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**A SURVEY OF THE STUDY HABITS OF THE FRESHMAN CLASS OF
1959-1960 AT APPALACHIAN STATE TEACHERS COLLEGE**



**A Thesis
Presented to
the Faculty of the Graduate School
Appalachian State Teachers College**



**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts**



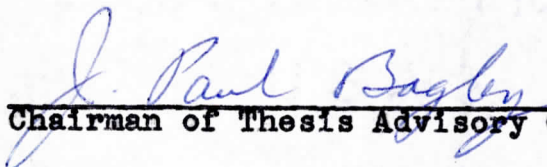
**by
Hazel Marie Hoover
August 1960**

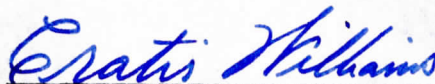
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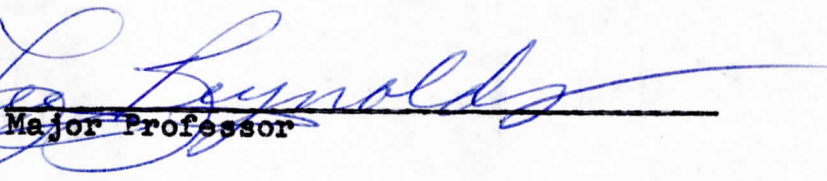
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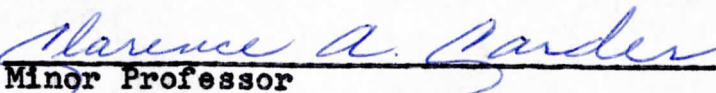
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ABSTRACT

Upon entering college, a student may discover that one of his most pressing problems is the matter of study. Any information, therefore, that can be obtained to help the student in this adjustment is needed.

I. THE PROBLEM

The purpose of this study was to make a survey of the study habits of the members of the freshman class of 1959-1960 at Appalachian State Teachers College (1) to gain information that would help students to understand better their strengths and weaknesses, their obligations, and their needs in the matter of study; (2) to describe and report the information gained in such a manner as to be helpful to the faculty of Appalachian State Teachers College in understanding the needs of the students; and (3) to present the material for further study and use by those students who may be training for the teaching profession as well as others who may be interested in such a study.

II. THE METHOD

In the collection of data, the writer used three methods: (1) a voluntary class held in September, 1959, on "How to Study"; (2) a questionnaire; and (3) a follow-up interview. A review of related literature was also helpful.

A short preliminary questionnaire was used to help gather data from the students who came voluntarily to the class for help in their study. The class was held not only to gather data but also to help the students to gain insight into their own problems and needs. About thirty students participated.

As another step toward gathering needed information, a questionnaire was developed. It contained fifty-two items in six distinct areas: (1) motivation, (2) tendencies, (3) attitudes, (4) techniques of study, (5) interests, and (6) physical surroundings. The questionnaire was distributed in freshman assembly to 720 of the 738 members of the freshman class enrolled Winter Quarter, 1959-1960. Six hundred fifteen were returned; five were not usable, leaving 610 usable questionnaires. In other words, 85 per cent of the questionnaires were returned and usable, representing 84 per cent of the class responding.

In the Spring Quarter of 1960 a follow-up interview was used to help determine the value of the information collected through the questionnaire. Thirty students were interviewed, using questions similar to those of the questionnaire. Their responses were compared with those received by means of the questionnaire.

III. FINDINGS

An analysis of the data revealed that although 83 per

cent of the freshmen were stimulated to learn by grades, 70 per cent regarded grades as goals. An encouraging factor was the fact that 67 per cent of the students responding to the questionnaire expressed a desire to achieve or learn. However, 42 per cent were frustrated as to how to study and 39 per cent as to what was expected of them. Only 31 per cent of those responding to the questionnaire and one of the thirty interviewed had a definite plan of study.

Fifty-five per cent of the students feared teachers whom they had never met, and 64 per cent feared subjects which they had never had. There was a tendency on the part of the students to "waste time" too much. Most of the students, however, released tensions in a healthy, acceptable manner. The attitude of the majority of the students toward rules and regulations was excellent.

There was an indication that lighting and ventilation facilities in some of the older dormitories needed improving. Eighty-three per cent of the freshmen said that they were disturbed by the noise in the dormitories when they were trying to study, but 61 per cent said that they did not observe regulations governing study hours. This seemed to indicate a need to stress in the orientation and counseling programs the importance of learning to live together effectively.

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TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED	1
The Problem	2
Statement of the problem	2
Importance of the study	3
Definitions of Terms Used	5
Education	5
College	5
Study-learning process	5
Study	6
Motivated learning	6
Learning	6
Perception	6
II. REVIEW OF LITERATURE	7
The Teacher and the Student in the Study-Learn- ing Process	7
Factors in Study Habits	12
III. METHODS USED IN COLLECTION OF DATA	18
A Description of the Class and Its Contributions	18
A Description of the Development of the Questionnaire	22
A Follow-Up Procedure Using the Interview . . .	27

CHAPTER	PAGE
IV. AN ANALYSIS OF THE DATA	28
The Preliminary Questionnaire	29
Reasons for attending college	29
Goals	29
Time and place for study	30
Recreation	30
Schedule	30
Rest	30
Review	30
Studying for examinations or tests	30
Preparing an assignment	31
Diet	31
Library	31
The Main Questionnaire	32
Motivation	32
Tendencies	39
Attitudes	43
Techniques of study	47
Interests	53
Physical surroundings	56
The Interview	64
Motivation	64
Tendencies	66
Attitudes	69

CHAPTER	PAGE
Techniques of study	72
Interests	75
Physical surroundings	78
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	82
Summary	82
Conclusions	89
Recommendations	92
BIBLIOGRAPHY	94
APPENDIXES	96
APPENDIX A . Materials Used in Class on "How to Study	97
APPENDIX B . Questionnaire and Interview Questions Used in Survey of Study Habits of the Freshman Class	110

LIST OF TABLES

TABLE	PAGE
I. Questions and Answers, Including Percentages, in the Area of Motivation on the Main Questionnaire	38
II. Questions and Answers, Including Percentages, in the Area of Tendencies on the Main Questionnaire	41
III. Questions and Answers, Including Percentages, in the Area of Tendencies on the Main Questionnaire	42
IV. Questions and Answers, Including Percentages, in the Area of Attitudes on the Main Questionnaire	44
V. Questions and Answers, Including Percentages, in the Area of Attitudes on the Main Questionnaire	46
VI. Questions and Answers, Including Percentages, in the Area of Techniques of Study on the Main Questionnaire	50
VII. Questions and Answers, Including Percentages, in the Area of Techniques of Study on the Main Questionnaire	51

TABLE

PAGE

VIII.	Questions and Answers, Including Percentages, in the Area of Techniques of Study on the Main Questionnaire	52
IX.	Questions and Answers, Including Percentages, in the Area of Interests on the Main Questionnaire	54
X.	Questions and Answers, Including Percentages, in the Area of Interests on the Main Questionnaire	55
XI.	Questions and Answers, Including Percentages, in the Area of Physical Surroundings on the Main Questionnaire	61
XII.	Questions and Answers, Including Percentages, in the Area of Physical Surroundings on the Main Questionnaire	62
XIII.	Questions and Answers, Including Percentages, in the Area of Physical Surroundings on the Main Questionnaire	63

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Events taking place in rapid succession throughout the world have caused the eyes of the people to be turned upon the schools as they seek an answer to problems that have arisen. From the coasts, mountains, prairies, rural and urban areas, the people have lifted their voices as one in their efforts to provide education that will meet the needs.

Never before in the history of America have so many new demands been made upon the schools and colleges of the nation. The challenge must be met, if the nation is to survive. There is no alternative.¹

At this stage of development, care must be exercised to keep education based on sound policies, measured and evaluated in the light of truth. Otherwise, our educational system will become a demagogue, a threat, a thing to fear, because things and methods will be considered greater than human beings. The trend must be directed more and more

¹
Fred McKinney, Counseling for Personal Adjustment in Schools and Colleges (Massachusetts: The Riverside Press, 1958), Editor's Introduction, p. vi.

toward the study of who is to be taught as well as what is to be taught.² To get lost in a particular group and to forget the individual would be disastrous, because it is from the meeting of individual needs that the needs of the group are met. Anything that can help an individual to attain a better way of life is beneficial to the welfare of all.

I. THE PROBLEM

Statement of the problem. Upon entering college, a student may discover that one of his most pressing problems is the matter of study. This is true of the student returning to college after years of being out of school, and it is just as true of the one entering from high school. Any information, therefore, that can be obtained that will help the student in this adjustment is needed.

The purpose of this study was to make a survey of the study habits of the members of the freshman class of 1959-1960 at Appalachian State Teachers College (1) to gain information that would help students to understand better their strengths and weaknesses, their obligations, and their needs in the matter of study; (2) to describe and report the information gained in such a manner as to be

²Ibid., pp. vi-vii.

helpful to the faculty of Appalachian State Teachers College in understanding the needs of the students; and (3) to present the material for further study and use by those students who may be training for the teaching profession as well as others who may be interested in the study.

Importance of the study. Research done in the last quarter of a century has pointed out the closeness in the relationship of success in school work to proper study habits and skills. Colleges, therefore, find it desirable to give special attention to the study procedures of the students.³

That students entering college are motivated or unmotivated to learn is generally recognized. It is also realized that they bring their habits, good or bad, planned or unplanned, with them.⁴

A survey of the freshman class as to habits of study was needed, first of all, to help the student to understand his obligations and to analyze himself in the matter.

Second, such a study could be of value to those who work with the students and endeavor to teach them while they

³Arthur E. Traxler, The Improvement of Study Habits and Skills, Educational Records Bulletin No. 41 (New York: Educational Records Bureau, 1944), p. 19.

⁴Knight Dunlap, Personal Adjustment (first edition; New York: McGraw-Hill Book Company, 1946), pp. 30-31.

are in college. Because of the fact that learning how to study a subject is basic to the learning of the content of the subject, there may be a need for special attention or guidance as to procedures involved in the process of learning how to study. A survey of the study habits of the freshman class could reveal some of the areas that are in need of attention.

Third, the students at Appalachian State Teachers College who are studying to become teachers need to know as much as possible about the basic skills and their applications or lack of applications. This type of survey can help them to gain an insight into the problem and their obligations to students whom they will be teaching. There may be others outside of the teaching field who would also find such a study of value.

The responsibility for helping students to learn how to study lies mainly with the educators. If the students are lacking in this important phase of college life, then the facts need to be searched out and steps need to be taken to correct defaults and to improve the situation. However, the student also has an obligation, and he needs to be made aware of it. Harold C. Martin, in the preface to Armstrong's book, Study Is Hard Work, had this to say:

Today it is a bold man who dares to say that students have a "basic obligation" to work whether or not they are what is called "interested" in the subject-matter. Mr. Armstrong says just that and, in so doing, touches the matter of learning at its vital center. Schooling makes no sense at all unless it assumes that students have a basic obligation to study; and if they recognize that obligation, there need seldom be much need to worry about interest, for interest is the fruit quite as much as it is the stimulus of study. . . . The job has to be done, in the degree that it can be done at all, from inside . . . take honest measure of the work to be done, then go systematically to work. . . . The student who has learned to enjoy study because he knows how to do it well is prepared in the best sense of all for work in college and for life in the world of men.⁵

II. DEFINITIONS OF TERMS USED

Education. Education is defined as the experience secured by an individual intellectually, emotionally, or physically.⁶ As used in this study, education is to be interpreted as the experience gained while in college.

College. A college is an institution of learning beyond the high school level.

Study-learning process. Acquiring new information or knowledge which is retained by practice and influenced

⁵ William H. Armstrong, Study Is Hard Work (New York: Harper and Brothers Publishers, 1956), pp. xi-xii.

⁶ Ward G. Reeder, A First Course in Education (New York: The Macmillan Company, 1948), p. 3.

by the method of practice as well as the character of motivation⁷ is referred to in this study as the study-learning process.

Study. Directed and intentional learning which requires close attention, participation, practice, and an analysis of the results is called study. It may involve different methods used by an individual in reading, outlining, writing, note-taking, memorizing, listening, preparing for tests and examinations, doing library work, and work of any type resorted to in preparing an assignment.⁸

Motivated learning. The desire within an individual that is stimulated by an incentive which may cause him to take action toward reaching certain objectives, thereby acquiring experience,⁹ is termed motivated learning.

Learning. Learning is a change in behavior brought about by experience and based on the ability to perceive.¹⁰

Perception. The thinking on the part of individuals brought about by knowledge gained through study¹¹ is called perception.

⁷Max Meenes, Studying and Learning (New York: Random House, Inc., 1954), pp. 1-4.

⁸Ibid., pp. 2-5.

⁹Dunlap, loc. cit.

¹⁰Meenes, loc. cit.

¹¹Dunlap, op. cit., p. 35.

CHAPTER II

REVIEW OF LITERATURE

Many books have been written on the subject of study habits and skills. Among them are those written especially for the student as well as the educator. Most of the books reviewed for this survey placed emphasis upon the factors influencing the basic procedures of study. They included methods for improving study, calling attention to the responsibility of the student and the educator in the learning process.

