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An Investigation of the Effect of Daily Tests on the Retention of Knowledge of Malaysian Students in the Re-Orientation Program

Rokiah Mohamed

Western Michigan University

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AN INVESTIGATION OF THE EFFECT OF DAILY TESTS ON THE RETENTION OF KNOWLEDGE OF MALAYSIAN STUDENTS IN THE RE-ORIENTATION PROGRAM

by

Rokiah Mohamed

A Thesis
Submitted to the Faculty of The Graduate College in partial fulfillment of the requirements for the Degree of Master of Arts Department of Psychology

Western Michigan University Kalamazoo, Michigan April 1986

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AN INVESTIGATION OF THE EFFECT OF DAILY TESTS ON THE RETENTION OF KNOWLEDGE OF MALAYSIAN STUDENTS IN THE RE-ORIENTATION PROGRAM

Rokiah Mohamed, M.A.
Western Michigan University, 1986

Seventy Malaysian students participated in the 7-day Re-Orienta-
tion Program and were divided into two groups; 20 students were in
Group 1, the group that took the daily tests and 50 students were in
Group 2, the group that took the final examination only. The results
of the final examination revealed a significant difference between
the two groups, t (68) = 5.895, p < .05. The means of Groups 1 and 2
were 30.75 and 24.26 respectively. The correlations between the
scores of the daily tests and the final examination scores were also
statistically significant at p < .05 where n = 20. A post hoc anal-
ysis was done to further support the data. It is suggested that
further research can be done using knowledge tests in programs that
run for longer periods of time to improve students' retention of
knowledge.
ACKNOWLEDGEMENTS

For the blessings Allah, s.w.t. has given me, "Syukur Alhamdullilah."

My sincere appreciation to my advisor, Dr. Dale Brethower, for his advice, guidance, and support through the course of my graduate work. I am also grateful to Dr. Jack Michael and Dr. Fred Gault for their intellectual guidance. Special thanks go to Mary Saint who gave me constructive feedback regarding my work.

To my parents and loved ones, I would like to express my deepest thanks and love for their continual support and encouragement.

I would not have been able to achieve my educational goals if not for the Malaysian government who sponsored my undergraduate and graduate education. I would also like to thank the Civic Bureau, Public Service Department, and MARA (Majlis Amanah Rakyat) for allowing me to conduct this study during the Re-Orientation Programs.

Finally, a million thanks to all my friends who helped make my stay in the United States an unforgettable experience filled with everlasting memories.

Rokiah Mohamed
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INTRODUCTION

A test may be thought of as any standardized procedure for eliciting the kind of behavior we want to observe and measure. In the evaluation of any educational program, the attainment of subject matter knowledge and skill as well as other behavioral outcomes, the content of the program, and the process of training should be considered. This study will be restricted primarily to the measurement of subject matter attainment of knowledge using tests.

Tests can be used to provide information about the individual's present behavior and about the conditions or instructional treatments which produce the behavior (Glaser, 1963). In this study, another purpose of tests is to help students retain more of the knowledge over longer periods. A substantial body of literature in educational psychology demonstrates that tests, recitation, and distributed practice, in general, are effective in reducing the rate of decay of knowledge and skill (Hovland, 1951). Gaynor and Milham (1976) found that students who took weekly quizzes earned higher scores on the final examination than those who took only the midterm examination. However, there is very little evidence on the effects of frequent tests on long-term retention despite its obvious importance to initial learning.

The issue of testing and the effect of its frequency on learning has been extensively researched. Ebbinghaus's (1885) pioneer study had shown that delayed retention of meaningful connected terms was
increased by repetition. Massed rather than spaced repetition was employed in his study. The study done by Ausubel and Youssef (1965) showed that repetition of tests influence learning and retention. After several testings, learners do not have to grasp meanings of the materials learned and can concentrate solely on trying to remember them. Since previously the students derived gross meanings from the learning materials on the first trial, they were sensitized to more refined meanings and subtle distinctions of the test material on the second or third trial. Learners also learned to be aware of elements that induced forgetting such as lack of discriminability, confusion, and ambiguity and thus, counteract these elements (Ausubel & Youssef, 1965). The superiority of frequent testing may be due to extra practice in the form of overt or implicit rehearsal during rest pauses (Hovland, 1951).

