8-1-1966

Comparison of televiewing habits of upper and lower achievers in the fifth and sixth grade classes of an elementary school

Eula Mae Armstrong Willie

Atlanta University

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COMPARISON OF TELEVIEWING HABITS OF UPPER AND LOWER
ACHIEVERS IN THE FIFTH AND SIXTH GRADE
CLASSES OF AN ELEMENTARY SCHOOL

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTERS OF ARTS

BY
EULA MAE ARMSTRONG WILLIS

SCHOOL OF EDUCATION
ATLANTA UNIVERSITY
ATLANTA, GEORGIA
AUGUST, 1966
DEDICATION

To
My Family, Advisors, And
Pupils of the Fifth and Sixth Grade Classes At

E.M.A.W.
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CHAPTER I

INTRODUCTION

Rationale. -- No mass media have ever exploded over a continent as television exploded over North America in the 1950's. More swiftly than anywhere else television penetrated to homes where there were children. Television became the greatest source of National entertainment. It superceded movies, comic books, babysitters, and playmates. It brought the world and its past to the living room, but most particularly, it gave children an earlier look at far places and adult behavior.

In the decade of the 1950's and even yet, television dominates the non-sleeping and non-school time of the United States' children. One-sixth of all the child's waking hours from the age of three on, is now typically given over to the magic of television. During the first sixteen years of life, the typical child now spends in total, at least as much time with television as in school. Television is probably the greatest source of common experiences in the lives of children, and along with the home, it has come to play a major part in the socializing of children.¹

Television in all of its forms is audio and visual education. It is also the most powerful single medium of communication developed by man. It is likely that no invention will have greater influence on man's behavior or on society's course of events during the next hundred years than television.

With the maturation of this new mass visual aid which is now in its squawling-infant stage of growth, our patchwork verbal language may become adult. We may be able to overcome many poor speech patterns common to different areas and classes of people.

Television itself, however, is merely a means of communication. What is done with it, whether it helps or hinders man in striving for better ways of living, depends upon what is done with it. The responsibility for the effectiveness of television for good or evil lies with those who produce telecasts. This is a responsibility calling for more than a conviction and a determination to use this powerful medium for good. It demands command of the best techniques of determining what society means by "good." It demands the best knowledge of how to interest people who have a free choice as to whether they view television and as to what programs they view. It demands great skill in presenting viewing material in a manner which will effect desirable attitudes, action, and behavior patterns.
Here is a new force which can bring new worlds of truth and respect for truth, new attitudes and understanding, and new patterns of human relationship, will we make the most of it?

The already demonstrated powers of television have brought to attention the old axiom that the education of people is a product of all factors of the environment. It has proved beyond a doubt that television is a most effective medium.²

The Television Information Office released a bulletin last year in March on news trends in the mass media, revealing that people look to television for news more than any other media. They feel that since public acceptance of television is high, the trend is for people to prefer those media with which they are most familiar. It may well be that public acceptance of television will continue to rise as the adult population contains an increasing proportion of people who have known television during most of their lives.³

According to Witty's findings in his various studies on televiewing habits of individuals, the elementary child in 1963 spent on the average of twenty-one hours per week televiewing. As to their favorite programs, he traced their desired ones from 1950 to 1963. In 1950 "Hopalong Cassidy," "Howdy-Doody,"


Their most popular show in 1959, was "77 Sunset Strip." Another new program among the favorites was "Huckleberry Hound," "Maverick" was third in popularity. "Dennis the Manace" and "Dobie Gillis" were favorites in 1960, while "Twilight Zone," "Way Out," and "National Velvet," were popular in 1961. However, they declined in 1962 and the appearance of new favorites such as "Top Cat" and "Ben Casey" were noticeable features of the survey. The "Beverly Hillbillies" took over as a favorite in 1963. However, the Lucy Show and other Lucy offerings are the still most popular programs in grades 2-6. Programs featuring comedy, war and violence are popular too among the pupils.4

Today, the question is no longer whether television can play an important role in education. This question has been answered in the affirmative. The question that now needs fuller exploration is what kind of role television can play most effectively. As its impact can be felt on everything from law and education to romance and the design of cigarette packages.

---

With its tight and massive grip on the time and attention of the people, it becomes obvious that television can be worked to do great good.

Since television plays such an important part in the lives of children and particularly for the children in the area where the writer works, the only avenue for enrichment for most of the children it is felt that research in this area would be productive of ideas that would aid in further enriching the overall experiences of the children at home as well as at school.