I. THE TEACHER AND THE STUDENT IN THE STUDY-LEARNING PROCESS

Hinsdale said that study is among the arts of most value to an individual, and yet it does not receive as much attention as it should. Both the teacher and the student have an obligation: the teacher to cause the student to learn, and the student to seek to learn. "There is no teaching until there is learning taking place," he stated, "but there may be learning without teaching."¹ He placed much responsibility upon the student for developing the

¹B. A. Hinsdale, The Art of Study (New York: American Book Company, 1900), pp. 7-12.

art through practice of the right kind. He referred to the art as a personal skill or ability involving an intelligent plan. It "relates more to self-education than to instruction under masters."²

The fact that there is much wasted effort and time on the part of the student was pointed out by Hinsdale. This is due to not having the ability to study properly the lesson and not being able to keep up the effort when made. These defects are caused by (1) ignorance of how to go about proper study and (2) lack of interest and courage. Failure due to not knowing how to study can cause loss of interest and courage, and lack of interest or courage can make the effort to continue study almost impossible for the student. These are matters of concern, first to the teacher and later to the student.³

When a student has only a partial understanding of what is expected of him, then he needs a clear, direct explanation. At this point he does not need to have to guess at a meaning; he needs real instruction. Then, once the meaning has been well established and the aims made plain, the student is ready to make his attack on the study-lesson and to fulfill his part of the mutual obligation

²Ibid., pp. 20-23.

³Ibid., pp. 78-79.

involved in the teaching-learning process. Here again the teacher has a responsibility to help the student to know what he must do. With each subject the method of attack may require different methods of preparation.⁴

Traxler stated that much of the responsibility for developing good study habits and skills lies with the teacher. This may call for a case study on the part of the teacher where an individual is extremely handicapped, with individual assistance being given.

He further stated that a school should gather information about the study habits of students and then make an analysis of the information obtained.

Information is especially needed with respect to study habits and conditions, knowledge of good study procedures, study abilities, skills, interests, attitudes, and personality factors related to study.⁵

Many people feel that study improvement courses should not be too standardized but should be directed toward the so-called "basic elements" of habits and skills that all students need to know.⁶ A student of normal intelligence should become quite adept at work

⁴Ibid., pp. 80-87.

⁵Arthur E. Traxler, The Improvement of Study Habits and Skills, Educational Records Bulletin No. 41 (New York: Educational Records Bureau, 1944), p. 20.

⁶Ibid., pp. 19-20.

habits, if given clear directions and the right motivation.⁷

Once again Mr. Traxler placed responsibility upon the teacher by saying that skill on the part of the teacher in presenting a subject by making known the values of his subject in relationship with the interest of the student can often cause a subject to become interesting which may otherwise be regarded as unimportant by the student. A clear assignment is necessary,

. . . including directed practice in getting started with the study activities called for. . . . The time-honored method of trying to improve the study procedures of pupils is to tell them how to study, but many pupils must not only be told, but must be shown and must be given sufficient practice so that they will see the values of the procedures suggested to them and will become proficient in using them.⁸

According to Meenes, direction in learning and clearness in understanding can be gained by the student's asking questions of himself. Study with practice may then produce learning. Motivation, however, is still a complex matter. A student may study for many reasons, and it is often necessary to find out what his interests are in order to motivate him toward proper study practices.⁹

⁷Ibid., p. 10.

⁸Ibid., p. 9.

⁹Max Meenes, Studying and Learning (New York: Random House, Inc., 1954), pp. 62-63.

That the major function of study is to become adept at analyzing was pointed out effectively by Wilcox, and he stressed the importance of self-analysis before subject content analysis.¹⁰ Certain laws of learning must be observed, he said, if an individual is to make selections of knowledges and understandings with speed and accuracy. He placed emphasis upon the language skills, calling attention to the need for training in the skills of listening, reading, and writing in college for varied purposes.¹¹

Achievement in college depends upon many factors, Wilcox said, and among them are the proper attitudes toward study, goals, background, and health. Surveys have shown that lack of proper secondary training in the basic skills in language has been one of the outstanding reasons for hindrance to academic growth. He expressed the belief that colleges should include within their curriculum study programs for students who need help in the language skills to aid them in understanding ideas through reading and listening and relating them through writing and speaking.¹²

¹⁰Glen W. Wilcox, Basic Study Skills (Boston: Allyn and Bacon, Inc., 1958), p. 14.

¹¹Ibid., pp. 69-71.

¹²Ibid., pp. 3-4.

II. FACTORS IN STUDY HABITS

Traxler made a research study and found that information is needed in four areas for a survey of study procedures: (1) study habits and conditions; (2) knowledge of good study procedures; (3) study abilities and skills; and (4) factors relating to interests, attitudes, and personality as they may apply to study habits. He listed a number of factors which "condition the effectiveness with which individuals study." They are as follows:

1. Physical condition--both general health and temporary fluctuations.
2. Intelligence or scholastic aptitude or ability to learn.
3. Ability to do work-type reading.
4. Achievement in specific subjects, especially mastery of techniques of thinking peculiar to each field.
5. Knowledge of the library facilities and skill in using them.
6. General home background and conditions for study at home.
7. Study conditions in the school.
8. Schedule of work in school and out of school.
9. Understanding of what is expected in each daily assignment.
10. Understanding of elementary psychological principles of study.
11. School friends and other associates.
12. Feeling of security, freedom from worry, emotional adjustment.¹³

All of these factors are important and should be considered in relation to the individual being studied.

¹³Traxler, op. cit., pp. 4-5.

William H. Armstrong commented upon the necessity for a desire to learn and said that without the desire to learn a person "misses the greatest of all that life offers."¹⁴ He did not say that study is easy, but rather that it is hard work:

Learning something new means altering our stability of the moment. The greater the strangeness or difficulty of the new information, the greater the strain put on our present, and comfortable, state of mind. If we must hurry to assimilate the new--as indeed we must--then we suffer not only from reluctance to disturb our equanimity but from the process of ingestion as well. Studying is hard and the less students and teachers pretend that it is not, the better.¹⁵

Armstrong then cited Abraham Lincoln as an example of one driven by a desire to learn and yet not always finding it an easy thing to do. He used a quotation of Lincoln's as taken from The Collected Writings of Abraham Lincoln:

I can remember going to my little bedroom after hearing the neighbors talk of an evening with my father, and spending no small part of the night walking up and down and trying to make out what was the exact meaning of their, to me, dark sayings. I could not sleep, though I often tried to, when I got on such a hunt after an idea, until I had caught it; and when I thought I had got it, I was not satisfied until I had repeated it over and over, until I had put it into language plain enough, as I thought, for any boy I knew to comprehend.¹⁶

¹⁴William H. Armstrong, Study Is Hard Work (New York: Harper and Brothers Publishers, 1956), p. 9.

¹⁵Ibid., p. x.

¹⁶Ibid., p. 7.

Closely related to desire is the term "motivation." Some students have a high "level of aspiration" while others who have no desire to learn need to be motivated. Some aim for a grade, and even in this area there is a great deal of difference in individuals. It is important, according to Meenes, to know what motivates a student to learn. He said that when motivation is high, one may study longer and not get tired so quickly. Fatigue that results from diminished motivation is not of the physical type.

Environment is another factor which cannot be overlooked. The atmosphere should be conducive to study. It should be comfortable but not to the extent that neglect of work is encouraged. The chair and desk should be used only for study. Using the desk for snacks may stimulate away from study.¹⁷

Kornhauser mentioned ability to study as "one of the most valuable abilities to be developed." He said that if a college education develops true powers to study, it has succeeded though it do nothing else. More important than acquiring information, it is a matter of developing "good form" in reading, listening, observing, and thinking.

¹⁷
Meenes, op. cit., pp. 15-17.

Using good methods in the study procedure is as important as it is in the field of sports.¹⁸

The fundamental requirement for effective study is a "driving motive" or an intense desire to learn, Kornhauser stated. This may be acquired by building up definite ambitions and ideals toward which study leads, acquiring information about subjects to be studied, seeking relationships between the new and old information, making it a personal matter, and then putting the new knowledge to use.

He stressed the importance of having a system and a regularity in studying. This calls for a plan of action, a budget, and a definite place in which to work. The place for work should be properly lighted, properly heated with good ventilation, and the student should avoid fatigue. His ability to concentrate may be aided by removing as many distractions as possible, but it is possible to overcome many of the irritating factors by genuine interest on the part of the student.¹⁹

Kornhauser continued by saying that a student can be helped to improve study habits only through constant and diligent reminding. "Printed rules cannot take the place

¹⁸ Arthur W. Kornhauser, How to Study (Chicago: The University of Chicago Press, 1924-1928), pp. 2-3.

¹⁹Ibid., pp. 4-14.

of personal and continuous instruction in study methods by teachers and advisers," he said. Classroom guidance may take careful directing of work over long periods of time.²⁰

Meenes reported that tests have shown that the beginning and end of material is learned better than the middle of the material. This is due to the fact that motivation is high during the first part of a study period, goes down in the middle of the period, and up again toward the end of the period. When motivation is low a person's attention lapses and he finds it hard to concentrate. Therefore, additional study is needed for the middle section of materials studied.

Pointing to the fact that there is often a conflict of purposes, making it difficult for a student to get the right perception regarding his subjects and the sequence of steps he must take in learning them, Meenes advised a study-budget to help counteract this conflict which may cause frustration to the student.²¹

In the matter of attention, another important factor in studying and learning, Hinsdale said that it is a "state of mind." This state of mind is of two kinds: (1) diffused consciousness and (2) concentrated consciousness. There

²⁰Ibid., pp. v-vi.

²¹Meenes, op. cit., pp. 11-13.

are different levels of attention. When a certain thing draws the mind's energy into play, this is known as passive attention, he stated. However, when the mind itself wills to select the something or knowledge and chooses to think about it, this is known as active attention. Hinsdale continued by saying that the mind must have periods of rest and relaxation from conscious attention or the body would soon tire out from the tax on its energy. Attention is difficult when the body is in a state of exhaustion or fatigue. Being a delicate thing, attention cannot be forced upon a student by anyone. Calling for attention does not guarantee it, but giving choices does help in gaining attention, since the student can will to be attentive. Although minds differ in capacity, this type of attention can be cultivated.²²

²²Hinsdale, op. cit., pp. 110-159.

CHAPTER III

METHODS USED IN COLLECTION OF DATA

In evaluating the problems and needs of the freshmen at Appalachian State Teachers College for the year 1959-1960 regarding their study habits, three methods were used to collect data: (1) a voluntary class was held on "How to Study"; (2) a questionnaire was used; and (3) an interview was found to be a suitable follow-up to both steps. The methods and procedures involved in the survey are described in this chapter.

I. A DESCRIPTION OF THE CLASS AND ITS CONTRIBUTIONS

The first step in planning the procedure for getting the needed information to complete the survey was to hold a regular class for the freshmen on "How to Study." An announcement was made in the freshman assembly on Monday, September 21, 1959, to the effect that a help session would be held for all freshmen who desired help. The first meeting of the group was held in the college auditorium on Tuesday, September 22. Thirty-three students responded.

The class was held with the intention of helping the students to gain an insight into their own needs and study problems as well as to gain information for the study. A

review of the literature had already pointed out weaknesses on the part of students in certain areas. Therefore, a short questionnaire was used to locate some of the difficulties encountered by these freshmen in their efforts to adjust to the more adult level of learning in college. A copy of the preliminary questionnaire used is found in Appendix A. The students were asked not to sign their names to the paper so that they would feel free to express themselves truthfully.

Information obtained through this instrument and an open discussion of a case study in the class session gave more specific ideas as to the plans for the meetings that were to follow. The case study, "The Case of Tom," is found in Appendix A.

From the questionnaire and class discussion it was found that most of the students in the group were having difficulty in planning a study schedule or time budget, so the next lesson was planned around this important phase of study habits. The literature already surveyed was of great help in this procedure, as well as a study of orientation measures in developing study skills as prepared by Dr. Max Raines for his Education "A" class at Appalachian State Teachers College in 1954, and found on file in the Personnel and Guidance Offices.

The materials used in the second class meeting are included in Appendix A. They are entitled "Some Hints on Planning a Better Study Schedule" and "A Time Budget Sheet." Each student filled out a budget sheet for the following week.

During the period between the second and third class meetings, time was spent in the study of the activity on the part of the student in the use of the tools of the learning process, the habits or regular practice followed in the use of learning processes, a review of the tools and the principles of motivation, reaction, concentration, and organization. Through numerous observations and approximately 115 interviews with students picked at random, it was found that a large majority of those observed and interviewed (about 95 per cent) had no definite plan or organization in their study procedures. Most of them merely read an assignment and did not feel that they knew how to study.

The lesson plan for the third session is included in Appendix A. Books were borrowed from the college bookstore for use in this lesson in which the students began to study the importance of using a method in their study. They were assigned the first chapter in the textbook, A First Course in Education by Ward G. Reeder, Professor of Education at Ohio State University, and were told that they would be given a short test at the end of twenty minutes. They were allowed to study by any method to which they were accustomed.

Following the test, there was a discussion of the SQ4R (Survey-Question-Read-Recite-Recall-Review) plan of study, and learning processes and tools were also discussed. The students showed interest in this type of study and expressed the desire to learn more about the method.

In the next class session the students studied a different chapter by the SQ4R plan. At the end of twenty minutes they were tested. It was found that more of the material could be recalled. However, they expressed the need for practicing such a method, finding themselves, through habit, going back to their own way of study throughout the period.

At the next meeting the class discussed examinations and tests. The students themselves gave many good suggestions to one another. They also spent some time in analyzing powers of concentration. They were still interested in the plan of study they had used and expressed a desire to study a real assignment together by the plan. Therefore, the last session with the students was spent studying an assignment together by the SQ4R plan. The students felt that it had a definite advantage over simply "reading over" an assignment.