Another factor that affects retention and transfer of knowledge is whether learners were told of their performance on tests in order that the tests can be a learning as well as an evaluation tool. In a study conducted by Sassenrath and Gaverick (1965), an increased amount of information from the feedback on the midterm examination was measured by the increase in scores on a retention section and a transfer section of the final examination. In this study, the students from four different classes were given a 40-item multiple choice midsemester examination. Two days after taking the test, the following treatments were given to these four groups: discussing the examination papers with the instructor, checking over the examination answers on the board to see which items were right or wrong and why
they were wrong, checking of answers to examination questions by referring to the textbook (with page numbers given), and no feedback and no opportunity to see or go over the examination. All subjects were given their total scores and letter grades. At the end of the 45-minute class period, examination papers were collected from those subjects whose examinations were returned. The students were tested at the end of the semester on 45 "retention" questions and 30 "transfer" items. The study did not indicate the amount of time each group put into studying. It was found that students who received feedback in the form of a discussion, checking answers on the board, or looking in the book had higher scores on the retention and transfer sections of the final examination than students who did not receive any feedback.

Retention of acquired knowledge can be maintained over longer periods of time if knowledge is used in small amounts of properly spaced review activities (Landauer & Ainsle, 1975). Theorists stated that repeated practice strengthens connections and lack of use weakens connections, and there is a possibility that some forgetting does occur owing to physiological changes associated with disuse (Hovland, 1951).

The effect of frequent testing, frequent feedback, and frequent use on the retention and transfer of knowledge can be used as a method to evaluate educational programs. In this study, the author is particularly interested in the effectiveness of the Re-Orientation Program of Malaysian students who are sent to other countries for further education. Sending these students abroad is a large human investment.
by the Malaysian government and is a part of the National Education Plan of Malaysia. The author's interest is primarily due to her observation and concern that these students are lacking social and language skills and are not aware of their role and responsibilities toward their country. Apart from all these concerns, a new cultural milieu must be understood, an unfamiliar environment negotiated, and a vast amount of information must be processed and assimilated to insure success academically and socially.

Because of the political and financial constraints, the author realized that this evaluation is not comprehensive and cannot provide definitive statements of what should be done. Thus, answers to the following four levels of evaluation (Brethower & Rummler, 1977) were not fully obtained:

1. Do they like the program?
2. Do they learn from the program?
3. Do they use what they learn?
4. Does the Malaysian government benefit from the newly learned performance?

The information collected was relevant primarily to Question 2, do they learn from the program.

In this study, knowledge tests were used as instruments to elicit and record information regarding how much the students had learned from the Re-Orientation Program. The program is a 7-day program where students learn and update their knowledge on the social, economical, and political aspects of the country. The difference in the frequency of tests was the basic treatment for two different groups to
find out the effect of frequent testing on short-term retention of knowledge.

This evaluation study yields measurement that facilitates the establishment of norms and standards. With the scores obtained from the knowledge tests, standards for these students can be established and the trainers of the program can determine whether or not students require more training. However, this method of evaluation is totally dependent on the development, administration, scoring, and interpretation of the knowledge tests (Jemelkan & Borich, 1979). However, there is evidence that tests influence the trainers' and learners' behaviors; they tend to increase the time and effort spent in learning and teaching what the tests measure (Frederiksen, 1984). In one particular study done by Halphin and Halphin (1982), a group of students was instructed to study for a test and the other group was instructed to study "in order to learn." The researchers found that the students who studied for a test earned higher scores on the subsequent test.

