The Relationship of Home Study Habits and Conditions to Intelligence

Mary Rosula
THE RELATIONSHIP OF
HOME STUDY HABITS AND CONDITIONS TO
INTELLIGENCE

A Research Paper
Submitted to the Faculty of the Graduate School
of Marquette University
in Partial Fulfillment of the Requirements
for the
Degree of Master of Education

by
Sister Mary Rosula, B.V.M.
Milwaukee, Wisconsin
June, 1960
GILBERT
SUPERASE BOND
25% COTTON FIBRE

APPROVED:

[Signature]
Advisor

[Signature]
Chairman of the Department

Date
9-26-60

Date
7-27-60
ACKNOWLEDGMENTS

The writer wishes to acknowledge her gratitude to the principal of Our Lady Help of Christians School, Chicago, Illinois, who gave permission to carry out this study in the eighth grades and who assisted the author with valuable advice.

Acknowledgment is also made to the eighth grade faculty whose generous cooperation made the sampling and tabulations possible. She wishes to thank the students who participated for their earnest responses to the questionnaire study.

The writer is particularly grateful to her advisor, Dr. William Theisen, and to her instructor, Dr. Robert Craig, for their gracious assistance, advice, and encouragement.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENT</td>
<td></td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td></td>
<td>v</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td>THE PROBLEM AND REVIEW OF THE LITERATURE</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review of the Literature</td>
<td></td>
</tr>
<tr>
<td>II.</td>
<td>THE DESIGN OF THE STUDY</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Background of the Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Locale of the Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Population of the Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Instruments of the Study</td>
<td></td>
</tr>
<tr>
<td>III.</td>
<td>THE FINDINGS OF THE STUDY</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>The Physical Environment of Home Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Role of the Parents in Home Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Intellectual Background of Home Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Moral-Social Aspect of Home Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Problem of Free Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Basic Skills and Home Study</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>SUMMARY AND CONCLUSIONS</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Procedure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conclusions and Implications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suggestions for Further Study</td>
<td></td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>The Questionnaire</td>
<td>32</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Range and Mean I.Q.</td>
<td>11</td>
</tr>
<tr>
<td>2.</td>
<td>Physical Environment of Home Study.</td>
<td>12</td>
</tr>
<tr>
<td>3.</td>
<td>Parental Supervision of Home Study.</td>
<td>14</td>
</tr>
<tr>
<td>4.</td>
<td>Intellectual Factors of Home Study.</td>
<td>15</td>
</tr>
<tr>
<td>5.</td>
<td>Moral-Social Aspect of Home Study.</td>
<td>17</td>
</tr>
<tr>
<td>6.</td>
<td>Use of Free Time Relative to Intelligence - First Choice</td>
<td>19</td>
</tr>
<tr>
<td>7.</td>
<td>Use of Free Time Relative to Intelligence - Second Choice</td>
<td>21</td>
</tr>
<tr>
<td>8.</td>
<td>Basic Skills of Home Study.</td>
<td>22</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM AND REVIEW OF THE LITERATURE

Introduction

The importance of home-study has been stressed by a number of leading educators in the academic world today. Some of their viewpoints coincide with what our experience as teachers has already confirmed; others offer new and stimulating reasons to add to our incentives for directing home-study habits.

Kornhauser\(^1\) claims one of the most valuable abilities to be developed is the ability to study. To learn to study effectively is far more important to him than to acquire particular bodies of information. He goes so far as to say if the student does not learn how to study, his school courses have left their biggest job undone.

Cullen\(^2\) feels the importance of home-study lies in the power to apply practically what one has learned theoretically; in other words, to try one's knowledge in an independent situation.

Basil\(^3\) introduces traits of character and will training as desirable fruits rather than intellectual ascendency alone.


\(^2\) James Cullen, "Homework Guides for Grades Seven and Eight", Clearing House XXXIII (March, 1959), 401.

\(^3\) Brother Basil, "Homework in the Elementary School", Catholic School Journal, III (April, 1952), 131.
Strang feels the association of intellectual pursuits with the home is too seldom realized. Since education is to continue throughout life, children should become accustomed to spending sometime at home studying as well as in recreational reading.