A copy of materials used in the study sessions, lesson plans, and an outline of the interview questions used as a follow-up to the main questionnaire are found in Appendix A.

II. A DESCRIPTION OF THE DEVELOPMENT OF THE QUESTIONNAIRE

As another step toward gathering needed information for reporting the survey, a questionnaire was developed. The type of questionnaire needed for this survey was a very important factor which needed to be considered first. It must not be too lengthy, and yet it must be sufficient in its entirety to furnish substantial information for clear reporting.

The first rough draft was prepared from information gained from the study classes. It soon became apparent, however, that these questions did not cover all areas of the most importance; therefore, it was decided that the rough draft should be used as a basis for interviews in order to gain more needed information from the students. Twenty students were interviewed at random, and from their questions and remarks the questionnaire began to take form.

Many different questionnaires were studied, but most of them did not deal with the problem of study habits, which seemed to call for information in many complex areas dealing with human emotions and tendencies as well as with their techniques and interests. It had to be kept in mind that the questionnaire was to be prepared to help the student to

gain an insight as well as to get information for a survey.

A further study of reference materials was made and from Dudycha's book, Learn More with Less Effort, which is addressed to the student, it was possible to get the viewpoint of the student in many matters regarding the areas affecting study and adjustment to study habits.¹

Hoppock had this to say regarding the questionnaire:

Much occupational information has been collected by questionnaire. If the data sought concern matters on which the respondent is well informed, such as his own hours and earnings, if the sample is adequate, and if there is no incentive for giving false replies, the questionnaire may be the best possible method of compilation. If the data concern matters of opinion on which the respondent is ignorant or biased, the results may do more harm than good.²

Koos, in his critique and manual, The Questionnaire in Education, brought out the need for overcoming the weaknesses and faulty preparation of the questionnaire. He said that the questionnaire may be unreliable as a source of information unless it is planned effectively and unless a proper sampling is obtained. Unless the wording is carefully analyzed, the respondent may be prompted to answer in the manner in which he feels he is expected to answer, or

¹George J. Dudycha, Learn More with Less Effort (New York: Harper and Brothers Publishers, 1957), pp. 17-205.

²Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, Inc., 1957), p. 39.

an unfavorable attitude may be created.³ In constructing the questionnaire, both in rough draft and in final form, an effort was made to use words which would be clear to the student as well as words which would encourage a truthful response.

Koos gave two useful criteria for evaluating the questionnaire: (1) the ability of the respondent to answer a particular question, and (2) the willingness of the respondent to answer a particular question. He said that it is absolutely essential that the questionnaire include only materials with which the respondent is familiar and materials which he is able to understand. The questionnaire should also pertain to information which the respondent is willing to give. Some persons would be hesitant to give information regarding their attitudes, emotions, or otherwise personal matters.⁴

A summarization of the results of a canvass of questionnaire studies revealed that the uses of the instrument may be twofold: (1) to ascertain a state of practice, or (2) to secure opinions and judgments or expressions of an attitude.⁵

³Leonard V. Koos, The Questionnaire in Education (New York: The Macmillan Company, 1928), pp. 1-5.

⁴Ibid., pp. 99-120.

⁵Ibid., p. 147.

Weaknesses in the preparation of a questionnaire were now weighed with possible strengths: (1) information sought may concern either matters on which the respondent is well informed or data about which he may not be well informed; (2) the sample may be adequate or it may be inadequate; (3) there may be an incentive for giving false answers or truthful ones; and (4) choices of words may bring about attitudes causing negative responses or positive ones.

With the strengths and weaknesses set forth as a guide, a questionnaire was developed which contained fifty-two items in six distinct areas: (1) motivation, (2) tendencies, (3) attitudes, (4) techniques of study, (5) interests, and (6) physical surroundings. An effort was made to state the questions in each area in words which are familiar to students, using structures which would encourage the right attitudes and responses.

In order that the sample might be adequate, permission was obtained to distribute questionnaires in the freshman assembly in an attempt to secure responses from every freshman present. To encourage truthfulness, the students were asked not to sign their names to the forms. In most instances it was found to be better to use questions which required the checking of "yes" or "no," but eighteen of the items called for checking other words and six were used in which the student might express himself in his own words. The first

response in the motivation area was not numbered but was an open question intended to encourage the student to become interested--to consider the questionnaire a personal thing. The last item was not numbered and was left for voluntary remarks regarding study conditions or suggested improvements.

After the rough draft was felt to be in a presentable form, it was reviewed and discussed with four members of the Committee of Advisors. Suggestions were made as to a time-saving format which would also be conducive to obtaining responses. Words were analyzed from the viewpoint of a respondent, with changes being made where needed for the clarification of a statement. An effort was made to arrange the questionnaire in an attractive form as well.

Before submitting the final form to the Committee of Advisors, a dry-run was made in a graduate class. The students were asked to fill in the questionnaire, after which a discussion was held, with excellent suggestions being made as to the improvement of the questionnaire. Usable suggestions were incorporated into the final draft which was presented to the Committee of Advisors. This final form was approved and 720 copies were mimeographed for distribution in the freshman assembly. A copy of the questionnaire is included with the materials used in the study class in the Appendix. After the questionnaire had been completed, preparation for the follow-up was begun.

III. A FOLLOW-UP PROCEDURE USING THE INTERVIEW

A direct type of interview planned around the areas within the questionnaire was used as a follow-up to the other information collected. Its main purpose was to find out how the answers and results compared with the six areas of the questionnaire. An outline of the interview questions is included in Appendix B. The questions used dealt with the main ideas of each area found in the questionnaire.

CHAPTER IV

AN ANALYSIS OF THE DATA

In the fall of 1959 768 students were enrolled in the freshman class of Appalachian State Teachers College. During the Fall Quarter an attempt was made by the writer to determine what problems confronted the freshmen in their efforts to adjust to the college level of learning. As has been explained in the preceding chapter, a class on "How to Study" was held, and a preliminary form of questionnaire was used to help in gathering data.

During the Winter Quarter a questionnaire was distributed to the freshmen in assembly. There were 738 students remaining in the class at that time. Seven hundred and twenty questionnaires were distributed and 615 were returned. Five of the 615 were not usable, leaving 610 usable questionnaires. Of the questionnaires distributed, therefore, 85 per cent were returned and usable, with 84 per cent of the class responding. The data in this survey are based on 84 per cent of the total freshmen students enrolled in the Winter Quarter of 1959-1960.

In the Spring Quarter of 1960 a follow-up interview was used to help determine the value of the information collected from the questionnaire. Another purpose of the follow-up was to try to determine whether the students had in any way improved in their habits or adjustment in regard to study.

Thirty students were interviewed, and the total percentages of the responses to each of the questions were compared with those of the final questionnaire.

The analysis of the data obtained by means of this survey begins with that obtained through the first questionnaire. A more detailed analysis is presented of the data collected by means of the second questionnaire. A direct type of interview planned around the areas of the questionnaire was used as a follow-up to the study.

I. THE PRELIMINARY QUESTIONNAIRE

Nineteen questions were asked in the preliminary questionnaire. From a total of twenty college freshmen who volunteered to answer the questions, the following information was obtained:

Reasons for attending college. Eight of the twenty students stated that they came to college to prepare for teaching; one came to learn more math and science; one came for industrial arts; and ten came to further their education and to better themselves.

Goals. Of the eight who wished to prepare for teaching, six had definite goals for their study. Of the ten who wished to better themselves, seven had definite goals. The industrial arts student did not have definite goals for study

while the math and science student did.

Time and place for study. Fourteen of the twenty students did not have definite times set for study. Thirteen, however, did have definite places where they studied.

Recreation. Six of the twenty students did set aside time for relaxation. Thirteen did not. One set aside time for relaxation occasionally.

Schedule. Five of the twenty students responding to the questionnaire prepared a schedule to guide them, but fifteen did not plan a schedule for study. Therefore, three-fourths of the students did not prepare a schedule.

Rest. Twelve of the twenty respondents did not get eight hours of sleep; eight of them did. Therefore, three-fifths of the students did not get enough sleep. The reasons ranged from too much noise in the dormitory to having so much study and talking to do that they could not get to bed.

Review. Thirteen students recited main points to themselves, ten studied before a test, and eleven outlined main points. Some of them used all three methods of review.

Studying for examinations or tests. Seven freshmen said that they relied upon cramming before a test or examination

while six said that they did not cram. Six others stated that they did at times.

Preparing an assignment. In preparing an assignment most of the respondents did at least one step in the SQ4R plan, but none of them followed through on all points. The students felt a definite weakness in this area. One person out of the twenty had a very definite idea of what it takes to study an assignment. This student told the class about his method of preparation, as follows: (1) He determined what to study. (2) He organized materials needed in studying. (3) He studied most important things first. (4) He reviewed often. In preparing for an examination this student tried (1) to set aside a definite time to study for an examination; (2) to study persistently each day; (3) to free his mind of any thoughts not pertaining to the subject at hand; and (4) to study the most important things consistently.

Diet. The majority of the students ate well balanced meals daily, with only one stating that he did not.

Library. All twenty of the students said that they used the library often in preparing their assignments.

In summary, it seemed to the writer that this group of freshmen needed (1) to get eight hours of sleep regularly; (2) to schedule their time; (3) to provide for relaxation; and (4) to learn more about steps leading to efficient study.

II. THE MAIN QUESTIONNAIRE

The analysis of the information secured by means of the main questionnaire was divided into six areas. The first area deals with motivation in study. The second area pertains to the tendencies of the individual. The third area regards the attitudes of the student. Techniques of study are emphasized in the fourth area, interests in the fifth, and physical surroundings in the sixth area.

Motivation. The responses to the first three questions in this area indicated that the majority of the group (83 per cent or 509 students) were stimulated to learn by grades, and 70 per cent (429 students) regarded grades as goals, as shown by question two. The answers to question three indicated that the majority of the group (417 students) or 68 per cent did not have a sense of failure when they did not make an A or a B, while 186 students (30 per cent) did have a sense of failure when they did not make an A or B in a course.

The fourth question dealt with other motivating factors and the degree of stimulation felt by the group as a result of these factors. Most of the students felt that the most important motivating factor for them was the desire to achieve or to learn. Another important factor was a desire on the part of the student to complete the work. The students

also found classroom standards to be quite motivating. Responses to the question concerning motivation, including the number and per cent checking, were as follows:

<u>Motivating factor</u>	<u>No. checking</u>	<u>Per cent</u>
Desire to achieve or to learn	406	67
Desire to complete the work	310	51
Classroom standards	251	41

Threats, humiliation, and fear were not considered outstanding motivating factors, as evidenced by the following:

<u>Motivating factor</u>	<u>No. checking</u>	<u>Per cent</u>
Threats	53	7
Humiliation	105	17
Fear	85	15

The responses to question five indicated that when the students are once motivated to study they experience either one or more of the following: (a) anxiety over work; (b) fear of the outcome; (c) pleasure in their work; (d) interest in study; (e) frustration as to what is to be expected of them; (f) frustration as to how to study. Exactly half of the group reported being frustrated as to how to study. The reasons they gave were many and varied. The emotional experiences of the students, including the number and per cent checking each, were as follows:

<u>Emotional experience</u>	<u>No. checking</u>	<u>Per cent</u>
Anxiety over the work	251	41
Fear of the outcome	208	34
Pleasure in work	280	46
Interest in the study	267	44
Frustration as to what is expected	238	39
Frustration as to how to study	254	42

The reasons cited most frequently for the students' anxieties were grades, the time element, a fear of not getting through their work, a fear of failing, a fear of not being able to do the work, finding learning to be hard, not always understanding, a fear that their work might not be the best they could do, and efforts to please the teacher.

Reasons given for their fear of the outcome were finding tests to be confusing, a fear of failure, a realization that some of them had a poor high school background in certain areas, a fear of forgetting, and, once again, grades.

Students found pleasure in their work through their accomplishments, being able to do the work well, enjoying their work, finding interest in the subject, being able to relax, picturing the work, and the liking for learning.

Interest in the subject was cited more often than any of the other reasons for finding pleasure in their work.

The reasons given for their interest in their study were the desire to see or to feel progress, finding enjoyment in learning, and having a special interest in certain subjects.

Reasons cited for frustration as to what was expected of them indicated a feeling that too much work was required. Not being able to understand directions well enough frustrated some of the students. A few of them stated that the noise in the dormitories caused them to become frustrated in their study.

Frustration as to how to study was felt by many of the students, and the reason given most often was a feeling that their study habits were poor. Another important reason was the feeling that they had a poor background in some of their subjects. Some of them found it hard to concentrate, while others said they did not know when to memorize and when to analyze in their study.

Question six dealt with the immediate goals of the members of the freshman class. The immediate goal cited most often was the desire to learn. Others were the desire to gain knowledge, to teach, to gain a better understanding of life, to pass, and to bring their averages up.

Question seven dealt with the future goals of the students making up the freshman class, the outstanding one being to teach. Another frequently checked goal was that of becoming successful in a future vocation. Some of the fields of interest other than that of teaching were as follows:

<u>Field of interest</u>	<u>No. of students</u>
Recreational director	2
Veterinarian	1
Optometrist	1
Business	6
Writer	1
Engineer	2
Psychologist	1
Missionary	2
Laboratory technician	1
Doctor	1
Architect	1
Lawyer	1
Airplane pilot	1
Guidance counselor	2
Marriage	22
Work on a master's degree	11

Four of the students did not specify a special field. They stated that they wished to help the youth of our country.