From the literature reviews and research findings, it is predicted that students who take the tests daily during the Re-Orientation Program will perform better than the students who only take the examination at the end of the program. Incorporating the daily tests in the evaluation of the program might not only inform the trainers how much the students have learned from the Re-Orientation Program but also might make the students aware of the importance of the program.
METHOD

Subjects and Setting

The program studied was the Re-Orientation Program of Malaysian students. This is a large scale program for Malaysian students who have been sent to other countries like the United States, United Kingdom, Japan, Australia, New Zealand, and other European countries to further their education in various fields of study. These students were given scholarships by different government departments such as the Public Service Department, Ministry of Education, Ministry of Defense, National Petroleum Board, and National Electricity Board. The students were required to go back to Malaysia after the completion of their second year in the host countries. All students have a Malaysian Certificate of Education (M.C.E.), a certificate acquired from the successful completion of high school. These are students with an overall grade point average of 3.0 or above. They were carefully selected by the government based on their M.C.E. results. Before departing to their respective host countries, they had undergone an intensive course in English language and an orientation program.

The re-orientation was held from the 20th to the 27th of July, at Sultan Ahmad Shah Training Institute, Bangi, Selangor, Malaysia. The goals and the content of the program are the same as the orientation program. The goals of the program are as follows:
1. To update the students with the recent social and economic development and progress of the country.

2. To increase the students' awareness and knowledge with regard to religion, moral values, the influences and side effects of drugs, alcohol, etc.

3. To increase their sense of responsibilities and their love for their country.

The program was conducted by trainers and facilitators from the Malaysian Civic Bureau. The program (shown in Appendix A) included lectures, dialogues with several distinguished professionals from the government, sensitivity training exercises, and group discussions.

Seventy students were randomly selected from a total population of 250 students. Numbers were randomly selected from the registration list. The students whose names corresponded to the numbers selected were the subjects. These subjects were randomly assigned to two experimental groups. There were 20 students in Group 1, the daily tests group, and 50 students in Group 2, the without-daily-tests group.

Procedure

Materials

Questionnaire A and B

At the beginning of the program, all students were given a Likert-Scale questionnaire on the initial orientation program they had before departing to their host countries. The questions asked whether they
remembered, understood, and practiced what they had learned from the orientation program (Appendix B). At the end of the program, another questionnaire was given to the students asking them if they engaged in certain activities during the program such as notetaking, attentive listening, and discussing to increase their retention of what they had learned (Appendix C).

Posttests

In constructing the tests, the author attended three other similar programs prior to the program studied. Questions were generated based on the content of these programs and were checked by the trainers after each program. If trainers decided that the questions were important and worded accurately, questions were pulled together and were included in more than one test or in the final examination. The questions were also checked by the Socio-Economic Research Unit to see whether the questions were relevant to the lectures and whether the questions contained any governmental issues.

The daily tests and the final examination covered major topics discussed during the program. Questions were originally written in Malaysian language. These questions were translated to English (Appendices D, E, F, G, and H). Questions were generally items asking students what they had learned and why the topics were important for them. Items were short answer questions, requiring one or more words or sentences. The final examination consisted of items introduced from the first through the last test. The items were selected for the final examination if 50% of the students or more had missed
them or if the questions were considered by trainers as important items for students to remember. The items on the final examination were slightly different from the daily tests. The allocation of points for each test and examination was as follows:

Test A: 25 points
Test B: 10 points
Test C: 12 points
Test D: 25 points
Final Examination: 40 points

The tests had different total points because of their differences in quantity and quality of the content of the topics. Each answer was worth a point or one half point depending on how important the question was. If the question required four answers, then two or four points were given to the right answers. The degree of importance of each question was determined by the trainers.

Group 1 was given daily tests on major lectures, discussions, and dialogues. Tests were given at the end of the session and students were given 20 minutes to finish the tests. A majority of the students completed the tests in 15 minutes. A final examination covering important points of the content of the program was given on the last day of the program before the closing ceremony. Thirty minutes were given to students to complete the examination. More than 50% of the students completed the examination before or in 25 minutes. The rest finished the examination in exactly 30 minutes. After the test papers were collected, the students were told the correct answers so that they would know what were the items they had
correct and incorrect. Test papers were not given back to students but they were informed of the scores a day after each test.

