



Exploring the College Students' Constrains in Interest-based Learning: A

Case Study

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Abstract

This paper investigates the causes and factors which influence the teaching-learning process and hinder students' interests in studies at the college level in district Attock such as textbooks' layout and design, inappropriate teaching methods, lack of technology integration and A/V aids usage in instructions, overcrowded classes, class period time, and media usage. The literature was reviewed and four research questions were made. A questionnaire on five points Likert scale was developed containing 36 items relating to six clusters of factors which hinder interest-based learning. The reliability and validity of the instrument were ensured with Cronbach alpha and experts' opinions. A convenient sample of 600 students (300 males and 300 females) from all 12 colleges situated at the tehsil headquarters was drawn. Data was collected through a questionnaire and was analyzed by using mean and standard deviation using SPSS version 28. The results showed that all the factors have a significant effect on interest-based learning. Recommendations were made to improve the teaching-learning process by improving textbook design and content, technology-based instructions, promoting reading habits in students, and managing overcrowded classes and class period time.

Keywords: Pakistan Studies, National identity, Interest-based Learning, Teaching Aid, Technology Integration, Textbooks, Social Participation.



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Introduction

Education is the tool that society and nation use to instil in people a sense of patriotism and pride in their country. One of the main goals of education is to teach kids how to be good citizens and care about their country. In our complex and interconnected society, effective citizenship education is a must. College students are entering a very pertinent time in their lives. At this juncture, they are getting ready to take on the responsibilities of being citizens. It is very important to try to get them interested in their studies. Muhammad (2015) looked at what students thought about the course and found that most of them didn't care about it and thought it was boring and dry. In 2016, Zafar, Nisar, and Akhalq did a study to find out why the students didn't pay proper attention to their studies. In that study, teachers said that students thought it was boring and not very interesting. According to another study done by Yaqian, about 32% of students think that it is very interesting but easy, while 23% think it is easy but boring. 19% of the students found it to be both interesting and hard. The other 19% of students hate classes because they find them boring and annoying. Only 3% of students thought it was fun and interesting (YAQIAN, 2011).

Teaching refers to the way teachers teach subjects and inculcates a love for learning and promote interests in students. Learning is directly associated with interest and motivation. Analysts who study interest have broken it down into two types: individual interest and situational interest. Individual interest is seen as a longing for certain things, areas of knowledge, or activities, while situational interest is a passionate state brought on by changes in the situation. There are three ways to explain what interest is: personal interest, situational interest, and interest as a psychological state (Krapp et al., 1992). Munawaroh (2017) says that the way teachers teach and the learning environment affects how interested students are in class activities. Teachers are expected to know how to set up a good learning environment that makes learning more fun, lively, and easy. Teachers are advised to use learning strategies that work for the students and the subject they are learning. Students are expected to help teachers create a good learning environment that



is both active and responsive throughout the learning process. How something is taught may make all the difference in how well it is learned. The greater the precision of instructors' methods, the more likely students are to achieve their intended outcomes (Qudsyi, Herawaty, Saifullah, Khaliq, & Setiawan, 2011). Djamarah (2010) argues that a teaching method is an approach to education that facilitates the achievement of educational objectives. A teacher who knows how to educate effectively will be able to do it with ease. The classroom setting is just as important as the teachers and students themselves when it comes to learning. There should be a warm and welcoming atmosphere in the classroom where students can learn and relax. This is due to the possibility that variables like students' interests and emotions may alter how their brains function.

