It was considered appropriate, therefore, to attempt an analysis of students' perception of their colleagues who terminated their studies. This was achieved by comparing students' self-assessment on a five-point Semantic Differential (See Chapter Seven, section three, V.I p 147) with their assessment of terminating students in general. Identical pairs of epithets were used in both cases.

Ten pairs of epithets were used each measuring a concept considered relevant to the university context. Each concept was given a computer-identifiable label which is listed with each concept. It is the short computer label that is used in tables and diagrams in this section.

<u>Concept:</u>	<u>Label:</u>
Immaturity	IMMAT
Bravery	BRAVE
Failure	FAIL
Popularity	POP
Industry	IND
Strength of character	STRENCH
Unpleasantness	UNPLEAS
Sociability	SOCIAB
Responsibility	RESPONS
Unintelligence	UNINT

Scoring was simple. If a response was made in the first column a score of one was given. A score of two was given if response was made in the second column and so on to the fifth column. The average score for each of the ten semantic scales was calculated for self-assessment in four categories:- Durham males, Durham females, Loughborough males and Loughborough females. Thus, self-assessment would lie somewhere between a value of 1 and 5 on each scale and for each category. An identical system of scoring was used for assessment of terminating students. These scores were used to calculate the average for the same four categories. Average scores

are listed in Table 186. The concept is indicated with its computer identifiable label, beside which, in parenthesis, is an indication of its being either "positive" (+) or "negative" (-). The relative difference is measured in terms of being more negative or more positive and refers to the difference between the assessment of terminating students and the self-assessment score. It is clear that in all cases except for "bravery" (BRAV) the relative difference is negative, i.e. terminating students are endowed with more negative attributes than the self.

TABLE 186

Average scores on semantic differential for self-assessment and the assessment of terminating students with the relative difference

DURHAM	Male			Female		
	Self	Term.	Relative diff.	Self	Term.	Relative diff.
(-)IMMAT	3.75	3.03	-0.72	3.58	2.97	-0.61
(+)BRAV	2.88	2.56	+0.32	2.88	2.62	+0.26
(-)FAIL	3.55	2.43	-1.12	3.51	2.34	-1.17
(+)POP	2.41	3.26	-0.85	2.65	3.29	-0.64
(+)IND	3.07	3.29	-0.22	2.92	3.24	-0.32
(+)STRENCH	2.47	2.83	-0.36	2.42	2.73	-0.31
(-)UNPLEAS	3.73	3.05	-0.68	3.63	3.11	-0.52
(+)SOCIAB	2.41	3.21	-0.8	2.62	3.26	-0.64
(+)RESPONS	2.17	3.00	-0.83	2.06	3.18	-1.12
(-)UNINT	3.83	3.20	-0.63	3.80	3.08	-0.72

TABLE 186 (continued)

LOUGHBOROUGH	Male			Female		
	Self	Term.	Relative diff.	Self	Term.	Relative diff.
(-)IMMAT	3.87	2.87	-1.00	3.78	2.71	-1.07
(+)BRAV	2.68	2.79	-0.11	2.81	2.80	+0.01
(-)FAIL	3.69	2.37	-1.32	3.53	2.31	-1.22
(+)POP	2.26	3.08	-0.82	2.34	3.37	-1.03
(+)IND	2.85	3.39	-0.54	2.64	3.46	-0.82
(+)STRENCH	2.47	3.10	-0.63	2.36	3.03	-0.67
(-)UNPLEAS	4.07	3.12	-0.95	3.83	3.18	-0.65
(+)SOCIAB	2.10	2.87	-0.77	2.19	3.03	-0.84
(+)RESPONS	1.97	3.33	-1.36	1.89	3.46	-1.57
(-)UNINT	3.87	3.26	-0.61	3.75	3.09	-0.66

There can be no doubt that immaturity is a negative attribute and bravery is a positive one. Thus the scores for self-assessment tend to be of a more positive nature, i.e. when the characteristic being evaluated is negative such as immaturity, terminating students are given a lower score; when the characteristic is positive, such as bravery, terminating students receive a higher score. Students see themselves as being closer to the positive attribute with one exception.

Two observations may be made concerning the scores. Firstly, there is agreement that terminating students are seen to possess more negative qualities than the students themselves with the exception of "bravery". Secondly, the greatest variation between self-assessment

and that of the terminating student is found to occur where two characteristics are concerned: responsibility and failure.

Graphical representation of this data with all the epithets arranged so that the scales have the same polarity, with negative qualities on the left hand side, shows clearly the marked degree of similarity and consistency of both self-assessment scores and terminating student scores according to both site and sex. It also shows the reversal of view where the bravery of a terminating student was concerned.

Average scores for self-assessment and assessment of terminating students for male and female students at Durham appear in Figure 3 on page 208. Those for Loughborough students appear in Figure 4 on page 209. In all but one attribute terminating students are imbued with less positive attributes than students saw themselves. Thus the terminating student was attributed with being more lazy, more failing, more unpopular, possessing a weaker character, being more unsociable, more unintelligent, more unpleasant and more irresponsible than the student himself. Females at both Durham and Loughborough as well as males at Durham all saw terminating students as more brave than themselves. It was the male student at Loughborough who deviated from this, tending to see himself as slightly more brave than the terminator.

What these results indicate is that there is a tendency for students at both Durham and Loughborough to have a traditional outlook. Their concept of termination and withdrawal from university

FIG 3 - DURHAM STUDENTS' ASSESSMENT OF THEMSELVES AND TERMINATORS

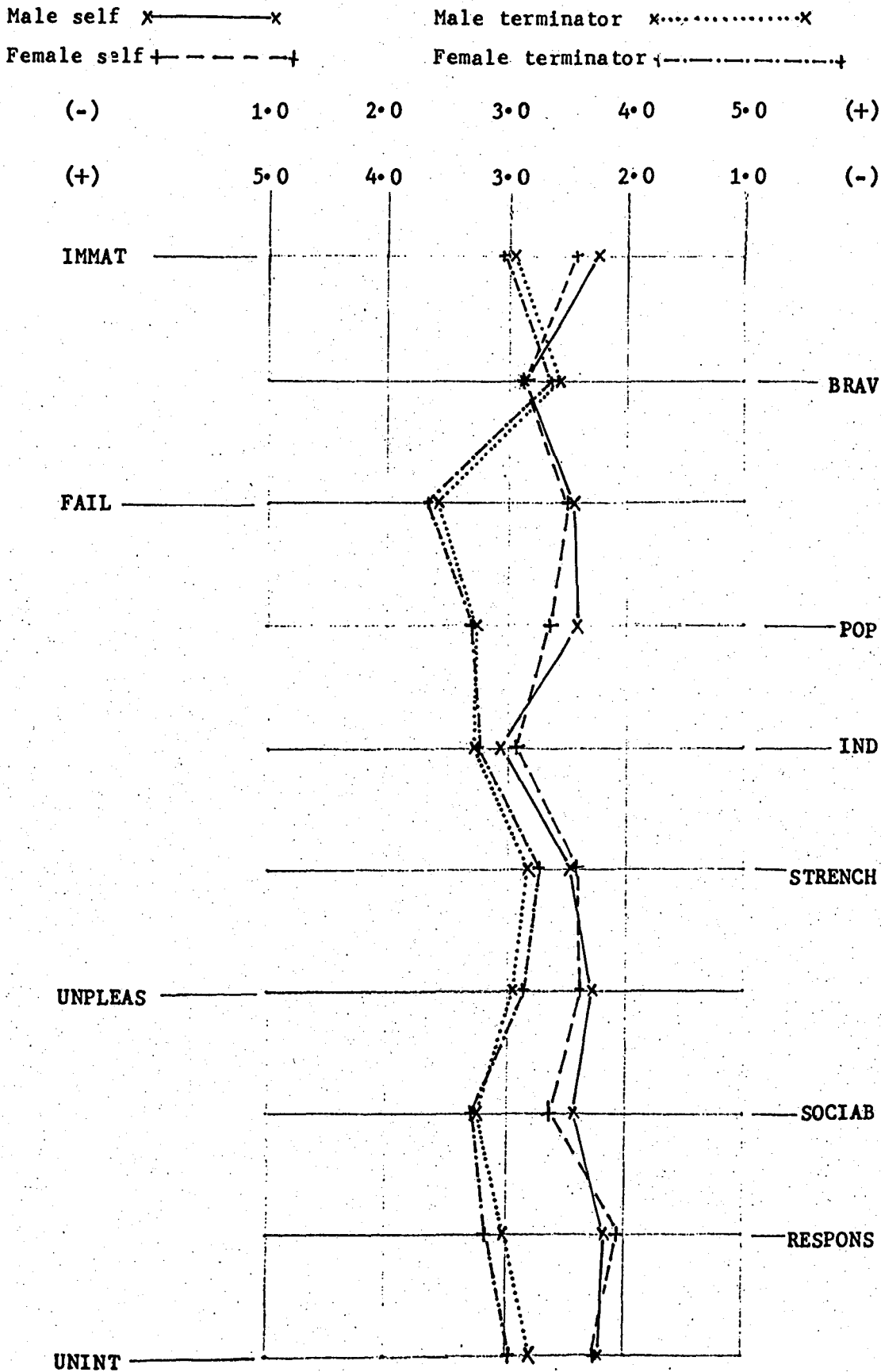
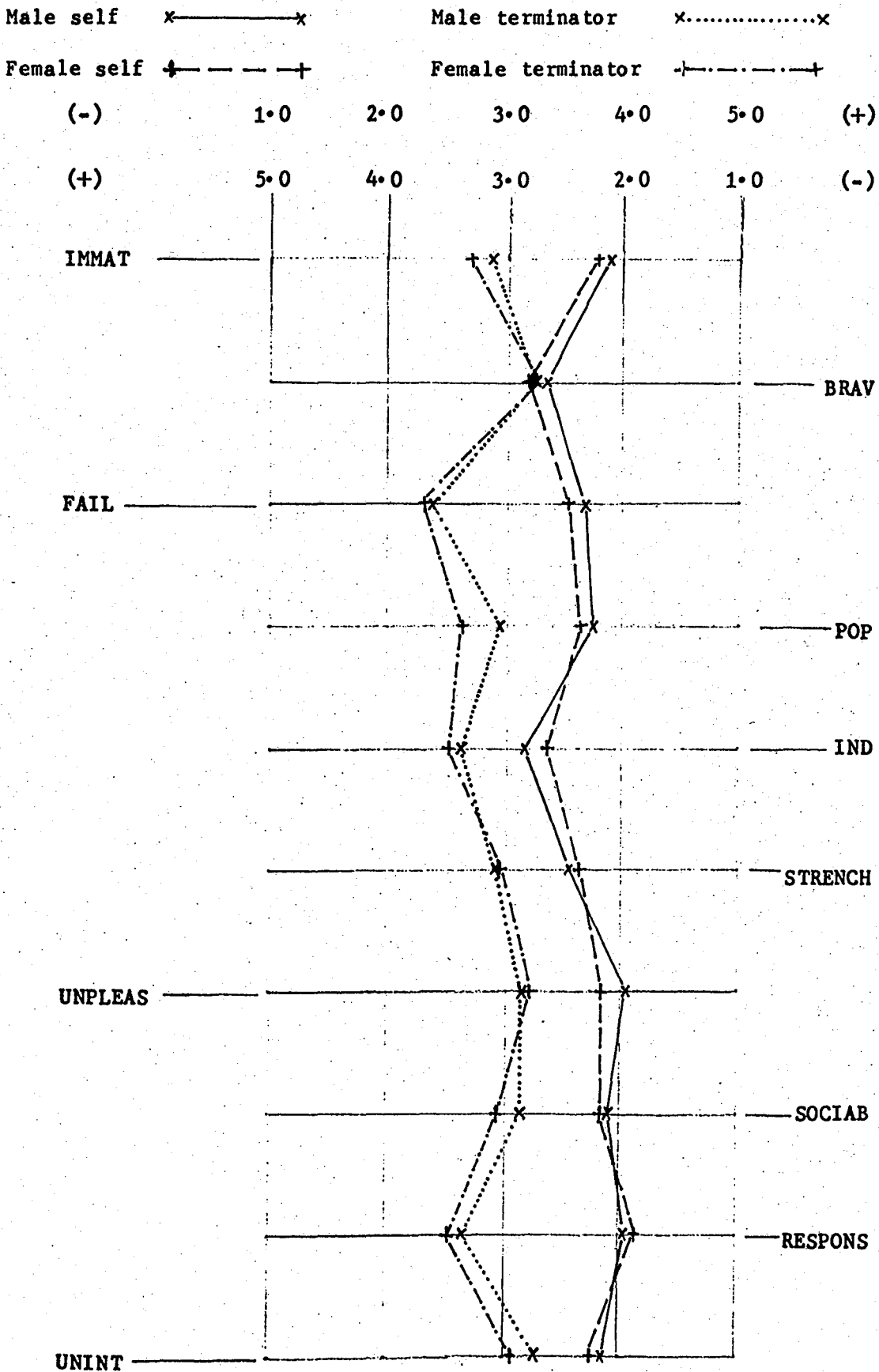


FIG 4 - LOUGHBOROUGH STUDENTS' ASSESSMENT OF THEMSELVES AND TERMINATORS



is a negative one. As the graphical representations show failure, industry and responsibility are the three characteristics that have the strongest negative values. However, before too much is made of these findings it is important that some discussion takes place of their validity. It was these questions in the Supplementary Survey, asking for self-assessment then assessment of terminating students, that students found most difficulty in answering. It was not uncommon to find comments written in the margin next to the terminating student assessment scale. These tended to be written where students had failed to complete the scales. Typical comments were:

"How can one say, without knowing the students personally, their reasons and situations?"

(Durham - male)

"Impossible to say. People who leave are as individual as those that stay."

(Durham - male)

"Can make no blanket statement - students leave for too many reasons."

(Durham - female)

"This is a stupid question - people can leave for many different reasons and may have very different characters."

(Loughborough - male)

"No comment because it depends heavily on particular situations."

(Loughborough - male)

"Impossible to answer."

(Loughborough - male)

Others did complete the scales but then qualified their response. This was often more a means of justifying the response made. For example, a student that rated terminating students indifferently on every pair except "bravery", in which there was a bias towards "brave", commented in the margin:

"This one is very difficult. All I can think is that they must possess some form of courage and initiative to make the break."

(Durham - male)

Another, having filled in the various scales with no reference to the central and impartial category, but rather using the wide range of possible answers commented:

"Not happy about these answers. Someone could be very brave, mature and responsible and leave because they realised university wasn't for them. They could be cowardly and immature and not able to face up to life away from home."

(Durham - male)

Thus, students who responded to these questions often did so after much thought and deliberation. A minimum of thirty-four females and sixty males from Loughborough answered the questions concerned with assessing terminating students. At Durham figures were similar, with thirty-seven females and sixty-one males replying. These figures not only show how low the response was to the Supplementary Survey but also to these questions in particular. However, the general trend is evident: students have a conservative outlook towards termination which is seen in negative terms. Perhaps one may assume that students who are able to overcome this apparent taboo and so terminate their studies do so as a result of exceeding pressure and much mental and emotional anguish.

CHAPTER SEVENTEEN

CONCLUSIONS

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CONCLUSIONS

17.1 Introduction

The aim of this research has been to study problems students experience in the transition from school to university, leading to attrition. Using a five-fold classification of the university environment into the physical, human, institutional, academic and personal environments, a new approach has been made to this study of student problems and attrition. The environmental model investigates many aspects of the university situation and, by assessing students' perception of, and attitude towards, these environmental components it is possible to identify their potency in causing problems and attrition. The largely individualised models used in earlier work, that lay the blame for attrition on students themselves, were not ignored and certain student characteristics were also investigated.

The results and conclusions obtained from this study are discussed in this final chapter. They are, in most cases, quite disparate and unrelated with each other. Therefore, sub-sections have been used. The first deals with a justification of the use of the environmental model and a discussion of some of its implications. This is followed by a discussion of those aspects of the university environment that were seen by students to be problematic. Possible causes of attrition, as suggested by this study, then form the content of the next section. If problems are perceived to emanate from the environment, from whatever aspect that may be, then some change in the university environment may alleviate or remove these problems. The section that follows deals with proposed changes that could, possibly, minimise the perception of difficulties at either Durham or Loughborough. Students' attitude towards those who terminate their studies and withdraw are discussed in the following section. This is followed by a discussion on students' views on the aims and objectives of a university. It is an appreciation of students' views on the function of a university that helps clarify their attitudes towards both terminators and their own problems, as well as the environment in which they live and study.

17.2 The environmental approach - How successful is it?

Certain aspects of a student's experience, facets of the university situation, would probably not have been investigated had the environmental model not been used. The potency of these would not have been discovered. In its holistic approach, an examination of the "total" university environment, this model makes what the writer believes to be a unique contribution to research in higher

education. Data concerned with the whole spectrum of university life could be analysed using computer technology and the increasingly more sophisticated software.

The success of the environmental model was shown in its differentiating between aspects of a student's experience hitherto cited as problematic, and those less commonly referred to. Thus, the personal environment, being separated from home for example, and the physical environment - the site, size and buildings at the place - were both found to be relatively unimportant in students' eyes. Major problems were found to emanate from the human environment, especially concerned with staff-student relationships, and from the academic environment, where teaching, academic guidance and feedback were concerned. Thus the "red herrings" of the physical environment and of separation from home could be identified as such.

It may be argued that a comparison of Durham with Loughborough, two universities of similar size and proportion of students in residence, was bound to yield the findings it did. However, there was evidence to suggest that each environment was different and was perceived to have been so by the students concerned. Furthermore, the same students placed different emphasis upon which aspects of the environment had been problematic. The model was able, therefore, to differentiate between two "similar" environments.

If this model were to be used in one of the larger "civic" universities, such as Leeds or Birmingham, the question of whether similar results would occur arises. Would the physical environment

become more of a source of difficulty? Would the personal environment remain a relatively minor facet of a student's experience? Would the academic environment and the human environment feature as prominently as areas of major concern? It is open to conjecture what the outcome would be, as it is if one of the new post-Robbins universities, such as Warwick or Essex, were to be surveyed. However, the validity of the model lies in its ability to identify aspects of the university environment that students perceive as problematic, and gives some indication of the effect these have upon degree performance and problem reportage. Steps can then be taken to modify and change facets of university life as a result of the investigation in an attempt to ease transition.

This environmental approach may be seen as working on two levels. Firstly, there is a short term indication of areas within the university environment that students perceive to be sources of difficulty. Identification of problem areas is, in itself, a useful exercise. Secondly, there are the long term effects gained by taking degree results, which are published after the survey, and by comparing these with responses during the first term in the first year, and later after the completion of that first year. Thus, the potency of environmental factors affecting degree performance may be assessed.

One shortcoming is that during the period in which the model is applied, from conducting the first survey to the supplementary one, students may terminate. Indeed, a majority of withdrawals are likely to occur in this period of time. An avenue for research is the follow-up of terminating students to check if environmental

factors played a prominent part in their withdrawal. Follow-up of students having terminated does not fall into the scope of this model and is a separate area of concern and study. It is one that promises a great deal of interest and fascination, and though fraught with many logistical difficulties, may shed light on attrition as seen by students unable to cope or persevere with university life.

17.3 Student problems - What worries students?

One conclusion from this study is the relatively minor part played by the physical environment in causing students to experience transitional problems, at least in Durham and Loughborough. Furthermore, the students' perceptions of their separate environments yielded some surprising results. Differences between the physical environments at Durham and Loughborough were evident. However, it was at Loughborough, where the campus covers an area of 56.7 hectares, that more students felt the place was too large and involved too much daily travel. At Durham, where colleges and departments are scattered throughout the City over an area of 270 hectares, students were less likely to see the university as too large, or involving too much daily travel. (See Chapter Nine, Section Three, V.I p 184)

It may be deduced from this that students at Loughborough perceived their physical environment in a less positive way than their counterparts did at Durham. It was also at the latter that a greater proportion saw the place as pleasant and where they felt they knew their way about the university. (See Chapter Nine, Section Four, V.I p 189 and Chapter Nine, Section Six, V.I p 197) This re-affirms the more positive regard with which the Durham student

perceived his environment.

Finding somewhere quiet to work was more of a problem at Loughborough than at Durham, (See V.I P198) indication again of a more negative perception Loughborough students had of their environment. However, it was at Durham that students complained more frequently of their rooms being "claustrophobic". (See V.I p199) This may well be a result of many students at Loughborough being resident in older accommodation in the Student Village or Hazlerigg-Rutland Hall, with their generously proportioned rooms. There were relatively few students in the new, and much smaller-roomed, Elvyn Richards Hall. Students most frequently referring to the smallness of college rooms at Durham came from Trevelyan and Collingwood Colleges. Collingwood, at which over a quarter of respondents mentioned small rooms, is the newest college, built to tighter UGC specifications than those afforded in the 1960's or before. Trevelyan, built to a hexagonal, honeycomb design and winner of a Civic Trust Award, had 28% of its respondents who saw their award-winning, architect designed rooms as claustrophobic.

Ample evidence was supplied by the two surveys and interviews that showed differences between Durham and Loughborough in terms of their physical environments. However, there was little evidence to show that the physical environment had much effect upon degree performance. Many students felt aspects of it had caused them to experience problems, but they were still able to graduate. There was no significant difference between those satisfied, and those dissatisfied, with the physical environment when their degree performance was taken

into consideration. It seems unlikely that attrition is caused by aspects of the physical environment, though facets of it may cause students to experience some problems which are overcome during the span of three years.

The institutional environment seemed to be more troublesome in students' eyes. Again, there were marked differences between the two universities. It was at Durham that students saw their institutional environment in a more positive way, no doubt a result of the colleges supplementing the centrally-run Union events. (See Chapter Eleven, Section Five, V.II p 10) Fewer considered entertainment to be minimal (V.II p 2) and were dissatisfied with cultural activities. (V.II p 5) Union facilities were seen to be satisfactory more by Durham students than those at Loughborough. (V.II p 9). Thus, Durham's institutional environment was perceived in a more positive way than at Loughborough students perceived theirs. However, there were contrasts. At Loughborough there was a greater awareness of the abundance of recreational facilities (V.II p 4) and a greater satisfaction with guidance and counselling facilities (V.II p15).

Yet, in spite of these environmental differences between the two universities, few direct relationships existed between attitudes towards aspects of the institutional environment and degree performance. Though variations between students' perception of their environment occurred there seemed to be no differences in their examination performances. One factor, however, did manifest itself. Students who felt it had been difficult to adapt to life in general at university, hard to adjust to institutional life,

performed less well than those who felt it had not been difficult to do so (V.II p21). This suggests that students themselves may be aware of the importance of a smooth transition being made. One interpretation is that this may indicate that some students, over anxious and hence finding adaptation difficult, perform poorly because of their personality trait, because of their anxiety. There seemed little reason to believe many students in the sample exhibited any other symptoms of over-anxiety.