Table I is presented to give a better picture of the responses in the area of motivation. The number and types of responses to questions one, two, and three are given. The greatest source of stimulation in the process of learning is shown through question four. In question five the three emotions experienced most often by the students when they are once motivated to study are shown. The most outstanding immediate goal is listed for question six, and the most outstanding future goal is listed for question seven. Percentages are included in Table I.

TABLE I

QUESTIONS AND ANSWERS, INCLUDING PERCENTAGES, IN THE
 AREA OF MOTIVATION ON THE MAIN QUESTIONNAIRE
 (N = 610)

Question	"Yes"		"No"		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent
1. Do grades stimulate you to want to learn?	509	83	90	15	599	98
2. Do you regard grades as goals?	429	70	172	28	601	99
3. Do you have a sense of failure if you do not make an A or a B?	186	30	417	68	603	99
4. Students stimulated in learning by a desire to achieve or to learn:	406	67			406	67
5. Emotional experiences:						
Pleasure in work	280	46			280	46
Interest in study	267	44			267	44
Frustration as to how to study	254	42			254	42
6. Immediate goal in study:						
Desire to learn	406	67			406	67
7. Future goal:						
Desire to teach	190	31			190	31

Tendencies. The first three questions in this area dealt with the tendency toward fear. The responses to the first question revealed that 55 per cent feared teachers because of rumors while 45 per cent did not. Responses to question two showed that 64 per cent feared subjects which they had never had, and 32 per cent did not fear such subjects.

Question three was intended to help the student to analyze his own fears by trying to give reasons for the tendency toward fear. The reasons cited by the greatest number of students were (1) poor background, (2) difficulty of subject, (3) fear of failure, (4) rumors, (5) fear of a teacher, (6) not knowing what to expect, and (7) not being able to reach the standards. Thirty-four per cent of the entire group of 610 gave the above reasons. Twenty-four per cent of those who checked the reasons said that their main reason for fearing a subject was a feeling that they had a poor background. Twenty-one per cent said that the difficulty of subject matter was their greatest cause for fear.

Questions four and five dealt with the problem of carelessness. Responses to question four showed that 17 per cent became careless in their work quite frequently; 68 per cent became careless occasionally; and 14 per cent seldom became careless in their work. Thirty-eight per

cent of the respondents handed in a quantity of work at times which they knew to be of poor quality. Sixty per cent said they did not hand in work which they knew to be of poor quality.

An attempt to measure reaction tendencies to adverse circumstances was made through question six. The students were asked to check their inward reactions or desires when they disagreed with a professor's methods of teaching. A desire to retaliate was checked by 7 per cent of the students. Indulgence in self-pity was the reaction of 8 per cent. Eleven per cent reacted by attempting to ignore the teacher; 3 per cent released tension through reckless explosive conduct; 21 per cent agreed with the teacher and appeared to cooperate; 80 per cent rationalized and tried to accept the situation and adjust; and 42 per cent went to the teacher and tried to reach an understanding.

The tendency to waste time was felt frequently by 50 per cent of the group; occasionally, by 37 per cent; and seldom, by 9 per cent.

Table II, found on page 41, gives a clearer picture of the responses to questions one, two, and five. Table III, found on page 42, helps to clarify the responses to questions four and seven.

TABLE II

QUESTIONS AND ANSWERS, INCLUDING PERCENTAGES, IN THE
 AREA OF TENDENCIES ON THE MAIN QUESTIONNAIRE
 (N = 610)

Question	"Yes"		"No"		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent
1. Do you fear any of the teachers because of what you have heard about their classes and methods of teaching?	338	55	272	45	610	100
2. Are there any subjects which you have not had that you fear?	392	64	195	32	587	96
3. See page 39.						
4. See Table III, page 42.						
5. Do you ever intentionally hand in a quantity of work which you know to be of poor quality?	230	38	367	60	597	98

TABLE III

QUESTIONS AND ANSWERS, INCLUDING PERCENTAGES, IN THE AREA
OF TENDENCIES ON THE MAIN QUESTIONNAIRE
(N = 610)

Question	Frequently		Occasionally		Seldom		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
4. Do you become care- less in your work?	104	17	415	68	87	14	606	99
5. See Table II, page 41.								
6. See page 40.								
7. Does a tendency to waste time bother you?	307	50	225	37	57	9	589	96

Attitudes. The first two questions in this area dealt with attitudes toward rules and standards. Ninety-four per cent of the group expressed the belief that there are certain standards and rules of behavior which are for the common good. Two per cent answered this question in the negative. Thirty per cent of the freshmen said that they were willing to accept the rules all of the time, while 68 per cent said they were willing to accept them most of the time.

When the students were asked if they had ever felt that a professor was unfair in grading them, 11 per cent said they had frequently felt that way; 50 per cent said they had only occasionally; and 36 per cent said they had seldom felt that a professor was unfair in grading them.

In responding to question four regarding responsibility of students in the matter of study, 89 per cent of the group said that they felt it was more important to do an assignment first and enjoy the companionship of their friends later. Eleven per cent placed companionship above their academic responsibility.

Table IV, found on page 44, helps to clarify the responses to questions one, two, and three. A separate table will be used for a better analysis of questions four, five, six, and seven.

TABLE IV

QUESTIONS AND ANSWERS, INCLUDING PERCENTAGES, IN THE
AREA OF ATTITUDES ON THE MAIN QUESTIONNAIRE
(N = 610)

Question	"Yes"		"No"		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent
1. Do you feel that there are certain standards and rules of behavior that are for the common good?	573	94	15	2	588	96

Question	All of time		Most of time		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent
2. Are you willing to accept them?	182	30	413	68	595	98

Question	Frequently		Occasionally		Seldom		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
3. Have you felt that a professor was unfair in grading you?	68	11	304	50	222	36	594	96

Attitudes in relation to subjects were dealt with in questions five, six, and seven. Question five expressed the negative approach, question six expressed the positive approach, and an effort was made through question seven to help the student to analyze his own attitudes in the matter of study.

In responding to question five, 54 per cent of the students said that they had expressed hatred for some courses, even though they frequently did not mean it. Forty-five per cent said they had not expressed such sentiments.

On the other hand, in answering question six, 68 per cent of the group expressed a positive attitude when they said that they would give a subject a fair trial before voicing an opinion. Only 26 per cent answered this question negatively.

Ninety-four per cent of the students said that they believed that their attitude had a great deal to do with their success, enjoyment, and pleasure in study. Five per cent did not concur in this opinion, while one person did not know.

Table V on page 46 gives the reader a better picture of the responses to the preceding questions.

TABLE V

QUESTIONS AND ANSWERS, INCLUDING PERCENTAGES, IN THE
 AREA OF ATTITUDES ON THE MAIN QUESTIONNAIRE
 (N = 610)

Question	"Yes"		"No"		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent
4. Do you think it is more important to be "one of the gang" and neglect academic responsibility than to do an assignment first and enjoy the companionship of your friends later?	70	11	533	89	603	99
5. Do you ever say of some course "I know I'll hate it" even though you may not mean what you say?	332	54	274	45	606	99
6. Do you ever say "I shall give that subject a fair trial before I voice an opinion?"	416	68	173	26	589	94
7. Do you believe that your attitude has a great deal to do with your success, enjoyment, and pleasure in your study?	572	94	28	5	600	99

Techniques of study. In this area there were eleven questions dealing with the techniques used in study. Question one called attention to relationships found in different content subjects. In response to this question, 23 per cent of the students said they found relationships in subjects much of the time; 67 per cent said they did some of the time; and 8 per cent said they seldom found such relationships.

When asked if they indulged in prestudy rituals in order to postpone their study time, 22 per cent said they did much of the time; 57 per cent said they did some of the time; and 20 per cent said they seldom did.

In question three the freshmen students were asked if they studied by the spaced method. Twenty-five per cent said they did much of the time; 40 per cent said they did some of the time; and 33 per cent said they seldom did.

In question four the students were asked if they studied continuously for long periods of time. Forty-one per cent said they did, while 56 per cent said they did not.

The technique of questioning subject content was brought out in question five. Thirty-four per cent of the group said they used this technique much of the time. Fifty-three per cent said they questioned the content of subjects some of the time, and 11 per cent said they seldom used this method of study.

Concepts and ideas were stressed in question six, and the students were asked if they ever tried to put concepts and ideas into their own words. Forty-three per cent said they did much of the time; 46 per cent said they did some of the time; and 10 per cent of the students in the group said they seldom did this.

Question seven related to the technique of using as many of the senses as possible in studying. Fifty-five per cent of the freshmen students responding said they frequently used several senses in their study; 35 per cent said they did occasionally; and 8 per cent said they seldom did so.

It was found through question eight that 43 per cent of the students set aside a regular time for their study. Fifty-four per cent did not.

Planning study was considered in question nine, and 31 per cent said that they did plan. Sixty-seven per cent, however, said they did not plan, indicating a definite trend toward not planning study.

In question ten the students were asked if they studied more than was assigned. Forty-seven per cent said they did occasionally, and 41 per cent of the students said they seldom did. Only 10 per cent said they frequently studied more than was assigned, and one person said that he never did.

Memorization and comprehension were stressed in question eleven. The students were asked if they ever tried to comprehend the study material, relating it to other meaningful knowledge, when they memorized. Forty-three per cent said they frequently did; 42 per cent said they occasionally did; and 11 per cent said they seldom did.

Table VI on page 50, Table VII on page 51, and Table VIII on page 52 help to clarify the responses in the area of techniques of study.

TABLE VI

QUESTIONS AND ANSWERS, INCLUDING PERCENTAGES, IN THE AREA OF
TECHNIQUES OF STUDY ON THE MAIN QUESTIONNAIRE
(N = 610)

Question	Much of time		Some of time		Seldom		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. As you study different content subjects, do you find an interrelatedness of experiences?	142	23	406	67	47	8	595	98
2. Do you indulge in pre-study rituals (such as visiting, eating, etc.) in order to postpone your study time?	137	22	346	57	119	20	602	99
3. Do you study by the "Spaced Method" (that is, study--rest--study--rest--recreation, etc.)?	154	25	244	40	200	33	598	98
Question	"Yes"		"No"		Total responding			
	No.	Per cent	No.	Per cent	No.	Per cent		
4. Do you study continuously for long periods?	253	41	342	56	595	98		

TABLE VII

QUESTIONS AND ANSWERS, INCLUDING PERCENTAGES, IN THE AREA OF
TECHNIQUES OF STUDY ON THE MAIN QUESTIONNAIRE
(N = 610)

Question	Much of time		Some of time		Seldom		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
5. Do you ask yourself questions about a subject as you study?	209	34	325	53	65	11	599	98
6. Do you try to put concepts and ideas into your own words?	260	43	283	46	58	10	601	99

Question	Much of time		Some of time		Seldom		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
7. Do you use several senses in your study (seeing, hearing, speaking, writing, etc.)?	334	55	216	35	50	8	608	98

TABLE VIII

QUESTIONS AND ANSWERS, INCLUDING PERCENTAGES, IN THE AREA OF
TECHNIQUES OF STUDY ON THE MAIN QUESTIONNAIRE
(N = 610)

Question	"Yes"		"No"		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent
8. Do you set a time or quota for yourself in your work?	262	43	332	54	594	97
9. Do you have a definite plan of study?	190	31	406	67	596	98

Question	Frequently		Occasionally		Seldom		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
10. Do you study more than is assigned?	63	10	284	47	251	41	598	98
11. When you memorize do you endeavor to comprehend the material, relating it to other meaningful knowledge?	264	43	255	42	70	11	589	96

Interests. The students were asked if gaining knowledge about a subject had caused their interest to grow. Seventy-four per cent said that knowledge about a subject had created more interest for them much of the time. Twenty-three per cent found this true some of the time, and 2 per cent said they seldom found it true for them.

In responding to question two, 78 per cent of the students said they had found a course unpleasant because of poor preparation on their part. Nineteen per cent said they had not.

The reverse to question two is found in question three. The students were asked if they had ever found a course more pleasant by deliberately doing their work neatly, completely, and by studying more than was required. Eighty-five per cent said they had. Thirteen per cent said they had not.

Question four asked the student if he ever found pleasure in developing a skill in a course not only for the sake of gaining knowledge but also for the ability to use the knowledge. Ninety-two per cent said they had. Twenty-nine students, 5 per cent of the group, said they had not.

In question five the students were asked if they were aware of their strengths and weaknesses in their study habits. Eighty-seven per cent said they were, and 8 per cent said they were not.

TABLE IX

QUESTIONS AND ANSWERS, INCLUDING PERCENTAGES, IN THE
AREA OF INTERESTS ON THE MAIN QUESTIONNAIRE
(N = 610)

Question	Much of time		Some of time		Seldom		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
1. Do you find that the more knowledge you gain about some subjects the more your interest in the subjects grows?	453	74	143	23	13	2	609	99
Question	"Yes"		"No"		Total responding			
	No.	Per cent	No.	Per cent	No.	Per cent		
2. Do you find any course unpleasant because of poor preparation on your part?	473	78	115	19	588	97		
3. Do you ever try to make a course more pleasant for yourself by deliberately doing your work well (neatly, completely, or studying a little more than is required)?	518	85	81	13	599	98		

TABLE X

QUESTIONS AND ANSWERS, INCLUDING PERCENTAGES, IN THE
 AREA OF INTERESTS ON THE MAIN QUESTIONNAIRE
 (N = 610)

Question	"Yes"		"No"		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent
4. Do you find pleasure in developing a skill in a course not only for the sake of gaining knowledge but also for the ability to use the knowledge?	561	92	29	5	590	97
5. Are you aware of your strengths and weaknesses in study habits, comprehension, and retention of subject matter?	531	87	48	8	579	95

Physical surroundings. The area of physical surroundings contained questions relating to the place in which the student studied, the lighting, and general conditions relating to noise and other factors which might influence a person's study habits.