The process of learning is influenced by several extraneous factors. Examples of such external factors include educational facilities and instructional materials. The term "learning infrastructure" may refer to a variety of settings, including a college campus, a classroom, a prayer room, an art studio, and so on. Learning resources include things like books, computers, and labs in a college setting. As a result of their many uses in the classroom, textbooks are an integral part of the school infrastructure. Often, they end up serving as the actual curriculum for classroom instructors. A textbook's structure of ideas and concepts to be taught is as important as the textbook's content. Textbooks provide inferior material. Students get disinterested because they are required to learn the same material over and over again (Hashmi, 2014). The design of textbooks is a crucial part that goes beyond just aesthetics (Neill, 1982). Audiovisual resources are crucial in the classroom. Audiovisual (A/V) aids in the classroom have been shown to increase student retention and interest. A visual or auditory aid is "any device that can be seen or heard; it boosts the individual's learning other than that learned from reading" (Singh, 2005). Audio-visual aids, or AV aids, are a kind of teaching that aids in making learning more engaging, effective, and enjoyable in the classroom. Models, charts, film strips, projectors, radio, television, maps, etc. are all examples of educational tools (Rather, 2004). Technology in education has the potential to be a priceless resource because of its ability to improve student-teacher interaction, group work, and the dissemination of ideas. Heinich and Smaldino (2002) argue that the deployment of media technologies requires careful planning and execution. If there are sufficient college facilities, then



both teaching and learning can function at their highest levels. However, quality education is impossible without enough classroom space.

Method

The study was descriptive in nature, and a survey was completed. To collect data for the study, the researcher designed a questionnaire and sought validation from professionals in the field of Education. The researcher visited government colleges in person to gather data and individually conveyed study objectives to both faculty and students. Participants showed their interest by completing the questionnaire. Statistical analyses were performed using version 28 of SPSS. Conclusions and recommendations were derived from the data analysis.

Population and Sample

Students enrolled in intermediate courses in District Attock in the 2021–2022 academic year make up the study's population. For the overall population, the Deputy Director of Colleges (DDC) office was consulted. The intermediate level had 3,737 students enrolled at the start of the academic year 2021–2022. There were around 1,174 male students (31%). There were around 2,563 female students (or 69% of the total). Convenience sampling was employed during this study. Fifty (50) students were chosen from each institution to take part in the study. About 600 students from 12 public colleges in Attock participated in the sampling group.



Table 1. College wise total number of students and No. of Participants

Name of college		Total Students	Participants	Name of college		Total Students	Participants
Govt. Graduate College Attock		508	50	Govt. Women College Attock		850	50
Govt. Khanzada Shuja College, Hazro		350	50	Govt. Women College Hazro		462	50
Govt. College for Boys Fateh Jang		74	50	Govt. Women College Fateh Jang		368	50
Govt. College for Boys Pindi Gheb		48	50	Govt. Women College Pindi Gheb		270	50
Govt. College for Boys Jand		105	50	Govt. Women College Jand		266	50
Govt. College for Boys Hassan Abdal		89	50	Govt. Women College Hassan Abdal		347	50
Total Students						3737	
Total Participants						600	

Research Instrument and its Validation

The researcher developed a questionnaire on a 5-point Likert scale to collect data for the study while keeping the study's objectives in mind. Before using the instrument, the researcher made sure it was valid. At first, the researcher developed 48 items. Five experts in the field of education were asked for their opinions on the items. On the suggestions of the experts, six elements that were not satisfactory were removed from the list. A pilot study with forty students (twenty males and twenty females) was also conducted. After pilot testing, six items that were not clear were also taken out. In the end, 36 statements were chosen, and their mean scores were used to rank them. Using Cronbach's Alpha and the statistical pack of SPSS version 28, the internal consistency of the items was made sure to be the same in each domain. All of the things were



satisfactory on their own. The internal consistency for each domain was between 0.58 and 0.93. The average reliability of all items was 0.74. The internal reliability of items by domain was as follows:

Table 2. *Internal reliability of items*

Reliability Statistics		
Domain	Cronbach's Alpha	N of Items
Relevant to Textbooks	.93	6
Relevant to Teaching Methods	.81	6
Relevant to Collage Seminars	.76	6
Relevant to Classroom Environment	.69	6
Relevant to Class period time	.58	6
Relevant to Media usage	.66	6
Average		.740

Data Collection and Data Analysis

The information was gathered by visiting 12 public colleges in person. For female colleges, a female assistant was appointed to make things better for the students and to help them do better. Principals and students gave their permission before data was collected. All respondents were provided with the correct data directly, and all ethical norms were followed. From February to April 2022, information was gathered. The collected data was analyzed using descriptive statistics to find the mean and standard deviation of the responses. SPSS version 28 was used to analyze the data.