Group 2 was given only the final examination on the last day of the program. After all the students had completed their final examination, they were told the correct answers to all the questions. Again, examination papers were not given back since the scorers did not have enough time to finish scoring the examination papers before the program ended. Brochures and pamphlets on lecture materials and other governmental issues of interest printed by the Prime Minister Department and Ministry of Information were distributed at the end of the closing ceremony of the program.

Reliability

Exams were scored by two scorers. Both scorers had similar answer keys to the questions (Appendix I). They were told to put the answer keys beside the test papers. The points for each question should be written on the left side margin of the answer sheet. The total score should be written on top of the answer sheet. One scorer was given the original copies of tests and examination and the other scorer was given photocopies of tests and examination. This enabled the scorers to score them at the same time without looking at the other scorer's points. Thus, the scorers were not influenced by each others scores.

Both scorers' answer sheets were compared. If the grades differed from one another, then the scorers would refer to the answer keys. The scorer who had made a mistake would correct the score immediately.
However, this discrepancy was counted as a disagreement. The graded answers that matched were counted as agreements. If questions had several alternative answers, these alternatives would be written on the answer key to guide the scorers.

The reliability coefficient was computed by the method in which the number of agreements was divided by the number of agreements plus disagreements and multiplied by 100. The reliability yielded 98%. The 2% was due to human errors such as looking at the wrong answer key or scoring the papers according to the scorer's judgement and experience.
RESULTS

Daily Tests and Final Examination Data

On the whole, Group 1, the group that took the daily tests performed better (M = 30.75) than Group 2, the group that took the final examination only (M = 24.26). The standard deviations were 3.307 and 4.448 for Group 1 and 2 respectively. The scores range from 27 to 39 for Group 1 and 12 to 32 for Group 2. Thus, the difference of the performance of these groups was statistically significant; t (68) = 5.895, p < .05. The means, ranges, standard deviations, and t-score are shown in Table 1.

Table 1

The Range, Mean, Standard Deviation and the t-Score of the Final Examination Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Score</th>
<th>Range</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily tests</td>
<td>30.75</td>
<td>27-39</td>
<td>3.307</td>
</tr>
<tr>
<td>Without-daily-tests</td>
<td>24.26</td>
<td>12-32</td>
<td>4.448</td>
</tr>
</tbody>
</table>

\[ t \text{-obtained} = 5.895, \ p < .05 \]

\[ t \text{-critical} = 2.00, \ p < .05 \]

The correlations between the scores of the daily tests and the final scores are shown in Table 2. The correlations were .8246,
.8246, .8387, .9008, and .9338 for Test A through D respectively. All of these correlations were statistically significant at $p < .05$ where $n = 20$.

Table 2
Correlation Between Daily Tests and Final Examination Scores of Daily Test Group

<table>
<thead>
<tr>
<th>Tests</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test A</td>
<td>.8246</td>
</tr>
<tr>
<td>Test B</td>
<td>.8387</td>
</tr>
<tr>
<td>Test C</td>
<td>.9008</td>
</tr>
<tr>
<td>Test D</td>
<td>.9338</td>
</tr>
</tbody>
</table>

Questionnaire A and B

The responses in Questionnaire A as seen in Table 3 did not differ across students in the two groups. More than 50% of the students from both groups strongly claimed that they were aware why the government had sent them to other countries to further their education and that they always practiced the religious values taught during the orientation program. A majority of them also asserted that they understood and were concerned with the economic, social, and political stability of the country, had spirit to work for the country, and were aware of the activities of the negative influences. However, most of the students were neutral about how much they remembered from what they had learned from the orientation program two years ago. More
than 50% of them did not say they updated their knowledge on the progress of the country while they were overseas. There were no appreciable differences, on any questions, between responses of the two groups.

