Preface

The concept of total time hypothesis is closely related to verbal learning. This hypothesis explains that for methods (Massed, Spaced, Whole and Part) of learning are equally effective. According to the Total Time Hypothesis, there is a fixed amount of time necessary to learn a fixed amount of material irrespective of number of trials into which time is divided. However, number of researches in this area indicate that this hypothesis does hold true only for meaningful material, but still contradiction exists.

The present investigation was designed to test the tenability of the Total-Time Hypothesis for material of two degrees of meaningfulness among adults and children, by following massed, spaced, whole and part methods of practice. Results indicate that adults as well as children learned a fixed amount of meaningful material in a fixed amount of time regardless of the learning method. Although, in case of non-sense syllables (60 percent association value) hypothesis held true only among adult subjects and children preferred part and spaced methods.

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