The school-community is one of a low-income, tenant farming area, where less than one percent of the families subscribe to newspapers, magazines, or any kind of written literature. But in nearly every home can be found a television set. This being true it is believed that research in televiewing would provide information to benefit most of the children.

It is further believed that if the parents are enlisted it will increase their interest in the school program and their children. This will thereby strengthen homes, community and school programs.

Evolution of the problem. -- This problem stems from the writer's concern about the lack of enrichment experiences in the lives of the children in her classes. It was felt that since television was their only medium of enrichment, it should be used to its fullest capacity.
It appeared to the writer that the pupils watched programs with little or no regard as to what the programs had to offer. They seemed for the most part to be ignoring those programs that were offering enriching experiences. The upper achievers were seemingly viewing more of the cultural programs, than were the lower achievers.

These observations led the writer to become interested in attempting to ascertain if there is a relationship between the children's televiewing habits and their achievements.

Statement of the problem. -- This study compared the televiewing habits of the upper and lower achievers among 76 pupils enrolled in the fifth and sixth grade classes at Beckbranch Elementary School, Calvary, Georgia, in order to ascertain to what extent the need for guidance in their selection of television programs was indicated.

Contribution to educational research. -- The writer hoped that as a result of this study, teachers and parents would become increasingly aware of the need to give guidance to children in their selection of television programs.

It was hoped that it would provide information that would aid parents and teachers in giving guidance to children.

Purpose of the study. -- The purpose of this study was to seek the following information regarding pupils of the Beckbranch Elementary School, Calvary, Georgia
To determine the televiewing habits of the above group.

2. To determine if there were differences in the televiewing habits and preferences of the upper and lower achiever of the above groups.

3. To review and examine critically all programs viewed by the above groups.

4. To survey and analyze the top preferences expressed by these groups.

5. To determine to what extent significant implications for guidance in the selection of television programs could be derived from the findings of this study.

Definition of terms. -- The following terms used in this study are defined below:

1. **Upper Achievers** - refer to those pupils that achieved above the norm for the average fifth and sixth grader in their classroom activities.

2. **Lower Achievers** - refer to those pupils that achieved below the norm for the average fifth and sixth grader in their classroom activities.

Limitations of the study. -- This study was limited to the fifth and sixth grade classes at Beckbranch Elementary School during the school term 1965-66. It made no effort to determine why these pupils watch the programs they do.

Locale of the study. -- This study took place in the Beckbranch Elementary School, Calvary, Georgia. This is a rural area, where over ninety-five per cent of the school population qualified for aid under the Anti-poverty program.

There are no parks or any kinds of recreational facilities available to them except at the county site, fifteen miles away.
Subjects and materials. - The subjects were forty-eight fifth and sixth grade pupils. They were divided into two categories: the high achievers and the low achievers.

Materials. -- Materials used in this research are as follows:

1. T.V. Guides
2. Diaries
3. Questionnaires wherein subject were asked to list the programs they watched daily.

Method of research. -- The Descriptive Survey Method of Research was utilized in gathering, presenting, and interpreting the data necessary to conduct this study.

Procedural steps. -- Procedural steps are as follows:

1. Permission to conduct this study was secured from the proper authorities.
2. The related literature was surveyed and summarized.
3. Pupils were selected as to "high" and "low" achievers with television sets available to them.
4. Other data pertaining to intelligence and general interests were secured and used in general description of the two groups.
5. Diaries were kept by the pupils.
6. Questionnaires were administered to the members.
7. Top television preferences were analyzed. The collected data were compared in terms of the two groups of pupils.
8. Findings, conclusions, implications and recommendations were drawn from the data.
Preliminary survey of related literature. -- A survey of the literature related to televiewing was most rewarding. The survey will be organized under the following areas: (1) comments and reports concerning values of television, and (2) comparisons of intelligence, achievement levels, and televiewing habits. Little information has been found concerning achievement and televiewing. Most of the authorities consulted agreed that most of the excessive viewing of television seems to be associated with somewhat lower academic attainment. All agreed that how well the pupil understands and enjoys the program is affected by his intelligence and low social-economic status is positively related to the amount of television viewing.5,6,7,8,9 Some of the authorities felt there is little or no significant relation between achievement and televiewing.10

The United States Department of Health and Welfare stated in its highlights in the bulletin, "Television and Education":