The human environment was also seen to be of greater importance and more likely to cause a number of problems at both universities. Students at Loughborough were more likely to believe it was possible to feel socially isolated (See Chapter Ten, Section Two, V.I p 212) and that life could be impersonal at university than were those at Durham. Yet it was at Loughborough that academic staff were seen to be more approachable socially (See Chapter Ten, Section Three, V.I p 215) and that relationships with academic staff were seen to be more satisfactory than by students at Durham. It was at Loughborough, therefore, that a slightly greater proportion of students expressed satisfaction with human relationships formed at university (V.I p 239). This difference was only slightly significant and probably reflects the better relationships that were perceived to exist between staff and students at Loughborough.

The ratio of male to female students was seen by many at Loughborough to be the source of difficulties (V.II pp228 and 242). Generally, students at Loughborough were less likely to find loneliness, superficiality of friendships or even the inability to have a special relationship with a member of the opposite sex problems

than were their counterparts at Durham. It was the disproportionate number of students seeing difficulties arising from the male:female ratio that gave an over-emphasis to problems arising from the human environment at Loughborough. It must not be overlooked that, all other things being equal, students at Loughborough perceived fewer problems emanating from their human environment. There appeared to be, however, no relationship between perception of problems from the human environment and degree performance.

The impact of the four elements of the university environment considered thus far appears to have been relatively insignificant. However, the academic environment appeared to have been on the mind of many students. This may not have been seen by students at Loughborough with the same degree of seriousness as those at Durham viewed it (see V.II p98). Durham students seemed to be more concerned about aspects of their work. However, it was the Loughborough student who tended to find there was too much academic work (V.II p70) and that this was harder than expected (V.II p75).

At the same time it was students at Loughborough who felt there was sufficient information concerning their work (V.II p83) and that they were taught how best to study (V.II p81). Students at Loughborough also saw tutors as more willing to help with academic problems than those at Durham had done (V.II p85). Academic problems could, possibly, be resolved more easily at Loughborough, than at Durham. It was at the latter university, however, that facilities for lectures and tutorials (V.II p86), library provision (V.II p87) and private study facilities (V.II p87) were seen with greater satisfaction.

There were inconclusive results concerning attitudes towards aspects of the academic environment and degree performance. What was apparent was that students who felt satisfied with their performance at the end of their first year tended to perform well later at degree level (V.II p94). Dissatisfaction with performance in the first year tended to indicate later low performance or withdrawal. Poor performance during the first year may have been the consequence of not balancing time spent between work and social activities. Though this has been seen to be of fundamental importance it was still causing students difficulty. There was clearly insufficient guidance in this area, both in preparation for university and once embarked upon an undergraduate course. There is the argument that students, enjoying their new-found freedom, must learn to discipline themselves. However, students' inability to balance their academic commitments with time spent socialising was made evident by this study (V.II p97).

It is open to conjecture whether disparity in degree performance between students at Durham and those at Loughborough was a reflection of those at Durham being more concerned about their academic work. It seems unlikely, however, that this variation in concern for academic matters at Durham would have been discovered had an environmental approach not been adopted for this study. The model also indicated the greater problem Loughborough students experienced with their institutional environment and the pre-dominance of problems caused by the imbalance between male and female students.

The personal environment was seen to be of only minor importance by most students at both universities. There were

aspects of this environmental sphere that reinforced the differences between Durham and Loughborough. At Durham, where students tended to see the university situation more positively where the other environmental areas had been concerned, there was a greater chance that being away from home would be seen as enjoyable (V.II p43). Social life at Durham was also seen to have been better than that enjoyed at home (V.II p51). This was less frequently cited at Loughborough. Separation from home and from old friends were seen as more problematic by students at Loughborough than by those at Durham (V.II pp 64 and 65). It was not surprising to discover this aspect of the personal environment being seen in a negative light by students at Loughborough as there had been a tendency for them to see the other four environmental spheres less favourably. Also it was Loughborough students who were more concerned with relationships, so were likely to see dislocation of friendships as problematic.

By contrast it was the Durham student who felt it was possible to feel like a small fish in a big pond more frequently than the one at Loughborough (V.II p57). This may be explained by referring to students' roles at school and the type of school attended. Students from old Grammar or Independent schools, more of whom were at Durham, would no doubt experience more of being a big fish in a small pond as a member of the Sixth Form. This situation would be compounded were he to have been a prefect as well. Thus, the move to being one of many, to being back at the bottom of a vast pool and as only one small fish, must cause transitional shock. For the student from a large comprehensive school, or one from a Sixth Form College, there may have been less

chance to experience that same "big fish" sensation. Hence, there may be less likelihood that being one of many will be seen as problematic. Thus the concept of feeling like a "small fish in a big pond" may be an essentially relative one and ought to be viewed as such.

In most cases there were inconsistent results from these aspects of the personal environment, as relationships with degree performance were weak or non-existent. Students with a negative attitude where enjoyment of social life in preference to that enjoyed at home was concerned, tended to perform less well than those with a positive regard (V.II p52). In general, however, there was little indication that students experiencing a greater degree of difficulty as a consequence of being separated from the familiar social life at home were performing less well than those expressing no problems had been experienced in this area.

17.4 Attrition - What causes attrition?

The environmental model used as a basis for this research was designed to identify those aspects of the university environment with which students found adjustment difficult. Hence, areas of the university situation could be isolated as causes of transitional difficulty and of attrition. What became apparent, however, was that although there were distinct variations in the character of the environment at the two universities studied, and that students at each perceived their environment to be different, there was little evidence to support the view that environmental factors affected attrition. There had been some areas of strong consensus at both

universities, notably concerning the inadequacy of staff-student social contacts, the lack of guidance and information concerning academic work, and lack of guidance on how best to study. However, even these commonly held views had virtually no effect upon degree performance.

An environmental model had been devised in preference to one where the individual was the most important element. Yet care was taken to control for this. Information concerning the students' background was obtained and was found to be more successful as a predictor of potential degree performance, than students' attitudes towards aspects of the university environment. The first of these factors was a student's entrance qualifications(V.II p115). Had entrance qualifications been the sole criterion on which selection had been made some students would have been admitted who would later have terminated. Furthermore, potential first class honours students would have been barred from entry.

The type of school students had attended was also a significant indicator of potential degree performance(V.II p113). It was found that students from maintained Grammar schools were over-represented in the good honours categories while those from Independent schools were less likely to obtain Firsts and Upper Seconds but were more likely to obtain Lower Seconds or General degrees. More terminating students tended to emanate from Sixth Form or Technical Colleges. It was also this group of students that was least likely to obtain Firsts. Students from Secondary Modern and Comprehensive schools were no more or less likely to

obtain good honours degrees but were rather more likely to obtain a Lower Second, and were considerably less likely to terminate or fail.

The few students from non-selective maintained schools were, no doubt, the most able of their colleagues, while those from selective Grammar schools were, again, some of the most able of their age group. It was not surprising to find that amongst these two categories terminating students and those failing were under-represented. Relative under-achievement of students from Independent schools is open to much conjecture. Perhaps there is less need to achieve. With many of these students emanating from schools that are commonly supposed to specialise in a specific type of character training they may be more likely to find openings in commerce and the professions without having to obtain excellent academic qualifications. The high incidence of students from the independent sector at Durham studying for a General Degree suggests that the need to attain high academic status was seen as less important by those students than it was perceived by those from the maintained sector. It seems that students most likely to perform well at degree level are those from the maintained schools, particularly the Grammar schools. However, as in the case of students' entrance qualifications, there were some students from independent schools who did well, while some from maintained schools performed less well or terminated their studies. There was no clear cut relationship.

This present study also found that the age of a student had more effect upon his ability to perform at degree level than

his perception of the environment. There were strong indications that mature students, having left school some time beforehand, were less likely to perform well at degree level (V.II p150) These were the students most likely to terminate their studies or fail their examinations. There were many reasons why this could be. For mature students academic work and study may have been things they had almost forgotten how to do. Many commented on their inability to get back into studying after a year or so had passed since leaving school. It is less likely that there is any physiological effect of aging to affect the performance of mature students as the age range concerned was not over large. Young students, straight from school, at their peak in terms of studying and being used to intensive academic work, were more likely to obtain good degree results and this suggests that degree performance may be related to practice in study rather than age directly. It was interesting to note that those students having taken a year off, either as potential Oxbridge candidates or who had deferred entry to university for a year, were less likely to obtain a good honours degree, but were more likely to obtain a Lower Second or another lower class of degree. However this difference had not been statistically significant (V.II pp117 - 118).

This study tends to substantiate earlier findings that students fail because of the person they are and not because of the place they are at. Degree performance and the ability to complete an undergraduate course satisfactorily are related to the student's own level of attainment on entry, the type of school that had been attended and the student's age. There were few indications that

the environment had any direct effect upon academic performance. However, students had referred to aspects of the university environment that had caused them difficulty and that had made the transition from school to university less smooth than it may have been. There is, therefore, some indication that though aspects of the environment may not be sufficiently potent to lead to termination in numbers large enough to show statistically in a study such as this, adaptation to the new environment may be made more easily if some changes were made at the university.

17.5 Easing transition - What changes in the university could help?

Four of the author's five spheres used in the environmental model yielded aspects of university life that could possibly be modified to the benefit of future students. Such changes are unlikely to reduce by very much rates of attrition as there had been no strong link between these various aspects of the environment and attrition. However, there is always the possibility that smoother transition, with a reduction in the number and severity of problems, could lead not only to more successful degree results but also to the students having a happier and more fulfilling experience.

The first possible area of change is concerned with the physical environment, and is associated with moving accommodation. It appears that greater flexibility in allocation of residential accommodation may reduce a number of problems associated with this aspect of university life. Problems were not encountered so much by the inadequacy or inferiority of accommodation, for which most students were full of praise, but rather by difficulties perceived

when trying to change accommodation (V.I p202).

Some students were unaware it was possible to change accommodation. Others were aware of the possibility but experienced difficulty in achieving such a change. The problem seems mainly to be caused by students living out, away from the university and the majority of students. At Durham most of the complaints came from members of St Cuthbert's, the essentially non-residential college. Students had been allocated rooms in large, old houses, many of which were in deplorable condition. At Loughborough students in lodgings were generally satisfied with their accommodation. Most problems were perceived by first years who had been allocated rooms in Longcliffe, some miles from the campus, or who were sharing self-catering accommodation with students of other years and were often having to sleep in the lounge of a student flat.

Reluctance on the university's behalf in helping students change their accommodation was, no doubt, partly related to the fear that once one student has been re-housed vast numbers would desire the same treatment. It would then be possible for university provided accommodation in Durham's colleges and Loughborough's halls to be under-utilised. This would be all the more likely as hall and college fees become relatively expensive. The problem of accommodation for the universities may both be compounded and eased by the current recession, and cutbacks in both finances and in terms of student numbers. The situation may be eased by fewer students requiring accommodation, so unsatisfactory housing and that which is relatively remote could be in less demand. However, escalating labour and food costs inevitably demand higher maintenance fees. Students may prefer

inferior accommodation in private flats at a greatly reduced cost. University authorities will be in a dilemma, especially where a high proportion of student residences are available. Since the surveys comprising this study were conducted waitress service at meals has been virtually eliminated from both universities. Self-service cafeteria systems now prevail at both Durham and Loughborough: evidence of the effects of rising costs.

Flexibility in accommodation would be desirable for some students but ought not be at the expense of the university, already under great financial strain. It seems probable, therefore, that a solution may be provided by offering bed and breakfast accommodation only in some blocks. Students would be free to dine elsewhere at their own expense or to cater for themselves. Such a system would enable buildings already in existence to be almost fully capitalised and to reduce labour costs. However, existing kitchen plant that would not be used would be temporarily wasted if not completely removed. However, this would then reduce the efficiency and attractiveness of the accommodation for conferences and vacation trade, now much sought after to cover costs.

From the institutional environment there was evidence to suggest that Freshers' Week has much to commend it. Its relative lack at Loughborough and possible curtailment at Durham suggest that its value has not been fully recognised. There are bound to be difficulties in organising a series of social events that will be of interest and enjoyment to so many. However, once the aim of an induction period has been appreciated this awareness should help

in organising appropriate events. There had been some evidence to suggest that the events planned were generally not those that were most suitable. The point of Freshers' Week activities seems to be threefold: firstly introducing new students to other students, thereby initiating social interaction amongst peers; secondly, introducing these new students to the university in general, familiarisation; and thirdly, there is an element of aiding transition, of easing the student into a new situation away from home and old friends by providing companionship.

Many students referred to the dangers of sitting in their room during the rather hectic few days that was Freshers' Week and not joining in. Others mentioned the value of small scale meetings with other students, most of them second and third year, who were willing to have coffee and generally put new-comers at ease. Freshers' Week appears to be successful where new undergraduates are made to feel welcome, not necessarily by college or hall officials, but by someone who will show them to their room and generally direct them. This may involve second or third year students knocking on doors to make first year students feel welcome. The vast array of social activities, discos and dances, concerts and sports trials, seem to be of some value to a number of students. However, there is a tendency for the efficacy of the large-scale "pop" concert or disco to be doubted. Less expensive, and probably more satisfactory, would be smaller social events where first year students could meet each other, perhaps on a corridor or block basis.

From the responses obtained in the course of these surveys

it appears that a period of four to five days, with more small-scale social events and fewer large events being squeezed into the first few days would help Freshers' Week become more useful and successful. By restricting the number of events and arranging some to occur a little later in term, there would be a chance of overcoming the sense of anticlimax that befell a large number of students just as they were starting the academic side of university life.

The human environment gave rise to a serious problem that may be easily resolved. Staff-student relations were generally considered to be more satisfactory at Loughborough than they were at Durham. There was agreement at both that there was much room for improvement. The onus was clearly upon the staff who were resident and knowledgeable of the place and its traditions so could make new-comers feel at ease. In many ways there is an element of truth in the assertion that lecturers and other academics are the "hosts" and the students "guests" at universities. It is with this attitude, perhaps subconsciously present, that makes most students wait for the first move in social contact to come from the staff. For many undergraduates, used to the formal relations between pupils and teachers at school, the transition to more informality between teachers and taught is difficult to achieve. Though there are many avenues along which staff and students may go together, and though there may be numerous wine and cheese parties, sherry gatherings, pub visits and coffee parties arranged on departmental bases, the main stumbling block is the initial move. This must come from the staff, as a conscious move and attempt to "start the ball rolling" as it were. After the initial introduction and air of informality have

been made, the students are then free to respond as they wish. It is clear from their responses that most would react favourably to overtures being made by the staff, but they would feel inhibited in initiating social contacts.

Associated with the need for improved staff-student contacts are some of the areas of concern that arose from the academic environment. The first is concerned with feedback on students' progress and on their work. At school there was often immediate, or virtually immediate, feedback on a student's performance and progress. At university there is not the same degree of information on progress. This can be disconcerting for a student who may be working, not for his own ends as yet, but still in order that teacher may be impressed. More information and feedback would be of benefit to most students, many of whom are trying to gauge the quality and quantity of work required of them. By academic staff being more approachable and more willing to divulge information of this nature, staff-student contacts may be enhanced.

Guidance on courses, especially subsidiaries, need not be given solely by academic staff. A number of students suggested that they would have appreciated the advice of second year students who had completed the appropriate courses. What was often required was information concerning the content of the course itself, the work load, reading lists and any other factual information of that nature. This could be given by older students, saving academic staff for more important discussion concerning major subjects. A number of students at both universities commented on their being co-erced into following certain courses or advised to do so with little or no

information about the course concerned being given by busy staff at matriculation or registration (V.II p83).

It was, perhaps, as a result of a lack of suitable guidance and information at the start of the course that a number of students discovered they were dissatisfied and wished to change course. The problems they then encountered were often enormous. There seems a distinct dislike on the part of a university to enable students to transfer from one course to another. The outcome is usually termination and re-application the following year, either to the same university but for a different course, or elsewhere. The rigid system in operation in British universities tends to militate against flexibility and ease of transfer. It is not expected that large numbers of students would wish to make use of such arrangements, were they to exist. Yet it would be less problematic for students if they knew there was flexibility, were it to be needed.

Finally, there was ample evidence that many lecturers lacked even the rudiments of teaching techniques and expertise (V.II p68). As most teaching is conducted in the lecture hall, which is a new experience for most students who have come straight from school, it is imperative that this teaching be of a suitable standard. Fundamental inadequacies such as inaudibility, lack of clarity in diction and of too great or too slow a speed of delivery could be corrected by a short course in lecturing techniques. The dilemma lies in the dichotomy that exists within universities, where research and teaching appear two, often incompatible, bedfellows. Ideally it may be sufficient for bright young people to be close to academics

working in research, and to learn at first hand. However, this is an unrealistic assumption for most universities cannot afford to employ the all round brilliant staff, and the large numbers of students involved make first hand learning impossible. It is likely that lecturing will become, more and more, the lot of reluctant academic-researchers who may have an aversion to teaching, yet alone being taught how best to do it. A short course to familiarise intending lecturers with a lecture theatre, its acoustic properties, and its need for simple voice projection, may help correct some basic faults. This has been the subject of numerous committees within universities and schemes such as the short courses instigated by the Senate Committee for Training in University Teaching at Durham. However, it appears that much may still need to be accomplished in this field. It may be true to say there are no bad students, only bad lecturers.

17.6 Students' views on the function of a university - What effect do these have?

As discussed in the preceding chapter (V.II p199) the majority of students appeared to see university in terms of obtaining a degree and of learning certain social and affective skills. It was seen as a positive and enhancing step in life. A fruitful and enriching experience, university must be entered with sufficient motivation as well as ability to see the course through. Students at Durham and Loughborough appeared to perceive university as being, essentially, a place through which they ought to pass, with graduation as the outcome. Inability to graduate was seen as failure.

An understanding of students' views concerning the aims and objectives of university education helps appreciate why students saw terminating students in negative terms (V.II pp205-210). It also may account for the students' major causes of transitional difficulty. There may be anxiety that they will not succeed and hence become failures themselves. They will then assume the role they see as imbued with negative characteristics. The majority of students at Durham and Loughborough appeared to be pre-occupied with completing the course and graduating, for that was how they saw the aim of university education.

17.7 Conclusion

Though it has been interesting to investigate the university as separate, though inter-related, environments, this approach has not indicated specific environmental aspects that can be isolated and can be shown to have definite relationships with attrition. The environmental model appears to offer little that can accurately pin-point, and so help prevent, student failure. However, it has indicated features of the university environment that may be modified, thus effecting more smooth transition from school to university.

The existing high levels of academic qualifications demanded of potential students are likely to be raised to even greater levels as student numbers have to be reduced as a consequence of future economic constraints. The success of those students may not be a result of the place they are at. It may not be clearly and unequivocally affected by the people they are. It may be the calibre of their teachers and the willingness with which staff improve the

human environment, by affecting staff-student relationships. The academic environment may be improved if the performance of the same teachers was enhanced with more immediate academic feedback and more academic guidance concerning courses and subjects given to the student in transition.

APPENDIX A

The Preliminary Survey

Introductory letter

A photostat, reduced copy of the Introductory letter follows, along with a similarly reduced copy of the Survey Instrument. Both were printed at the University of Durham Reprographics Department on "University of Durham Department of Education" headed notepaper. The text of the letter reads:

"June 9th 1975

Dear Student,

There has been considerable discussion recently in academic circles concerning the problems undergraduate students experience in their first year. The separation from home, different teaching methods from those at school, new social environment and residential life, for examples, have been cited as possible sources of stress. But the pressure upon first year students cannot be fully understood unless there is some knowledge of what students, themselves, see to be problems.

As a preliminary to a study of the first year in Higher Education, a number of students, now completing their first year, are being surveyed. Each is asked to complete a very short questionnaire and to write, briefly, an account of the problems experienced, if any, during the first year.

You are one of the thirty students, selected at random from the list of first year students in your college, to be asked to help in this survey. It would be a great help if you would be willing to spend a little time to complete the enclosed form as soon as possible. Please return it in the envelope provided to the College Secretary or via Internal Mail, by the end of term, June 25th.

The survey is entirely confidential, and the list of names of people contacted is known only to me, and will be destroyed on the last day of term. The replies are completely anonymous, so I hope you will feel free to help. Thanking you in anticipation of your co-operation,

I am, your sincerely,

(signed) Alan J. French (Research Student)"

The text of the letter was essentially the same for each student with the exception of the third paragraph where the word "thirty" was replaced by "forty" at Collingwood. The letter as printed above was sent to St Mary's and Hatfield students.

University of Durham Department of Education

48 Old Elvet, Durham, DH1 3JH
Telephone: Durham 64466 (STD code 0385)
Professor G R Batho MA, FRHistS
Administrative Secretary:
Mrs R F Greenwich BA

June 9th. 1975

Dear Student,

There has been considerable discussion recently in academic circles concerning the problems undergraduate students experience in their first year. The reparation from home, different teaching methods from those at school, new social environment and residential life, for examples, have been cited as possible sources of stress. But the pressure upon first year students cannot be fully understood unless there is some knowledge of what students, themselves, see to be problems.

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I am, yours sincerely,

Alan J. French

Alan J. French (Research Student)

University of Durham Department of Education

48 Old Elvet, Durham, DH1 3JH
Telephone: Durham 64466 (STD code 0385)
Professor G R Batho MA, FRHistS
Administrative Secretary:
Mrs R F Greenwich BA

STRICTLY CONFIDENTIAL

Please give the following information:

COLLEGE.....Age on Oct. 1st. 1974.....yrs.....mths
HOME COUNTRY (or Country if outside U.K.).....
GENERAL/HONS * SUBJECT(S).....
IF ANY OF YOUR FAMILY ARE AT, OR HAVE BEEN TO, UNIVERSITY PLEASE INDICATE:
FATHER/MOTHER/BROTHER(S)/SISTER(S)/GRANDPARENTS *
* Delete those that do not apply

Please use this side, and if necessary TURN OVER and use the BACK of the sheet, to write about the problems you have experienced as a RESULT of being a FIRST YEAR STUDENT at this University. If you have had none please state this.

Thankyou for your co-operation.

The Survey Form, a photo-reduction of which appears on the preceding page, was also printed on headed notepaper and the text reads:

"S T R I C T L Y C O N F I D E N T I A L

Please give the following information:

College.....Age on Oct. 1st 1974....yrs..mths

HOME COUNTY (or Country if outside U.K.).....

GENERAL/HONS* SUBJECT(S).....

IF ANY OF YOUR FAMILY ARE AT, OR HAVE BEEN TO, UNIVERSITY PLEASE INDICATE: FATHER/MOTHER/BROTHER(S)/SISTER(S)/GRANDPARENTS*

* Delete those that do not apply

Please use this side, and if necessary TURN OVER and use the BACK of the sheet, to write about the problems you have experienced as a RESULT of being a FIRST YEAR STUDENT at this University. If you have had none please state this.

Thankyou for your co-operation."

APPENDIX B

The Preliminary Survey

Individual references

Each individual problem to which a student referred is listed. Alongside each reference is a code indicating from which college the student came:

- M - St Mary's (female)
- CF - Collingwood (female)
- CM - Collingwood (male)
- H - Hatfield (male)

Each section, of which there are five, refers to one of the environmental spheres devised by the author. At the end of each section is a total of the respondents referring to an aspect of that environment according to their college.