When asked if they had a regular place in which to study, 79 per cent of the students said they did have, while 20 per cent said they did not have a regular place.

The students were asked where they were able to study best. Sixty-two per cent said they could do their best studying in their dormitory room. Twenty per cent of the students listed the library as the best place for them to study, and 8 per cent of the group listed various other places.

In question three the students were asked what type of lighting they used for study. Responses to this question were as follows:

<u>Type of lighting</u>	<u>No. checking</u>	<u>Per cent</u>
Desk lamp	473	78
Ceiling fixture	479	79
Indirect light	22	4
Floor lamp	16	3
Fluorescent with clear bulb	50	8
Fluorescent with blue bulb	6	1
Fluorescent with yellow bulb	8	1

<u>Type of lighting</u>	<u>No. checking</u>	<u>Per cent</u>
Direct light with shade	84	14
Direct light without shade	33	5

It was found through responses to question four that 65 per cent of the group did not have lighting directed over the left shoulder. Thirty per cent said they did have such lighting.

The students were asked what bulb wattage they used, and the responses were as follows:

<u>Bulb wattage</u>	<u>No. checking</u>	<u>Per cent</u>
200 watts	6	1
150 watts	30	5
100 watts	227	38
75 watts	73	11
60 watts	123	20
Fluorescent lighting	64	10
Other wattage under 60 watts	33	5

Responses to question six revealed that 78 per cent of the students lived in the dormitories. Seventy-eight per cent of the group said they had roommates. Thirteen per cent did not have roommates. Sixty-seven per cent stated that their roommates were considerate, but 14 per cent felt that their roommates were not considerate.

The students were asked if they observed the regulations in their dormitories as to keeping quiet hours, not visiting during study hours, and using closed study hours for study in the majority of instances. Sixty-one per cent of the group said they did, while 26 per cent said they did not.

Eighty-three per cent of the respondents said that distractions, such as noise or excessive visiting, did bother them from their study. Fifteen per cent said that these factors did not keep them from studying.

According to 75 per cent of the students questioned, ventilation in most of the rooms was good. Nineteen per cent of the group, however, felt that ventilation was not so good as it could be. Many reasons were given for the poor ventilation. One was that the heat could not be regulated because of faulty radiators. Another was that the windows in the rooms needed better insulation.

Most of the students did not find study more pleasant with the radio playing, according to responses to question fourteen. Fifty-six per cent said that they did not find that the radio playing made their study more pleasant. Thirty-nine per cent, on the other hand, felt that it did.

Responses to question fifteen revealed that 591 of the students in the group of 610 responding used the library as a place in which to study, but in varying degrees of

frequency. Twenty per cent said that they frequently used the library for study; 46 per cent said they did occasionally; and 30 per cent said they seldom used the library.

At the end of the questionnaire a place was left for the students to write any remarks they wished to make concerning study conditions. These remarks were interesting, as is evidenced by a few excerpts:

Comments concerning study:

I study too much, stay up too late, and still don't feel I've done enough.

I can't study. Not sure what the teacher expects, but I try and do poorly and then lose the desire to keep trying.

I don't know how to study.

Teachers should explain more fully how to study their material.

Freshmen should not be placed in rooms with upper-classmen unless the upper-classmen have to observe the same study hours.

Learning tops all other goals in study.

I don't understand the differences in systems of grading by the different teachers.

Comments concerning study hours:

Study hours should be enforced more, including the stopping of visiting during quiet hours.

There should be some definite study hours in the men's dormitories.

Study hours should begin at 7:30 or 8:00 p.m. Boys are asked to be quiet after 11:00 p.m. and this is too late to start studying.

Comments concerning lighting in the dormitories:

The lighting in the boys' dormitories should be improved. Fixtures are not shaded.

The lighting is very poor. Ceiling fixtures are not shaded.

Table XI on page 61, Table XII on page 62, and Table XIII on page 63 will give the reader a better picture of the responses to the questions lying in the area of physical surroundings.

TABLE XI

QUESTIONS AND ANSWERS, INCLUDING PERCENTAGES, IN THE AREA OF
 PHYSICAL SURROUNDINGS ON THE MAIN QUESTIONNAIRE
 (N = 610)

Question	"Yes"		"No"		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent
1. Do you have a regular place in which to study?	481	79	120	20	601	99
2. Where are you able to study best? (Per cent in each place)	Library--20		Dormitory--62		Other-- 8	
3. What type of lighting do you have?	See page 56 for listing.					
4. Is your lighting directed over your left shoulder?	180	30	396	65	576	95
5. What bulb wattage do you have?	See page 57 for listing.					
6. Do you live in a dormitory?	474	78	136	22	610	100
7. If so, which dormitory?	Not included. Irrelevant to study.					

TABLE XII

QUESTIONS AND ANSWERS, INCLUDING PERCENTAGES, IN THE AREA OF
 PHYSICAL SURROUNDINGS ON THE MAIN QUESTIONNAIRE
 (N = 610)

Question	"Yes"		"No"		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent
8. Do you have a roommate?	474	78	81	13	555	91
9. If so, is your roommate considerate?	409	67	83	15	492	81
10. Do you observe regulations in your dormitory, such as keeping quiet hours, not visiting during study hours, etc.?	371	61	157	26	528	87
11. Do distractions, such as noise or excessive visiting, bother you?	507	83	91	15	598	98

TABLE XIII

QUESTIONS AND ANSWERS, INCLUDING PERCENTAGES, IN THE AREA OF
 PHYSICAL SURROUNDINGS ON THE MAIN QUESTIONNAIRE
 (N = 610)

Question	"Yes"		"No"		Total responding	
	No.	Per cent	No.	Per cent	No.	Per cent
12. Do you have good ventilation in your room?	458	75	117	19	575	94
13. If not, why?	See page 58.					
14. Do you find study more pleasant when the radio is playing?	238	39	339	56	577	95
15. How often do you use the library as a place for study?	See pages 58 and 59.					

III. THE INTERVIEW

During the Spring Quarter of 1960 thirty of the freshmen were chosen at random, and an interview was held with each. Questions were asked these students in each of the six areas of the questionnaire.

Motivation. The students were asked what they found best motivated or stimulated them to study. Fourteen students in the group, 49 per cent, said that the desire to learn and grades motivated them more than any other factors. On the questionnaire, by way of comparison, 406 students, or 67 per cent, said that the desire to learn was an important motivating factor for them. Eighty-three per cent of the group were stimulated to learn by grades.

The pressure of standards and tests were considered important sources of motivation by eight of the thirty students, 29 per cent, interviewed. Classroom standards as a source of motivation was checked by 251 students, 41 per cent, on the questionnaire.

Six of the students interviewed, 20 per cent, said they found interest a motivating factor, while fear of failing caused four of the students, 13 per cent, to be stimulated to study. Only one student considered humiliation a factor, one felt that accomplishment was a factor, and another found that questioning was a strong motivating factor.

Responses relative to factors of motivation, first to the questionnaire and second to the interview, were as follows:

QUESTIONNAIRE

<u>Motivating factor</u>	<u>No. checking</u> (N = 610)	<u>Per cent</u>
Grades	509	83
Desire to learn	406	67
Interest in study	267	44
Classroom standards	251	41
Fear of failing	208	34
Humiliation	105	17

INTERVIEW

<u>Motivating factor</u>	<u>No. checking</u> (N = 30)	<u>Per cent</u>
Desire to learn and grades	14	49
Standards and tests	8	29
Interest in subject	6	20
Fear of failing	4	13
Humiliation	1	3
Questioning	1	3

As can readily be seen by the above tabulation, grades and the desire to learn were considered by the students, in both the questionnaire and the interview, to be the most important factors of motivation.

Tendencies. When asked if they had any fears regarding their college work, eighteen of the thirty students interviewed, 60 per cent, said they did have fears. Twelve, 40 per cent, said they did not. Ten of the students, 33 per cent, gave the fear of failure as their main fear. In response to the questionnaire, 208 students, 34 per cent, feared the outcome of their work, and the fear of failure was one cause for this fear. The students responding to the questionnaire also said that they feared teachers and subjects. Three hundred thirty-eight, 55 per cent, said they feared teachers because of rumors concerning their classes and methods of teaching, and 392, 64 per cent, said they feared subjects which they had not had. A feeling that they had a poor background was given as a reason for this fear by 24 per cent of the 610 students responding to the questionnaire.

One of the students interviewed felt that studying hard had not improved the quality of work done. Another student feared new work, and another felt that teachers expected too much. On the questionnaire 104 students, 17 per cent, stated that they frequently became careless in their work; 415 students, 68 per cent, occasionally became careless; and 87, or 14 per cent, seldom became careless in their work. Three hundred seven of the students, 50 per cent, were frequently bothered by the tendency to waste time; 225, or 37

per cent, occasionally were bothered by this tendency; and 57 students, 9 per cent, seldom found this a bother to their study.

The third question asked in the interview in the area of tendencies was in regard to ways of releasing tensions. Nine of the students, 30 per cent, said they found sports to be the most effective way to release tensions. Seven, 23 per cent, found movies effective; seven others, 23 per cent, found that walking helped; another seven, or 23 per cent, liked to talk with friends; and five persons, 17 per cent, said that sleep and rest were effective in releasing tensions.

Responses to the questionnaire revealed that when students did not agree with a professor's methods of teaching they had inward reactions or desires in varying degrees of intensity. Four hundred thirty-three of the freshmen students questioned, or 80 per cent, rationalized, trying to accept the situation and adjust; 254 students, 42 per cent, wanted to go to the teacher and try to reach an understanding; 129, or 21 per cent, agreed with the teacher and appeared to cooperate; 70 students, 11 per cent, ignored the teacher; 50 others, 8 per cent, indulged in self-pity; 44, or 7 per cent, wanted to retaliate; and 17, or 3 per cent, had the desire to release tension through reckless, explosive behavior.

The following tabulation summarizes the responses of the students to the questionnaire and to the interview in the

area of tendencies:

QUESTIONNAIRE

<u>Tendency factor</u>	<u>No. checking</u> (N = 610)	<u>Per cent</u>
Fear of outcome	208	34
Fear of teachers	338	55
Fear of subjects	392	64

(Reasons cited by these students for these fears were the fear of failure, fear caused by rumors, and a feeling that they had a poor background in certain subject areas.)

Carelessness in work

Frequently	104	17
Occasionally	415	68
Seldom	87	14

Wasting time

Frequently	307	50
Occasionally	225	37
Seldom	57	9

Releasing tensions

Desire to rationalize	433	80
Go to the teacher and try to reach an understanding	254	42
Agree with teacher and appear to cooperate	129	21
Ignore the teacher	70	11

QUESTIONNAIRE (continued)

<u>Tendency factor</u>	<u>No. checking</u>	<u>Per cent</u>
Releasing tensions (continued)		
Indulge in self-pity	50	8
Desire to retaliate	44	7
Reckless, explosive conduct	17	3

INTERVIEW

<u>Tendency factor</u>	<u>No. checking</u> (N = 30)	<u>Per cent</u>
Fear of failure	10	33
Fear of new work	1	3
Releasing tensions		
Sports	9	30
Movies	7	23
Walking	7	23
Talking with friend	7	23
Sleep and rest	5	17

Attitudes. Three questions were asked in the area of attitudes, the first one pertaining to the rules and regulations on the campus. All thirty students interviewed, 100 per cent, were willing to accept the rules. Seventeen students, 56 per cent, agreed with them as they were. Ten, 33 per cent, felt that some of the rules were too strict or were unnecessary. Four of the group, 13 per cent, thought the rules were not strict enough, especially in regard to study hours.

One person, 3 per cent, felt that the boys needed more regulations.

In response to the questionnaire, 573 students, 94 per cent, felt that there are certain standards and rules of behavior that are for the common good, and 413 of these students, or 68 per cent, were willing to accept them most of the time. One hundred eighty-two students, 30 per cent, were willing to accept them all of the time.

The next question asked in the interview was in regard to attitudes toward subjects. Eighteen students, 60 per cent, had courses which they did not like. Twelve of the group, 40 per cent, did not have any courses which they did not like.

By way of comparison, the questionnaire revealed that 332 students, 54 per cent, expressed a dislike for some course, even though they did not usually mean what they said. Four hundred sixteen, 68 per cent, believed in giving a subject a fair trial before expressing an opinion, however.

When the students interviewed were asked what effect attitude has upon an individual in regard to study, all thirty of them, 100 per cent, felt that it could be the difference between learning and enjoying work and study and not enjoying and learning; that it is one of the most decisive factors in study; and that attitude can hurt or help an individual. Each person felt that attitude is of utmost importance.

This same attitude was revealed by the students responding

to the questionnaire. Of the 610 respondents, 572, or 94 per cent, said they believed that attitude has a great deal to do with success, enjoyment, and pleasure in study.

The following tabulation summarizes responses of the students interviewed and questioned as relating to the area of attitude factors.