Televiewing in the United States absorbs almost as many hours as these devoted to sleep. Perhaps its most important value to the public may be its ability to inform, enlighten, instruct and remain as a transmission belt for acquisition of knowledge and skills. However, it remains for the forces of education to harness this "giant" to serve specific and individual needs.11

Further, television programs are especially valuable, because events can be shared as they happen and events of the past can be recreated. Realism can be enhanced as reporters give a play by play description in a dramatic and personal manner. Outstanding men and women in any area can be brought into the classroom or home to enrich and extend learning, in an authentic and interesting way. Dramatized historical programs, such as, celebrations and festivals can be used to help children become increasingly at home in the world about them.12

It is true, of course, that despite the limitations of television, it has many desirable features. The antidote to its undesirable aspects lies in a constructive program of guidance for children. There are unrealized opportunities for stimulating appreciation and for enhancing interest by judicious use of television. By guiding children to choose programs with greater discrimination and by associating this

11Ibid.

strong interest with other desirable activities, we may discover that television can play a positive role in children's development and welfare.¹³

Some parents feel we should utilize the idea that "Television is here to stay. Let's make the most of it."

They were concerned with what the schools as well as the home could do. This is ascertained by an article found in Parents Magazine a few years ago. It said in part:

...are we parents doing a constructive job with the intriguing medium in our children's lives? Can we do something more than guide our youngsters away objectionable programs and see that they don't neglect their homework and other activities. Isn't it time for us to find an answer to the question. How can we use television to the best advantage of children.¹⁴

There were specific suggestions made in this article:

To promote good reading through television, encourage pupils to read books about the programs viewed on television, such as story books, classics, and science demonstrations. To stimulate the transition from screen to book, put up a special "Television Bookshelf." The one thing television does better than any other medium is to open new horizons. It can arouse many passing interests: we must be ready to feed those that merit cultivation.


We can start projects through television programs, such as putting into action scenes portrayed on science programs and trying out recipes depicted on cooking programs.

Parents can help children to integrate television with school work by keeping a close eye on programs to come; they can find shows that suggest subjects for research and reports. By watching outstanding programs with the children, they can broaden their viewpoints and help them build a background for future academic work as well as life.\(^{15}\)

One can begin to realize the vast potentials of television when he reads of the many outstanding contributions to the advancement of knowledge.

As O'Meera says:

\[\ldots\text{Television is probably the ultimate development in communication within the present knowledge of man. This miracle of transmitting voice and image through air was achieved through the combined efforts of many scientists.}\]

\[\ldots\text{To a large degree the magnitude of the invention far surpasses the use to which it has been put since the authorization of commercial telecasting. As a medium of information and entertainment it has been going through its puberty. As in the case of human beings, therefore, we presume certain allowances must be made. The medium has developed amazingly within its first decade, gone through growing pains, shown great improvement and promise but, there is still vast room for advancement now and in the future.}\]^{16}\)

\(^{15}\text{Ibid.}\)

It is felt if television is to make the needed advances, the public will have to make a concerted effort to evaluate and make constructive suggestions to television producers. We are going to have to "educate" our youngsters to the values that can be obtained from television. For our children's vision is more than seeing. One sees what he wants to see or what he has been trained to see.\textsuperscript{17}

Schaleben says:

...Useful news and real knowledge like everything else of value are not be obtained easily through, for example, the flick of a switch. They must be worked for, studies for and thought for.\textsuperscript{18}

Therefore, this writer is in agreement with Carroll O'Meera when she said:

...Commercial television is contributing much to the pleasure and peace of mind of our nation. As it offers entertainment that allows one to relax and escape from mundane problems. But television is such a tremendous power, it should be used for educational, moral and social improvement of our nation.

...As previously pointed out, the equality and nature, of programming is determined by the broadcasters, the sponsors or the viewers of all three. In the next few years we are bound to see vast improvements and radical changes. It will be interesting to observe which of the three related elements brings them about.\textsuperscript{19}

\textsuperscript{17} Saturday Review, XL (March, 1963), p. 50.
\textsuperscript{19} O'Meera, op. cit., p. 340.
In television, entertainment and communication can reach their highest point. For all practical purposes presentation is complete; we have sight and sound and immediacy. The golden opportunity of television is in the hands of the people as much as it is in the hands of the producer of programs. For every hour the individual citizen gives to television, the producer owes him something: diversion, entertainment, enlightenment, only the individual can decide whether he is being sufficiently repaid for the time he gives by truly evaluating and watching the best the producers can offer.