ACADEMIC ENVIRONMENT

Study Habits

Balancing time (9)	M. M. CM. H. CF. CF. CF. CF. CF
Adapting to academic routine (8) ..	M. M. M. H. H. CF. CF. CF
Independent study (6).. ..	M. M. M. CF. CF. CF
Work after a break (5)	CM. CM. CM. H. CF
Settling down to work (4)	M. M. CF. CF
How much work to do (4)	M. M. CF. CF
Working long enough (3)	CF. CF. CF
How to work (3)	M. M. H
Insufficient work done (3)	M. H. H
Work in general (2)	M. M
Rigid pattern of academic work (1)	CM
Planning work (1)	M
Poor note taking (1).. ..	M
What standard is expected (1)	M
How long to work (1).. ..	H
Work harder than expected (1)	M
Work takes longer than expected (1)	CF
Difficult to work in college (1)	M

New teaching methods and new courses

New teaching methods (6)	..	..	..	CM. H. H. CF. CF. CF
Work and subjects different (4).	..	..	..	M. CF. CF. CF
Poor lectures (4)	..	..	..	M. H. CF. CF
Staff ignorant of courses (3)	..	..	..	.. M. H. H
Not interested in courses (2)	..	..	..	.. M. CF
Teaching speed too fast (2)	..	..	..	.. CM. H
Few or no tutorials (2)	..	..	..	.. M. H
Previous knowledge expected (1).	..	..	..	.. CF
Volume of work (6)	..	..	..	M. M. M. H. CF. CF
Lack of guidance (5)..	..	..	..	M. M. H. H. CF
Little information (4)	..	..	..	M. M. H. H
Others more intelligent (4)	..	..	..	M. M. CF. CF
Lack of feedback (4)..	..	..	..	M. M. CF. CF
Examinations generally (3)	..	..	..	CM. CF. CF
Feel inferior as not an honours degree student (1)..	..	..	..	.. M

M = 39
 CM = 8
 H = 20
 CF = 39

106

HUMAN ENVIRONMENT

Staff-student contacts (10)	..	..	..	M. M. M. CM. H. H. H. CF. CF. CF
Making new friends (5)	..	..	..	M. M. CM. CM. CF
Living with so many people (5)..	..	..	..	M. M. CF. CF. CF
Attitudes of others (3)	..	..	..	M. CF. CF
Different social class of others (3)	..	..	..	CF. CF. CF
Loneliness (3)	..	..	..	M. CF. CF
New friends become incompatible (2)	..	..	..	.. CM. CF
Cliquey (2)	..	..	..	.. CM. CF
People younger than self (2)	..	..	..	.. H. CF
Friendships superficial (1)	..	..	..	.. CF
Tutors are off-hand (1)	..	..	..	.. CM
Year groups do not mix (1)	..	..	..	.. CM
People older than self (1)	..	..	..	.. CM
People overpowering (1)	..	..	..	.. CF
Need to conform to be accepted (1)	..	..	..	.. H

M = 9
 CM = 8
 H = 5
 CF = 19

41

Preliminary Survey Results

St Mary's College

ID - Identification number

Age - Age on 1st October 1974 (Years•Months)

- Home - 1 London and Home Counties (Essex, Herts., Kent, Surrey, W. Sussex, E. Sussex, Bucks., Berks., Hants., Oxon., IOW, Beds.)
 2 South-west (Devon, Cornwall, Somerset, Dorset, Wilts., Avon, Gloucester)
 3 Midlands (W. Midlands, Staffs., Warws., Salop, Hereford and Worcester, Northants., Leics., Notts., Derby)
 4 East Anglia (Lincs., Norfolk, Suffolk, Humberside, Cambs.)
 5 North-west (Cumbria, Lancs., Cheshire, G. Manchester, Merseyside)
 6 North-east (Northumberland, Durham, Cleveland, N. Yorks., S. Yorks., W. Yorks., Tyne and Wear)
 7 Wales
 8 Scotland
 9 Northern Ireland

H/G - Honours or General degree

Sci/A - Science or Arts (including Social Science)

- Fam - Family links A First generation student
 B First generation but with brother/sister at university
 C Second generation

Acad - Academic environment (number of problems referred to)

Hum - Human environment

Inst - Institutional environment

Phys - Physical environment

Pers - Personal environment

ID	AGE	Home	H/G	Sci/A	Fam	Acad	Hum	Inst	Phys	Pers	Tots
1	17•10	8	H	A	C	8	0	0	0	1	9
2	18•01	6	H	A	C	2	1	1	0	1	5
3	18•02	6	H	A	C	5	0	1	1	0	7
4	18•05	3	H	A	A	2	1	1	0	1	5
5	18•07	1	H	A	B	1	0	1	0	0	2
6	18•07	6	H	A	B	4	1	1	1	2	9
7	18•07	9	H	S	C	0	0	2	2	0	4
8	18•08	6	H	A	C	1	0	1	0	0	2
9	18•09	1	H	A	C	0	0	1	0	0	1
10	18•09	6	H	A	C	0	0	0	0	0	0
11	18•10	1	H	S	C	0	0	0	0	0	0
12	18•10	1	H	A	A	2	0	1	0	1	4
13	18•11	6	H	S	A	8	2	1	0	0	11
14	18•11	3	H	A	A	1	0	0	0	0	1
15	19•00	4	G	A	A	4	3	1	1	0	9

St Mary's College (continued)

ID	AGE	Home	H/G	Sci/A	Fam	Acad	Hum	Inst	Phys	Pers	Tots
16	19•02	1	H	A	A	1	1	1	0	1	4
17	19•07	1	H	A	A	0	0	0	0	0	0
18	22•07	6	H	A	A	0	0	1	1	0	2
n = 18						<u>39</u>	<u>9</u>	<u>14</u>	<u>6</u>	<u>7</u>	<u>75</u>

Collingwood (female)

1	18•00	1	H	A	C	0	0	0	0	0	0
2	18•01	6	H	S	A	5	5	1	1	1	13
3	18•01	1	H	A	C	1	1	2	0	0	4
4	18•02	2	G	S	A	1	0	0	1	1	3
5	18•03	1	H	A	A	5	0	0	0	0	5
6	18•04	6	H	A	A	0	0	0	0	0	0
7	18•06	6	H	S	A	1	3	0	0	0	4
8	18•06	5	H	A	C	4	1	1	1	0	7
9	18•09	3	H	A	A	2	3	2	0	0	7
10	18•10	6	H	A	A	2	0	1	0	0	3
11	18•11	1	H	A	C	3	2	1	1	1	8
12	19•01	4	G	A	B	1	0	0	0	0	1
13	19•08	3	H	A	B	5	0	0	0	1	6
14	19•10	1	H	S	A	4	0	0	0	0	4
15	19•10	1	H	S	C	5	4	1	0	0	10
n = 15						<u>39</u>	<u>19</u>	<u>9</u>	<u>4</u>	<u>4</u>	<u>75</u>

Collingwood (male)

1	18•02	1	H	A	B	0	2	0	0	1	3
2	18•03	1	H	S	A	1	0	0	0	0	1
3	18•06	1	H	S	B	2	0	0	0	0	2
4	18•09	8	H	A	A	0	0	0	0	0	0
5	18•10	5	H	S	C	0	2	0	0	0	2
6	18•11	5	H	S	C	2	0	1	0	0	3
7	19•01	1	H	S	B	1	0	0	0	0	1
8	19•04	9	G	S	C	0	4	0	0	0	4
9	19•07	Ab.	H	A	A	2	0	2	0	0	4
10	19•09	1	H	A	A	0	0	2	0	0	2
n = 10						<u>8</u>	<u>8</u>	<u>5</u>	<u>0</u>	<u>1</u>	<u>22</u>

Hatfield College

ID	AGE	Home	H/G	Sci/A	Fam	Acad	Hum	Inst	Phys	Pers	Tots
1	18•02	5	H	S	A	0	0	0	0	0	0
2	18•06	6	H	S	A	1	0	0	1	1	3
3	18•08	3	H	A	B	0	0	2	0	0	2
4	18•10	5	H	S	A	0	0	0	0	0	0
5	19•00	6	H	S	B	8	1	1	0	0	10
6	19•02	1	H	A	B	0	0	0	0	0	0
7	19•02	5	G	A	C	2	2	1	2	0	7
8	19•03	1	H	A	A	1	0	0	0	1	2
9	19•05	4	H	S	C	2	1	0	1	0	4
10	21•08	3	H	A	B	1	1	1	0	0	3
11	23•08	5	H	A	A	2	0	2	2	1	7
19	-	6	H	S	C	0	0	0	0	0	0
20	18•08	-	H	S	B	3	0	1	2	0	6
n = 13						<u>20</u>	<u>5</u>	<u>8</u>	<u>8</u>	<u>3</u>	<u>44</u>

APPENDIX C

The Preliminary Survey

Statistical analysis of results

Table C.1

Students and the number of problems reported by home area

Home area	No. students	No. problems	Totals
The South East, South West and East Anglia	23 (41.8%)	70 (33.3%)	93 (35.1%)
The Midlands	6 (10.9%)	24 (11.4%)	30 (11.3%)
The North West	7 (12.7%)	26 (12.4%)	33 (12.5%)
The North East	14 (25.5%)	69 (32.9%)	83 (31.3%)
Wales, Scotland, N.I. and Abroad	5 (9.1%)	21 (10.0%)	26 (9.9%)
Totals	55	210	265

$\chi^2 = 1.698989$ $df = 4$ N.S. (1 missing observation)

Table C.2

Students and the number of problems reported by age

Age	No. students	No. problems	Totals
18 yrs 6 mths or less	17 (30.9%)	71 (32.9%)	88 (32.5%)
18 yrs 7 mths - 19 yrs	21 (38.2%)	66 (30.6%)	87 (32.1%)
19 yrs 1 mth - 20 yrs	14 (25.5%)	67 (31.0%)	81 (29.9%)
Over 20 yrs	3 (5.5%)	12 (5.6%)	15 (5.5%)
Totals	55	216	271

$\chi^2 = 0.089164$ $df = 4$ N.S. (1 missing observation)

Table C.3

Students and the number of problems reported by type of degree

Degree	No. students	No. problems	Totals
Honours	51 (91.1%)	192 (88.9%)	243 (89.3%)
General	5 (8.9%)	24 (11.1%)	29 (10.7%)
Totals	56	216	272

$$\chi^2 = 0.2353261 \quad df = 1 \quad N.S.$$

Table C.4

Students and the number of problems reported by family links

Family link	No. students	No. problems	Totals
First generation	25 (44.6%)	94 (43.5%)	119 (43.8%)
First generation + brother or sister	12 (21.4%)	45 (20.8%)	57 (21.0%)
Second generation	19 (33.9%)	77 (35.7%)	96 (35.3%)
Totals	56	216	272

$$\chi^2 = 0.0632506 \quad df = 2 \quad N.S.$$

Table C.5

Students and the number of problems reported by sex

Sex	No. students	No. problems	Totals
Male	23 (41.1%)	66 (30.6%)	89 (32.7%)
Female	33 (58.9%)	150 (69.4%)	183 (67.3%)
Totals	56	216	272

$$\chi^2 = 2.2575225 \quad df = 1 \quad N.S.$$

APPENDIX D

The Main Survey

Introductory letter

The text of the Introductory letter is reproduced here.

It was printed on headed notepaper similar to that used for the Preliminary Survey (see Appendix A, page 238).

"November 1975

Dear _____, (each students' name was added by hand)

There has been considerable discussion in academic circles concerning the problems facing undergraduate students in their first year at university. Various "problems" have been cited as possible sources of difficulty. Included amongst these have been the separation from home, new teaching methods - different from those experienced at school, and residential life. But the pressure upon first year students cannot be fully understood unless there is a knowledge and understanding of what students, themselves, see to be their major difficulties. To this end a survey of first year students is being undertaken by a research worker attached to the Department of Education at Durham University.

You have been chosen, completely at random, to be included in the sample of first year students within your college. I should be grateful if you would complete the enclosed questionnaire and return it in the envelope provided as soon as possible. Please return the form via internal mail, no later than Friday November 28th 1975.

All of the completed forms will be treated in strictest confidence. No one, apart from myself and my supervisor, will have access to them. Even though the survey in Durham is being conducted with the co-operation of Principals and Senior Tutors of each college, no one at Durham, or elsewhere, will see individual forms. The names of students from Durham taking part in the survey are known only by me. The list of students taking part will be destroyed as soon as the research is completed. There is no way in which your response may be used to your disadvantage.

During the latter part of Epiphany Term and the early weeks of Easter Term I shall be interviewing as many of the students in the sample as possible. These interviews form an important part of the research, enabling topics raised in the survey to be more fully discussed. I hope you will co-operate both in completing the questionnaire and being available for interview. There is space at the end of the form for you to state your name, the most convenient date and time of day, and most suitable place such an interview could take place.

Please do not discuss this questionnaire with your friends before you answer, as it is your own response that is required. There is space at the end for any comments or criticisms you may care to make. If you are unwilling to complete the questionnaire I would appreciate your letting me know your reasons. Finally, if

you feel some of the questions pry too deeply into your private life, I should emphasise the impartial and academic nature of the research, and the confidentiality with which all responses will be treated. I must stress your frank, genuine response may help us to see more clearly where modification and change are required if student life is to be as full and rewarding as possible.

Thanking you in anticipation of your co-operation, I am,
Yours sincerely,

(signed) Alan J. French M.A.
(Research Student)"

At Loughborough the same Introductory letter was used with the following modifications made to the second, third and fourth paragraphs:

"You have been chosen, completely at random, to be included in the sample of first year students at Loughborough University of Technology. I should be grateful if you would spend a little time in completing the enclosed questionnaire. Please return it as soon as possible in the envelope provided to the Careers and Appointments Office, Edward Herbert Building, where a collection box is located, no later than Friday November 21st 1975.

All of the completed forms will be treated with the strictest confidence. Apart from myself and my supervisor, no one will have access to them. Even though the survey in Loughborough is being conducted with the co-operation of the Student Counsellor, no one at Loughborough, or elsewhere, will see individual forms. The names of students in the Loughborough sample are known only by me, and the list of students being surveyed will be destroyed on completion of the research. There is no way in which your response may be used to your disadvantage.

During January and February 1976, I shall be at Loughborough and hope to interview as many members of the sample as possible. In order that topics raised in the survey may be more fully discussed, I hope that you will not only complete the questionnaire, but also be willing to be interviewed. If you are willing to be interviewed please give your name, the most convenient time of day and dates, and most suitable place such an interview could take place. There is space at the end of the questionnaire for this information. The interviews form an important part of the research, so I hope you will feel able to co-operate."

Escape clause used at Durham on Introductory letter

The Master of University College felt that the Introductory letter was intimidating, especially being written on Department of Education headed paper. He refused permission to sample the College unless an "escape clause", as his term was, be added to the letter. It was decided that to change the format of the letter may affect response rates and it was agreed that the escape clause would be printed on a separate slip of paper and would be stapled to each letter sent to a member of University College. The text of the clause was:

"The Master of University College has given me permission to send this enquiry to a sample of students of the College on the express condition that it is made clear that no student has any obligation at all to return the form, or if he does return the form to answer any subsequent enquiry.

A. J. French"

After the Senior Woman and First Year Representative at St Aidan's College had refused to co-operate with the survey the author was able to meet them and discuss their objections. It was agreed that a similar escape clause would be acceptable, ammended thus:

"The Principal of St Aidan's College has given me permission to send this enquiry to a sample of students of the College on the express condition that it is made clear that no student has any obligation at all to return the form, and if she does return the form to answer any subsequent enquiry.

A. J. French"

Each escape clause was stapled to the back of an introductory letter.

APPENDIX E

The Main Survey

The questionnaire

A photo-reduction of the Durham questionnaire is shown on pages 252-256, and a similar reduced copy of the Loughborough questionnaire on pages 257-260. The originals were photostat copies on white A4 paper, printed back to back and stapled.

The Durham questionnaire, containing three additional questions, was marginally longer than that used at Loughborough. Each form contained boxes for computer coding of responses.

UNIVERSITY OF DURHAM
 DEPARTMENT OF EDUCATION
 FIRST YEAR UNDERGRADUATE RESEARCH SURVEY
 UNIVERSITY OF DURHAM

c1-5
 1 1 1 1 1

Please start at the beginning and work your way through this questionnaire. Unless otherwise directed, each question has a number of alternative responses, of which you are asked to tick only ONE in the appropriate box. Please DO NOT ENTER ANY MARK in the boxes on the right-hand side of each page. If for any reason none of the possible responses is applicable to you and there is no way in which you can honestly answer the question, please WRITE your answer IMMEDIATELY BELOW the printed responses.

All completed questionnaires will be treated as STRICTLY CONFIDENTIAL and no one, other than the research workers, will have access to them.

1. What was the major factor most influencing your decision to go to university?

- 1 My parents wished me to go to university
- 2 My school suggested I go to university
- 3 I had no wish to commit myself to a career immediately I left school
- 4 I wanted to get a degree
- 5 I wanted to enjoy a full social life
- 6 I could think of nothing better to do
- 9 Other (please specify)

c6

2. What preference did you give Durham University on your U.C.C.A. form?

- 1 First choice
- 2 Second
- 3 Third
- 4 Fourth
- 5 Fifth
- 6 No preference
- 7 I did not apply to this university
- 8 I cannot remember

c7

IF THIS UNIVERSITY WAS YOUR FIRST CHOICE OMIT THE NEXT QUESTION AND GO ON TO NUMBER FOUR. IF DURHAM WAS NOT YOUR FIRST CHOICE PLEASE ANSWER NUMBER 3.

c8-9

3. What was your first preference university?

4. What was the major factor most influencing your decision to apply to Durham University?

- 1 A member of my family had been here
- 2 My school recommended it
- 3 It has an excellent academic reputation
- 4 A large proportion of first years are in residence
- 5 It offers the course I want to study
- 6 I did not apply to this university
- 9 Other (please specify)

c10

5. What was the major factor most influencing your decision to study the subject you have chosen?

- 1 It is the one I most enjoyed at school
- 2 It is the subject at which I was most successful at school
- 3 It is a subject of which I wish to gain an understanding for its own sake
- 4 It is a subject of which I need a knowledge for my desired occupation
- 5 My school recommended it
- 6 Other (please specify)

c11

6. What subject(s) are you studying?

Major* Subsidiary*
 (*Delete if not applicable*)

c12-14

7. Are you a member of your first preference college or society?

- 1 Yes (IF YOUR ANSWER IS "YES" GO ON TO QUESTION NINE)
- 2 No (IF YOUR ANSWER IS "NO" GO ON TO QUESTIONS 8 AND 10)

c15

IF YOU ARE A MEMBER OF YOUR FIRST PREFERENCE COLLEGE OR SOCIETY OMIT QUESTION EIGHT AND GO ON TO NUMBER NINE. IF YOU ARE NOT A MEMBER OF YOUR FIRST PREFERENCE COLLEGE PLEASE ANSWER QUESTION EIGHT AND THEN GO ON TO NUMBER TEN AND OMIT QUESTION NINE.

8. What was your first preference College or Society?

.....

c16-17

9. ONLY FOR MEMBERS OF THEIR FIRST PREFERENCE COLLEGE OR SOCIETY

What was the major reason that made you select that College as your first choice?

- 1 It is single sex
- 2 It is mixed
- 3 It has a good reputation
- 4 I knew someone who would be in residence there
- 5 It is near my department
- 6 Other (please specify)

c18

10. FOR ALL STUDENTS

In what type of accommodation are you living?

- 1 Single room in College
- 2 Double room in College
- 3 Lodgings or digs
- 4 Rented flat or house
- 5 Parental home
- 9 Other (please specify)

c19

11. How satisfied are you with this accommodation?

- 1 Very satisfied
- 2 Satisfied
- 3 Dissatisfied
- 4 Very dissatisfied

c20

c21-22

12. Of which College or Society are you a member?

13. The following statements have all been used by students to describe their university.

Please indicate, BY TICKING THE APPROPRIATE BOX, if you believe each statement to be GENERALLY TRUE or GENERALLY FALSE as a description of Durham University

Please make sure you do not miss out any of the statements.

- | | TRUE | FALSE | |
|--|--------------------------|--------------------------|------------------------------|
| (i) It is possible to feel socially isolated here | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c23 |
| (ii) It is not difficult to adapt to the different way of life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c24 |
| (iii) Students have nothing in common with each other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c25 |
| (iv) There is too much bureaucracy (form-filling, matriculation, registration, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c26 |
| (v) There is always something to do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c27 |
| (vi) The university is too far from my home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c28 |
| (vii) There is a sense of community spirit about the place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c29 |
| (viii) Students are given sufficient information about academic matters (e.g. courses, work loads, standards expected, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c30 |
| (ix) Academic staff are eager to get to know students socially | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c31 |
| (x) It is possible to feel like a "small fish in a big pond". | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c32 |
| (xi) Life here is too impersonal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c33 |
| (xii) It is easy to feel homesick | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c34 |
| (xiii) The university is too large | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c35 |
| (xiv) The social life I have here is better than the one I had at home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c36 |
| (xv) Not enough is done in the first few weeks to help new students settle in | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c37 |

14. What is your opinion of the following statements as descriptions of Durham University?

Please indicate, BY TICKING THE APPROPRIATE BOX, if you STRONGLY AGREE, AGREE, are UNDECIDED, DISAGREE, or STRONGLY DISAGREE with each statement as an ACCURATE DESCRIPTION OF THIS UNIVERSITY

Please be sure not to miss any out.

- | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| (i) There is an inadequate range of recreational facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c38 |
| (ii) Non-academic staff are friendly and helpful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c39 |

14 (cont'd)

- | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| (iii) Tutors and lecturers are willing to discuss academic problems out of class hours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c41 |
| (iv) There is opportunity to change accommodation if one wants to | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c42 |
| (v) Teaching methods are completely new and strange | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c43 |
| (vi) It is not expensive to live here comfortably | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c44 |
| (vii) There is too much daily travelling to do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c45 |
| (viii) Students are taught how best to study | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c46 |
| (ix) Fresher's Week helps new students to get to know each other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c47 |
| (x) Much of the course work is irrelevant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c48 |
| (xi) There is too much academic work to do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c49 |
| (xii) Fresher's Week is too confusing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c50 |
| (xiii) The academic work is much harder than I expected it to be | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c51 |
| (xiv) Academic staff are not interested in students as people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c52 |
| (xv) Entertainment is minimal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c53 |

15. At what type of educational establishment did you gain your A-levels prior to coming to university?

- 1 Grammar school
- 2 Independent school
- 3 Direct Grant school
- 4 Secondary Modern school
- 5 Comprehensive school
- 6 Sixth Form College
- 7 Technical College
- 9 Other (please specify) c54

16. In what subjects have you passed at A-level? Please give the grades.

Subject	Grade

c55-57

c58-60

c61-63

c64-66

29. What would be your usual means of travelling to your home?

- 1 Bus
- 2 Long-distance coach
- 3 Train
- 4 Private transport
- 5 Hitch-hiking
- 9 Other (please specify)

c21

30. Using your usual means of travelling, how long would the journey from Durham to your home take?

..... hours minutes

c22-24

31. With which of the following three statements do you most agree?

- 1 I wish I were closer to my home
- 2 I am not far enough away from my home
- 3 I am about the right distance away from my home

c25

32. First year students have often found a number of difficulties and problems during the first months of their university life. Below are listed six of the most frequently cited problems.