The task, however, becomes a complex one as the vast differences among individual pupils present themselves. Some children accomplish their work easily and well; others find it a continually disagreeable task. Sometimes children who achieve high standards in classwork are the chronic offenders in application to home study. Again, a child who achieves below average in daily school work may be extremely conscientious about home assignment. Mental capacity does not indicate child performance, either, since those who accomplish their homework easily and well are not always at the top of the I.Q. scale. In fact, they may be nearer the average or low average group. Again, it does happen that those who complain of the homework assignment, or even fail to hand it in regularly, may be among the brighter students. Many times, however, we do find a positive correlation between the two variables as is indicated by the achievement and mental ability tests of these pupils.

The correlation between intelligence and marks is usually about .50 or .60 which indicates other factors are operating in addition to intelligence. What are these other factors? How does the teacher cope with

---


them? What pupil-guidance can be given? These are some of the questions we will attempt to answer.

**Statement and Delimitation of the Problem**

The purpose of this study was to investigate the homestudy habits and conditions of children in the eighth grade at Our Lady Help of Christians School, Chicago, Illinois, in relation to their mental capabilities. The study was primarily concerned with what the teacher could do to help these children adopt, improve, and extend their study skills. It was further designed to establish a closer teacher-pupil relationship and understanding.

**Review of the Literature**

The Lincoln High School in Billings, Montana, conducted a survey to find out what schools can do to improve homestudy conditions. They discovered the survey helped the staff to determine the general nature of their students' homestudy conditions. A set of standards was set up by the faculty for homestudy which included a definite study location, a table or desk for use, freedom from noise, etc. By devoting PTA meetings to the topic, emphasizing home conditions necessary for proper homestudy within the classroom in letters to parents and during parent-teacher conferences, parents and pupils were made aware of this set of standards. The full report of this may be found in the literature.6

---

Another study\textsuperscript{7} is reported in the determination of reasons for the gap between potential and actual achievement. The study involved the reaction of 225 pupils to twenty-nine possible factors which might impair scholarship. The pupils were divided into two groups on the basis of their ratings on the Otis Beta Intelligence Test. The median I.Q. for the high ability group was 118; for the low ability group, 89.

The pupils with low mental capacity made clear their chief obstacle to high scholarship was inability to read, to remember what they read and to apply what they read to major ideas. They also appraised "lack of persistent effort" as a major cause of retarded scholarship. Classroom instruction proceeded too rapidly for most slow pupils. Low ability pupils felt a strong need for more help in study and learning. Some claimed the chief cause for not making better grades was that they had no reason for doing so.

All high ability pupils gave as their first reason for not making better marks the fact that they spent a disproportionate share of energy on the subjects they liked best. Lack of working with persistent effort at difficult tasks also appears high on the list of factors impeding scholarship for this group of pupils. Failure to distribute time accurately, difficulty in getting started to study, inability to improve work habits, and a tendency to permit other interests to disturb study were given prominent ranking by the pupils.

Absorption of time and attention to social engagements, radio, television and other similar activities were likewise listed as a serious deterrent to good work. The absence of suitable study facilities in their homes was also held by these pupils to be a prominent obstacle to success. With the exception of high I.Q. boys, the superior scholarship pupils of all abilities gave as an important reason for not attaining even better marks the fact that they did not receive adequate instruction in how to work and study.

The implications of the study were many, but one of the most important was that much emphasis needs to be placed upon teaching all pupils how to study.

A similar study geared to the elementary school level was reported from Kentucky. In the hope of securing data that would be at least a slight contribution to our knowledge of study activities of elementary and secondary grades, a question list containing the seventy-five most commonly advocated items was prepared and given to about 1,000 children in the schools of Paris, Kentucky, and to approximately 250 children in training schools of Eastern Kentucky State Teachers College. The percentages of outstanding pupils (i.e., about $Q_3$ in achievement, in test intelligence, and in chronological age) answering questions yes or no were computed. The percentage of such pupils answering each question in a given way in excess of the percentage of poor pupils (i.e., below $Q_1$ in chronological age,

---

8 Noel B. Cuff, "Study Habits in Grades 4-12", Journal of Educational Psychology, XXVIII, (April, 1937), 295-301.
achievement, and intelligence) was found.

The techniques used in this study provide data from which the following partial interpretative conclusions may be drawn.