It must be remembered that in America in our fathers' generation only tiny segments of the populous had any advanced education. But today with mass media - such as T.V. - the relative proportion of informed citizens is much higher. Advanced education in the old days was for a relatively few persons. There were not so many who had the insight into politics, for instance that the American public has today. It may not be the specialized education of old, but the potential or better education for all is there. In some foreign countries the bulk of the population knows nothing of their governments or the men who run them. In America some 70 million persons are said to have followed the two political conventions closely on television. The same was true of the elections. Truly, if viewed some of the informative programs offered would certainly elevate "tastes."\(^{20}\)

\(^{20}\)A. J. Foy Cross and Irene F. Cypher, loc. cit.
"Television is a means of communication. It has neither integrity, brains or feelings." It is as inclined to transmit lies, as it is truth, trivia, as it is wisdom. Although many of us are inclined to treat it as if it had an essential moral or intellectual nature of its own; television has no ability except to communicate, but if it is skillfully used it can communicate exceptionally well.  

If television is used properly, it has the ability to open nearly as wide as they can be strained, the potential avenues of communication between people.

Many television programs are adaptable for use in the school program. Religious ceremonies, agricultural projects, and school pageants, for example, may also be used to illustrate specific phases of knowledge.

A teacher can call attention to some program being presented over television which would have special value for the student of his or her class. "Omnibus," "See It Now," "Hallmark Hall of Fame," and "Twentieth Century" are examples of such programs. By means of television programs Frank Baxter has made the readings of Shakespeare more interesting to many people. The high adventure series of Lowell Thomas helps to acquaint

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22 Ibid.
people with the geography of the world. "The Voice of Firestone" was a real service to teachers of music. "Meet the Press" and various newscast are helpful in teaching current events. Coaches have been known to instruct their players to watch certain professional teams on television in order to gain a better knowledge of the game from watching skilled performers in action. The teacher who keeps well informed on coming television programs can do much to help develop the ability to discriminate between good and poorer programs. Of course, parent-teacher cooperation is necessary, especially if there is only one television set in the house.

Parents and teachers must work together if they are to guide pupils in the selections of programs they view. It is felt that a few determined people by individual effort can do a great deal to stir the community. And if one demonstrates enough enthusiasm, it seemingly has a contagious quality and spreads rapidly.

Everyone is aware that, with television's advent, a new force is at work in the world. In a few years, it has already profoundly affected our ways of life making deep in roads into tissue shaping tastes, affecting outlooks, and modifying social relations both in the outside the family. That is educational in the broad sense in which anything is educational that offers new experiences and discloses near horizons no one can doubt. For tens of millions today, it has
the lure of magic, the ring of authority, and the high power of popular prestige. For better, for worse, it is here to stay.

But like other gifts of modern science, it has no will of-its-own, and in that sense is powerless to affect us. The outcome of its use will depend on the interaction of human forces - on the men at the television controls, on the viewing public, on the critics, on the Federal Communication Commission and on Congress.23

As according to Gould, children are greatly influenced by what they see and hear. Their development of attitudes, prejudices, and values are related to the kind and quality of experiences engaged in during the early years of childhood.24

Summary of related literature. -- The literature can be summarized as follows:

1. Television in the greatest scientific development in the area of communication within the knowledge of man.

2. Television's uses are limitless.

3. Socio-economic status is positively related to the amount of television viewing.

4. The public needs to be more concerned about commercial television.

5. Research is limited in the area of scholastic achievement and televiewing.


Since the literature concerning televiewing habits reveals there has been a limited amount of research done in the area of televiewing and scholastic achievement, it is hoped the following study will be of some assistance in this area.
CHAPTER II

ORGANIZATION AND TREATMENT OF DATA

Introduction. -- Television is the great medium of child's first ten years and continue to dominate his time.\(^{25}\) This was not fully realized by the writer until the compilation and analyzation of the research data.

The subjects, members of the fifth and sixth grade classes were asked to keep diaries of their televiewing habits and top choices. Discussions were held as to their televiewing choices. Discussions were held as to their televiewing choices and more specifically they responded to two questionnaires. These two questionnaires, the first being one that requested the names of the programs they watched during the school week and the times at which these pro-rams were watched. The second required them to list their televiewing choices on the week-end and the times at which they were watched.

Selection of subjects. -- After having collected and analyzed the data, the writer discovered that most of the youngsters that were considered "over achievers" by the class-room teachers did not score significantly so in all areas on the California Achievement Test. However, in the areas of language and arithmetic there were quite a few "over achievers."