Please RANK them in order, one for the most serious, two for the next most serious, etc., AS THEY SEEM FOR YOU.

- 1 Loneliness
- 2 Making new friends
- 3 Separation from home
- 4 Settling into a routine of private study
- 5 Separation from old friends at home or school
- 6 Balancing time spent between work and social life

c 26-31
1st 2nd 3rd 4th 5th 6th

33. You may think there is another problem in university life that is more serious than those listed above. If so, please state what this is

c32-33

IF YOU HAVE NO OTHER PROBLEM OR DIFFICULTY PLEASE STATE NONE AND GO ON TO QUESTION 35. THE NEXT QUESTION IS ONLY FOR THOSE WHO HAVE STATED ANOTHER PROBLEM IN NUMBER THIRTY THREE.

34. How serious, FOR YOU, is the problem you have specified in question 33, in comparison with the six listed in number 32?

If, of the seven, you consider it to be the MOST serious FOR YOU, indicate FIRST, if it is the SECOND MOST serious, please state SECOND, etc.

- 1 First
- 2 Second
- 3 Third
- 4 Fourth or below

c34

35. What is your opinion of the following statements as being ACCURATE descriptions of YOUR OWN feelings at Durham now?

Please indicate BY TICKING THE APPROPRIATE BOX.

Be sure you do not miss any out.

- (i) I spend too much time socialising
- (ii) I often feel lonely
- (iii) The academic work is within my capabilities
- (iv) I find it easy to mix and make friends with members of the opposite sex
- (v) I think everyone else is more intelligent than I am
- (vi) I am glad I came here
- (vii) I do not have enough social life
- (viii) I find it easy to mix and make friends with members of my own sex
- (ix) I find it difficult to settle down to serious work
- (x) I am easy to get along with
- (xi) I am afraid of failing my exams
- (xii) I feel ill at ease when meeting new people
- (xiii) I feel I have no friends
- (xiv) I am dissatisfied with my course
- (xv) I like to take the first step in making friends
- (xvi) I wish I had a special boy/girl friend

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c9
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c11
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c12
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c13
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c14
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c15
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c16
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c17
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c18
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c19
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c20
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c21
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c22
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c23
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c24
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c25

36. How far have you made up your mind about the career you would like to follow?

- 1 Quite undecided
- 2 A not very definite preference
- 3 A clear idea of intended career (please specify)

c51-52

37. For what qualification are you studying?

- 1 B.A. Hons.
- 2 B.A. General
- 3 B.Sc. Hons.
- 4 B.Sc. General

c53

38. What is your sex? 1 Male
2 Female

c54

39. How old were you on 1 October 1975?
..... yearsmonths

c55-58

40. On what date did you complete this questionnaire?
.....1975

c59-60

41. Are you willing to be interviewed during February or March 1976?

1 Yes
2 No

c61

Name:

Most convenient times and
dates for interview:

Most suitable place:

DURHAM UNIVERSITY
 DEPARTMENT OF EDUCATION
 FIRST YEAR UNDERGRADUATE RESEARCH SURVEY
 LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

c1-5
 2 1 1

Please start at the beginning and work your way through this questionnaire. Unless otherwise directed, each question has a number of alternative responses of which you are asked to tick only ONE in the appropriate box. Please DO NOT ENTER ANY MARK in the boxes on the right-hand side of each page. If for any reason none of the possible responses is applicable to you and there is no way in which you can honestly answer the question, please WRITE your answer IMMEDIATELY BELOW the printed responses.

All completed questionnaires will be treated as STRICTLY CONFIDENTIAL and no one, other than the research workers, will have access to them.

1. What was the major factor most influencing your decision to go to university?

- 1 My parents wanted me to go to university
- 2 My school suggested I go to university
- 3 I had no wish to commit myself to a career immediately I left school
- 4 I wanted to get a degree
- 5 I wanted to enjoy a full social life
- 6 I could think of nothing better to do
- 9 Other (please specify)

c6

2. What preference did you give Loughborough University on your U.C.C.A. form?

- 1 First choice
- 2 Second
- 3 Third
- 4 Fourth
- 5 Fifth
- 6 No preference
- 7 I did not apply to this university
- 8 I cannot remember

c7

IF THIS UNIVERSITY WAS YOUR FIRST PREFERENCE OMIT THE NEXT QUESTION AND GO ON TO NUMBER 4. IF LOUGHBOROUGH WAS NOT YOUR FIRST CHOICE PLEASE ANSWER QUESTION 3.

3. What was your first preference university?

c8-9

4. What was the major factor most influencing your decision to apply to Loughborough University?

- 1 A member of my family had been here
- 2 My school recommended it
- 3 It has an excellent academic reputation
- 4 A large proportion of first years are in residence
- 5 It offers the course I want to study
- 6 I did not apply to this university
- 9 Other (please specify)

c10

5. What was the major factor most influencing your decision to study the subject you have chosen?

- 1 It is the one I most enjoyed at school
- 2 It is the subject at which I was most successful at school
- 3 It is a subject of which I wish to gain an understanding for its own sake
- 4 It is a subject of which I need a knowledge for my desired occupation
- 5 My school recommended it
- 9 Other (please specify)

c11

6. What subject(s) are you studying?

Main* Minor*
 (*Delete if not applicable)

c12-14

 (c15-18)*

7. In what type of accommodation are you living?

- 1 Single room in Hall
- 2 Double room in Hall
- 3 Lodgings or digs
- 4 Rented flat or house
- 5 Parental home
- 9 Other (please specify)

c19

8. How satisfied are you with this accommodation?

- 1 very satisfied
- 2 satisfied
- 3 unsatisfied
- 4 very unsatisfied

c20

THE NEXT QUESTION IS ONLY FOR STUDENTS IN RESIDENCE. OTHERS PLEASE OMIT THIS QUESTION AND GO ON TO NUMBER 10.

9. Of which Hall are you a member?

c21-22

THE NEXT QUESTION IS FOR ALL STUDENTS

10. The following statements have all been used by students to describe their university.

Please indicate, BY TICKING THE APPROPRIATE BOX, if you believe each statement to be GENERALLY TRUE or GENERALLY FALSE as a description of Loughborough University.

Please make sure you do not miss out any of the statements.

	TRUE	FALSE	
(i) It is possible to feel socially isolated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c23
(ii) It is not difficult to adapt to the different way of life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c24
(iii) Students have nothing in common with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c25
(iv) There is too much bureaucracy (form-filling, matriculation, registration, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c26
(v) There is always something to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c27
(vi) The university is too far from my home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c28
(vii) There is a sense of community spirit about the place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c29

10. (cont'd.)

- | | TRUE | FALSE | |
|--|--------------------------|--------------------------|------------------------------|
| (vii) Students are given sufficient information about academic matters (e.g. courses, workloads, standards expected, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c30 |
| (ix) Academic staff are eager to get to know students socially | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c31 |
| (x) It is possible to feel like a "small fish in a big pond". | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c32 |
| (xi) Life here is too impersonal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c33 |
| (xii) It is easy to feel homesick | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c34 |
| (xiii) The university is too large | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c35 |
| (xiv) The social life I have here is better than the one I had at home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c36 |
| (xv) Not enough is done in the first few weeks to help new students settle in | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c37 |

11. What is your opinion of the following statements as descriptions of Loughborough University?

Please indicate, BY TICKING THE APPROPRIATE BOX, if you STRONGLY AGREE, AGREE, are UNDECIDED, DISAGREE, or STRONGLY DISAGREE with each statement as an ACCURATE DESCRIPTION OF THIS UNIVERSITY.

Please be sure not to miss any out.

- | | Strongly agree | Agree | Undecided | Disagree | Strongly Disagree | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| (i) There is an inadequate range of Recreational facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c38 |
| (ii) Non-academic staff are friendly and helpful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c39 |
| (iii) Tutors and lecturers are willing to discuss academic problems out of class hours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c40 |
| (iv) There is opportunity to change accommodation if one wants to | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c41 |
| (v) Teaching methods are completely new and strange | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c42 |
| (vi) It is not expensive to live here comfortably | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c43 |
| (vii) There is too much daily travelling to do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c44 |
| (viii) Students are taught how best to study | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c45 |
| (ix) There should be an organised "Freshers' Week" to help new students get to know each other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c46 |
| (x) Much of the course work is irrelevant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c47 |

11. (cont'd.)

- | | Strongly agree | Agree | Undecided | Disagree | Strongly disagree | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| (xi) There is too much academic work to do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c48 |
| (xii) Students should be free to choose their Hall of Residence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c49
(c50*) |
| (xiii) The academic work is much harder than I expected it to be | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c51 |
| (xiv) Academic staff are not interested in students as people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c52 |
| (xv) Entertainment is minimal | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> c53 |

12. At what type of educational establishment did you gain your A-levels prior to coming to university?

- 1 Grammar school
- 2 Independent school
- 3 Direct Grant school
- 4 Secondary Modern school
- 5 Comprehensive school
- 6 Sixth Form College
- 7 Technical College
- 9 Other (please specify) c54

13. In what subjects have you passed at A-levels? Please give the grades.

Subject	Grade

c55-57
c58-60
c61-63
c64-66

14. When did you leave school?

- 1 Summer 1975
- 2 During the academic year 1974 to 1975
- 3 Summer 1974
- 4 Before summer 1974 (please specify when) c67

15. Was your school 1 single sex
2 mixed boarder c68

16. While at school were you a 1 day pupil
2 boarder. c69

17. At school were you a prefect or monitor?

- 1 No, though such positions existed
- 2 No, there were no such positions
- 3 Yes c70

18. In how many sports did you regularly represent the school during your last two years there?

- 1 None
- 2 One
- 3 Two or three
- 4 Four or more

c71

19. In how many school societies or voluntary activities did you take an active part during your last two years? Do not include occasional attendance.

- 1 None
- 2 One
- 3 Two or three
- 4 Four or more

c72

20. While at school were you 1 generally happy 2 generally unhappy

c73

Card 2. c1-5

21. Some aspects of university life have been considered unsatisfactory by students. The following list consists of ten aspects of the university environment.

Please indicate, BY TICKING THE APPROPRIATE BOX, if you find each one VERY SATISFACTORY, SATISFACTORY, are UNDECIDED, UNSATISFACTORY, or VERY UNSATISFACTORY.

Be sure not to miss any out.

	Very satisfactory	Satisfactory	Undecided	Unsatisfactory	Very unsatisfactory	
(i) Living accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c6
(ii) Catering facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c7
(iii) Union facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c8
(iv) Library facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c9
(v) Working accommodation for private study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c10
(vi) Facilities for lectures and tutorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c11
(vii) Student guidance and counselling services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c12
(viii) Organised staff-student social activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c13
(ix) Cultural activities in which you may take part (choirs, orchestras, drama club, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c14
(x) Cultural events that you may watch e.g. plays, concerts, poetry readings, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> c15

22. Which members of your family have been to, or ate at, university?

- 1 Father
- 2 Mother
- 3 Brother/sister
- 4 None

c16

23. What is your home address?

c17-18

(FOR MAPPING PURPOSES ONLY)

24. How many visits to your home have you made so far this term?

- 1 None
- 2 One
- 3 Two
- 4 Three
- 5 Four or more

c19

25. Not counting emergencies or illness, how many visits to your home do you expect to make between now and the end of term?

- 1 None
- 2 One
- 3 Two
- 4 Three
- 5 Four or more

c20

26. What would be your usual means of travelling to your home?

- 1 Bus
- 2 Long-distance coach
- 3 Train
- 4 Private transport
- 5 Hitch-hiking
- 9 Other (please specify)

c21

27. Using your usual means of travelling, how long would the journey from Loughborough to your home take?

..... hours minutes

c22-24

28. With which of the following three statements do you most agree?

- 1 I wish I were closer to my home
- 2 I am not far enough away from my home
- 3 I am about the right distance from my home

c25

29. First year students have often found a number of difficulties and problems during the first months of their university life. Below are listed six of the most frequently cited problems.

Please RANK them in order, one for the most serious, two for the next most serious, etc., AS THEY SEEM FOR YOU.

- 1 Loneliness
- 2 Making new friends
- 3 Separation from home
- 4 Settling into a routine of private study
- 5 Separation from old friends at home or school
- 6 Balancing time spent between work and social life

1st 2nd 3rd 4th 5th 6th

30. You may think there is another problem in university life that is more serious than those listed above. If so, please state what this is

c32-33

IF YOU HAVE NO OTHER PROBLEM OR DIFFICULTY please state NONE and GO ON to question 32. The next question is ONLY FOR THOSE WHO HAVE STATED ANOTHER PROBLEM IN NUMBER 30.

31. How serious, FOR YOU, is the problem you have specified in question 30, in comparison with the six listed in number 29? If, of the seven, you consider it to be the most serious FOR YOU indicate first, if it is the SECOND MOST serious please state SECOND, etc.

- 1 First
2 Second
3 Third
4 Fourth or below

c34

32. What is your opinion of the following statements as being ACCURATE descriptions of YOUR OWN feelings at Loughborough now? Please indicate BY TICKING THE APPROPRIATE BOX Be sure you do not miss any out.

Table with 6 columns: Statement, Strongly agree, Agree, Undecided, Disagree, Strongly disagree, and Code (c35-c50).

33. How far have you made up your mind about the career you would like to follow?

- 1 Quite undecided
2 A not very definite preference
3 A clear idea of intended career (please specify)

c51-52

34. For what qualification are you studying?

- 1 B.A. Hons.
2 B.A. General or Ordinary
3 B.Sc. Hons.
4 B.Sc. General or Ordinary
5 B.Tech.

c53

35. What is your sex? 1 male 2 female

36. How old were you on 1 OCTOBER 1975?

c55-58

37. On what date did you complete this questionnaire?

c59-60

38. Are you willing to be interviewed during January or February 1976?

- 1 YES
2 NO

c61

Name:

Most convenient times and dates for interview:

Most suitable places:

APPENDIX F

The Main Survey

Reminders sent to non-respondents at Durham

Towards the end of term, at the start of December 1975, there were sixty-seven students at Durham who had failed to return their questionnaires. The names of these non-respondents were listed in alphabetical order, irrespective of college or identification number. A randomly selected starting point was chosen and then every other name taken. It was to these students that a reminder was sent the text of which read:

"December 4th 1975

Dear Student,

On Monday November 24th you should have received a letter from me and a questionnaire that I hoped you would feel able to complete. All completed forms were asked to be returned, via internal mail, by Friday November 28th.

If you have forgotten to complete the questionnaire, or have done so, but forgotten to send it to me, I would be grateful if you would ensure that the completed form is sent to me, in the envelope I sent originally, at the Education Department. So far 74% of the questionnaires sent out have been returned. I hope you will feel able to co-operate and increase the rate of response.

Should you have returned the questionnaire please ignore this letter, and accept my apologies for bothering you.

Yours sincerely,

(signed) Alan J. French M.A."

APPENDIX G

The Interviews

A room was allocated to the author by Prof. D. Swann Professor of Economics and Head of Department, for the duration of Spring Term from January to March 1976. It was in this room in the Schoffield Building that interviews were to be conducted. Students who had been selected to be invited to attend for interview were sent a letter, the text of which is reproduced below, along with a map showing the room's location.

January 16th 1976

"c/o The Careers Office,
Edward Herbert Building,
Loughborough University.

Dear _____, (each students' name was added by hand)

Thankyou for completing the questionnaire and for taking part in the survey of first year students.

You indicated that you were willing to be interviewed, and I hope you are still prepared for me to talk with you. Of those students at Loughborough who expressed a wish to be interviewed, you have been chosen, at random, to be one of the fifty students I hope to see.

I am in Loughborough from Wednesday January 21st to Friday January 30th, and from Monday February 16th to Friday February 27th, specifically to interview those helping me in this survey.

Would it be convenient for me to see you on _____ day at in ? The interview will certainly take less than an hour. If this is not convenient, could you suggest a more suitable time and/or place?

Thanking you in anticipation, and looking forward to meeting you,

Yours sincerely,

Alan J. French M.A."

Students at Durham were invited to attend the author's room in the Education Department, Old Elvet, Durham and were sent a letter of invitation, reproduced on page 263, and a map showing the room's location.

"Department of Education,
48, Old Elvet,
Durham.

February 2nd 1976

Dear _____, (each students' name was added by hand)

Thankyou for completing the questionnaire and for taking part in the survey of first year students.

You indicated that you were willing to be interviewed, and I hope you are still prepared for me to talk with you. Of the Durham students who expressed a wish to be interviewed, you have been chosen, at random, to be one of the fifty students I hope to see.

I am in Durham from Thursday February 5th to Friday February 13th, and from Tuesday March 2nd to Friday March 5th, specifically to interview those helping me in this survey.

Would it be convenient for me to see you on _____ day..... at in ? The interview will certainly take less than an hour. If this is not convenient, please drop me a line suggesting a more suitable time and/or place. Otherwise there is no need to acknowledge this letter.

Thanking you in anticipation, and looking forward to meeting you,

Yours sincerely,

Alan J. French M.A."

Each of the letters, at both Durham and Loughborough, was duplicated in the Department of Education on white A5 paper. The author delivered the letters personally to each college at Durham, and hall at Loughborough, placing them in the students' respective pigeon-holes.

APPENDIX H

The Interviews

The Interview Schedule

The list of questions asked during the course of the interview was written out, though the order was re-arranged slightly after the initial interviews had been conducted. The final draft is reproduced below. These questions were used only if the interviewee appeared unable to respond further. It was intended to encourage him to speak unprompted as much as possible. If a question had been answered earlier in the interview it was not repeated later.

- 1 Now you have had a term and a half at Durham/Loughborough(here-after abbreviated to D/L) University, can you say, in your own words, what you have thought of your time here?
- 2 What did you expect your first few weeks to be like?
- 3 What do you like most about being at D/L?
- 4 Is there anything that you specifically dislike?
- 5 What do you think the function of a university should be?
- 6 Does D/L fulfill this function?
- 7 If you had the chance all over again would you still go to university?
- 8 Would you still have come to D/L?
- 9 Do you read "Palatinate"/"Loughborough Student"? What do you think of it?
- 10 What do you think of the Students' Union Council and what it is doing?
- 11 Are there enough clubs and societies at D/L?
- 12 What clubs and societies do you belong to?
- 13 How many hours a week do you have timetabled for lectures, seminars, etc.?
- 14 How do you spend your sparetime during the week, Monday to Friday?
- 15 What do you do at the weekend?

- 16 Can you remember back to the beginning of the year and let me know what induction courses or Freshers' Activities you had and what you thought of them?
- 17 How well do you think overseas students get on with university students from Britain?
- 18 How well do you think College of Education students get on with university students?
- 19 How well do you think the town's people get on with university students?
- 20 How good do you think the relationships between staff and students are here?
- 21 Do you feel that at home or school or college you were, in any way, prepared for university life?
- 22 What have you most got out of, or most enjoyed, of your student days so far?
- 23 Do you think that a campus university, like Loughborough, is better or worse than a university that is spread throughout the town? / Would you prefer Durham to be on one campus or as it is, spread throughout the town?
- 24 Do you think the system of Halls of Residence is better or worse than the collegiate system of Oxford and Cambridge, Durham and York, etc.? / Do you think the collegiate system is better or worse than ordinary halls of residence of most other universities?
- 25 Could you please describe your living accommodation?
- 26 How satisfied are you with the facilities, for example, for washing and drying clothes?
- 27 What do you think of the food?
- 28 Are you satisfied with your course? What are you studying?

APPENDIX I.

The Supplementary Survey

The questionnaire

The same format was used at both Durham and Loughborough with modifications being made where appropriate. A photo-reduction of the Loughborough form is reproduced on pages 267 and 268. The only changes were, on page one, that DURHAM UNIVERSITY replaced LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY as the heading; in the third paragraph of the introduction "Department of Education" replaced "Careers and Appointments Office, Edward Herbert Building"; on page 2 "Durham" replaced "Loughborough" in the rubrics to both questions 2 and 3. In question 5 some of the potential sources of help were renamed, for example Loughborough's "hall committee" was the "JCR executive" at Durham.

The questionnaire was printed back to back on two sheets of white A4 paper at the University of Durham Reprographics Unit. Like the Main Survey conducted a year earlier, the form was printed with boxes for computer coding of responses.

DURHAM UNIVERSITY

DEPARTMENT OF EDUCATION

FIRST YEAR UNDERGRADUATE SURVEY

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

2111
cl-4

You may remember that a survey of students' attitudes was conducted last year. The results of this have proved very valuable. To extend this work I would appreciate your co-operation in helping with this supplementary survey.

Opinions and attitudes are often changing, especially at university. This short questionnaire has been devised to find out whether your ideas have changed.

When you have completed the form please return it in the envelope provided, to the Careers and Appointments Office, Edward Herbert Building, as soon as possible.

Should none of the printed responses apply do not hesitate to WRITE YOUR OWN ANSWER IMMEDIATELY BELOW the question.

All completed questionnaires will be treated as STRICTLY CONFIDENTIAL.

Thankyou.

1. The following statements have been made by students. If you AGREED or FEEL THE SAME WAY during your FIRST TERM here tick box one (1). If you AGREED at the END OF YOUR FIRST YEAR tick box two (2). If you AGREE NOW tick box three (3).

You may tick more than one box for each statement.

	AGREED DURING first term of first year	AGREED at END of first year	AGREE NOW	Office use only
	1	2	3	
(i) I am glad I came here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c 5 <input type="checkbox"/>
(ii) My accommodation is satisfactory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c 6 <input type="checkbox"/>
(iii) I wish I were nearer my home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c 7 <input type="checkbox"/>
(iv) Academic staff mix socially with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c 8 <input type="checkbox"/>
(v) It is difficult to settle into a routine of private study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c 9 <input type="checkbox"/>
(vi) The Students' Union is too interested in politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c10 <input type="checkbox"/>
(vii) Entertainment is minimal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c11 <input type="checkbox"/>
(viii) Students are taught how best to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c12 <input type="checkbox"/>
(ix) It is difficult to make friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c13 <input type="checkbox"/>

- 2 -

1. (cont'd.)

	AGREED DURING first term of first year	AGREED at END of first year	AGREE NOW	Office use only
	1	2	3	
(x) I feel lost not knowing where places are in the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c14 <input type="checkbox"/>
(xi) It is difficult to cope with the independence and freedom I have here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c15 <input type="checkbox"/>
(xii) It is possible to feel like a 'small fish in a big pond' here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c16 <input type="checkbox"/>

2. Having finished your first year at Loughborough, how satisfied are you with:

- a) your academic performance? (including examinations if you had any)
- b) your participation in social activities? (clubs, sport, dances, etc.)
- c) your relationships with other people? (making friends, getting on with academic and domestic staff, etc.)