Table 3  
Questionnaire A: The Percentage of Students Responding to Orientation Program

<table>
<thead>
<tr>
<th>Questions</th>
<th>Group</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>5%</td>
<td>15%</td>
<td>55%</td>
<td>20%</td>
<td>5%</td>
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<tr>
<td>2</td>
<td>2</td>
<td>4%</td>
<td>16%</td>
<td>46%</td>
<td>30%</td>
<td>4%</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>0%</td>
<td>5%</td>
<td>35%</td>
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<td>42%</td>
<td>6%</td>
</tr>
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<td>3</td>
<td>1</td>
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<td>45%</td>
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<td>58%</td>
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</tr>
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<td>45%</td>
<td>50%</td>
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</tr>
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<td>2</td>
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<td>28%</td>
<td>32%</td>
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<td>6</td>
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<td>5%</td>
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<td>50%</td>
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<td>8%</td>
<td>18%</td>
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<td>26%</td>
<td>2%</td>
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<td>6%</td>
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<td>56%</td>
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<td>2</td>
<td>2</td>
<td>6%</td>
<td>0%</td>
<td>20%</td>
<td>54%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Questionnaire B measures as seen in Table 4 indicate that the groups did not differ in how they said they liked and learned from the program, how attentive they said they were during the lectures and how they said the knowledge can make them a better citizen of the country. However, the group that took daily tests said that they took down notes and read them over more than the other group did. The daily tests group also made greater claims that they could discuss the content of lectures in oral and written form than did the other group.

Table 4
Questionnaire B: Percentage of Students Responses on the Re-Orientation Program

<table>
<thead>
<tr>
<th>Questions</th>
<th>Group</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>15%</td>
<td>70%</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
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<tr>
<td></td>
<td>2</td>
<td>26%</td>
<td>46%</td>
<td>20%</td>
<td>4%</td>
<td>4%</td>
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<td>2%</td>
<td>54%</td>
<td>38%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>5%</td>
<td>60%</td>
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Post Hoc Analysis of Final Examination Scores

Since the $t$ test is significant at .05 level, a post hoc comparison is done to evaluate interesting comparisons of the final scores of Groups 1 and 2. For the purpose of the analysis, it was decided that the passing score of the final score is 28 out of 40 points which is equivalent to 70%. It was found that 17 out of 20 students (85%) in Group 1 passed the exam and 8 out of 50 students (16%) in Group 2 passed the exam. This analysis is shown in Table 5.

Table 5

<table>
<thead>
<tr>
<th>Group</th>
<th>Sample Size</th>
<th>Number of Passes</th>
<th>Percentage of Passes</th>
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<tr>
<td>Daily tests</td>
<td>20</td>
<td>17</td>
<td>85%</td>
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<tr>
<td>Without daily tests</td>
<td>50</td>
<td>8</td>
<td>16%</td>
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</tbody>
</table>

Note: The total score of the final examination is 40. The passing score is 28 or above.
DISCUSSION

Daily Test and Final Examination Data

The question of this thesis is: Will the subjects in the group that took the daily tests outperform subjects in the group that only took the final examination? This study has shown that there is a significant difference in the performance of Group 1, the group that took the daily tests, and Group 2, the group that took the final examination only. Thus, the results of this study are consistent with the extensive research done on the effectiveness of frequent testing (Hovland, 1951; Ausubel & Youssef, 1965; Spitzer, 1939; Cook, 1944).

There is an increase in the correlation between the daily test scores and the final score. This result could mean that students' performance might be increased through the practice of taking the tests. This finding is also consistent with the research findings which proved that practice effects were maximized for students who took tests with repetition of tests items and that retention could be increased over time (Hovland, 1951). By answering the same items several times, the students were kept in practice although the limit of improvements had been reached. Furthermore, there were short intervals between the tests and the final examination. The intervals ranged from one to four days from Test A through Test D. The short interval would not favor forgetting and students do not
have to start practically from the beginning on the final examination (Cook, 1944).

There was an unequal number of subjects in Groups 1 and 2. Because of time and financial constraints, a smaller sample of 20 was selected for the daily test group and a sample of 50 was selected for the without-daily-test group.