Results

The collected data were tabulated and analyzed by using descriptive statistics (mean and standard deviation) using SPSS version 28. The detail of the data analysis has been described below:

Table 3. Descending order of statements related to the textbook.

Rank	Statement	N	Mean	SD
1	Language and the syntax of the content are difficult and incomprehensible.	468	4.9679	0.17632
2	Important historical events are not illustrated well in pictorial form in the textbook.	468	4.9637	0.1873
3	The design of the textbook and the title cover is dull and boring.	468	4.9637	0.1873
4	The design and format of the textbook is lacking figures and diagrams about the Independence movement.	468	4.953	0.21188
5	There is a bulk of irrelevant and boring factual data in the textbooks.	468	4.9402	0.23742
6	The content and the chapters are not well managed and are not in sequence too.	468	4.9316	0.28455

Table 3 provides the sorted results of all textbook-related statements from highest to lowest based on their observed mean scores. Very high mean scores for all statements indicate that all of the aforementioned statements are significantly impacted, and all of the above statements and targeted items play vital roles in interest-based learning among college students.

**Table 4.** *Descending order of statements related to Teaching Methods.*

Rank	Statement	N	Mean	SD
1	Teachers just read the textbooks.	468	4.9423	0.23341
2	I am not aware about the use of atlas, globe and OHP.	466	4.9099	0.28667
3	My understanding can be improved by role playing and dramatization of the topics.	468	4.8761	0.32986
4	I consider lectures as dry and boring in the class.	468	4.8632	0.34395
5	We seldom use charts, maps, and graphs in the class.	468	4.8547	0.35278
6	We seldom use projectors, educational videos and multimedia in our class.	468	4.7286	0.44514

Table 4 provides the sorted results of all statements relevant to the Teaching Method, and the use of A/V aids in decreasing order based on their observed mean scores. Very high mean scores for all statements indicate that all of the above statements are significantly affected, and all of the above statements and targeted items play major roles in interest-based learning among college students.

Table 5. *Descending order of statements related to College Seminars and Library Books.*

Rank	Statement	N	Mean	SD
1	I have not read biographic book or life history of any of our national hero.	468	4.8355	0.37115
2	These seminars create a sense of patriotism and national identity.	468	4.812	0.39116
3	Seminars and activities on national days and events are conducted in college properly.	468	4.8034	0.39784
4	I often miss and can't participate in college seminars.	468	4.7799	0.41475
5	I don't have borrowed and read books from library.	468	4.6966	0.46023
6	I have not enough time to visit library.	468	4.6752	0.48672



Table 5 exhibits the sorted results of all statements relevant to College Seminars, and the College Library in decreasing order based on their observed mean scores. Very high mean scores for all statements indicate that all of the aforementioned statements are strongly influenced, and all of the above statements and targeted items play critical roles in interest-based learning among college students.

Table 6. *Descending order of statements related to the classroom environment.*

Rank	Statement	N	Mean	SD
1	Teachers are overloaded.	468	4.8953	0.3065
2	There are a few teachers in the college.	468	4.8611	0.3462
3	There are noises and rush of students in class.	468	4.8333	0.37308
4	Teachers have difficulty in managing overcrowd classes.	468	4.8312	0.43326
5	I feel difficulty in understanding well in class due to rush of students.	468	4.7863	0.41034
6	Many important points and information are missed in class.	468	4.7778	0.41618

Table 6 displays the sorted results of all statements related to Overcrowded Classes in decreasing order based on their observed mean scores. Very high mean scores for all statements indicate that all of the aforementioned statements are strongly influenced, and all of the above statements and targeted items play key roles in interest-based learning among college students.