Please tick ONE box in EACH of the three columns.

	Academic performance	Social activities	Relation- ships	
very dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c17 <input type="checkbox"/> A ←
dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c18 <input type="checkbox"/> S ←
average/not sure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c19 <input type="checkbox"/> R ←
satisfied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
very satisfied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. As a direct result of having spent over a year at Loughborough, which of the following statements do you agree with?

	AGREE	DISAGREE	
(i) Academic work is too difficult	<input type="checkbox"/>	<input type="checkbox"/>	c20 <input type="checkbox"/>
(ii) I have made fewer friends than I thought I would	<input type="checkbox"/>	<input type="checkbox"/>	c21 <input type="checkbox"/>
(iii) Being away from home is enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	c22 <input type="checkbox"/>
(iv) Loughborough university is a pleasant place to live at	<input type="checkbox"/>	<input type="checkbox"/>	c23 <input type="checkbox"/>
(v) I have taken part in a sport or hobby I had never done before	<input type="checkbox"/>	<input type="checkbox"/>	c24 <input type="checkbox"/>
(vi) Too much importance is placed upon examination results	<input type="checkbox"/>	<input type="checkbox"/>	c25 <input type="checkbox"/>
(vii) I find it easier to talk to people I have never met before	<input type="checkbox"/>	<input type="checkbox"/>	c26 <input type="checkbox"/>
(viii) I lack self-discipline	<input type="checkbox"/>	<input type="checkbox"/>	c27 <input type="checkbox"/>
(ix) I have taken part in local town activities	<input type="checkbox"/>	<input type="checkbox"/>	c28 <input type="checkbox"/>
(x) Within the university I know where every department and facility is located	<input type="checkbox"/>	<input type="checkbox"/>	c29 <input type="checkbox"/>

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4. On each scale below put a cross in any one of the five spaces to indicate how you personally rate your own position with respect to the adjectives involved.

Only put one cross on each scale.

- immature ___ : ___ : ___ : ___ : ___ nature
- brave ___ : ___ : ___ : ___ : ___ cowardly
- failing ___ : ___ : ___ : ___ : ___ successful
- popular ___ : ___ : ___ : ___ : ___ unpopular
- hard working ___ : ___ : ___ : ___ : ___ lazy
- strong character ___ : ___ : ___ : ___ : ___ weak character
- unpleasant ___ : ___ : ___ : ___ : ___ pleasant
- sociable ___ : ___ : ___ : ___ : ___ unsociable
- responsible ___ : ___ : ___ : ___ : ___ irresponsible
- unintelligent ___ : ___ : ___ : ___ : ___ intelligent

5. We often change our ideas and attitudes as a result of resolving some problem or difficulty. Below is a list of possible ways we can deal with such a difficulty. If you were to experience a problem in your academic work please tick ONE box in column one (1) to indicate how you would try to resolve it. If you were to have a problem with accommodation put a tick in ONE box in column two (2) indicating your course of action. Put a tick in ONE box in column three (3) to indicate how you would resolve an emotional difficulty, like the break up of a relationship for example.

If none of these alternatives would apply please write in your own solution.

Academic	Accommodation	Emotional
1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Talk with a fellow student
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> See a member of hall committee
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> See a member of the Students' Union
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Talk things over with your boy/girl friend
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> See a member of domestic staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> See a member of academic staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Talk with a chaplain
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> See your tutor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consult your GP or Medical Centre staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> See the student counsellor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> See the Appointments Officer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Contact Nightline or Samaritans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Talk with your parents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Sort things out for yourself

Office use only

- c30
- c31
- c32
- c33
- c34
- c35
- c36
- c37
- c38
- c39

c40-41

- A
- c42-43
- Ac
- c44-45
- E

6. Both minor and major difficulties may arise during the first year at university. Please put a tick in the box if any have been a problem, no matter how minor. Underline the statement if any have been a serious problem.

- Loneliness
- Separation from home
- No interest in academic work
- Unable to balance time between work and social life
- Missing old friends from home or school
- Lack of privacy
- Having to share a room
- Cannot find anywhere quiet to work
- Room in college claustrophobic
- Course is superficial
- Too few tutorials and seminars
- Lectures are poor
- Worry about failing examinations
- Expectations of university life not fulfilled
- Poor male:female ratio
- Friendships are superficial
- Boredom
- Language difficulties
- Not enough money
- Cannot find a boy/girl friend

Office use only

- c46
- c47
- c48
- c49
- c50
- c51
- c52
- c53
- c54
- c55
- c56
- c57
- c58
- c59
- c60
- c61
- c62
- c63
- c64
- c65

7. Some students voluntarily leave university (not due to failure in examinations) before they have completed their course. They may leave for a number of reasons. Put a cross in one of the five spaces on each scale below to indicate how you personally rate the position of such withdrawing students in general with respect to the adjectives involved.

- immature ___ : ___ : ___ : ___ : ___ nature
- brave ___ : ___ : ___ : ___ : ___ cowardly
- failing ___ : ___ : ___ : ___ : ___ successful
- popular ___ : ___ : ___ : ___ : ___ unpopular
- hard working ___ : ___ : ___ : ___ : ___ lazy
- strong character ___ : ___ : ___ : ___ : ___ weak character
- unpleasant ___ : ___ : ___ : ___ : ___ pleasant
- sociable ___ : ___ : ___ : ___ : ___ unsociable
- responsible ___ : ___ : ___ : ___ : ___ irresponsible
- unintelligent ___ : ___ : ___ : ___ : ___ intelligent

- c66
- c67
- c68
- c69
- c70
- c71
- c72
- c73
- c74
- c75

8. Where are you now living?

- 1 Single room in hall
- 2 Double room in hall
- 3 Lodgings or digs
- 4 Rented flat or house
- 5 Parental home
- 6 University owned flat
- 7 Three or more to a room
- 8 Own home
- 9 Other

c76

9. What is your sex?

- 1 Male
- 2 Female

c77

APPENDIX J

Other problems referred to in the Main Survey

The other problems students mentioned that they had experienced as a result of transition from school to university are listed below. Preceding each is a code to indicate the number of students, and from which university they came, referring to each item. The university is noted as either 'D' for Durham or 'L' for Loughborough.

- 1D Living in college
- 1D Poor accommodation
- 3D Lack of privacy
- 2D Isolation
- 1D2L Sharing a room
- 2D No pets
- 1D Lack of sleep
- 1D Insufficient food
 - 1L Small rooms claustrophobic
- 1D Time taken to cook for oneself
 - 1L Change from country to town
 - 1L Finding somewhere quiet to work
 - 1L Difficulty using appliances such as washing machines and irons
 - 1L Alien environment (Overseas student)
 - 1L Would prefer alternative accommodation
- 2D Having to mix with contemporaries
- 3D1L Not getting on with contemporaries
- 1D Younger than others
- 1D1L Apathy
- 2D Lack of contact with academic staff
- 2D Not getting on with domestic staff
- 1D Mixing with people from different backgrounds
- 2D Making friends
 - 1L Lack of communication between lecturers and students
 - 1L Superficiality of friendships
 - 1L Lovesick
 - 9L Poor male:female ratio
 - 2L Living close to people
 - 1L Treated like a student rather than a human being
 - 1L Finding a boy-girl friend
 - 1L Older than others
 - 1L Different students in the same flat
- 3D High academic standards
- 1D Superficiality of course
- 1D Poor lectures
- 3D Insufficient time for work
- 1D Difficult to work after a year off
 - 1L Adapting to a system of learning

- 2L Getting used to new teaching methods
- 1L Pre-occupation with techniques and not ethics
- 1L Balancing family commitments and academic work (mature student)
- 1L Anti-intellectualism of students
- 1L Examinations
- 1L What standards are required?
- 1L Lectures too fast and too much in them
- 1L Too much fundamental knowledge is assumed
- 1L New system of work
- 3L Separation from boy-girl friend at home
- 1L Conflict with parents
- 1L Difficult to discuss problems with anyone
- 1D Poor inter-departmental co-ordination
- 2D Too much discipline
- 1D Insufficient discipline
- 1L Not given an opportunity to air one's opinion among students
- 3D Lack of contact with the real world
- 1D Anticlimax
- 1D Getting things out of perspective
- 1D Too many pressures
- 2D Lack of peace
- 1D Boredom
- 1L Lack of Christianity
- 1D No one with the same religious beliefs (Latter Day Saints)
- 1L Language difficulties
- 9D9L Finances
- 2D Too little time generally

APPENDIX K

The Semantic Differential

Pilot study

A number of paired, contrasting epithets were listed and tested with a few students at Durham for ambiguity, so these may be excluded, and for clarity, so they may be used in the Supplementary Survey. A number of concepts were found to be unsuccessful, causing too much discussion and clarification of meaning was sought too frequently for these, so they were not used. These were:- confident/unconfident; dominant/submissive; shy/forward; sensible/silly; serious/flippant.

The pilot study itself consisted of twelve pairs of epithets in the following order:

immature : mature
brave : cowardly
failing : successful
popular : unpopular
unpleasant : pleasant
hard working : lazy
strong : weak
introvert : extrovert
sociable : unsociable
emotional : unemotional
serious : humorous
unintelligent : intelligent

Each scale was printed beneath an explanatory paragraph being either:

"On each scale below put a cross in any one of the five spaces to indicate how you personally rate your own position with respect to the adjectives involved. Only put one cross on each scale."

or:

"Some students leave university before they have completed their course. Put a cross in one of the five spaces on each scale below to indicate how you personally rate the position of such a withdrawing student with respect to the adjectives involved."

Both male and female students took part, ranging from first to third year students. Immaturity, bravery, success, popularity, laziness, sociability and intelligence were all concepts that were easily rated, with a minimum of discussion or comment. Students found difficulty with pleasantness, seriousness and emotionality. These were, therefore, removed. As most students asked whether strong and weak referred to the character of the student rather than his physique it was decided to amend these to read "strong character" and "weak character" and so remove any ambiguity. The notion of "responsibility" was suggested by students who felt that this was more suitable than "serious/humorous" or "emotional/unemotional" and so this was included in the Supplementary Survey.

APPENDIX L

Cross-tabulations that were not statistically significant

In most cases tables that did not show a statistically significant difference in distribution were excluded from the body of the text. Reference was made as footnotes with the chi-square value, degrees of freedom and the number that the table has been given in this appendix. Contained within this appendix are all tables that were referred to in the text as exhibiting no significant differences in distribution.

TABLE 1

Effect of additional paragraph to introductory letter for Main Survey at Durham upon response rates

	Respondents	Non-respondents	Tots
Extra paragraph	45 (88.2%)	6 (11.8%)	51
No paragraph	201 (83.4%)	40 (16.6%)	241
Totals	246 (84.2%)	46 (15.8%)	252

$\chi^2 = 0.717$ $df = 1$ N. S.

TABLE 2

Sex differences in response compared with the population as a whole at Durham

	Male	Female	Tots
Population	664 (57.0%)	492 (43.0%)	1156
Respondents	148 (60.2%)	98 (39.8%)	246
Totals	812 (57.9%)	590 (42.1%)	1402

$\chi^2 = 0.612$ $df = 1$ N. S.

TABLE 3

Response to the Supplementary Survey by willingness to be interviewed after Main Survey

	Response	No response	Tots
Willing to be interviewed	208 (58.1%)	150 (41.9%)	358
No desire for interview	34 (50.7%)	33 (49.3%)	67
Totals	242 (56.9%)	183 (43.1%)	425

$\chi^2 = 1.2752$ $df = 1$ N. S.

TABLE 4

Satisfaction with type of accommodation by site

Site	Satisfied	Dissatisfied	Tots
Durham	226 (92.2%)	19 (7.8%)	245
Loughborough	160 (89.4%)	19 (10.6%)	179
Totals	386 (91.0%)	38 (9.0%)	424

$\chi^2 = 1.0672$ $df = 1$ N. S. (1 missing observation)

TABLE 5

Satisfaction with catering facilities by site

Site	Satisfied	Undecided	Dissatisfied	Tots
Durham	157 (64.1%)	26 (10.6%)	62 (25.3%)	245
Loughborough	110 (61.5%)	24 (13.4%)	45 (25.1%)	179
Totals	267 (53.0%)	50 (11.8%)	107 (25.2%)	424

$\chi^2 = 0.8001$ $df = 2$ N.S. (1 missing observation)

TABLE 6

Degree results by satisfaction with living accommodation

	Satisfied	Dissatisfied	Totals
1/2i	113 (30.0%)	11 (34.4%)	124 (30.3%)
2ii	158 (41.9%)	17 (53.1%)	175 (42.8%)
3/P/F/W	106 (28.1%)	4 (12.5%)	110 (26.9%)
Totals	377	32	409

$\chi^2 = 3.7206$ $df = 2$ N.S. (16 missing observations)
 (Re-classification of respondents indicating they were undecided would have been impossible so these sixteen cases were excluded from analysis)

TABLE 7

PROBSCOR by satisfaction with catering facilities

PROBSCOR	Satisfied	Undecided	Dissatisfied	Totals
Low <4	47 (28.8%)	4 (19.1%)	11 (19.3%)	62 (25.7%)
Med 4-6	53 (32.5%)	7 (33.3%)	19 (33.3%)	79 (32.8%)
High >6	63 (38.7%)	10 (47.6%)	27 (47.7%)	100 (41.5%)
Totals	163	21	57	241

$\chi^2 = 2.88401$ $df = 4$ N.S. (1 missing observation)

TABLE 8

Constancy of satisfaction with accommodation by site

	Durham	Loughborough	Totals
Always dissatisfied or became dissatisfied	32 (21.6%)	14 (14.9%)	46 (19.0%)
Became satisfied	28 (18.9%)	17 (18.1%)	45 (18.1%)
Always satisfied	88 (59.5%)	63 (67.0%)	151 (62.4%)
Totals	148	94	242

$\chi^2 = 1.9297$ $df = 2$ N.S.

TABLE 9

Degree results by truth or falsehood of statement that the university is too large

	True	False	Totals
1/2i	6 (30.0%)	122 (30.3%)	128 (30.3%)
2ii	8 (40.0%)	168 (41.7%)	176 (41.6%)
3/P/F/W	6 (30.0%)	113 (28.0%)	119 (28.1%)
Totals	20	403	423

$\chi^2 = 0.09374$ $df = 2$ N.S. (2 missing observations)

TABLE 10

PROBSCOR by truth or falsehood of statement that the university is too large

PROBSCOR	True	False	Totals
Low <4	1 (14.3%)	61 (26.0%)	62 (25.6%)
Med - High >4	6 (85.7%)	174 (74.0%)	180 (74.4%)
Totals	7	235	242

$\chi^2 = 0.4929$ $df = 1$ N.S.

TABLE 11

Degree results by constancy of feeling lost in the university

	Always disagreed	Later disagreed	Totals
1/2i	55 (34.8%)	27 (32.5%)	82 (34.0%)
2ii	76 (48.1%)	35 (42.2%)	111 (46.1%)
3/P/F/W	27 (17.1%)	21 (25.3%)	48 (19.9%)
Totals	158	83	241

$\chi^2 = 2.34166$ $df = 2$ N.S. (1 missing observation)

TABLE 12

Degree results by agreement with pleasantness of the place

	Agree	Disagree	Totals
1/2i	76 (36.0%)	6 (30.0%)	82 (35.5%)
2ii	92 (43.6%)	11 (55.0%)	103 (44.6%)
3/P/F/W	43 (20.4%)	3 (15.0%)	46 (19.9%)
Totals	211	20	231

$\chi^2 = 0.98417$ $df = 2$ N.S. (11 missing observations)

TABLE 13

Participation in local activities by site

Site	Agree	Disagree	Tots
Durham	35 (24.3%)	109 (75.7%)	144
Loughborough	19 (20.2%)	75 (79.8%)	94
Totals	54 (22.7%)	184 (77.3%)	238

$\chi^2 = 0.33485$ $df = 1$ N.S. (4 missing observations)

TABLE 14

Degree results by participation in local activities

	Active	Not active	Totals
1/2i	20 (37.0%)	63 (34.2%)	83 (34.9%)
2ii	23 (42.6%)	85 (46.2%)	108 (45.4%)
3/P	10 (18.5%)	30 (16.3%)	40 (16.8%)
F/W	1 (1.9%)	6 (3.3%)	7 (2.9%)
Tots	54	184	238

$\chi^2 = 0.6228505$ $df = 3$ N.S. (4 missing observations)

TABLE 15

PROBSCOR by participation in local activities

PROBSCOR	Active	Not active	Totals
Low <4	14 (25.9%)	47 (25.5%)	61 (25.6%)
Med 4-6	22 (40.7%)	57 (31.0%)	79 (33.2%)
High >6	18 (33.3%)	80 (43.5%)	98 (41.2%)
Totals	54	184	238

$\chi^2 = 2.24454$ $df = 2$ N.S. (4 missing observations)

TABLE 16

Know the location of departments by site

Site	Agree	Disagree	Tots
Durham	42 (30.0%)	98 (70.0%)	140
Loughborough	29 (31.5%)	63 (68.5%)	92
Totals	71 (30.6%)	161 (69.4%)	232

$\chi^2 = 0.01008$ $df = 1$ N.S. (10 missing observations)

TABLE 17

Degree results by knowing location of departments

	Known	Not known	Totals
1/2i	20 (28.2%)	61 (37.9%)	81 (34.9%)
2ii	35 (49.3%)	70 (43.5%)	105 (45.3%)
3/P/F/W	16 (22.5%)	30 (18.6%)	46 (19.8%)
Totals	71	161	232

$\chi^2 = 2.07982$ $df = 2$ N.S. (10 missing observations)

TABLE 18

PROBSCOR by knowing location of departments

PROBSCOR	Known	Not known	Totals
Low <4	20 (28.2%)	41 (25.5%)	61 (26.3%)
Med 4-6	17 (23.9%)	59 (36.6%)	76 (32.8%)
High >6	34 (47.9%)	61 (37.9%)	95 (40.9%)
Totals	71	161	232

$\chi^2 = 3.76678$ $df = 2$ N.S. (10 missing observations)

TABLE 19

Students finding lack of privacy a problem by site

Site	A problem	No problem	Tots
Durham	36 (23.4%)	118 (76.6%)	154
Loughborough	24 (21.8%)	86 (78.2%)	110
Totals	60 (22.7%)	204 (77.3%)	264

$\chi^2 = 0.08874$ $df = 1$ N.S.

TABLE 20

Students finding sharing a room a problem by site

Site	A problem	No problem	Tots
Durham	31 (20.1%)	123 (79.9%)	154
Loughborough	28 (25.5%)	82 (74.5%)	110
Totals	59 (22.3%)	205 (77.7%)	264

$\chi^2 = 1.03798$ $df = 1$ N.S.

TABLE 21

There is opportunity to change accommodation by site

Site	Agree	Undecided	Disagree	Tots
Durham	101 (41.2%)	88 (35.9%)	56 (22.9%)	245
Loughborough	77 (43.3%)	55 (30.9%)	46 (25.8%)	178
Totals	178 (42.1%)	143 (33.8%)	102 (24.1%)	423

$\chi^2 = 1.138$ $df = 2$ N.S. (2 missing observations)

TABLE 22

Degree results by opportunity to change accommodation

	Agree	Undecided	Disagree	Totals
1	7 (3.9%)	9 (6.3%)	9 (8.8%)	25 (5.9%)
2i	36 (20.2%)	40 (28.0%)	27 (25.0%)	103 (24.3%)
2ii	85 (47.8%)	52 (36.4%)	39 (38.2%)	176 (41.6%)
3/P	32 (18.0%)	30 (21.0%)	18 (17.6%)	80 (18.9%)
F/W	18 (10.1%)	12 (8.4%)	9 (8.8%)	39 (9.2%)
Tots	178	143	102	423

$\chi^2 = 7.38553$ $df = 8$ N.S. (2 missing observations)

TABLE 23

Degree results by possibility of feeling socially isolated

	True	False	Totals
1	14 (5.0%)	11 (7.6%)	25 (5.9%)
2i	62 (22.2%)	42 (29.0%)	104 (24.5%)
2ii	118 (42.3%)	59 (40.7%)	177 (41.7%)
3/P	58 (20.8%)	22 (15.2%)	80 (18.9%)
F/W	27 (9.7%)	11 (7.8%)	38 (8.9%)
Tots	279	145	424

$\chi^2 = 4.881334$ $df = 4$ N.S. (1 missing observation)

TABLE 24

Degree results by belief that life was impersonal

	True	False	Totals
1	6 (7.6%)	19 (5.5%)	25 (5.9%)
2i	14 (17.7%)	88 (25.7%)	102 (24.2%)
2ii	34 (43.0%)	143 (41.7%)	177 (41.9%)
3/P	16 (20.3%)	64 (18.7%)	80 (19.0%)
F/W	9 (11.4%)	29 (8.5%)	38 (9.0%)
Tots	79	343	422

$\chi^2 = 2.8422337$ $df = 4$ N.S. (3 missing observations)

TABLE 25

PROBSCOR by belief that life was impersonal

PROBSCOR	True	False	Totals
Low <4	6 (15.4%)	56 (27.7%)	62 (25.7%)
Med 4-6	12 (30.8%)	68 (33.7%)	80 (33.2%)
High >6	21 (53.8%)	78 (38.6%)	99 (41.1%)
Totals	39	202	241

$\chi^2 = 3.86313$ $df = 2$ N.S. (1 missing observation)

TABLE 26

Degree results by satisfaction with organised staff-student social contacts

	Satisfied	Undecided	Dissatisfied	Totals
1	4 (5.1%)	8 (4.2%)	13 (8.3%)	25 (5.9%)
21	15 (19.2%)	44 (23.3%)	44 (28.2%)	103 (24.3%)
211	35 (44.9%)	80 (42.3%)	61 (39.1%)	176 (41.6%)
3/P	17 (21.8%)	39 (20.6%)	24 (15.4%)	80 (18.9%)
F/W	7 (9.0%)	18 (9.5%)	14 (9.0%)	39 (9.2%)
Tots	78	189	156	423

$\chi^2 = 7.5717877$ $df = 8$ N.S. (2 missing observations)

TABLE 27

Degree results by belief that academic staff were keen to know students socially

	True	False	Totals
1	7 (4.1%)	18 (6.3%)	25 (5.5%)
21	36 (25.0%)	67 (25.0%)	103 (25.0%)
211	60 (40.5%)	115 (42.3%)	175 (41.7%)
3/P	27 (18.2%)	51 (18.8%)	78 (18.6%)
F/W	18 (12.2%)	21 (7.7%)	39 (9.3%)
Tots	148	272	420

$\chi^2 = 3.4800786$ $df = 4$ N.S. (5 missing observations)

TABLE 28

PROBSCOR by satisfaction with organised staff-student social contacts

PROBSCOR	Satisfied	Undecided	Dissatisfied	Totals
Low <4	12 (28.6%)	23 (22.5%)	27 (27.6%)	62 (25.6%)
Med 4-6	15 (35.7%)	33 (32.4%)	32 (32.7%)	80 (33.1%)
High >6	15 (35.7%)	46 (45.1%)	39 (39.8%)	100 (41.3%)
Totals	42	102	98	242

$\chi^2 = 1.9756$ $df = 4$ N.S.

