Summary

The tenability of the Total-Time Hypothesis, while predicts that a fixed amount of material would be learned in a fixed amount of time regardless of the method of practice, has been established by a number of investigators (Murdock, 1960; Peters, 1936; Bousfield Sedgewick and Cohen 1954).

However contradictory results have been reported when less meaningful material was used. (Braun and Heyman, 1958; Muhar and Shrivastava, 1971; Bhaskar and Muhar, 1972).

In view of these contradictory results the present investigation was designed to test the tenability of the Total-Time Hypothesis for material of varying degrees of meaningfulness. It was hypothesised that:

01 A fixed amount of meaningful material will be learned in a fixed amount of time regardless of the method of learning used provided all other variables are controlled.

02 Since the Total-Time Hypothesis does not hold true for material of low meaningfulness, more N.S.S. would be learned by the part and spaced method of practice than by the massed or whole method.

For testing these hypotheses an experiment was conducted in which meaningful and N.S.S. (100% and 60% association value) were learned by the massed, spaced, part and whole method of practice.
Sample:
A sample of 40 students were selected on a random basis from the B.A.II and III students of University College, Rohtak.

Experiment:
A multigroup design with four groups was used. Subjects of each group learned three lists of 20 meaningful and nonsense (100% and 60% association value) syllables by either the massed, spaced, part or whole method of practice, on three consecutive days. However, the total learning time was kept constant for each group (400 seconds). The mean recall percentage of each group was calculated.

Duncan's Range test was applied for testing the significance of difference between the recall scores of the four groups.

The results of this experiment confirmed the first hypothesis, supporting the view that the Total Time Hypothesis holds for meaningful material. However, the second hypothesis was not verified. No significant difference was observed between the mean percentage recall scores of the four groups while learning meaningless material. These results are in contradiction to those of Muhar and Shrivastava (1971) and Bhaskar and Muhar (1972) and support those of Novland (1958 a,b).

Thus it appears that the Total-Time Hypothesis holds good even for meaningless material.