Items in the final examination included review items that were selected by trainers if they had found that 50% of the students or more had missed them or if the questions were important for students to remember. It was found that items requiring students to define concepts and ideas were items that 50% or more of the students had missed. On the other hand, students did well in analysis questions such as asking the importance and the implementation of concepts.

Although these results are statistically promising, there is a possible difficulty in adopting the daily tests in the program. The Re-Orientation Program was a 7-day program and the students had to remember a vast amount of information within a short period of time. The schedule of the program was tight and there was hardly any time for the students to study their notes. They were kept occupied with activities through the day and night and by the time they took the tests at the end of the sessions, they were extremely tired. The students had to cram a lot of information over such a short period of time. It has been postulated that fatigue can cause lowering of performance (Hull, 1943). Thus, the knowledge tests might not appear to be practical to sponsors in evaluating the students' performance in the short program because the students were too fatigued and had
too little time to study. Since many studies have shown that results show greater benefits from increasing length of time between training sessions (Hovland, 1951; Ausubel, 1966; Woodworth, 1938; Spitzer, 1939), further research can be done using knowledge tests in programs that run for longer periods of time to improve students' retention of knowledge.

**Questionnaire A and B Results**

The two groups were similar with respect to the responses on Questionnaire A. Therefore, it appeared that these groups were similar with regard to how much they said they remembered and were aware of the knowledge gained from the orientation program two years ago. Questionnaire B showed that the daily test group reporting putting more effort in taking down notes and reading them over. This is consistent with several studies that showed the influence of tests in increasing the amounts of time and effort spent on studying (Learner, 1981) basically because the tests constitute a set of external demands.

It was noted that some of the questions in the questionnaire were worded strongly in such a way that the subjects almost had to answer them positively. For example, Question 3 in Questionnaire A (Appendix B) stated that: "After two years I still have spirit to work for my country, religion, and race." More than 80% of the students in both groups agreed or strongly agreed to the statement. In spite of such demand characteristics, many students in Group 2 did not "pass" the final examination.
Post Hoc Analysis

A post hoc analysis was done to explore the data further. The analysis showed a different comparison of the final scores of Groups 1 and 2. Eighty-five percent of the students in Group 1 passed and only 16% of the students in Group 2 passed, using 70% as the passing percentage of the score. This analysis indicates that the significant difference between the Group 1 and Group 2 was of practical importance. It also further supports the findings that repetition and frequency of tests influence learning and retention (Ausubel & Youssef, 1965; Hovland, 1951; Spitzer, 1939; Cook, 1944).

General Discussion

Even though the sponsors had tried to devise certain evaluation designs and statistical analyses, there apparently had not been a comparable effort to develop methods for measuring the achievement of students and the achievement of the goals of the program. The experiment the author carried out reflected external constraints such as resource limitations, external deadlines, and certain restrictions set by the government that impinge upon the evaluative effort. These constraints would not have been faced by the sponsors if they had carried out the experiment themselves. With the support of professional guilds, it would be worthwhile for them to search for the best evaluation techniques for program schedules, program structure, program popularity, and program achievement. However, political sensitivities can dim their cooperation on issues in deciding the
research design and data collection method used. Weiss (1973) found that political perspectives will lessen the likelihood that the trainers will view the evaluation findings as conclusive or the need to act on them as imperative. Thus, internal and external evaluators with adequate skills should be employed to carry out the evaluation.

Future research might examine follow-up performance on students' achievement on academic, career, and political awareness. Additional research could investigate the cost and benefit of the techniques used to evaluate the program. The author would suggest that the sponsors find ways to measure the students' potentiality to meet new demands made upon them by acculturation, technology, and other environmental factors that affect the students' capacity for adjustment to change. Adaptability tests that involve measuring simple behavioral processes can be incorporated to study the factors that influence modifiability of behavior. Hence, students will not only become more effective academically in the host countries but also socially and vocationally.