Bright, young, and superior pupils in every grade have quantitatively (17 per cent) more helpful study habits than do others.

There are wide variances in study methods of pupils in any given grade.

The common a priori assumption of teachers and parents that many pupils do not know how to study is supported by this investigation. Over one-third of the study habits of half the pupils were found defective.

A carefully derived study-habit inventory aids in finding the pupils in need of special guidance and helps identify for remedial work the good and bad study habits of individual cases.

Another survey of study habits was undertaken in Columbia, Missouri. Although these findings were not classified on the basis of intelligence, the general conclusions are significant for our purpose.

A self-analysis blank on study habits was prepared, and 567 junior high school and 600 senior high school pupils enrolled in Columbia Junior and Senior High School were asked to rate themselves on their study habits. The blanks were filled out during a homeroom period. The following observations were noted:

---

The highest percentage of pupils using work schedules were from Grades VIII and IX. Only 60% of the pupils believed that a work schedule balanced work and play and thus kept them alert. These figures indicate there is a definite need for teaching pupils the value of a working schedule.

A large portion of the pupils did not start studying immediately. Much study time is lost and the pupils are building poor habits. Definite plans should be made for setting up the habit of making a quick start in studying.

It also appeared the pupils should be taught the value of recording the assignment to assure the best results.

The disagreeable feeling experienced by many pupils who came to class unprepared probably could be reduced by the establishment of correct study habits.

The evidence presented in this study seems to warrant the conclusion that there is a definite need of teaching junior and senior high school students the use of general study habits.

Judging from these authoritative statements, it seems imperative that teachers assume the important responsibility of directing home study habits.
CHAPTER II

THE DESIGN OF THE STUDY

Background of the Study

Many of our students will enter high schools where academic standards are extremely difficult to maintain. A great number will depend upon their high school foundation as a preparation for college entrance. The mental caliber of some indicates the possibility of professional careers. Unless our students are adequately prepared to meet these critical challenges, they will fall short of their educational destiny. This study has been undertaken, therefore, with the view of preparing our students to meet these challenges more confidently and effectively.

Locale of the Study

Our Lady Help of Christians School has a capacity of 1650 children and is located on the west side of Chicago in a residential area of middle class families. Most of the parents are vitally interested in their children's educational progress and in the past have done everything possible to cooperate with the teachers. Many families live in apartment buildings where study environment is cramped. Some mothers are working so parental supervision is often at a minimum. Therefore, it does happen other factors aside from mental capacity interfere with homework accomplishment.
Population of the Study

The investigator procured responses from one hundred eighty eighth grade students in attendance at the school. There were four eighth grade classrooms, numbering forty-five students each.

Instruments of the Study

A survey questionnaire, a copy of which is included in the Appendix of this paper, was devised. A preliminary form was submitted to the advisor of this study, to the principal of the selected school, and to several eighth grade teachers for evaluation. Adjustments were made upon their recommendations. A trial survey was tried upon a small group of students as a preliminary test for the questionnaire.

All pupils were in attendance on the day of administration. Before attempting to answer the questionnaire the children were prepared by an introductory talk. This revealed to them the exact purpose of the study, namely, to be of assistance to the teachers so that the teachers could help them. Appeal was made to their honesty so that proper guidance could be administered to them. The pupils were asked to sign their names since the very purpose of the study, that is, pupil guidance, made the identification of the persons essential. After the responses had been obtained, interviews with some of the students took place to confirm the authenticity of some of their remarks and to clarify ambiguous information.

The responses were compared with the students' I.Q. ratings on the Otis Beta Mental Ability Tests, Form E. M., administered during
their seventh grade year and recorded on their cumulative record cards, to discover the relationship between their mental capacities and home study habits and conditions. The five ability groups were formed according to I.Q.: 120 and above, very superior; 110-119, superior; 100-109, high average; 90-00, low average; 74-89, slow learning.
CHAPTER III

THE FINDINGS OF THE STUDY

The children's responses to the questionnaire were enlightening and gratifying. Every child answered every question and the earnestness with which it was done indicated serious thought and reflection on the part of the respondent. Table I summarizes data concerning the range and mean I.Q. for each of the five ability groups.