TABLE 29

PROBSCOR by belief that academic staff were keen to know students socially

PROBSCOR	True	False	Totals
Low <4	22 (26.8%)	39 (24.8%)	61 (25.5%)
Med 4-6	29 (35.4%)	50 (31.8%)	79 (33.1%)
High >6	31 (37.8%)	68 (43.3%)	99 (41.4%)
Totals	82	157	239

$\chi^2 = 0.67963$ $df = 2$ N.S. (3 missing observations)

TABLE 30

PROBSCOR by students' perception of academic staff not being interested in them as people

PROBSCOR	Agree	Undecided	Disagree	Totals
Low <4	2 (10.5%)	15 (20.5%)	43 (29.1%)	60 (25.0%)
Med 4-6	5 (26.3%)	23 (31.5%)	52 (35.1%)	80 (33.3%)
High >6	12 (63.2%)	35 (47.9%)	53 (35.8%)	100 (41.7%)
Totals	19	73	148	240

$\chi^2 = 7.65654$ $df = 4$ N.S. (2 missing observations)

TABLE 31

Degree results by constancy of feeling that academic staff mix socially with students

	Always disagreed	Agreed then disagreed	Disagreed then agreed	Always agreed	Totals
1/2i	41 (27.5%)	9 (40.9%)	19 (45.2%)	11 (42.3%)	80 (33.5%)
2ii	77 (51.7%)	8 (36.4%)	16 (38.1%)	10 (38.5%)	111 (46.4%)
3/P/F/W	31 (20.8%)	5 (22.7%)	7 (16.7%)	5 (19.2%)	48 (20.1%)
Totals	149	22	42	26	239

$\chi^2 = 7.00167$ $df = 6$ N.S. (3 missing observations)

TABLE 32

PROBSCOR by constancy of feeling that academic staff mix socially with students

PROBSCOR	Always disagreed	Agreed then disagreed	Disagreed then agreed	Always agreed	Totals
Low <4	37 (24.8%)	4 (18.2%)	14 (33.3%)	5 (19.2%)	60 (25.1%)
Med 4-6	46 (30.9%)	8 (36.4%)	14 (33.3%)	11 (42.3%)	79 (33.1%)
High >6	66 (44.3%)	10 (45.5%)	14 (33.3%)	10 (38.5%)	100 (41.8%)
Totals	149	22	42	26	239

$\chi^2 = 3.95718$ $df = 6$ N.S. (3 missing observations)

TABLE 33

Domestic staff are friendly by site

Site	Agree	Undecided	Disagree	Tots
Durham	191 (77.6%)	50 (20.3%)	5 (2.0%)	246
Loughborough	133 (74.7%)	35 (19.7%)	10 (5.6%)	178
Totals	324 (76.4%)	85 (20.0%)	15 (3.5%)	424

$\chi^2 = 3.89085$ $df = 2$ N.S. (1 missing observation)

TABLE 34

Degree results by domestic staff are friendly

	Agree	Undecided/Disagree	Totals
1	21 (6.5%)	4 (4.0%)	25 (5.9%)
2i	73 (22.5%)	31 (31.0%)	104 (24.5%)
2ii	134 (41.4%)	42 (42.0%)	176 (41.5%)
3/P	63 (19.4%)	17 (17.0%)	80 (18.9%)
F/W	33 (10.2%)	6 (6.0%)	39 (9.2%)
Tots	324	100	424

$\chi^2 = 4.5833079$ $df = 4$ N.S. (1 missing observation)

TABLE 35

Feeling that students have nothing on common by site

Site	True	False	Tots
Durham	4 (1.6%)	242 (98.4%)	246
Loughborough	8 (4.5%)	171 (95.5%)	179
Totals	12 (2.8%)	413 (97.2%)	425

$\chi^2 = 2.10435$ $df = 1$ N.S.

TABLE 36

Degree results by feeling that students have nothing in common

	True	False	Totals
1/2i	1 (8.3%)	128 (31.0%)	129 (30.4%)
2ii	7 (58.3%)	170 (41.2%)	177 (41.6%)
3/P/F/W	4 (33.3%)	115 (27.8%)	119 (28.0%)
Totals	12	413	425

$\chi^2 = 2.87108$ $df = 1$ N.S. (2 cells have expected frequencies of less than five)

TABLE 37

Constancy of finding it difficult to make friends by site

Site	Always disagreed	Agreed then disagreed	Always agreed or did so later	Tots
Durham	116 (78.9%)	16 (10.9%)	15 (10.2%)	147
Loughborough	75 (79.8%)	14 (14.9%)	5 (5.3%)	94
Totals	191 (79.3%)	30 (12.4%)	20 (8.3%)	241

$\chi^2 = 2.39446$ $df = 2$ N.S. (1 missing observation)

TABLE 38

Degree results by constancy of finding it difficult to make friends

	Always disagreed	Agreed then disagreed	Always agreed or did so later	Totals
1/2i	69 (36.1%)	10 (33.3%)	4 (20.0%)	83 (34.4%)
2ii	87 (45.5%)	11 (36.7%)	12 (60.0%)	110 (45.6%)
3/P/F/W	35 (18.3%)	9 (30.0%)	4 (20.0%)	48 (19.9%)
Totals	191	30	20	241

$\chi^2 = 4.5768$ $df = 4$ N.S. (1 missing observation)

TABLE 39

Feeling that fewer friends had been made by site

Site	Agree	Disagree	Tots
Durham	24 (16.6%)	121 (83.4%)	145
Loughborough	15 (16.3%)	77 (83.7%)	92
Totals	39 (16.5%)	198 (83.5%)	237

$\chi^2 = 0.00251$ $df = 1$ N.S. (5 missing observations)

TABLE 40

Degree results by feeling that fewer friends had been made

	Agree	Disagree	Totals
1/2i	7 (25.0%)	69 (35.6%)	76 (34.2%)
2ii	15 (53.6%)	86 (44.3%)	101 (45.5%)
3/P/F/W	6 (21.4%)	39 (20.1%)	45 (20.3%)
Totals	28	194	222

$\chi^2 = 0.12411$ $df = 2$ N.S. (20 missing observations)

TABLE 41

Feeling that it was easier to speak to new people by site

Site	Agree	Disagree	Tots
Durham	101 (70.6%)	42 (29.4%)	143
Loughborough	67 (73.6%)	24 (26.4%)	91
Totals	168 (71.8%)	66 (28.2%)	234

$\chi^2 = 0.12087$ $df = 1$ N.S. (8 missing observations)

TABLE 42

Degree results by feeling that it was easier to speak to new people

	Agree	Disagree	Totals
1/2i	57 (33.9%)	21 (31.8%)	78 (33.3%)
2ii	76 (45.2%)	33 (50.0%)	109 (46.6%)
3/P/F/W	35 (20.8%)	12 (18.2%)	47 (20.1%)
Totals	168	66	234

$\chi^2 = 0.45984$ $df = 2$ N.S. (8 missing observations)

TABLE 43

Degree results by satisfaction with human relationships formed in the first year

	Satisfied	Undecided	Dissatisfied	Totals
1/2i	65 (35.3%)	9 (25.7%)	9 (39.1%)	83 (34.3%)
2ii	83 (45.1%)	20 (57.1%)	8 (34.8%)	111 (45.9%)
3/P/F/W	36 (19.6%)	6 (17.1%)	6 (26.1%)	48 (19.8%)
Totals	184	35	23	242

$\chi^2 = 3.16244$ $df = 4$ N.S.

TABLE 44

Students finding loneliness a problem by site

Site	A problem	No problem	Tots
Durham	65 (42.2%)	89 (57.8%)	154
Loughborough	39 (35.5%)	71 (64.5%)	110
Totals	104 (39.4%)	160 (60.6%)	264

$\chi^2 = 1.20702$ $df = 1$ N.S.

TABLE 45

Students finding superficiality of friendships a problem by site

Site	A problem	No problem	Tots
Durham	41 (26.6%)	113 (73.4%)	154
Loughborough	32 (29.1%)	78 (70.9%)	110
Totals	73 (27.7%)	191 (72.3%)	264

$\chi^2 = 0.199445$ $df = 1$ N.S.

TABLE 46

Students finding having no special boy or girl friend a problem by site

Site	A problem	No problem	Tots
Durham	37 (24.0%)	117 (76.0%)	154
Loughborough	31 (28.2%)	79 (71.8%)	110
Totals	68 (25.8%)	196 (74.2%)	264

$\chi^2 = 0.5942$ $df = 1$ N.S.

TABLE 47

Degree results by belief that entertainment was minimal

	Agree	Undecided	Disagree	Totals
1/21	16 (39.0%)	11 (29.7%)	102 (29.4%)	129 (30.4%)
211	15 (36.6%)	14 (37.8%)	148 (42.7%)	177 (41.6%)
3/P/F/W	10 (24.4%)	12 (32.4%)	97 (27.9%)	119 (28.0%)
Totals	41	37	347	425

$\chi^2 = 1.63027$ $df = 4$ N.S.

TABLE 48

Degree results by constancy of belief that entertainment was minimal

	Always disagreed	Agreed then disagreed	Always agreed or did so later	Totals
1/21	63 (36.2%)	5 (18.5%)	14 (36.8%)	82 (34.3%)
211	73 (42.0%)	17 (63.0%)	20 (52.6%)	110 (46.0%)
3/P/F/W	38 (21.8%)	5 (18.5%)	4 (12.2%)	47 (19.7%)
Totals	174	27	38	239

$\chi^2 = 7.013$ $df = 4$ N.S. (3 missing observations)

TABLE 49

Degree results by inadequacy of recreational facilities

	Agree	Undecided	Disagree	Totals
1/2i	20 (27.4%)	11 (22.0%)	98 (32.5%)	129 (30.4%)
2ii	34 (46.6%)	27 (54.0%)	116 (38.4%)	177 (41.6%)
3/P	11 (15.1%)	6 (12.0%)	63 (20.9%)	80 (18.8%)
F/W	8 (11.0%)	6 (12.0%)	25 (8.3%)	39 (9.2%)
Tots	73	50	302	425

$\chi^2 = 6.8683058$ $df = 6$ N. S.

TABLE 50

PROBSCOR by inadequacy of recreational facilities

PROBSCOR	Agree	Undecided	Disagree	Totals
Low <4	9 (24.3%)	8 (32.0%)	45 (25.0%)	62 (25.6%)
Med 4-6	14 (37.8%)	8 (32.0%)	58 (32.2%)	80 (33.1%)
High >6	14 (37.8%)	9 (36.0%)	77 (42.8%)	100 (41.3%)
Totals	37	25	180	242

$\chi^2 = 1.12303$ $df = 4$ N. S.

TABLE 51

Degree results by there is always something to do

	True	False	Totals
1/2i	108 (29.4%)	20 (35.1%)	128 (30.2%)
2ii	157 (42.8%)	20 (35.1%)	177 (42.7%)
3/P/F/W	102 (27.8%)	17 (29.8%)	119 (27.1%)
Totals	367	57	424

$\chi^2 = 0.79768$ $df = 2$ N. S. (1 missing observation)

TABLE 52

Degree results by cultural things to do

	Satisfied	Undecided	Dissatisfied	Totals
1/2i	95 (31.8%)	26 (25.0%)	6 (31.6%)	127 (30.1%)
2ii	125 (41.8%)	44 (42.3%)	7 (36.8%)	176 (41.7%)
3/P/F/W	79 (26.4%)	34 (32.7%)	6 (31.6%)	119 (28.2%)
Totals	299	104	19	422

$\chi^2 = 2.25327$ $df = 4$ N. S. (3 missing observations)

TABLE 53

Degree results by cultural things to watch

	Satisfied	Undecided	Dissatisfied	Totals
1/2i	90 (29.5%)	22 (25.6%)	16 (48.5%)	128 (30.2%)
2ii	130 (42.6%)	38 (44.2%)	9 (27.3%)	177 (41.7%)
3/P/F/W	85 (27.9%)	26 (30.2%)	8 (24.2%)	119 (28.1%)
Totals	305	86	33	424

$\chi^2 = 6.7787$ $df = 4$ N. S. (1 missing observation)

TABLE 54

PROBSCOR by cultural things to do

PROBSCOR	Satisfied	Undecided/ Dissatisfied	Totals
Low <4	43 (25.3%)	18 (25.7%)	61 (25.4%)
Med 4-6	61 (35.9%)	19 (27.1%)	80 (33.3%)
High >6	66 (38.8%)	33 (47.1%)	99 (41.3%)
Totals	170	70	240

$\chi^2 = 1.9443$ $df = 2$ N. S. (2 missing observations)

TABLE 55

Degree results by satisfaction with Union facilities

	Satisfied	Undecided	Dissatisfied	Totals
1	13 (5.9 %)	8 (6.1%)	4 (5.6%)	25 (5.9%)
2i	51 (23.0%)	32 (24.4%)	21 (29.6%)	104 (24.5%)
2ii	87 (39.2%)	62 (47.3%)	28 (39.4%)	177 (41.7%)
3/P	49 (22.1%)	21 (16.0%)	9 (12.7%)	79 (18.6%)
F/W	22 (9.9%)	8 (6.1%)	9 (12.7%)	39 (9.2%)
Tots	222	131	71	424

$\chi^2 = 9.7319587$ $df = 8$ N. S. (1 missing observation)

TABLE 56

Degree results by belief that there was too much bureaucracy

	True	False	Totals
1/2i	27 (25.0%)	102 (32.3%)	129 (30.4%)
2ii	50 (46.3%)	126 (39.9%)	176 (41.5%)
3/P/F/W	31 (28.7%)	88 (27.8%)	119 (28.1%)
Totals	108	316	424

$\chi^2 = 2.51266$ $df = 2$ N. S. (1 missing observation)

TABLE 57

Degree results by satisfaction with guidance and counselling facilities

	Satisfied	Undecided	Dissatisfied	Totals
1/2i	40 (26.3%)	82 (33.3%)	7 (26.9%)	129 (30.4%)
2ii	63 (41.4%)	98 (39.8%)	15 (57.7%)	176 (41.5%)
3/P/F/W	49 (32.2%)	66 (26.8%)	4 (15.4%)	119 (28.1%)
Totals	152	246	26	424

$\chi^2 = 5.81319$ $df = 4$ N. S. (1 missing observation)

TABLE 58

PROBSCOR by satisfaction with guidance and counselling facilities

PROBSCOR	Satisfied	Undecided/ Dissatisfied	Totals
Low <4	27 (31.4%)	35 (22.4%)	62 (25.6%)
Med 4-6	28 (32.6%)	52 (33.3%)	80 (33.1%)
High >6	31 (36.0%)	69 (44.2%)	100 (41.3%)
Totals	86	156	242

$\chi^2 = 2.6545$ $df = 2$ N. S.

TABLE 59

Belief that it is not expensive to live comfortably by site

Site	Agree	Undecided	Disagree	Tots
Durham	109 (44.3%)	40 (16.3%)	97 (39.4%)	246
Loughborough	93 (52.0%)	31 (17.3%)	55 (30.7%)	179
Totals	202 (47.5%)	71 (16.7%)	152 (35.8%)	425

$\chi^2 = 3.539$ $df = 2$ N. S.

TABLE 60

Degree results by belief that it is not expensive to live comfortably

	Agree	Undecided	Disagree	Totals
1/2i	65 (32.2%)	22 (31.0%)	42 (27.6%)	129 (30.4%)
2ii	81 (40.1%)	37 (52.1%)	59 (38.8%)	177 (41.6%)
3/P/F/W	56 (27.7%)	12 (16.9%)	51 (33.6%)	119 (28.0%)
Totals	202	71	152	425

$\chi^2 = 6.27541$ $df = 4$ N. S.

TABLE 61

Students finding insufficient money a problem by site

Site	A problem	No problem	Tots
Durham	42 (27.3%)	112 (72.7%)	154
Loughborough	35 (31.8%)	75 (68.2%)	110
Totals	77 (29.2%)	187 (70.8%)	264

$\chi^2 = 0.6343$ $df = 1$ N. S.

TABLE 62

Degree results by belief that the Union was too political

	1/21	211	3/P/F/W	Tots
Always disagreed	44 (37.6%)	50 (42.7%)	23 (19.7%)	117
Agreed then disagreed	4 (19.0%)	13 (61.9%)	4 (19.0%)	21
Disagreed then agreed	23 (43.4%)	22 (41.5%)	8 (15.1%)	53
Always agreed	12 (24.5%)	24 (49.0%)	13 (26.5%)	49
Totals	83 (34.6%)	109 (45.4%)	48 (20.0%)	240

$\chi^2 = 7.86503$ $df = 6$ N. S. (2 missing observations)

TABLE 63

PROBSCOR by belief that the Union was too political

	Low <4	Med 4-6	High >6	Tots
Always disagreed	33 (28.2%)	40 (34.2%)	44 (37.6%)	117
Agreed then disagreed	7 (33.3%)	4 (19.0%)	10 (47.6%)	21
Disagreed then agreed	13 (24.5%)	20 (37.7%)	20 (37.7%)	53
Always agreed	9 (18.4%)	16 (32.7%)	24 (49.0%)	49
Totals	62 (25.8%)	80 (33.3%)	98 (40.8%)	240

$\chi^2 = 4.88655$ $df = 6$ N. S. (2 missing observations)

TABLE 64

Belief that it was not difficult to adapt by site

Site	True	False	Tots
Durham	212 (86.2%)	34 (13.8%)	246
Loughborough	148 (82.7%)	31 (17.3%)	179
Totals	360 (84.7%)	65 (15.3%)	425

$\chi^2 = 0.727$ $df = 1$ N. S.

TABLE 65

Degree results by sense of community spirit

	True	False	Totals
1/2i	101 (32.1%)	26 (24.5%)	127 (30.2%)
2ii	128 (40.6%)	47 (44.3%)	175 (41.6%)
3/P/F/W	86 (27.3%)	33 (31.1%)	119 (28.3%)
Totals	315	106	421

$\chi^2 = 2.17559$ $df = 2$ N.S. (4 missing observations)

TABLE 66

PROBSCOR by sense of community spirit

PROBSCOR	True	False	Totals
Low <4	53 (27.7%)	8 (16.3%)	61 (25.4%)
Med 4-6	65 (34.0%)	15 (30.6%)	80 (33.3%)
High >6	73 (38.2%)	26 (53.1%)	99 (41.3%)
Totals	191	49	240

$\chi^2 = 4.22074$ $df = 2$ N.S. (2 missing observations)

TABLE 67

Satisfaction with social activities by site

Site	Satisfied	Undecided	Dissatisfied	Tots
Durham	100 (67.6%)	31 (20.9%)	17 (11.5%)	148
Loughborough	65 (69.9%)	16 (17.2%)	12 (12.9%)	93
Totals	165 (68.5%)	47 (19.5%)	29 (12.0%)	241

$\chi^2 = 0.55034$ $df = 2$ N.S. (1 missing observation)

TABLE 68

Degree results by satisfaction with social activities

	Satisfied	Undecided	Dissatisfied	Totals
1/2i	9 (31.0%)	21 (44.7%)	53 (32.1%)	83 (34.4%)
2ii	17 (58.6%)	20 (42.6%)	73 (44.2%)	110 (45.6%)
3/P/F/W	3 (10.3%)	6 (12.8%)	39 (23.6%)	48 (19.9%)
Totals	29	47	165	241

$\chi^2 = 6.71267$ $df = 4$ N.S. (1 missing observation)

TABLE 69

Taken part in a new sport or hobby by site

Site	Agree	Disagree	Tots
Durham	96 (64.9%)	52 (35.1%)	148
Loughborough	63 (67.7%)	30 (32.3%)	93
Totals	159 (66.0%)	82 (34.0%)	241

$\chi^2 = 0.10193$ $df = 1$ N.S. (1 missing observation)

TABLE 70

Degree results by participating in new sport or hobby

	Agree	Disagree	Totals
1/2i	58 (36.5%)	25 (30.5%)	83 (34.4%)
2ii	69 (43.4%)	41 (50.0%)	110 (45.6%)
3/P/F/W	32 (20.1%)	16 (19.5%)	48 (19.9%)
Totals	159	82	241

$\chi^2 = 1.09078$ $df = 2$ N.S. (1 missing observation)

TABLE 71

PROBSCOR by participating in new sport or hobby

PROBSCOR	Agree	Disagree	Totals
Low <4	40 (25.2%)	21 (25.6%)	61 (25.3%)
Med 4-6	53 (33.3%)	27 (32.9%)	80 (33.2%)
High >6	66 (41.5%)	34 (41.5%)	100 (41.5%)
Totals	159	82	241

$\chi^2 = 0.0071$ $df = 2$ N.S. (1 missing observation)

TABLE 72

Degree results by belief that not enough help was given to help settle in

	True	False	Totals
1	6 (7.0%)	19 (5.6%)	25 (5.9%)
2i	19 (22.1%)	85 (25.1%)	104 (24.5%)
2ii	38 (44.2%)	139 (41.0%)	177 (41.6%)
3/P	14 (16.3%)	66 (19.5%)	80 (18.8%)
F/W	9 (10.5%)	30 (8.8%)	39 (9.2%)
Tots	86	339	425

$\chi^2 = 1.2966085$ $df = 4$ N.S.

TABLE 73

Freshers' Week helps students get to know each other, by sex at Durham

Sex	Strongly agree	Agree	Undecided	Disagree	Tots
Male	22 (14.9%)	88 (59.5%)	21 (14.2%)	17 (11.5%)	148
Female	13 (13.3%)	64 (65.3%)	7 (7.1%)	14 (14.3%)	98
Totals	35 (14.2%)	152 (61.8%)	28 (11.4%)	31 (12.6%)	246

$\chi^2 = 3.3707$ $df = 3$ N.S.

TABLE 74

Freshers' Week is confusing, by sex at Durham

Sex	Agree	Undecided	Disagree	Tots
Male	39 (26.5%)	14 (9.5%)	94 (63.9%)	147
Female	31 (31.6%)	11 (11.2%)	56 (57.1%)	98
Totals	70 (28.6%)	25 (10.2%)	150 (61.2%)	245

$\chi^2 = 1.1468$ $df = 2$ N.S. (1 missing observation)

TABLE 75

Degree results by students' positive or negative affiliation towards Freshers' Week

	Positive	Ambivalent/Negative	Totals
1	11 (8.6%)	5 (4.2%)	16 (6.5%)
2i	39 (30.5%)	30 (25.4%)	69 (28.0%)
2ii	49 (38.3%)	49 (41.5%)	98 (39.8%)
3/P	22 (17.2%)	28 (23.7%)	50 (20.3%)
F/W	7 (5.5%)	6 (5.1%)	13 (5.3%)
Tots	128	118	246

$\chi^2 = 3.6500273$ $df = 4$ N.S.

