

info kampus



Universiti Teknologi MARA, Cawangan Sarawak

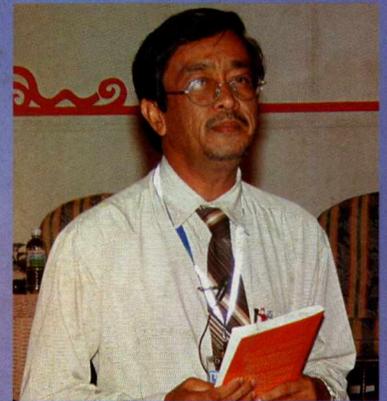
Jln Meranak, 94300 Kota Samarahan, Perlis Surat 1258, Kuching, Sarawak, Tel: 082-672153 Telefax: 082-672155 e-mail: uitmsamarahan@sarawak.uitm.edu.com

Isu 40 - Jun 2004

15hb Julai 2004



Academic Conference UiTM Sarawak, 2004



Hari Q-Penyelenggaraan



inside !



Mesej Pengarah Kampus

Academic Conference UiTM Sarawak

Kursus Tahap Kecekapan

Hari Q-Penyelenggaraan

ABCs of Life Resuscitation

Fakulti Sains Sukan Dan Rekreasi

Annie Wong in Johannesburg

Lembaran Baru

Ke Arah Universiti Bertaraf Dunia

ideas in education

The Effect of Time of Day of Instruction on Achievement

Research Problem

What is the effect of time of day of instruction on eight-grade students' English and Mathematics achievement?

Theory

A theory involving short-term memory (STM) and long-term memory (LTM) suggests that tasks that involve mainly the use of STM are learned and performed better in the morning; tasks that involve mainly the use of LTM are learned and performed better in the afternoon. Two physiological factors account for time-of-day differences in learning: (a) basal arousal rises from a low level in the morning to a peak in the evening, and the use of STM and LTM are associated with it, respectively; (b) diurnal rhythms in plasma and hormone levels influence the way people encode, store, and retrieve information and are associated with better LTM processing later in the day and better STM processing earlier in the day.

Hypothesis

Because reading involves connecting the printed information to prior knowledge and experience, it was hypothesized: Students will achieve more in reading when instruction is provided in the afternoon. And because instruction in math skills involves more mental manipulation of data and use of STM, it was hypothesized: Students will achieve more in arithmetic when instruction is provided in the morning than in the afternoon.

Methods

Eighty eighth-grade students were randomly assigned to the following treatment groups: (1) first-period English, (2) last-period English, (3) first-period math, (4) last-period math. The same English teacher and the same math teacher taught the first-period and last-period sections of

the courses using the same methods and materials. The Comprehensive Test of Basic Skills (CTBS) was administered at the beginning (pretest) and the end of the school year (posttest) to measure achievement. The tests were given on the same day for each content area, as well as during the middle of the school day for all groups in order to control the potential influence of time of day of output effects.

Analysis

The respective sets of English and math scores were each analyzed through the analysis of covariance (ANCOVA), with the pretest scores serving as the covariate. ANCOVA takes into account the variation that exists between pupils' pretest scores and adjusts the posttest scores in relation to them so that valid comparisons can be made.

Results

The afternoon English group achieved at a significantly higher level than the morning English group. There was no significant difference in the math achievement of the morning and afternoon math groups.

Conclusions

It was concluded that learners would benefit more from afternoon instruction than from morning instruction in eighth-grade English. Time of day of instruction made no difference in eighth-grade math achievement. The researcher concluded that the hypothesis concerning math be subjected to further investigation. Perhaps the STM and LTM functions found in previous research are not very representative of those required

(Davis, Z. T. (1988). 'The Effect of Time of Day of Instruction on eight-grade students' English and Mathematics achievement.' *The High School Journal*, 71,78-80.)

Business Perspectives

(The Borneo Post (ECONOMICA) - 26-6-04)

You see a gorgeous girl at a party. You go up to her and say, "I am very rich. Marry me!" That is Direct Marketing.

You are at a party with a bunch of friends and see a gorgeous girl. One of your friends goes up to her and pointing at you and says, "He's very rich. Marry him." That

is Advertising.

You see a gorgeous girl at a party. You go up to her and get her telephone number. The next day you call and say, "Hi, I'm very rich. Marry me." That is Telemarketing.

You are at a party and see a gorgeous girl. You get up and straighten your tie; you walk up to her and pour her a drink. You open the door for her; pick up her bag

after she drops it, offer her a ride, and then say, "By the way, I'm very rich. Will you marry me?" That is Public Relations.

You are at a party and see a gorgeous girl. She walks up to you and says, "You are very rich." That is Brand Recognition.

You see a gorgeous girl at a party. You go up to her and say, "I'm rich. Marry me." She gives you a nice hard slap on your face. That is Customer Feedback!!!!

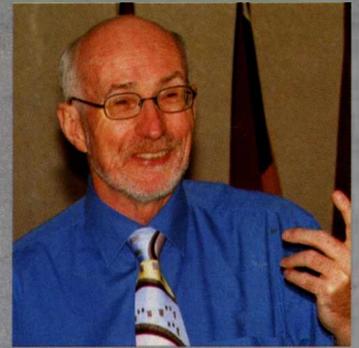
Minggu Mesra Siswa



Hari Aktiviti



American Students at UiTM Sarawak (next issue)



Prof. Jim Graham
(next issue)



Sidang Redaksi Penasihat

Prof Madya Dr. Abd Rahman Deen
Prof Madya Dr Fatimah Bujang

Penyelaras Penerbitan

Yuthandy Maniam
MB 62/Ext 528

Panel Editor

Tenning F. Seling (Ketua)
MB 79/Ext 469

Cindy Wee (Penolong Ketua)
MB 20/Ext 508

Sharifah Zakiah
MB 199/ Ext 344

Prabha Ramakrishnan
MB 147/Ext 525

Helen Pereira
MB /Ext

Azlina Ghazali
MB 171

Wakil Perpustakaan

Saptuyah Rosli
Ext 207

Wakil Pelajar

Nomiday Dajie
Rafidah Nawawi

Grafik dan Percetakan

Yuthandy Maniam

Bantuan Teknikal

Abdul Khalid Karim

Sirkulasi

Ahmad Lotfi Ariffin
Sabariah Mohd Apandi

For your convenience - infokampus2000@yahoo.com