QUESTIONNAIRE

<u>Attitude factor</u>	<u>No. checking</u> (N = 610)	<u>Per cent</u>
Agreement with rules	573	94
Accept rules most of time	413	68
Accept rules all of time	182	30
Express dislike for course	332	54
Give subject fair trial before expressing an opinion	416	68
Believe attitude is important	572	94

INTERVIEW

<u>Attitude factor</u>	<u>No. checking</u> (N = 30)	<u>Per cent</u>
Agree with present rules	17	56
Rules too strict	10	33
Rules not strict enough	4	13
Boys need more regulations	1	3

INTERVIEW (continued)

<u>Attitude factor</u>	<u>No. checking</u>	<u>Per cent</u>
Expressed dislike for some courses	18	60
Did not express dislike for a course	12	40
Believe attitude is important	30	100

Techniques of study. One question was asked in this area in the interview. It was concerned with methods of study used by the students in the group. It was found that 23 students, 77 per cent, studied by the spaced method. Four of the thirty interviewed, 13 per cent, studied continuously for long periods of time. Three, 10 per cent, varied in the use of both methods.

Only one person of those interviewed used the SQ4R plan of study. Fourteen, 46 per cent, took notes on reading; 12 of the group, 40 per cent, took notes during class; 11 students, 37 per cent, reviewed often; and 6 students, 20 per cent, used the method of questioning and underlining. These were the techniques of study mentioned most often. Others mentioned were reciting aloud, 4 students (13 per cent); and studying immediately after class, 4 students (13 per cent). Only one person followed through on all points considered important in effective study.

Through the questionnaire it was learned that 154 students, 25 per cent, studied by the spaced method much of the time; 244, or 40 per cent, studied by this method some of the time; and 200 of the students, 33 per cent, seldom used this method of study. Two hundred fifty-three students, 41 per cent, said they studied continuously for long periods of time, while 342, or 56 per cent, said they did not study in this manner.

On the questionnaire the students were asked if they asked questions of themselves when studying, and 209 students, 34 per cent, said they did much of the time; 325, or 53 per cent, said they did some of the time; and 65 students, 11 per cent, said they seldom did this. They were also asked if they tried to put concepts and ideas into their own words. Two hundred sixty students, 43 per cent, said they did much of the time; 283 students, 46 per cent, said they did some of the time; and 58 students, 10 per cent, said they seldom did.

They were then asked if they used several senses (i.e., seeing, hearing, speaking, writing, etc.) in their study. Of those responding, 334 students, 55 per cent, said they did frequently; 216 of the group, 35 per cent, said they did occasionally; and 50 students, 8 per cent, said they seldom did. The students were also asked if they had a definite plan of study. One hundred ninety students, 31 per cent, said they

did, and 406, or 67 per cent, said they did not.

For purposes of summary and comparison, the following tabulation of responses, to the questionnaire and the interview, in the area of techniques of study is presented:

QUESTIONNAIRE

<u>Technique of study</u>	<u>No. checking</u> (N = 610)	<u>Per cent</u>
Use spaced method of study		
Much of the time	154	25
Some of the time	244	40
Seldom	200	33
Ask questions of self when studying		
Much of the time	209	34
Some of the time	325	53
Seldom	65	11
Try to put concepts and ideas into own words when studying		
Much of the time	260	43
Some of the time	283	46
Seldom	58	10
Use several senses (seeing, speaking, writing, etc.) when studying		
Much of the time	334	55
Some of the time	216	35
Seldom	50	8

QUESTIONNAIRE (continued)

<u>Technique of study</u>	<u>No. checking</u>	<u>Per cent</u>
Have definite plan of study	190	31
Do not have definite plan of study	406	67

INTERVIEW

<u>Technique of study</u>	<u>No. checking</u> (N = 30)	<u>Per cent</u>
Study by spaced method	23	77
Study continuously for long periods of time	4	13
Use both methods	3	10
Use SQ4R method of study	1	3
Take notes on reading	14	46
Take notes on class	12	40
Read in most of study	11	37
Review often	9	30
Question and underline study	6	20
Recite aloud	4	13
Study immediately after class	4	13

Interests. When asked if they studied unpopular and/or difficult subjects as thoroughly as those in which they were interested, 17 of the students interviewed, or 56 per cent, said they did not, while 13, or 43 per cent, said they did.

The students interviewed were also asked if they had become more interested in a subject as a result of learning more about it. Twenty-nine, 96 per cent, said they had, while only one person, 3 per cent, said he had not.

According to responses to the questionnaire, 453 students, 74 per cent, had found that in many instances the more knowledge they gained concerning some subjects the greater their interest became; 143 students, 23 per cent, found this to be true only some of the time; and 13 students, 2 per cent, seldom found this the case.

The students were asked by way of the questionnaire if they had ever found any course unpleasant because of poor preparation on their part. Four hundred seventy-three of those responding, 78 per cent, said they had, while 115, or 19 per cent, said they had not. Then they were asked if they had ever tried to make a course more pleasant by deliberately doing their work well. Five hundred eighteen, 85 per cent, stated that they had, but 81, or 13 per cent, said they had not.

A summary of the responses, to the questionnaire and in the interviews, in the area of interest factors is presented below:

QUESTIONNAIRE

<u>Interest factor</u>	<u>No. checking</u> (N = 610)	<u>Per cent</u>
Find that the more knowledge gained about some subjects, the more interest grows		
Much of the time	453	74
Some of the time	143	23
Seldom	13	2
Have found a course unpleasant because of poor preparation on their part	473	78
Have not found a course unpleasant because of poor preparation on their part	115	19
Have tried to make a course more pleasant by doing work well	518	85
Have not tried to make a course more pleasant by doing work well	81	13

INTERVIEW

<u>Interest factor</u>	<u>No. checking</u> (N = 30)	<u>Per cent</u>
Do not study subjects disliked as thoroughly as those found to be interesting	17	56
Do study subjects disliked as thoroughly as those found to be interesting	13	43

INTERVIEW (continued)

<u>Interest factor</u>	<u>No. checking</u>	<u>Per cent</u>
Have become interested in a subject by learning more about it	29	96
Have not become interested in a subject by learning more about it	1	3

Physical surroundings. Questions in this important area dealt with the places of study, lighting, and the immediate surroundings of the students. All of the students interviewed lived in dormitories. Twenty-two of them, 73 per cent, found that they were able to study best in their rooms. Seven students, 23 per cent, found that study could be done more effectively in the library. One person, 3 per cent, had no definite place set aside for study.

Nineteen students, 63 per cent of those interviewed, felt that their lighting was adequate. Eleven, 37 per cent, did not feel that their lighting was sufficient. Twenty-one of the group, 70 per cent, found it hard to study in the dormitory. Nine, 30 per cent, said that they did not find it difficult to study in the dormitory. The reason given most often for finding it difficult to study in the dormitory was the noise, listed by 16, or 53 per cent, of those interviewed. One person found it frustrating to study in the dormitory because of having so much to do that it became difficult to begin the assignments first.

Through the questionnaire it was found that 474 of the students responding, 78 per cent, lived in dormitories. Of the 610 students questioned, 376, or 62 per cent, found that they were able to study best in their rooms. One hundred twenty-five, 20 per cent, said they were able to study more effectively in the library. Fifty-seven students, 9 per cent, found the dormitory parlor the best place to study.

In regard to lighting, 180 students, 30 per cent, said that their lighting was directed over the left shoulder, but 396 students, or 65 per cent, said that their light was not so directed.

When asked if they observed the regulations in their dormitory, 371 students, 61 per cent, said they did. One hundred fifty-seven, 26 per cent, said they did not. They were asked if distractions, such as noise or excessive visiting, bothered them from their study. Of the 610 respondents, 507 students, 83 per cent, said that it did. Ninety-one, or 15 per cent, stated that noise and other distractions did not interfere with their study.

The following summarizes responses to the questionnaire and to the interview in the area of physical surroundings:

QUESTIONNAIRE

<u>Physical surroundings</u> <u>factor</u>	<u>No. checking</u> (N = 610)	<u>Per cent</u>
Students living in dormitories	474	78
Able to study best		
In room	376	72
In library	125	20
In parlor	57	9
Have light directed over left shoulder	180	30
Do not have light directed over left shoulder	396	65
Do observe regulations in dormitory	371	61
Do not observe regulations in dormitory	157	26
Distractions and noise do bother from studying	507	83
Distractions and noise do not bother from studying	91	15

INTERVIEW

<u>Physical surroundings</u> <u>factor</u>	<u>No. checking</u> (N = 30)	<u>Per cent</u>
Students living in dormitories	30	100
Able to study best		
In room	22	73
In library	7	23
No definite place	1	3

INTERVIEW (continued)

<u>Physical surroundings</u> <u>factor</u>	<u>No. checking</u>	<u>Per cent</u>
Sufficient lighting	19	63
Insufficient lighting	11	37
Find it difficult to study in dormitory	21	70
Do not find it difficult to study in dormitory	9	30
Noise given as reason for difficulty in studying in dormitory	16	53

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Events taking place in rapid succession throughout the world have caused the eyes of the people to be turned upon the schools as they seek an answer to problems that have arisen. The schools must meet the challenge, if the nation is to survive.

Care must be exercised to keep education based on sound policies, measured and evaluated in the light of truth. It is important that the trend be more toward the study of who is to be taught as well as what is to be taught. Anything that can help an individual to attain a better way of life is beneficial to the welfare of all.

Upon entering college, a student may find that one of his most pressing problems is the matter of study, and information that will help students to a better adjustment is needed.

The purpose of this study was to make a survey of the study habits of the members of the freshman class of 1959-1960 at Appalachian State Teachers College (1) to gain information that would help students to understand better their strengths and weaknesses, their obligations, and

their needs in the matter of study; (2) to describe and report the information gained in such a manner as to be helpful to the faculty of Appalachian State Teachers College in understanding the needs of the students; and (3) to present the material for further study and use by those students who may be training for the teaching profession as well as others who may be interested in the study.

Research done in the last quarter of a century has pointed out the close relationship of success in school work to proper study habits and skills. Colleges, therefore, find it desirable to give special attention to the study procedures of the students.

A survey of the freshman class of Appalachian State Teachers College was needed, first of all, to help the students to understand their obligations and to analyze themselves in the matter of study. Second, such a study would be of value to those who work with the students while they are in college. Third, the students at Appalachian who are studying to become teachers need to know as much as possible about the basic skills and their applications or lack of applications. The study might also be of value to other interested persons.

A survey of the literature indicated that the responsibility for helping students to learn how to study lies mainly with the educators. If the students are lacking in this

important phase of college life, the facts need to be searched out and steps taken to correct defaults and to improve the situation. The student also has an obligation and needs to be made aware of it. Study is said to be among the arts of most value to an individual; yet it does not receive as much attention as it should.

There is an indication that there is much wasted effort as well as time on the part of the student, caused by his inability to study properly and to keep up the effort when made. Causal factors are (1) ignorance of how to go about studying properly and (2) lack of interest and courage.

Before a student can fulfill his obligation, however, he must have meanings well established and aims made plain. With each subject the method of attack may require different methods of preparation. Much of the responsibility for developing good study habits and skills lies with the teacher. This may call for a case study by the teacher of an individual who is extremely handicapped, followed by individual assistance.

A school should gather information about the study habits of students and make an analysis of the information obtained. Information is especially needed with respect to study habits and conditions, knowledge of good study procedures, study abilities, skills, interests, attitudes, and personality factors related to study.

Direction in learning and clearness in understanding can be gained by the student's asking questions of himself. Study with practice may then produce learning. A student may study for many reasons. It is often necessary to find out what his interests are in order to motivate him toward proper study practices.

That the major function of study is to become adept at analyzing is pointed out effectively by Wilcox, who stressed the importance of self-analysis before subject content analysis. He also placed emphasis upon the language skills, calling attention to the need for training in the skills of listening, reading, and writing in college.

Traxler made a study in which he found that information is needed in four areas for a survey of study procedures: (1) study habits and conditions; (2) knowledge of good study procedures; (3) study abilities and skills; and (4) factors relating to interests, attitudes, and personality as they may apply to study habits.

Armstrong commented upon the necessity for a desire to learn. He did not say, however, that study is easy, but rather that it is hard work. Closely related to desire is the term "motivation." Some students have a high "level of aspiration," while others who have no desire to learn need to be motivated. It is important, according to Meenes, to know what motivates a student to learn. Environment is

another important factor. The atmosphere should be conducive to study. It should be comfortable but not to the extent that neglect of work is encouraged.

Kornhauser mentioned ability to study as "one of the most valuable abilities to be developed." He said that if a college education develops true powers to study, it has succeeded though it do nothing else. He continued by saying that a student can be helped to improve study habits only through constant and diligent reminding. "Printed rules cannot take the place of personal and continuous instruction in study methods by teachers and advisers," he said.

Attention, according to Hinsdale, is a "state of mind." This state of mind is of two kinds: (1) diffused consciousness and (2) concentrated consciousness. There are different levels of attention. Being a delicate thing, attention cannot be forced upon a student by anyone. Calling for attention does not guarantee it, but giving choices does help in gaining attention, since the student can will to be attentive. Although minds differ in capacity, this type of attention can be cultivated.

In the collection of data, the writer used three methods: (1) a voluntary class held in September, 1959, on "How to Study"; (2) a questionnaire; and (3) a follow-up interview.

A short questionnaire was used to help gather data from the students who came voluntarily to a class for help in their study. The class was held not only to gather data but also to help the students to gain insight into their own problems and needs. The literature surveyed, along with a further study of orientation measures in developing study skills as prepared by Dr. Max Raines for his Education "A" class at Appalachian State Teachers College in 1954, was of great help in planning the classes and in securing needed information.