**TABLE I**

**MEAN AND RANGE I.Q. FOR ABILITY GROUPS**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Range</th>
<th>Mean Intelligent Quotient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Superior</td>
<td>21</td>
<td>120-131</td>
<td>124</td>
</tr>
<tr>
<td>Superior</td>
<td>58</td>
<td>110-119</td>
<td>115</td>
</tr>
<tr>
<td>High Average</td>
<td>46</td>
<td>100-109</td>
<td>105</td>
</tr>
<tr>
<td>Low Average</td>
<td>42</td>
<td>90-99</td>
<td>96</td>
</tr>
<tr>
<td>Slow Learner</td>
<td>13</td>
<td>74-89</td>
<td>86</td>
</tr>
</tbody>
</table>

This study was conducted with one hundred eighty eighth grade students to determine the home study habits and conditions of these students. By means of the questionnaire the investigator sought to discover the physical study environment, the factors in parental
supervision, the intellectual background, the moral-social problems, and the basic study skills associated with the home study of these five ability levels. The results are presented and discussed in this chapter in the following order:

Physical Environment for Home Study

The first five questions in the questionnaire dealt with the physical environment of home study since the surrounding of home study have a powerful influence upon the results that will be produced. These were tabulated according to the intelligence groupings to note significant relationships between physical environment of home study and mental capacity.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Separate Study</th>
<th>Definite Time</th>
<th>No TV</th>
<th>No Disturbing Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Superior</td>
<td>21</td>
<td>86</td>
<td>38</td>
<td>71</td>
<td>71</td>
</tr>
<tr>
<td>Superior</td>
<td>58</td>
<td>78</td>
<td>38</td>
<td>52</td>
<td>71</td>
</tr>
<tr>
<td>High Average</td>
<td>46</td>
<td>87</td>
<td>42</td>
<td>57</td>
<td>74</td>
</tr>
<tr>
<td>Low Average</td>
<td>42</td>
<td>83</td>
<td>60</td>
<td>62</td>
<td>74</td>
</tr>
<tr>
<td>Slow Learner</td>
<td>13</td>
<td>100</td>
<td>46</td>
<td>54</td>
<td>77</td>
</tr>
</tbody>
</table>

Table 2 shows that the only notable difference among the ability groups with respect to the availability of separate study facilities
was that all slow learners reported such facilities while only about 80% of each of the other groups reported that such facilities were available.

The low average group reported that 60% of them had a definite time to study while all other groups reported only about 40% had an appointed time for study.

The very superior group ranked highest (71%) in refraining from TV programs during study time. The other four groups were notably consistent ranging from 52% to 62%, the percentage of which refrained from TV at study period.

All five groups ranked high in stating that no younger brothers and sisters disturbed them during study time. The range for this factor began with 71% for the very superior group and climbed to 77% with the slow learning group.

Parental Supervision of Home Study

Parental supervision plays an important role in the development of the child. This is especially true in respect to mental growth and maturity. The child is too immature to understand the importance of study. He needs guidance and encouragement from those whom he trusts and loves to come to the full fruition of his mental capabilities. Therefore, the children were next questioned upon this parental supervision. The results were again tabulated according to the intelligence groupings to serve as a comparative basis for study.
### TABLE 3

PARENTAL SUPERVISION OF HOME STUDY IN RELATION TO INTELLIGENCE

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Insistence on Study</th>
<th>Per Cent Reporting</th>
<th>Real Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Checked by Parents</td>
<td>Redone by Request</td>
</tr>
<tr>
<td>Very Superior</td>
<td>21</td>
<td>86</td>
<td>33</td>
<td>5</td>
</tr>
<tr>
<td>Superior</td>
<td>58</td>
<td>88</td>
<td>60</td>
<td>26</td>
</tr>
<tr>
<td>High Average</td>
<td>46</td>
<td>100</td>
<td>48</td>
<td>37</td>
</tr>
<tr>
<td>Low Average</td>
<td>42</td>
<td>95</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Slow Learner</td>
<td>13</td>
<td>92</td>
<td>31</td>
<td>23</td>
</tr>
</tbody>
</table>

A high percentage of the parents of all groups as noted in Table 3 insisted that their children devote some time to study. The high average group was notable in that 100% of them responded to this answer in the positive. The rest of the groups ranged from 86% to 95% with the low average and slow learners having the highest percentages.