TABLE 76

Belief that there should be a Freshers' Week, by sex at Loughborough

Sex	Agree	Undecided	Disagree	Tots
Male	92 (75.4%)	14 (11.5%)	16 (13.1%)	122
Female	39 (70.9%)	7 (12.7%)	9 (16.4%)	55
Totals	131 (74.0%)	21 (11.9%)	25 (14.1%)	177

$\chi^2 = 0.4371$ $df = 2$ N.S. (2 missing observations)

TABLE 77

Degree results by students' positive or negative affiliation toward Freshers' Week at Loughborough

	Negative	Ambivalent/Positive	Totals
1	8 (6.2%)	1 (2.1%)	9 (5.1%)
2i	22 (16.9%)	11 (23.4%)	33 (18.6%)
2ii	58 (44.6%)	21 (44.7%)	79 (44.6%)
3/P	23 (17.7%)	7 (14.9%)	30 (16.9%)
F/W	19 (14.6%)	7 (14.9%)	26 (14.7%)
Tots	130	47	177

$\chi^2 = 2.0360634$ $df = 4$ N.S. (2 missing observations)

TABLE 78

Degree results by positive or negative regard towards the institution at Loughborough

	Positive	Undecided	Negative	Totals
1/2i	17 (37.0%)	7 (19.4%)	20 (20.6%)	44 (24.6%)
2ii	21 (45.7%)	14 (38.9%)	44 (45.4%)	79 (44.1%)
3/P	4 (8.7%)	8 (22.2%)	18 (28.6%)	30 (16.8%)
F/W	4 (8.7%)	7 (19.4%)	15 (15.5%)	26 (14.5%)
Tots	46	36	97	179

$\chi^2 = 9.8291356$ $df = 6$ N.S.

TABLE 79

Reasons for choosing first preference college, by sex at Durham

Sex	Mixed	Reputation	Recommended	Misc.	Tots
Male	30 (27.3%)	28 (25.5%)	21 (19.1%)	31 (28.2%)	110
Female	14 (25.5%)	10 (18.2%)	8 (14.5%)	23 (41.8%)	55
Totals	44 (26.7%)	38 (23.0%)	29 (17.6%)	54 (32.7%)	165

$\chi^2 = 3.44323$ $df = 3$ N.S. (2 missing observations)

TABLE 80

Degree results by college preference at Durham

	1st Preference	Not in 1st preference or no preference given	Totals
1	12 (7.2%)	4 (5.1%)	16 (6.5%)
2i	50 (29.9%)	19 (24.4%)	69 (28.2%)
2ii	62 (37.1%)	35 (44.9%)	97 (39.6%)
3/P	32 (19.2%)	18 (23.1%)	50 (20.4%)
F/W	11 (6.6%)	2 (2.6%)	13 (5.3%)
Tots	167	78	245

$\chi^2 = 3.7249679$ $df = 4$ N.S. (1 missing observation)

TABLE 81

Distance from home by site

Site	Wish I were closer	About right	Tots
Durham	63 (26.3%)	177 (73.7%)	240
Loughborough	47 (26.9%)	128 (73.1%)	175
Totals	110 (26.5%)	305 (73.5%)	415

$\chi^2 = 0.018259$ $df = 1$ N.S. (10 missing observations)

TABLE 82

The university is too far from my home by site

Site	True	False	Tots
Durham	46 (18.8%)	199 (81.2%)	245
Loughborough	41 (22.9%)	138 (77.1%)	179
Totals	87 (20.5%)	337 (79.5%)	424

$\chi^2 = 1.0963$ $df = 1$ N.S. (1 missing observation)

TABLE 83

Degree results by distance from home

	Wish closer	About right	Totals
1	6 (5.5%)	19 (6.1%)	25 (5.9%)
2i	24 (21.8%)	80 (25.5%)	104 (24.5%)
2ii	45 (40.9%)	131 (41.7%)	176 (41.5%)
3/P	21 (19.1%)	59 (18.8%)	80 (18.9%)
F/W	14 (12.7%)	25 (8.0%)	39 (9.2%)
Tots	110	314	424

$\chi^2 = 2.5706079$ $df = 4$ N.S. (1 missing observation)

TABLE 84

Degree results by the University is too far from home

	True	False	Totals
1	5 (5.7%)	20 (5.9%)	25 (5.9%)
2i	23 (26.4%)	81 (24.0%)	104 (24.5%)
2ii	35 (40.2%)	141 (41.8%)	176 (41.5%)
3/P	14 (16.1%)	66 (19.6%)	80 (18.9%)
F/W	10 (11.5%)	29 (8.6%)	39 (9.2%)
Tots	87	337	424

$\chi^2 = 1.3749869$ $df = 4$ N.S. (1 missing observation)

TABLE 85

PROBSCOR by distance from home

PROBSCOR	Wish closer	About right	Totals
Low <4	14 (22.2%)	47 (26.4%)	61 (25.3%)
Med 4-6	18 (28.6%)	62 (34.8%)	80 (33.2%)
High >6	31 (49.2%)	69 (38.8%)	100 (41.5%)
Totals	63	178	241

$\chi^2 = 2.09367$ $df = 2$ N.S. (1 missing observation)

TABLE 86

PROBSCOR by the University is too far from home

PROBSCOR	True	False	Totals
Low <4	8 (16.7%)	54 (28.0%)	62 (25.7%)
Med 4-6	16 (33.3%)	64 (33.2%)	80 (33.2%)
High >6	24 (50.0%)	75 (38.9%)	99 (41.1%)
Totals	48	193	241

$\chi^2 = 3.07379$ $df = 2$ N.S. (1 missing observation)

TABLE 87

Degree results by being away from home is enjoyable

	Agree	Disagree	Totals
1/21	76 (36.2%)	5 (20.8%)	81 (34.6%)
211	91 (43.3%)	15 (62.5%)	106 (45.3%)
3/P/F/W	43 (20.5%)	4 (16.7%)	47 (20.1%)
Totals	210	24	234

$\chi^2 = 3.36978$ $df = 2$ N.S. (8 missing observations)

TABLE 88

Easy to feel home-sick by site

Site	True	False	Tots
Durham	77 (31.4%)	168 (68.6%)	245
Loughborough	60 (33.7%)	118 (66.3%)	178
Totals	137 (32.4%)	286 (67.6%)	423

$\chi^2 = 0.15158$ $df = 1$ N.S. (2 missing observations)

TABLE 89

Degree results by easy to feel home-sick

	True	False	Totals
1	7 (5.1%)	18 (6.3%)	25 (5.9%)
2i	37 (27.0%)	67 (23.4%)	104 (24.6%)
2ii	56 (40.9%)	120 (42.0%)	176 (41.6%)
3/P	24 (17.5%)	55 (19.2%)	79 (18.7%)
F/W	13 (9.5%)	26 (9.1%)	39 (9.2%)
Tots	137	286	423

$\chi^2 = 1.04211$ $df = 4$ N.S. (2 missing observations)

TABLE 90

PROBSCOR by easy to feel home-sick

PROBSCOR	True	False	Totals
Low <4	17 (20.7%)	44 (27.7%)	61 (25.3%)
Med 4-6	29 (35.4%)	51 (32.1%)	80 (33.2%)
High >6	36 (43.9%)	64 (40.3%)	100 (41.5%)
Totals	82	159	241

$\chi^2 = 1.38003$ $df = 2$ N.S. (1 missing observation)

TABLE 91

Positive and negative attitudes towards the university by site

Site	Positive	Negative	Tots
Durham	126 (86.9%)	19 (13.1%)	145
Loughborough	78 (86.7%)	12 (13.3%)	90
Totals	204 (86.8%)	31 (13.2%)	235

$\chi^2 = 0.0015712$ $df = 1$ N.S. (7 missing observations)

TABLE 92

PROBSCOR by constancy of wishing to be nearer home

PROBSCOR	Positive	Negative	Totals
Low <4	56 (27.5%)	5 (16.1%)	61 (26.0%)
Med 4-6	69 (33.8%)	8 (25.8%)	77 (32.8%)
High >6	79 (38.7%)	18 (58.1%)	97 (41.3%)
Totals	204	31	235

$\chi^2 = 4.27542$ $df = 2$ N.S. (7 missing observations)

TABLE 93

Constancy of belief that it was difficult to cope with independence by site

Site	Always disagreed	Agreed then disagreed	Always agreed or did so later	Tots
Durham	127 (85.8%)	14 (9.5%)	7 (4.7%)	148
Loughborough	84 (89.4%)	8 (8.5%)	2 (2.1%)	94
Totals	211 (87.2%)	22 (9.1%)	9 (3.7%)	242

$\chi^2 = 1.17967$ $df = 2$ N.S.

TABLE 94

Degree results by belief that it was difficult to cope with independence

	Always disagreed	Always agreed or changed opinion	Totals
1/21	71 (33.6%)	12 (38.7%)	83 (34.3%)
211	99 (46.9%)	12 (38.7%)	111 (45.9%)
3/P/F/W	41 (19.4%)	7 (22.6%)	48 (19.8%)
Totals	211	31	242

$\chi^2 = 0.75494$ $df = 2$ N.S.

TABLE 95

PROBSCOR by constancy of belief that it was difficult to cope with independence

PROBSCOR	Always disagreed	Always agreed or changed opinion	Totals
Low <4	58 (27.5%)	4 (12.9%)	62 (25.6%)
Med 4-6	70 (33.2%)	10 (32.3%)	80 (33.1%)
High >6	83 (39.3%)	17 (54.8%)	100 (41.3%)
Totals	211	31	242

$\chi^2 = 3.7962$ $df = 2$ N.S.

TABLE 96

Lacking self-discipline by site

Site	Agree	Disagree	Tots
Durham	69 (48.6%)	73 (51.4%)	142
Loughborough	39 (42.4%)	53 (57.6%)	92
Totals	108 (46.2%)	126 (53.8%)	234

$\chi^2 = 0.63214$ $df = 1$ N.S. (8 missing observations)

TABLE 97

Degree results by it being possible to feel like a small fish in a big pond

	True	False	Totals
1	21 (6.9%)	4 (3.4%)	25 (5.9%)
2i	71 (23.2%)	29 (24.6%)	104 (24.5%)
2ii	124 (40.5%)	52 (44.1%)	176 (41.5%)
3/P	55 (18.0%)	25 (21.2%)	80 (18.9%)
F/W	31 (10.1%)	8 (6.8%)	39 (9.2%)
Tots	306	118	424

$\chi^2 = 3.489678$ $df = 4$ N.S. (1 missing observation)

TABLE 98

PROBSCOR by it being possible to feel like a small fish in a big pond

PROBSCOR	True	False	Totals
Low < 4	44 (25.6%)	18 (25.7%)	62 (25.6%)
Med 4-6	51 (29.7%)	29 (41.4%)	80 (33.1%)
High > 6	77 (44.8%)	23 (32.9%)	100 (41.3%)
Totals	172	70	242

$\chi^2 = 3.79583$ $df = 2$ N.S.

TABLE 99

Degree results by attitude towards the university

	Positive	Negative	Totals
1	7 (5.8%)	8 (6.7%)	15 (6.2%)
2i	30 (24.8%)	37 (30.8%)	67 (27.8%)
2ii	58 (47.9%)	53 (44.2%)	111 (46.1%)
3/P/F/W	26 (21.5%)	22 (18.3%)	48 (19.9%)
Totals	121	120	241

$\chi^2 = 1.3318762$ $df = 3$ N.S. (1 missing observation)

TABLE 100

Degree results by student's being glad he came to university

	Always disagreed or did later	Disagreed then agreed	Always agreed	Totals
1/2i	10 (25.0%)	12 (31.6%)	61 (37.4%)	83 (34.4%)
2ii	19 (47.5%)	15 (39.5%)	77 (47.2%)	111 (46.1%)
3/P/F/W	11 (27.5%)	11 (28.9%)	25 (15.3%)	47 (19.5%)
Totals	40	38	163	241

$\chi^2 = 0.33676$ $df = 2$ N.S. (1 missing observation)

TABLE 101

Students finding expectations of university not fulfilled a problem by site

Site	A problem	No problem	Tots
Durham	37 (24.0%)	117 (76.0%)	154
Loughborough	28 (25.5%)	82 (74.5%)	110
Totals	65 (24.6%)	199 (75.4%)	264

$\chi^2 = 0.06801$ $df = 1$ N.S.

TABLE 102

Teaching methods are new and strange by site

Site	Agree	Undecided	Disagree	Tots
Durham	55 (22.4%)	19 (7.8%)	171 (69.8%)	245
Loughborough	53 (29.6%)	14 (7.8%)	112 (62.6%)	179
Totals	108 (25.5%)	33 (7.8%)	283 (66.7%)	424

$\chi^2 = 2.89144$ $df = 2$ N.S. (1 missing observation)

TABLE 103

Degree results by teaching methods are new and strange

	Agree	Undecided	Disagree	Totals
1/2i	36 (33.3%)	6 (18.2%)	87 (30.7%)	129 (30.4%)
2ii	46 (42.6%)	19 (57.6%)	111 (39.2%)	176 (41.5%)
3/P/F/W	26 (24.1%)	8 (24.2%)	85 (30.0%)	119 (28.1%)
Totals	108	33	283	424

$\chi^2 = 6.61759$ $df = 4$ N.S. (1 missing observation)

TABLE 104

PROBSCOR by teaching methods are new and strange

PROBSCOR	Agree	Undecided	Disagree	Totals
Low <4	15 (24.2%)	1 (5.9%)	46 (28.2%)	62 (25.6%)
Med 4-6	22 (35.5%)	7 (41.2%)	51 (31.3%)	80 (33.1%)
High >6	25 (40.3%)	9 (52.9%)	66 (40.5%)	100 (41.3%)
Totals	62	17	163	242

$\chi^2 = 4.266$ $df = 4$ N.S.

TABLE 105

Degree results by too much academic work to do

	Agree	Undecided	Disagree	Totals
1	5 (5.4%)	8 (7.1%)	12 (5.5%)	25 (5.9%)
2i	21 (22.8%)	26 (23.0%)	56 (25.7%)	103 (24.3%)
2ii	41 (44.6%)	52 (46.0%)	83 (38.1%)	176 (41.6%)
3/P	13 (14.1%)	19 (16.8%)	48 (22.0%)	80 (18.9%)
F/W	12 (13.0%)	8 (7.1%)	19 (8.7%)	39 (9.2%)
Tots	92	113	218	423

$\chi^2 = 6.7648958$ $df = 8$ N.S. (2 missing observations)

TABLE 106

Academic work is too difficult by site

Site	Agree	Disagree	Tots
Durham	17 (12.1%)	123 (87.9%)	140
Loughborough	11 (13.4%)	71 (86.6%)	82
Totals	28 (12.6%)	194 (87.4%)	222

$\chi^2 = 0.00436$ $df = 1$ N.S. (20 missing observations)

TABLE 107

Degree results by academic work difficult (Supplementary Survey)

	Agree	Disagree	Totals
1/2i	7 (25.0%)	69 (35.6%)	76 (34.2%)
2ii	15 (53.6%)	86 (44.3%)	101 (45.5%)
3/P/F/W	6 (21.4%)	39 (20.1%)	45 (20.3%)
Totals	28	194	222

$\chi^2 = 1.27862$ $df = 2$ N.S. (20 missing observations)

TABLE 108

Degree results by academic work harder than expected (Main Survey)

	Agree	Undecided	Disagree	Totals
1/2i	21 (28.8%)	20 (25.0%)	88 (32.4%)	129 (30.4%)
2ii	30 (41.1%)	41 (51.3%)	106 (39.0%)	177 (41.6%)
3/P	15 (20.5%)	12 (15.0%)	53 (19.5%)	80 (18.8%)
F/W	7 (9.6%)	7 (8.8%)	25 (9.2%)	39 (9.2%)
Tots	73	80	272	425

$\chi^2 = 3.64139$ $df = 6$ N.S.

TABLE 109

PROBSCOR by academic work harder than expected (Main Survey)

PROBSCOR	Agree	Undecided	Disagree	Totals
Low <4	9 (21.4%)	8 (21.6%)	45 (27.6%)	62 (25.6%)
Med 4-6	11 (26.2%)	13 (35.1%)	56 (34.4%)	80 (33.1%)
High >6	22 (52.4%)	16 (43.2%)	62 (38.0%)	100 (41.3%)
Totals	42	37	163	242

$\chi^2 = 3.20255$ $df = 4$ N.S.

TABLE 110

Constancy of belief that it was difficult to settle into a routine of study by site

Site	Always agreed	Disagreed then agreed	Agreed then disagreed	Always disagreed	Tots
Durham	36 (24.5%)	20 (13.6%)	41 (27.9%)	50 (34.0%)	147
Loughborough	18 (19.1%)	17 (18.1%)	22 (23.4%)	37 (39.4%)	94
Totals	54 (22.4%)	37 (15.4%)	63 (26.1%)	87 (36.1%)	241

$\chi^2 = 2.3752$ $df = 3$ N.S. (1 missing observation)

TABLE 111

Degree results by constancy of belief it was difficult to settle into a routine of study

	Always agreed	Disagreed then agreed	Agreed then disagreed	Always disagreed	Totals
1/2i	16 (29.6%)	10 (27.0%)	22 (34.9%)	35 (40.2%)	83 (34.4%)
2ii	22 (40.7%)	19 (51.4%)	27 (42.9%)	42 (48.3%)	110 (45.6%)
3/P/F/W	16 (29.6%)	8 (21.6%)	14 (22.2%)	10 (11.5%)	48 (19.9%)
Totals	54	37	63	87	241

$\chi^2 = 8.47056$ $df = 6$ N.S. (1 missing observation)

TABLE 112

Degree results by belief students are taught how best to study

	Agree	Undecided	Disagree	Totals
1/2i	10 (27.8%)	16 (26.7%)	103 (31.3%)	129 (30.4%)
2ii	12 (33.3%)	21 (35.0%)	144 (43.8%)	177 (41.6%)
3/P	10 (27.8%)	17 (28.3%)	53 (16.1%)	80 (18.8%)
F/W	4 (11.1%)	6 (10.0%)	29 (8.8%)	39 (9.2%)
Tots	36	60	329	425

$\chi^2 = 8.2728086$ $df = 6$ N.S.

TABLE 113

PROBSCOR by belief students are taught how best to study

PROBSCOR	Agree	Undecided	Disagree	Totals
Low <4	6 (35.3%)	7 (22.6%)	49 (25.3%)	62 (25.6%)
Med 4-6	3 (17.6%)	11 (35.5%)	66 (34.0%)	80 (33.1%)
High >6	8 (47.1%)	13 (41.9%)	79 (40.7%)	100 (41.3%)
Totals	17	31	194	242

$\chi^2 = 2.22875$ $df = 4$ N.S.

TABLE 114

Degree results by belief students are given sufficient information about work

	True	False	Totals
1	11 (6.5%)	14 (5.5%)	25 (5.9%)
2i	41 (24.1%)	63 (24.9%)	104 (24.6%)
2ii	68 (40.0%)	108 (42.7%)	176 (41.6%)
3/P	31 (18.2%)	48 (19.0%)	79 (18.7%)
F/W	19 (11.2%)	20 (7.9%)	39 (9.2%)
Tots	170	253	423

$\chi^2 = 1.8256499$ $df = 4$ N.S. (2 missing observations)

TABLE 115

Degree results by belief tutors are willing to help with academic problems

	Agree	Undecided/Disagree	Totals
1	21 (6.9%)	4 (3.4%)	25 (5.9%)
2i	73 (24.0%)	30 (25.2%)	103 (24.3%)
2ii	122 (40.1%)	55 (46.2%)	177 (41.8%)
3/P	58 (19.1%)	21 (17.6%)	79 (18.7%)
F/W	30 (9.9%)	9 (7.6%)	39 (9.2%)
Tots	304	119	423

$\chi^2 = 2.8003269$ $df = 4$ N.S. (2 missing observations)

TABLE 116

PROBSCOR by belief tutors are willing to help with academic problems

PROBSCOR	Agree	Undecided/Disagree	Totals
Low <4	46 (25.8%)	16 (25.4%)	62 (25.7%)
Med 4-6	60 (33.7%)	19 (30.2%)	79 (32.8%)
High >6	72 (40.4%)	28 (44.4%)	100 (41.5%)
Totals	178	63	241

$\chi^2 = 0.379691$ $df = 2$ N.S. (1 missing observation)

TABLE 117

Degree results by satisfaction with private study facilities

	Satisfied	Undecided	Dissatisfied	Totals
1/2i	94 (31.3%)	14 (28.0%)	21 (28.0%)	129 (30.4%)
2ii	124 (41.3%)	19 (38.0%)	34 (45.3%)	177 (41.6%)
3/P/F/W	82 (27.3%)	17 (34.0%)	20 (26.7%)	119 (28.0%)
Totals	300	50	75	425

$\chi^2 = 1.89881$ $df = 4$ N.S.

TABLE 118

Degree results by satisfaction with lecture and tutorial facilities

	Satisfied	Undecided	Dissatisfied	Totals
1/2i	119 (31.8%)	3 (10.7%)	6 (30.0%)	128 (30.3%)
2ii	154 (41.2%)	13 (46.4%)	9 (45.0%)	176 (41.7%)
3/P/F/W	101 (27.0%)	12 (42.9%)	5 (25.0%)	118 (28.0%)
Totals	374	28	20	422

$\chi^2 = 6.7523$ $df = 4$ N.S. (3 missing observations)

TABLE 119

PROBSCOR by satisfaction with library facilities

PROBSCOR	Satisfied	Undecided	Dissatisfied	Totals
Low <4	43 (25.6%)	8 (27.6%)	11 (24.4%)	62 (25.6%)
Med 4-6	58 (34.5%)	8 (27.6%)	14 (31.1%)	80 (33.1%)
High >6	67 (39.9%)	13 (44.8%)	20 (44.4%)	100 (41.3%)
Totals	168	29	45	242

$\chi^2 = 0.76836$ $df = 4$ N.S.