In summary, the results that show the significant difference between the daily test group and the without-daily-test group in the Re-Orientation Program of Malaysian students is consistent with several studies which had proved that students taking daily review tests performed better than students who did not take such tests (Ausubel & Youssef, 1965). This study could be replicated with longer programs and improved test questions and program content to further support the results of this study and to show the effectiveness of frequent testing in the retention of knowledge.
The study would be a value to the Malaysian government, particularly the Public Service Department and The Ministry of Education, because it has proven that with frequent testing, students are able to increase their retention of knowledge. It would be of greater value if it showed that retention of knowledge of students gained from the Orientation and the Re-Orientation Programs are essential to the students in order for them to perform well academically and to adapt to their host countries. This study has also brought new perspective to the sponsors on their present methods of evaluation and how to improve them.

Since sending students overseas for further education is one of the important Malaysian government's projects, it is worthwhile for the sponsors of the program to search for evaluation techniques to improve the program and to reach its goal.
APPENDIX A

Re-Orientation Program of Malaysian Students

Saturday, 20th July 1985
9:00 a.m. - 2:00 p.m.    Registration
2:30 p.m. - 4:30 p.m.    Briefing and general overview
8:30 p.m. - 11:00 p.m.   Lecture: History of Malaysia

Sunday, 21st July 1985
8:45 a.m. - 1:15 p.m.    Lecture: National Security
2:30 p.m. - 4:30 p.m.    Group discussion
8:30 p.m. - 11:00 p.m.   Dialogue

Monday, 22nd July 1985
8:45 a.m. - 1:15 p.m.    Lecture: Present issues of interests
2:30 p.m. - 4:30 p.m.    Group discussion
8:30 p.m. - 11:00 p.m.   Dialogue

Tuesday, 23rd July 1985
8:45 a.m. - 1:15 p.m.    Lecture: National Economic Plan and National Education Plan
2:30 p.m. - 4:30 p.m.    Dialogue
8:30 p.m. - 11:00 p.m.   Discussion on Islamic values

Wednesday, 24th July - 26th July 1985
8:45 a.m. - 11:00 p.m.   Sensitivity Training Exercises

Saturday, 27th July 1985
8:45 a.m. - 1:15 p.m.    Meetings with respective sponsors
2:30 p.m.                Closing ceremony - debriefing of the program
APPENDIX B

Questionnaire A: The Orientation Program

Circle the number which you think is most accurate:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

1. I remember what I learned in the orientation program two years ago.  
   1 2 3 4 5

2. I understand the present condition of the country.  
   1 2 3 4 5

3. After two years, I still have spirit to work for my country, religion, and race.  
   1 2 3 4 5

4. I know the general economic standing of "bumiputeras."  
   1 2 3 4 5

5. I have always update my knowledge on the progress of the country while I was overseas.  
   1 2 3 4 5

6. I remember the country's national constitution.  
   1 2 3 4 5

7. I am concerned about the country's economic, social, and political stability.  
   1 2 3 4 5
8. I am aware of why the government sent me overseas to further my education.

9. I am always aware of the activities that have negative influence on me.

10. I always practice the religious values taught during the orientation program.
APPENDIX C

Questionnaire B: The Re-Orientation Program

Circle the number which you think is most accurate:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

1. I find the lectures and activities interesting.  
   1  2  3  4  5

2. I listened attentively to the lectures.  
   1  2  3  4  5

3. I understood the content of the lectures and the objectives of the activities.  
   1  2  3  4  5

4. I took down notes on important points.  
   1  2  3  4  5

5. I read my notes over again after the lectures.  
   1  2  3  4  5

6. I find the lectures and activities useful and relevant.  
   1  2  3  4  5

7. I can discuss the content of lectures in oral or in written form.  
   1  2  3  4  5

8. The content of the lectures increases my awareness on the issues discussed.  
   1  2  3  4  5
9. I discuss the content of the lectures with my colleagues.

10. The knowledge gained will make me a good and useful citizen to my country.
APPENDIX D

History of Malaysia

1. Why do we have to analyze the country's history especially since the glorious days of Malacca to the day the country achieved its independence?