In response to the question, "Do your parents check the home work after it has been completed?" the superior group ranked highest reaching a 60% mark. The polar groups stated only about 30% of their parents checked the work done. The two average groups ranged in the 40% area for home work check-ups by parents.

The range of those whose parents insisted that they re-do the homework reached from 5% for the very superior group to 50% for the low average group.
All groups felt that their parents took an interest in their work, the highest percentage of parents being those of the high average group rating 89%. The lowest percentage was that of the slow learning group which rated a 77% average.

**Intellectual Background of Home Study**

The next set of questions concerned the intellectual factors related to home study. The results were as follows:

**TABLE 4**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Able to do Alone</th>
<th>Per Cent Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>One Hour's</td>
</tr>
<tr>
<td>Very Superior</td>
<td>21</td>
<td>100</td>
<td>57</td>
</tr>
<tr>
<td>Superior</td>
<td>58</td>
<td>97</td>
<td>55</td>
</tr>
<tr>
<td>High Average</td>
<td>46</td>
<td>87</td>
<td>48</td>
</tr>
<tr>
<td>Low Average</td>
<td>42</td>
<td>86</td>
<td>55</td>
</tr>
<tr>
<td>Slow Learner</td>
<td>13</td>
<td>54</td>
<td>38</td>
</tr>
</tbody>
</table>

As is noted in Table 4, the very superior group responded that 100% of them were able to do the home study assigned without outside help. The middle groups ranged from 86% to 97% with affirmative answers to this question. The slow learning group estimated only 54% of them could do the work assigned unaided at home.

Approximately one half of all groups, with the exception of the
slow learning group, accomplished their home work within an hour's time. The slow learning group stated that only 38% of them could finish their assignments within an hour.

Two groups, the very superior and the high average groups, concurred 100% in stating they felt the home study assigned enabled them to apply the classwork they had learned the previous day. The superior group fell only 3% short of the high groups. The low average estimated 76% and the slow learner 69% in response to this same question.

A notable range occurred in answer to the question, "Do you read a library book or do extra credit work outside the regular assignment?" The very superior group responded 86% in the affirmative; the slow learners, 31%. The middle groups ranged from 62% to 45%, respectively.

Moral - Social Problems of Home Study

The moral caliber and social relationships of the child have a definite influence upon his intellectual progress. Therefore, it was important to determine whether the child procrastinated about performing his assignments and whether the telephone had become a disturbing element during his study time.
Table 5 indicates there was no notable difference in regard to the groups when the question, "Do you feel that yours is a problem of will power in settling down to a difficult task?" was presented. The four top groups ranged from 57% to 71% in their responses stating that it was not a matter of will power for them. Of the slow learning group 46% stated that it was not.

From 83% to 93% of the four top groups claimed that by eighth grade home study had become a routine process for them. Only 54% of the slow learning group answered this in the affirmative.

The highest percentage of "no telephone calls during study time" was also found in the four top groups, ranging from 83% to 93%. 77% of the slow learners had no calls.

The profitable use of free time is an important factor in the educational development of the child. In later life it will be his
responsibility to choose for himself, and also for others within his influence, how his free time shall be utilized. In order to determine the guidance that the child needs in this regard, it is necessary to discover what his leisure time interests are now. Therefore, the children were questioned as to their present use of freetime and the results tabulated in relation to their intelligence quotients.

Only 5% of the very superior children in Table 6 made a first choice of TV in comparison with the middle groups which averaged from 42% to 58%. The slow learner reported only 13% as their first choice.

It is outstandingly significant that not any group listed movies as their first choice.

Nineteen per cent of the very superior group reported reading as a first; 10% of the superior group chose reading as a first; and 2% of the low average group. The other two groups reported no first choices in reading.

Social life with friends was a marked favorite with all groups except the slow learning group which reported a zero. The highest report came from the very superior group with 43%; the superior group reported 19%, the high average 24%, and the low average 17%.

The use of records during free time ranged in ascending order, the three top groups reporting 4% and 5%, the low average, 19%, and the slow learner, 38%.