TABLE 120

Degree results by belief much of the course is irrelevant

	Agree	Undecided	Disagree	Totals
1/2i	9 (20.5%)	41 (32.3%)	78 (31.0%)	128 (30.3%)
2ii	23 (52.3%)	55 (43.3%)	98 (38.9%)	176 (41.6%)
3/P/F/W	12 (27.3%)	31 (24.4%)	76 (30.2%)	119 (28.1%)
Totals	44	127	252	423

$\chi^2 = 5.46781$ $df = 4$ N.S. (2 missing observations)

TABLE 121

Belief too much importance placed upon examination results by site

Site	Agree	Disagree	Tots
Durham	67 (48.2%)	72 (51.8%)	139
Loughborough	50 (54.9%)	41 (45.1%)	91
Totals	117 (50.9%)	113 (49.1%)	230

$\chi^2 = 0.74907$ $df = 1$ N.S. (12 missing observations)

TABLE 122

Degree results by belief too much importance placed upon examination results

	Agree	Disagree	Totals
1/21	34 (29.1%)	47 (41.6%)	81 (35.2%)
211	58 (49.6%)	47 (41.6%)	105 (45.7%)
3/P/F/W	25 (21.4%)	19 (16.8%)	44 (19.1%)
Totals	117	113	230

$\chi^2 = 3.98862$ $df = 2$ N.S. (12 missing observations)

TABLE 123

PROBSCOR by satisfaction with academic performance at the end of the first year

PROBSCOR	Satisfied	Undecided	Dissatisfied	Totals
Low <4	35 (26.9%)	21 (31.8%)	6 (13.0%)	62 (25.6%)
Med 4-6	45 (34.6%)	19 (28.8%)	16 (34.8%)	80 (33.1%)
High >6	50 (38.5%)	26 (39.4%)	24 (52.2%)	100 (41.3%)
Totals	130	66	46	242

$\chi^2 = 6.04429$ $df = 4$ N.S.

TABLE 124

Students finding no interest in academic work a problem by site

Site	A problem	No problem	Totals
Durham	65 (42.2%)	89 (57.8%)	154
Loughborough	49 (44.5%)	61 (55.5%)	110
Totals	114 (43.2%)	150 (56.8%)	264

$\chi^2 = 0.14292$ $df = 1$ N.S.

TABLE 125

Students finding too few tutorials or seminars a problem by site

Site	A problem	No problem	Totals
Durham	29 (18.8%)	125 (81.2%)	154
Loughborough	17 (15.5%)	93 (84.5%)	110
Totals	46 (17.4%)	218 (82.6%)	264

$\chi^2 = 0.524035$ $df = 1$ N.S.

TABLE 126

Students finding balancing work and social life a problem by site

Site	A problem	No problem	Totals
Durham	96 (62.3%)	58 (37.7%)	154
Loughborough	60 (54.5%)	50 (45.5%)	110
Totals	156 (59.1%)	108 (40.9%)	264

$\chi^2 = 1.61172$ $df = 1$ N.S.

TABLE 127

Students finding worry about failing examinations a problem by site

Site	A problem	No problem	Totals
Durham	76 (49.4%)	78 (50.6%)	154
Loughborough	64 (58.2%)	46 (41.8%)	110
Totals	140 (53.0%)	124 (47.0%)	264

$\chi^2 = 2.03278$ $df = 1$ N.S.

TABLE 128

Students finding boredom a problem by site

Site	A problem	No problem	Totals
Durham	33 (21.4%)	121 (78.6%)	154
Loughborough	33 (30.0%)	77 (70.0%)	110
Totals	66 (25.0%)	198 (75.0%)	264

$\chi^2 = 2.51429$ $df = 1$ N.S.

TABLE 129

Degree results by type of school (Loughborough)

	1/2i	2ii	3/P/F/W	Tots
Grammar	16 (29.6%)	24 (44.4%)	14 (25.9%)	54
Ind./Dir. Grant	5 (22.7%)	10 (45.5%)	7 (31.8%)	22
Comp./Sec. Modern	14 (28.6%)	21 (42.9%)	14 (28.6%)	49
VI Form/Tech. Colleges	9 (23.1%)	17 (43.6%)	13 (33.3%)	39
Totals	44 (26.8%)	72 (43.9%)	48 (29.3%)	164

$\chi^2 = 1.06797$ $df = 6$ N.S. (15 missing observations)

TABLE 130

Degree results by type of school entrance qualifications obtained for engineering and applied science students from both Durham and Loughborough

	1/2i	2ii	3/P/F/W	Tots
Grammar	23 (39.7%)	20 (34.5%)	15 (25.9%)	58
Ind./Dir. Grant	9 (23.7%)	17 (44.7%)	12 (31.6%)	38
Comp./Sec. Mod.	8 (25.0%)	14 (43.8%)	10 (31.2%)	32
VI Form/Tech. Colleges	4 (17.4%)	12 (52.2%)	7 (30.4%)	23
Totals	44 (29.1%)	63 (41.7%)	44 (29.1%)	151

$\chi^2 = 5.65345$ $df = 6$ N.S.

TABLE 131

PROBSCOR by type of school attended

PROBSCOR	Grammar	Ind./Dir. Grant	Sec. Mod/Comp.	VI Form/Tech. Colleges	Totals
Low < 4	20 (23.8%)	21 (30.0%)	13 (24.5%)	6 (24.0%)	60 (25.9%)
Med 4-6	29 (34.5%)	24 (34.3%)	18 (34.0%)	7 (28.0%)	78 (33.6%)
High > 6	35 (41.7%)	25 (35.7%)	22 (41.5%)	12 (48.0%)	94 (40.5%)
Totals	84	70	53	25	232

$\chi^2 = 1.74647$ $df = 6$ N.S.

TABLE 132

Degree results by date left school

	Straight from school	Year off	Mature	Totals
1/2i	95 (34.9%)	26 (25.2%)	8 (16.7%)	129 (30.5%)
2ii	108 (39.7%)	45 (43.7%)	22 (45.8%)	175 (41.4%)
3/P	48 (17.6%)	22 (21.4%)	10 (20.8%)	80 (18.9%)
F/W	21 (7.7%)	10 (9.7%)	8 (16.7%)	39 (9.2%)
Tots	272	103	48	423

$\chi^2 = 10.585964$ $df = 6$ N.S. (2 missing observations)

TABLE 133

PROBSCOR by date left school

PROBSCOR	July 1975:	1974-75	1973 or before	Totals
Low <4	32 (21.1%)	24 (36.9%)	6 (25.0%)	62 (25.7%)
Med 4-6	54 (35.5%)	19 (29.2%)	6 (25.0%)	79 (32.8%)
High >6	66 (43.4%)	22 (33.8%)	12 (50.0%)	100 (41.5%)
Totals	152	65	24	241

$\chi^2 = 6.9765$ $df = 4$ N.S. (1 missing observation)

TABLE 134

Degree results by sex composition of school attended

	Mixed	Single sex	Totals
1	15 (7.5%)	10 (4.4%)	25 (5.9%)
2i	44 (22.0%)	60 (26.7%)	104 (24.5%)
2ii	82 (41.0%)	95 (42.2%)	176 (41.4%)
3/P	37 (18.5%)	43 (19.1%)	80 (18.8%)
F/W	22 (11.0%)	17 (7.6%)	39 (9.2%)
Tots	200	225	425

$\chi^2 = 4.107996$ $df = 4$ N.S.

TABLE 135

PROBSCOR by sex composition of school attended

PROBSCOR	Mixed	Single sex	Totals
Low <4	25 (23.8%)	37 (27.0%)	62 (25.6%)
Med 4-6	33 (31.4%)	47 (34.3%)	80 (33.1%)
High >6	47 (44.8%)	53 (38.7%)	100 (41.3%)
Totals	105	137	242

$\chi^2 = 0.9117246$ $df = 2$ N.S.

TABLE 136

PROBSCOR by status at school

PROBSCOR	Day pupil	Boarder	Totals
Low <4	51 (25.4%)	11 (27.5%)	62 (25.7%)
Med 4-6	66 (32.8%)	13 (32.5%)	79 (32.8%)
High >6	84 (41.8%)	16 (40.0%)	100 (41.5%)
Totals	201	40	241

$\chi^2 = 0.08397$ $df = 2$ N.S. (1 missing observation)

TABLE 137

Degree results by students acting as prefects

	Prefects	Non-prefects	Totals
1	16 (6.3%)	3 (3.4%)	19 (5.6%)
2i	65 (25.8%)	20 (22.5%)	85 (24.9%)
2ii	103 (40.9%)	38 (42.7%)	141 (41.3%)
3/P	49 (19.4%)	18 (20.2%)	67 (19.6%)
F/W	19 (7.5%)	10 (11.9%)	29 (8.5%)
Tots	252	89	341

$\chi^2 = 2.485692$ $df = 4$ N. S.

TABLE 138

PROBSCOR by students acting as prefects

PROBSCOR	Prefects	Non-prefects	Totals
Low <4	37 (27.0%)	10 (19.2%)	47 (24.9%)
Med 4-6	45 (32.8%)	20 (38.5%)	65 (34.4%)
High >6	55 (40.1%)	22 (42.3%)	77 (40.7%)
Totals	137	52	189

$\chi^2 = 1.280222$ $df = 2$ N. S.

TABLE 139

Participation in sport at school by site

Site	No sport	One sport	Two sports or more	Tots
Durham	126 (51.2%)	55 (22.4%)	65 (30.4%)	246
Loughborough	86 (48.0%)	42 (23.5%)	51 (28.5%)	179
Totals	212 (49.9%)	97 (22.8%)	116 (27.3%)	425

$\chi^2 = 0.419$ $df = 2$ N. S.

TABLE 140

Degree results by participation in sport at school

	No sport	One sport	Two sports or more	Totals
1	16 (7.5%)	3 (3.1%)	6 (5.2%)	25 (5.9%)
2i	55 (25.9%)	23 (23.7%)	26 (22.4%)	104 (24.5%)
2ii	86 (40.6%)	41 (42.3%)	50 (43.1%)	177 (41.6%)
3/P	37 (17.5%)	20 (20.6%)	23 (19.8%)	80 (18.8%)
F/W	18 (8.5%)	10 (10.3%)	11 (9.5%)	39 (9.2%)
Tots	212	97	116	425

$\chi^2 = 3.62177$ $df = 8$ N. S.

TABLE 141

PROBSCOR by participation in sport at school

PROBSCOR	No sport	One sport	Two sports or more	Totals
Low <4	28 (22.6%)	18 (31.0%)	16 (26.7%)	62 (25.6%)
Med 4-6	42 (33.9%)	21 (36.2%)	17 (28.3%)	80 (33.1%)
High >6	54 (43.5%)	19 (32.8%)	27 (45.0%)	100 (41.3%)
Totals	124	58	60	242

$\chi^2 = 3.1014835$ $df = 4$ N. S.

TABLE 142

School contentment by site

Site	Happy	Unhappy	Tots
Durham	220 (91.3%)	21 (8.7%)	241
Loughborough	166 (93.8%)	11 (6.2%)	177
Totals	386 (92.3%)	32 (7.7%)	418

$\chi^2 = 0.93$ $df = 1$ N. S. (7 missing observations)

TABLE 143

Degree results by school contentment

	Happy	Unhappy	Totals
1	120 (31.1%)	6 (18.8%)	126 (30.1%)
2i	159 (41.2%)	17 (53.1%)	176 (42.1%)
3/P	73 (18.9%)	5 (15.6%)	78 (18.7%)
F/W	34 (8.8%)	4 (12.5%)	38 (9.1%)
Tots	386	32	418

$\chi^2 = 2.8098349$ $df = 3$ N. S. (7 missing observations)

TABLE 144

PROBSCOR by school contentment

PROBSCOR	Happy	Unhappy	Totals
Low <4	57 (25.7%)	4 (25.0%)	61 (25.6%)
Med 4-6	75 (33.8%)	5 (31.2%)	80 (33.6%)
High >6	90 (40.5%)	7 (43.8%)	97 (40.8%)
Totals	222	16	238

$\chi^2 = 0.075613$ $df = 2$ N. S. (4 missing observations)

TABLE 145

Degree results by site for students with no family links at all

Site	1/2i	2ii	3/P/F/W	Tots
Durham	44 (36.4%)	49 (40.5%)	28 (23.1%)	121
Loughborough	33 (28.5%)	51 (44.0%)	32 (27.5%)	116
Totals	77 (32.5%)	100 (42.2%)	60 (25.3%)	237

$\chi^2 = 2.0897$ $df = 2$ N.S.

TABLE 146

Degree results by site for students with a brother or sister at a university

Site	1/2i	2ii	3/P/F/W	Tots
Durham	13 (37.1%)	11 (31.4%)	11 (31.4%)	35
Loughborough	8 (27.6%)	13 (44.8%)	8 (27.6%)	29
Totals	21 (32.8%)	24 (37.5%)	19 (29.7%)	64

$\chi^2 = 0.9033$ $df = 2$ N.S.

TABLE 147

Degree results by visits made to the home before the survey

	None	One	Two or more	Totals
1	13 (6.9%)	7 (5.8%)	5 (4.6%)	25 (6.0%)
2i	44 (23.4%)	27 (22.3%)	30 (27.5%)	101 (24.2%)
2ii	73 (38.8%)	60 (49.6%)	44 (40.4%)	177 (42.3%)
3/P	41 (21.8%)	17 (14.0%)	21 (19.3%)	79 (18.9%)
F/W	17 (9.0%)	10 (8.3%)	9 (8.3%)	36 (8.6%)
Tots	188	121	109	418

$\chi^2 = 7.0959107$ $df = 8$ N.S. (7 missing observations)

TABLE 148

PROBSCOR by visits made to the home before the survey

PROBSCOR	None	One	Two or more	Totals
Low <4	30 (28.6%)	20 (27.8%)	12 (19.4%)	62 (25.9%)
Med 4-6	38 (36.2%)	20 (27.8%)	20 (32.3%)	78 (32.6%)
High >6	37 (35.2%)	32 (44.4%)	30 (48.4%)	99 (41.4%)
Totals	105	72	62	239

$\chi^2 = 4.46781$ $df = 4$ N.S. (3 missing observations)

TABLE 149

PROBSCOR by visits intended to the home after the survey

PROBSCOR	None	One	Two or more	Totals
Low <4	52 (27.1%)	8 (25.8%)	1 (6.7%)	61 (25.6%)
Med 4-6	65 (33.9%)	7 (22.6%)	6 (40.0%)	78 (32.8%)
High >6	75 (39.1%)	16 (51.6%)	8 (53.3%)	99 (41.6%)
Totals	192	31	15	238

$\chi^2 = 6.13263$ $df = 4$ N.S. (4 missing observations)

TABLE 150

PROBSCOR by home area (English students only)

PROBSCOR	The South	Midlands	North West	North East	Totals
Low <4	29 (27.6%)	7 (22.6%)	10 (26.3%)	6 (15.4%)	52 (24.4%)
Med 4-6	38 (36.2%)	11 (35.5%)	15 (39.5%)	12 (30.8%)	76 (35.7%)
High >6	38 (36.2%)	13 (34.2%)	13 (34.2%)	21 (53.8%)	85 (39.9%)
Totals	105	31	38	39	213

$\chi^2 = 4.8714$ $df = 6$ N.S.

TABLE 151

Career aspirations by sex

Sex	Definite career ideas	No career aspirations	Totals
Male	86 (32.0%)	183 (68.0%)	269
Female	45 (29.6%)	107 (70.4%)	152
Totals	131 (31.1%)	290 (68.9%)	421

$\chi^2 = 0.2541148$ $df = 1$ N.S. (4 missing observations)

TABLE 152

Degree results by career aspirations

	Definite career ideas	No career aspirations	Totals
1	7 (5.3%)	16 (5.5%)	23 (5.5%)
2i	29 (22.1%)	74 (25.5%)	103 (24.5%)
2ii	61 (46.6%)	115 (39.7%)	176 (41.8%)
3/P	21 (16.0%)	59 (20.3%)	80 (19.0%)
F/W	13 (9.9%)	26 (9.0%)	39 (9.3%)
Tots	131	290	421

$\chi^2 = 1.9114623$ $df = 4$ N.S. (4 missing observations)

TABLE 153

PROBSCOR by career aspirations

PROBSCOR	Definite career ideas	No definite ideas	Totals
Low <4	19 (25.7%)	42 (25.3%)	61 (25.4%)
Med 4-6	25 (33.8%)	54 (32.5%)	79 (32.9%)
High >6	30 (40.5%)	70 (42.2%)	100 (41.7%)
Totals	74	166	240

$\chi^2 = 0.05445$ $df = 2$ N.S. (2 missing observations)

TABLE 154

PROBSCOR by age

PROBSCOR	Under 19	19.0 - 19.9	20 or over	Totals
Low <4	38 (24.5%)	18 (28.6%)	6 (25.0%)	62 (25.6%)
Med 4-6	52 (33.5%)	21 (33.3%)	7 (29.2%)	80 (33.1%)
High >6	65 (41.9%)	24 (38.1%)	11 (45.8%)	100 (41.3%)
Totals	155	63	24	242

$\chi^2 = 0.7053$ $df = 4$ N.S.

TABLE 155

Degree results by major reason going to university

	Recommended by others	Academic	Misc.	Totals
1/2i	8 (29.6%)	106 (31.3%)	15 (26.3%)	129 (30.5%)
2ii	12 (44.4%)	145 (42.8%)	20 (35.1%)	177 (41.8%)
3/P/F/W	7 (25.9%)	88 (26.0%)	22 (38.6%)	117 (27.7%)
Totals	27	339	57	423

$\chi^2 = 3.4819$ $df = 4$ N.S. (2 missing observations)

TABLE 156

Degree result by major reason choosing Durham or Loughborough

	Recomm- ended	Good rep- utation	Prop. in residence	Offers course	Misc.	Totals
1/2i	17 (22.7%)	33 (32.4%)	12 (35.3%)	45 (31.3%)	18 (38.3%)	125 (31.1%)
2ii	33 (44.0%)	46 (45.1%)	11 (32.4%)	64 (44.4%)	16 (34.0%)	170 (42.3%)
3/P/F/W	25 (33.3%)	23 (22.5%)	11 (32.4%)	35 (24.3%)	13 (27.7%)	107 (26.6%)
Totals	75	102	34	144	47	402

$\chi^2 = 7.32716$ $df = 8$ N.S. (23 missing observations)

TABLE 157

Degree results by major reason choosing subject

	School influence	Academic	Know for career	Misc.	Totals
1/2i	42 (31.1%)	37 (33.3%)	38 (27.5%)	10 (31.3%)	127 (30.5%)
2ii	57 (42.2%)	40 (36.0%)	62 (44.9%)	14 (43.8%)	173 (41.6%)
3/P/F/W	36 (26.7%)	34 (30.6%)	38 (27.5%)	8 (25.0%)	116 (27.9%)
Totals	135	111	138	32	416

$\chi^2 = 2.41918$ $df = 6$ N.S. (9 missing observations)

TABLE 158

PROBSCOR by major reason choosing subject

PROBSCOR	School influence	Academic	Know for career	Misc.	Totals
Low <4	25 (32.5%)	13 (21.0%)	19 (25.0%)	4 (17.4%)	61 (25.6%)
Med 4-6	25 (32.5%)	17 (27.4%)	32 (42.1%)	6 (26.1%)	80 (33.6%)
High >6	27 (35.1%)	32 (51.6%)	25 (32.9%)	13 (56.5%)	97 (40.8%)
Totals	77	62	76	23	238

$\chi^2 = 10.26714$ $df = 6$ N.S. (4 missing observations)

TABLE 159

Degree results by position Durham placed in UCCA application (Durham students)

	1st choice	2nd choice	3rd or below	Totals
1/2i	39 (29.3%)	28 (41.8%)	17 (37.8%)	84 (34.3%)
2ii	58 (43.6%)	25 (37.3%)	15 (33.3%)	98 (40.0%)
3/P/F/W	36 (27.1%)	14 (20.9%)	13 (28.9%)	63 (25.7%)
Totals	133	67	45	245

$\chi^2 = 4.3199$ $df = 4$ N.S. (1 missing observation)

TABLE 160

Degree results by position Loughborough placed in UCCA application (Loughborough students)

	1st choice	2nd choice	3rd or below	Totals
1/2i	22 (22.0%)	4 (18.2%)	18 (32.1%)	44 (24.7%)
2ii	47 (47.0%)	14 (63.6%)	18 (32.1%)	79 (44.4%)
3/P/F/W	31 (31.0%)	4 (18.2%)	20 (35.7%)	55 (30.9%)
Totals	100	22	56	178

$\chi^2 = 7.375$ $df = 4$ N.S. (1 missing observation)

TABLE 161

PROBSCOR by UCCA preference

PROBSCOR	1st choice	2nd choice	3rd or below	Totals
Low <4	32 (26.0%)	14 (23.7%)	15 (25.9%)	61 (25.4%)
Med 4-6	38 (30.9%)	23 (39.0%)	19 (32.8%)	80 (33.3%)
High >6	53 (43.1%)	22 (37.3%)	24 (41.4%)	99 (41.3%)
Totals	123	59	58	240

$\chi^2 = 1.187864$ $df = 4$ N.S. (2 missing observations)

TABLE 162

Ranking of additional problem in order of severity by site

Site	First	Second or below	Tots
Durham	20 (33.3%)	40 (66.7%)	60
Loughborough	27 (46.6%)	31 (53.4%)	71
Totals	47 (39.8%)	71 (60.2%)	118

$\chi^2 = 2.152$ $df = 1$ N.S.

TABLE 163

Degree results by reporting an additional problem (Durham)

	A problem	No problem	Totals
1/2i	19 (31.1%)	66 (35.7%)	85 (34.6%)
2ii	28 (45.9%)	70 (37.8%)	98 (39.8%)
3/P	9 (14.8%)	41 (22.2%)	50 (20.3%)
F/W	5 (8.2%)	8 (4.3%)	13 (5.3%)
Tots	61	185	246

$\chi^2 = 3.6099631$ $df = 3$ N.S.

TABLE 164

Degree results by participation in societies

	1	2i	2ii	3/P	F/W	Tots
None	9 (8.3%)	24 (22.2%)	42 (38.9%)	23 (21.3%)	10 (9.3%)	108
One	4 (4.5%)	22 (25.0%)	40 (45.5%)	15 (17.0%)	7 (8.0%)	88
Two or more	12 (5.3%)	58 (25.4%)	95 (41.7%)	42 (18.4%)	21 (9.2%)	228
Tots	25 (5.9%)	104 (24.5%)	177 (41.7%)	80 (18.9%)	38 (9.0%)	424

$\chi^2 = 3.56954$ $df = 8$ N.S. (1 missing observation)

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Periodicals are not segregated from published books. Order within each section is alphabetical by author. Periodicals that are frequently referred to are abbreviated thus:

Aust. J. Ed.	Australian Journal of Education
B. J. Ed. Psych.	British Journal of Educational Psychology
B. J. Guid. Couns.	British Journal of Guidance and Counselling
Brit. J. Psychiat.	British Journal of Psychiatry
B. J. Soc.	British Journal of Sociology
Brit. J. Soc. Clin. Psych.	British Journal of Social and Clinical Psychology
Dur. Res. Rev.	Durham Research Review
Ed. Res.	Educational Research
Ed. Rev.	Educational Review
J. Amer. Assoc. Coll. Reg.	Journal of the American Association of College Registrars
J. Gen. Psych.	Journal of General Psychology
J. Ed. Psych.	Journal of Educational Psychology
J. R. Stat. Soc.	Journal of the Royal Statistical Society

Soc. Rev.	Sociological Review
UQ	Universities Quarterly
Y. C. Bull.	Youth Counselling Bulletin

The following publishing houses are also abbreviated in the
Bibliography:

ACER	Australian Council for Educational Research
NFER	National Foundation for Educational Research
NZCER	New Zealand Council for Educational Research

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