\(^{25}\text{Schramm, op. cit., p. 18.}\)
It was felt since language was more closely correlated with television, than was arithmetic, this would be the area of comparison.

Consequently, fifteen pupils from the sixth grade scoring 6.5 to 7.5 in language on the achievement tests and fifteen sixth grade pupils scoring 2.5 and 4.5 were compared as to their televiewing habits. Secondly, nine fifth grade pupils scoring 5.5 to 6.5 in language on the achievement tests were compared. Finally, all forty-eight subjects were compared as to their televiewing habits. Table 1 shows the distribution of the scores made on the language achievement tests.

Survey and comparison of televiewing habits of the two groups. -- (Figures 1 and 2 contain data pertinent to this survey). Evidence was found that the televiewing habits of both groups were nearly twice that of the national norms. According to Witty the national norms were twenty-one hours of televiewing per week. 26 Some of these subjects spent over fifty hours per week televiewing.

In comparing the subjects according to their I.Q.'s it was found that the lower the I.Q. the longer the time was spent in televiewing.

The data also revealed the "upper achievers" in the sixth grade viewed television on the average of forty-two hours

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26 Witty, op. cit., p. 29.
per week, while the "under achievers" of the same grade watched on the average of forty-nine hours per week.

In Figure 1 the bar with the continuous line (---) denotes the "upper achievers," and the bar with broken line (--) denotes the "under achievers." One can well see Fridays and Saturdays are the days that their most excessive televiewing was done. An average of nearly twenty hours was spent televiewing. Otherwise the "under achievers" of the sixth grade averaged six hours per night Monday through Thursday nights televiewing. The "upper achievers" averaged four and a half hours of televiewing Monday through Thursday.

Figure 2 shows the televiewing habits of the subjects of the fifth grade. Again the continuous line (---) denotes the number of hours spent televiewing by the "upper achievers" and the broken line (--) denotes the number of hours spent televiewing by the "under achievers" of the fifth grade. Their most excessive televiewing was, as with the sixth grade subjects, done on Fridays and Saturdays. They, too averaged nearly twenty hours of televiewing on the week-ends. The fifth grades "under achievers" averaged televiewing a little more than six and a quarter hours Monday through Thursday, while the "upper achievers" averaged four and three quarters of an hour televiewing during the days Monday through Thursday.
TABLE 1

TABULATION OF SCORES MADE ON

ACHIEVEMENT TESTS

FIFTH GRADE

"Over Achievers"

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<td>5.9</td>
<td>5</td>
</tr>
<tr>
<td>6.0</td>
<td>6.1</td>
<td>2</td>
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<td>6.2</td>
<td>6.3</td>
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<td>6.4</td>
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"Under Achievers"

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SIXTH GRADE

"Over Achievers"

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"Under Achievers"

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</table>
Figure 1. -- Average weekly televiewing of upper and under achievers according to hours spent, sixth grade.
Figure 2. -- Average weekly televiewing of upper and under achievers according to hours spent, fifth grade.
The televiewing habits of the fifth grade "upper achievers" were revealed to be on the average of forty-one and a half hours per week as the "under achievers" watched on the average of forty-eight and a half hours per week.

There was found little difference in the amount of time spent watching television by the "upper achievers" of the fifth and sixth grades. The sixth graders viewing forty-two hours and the fifth graders viewing forty-one and a half hours per week. Likewise, the difference is narrow between the "under achievers" in the fifth and the sixth grades. The sixth graders watched forty-nine hours per week while the fifth graders spent forty-eight and a half hours per week televiewing. However, one may conclude that the sixth graders spent a little more time watching television than did the fifth graders.

Fridays and Saturdays were the days that the subjects in both groups did their most excessive televiewing. These are the only days that all the subjects in both groups had the same hourly average of televiewing. (Figures 1 and 2). The data revealed that on nearly all of the other nights the "under achievers" spent at least an hour longer televiewing than the other subjects.