Table 7. *Descending order of statements Related to Class Period Time & Paper Pattern.*

Rank	Statement	N	Mean	SD
1	Due to last class, I feel tired in the class.	468	4.9423	0.23341
2	Paper of Pakistan studies carries less mark in examination.	466	4.9099	0.28667
3	I can't pay proper attention in the class due to tiresome.	468	4.8761	0.32986
4	Paper of Pakistan Studies lacks proper/appropriate content representation.	468	4.8632	0.34395
5	I consider paper pattern of Pakistan Studies difficult and problematic.	468	4.8547	0.35278
6	I have the class/period of Pakistan Studies in end of the day.	468	4.7286	0.44514

Table 7 displays the sorted results of all statements related to Class Period Time, and Paper Pattern in decreasing order of observed mean scores. Very high mean scores for all



statements indicate that all of the aforementioned statements are strongly influenced, and all of the above statements and targeted items play essential roles in interest-based learning among college students.

Table 8. *Descending order of statements related to Media Usage and Social Participation*

Rank	Statement	N	Mean	SD
1	I seldom read the news and articles about national and social problems.	468	4.9701	0.17053
2	Social and national awareness activities can create a sense of national integrity.	468	4.9829	0.12976
3	Social and national awareness activities can create a sense of citizenship.	468	4.9786	0.14476
4	I seldom read the news and articles about latest social and political development in country.	468	4.9658	0.18191
5	I often miss the transmission related to Pakistan movement and history on national days.	468	4.9359	0.27794
6	I seldom participate in social and national awareness activities conducted in the society.	468	4.8846	0.43844

Table 8 displays the sorted results of all statements linked to Media Usage, and Social Participation in decreasing order by observed mean scores. Very high mean scores for all statements indicate that all of the aforementioned statements are strongly influenced, and all of the above statements and targeted items play key roles in interest-based learning among college students.

Table 9. *Ranking of the factors/domains according to their mean scores.*

Rank	Domain/Factor	N	Mean	SD
1	Relevant to Textbooks	468	29.72	1.12432
2	Relevant to Media Usage and Social Participation	468	29.718	0.9077
3	Relevant to Class Period Time & Paper Pattern	468	29.455	1.04713
4	Relevant to Teaching Methods	468	29.172	1.45045
5	Relevant to Classroom Environment	468	28.985	1.43294
6	Relevant to College Seminars and Library Books	468	28.603	1.73888



Table 9 displays the sorted results of all domains/factors based on the mean scores of their observed intensities. It shows that these components were very effective in fostering interest-based learning at the collegiate level. It also suggests that, among all examined components, the factor related to the textbook was very intense, whereas the factor related to students' involvement in college seminars and library books was of low intensity. In the table above, all variables were arranged in decreasing order based on their recorded intensity.

Discussion

This study was carried out to find out why college students aren't interested in learning. The results showed that student's interest in learning was strongly affected by their textbooks. The learners' interest was affected by the layout, design, content, language, and syntax of the textbook, as well as the order of the chapters and the amount and relevancy of the information. Hoshangabadwala (2015) came to the conclusion that for students in private elementary schools, the way textbooks look is important. This includes things like how the chapters are set up and how colourful the pictures are.

The results showed that the way students were taught, the lack of use of A/V aids in teaching and instruction, and the lack of integration of technology all had an effect on how interested the students were. All of these factors had an impact on students' interests. Zafar et al. (2016) concluded that most of the people who answered the survey thought that they were not given audio-visual aids to help them learn better. Students can get frustrated with the "lecture method," which can make them lose interest in the subject. Lessons are so boring that students don't pay as much attention in class (Zafar et al., 2016). They also said that most of the people who answered thought that multimedia, video lectures, and videos of historical events were not incorporated to make learning better. The results showed that students cultivate a sense of citizenship when they go to college seminars and read books from the library. Citizenship values and standards, which have been accepted by the political elite, are taught in schools. They seem to involve putting the objectives of the nation-state ahead of the needs of the individual, and