Athletics proved a first choice with the middle groups which scored highest, the polar groups tapering off at the end. The high
<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>TV</th>
<th>Movies</th>
<th>Reading</th>
<th>Social Life</th>
<th>Per Cent Reporting</th>
<th>Athletics</th>
<th>Job</th>
<th>Helping at Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Superior</td>
<td>21</td>
<td>5</td>
<td>0</td>
<td>19</td>
<td>43</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>Superior</td>
<td>58</td>
<td>28</td>
<td>0</td>
<td>10</td>
<td>19</td>
<td>5</td>
<td>14</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>High Average</td>
<td>46</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>4</td>
<td>30</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>Low Average</td>
<td>42</td>
<td>21</td>
<td>0</td>
<td>2</td>
<td>17</td>
<td>19</td>
<td>24</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Slow Learner</td>
<td>13</td>
<td>31</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>38</td>
<td>15</td>
<td>0</td>
<td>15</td>
</tr>
</tbody>
</table>
was 30% for the high average; the low was 5% for the very superior group.

Very few children found that a job took up most of their free time. The top group scored highest with 10%, the superior group second with 9%, and the only other group that scored at all was the low average group which reported at 2%.

All groups were about equal in reporting the time spent in helping at home. The range for all five groups was from 14% to 16%. It was notable that most of their free time was their own.

A second choice for the use of free time for eighth grade students was also given. This was done to get better insights into the habits and social customs of the children outside the time devoted to formal study. The type of recreation which appealed to the various intelligence levels proved a valuable guidance factor in the follow-up program.

All five groups in Table 7 ranked about equal in the time they devoted to TV as their second choice for spending free time. The range was from 21% to 31% for all five groups with the two lowest groups scoring the 31% average.

It was significant again that the movies held little attraction during free hours. The slow learning group reported 8% attending the movies and the high average group, 2%. None of the others reported at all.

Reading ranked the highest for the very superior group as a second choice at 14%. Only the superior and high average groups reported and those at 3% and 2%, respectively.
<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>TV</th>
<th>Movies</th>
<th>Reading</th>
<th>Social Life</th>
<th>Per Cent Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Superior</td>
<td>21</td>
<td>29</td>
<td>0</td>
<td>14</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Superior</td>
<td>58</td>
<td>21</td>
<td>0</td>
<td>3</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>High Average</td>
<td>46</td>
<td>26</td>
<td>2</td>
<td>2</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>Low Average</td>
<td>42</td>
<td>31</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 7
USE OF FREE TIME IN RELATION TO INTELLIGENCE—SECOND CHOICE
The very superior group devoted the highest percentage of time to a job but that was only 1%. The middle groups ranged from 4% to 7% with the slow learner reporting 0% for the amount of free time spent on a job.

The largest number of those who helped at home was the slow learning group whose average was 35%. The very superior ranked second in contrast at 19%. The middle groups were notably equal at 17% and 10%.

**Basic Study Skills for Home Study**

Study habits are dependent upon study skills for unless a child has the tools to master his problem he cannot expect to be a success. It was decided to question the children on learning skills to determine to what extent they had mastered these tools.

**TABLE 8**

**BASIC STUDY SKILLS IN RELATION TO INTELLIGENCE**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Main thought of passage</th>
<th>Per Cent Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Problem Solv. Easy</td>
</tr>
<tr>
<td>Very Superior</td>
<td>21</td>
<td>100</td>
<td>91</td>
</tr>
<tr>
<td>Superior</td>
<td>58</td>
<td>86</td>
<td>81</td>
</tr>
<tr>
<td>High Average</td>
<td>46</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>Low Average</td>
<td>42</td>
<td>64</td>
<td>76</td>
</tr>
<tr>
<td>Slow Learner</td>
<td>13</td>
<td>46</td>
<td>54</td>
</tr>
</tbody>
</table>

A decided difference in the various groups was found in Table 8
in response to these questions. In the ability to discover the main thought in a reading passage the very superior group responded 100% in the affirmative. The other groups, from highest to lowest, as follows: 86%, 70%, 64%, and 46%.

Problem solving was found comparatively easy for the very superior group which rated 91%. The other groups followed in descending order: 81% to 54% respectively.

Memorization of a passage or poem was easy for 71% of the very superior group. The other groups ranged in descending order as follows: 69%, 65%, 50%, 23%.