A study of the students and their use of the tools of the learning process, habits or regular practices followed, revealed that out of numerous observations and approximately 115 interviews, about 95 per cent had no definite plan of study nor did they feel that they really knew how to study.

Students were next tested on their reading and recall while using any method they chose for study. Twenty students participated. The majority of these students simply read as much of the chapter as possible in the twenty minutes allowed. Only one used a plan of survey before reading.

After the test was administered, a discussion of the Survey-Question-Read-Recite-Review plan of study was held. Learning procedures and tools were also discussed. The students used this method in the next testing session and found that they could recall more of the material. They found

themselves, through habit, resorting to their former method, and they expressed a need for practicing the new plan. Materials used in the class on "How to Study" are found in the Appendix.

A questionnaire was developed from information gained through a review of the literature, through observations, and in interviews with students. Every effort was made to overcome as many as possible of the inherent weaknesses of the questionnaire.

Fifty-two items in six distinct areas were included in the main questionnaire: (1) motivation, (2) tendencies, (3) attitudes, (4) techniques of study, (5) interests, and (6) physical surroundings.

To insure an adequate sampling, the writer secured permission to distribute the questionnaire in the freshman assembly. To encourage truthfulness, the writer also asked the students not to sign their names to the forms.

Before the final draft of the questionnaire was submitted to the Committee of Advisors, a trial-run was held in a graduate class, with suggestions being made for its improvement.

Finally, in the spring, thirty students were interviewed as a follow-up to the questionnaire and a comparison of the results was made.

II. CONCLUSIONS

An analysis of the data collected revealed that although 83 per cent of the freshmen were stimulated to want to learn by grades, 70 per cent regarded grades as goals. With grades as primary goals in the mind of the student, his perception of learning becomes confused, and when he fails to reach his goal of high grades he loses interest and finds learning almost impossible. He may even become indifferent to the standards and regulations meant for the welfare of others. If these students have the proper direction at the outset of college, they will, no doubt, find it easier to think of grades in terms of motivation rather than as ends within themselves.

An encouraging factor was found in the evidence that 67 per cent of the students responding to the questionnaire and 49 per cent of the students responding in the interview expressed a desire to achieve or to learn. However, too many students, 42 per cent based on the questionnaire, were frustrated as to how to study and 39 per cent as to what was expected of them. Only one of the thirty interviewed in the spring and only 31 per cent of those responding to the questionnaire in the winter had a definite plan of study which included all important steps involved in the process. If help were given to these students in the beginning in addition

to their being introduced to an effective plan of study, students would find pleasure and interest in study instead of the anxiety, fear, and frustration experienced by many of those involved in this study.

An indication that unfounded rumors are too prevalent on the campus was revealed by the tendency of students to fear teachers whom they had never met and subjects which they had never had. Fifty-five per cent feared teachers and 64 per cent feared subjects--over one-half of the class. Everything possible should be done to squelch such rumors, and a positive approach, instead of a negative one, should be encouraged among the students. An atmosphere of appreciations and understandings should also be sought. Intensive and extensive guidance, both in the beginning and throughout the year, by the faculty, the personnel of the dormitories, and all concerned would be valuable in keeping to a minimum such groundless rumors.

There was a tendency on the part of students to "waste time" too much. This indicated that there is a need for counseling in planning wisely, so that the students could enjoy study and recreation as well.

Most of the students displayed a healthy tendency to rationalize and to release tensions in a healthy, acceptable manner. The attitude of the majority of the students toward rules and regulations was excellent, most of them actually

feeling the need for most of the regulations.

Ninety-four per cent of the students believed that attitude has a great influence upon an individual, yet 54 per cent expressed a dislike for courses they had not yet had. The students revealed a need for getting their belief in harmony with their expression. This could be accomplished through constant orientation until the students begin to realize and understand the relationship between the two.

There was an indication that associations and relations of materials needed to be stressed more. There was also an indication that the students involved in this study needed more counseling in the area of interests. Seventy-four per cent found that their knowledge of a subject caused an increase in interest, but 78 per cent still found courses unpleasant because of poor preparation. Counseling could help the individuals to see the relationship and to start seeking to create an interest through developing knowledge deliberately.

As to physical surroundings, there was an indication that the lighting facilities in the dormitories needed to be improved. Either the freshman dormitories did not have correct lighting, or the students did not use what lighting they had correctly. Sixty-five per cent of the students in the freshman class did not have lighting directed over the left shoulder. The ceiling lights in the older dormitories

did not at the time the students were questioned have shades, which would direct the light upward instead of causing a direct glare.

Nineteen per cent of the students stated that the heating system of the older dormitories was difficult to regulate. This was caused in part by defective regulators on the radiators and/or by windows in need of better insulation.

Eighty-three per cent of the freshmen said that they were disturbed by the noise in the dormitories when they were trying to study, but 61 per cent said they did not observe regulations governing study hours. This seemed to indicate a need to stress, both in the orientation program and throughout the year, the importance of learning to live together effectively, with constant emphasis being placed on regard for other people.

III. RECOMMENDATIONS

Based on the findings of the survey made of the freshman class of Appalachian State Teachers College for the year 1959-1960, the following recommendations are made. The writer sincerely hopes:

1. That studies will be continued along the line of this survey and that material gathered will be useful to those who study it.

2. That the orientation program of the college will include extensive and continuous guidance for the students in their problems relating to study.

3. That orientation will include not only classes on how to study effectively but also regular classes on effective living, personal adjustment, and individual understanding of self, before undertaking content.

4. That there will be orientation against rumors--teaching the positive approach in the beginning rather than allowing the negative approach to gain too much hold, and developing interests through associations and relationships to values.

5. That there will be orientation of new groups to the healthy release of tensions through activities of interest.

6. That there will be counseling and guidance for each freshman at the beginning of the year, with relationships being established which will encourage him to feel free to express himself, and that such counseling and guidance be continued into the sophomore year.

7. That there will be continued research in the college in all the areas of adjustment of students.

8. That the lighting and ventilation of the older dormitories will be adjusted and improved.

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APPENDIXES

APPENDIX A

MATERIALS USED IN CLASS ON "HOW TO STUDY"

PRELIMINARY QUESTIONNAIRE

What was the main reason for your coming to college? _____

Do you have any definite goals for your study? _____
Yes or No

What are they? _____

Do you have a set time for your study? _____. Do you have
Yes or No

a definite place in which to study? _____. Do you prepare
Yes or No

a weekly schedule of your daily school hours and activities?
_____. Do you provide time for daily periods of relax-
Yes or No

ation? _____. What steps do you take in preparing an
Yes or No

assignment? _____

Do you rely upon cramming before an examination? _____.
Yes or No

How do you prepare for an examination? _____

Do you review notes after class _____, before class _____,
(Check one.) when time permits _____, just before test ____.

Do you review assigned material by outlining main points _____,
reciting main points to yourself _____, or do you have some

other method _____? (Check one.) If you have another method,
 what is it? _____

Do you study subjects you dislike as hard as subjects you
 like? _____. Do you study in the library? _____.
 Yes or No Yes or No

How often? _____ Do you use the dictionary
 when you are not sure of a word? _____. Do you get at
 Yes or No

least eight hours of sleep regularly? _____. If not,
 Yes or No

why? _____

Do you eat balanced meals daily? _____.
 Yes or No

APPENDIX A (continued)

LESSON PLANS

Lesson Plan for Education A Thursday, September 25, 1959

INTRODUCING THE COURSE:

Purpose: Present realistic situation ("Case of Tom") for students to discuss in order that they may identify by group thinking some of the difficulties a student may encounter in adjusting to college life and in building suitable study habits.

Activity: Divide class into groups of five or six. Give them copies of the "Case of Tom" to read and find Tom's difficulties together. Have them elect a chairman and a secretary, the secretary to report progress of discussion. (About ten minutes should be enough.)

Have report of secretaries--place comments on board.

General discussion of what Tom needs to do if he is to succeed in college. Guide discussion so as to bring out:

1. Motivation or purpose in coming to college
2. Choice of goals
3. Lack of knowledge about proper study skills
 - a. Time scheduling
 - b. Study conditions
 - c. Approach to textbook
 - d. How to prepare for exam
4. Excessive tension and causes for this
5. Lack of self-discipline or will power
6. Emotional immaturity

(About twenty or thirty minutes on this.)

Collection of the "Case of Tom" (allow secretaries to collect and place on table as they leave).

A few words of encouragement and a decision as to where to meet and when.

Dismiss class.

Materials needed: Copies of THE CASE OF TOM (33)
Chalk and blackboard

Time limit: 4:00 to 4:45 p.m.

APPENDIX A (continued)

THE CASE OF TOM

"Launched--where shall we anchor?" was the motto of Tom's graduating class and it pretty well expressed his feelings after graduation. Breaking up the class of '54 hurt him more than he cared to show. After all he had attained some distinction among the 36 in his class as vice president and as the star first baseman. Tom had boasted on many occasions that he made mostly B's without cracking a book.

Tom and Jane had been "steadies" all during their senior year and they had talked about getting married after graduation. When Tom mentioned the idea at home Mom hit the ceiling and Dad passed it off with a sarcastic question, "What do you think you'd live on, Son?" This made Tom boil and he told Jane he "had a mind" to enlist. Jane balked at this because she just knew he'd be sent overseas.

When Tom cooled down he decided to take Dad's offer to farm 40 acres while Dad worked in the mill. After four weeks of playing nursemaid to a dried-up cotton crop he was convinced that most anything was better than farming.

One Sunday after his Uncle Charlie, affectionately known as "Coach," dropped by. Coach said that Tom ought to consider Appalachian in the fall. This idea appealed to Tom right away. Dad said he had no objections if Tom would work the farm for the rest of the summer and then would keep his grades up.

Mom reminded him of the sacrifice that it would mean for the family, but that they'd put up with it if he'd really apply himself. When he told Jane a little later she wasn't too happy about the idea until he reassured her that he'd come home every weekend and that the college girls wouldn't affect his feelings for her.

During orientation week when Tom was asked to declare his major he put down P. Ed. because nothing else looked too good. He had always liked Math pretty well but he heard that it was rough, so he decided on Social Science as his second major. When he found out that he had to take a lot of general courses for two years and none of them about coaching, he was pretty disgusted.

He has liked a lot of things so far--the friendliness, the idea of being in college, the bull sessions in the dorm, and the freedom to go to the show when the notion struck him. He worked real hard on his first assignments but it seemed that the teachers always asked questions he didn't know. As he got to know more people he has found it especially hard to study during the day since most of the guys either go up to the bookstore or down town between classes. The library makes him sleepy, especially after some of the bull sessions that have run until midnight. When he does get down to study it seems like he doesn't know where to start. There are so many preparations. When he studies one subject he feels like he should be studying another. Pete, his roommate, either has the radio on or some friends in the room every time Tom tries to study, and if Tom wants to study until midnight Pete complains that he can't sleep with the light on.

The amount of reading expected seems impossible. Tom says he's tried everything from taking pages of notes and underlining to reading each paragraph three times. No method seems to help him remember what he has read. He missed the boat twice in a couple of tests because he spent his time studying the wrong things. This was pretty discouraging because he can't figure out what the teacher wants.

Lots of times he finds he can't keep his mind on his work, either because he's sleepy or because he's thinking about something else. Jane's upset because Tom feels he ought to go to the football games on weekends if he is going to be a coach. Mom is complaining about the spending money he has written for and Tom is afraid his Dad will raise "cain" when the grades come out. Lots of times in class Tom keeps thinking about this spring when he will get a chance to show the guys what a "real first baseman looks like."

1. What would you say are some of Tom's major difficulties?
2. What do you think might help him to overcome these difficulties?

Lesson Plan for Education A

Tuesday, September 29, 1959

TACKLING A TEXTBOOK:

(Borrow textbooks from Mr. Cottrell at the bookstore.)

Time: 4:00 p.m. Review the previous lesson on how to budget time for study. Allow students to discuss freely their problems and then let them suggest helps to one another when there is a problem. While this is being done, have two boys go to the bookstore to get the books.

Assign the first chapter in the textbook A First Course in Education and give students twenty minutes to read as much as they can in the first chapter. Inform them that they will be given a short test at the end of the twenty-minute period. Tell them to use any method they desire for their study.

Ten minutes to be used in giving the quiz.

About five minutes to check the quiz (may take longer): Allow students to check their own papers. Do not collect. Get the scores. Explain that it is for comparison on the next lesson.

Discussion of the SQ4R plan of study.

Discussion of the learning processes and tools of learning (see following pages).

Evaluation of lesson.

Explain that next class period will be similar, except that another chapter will be used and the SQ4R plan will be used.

APPENDIX A (continued)

THE PRINCIPLES OF LEARNING:

- Learning Processes:
1. Motivation--the desire to learn; really wanting to learn.
 2. Reaction--Education depends entirely on the student's taking an active part in the learning situations in which the school places him, questioning the outcome.
 3. Concentration--Placing your full attention and power of mind on the material which one is trying to learn. One-half attention is practically useless. It takes 100 per cent attention to remember and to understand.
 4. Organization--recognizing how the material fits together to build a complete picture. Getting a general idea of the overall picture helps to fit the pieces together more easily.
 5. Comprehension--Getting the main idea which the author or instructor is attempting to put across. This is usually best done by rewording--that is, using one's own words. This will help to formulate in the mind the organization which makes most sense to the student.
 6. Repetition--Few things are learned in one trial. In order to remember a thing one must repeat it. Material studied for fifteen minutes a day for four days, or even for fifteen minutes a week for four weeks, will be remembered better than material studied an hour one time and never reviewed. This procedure is known as the "principle of distributed practice."