patriotism has become a very important value and standard for young people. On national days, colleges hold different seminars to help young people learn how to be good citizens. Fatima (2015) came to the conclusion that the way citizenship education is done doesn't contribute significantly to helping young people understand what it means to be a citizen. Shastina et al. (2018) say that the vast majority of higher education teachers understand the importance of reading as a cultural aspect in building and supporting a person's national identity and civic sense. Malik (2012) came to the conclusion that teachers can't give students the citizenship traits they want. The results showed that the classes are overcrowded. A lot of students are rushing into the classrooms. Students have trouble paying attention in class due to the number of students in each class. When classes are too full, there is a lot of noise in them. Also, almost all colleges don't have enough staff who can teach this subject. Teachers are overworked because there aren't enough of them. It is hard to keep track of too many students in a class. In Atbaşı's study from 2007, teachers said that overcrowded classrooms also make it hard for students to learn based on their own interests.

Pakistan Studies is a subject that is taught at the end of the day. Also, because there are too many people in the class, it only meets twice a week. Students in the Pakistan Studies class feel tired at the end of the day. So, they can't pay attention to the lesson, and many of them didn't even come to class. Zafar et al. (2016) came to the conclusion that "the majority of Pakistan Studies teachers reported that the Pakistan Studies subject period is reflected in the timetable at the end of the day; students are tired and don't care as much". Learners' interests are also affected by the way the paper is made. Only a few subjective questions are on the test. The paper's marks for the Pakistan Studies subject are also very low. Because there aren't as many points and there are only a few questions on the test, it's dull and hard to get students' attention. Muhammad (2015) came to the conclusion that "most of the teachers' practices showed that they stuck to teaching limited content because they didn't have enough time, their classes were too big, and the exam system only tested students on what they knew from the textbook."

People's national identity and sense of civic duty are shaped in large part by how they use the media and take part in social events. This civic sense and sense of being a responsible citizen help students learn about Pakistan Studies through their own interests. The media play a very



important role in getting young people to care about their communities. It is also what Fatima (2015) found in her study on how the factors used for measuring national identity affect national identity. It makes sense that other important socializing factors, like family and the media, also affect, develop, and shape people's ideas of what it means to be a citizen (Fatima, 2015). The people who answered said they knew very well how important media and social participation are for building a sense of national and civic pride. On the other hand, they said that they didn't use the media well and that on national days, there wasn't enough content or transmission about national history. They also said they weren't interested in going to social events. Malik (2012) says that teaching Pakistan Studies can't give students the social values they need. It also proves what Eid (2004) found in her research: that young people don't have the civic values and skills they need to be responsible citizens in a constitutional democracy (Eid, 2004).

Conclusions and Recommendations

It was concluded that the only learning tool in the classroom was the textbook. There were no teachers' guides or extra student materials to help students understand the themes in the text. It has been seen in classrooms that teachers have missed many chances to use discussion or activities to get students to think critically about the ideas in the textbook. Aids that use the sense of sight are called "visual aids." Most of the time, a whiteboard and markers or a blackboard and chalk are used. The main goal of social studies is to help young people develop higher-order thinking skills that will help them do well in a society that is becoming more democratic and culturally diverse. Unfortunately, this aspect of learning is not adequately covered at the college level. Students don't have enough ways to meet new people, and they are also less interested in using media and reading. All of these things made them less interested in their studies. So, it was suggested that textbooks be written in a way that gets students interested in the subject and helps them broaden their horizons and see real-world problems from different points of view. So that students don't think of their studies as boring and uninteresting, teachers can come up with fun things to do in class. Teachers may use pictures of important historical events and quotes from Pakistani heroes in the



classroom to get students interested in the subject. Teachers can make learning more interesting by inviting guest lecturers, historical figures, national heroes, elderly people, and local social workers to class.

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