Survey and comparison of preferences of the two groups. -- (Data pertinent to this survey can be found in Tables 2 and 3). The subjects in this study were not discriminate viewers.
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TABLE II
TABULATION OF TOP TEN PREFERENCES
SIXTH GRADE
### TABLE III
**TABULATION OF TOP TEN PREFERENCES**
**FIFTH GRADE**

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The subjects from the sixth grade also chose "Batman and Robin" overwhelmingly as their first choice. However, their second choice was "Lost in Space," third, "Where The Action Is," fourth "Hullabaloo," fifth "Beverly Hillbillies," sixth "Lucy," seventh "Daktari," eight "Gunsmoke," ninth "Huckleberry Hound," and "Andy Griffith." The sixth graders' choices also differed from the fifth graders in that "Gunsmoke," sixth preference with the fifth graders, rated eighth with them. "Lucy," number seven choice of fifth graders was sixth choice for sixth graders. "Daktari," seventh preference of sixth graders was the eighth choice of the fifth graders.

Perhaps a look at a general description of the content of their top ten televiewing preferences will enable one to get a clearer insight into the subjects television habits and choices.

**Description of the top television choices among the subjects of the study.** -- Batman, the subjects overwhelming first choice is an adventure program, featuring two main characters, Batman and Robin the Boy Wonder. Batman, dressed
in a bat like suit, is actually rich playboy Bruce Wayne in disguise. Robin is played by Bruce's companion Dick Grayson, who is also in disguise. The two characters portray ordinary citizens in everyday life and come to the aid of the city of Gotham when a crime is committed. A tremendous amount of violence is carried on during the episodes and Batman and Robin are frequently dangerously trapped. However, this dynamic duo always triumph over crime.

The episodes come in two parts, one shown one day and the other episode shown another. This program gives one a glimpse of some of the modern methods used in crime detection and crime solving, also an idea of some crime detection and crime solving instruments that may be used in the future.

Lost in Space is an hour long adventure program. It concerns a space ship that crashed on another planet. Aboard were a family consisting of Mr. and Mrs. John Robinson, their children Willa Penny and Judy, another scientist Don and the rebel scientist Dr. Smith, who persists in becoming involved in something that will bring trouble to the group. In addition, to the living characters is found a robot that has been programmed to perform many miraculous feats, such as analyzing the atmosphere, detecting danger, etc. The robot is supposed to be the brain child of Dr. Smith.

The episodes depict the problems that people would possibly face if marooned in space. This is an excellent source of science fiction.
Hullabaloo is an hour long rock and roll musical shown once weekly featuring the latest rock and roll singers, dancers and songs. The settings for the different musical numbers are works of art. The producers seem to try to interpret the mood and meaning of each song with settings and dances.

This musical is an excellent source of information concerning the latest dance steps and songs. Its interpretative qualities are also helpful.

Where The Action Is is another rock and roll musical that has a daily thirty minute presentation Monday through Friday. It, too, features the latest rock and roll singers, dancers, and songs. However, the settings are not as elaborate as "Hullabaloo" nor is it located in one studio. One day an episode may be filmed on the sandy beaches of California, another day the singers and dancers will be found singing and dancing in the streets of Chicago. However, in each location the setting and dancers seem to try to interpret the songs.

Beverly Hillbillies is the story of a "hill" family discovering oil on their "hill" property, moving to Beverly Hills, California and retaining their "hill" ways. The family consists of Mr. Clampetts, his daughter Ellie, his deceased wife's nephew Jethro, and his mother-in-law Granny. Other regulars include Mr. Drysdale the Clampetts' banker and next door neighbor, Mrs. Drysdale, banker Drysdale's wife, who despises the Clampetts and Miss Hathaway, banker Drysdale's secretary, who has a yen for Jethro.
This comedy's satirical mood brings about a great deal of humor. The "ways of the hills" can be counted on to point out the "fallacies" of life in Beverly Hills. The grammar used on this is of the poorest.

**Gunsmoke** is an hour long weekly western program, set in the raw pioneer days, in Dodge City, with a kindly sprinkling of both good and bad human nature. This western is dominated by Matt Dillon the marshall of Dodge City. Other regulars are Festus, Doc, and Kitty Russell. Usually the marshall apprehends the law breaker, but the show is not always as violent as the title implies. Sometimes there is no law and order to restore and the lawman has only to give assistance to neighbors in distress.

**Lucy** is a comedy wherein Lucy portrays a widow working for the banker who executes her husband's estate. Mr. Mooney, the banker, is a very high strung man, that Lucy is constantly agitating. The program a thirty minute weekly, revolves around the antics of Lucy and Mr. Mooney. Seldom does a week pass that Lucy does not get involved in a hilarious situation trying to out wit Mr. Mooney.

This is an excellent source of hilarious comedy and good clean laughs for the entire family.