APPENDIX A (continued)

Tools of learning:

Note taking (should be systematic, meaningful, and understandable).

1. Look for the ideas of the speaker or writer, but express them in your own words.
2. Be brief.
3. Record information--not just topics.
4. Organize your notes. Major topics should be broken down into sub-topics. Make notes with sense. In reviewing them place left-out information in the proper place. Keep notes on one topic together with all other notes on the same topic.
5. Take notes fairly constantly. You cannot always tell the first time you hear the instructor just how important the information may be. But if you continue to take notes (brief notes) about all he says, then you will not likely leave something out that is important.

Outlining

Summarizing

Listening

Using all of these tools a student should then repeat the process as often as possible before going to class or having a test.

APPENDIX A (continued)

MIMEOGRAPHED MATERIALS GIVEN MEMBERS
OF STUDY CLASS FOR PERSONAL USE

SOME HINTS ON PLANNING A BETTER STUDY SCHEDULE

The success of your study schedule will depend on the care with which you plan it. Careful consideration of some of these points will help you to make a schedule that will work for you.

1. **PLAN A SCHEDULE OF BALANCED ACTIVITIES:** College life has many aspects which are very important to success. Some have fixed time requirements and some are flexible. Some of the most common which you must consider are:

FIXED: Eating, Organizations, Classes, Church, Work
FLEXIBLE: Sleeping, Recreation, Study, Relaxation, Personal
2. **PLAN ENOUGH TIME IN STUDYING TO DO JUSTICE TO EACH SUBJECT:** Most college classes are planned to require about two to three hours work per credit in the course. By multiplying your credit load by three you can get a good idea of the time you should provide for studying. If you are a slow reader or have other deficiencies, you may need to plan more time in order to meet the competition of college classes.
3. **STUDY AT A REGULAR TIME AND IN A REGULAR PLACE:** Establishing habits of study is extremely important. Know what you are going to study and when. Note exactly what you are going to study as "Study History" or "Study Chemistry" at regular hours.
4. **STUDY AS SOON AFTER A LECTURE AS POSSIBLE:** One hour spent soon after a class will do as much good in developing an understanding of materials as several hours a few days later. Check over lecture notes which you have taken while they are still fresh in your mind.
5. **USE ODD HOURS DURING THE DAY:** Scattered one or two hour periods of time between classes are often wasted. Plan and establish habits of using them for some of your study. This will give you more time for recreation at other times in the week.

6. LIMIT YOUR BLOCKS OF STUDY TIME TO NO MORE THAN 2 HOURS ON ANY ONE COURSE AT ONE TIME: After $1\frac{1}{2}$ to 2 hours of study you begin to tire rapidly and your ability to concentrate decreases rapidly. Take a break and then switch to studying some other courses. A change will keep up your efficiency.
7. TRADE TIME--DON'T STEAL IT: When unexpected events arise that take up time you had planned to study, decide immediately where you can find the time to make up the study. Adjust your schedule to suit the need.
8. PROVIDE FOR SPACED REVIEW: Regular weekly periods when you will review the work in each of your courses should be provided, and be sure you are up to date. The review should be cumulative, reviewing all the work covered to date.
9. PRACTICE SELF-RECITATION AS A DEVICE FOR INCREASING MEMORY: Organize your notes in a question and answer form and think in terms of questions and answers about the main ideas of the material as you review weekly. When preparing for exams, try to predict the questions the instructor may ask.

Keep carefully organized notes on both lectures and assignments. Watch for key ideas in lectures. Express them in your own words.

TIME BUDGET SHEET

Total Hours

Class Study

Method: Survey-Question-
Read-Recite-Recall-
Review; Self-reci-
tation-Spaced Review

TIME	MON	TUES	WED	THUR	FRI	SAT	SUN
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

APPENDIX A (continued)

SOME SUGGESTIONS REGARDING TESTS AND EXAMINATIONS

- I. Problems in taking exams
 - A. Negative attitudes
 - 1. Fear
 - 2. Antagonism
 - B. Tension
 - 1. Reduces efficiency
 - 2. Causes forgetting
 - 3. Causes misinterpretations of questions
- II. Emotional excitement
 - A. Causes
 - 1. Poor preparation
 - 2. Failure to predict questions
 - 3. Letting unexpected questions upset us
 - B. Prevention
 - 1. Be prepared
 - 2. Try to predict questions
 - 3. Be systematic
 - a. Look over the whole test before writing
 - b. Budget time for questions, allowing more time for questions with highest point value
 - c. Answer questions you know first
 - d. Don't expect to get every question
 - e. Concentrate on one question at a time
 - 4. Don't discuss the exam just before it starts
- III. Taking different types of examinations
 - A. Essay test
 - 1. Stay on topic--don't ramble!
 - 2. Look for key words in question
 - 3. Take time to organize answer before writing
 - a. Instructors appreciate systematic answers
 - b. Number main points
 - c. Illustrate for clarity
 - d. Show relationships when possible
 - 4. Don't pad answers
 - 5. Write legibly--will help your grade
 - 6. Leave time to proofread paper

- B. Objective tests
1. Look over test
 2. Work straight through
 3. Omit hard questions until later
 4. Find out how test is scored in order to know whether it is safe to guess
 5. True-false questions
 - a. If changing the modifier improves the statement mark it "false"
 - b. If sentence contains two clauses be sure both are true before marking "true"
 6. With multiple-choice questions use the process of elimination
 7. With matching questions mark out answers as you use them
 8. With completion questions make a stab at it

APPENDIX B

QUESTIONNAIRE AND INTERVIEW QUESTIONS
USED IN SURVEY OF STUDY HABITS OF THE
FRESHMAN CLASS

QUESTIONNAIRE ADMINISTERED TO THE MEMBERS OF THE FRESHMAN
CLASS OF APPALACHIAN STATE TEACHERS COLLEGE
WINTER QUARTER, 1959-1960

To the student: The following questionnaire is intended (1) to aid you in a self-analysis of your study habits, and (2) to help those whose responsibility it is to understand and guide you in your basic needs in learning. Do not sign your name.

MOTIVATION AREA: What is your purpose in coming to college?

-
1. Do grades stimulate you to want to learn? Yes No
2. Do you regard grades as goals? Yes No
3. Do you have a sense of failure if you do not make an A or a B? Yes No
4. In the process of learning, what stimulates you most to action? (Check those pertaining to you.) Rate them 1st, 2nd, and 3rd please.
- | | |
|------------------------------|--|
| a. Classroom standards _____ | e. Desire to complete the work _____ |
| b. Threats _____ | f. Desire to achieve or to learn _____ |
| c. Humiliation _____ | |
| d. Fear _____ | |
5. When you are once motivated to study, do you ever experience any of the following (check those pertaining to you)? Give reasons, where possible.
- | | |
|---|---------------|
| a. Anxiety over work _____ | Reasons _____ |
| b. Fear of outcome _____ | _____ |
| c. Pleasure in work _____ | _____ |
| d. Interest in study _____ | _____ |
| e. Frustration as to what is expected _____ | _____ |
| f. Frustration as to how to study _____ | _____ |

6. If grades are not your main goal, then state your chief goal or purpose in your immediate study. _____

7. What is a more distant or future goal (after you have graduated from college)? _____

TENDENCIES:

1. Do you fear any teachers because of what you have heard about their classes and methods of teaching? Yes No

2. Are there any subjects which you have not had that you fear? Yes No

3. Why do you fear these subjects? _____

4. Do you become careless in your work? Frequently _____
 (Check one.) Occasionally _____
 Seldom _____

5. Do you ever intentionally hand in a quantity of work which you know to be of poor quality? Yes No

6. In the event that you do not agree with a professor's methods of teaching, do you react inwardly by a desire to: (Check those pertaining to you.)

- a. Retaliate _____
- b. Indulge in self-pity _____
- c. Ignore the teacher _____
- d. Release tension through reckless, explosive conduct _____

- e. Agree with the teacher and appear to cooperate _____
- f. Rationalize (try to accept the situation and adjust _____
- g. Go to the teacher and try to reach an understanding _____

7. Does a tendency to waste time bother you? Frequently _____
 (Check one.) Occasionally _____
Seldom _____

ATTITUDES:

1. Do you feel that there are certain standards and rules of behavior that are for the common good? Yes No
 2. Are you willing to accept them? All of the time _____
Most of the time _____
 3. Have you felt that a professor was unfair in grading you? (Check one.) Frequently _____
Occasionally _____
Seldom _____
 4. Do you think it is more important to be "one of the gang" and neglect academic responsibility than to do an assignment first and enjoy the companionship of your friends later? Yes No
 5. Do you ever say of some course "I know I'll hate it" even though you may not mean what you say? Yes No
 6. Do you ever say "I shall give that subject a fair trial before I voice an opinion." Yes No
 7. Do you believe that your attitude has a great deal to do with your success, enjoyment, and pleasure in your study? Yes No
-

TECHNIQUES OF STUDY:

1. As you study different content subjects, do you find an interrelatedness of experiences? Much of the time _____
(Check one.) Some of the time _____
Seldom _____
2. Do you indulge in prestudy rituals (such as visiting, eating, etc.) in order to postpone your study time? (Check one.) Much of the time _____
Some of the time _____
Seldom _____
3. Do you study by the "Spaced Method" (that is, study--rest--study--rest--recreation, etc.)? Much of the time _____
Some of the time _____
Seldom _____

4. Do you study continuously for long periods? Yes No
5. Do you ask yourself questions about a subject as you study? (Check one.)
 Much of the time _____
 Some of the time _____
 Seldom _____
6. Do you try to put concepts and ideas into your own words? (Check one.)
 Much of the time _____
 Some of the time _____
 Seldom _____
7. Do you use several senses in your study (seeing, hearing, speaking, writing, etc.)? Frequently _____
 Occasionally _____
 Seldom _____
8. Do you set a time or quota for yourself in your work? Yes No
9. Do you have a definite plan of study? Yes No
10. Do you study more than is assigned? (Check one.)
 Frequently _____
 Occasionally _____
 Seldom _____
11. When you memorize do you endeavor to comprehend the material, relating it to other meaningful knowledge? (Check one.)
 Frequently _____
 Occasionally _____
 Seldom _____
-

INTERESTS:

1. Do you find that the more knowledge you gain about some subjects the more your interest in the subjects grows? (Check one.)
 Much of the time _____
 Some of the time _____
 Seldom _____
2. Do you find any course unpleasant because of poor preparation on your part? Yes No
3. Do you ever try to make a course more pleasant for yourself by deliberately doing your work well (neatly, completely, or studying a little more than is required)? Yes No

4. Do you find pleasure in developing a skill in a course not only for the sake of gaining knowledge, but also for the ability to use the knowledge? Yes No

5. Are you aware of your strengths and weaknesses in study habits, comprehension, and retention of subject matter? Yes No

PHYSICAL SURROUNDINGS:

1. Do you have a regular place in which to study? Yes No

2. Where are you able to study best? _____

3. What type of lighting do you have? (Check one or more.)

- | | | | |
|--------------------------------|-------|---------------------------------|-------|
| a. Desk lamp | _____ | g. Flourescent with yellow bulb | _____ |
| b. Ceiling fixture | _____ | h. Direct light with shade | _____ |
| c. Indirect light | _____ | i. Direct light without shade | _____ |
| d. Floor lamp | _____ | | |
| e. Flourescent with clear bulb | _____ | | |
| f. Flourescent with blue bulb | _____ | | |

4. Is your lighting directed over your left shoulder? Yes No

5. What bulb wattage do you use? _____

6. Do you live in a dormitory? Yes No

7. If so, what dormitory? _____

8. Do you have a roommate? Yes No

9. If so, is your roommate considerate? Yes No

10. Do you observe the regulations in your dormitory, such as keeping quiet study hours, not visiting during study hours, etc.? Yes No

11. Do distractions, such as noise or excessive visiting, bother you from your study? Yes No

12. Do you have good ventilation in your room? Yes No
13. If not, why? _____
14. Do you find study more pleasant when the radio is playing?
Yes No
15. How often do you use the library as a place in which
to study? (Check one.)
Frequently _____
Occasionally _____
Seldom _____

If there are any further remarks you wish to make regarding
study conditions, please add them here:

APPENDIX B (continued)

QUESTIONS USED IN FOLLOW-UP INTERVIEW
WITH THIRTY FRESHMAN STUDENTS
SPRING QUARTER, 1960

MOTIVATION:

1. What do you find motivates or stimulates you most to study?

TENDENCIES:

1. Do you have any fears regarding your college work?
What are they?
2. Are you content with your present work? Why or why not?
3. What do you find to be the most effective way to release tensions?

ATTITUDES:

1. How do you feel about the rules and regulations on the campus?
2. Do you have any courses which you do not like?
3. What effect does attitude have upon an individual in regard to study?

TECHNIQUES OF STUDY:

1. What method of study do you use?

INTERESTS:

1. Do you study those subjects you dislike or find difficult as thoroughly as you do the ones you find interesting?
2. Have you become interested in a subject because of learning more about it?

PHYSICAL SURROUNDINGS:

1. Where are you able to study best?
2. Is your lighting sufficient?
3. Do you find it difficult to study in your surroundings?
Why or why not?