The outlining of a reading or history assignment was done readily by 81% of the very superior group; the middle groups ranged from 78% to 86%; the slow learner, 69%.
SUMMARY AND CONCLUSIONS

The Problem

The purpose of this survey was to investigate the home study habits and conditions of eighth grade students and the relationship of these habits and conditions to their mental capabilities. It was hoped that this relationship would indicate desirable study-guidance techniques for individual differences and be instrumental in establishing closer teacher-pupil relations.

The Procedure

This study was conducted with one hundred eighty eighth grade students of Our Lady Help of Christians School, Chicago, Illinois. A questionnaire was constructed and administered to discover the physical study conditions, factors in parental supervision, the moral-social problems, the intellectual background, and the basic study skills associated with the home study of pupils of five ability levels.

Conclusions and Implications

The study attempted to ascertain the study habits and conditions of eighth grade students relative to their mental capacities. The implications of the study for each I.Q. group were many. Although a
high percentage of each group had a separate place to study apart from
the rest of the family, a low percentage of each group, with the
exception, perhaps, of the low average learning group, had a definite
time for study. During parent-teacher conferences held at the school
early in the year a daily workable schedule was proposed to the
parents by the teachers and the adoption of it was strongly advised
by the teachers. Since a goodly portion of the children admitted
watching television during study time, parental supervision of study
habits was requested at these conferences. The teachers maintained
that a definite study time, during which no television shows were
permitted, would be a decided step forward in establishing permanent
habits of study.

The majority of the parents insisted upon some home study for
their children. Since less than 50% of the parents of the three
lowest I.Q. groups looked over the home work upon completion, it
seemed advisable to bring this matter to their attention. A great
service can be rendered to the school and to the child himself by
parents who will take time to peruse the home work, point out errors,
request that untidy papers be recopied, and verify the completion
of the assignment. It was noted that among those whose parents had
performed this service, a rather high percentage of papers was
redone by parental request. The home work caliber of these students
had definitely improved.

Among the slow learning pupils twenty-three per cent felt that
their parents did not take a real interest in their progress. An
effort was made through private interview to discover the reasons why pupils assumed this to be true, and adjustments were made in the pupils' attitudes or parental contact was sought where this remedial measure proved necessary.

The teachers themselves received enlightenment from the fact that the three highest I.Q. groups found the home assignment a means of applying the class work learned the preceding day, while 24% and 31% respectively of the lowest groups did not. The teachers realized that the class work of the preceding day was not understood thoroughly enough to be applied in an independent situation by the low I.Q. students. Therefore, these students needed more time to assimilate the matter taught or else guidance was needed in applying the principles learned in a given situation. Generalizations were difficult for this group.

The teachers felt the very superior and superior students needed broadening experiences to develop their potentialities to the fullest, since only 86% and 62% of these respective groups did extra credit work or read a library book outside of regular study. A program of acceleration was inaugurated during after-school hours. A class in conversational French and a Junior Great Books Discussion Club were both held twice a week during the current school year. The school's central library affiliated itself with the Library Club of America. Pins were awarded to the readers of six books in different categories. The children's interest in the French language, customs, and music, and also their enthusiasm for classical literature rewarded the
teachers' efforts. A Glee Club before school hours and an Art class after school for those especially talented aided in extending the interests of the culturally inclined.

It was gratifying to note the high percentage who did not receive telephone calls during study time. More than half of the slow learning group admitted theirs was still a matter of will-power in settling down to a difficult task and almost one half of them did not feel the assignment had become a routine matter with them. The teachers themselves felt that their original proposal to the parents concerning a definite study time and the elimination of television during study time would help these slow learners to exert their will-power in study and gradually the workable schedule would become routine with them.

Reading is basic to any study skill. It was noted that all groups, with the exception of the very superior group which rated 100%, needed help in finding the main thought of the passage. For the reading periods the children were classified according to their comprehension scores on the Stanford Achievement Tests administered April, 1959. Each group worked with reading material geared to its capacity and achievement in a separate classroom apart from the other groups. A noted improvement in reading comprehension scores was evidenced on the Stanford Achievement Tests administered in March, 1960.

Class outlining of history chapters and English themes was done on the chalk board by the teachers and pupils working together. Gradually independence in outlining assignments developed, and the slow learners were able to handle these assignments rather easily.
Only then could these slower students be given such assignments for home study.