**Daktari** is an hour long weekly program with an African setting. It deals with the assisting of animals in a compound, supposedly, located in the jungles of Africa, by an American
doctor, his daughter, and his assistants. Here is an excellent source of information concerning the habits of wild animals. This show features a negro as one of its regulars.

The cartoon that ranked highest with the subjects was Huckleberry Hound. This is one of the fantasy cartoons set for amusement. It is centered around the antics of Huckleberry and his "enemy friends" Pixie and Dixie, also Jinx and Yogi Bear. The cartoons are silly, but seldom violent.

Andy Griffith is a thirty minute weekly comedy program about a sheriff, his family and his deputy in a small town called Mayberry. The episodes mostly depict law enforcement in a small town. This is another amusing source of clean comedy. However, the grammar used is very poor.

Though there were no significant differences found in the televiewing choices of it was revealed during the discussions that a few of the upper achievers in both the fifth and sixth grades viewed more of the news or news related programs. Whereas, the under achievers viewed only when these programs were related to their classroom activities. They used this time to do their chores or rush through their homework. It was also found that a few of the upper achievers of both groups viewed more of the "Television Specials" (Young Peoples' Concert, Space Specials, etc.).

Interpretative summary of differences in habits and preferences of the respective groups. -- There was no significant differences in the amount of time that the upper achievers of both
groups viewed television. Likewise, there was no significant difference in the amount of time spent televiewing by the two groups of under achievers.

The under achievers of the sixth grade spent on the average of seven more hours televiewing weekly than did the over achievers.

The under achievers of the fifth grade also spent an average of seven more hours televiewing weekly than the over achievers.

There was no significant difference in the televiewing choices of the over achievers and the under achievers of either the subjects of the fifth grade or sixth grade. Both groups listed the same top ten televiewing choices. However, where the fifth graders chose as number two choice "Hullabaloo" the sixth graders chose "Lost in Space," which was the fourth choice of the fifth graders. "Hullabaloo" was fourth choice for the sixth graders.

Implications for guidance in the selection of television programs for pupils with in the grades represented. -- It is felt the following implications can be drawn from the study:

1. The subjects televiewing habits seem to be excessive.

2. The subjects spent nearly twenty hours televiewing on Fridays and Saturdays.

3. The "under achievers" and "over achievers" viewed the same programs.
4. The subjects' top preferences were the same in both the fifth and sixth grades. However, in some instances various programs occupied different positions in the top ratings.

5. The subjects were interested in programs that were humorous, adventuresome, imaginative, musical, and competitive.

6. Little interest was exhibited by these subjects in drama, variety, sports, mysteries, serials, children shows, game programs or news programs. (These programs are classified as they are described in the T.V. Guide).

7. The subjects exhibited a great deal of interest in musicals.

8. The underachievers spent more time televiewing than the overachievers.
CHAPTER III

FINDINGS, CONCLUSIONS,
IMPLICATION AND RECOMMENDATION

Rationale. -- Television is the most powerful single medium of communication developed by man. It is likely that no invention will have greater influence on man's behavior or on our society's course of events during the next hundred years. Television, itself however, is merely a means of communication. What is done with it, whether it helps or hinders man in striving for better ways of living, depends upon what we do with it.27

According to Witty's findings in his various studies on televiewing habits of individuals, the elementary child in 1963 spent on the average of twenty-one hours per week televiewing programs featuring comedy, war and violence were popular choices.28

The question is no longer whether television can play an important role in education. This question has been answered in the affirmative. The question that now needs fuller exploration is what kind of role television can play most effectively.


With its tight and massive grip on the time and attention of the people, it becomes obvious that television can be worked to do great good.

Basic design and methodology. -- This was a descriptive study utilizing comparison of televiewing habits of forty-eight upper and lower achievers in a fifth and sixth grade class.

The specific purposes were:

1. To determine the televiewing habits of the above group.

2. To determine if there were differences in the televiewing habits and preferences of the upper and lower achiever of the above groups.

3. To survey and analyze the top preferences expressed by these groups.

4. To determine to what extent significant implications for guidance in the selection of television programs could be derived from the findings of this study.

The materials used in the study were T.V. Guide, Diaries, and questionnaires.

Subjects for the study were limited to forty-eight fifth and sixth grade pupils at the Beckbranch Elementary School, Calvary, Georgia.

Summary of related literature. -- The literature can be summarized as follows:

1. Television is the greatest scientific development in the area of communication within the knowledge of man.
2. Television's uses are limitless.

3. Socio-economic status is positively related to the amount of television viewing.

4. The public needs to be more concerned about commercial television.

5. Research is limited in the area of scholastic achievement and televiewing.

Findings. -- The following findings were considered pertinent:

1. The upper achievers in the fifth grade did an average of forty-one and a half hours of televiewing per week, while the under achievers televiewed an average of forty-eight and a half hours per week.

2. The upper achievers in the sixth grade averaged forth-one hours per week televiewing, while the under achievers averaged forty-nine hours per week televiewing.

3. All of the subjects averaged nearly twenty hour televiewing during Friday evenings and Saturdays.

4. The subjects spent nearly as much time televiewing on weekends as did other subjects their ages spent all week.

5. The subjects with the lowest I.Q.'s spent the most time televiewing.

6. The under achievers in both groups averaged televiewing seven hours more per week than did the over achievers.

7. There was no significant difference in the programs viewed by the upper and lower achievers.

8. There was found a significant difference between the amount of time spent televiewing for the upper and lower achievers.
9. The five top preferences were "Batman," "Hullabaloo," "Where The Action Is," "Lost In Space," and "Beverly Hillbillies."

10. The subjects were interested in programs that were humorous, musical, adventuresome, and competitive.

11. Little interest was shown in drama, variety, sports, mysteries, serials, children shows, game programs, or news programs.

Conclusions. -- The findings of this research appear to warrant the following conclusions:

1. As compared with national norms, the subjects of this study spent excessive amounts of time televiewing.

2. The four hours per day spent in televiewing on Monday through Thursday of each week left little time for varied play activities and detracted from time often spent in study during the regular academic year.

3. The fact that nearly twenty hours were spent in televiewing on Fridays and Saturdays led to the conclusion that this was a main recreational activity during this period of the week.

4. The fact that there was no significant differences in the televiewing preferences of the upper and under achievers was interpreted to mean that whatever accounted for better achievement did not influence television program choices.

5. The under achievers spent more time televiewing than did the upper achievers; thus, it was concluded that time for study was even more limited by this activity among the lower group than among the upper one.

6. The top preferences for humor, adventure, and imagination are comparable to preferences expressed by participants in nation-wide survey. Their top programs were: "77 Sunset Strip," "Dobie Gillis," "Lucy," "Twilight Zone," and "Huckleberry Hound."
7. Guidance is needed in order that the subjects of this study and similar populations might make wiser use of television in terms of time and variety.

Implications. -- The following implications were revealed:

1. Children benefit from programs that are of interest to them.

2. Children need to be taught to teleview discriminatingly.

3. Guidance is needed in controlling their excessive televiewing.

4. Educational experiences for these youngsters could be enhanced if incorporated with their televiewing.

5. Too much televiewing could interfere with scholastic achievement.

6. Youngsters need more than one outlet for their recreational time and in this study excessive televiewing appear to highlight this limitation.

7. Subjects were closely associated with those programs they could emulate.

8. Excessive televiewing habits, lower intelligence quotient and poorer school achievement were found in the same child.

Recommendations. -- The interpretation of the findings of this research appear to justify the recommendations that:

1. Parents and teachers give more guidance to pupils in order to help them balance televiewing.

2. In this community, school parents and laymen provide recreational activities for youth.

3. Parents equip television sets for educational television.

4. Teachers use children's televiewing experiences to stimulate interest in classroom activities.
5. Teachers keep children informed of television programs which are related to their classroom experiences.

6. More research should be done in the areas of:
   A. Televiewing habits of culturally deprived children.
   B. Needs that are satisfied by children's televiewing experiences.
   C. What teachers are doing in the area of guidance or utilization of televiewing.
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Willis, Eula Mae Armstrong

Education: B. S. Savannah State College (Elementary Education), Savannah, Georgia.

Experiences: Teacher of 2nd, 3rd, 5th, and 6th grade, one teacher school in Coffee County, Georgia, 1954; 2nd grade teacher Mary Hayes Elementary School, Broxton, Georgia 1955. 5th grade teacher at Beckbranch Elementary School Calvary, Georgia, 1959 to present

Graduate Field of Concentration: Elementary Education

Professional Membership: Georgia Teacher and Education Association, National Education Association, American Teacher Association

Personal Information: Married to James Willis, Principal of Beckbranch Elementary School Calvary, Georgia, two youngsters James II and Renee ages 7 and 8.
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Other programs watched

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<td>3:00 - 3:30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other programs not listed  By: __________________________