To stimulate the reading interests of pupils during their free time, a library period was assigned to each class during school hours. Children were encouraged to choose books of their liking under the supervision of the school librarian and the classroom teacher. A series of oral and written reports was used as criterion for membership in the Library Club of America. Pins were awarded on the versatility and accuracy of these reports.

Since social life with friends ranked highest for the very superior group and rather high for the middle groups, the social life of the children was discussed with the parents at the conferences held during American Education Week in November. Groups of children of the same sex were encouraged to meet within the homes where games, music and television could be properly supervised. A basketball league, organized by the priests and several parents, met at one of the local park centers on Saturday afternoons. Both boys and girls had access to the gym and its equipment according to a definite time schedule.

An attempt was made by the school to evaluate movie, TV, and radio programs and to foster proper appreciations and attitudes among the pupils. The Legion of Decency ratings for films was posted in each classroom. A record player, together with classical and semi-classical records, was available from the audio-visual department of the school. These could be enjoyed by the class before, during, or after school
hours. Film strips depicting the history of a noted composition or the life of a composer were also on file for use. It remained to the ingenuity of the teacher to instill a love for the truly beautiful in the face of much that was tawdry. Educational television programs were brought to the attention of the class the day of the performance, and their evaluation was integrated with class discussions the following day.

Suggestions for Further Study.

A study correlating the grades of pupils before and after a directed study program to note the efficacy of this specialized pupil-guidance should prove helpful to research.

A survey of the parental reactions of the same population to home study habits would be an interest comparative study and would serve as a background for pupil opinion.

A follow-up study in the form of parent-teacher-pupil conferences after the questionnaires have been tabulated should prove enlightening to all participants.

An analysis of the reading deficiencies of the low-ability group could be made to aid the teacher in planning the proper study-guidance program.
BIBLIOGRAPHY

BOOKS


PERIODICALS


Corbally, John E. "High Standards for a Homework Program", Clearing House, XXVII, (March, 1953), 421-422.

Conwell, Mother Francis Regis, O.S.U. "Teach Them How to Study", The Catholic Educator, XXIX, (June, 1959), 713.

Cullen, James H. "Homework Guides for Grades 7 and 8", Clearing House, XXXIII, (March, 1959), 401-404.


APPENDIX

QUESTIONNAIRE

Check the answer you honestly believe is the true one for you:

1. ___ Yes ___ No  Do you have a place to study separated from the rest of the family?
2. ___ Yes ___ No  Do you usually watch TV, listen to records or radio during study time?
3. ___ Yes ___ No  Do you have a definite time in which you must do your homework?
4. ___ Yes ___ No  Do your brothers or sisters disturb you during your study time?

5. ___ Yes ___ No  Do your parents see to it that you do your homework?
6. ___ Yes ___ No  Do your parents usually look over your homework after you have completed it?
7. ___ Yes ___ No  Do your parents ever make you do the assignment over again?
8. ___ Yes ___ No  Do you feel your parents take a real interest in your homework?

9. ___ Yes ___ No  Do you find that you are usually able to do the homework without outside help?
10. ___ Yes ___ No  Do you find that you can usually accomplish the homework within an hour's time?
11. ___ Yes ___ No Do you find the homework a means of applying the classwork you have learned the preceding day?

12. ___ Yes ___ No Do you usually read a library book or do extra credit work apart from regular study?

13. ___ Yes ___ No Do you think your problem is a matter of will-power in settling down to a difficult task?

14. ___ Yes ___ No Do you feel you have accustomed yourself to the matter of homework so that you do it as a routine process now?

15. ___ Yes ___ No Do you call your friends or do they call you during study time?

16. Which two of the following takes up most of your free time:

   Choice : 1                  Choice: 2
   ___ Radio and ___ TV ___ Movies
   ___ Records ___ Social life with friends
   ___ Reading ___ Helping at home ___ a job
   ___ Athletics

17. ___ Yes ___ No Are you able to find the main thought of a reading passage quite easily?

18. ___ Yes ___ No Can you usually think through by yourself the various steps to take in order to solve an arithmetic problem?
19. ___ Yes ___ No Are you able to memorize rather quickly and easily?

20. ___ Yes ___ No Are you able to outline a history or reading assignment without too much difficulty?