2. The historical events happened in these following years:
   1511-1641 __________________________________________
   1641-1874 __________________________________________
   1874-1957 __________________________________________
   1941 __________________________________________
   1948 __________________________________________
   1955 __________________________________________

3. Two prominent Malay leaders that fought for the country's independence were:
   a. ___________________________
   b. ___________________________

4. The British used the __________________ and __________________ method to rule Malaya.

5. If "A" whose parents are Malay has converted to Christianity, "A" cannot be called a Malay.
   True or False?
6. If "B," a Chinese, who has converted to a Moslem, did not conform to the Malay culture, "B" is still a Malay.
True or False?

7. If "C," a Malay man, who marries a non-Moslem woman, but the couple do not conform to the Malay culture, they cannot be called Malays.
True or False?

8. If a person is a Malay, he or she must be a Moslem.
True or False?

9. Singapore decided to separate from Malaysia because ____________________________________________.

10. Malaysia was ruled by "Bintang Tiga" for _______ weeks.

11. What are the two goals of Malayan Union?
   a. __________________________________________
   b. __________________________________________

12. In 1946, there were ___% of Malays while in 1985, there were ___% of Malays.

13. What are the three qualities of a nationalist?
   a. _______________________
   b. _______________________
   c. _______ _____________
APPENDIX E

National Security

1. Malaysia's geographical location is strategic to other powerful nations because ______________________________________

2. Malaysia is located in the middle of the region of two powerful countries; ___________ and ___________.

3. What are the two obstacles of the country's development?
   a. ___________________________
   b. ___________________________

4. Other obstacles towards the development of the country are in the form of ___________, ___________, and ___________.

5. What are the students' roles in maintaining the safety of the country?
   a. ______________________________________________________
   b. ______________________________________________________
   c. ______________________________________________________

6. _____________ and _____________ are two prominent leaders that fought for the country's independence.

7. In Malaysia, a Malay has to be a Moslem.

   True or False?

31
8. The two goals of the Malayan Union are:
   a. ____________________________
   b. ____________________________
APPENDIX F

National Education Plan

1. During the British colonization, there were Anglo ______ schools and Anglo ______ schools. The Malays only studied in small huts.

2. After independence, _____________________ is made the official language of Malaysia and Malay schools and local universities were formed.

3. The non-Malays proposed the formation of University ____________.

4. The quota for the admission to the local universities are ____% for "bumiputeras" and ____% for "nonbumiputeras."

5. Educating a person to the highest level is considered a _____________________ obligatory.

6. The government sends a large number of students overseas to _____________________ and _____________________.

7. What are the students' roles in helping the government to increase the number of professionals in the country?
   a. __________________________________________________
   b. __________________________________________________
   c. __________________________________________________

33
8. If a Malay converts to another religion, does he or she maintain the Malay status? Yes or No.

9. Two main obstacles of the country's development are:
   a. ______________________
   b. ______________________
APPENDIX G

National Economic Plan

1. What was the incident that generated the National Economic Plan?

2. What are the two manifested goals of National Economic Plan?
   a. ___________________________________________________
   b. ___________________________________________________

3. The underlining goal of the National Economic Plan is to regain the ____________, ____________ and the ____________ of the Malays as ____________ of the country to the Malays who were discriminated as a result of colonization.

4. What are the main problems in implementing the National Economic Plan?
   a. ______________________________________________________
   b. ______________________________________________________

5. What are the threats faced by the government in implementing the National Economic Plan?
   a. ______________________________________________________
   b. ______________________________________________________
6. What is the Malay attitude that is considered an obstacle to the progress of the National Economic Plan?

7. The time allocated for the implementation of the National Economic Plan is ___ years which is from 19___ to 19___.

8. What are the two strategies in the rearrangement of the Malaysian society?
   a. ______________________________________________________
   b. ______________________________________________________

9. Two programs developed to eliminate poverty are:
   a. ________________________________
   b. ________________________________

10. The "bumiputera" investments are:
    a. Finance - ____________
    b. Stocks - ____________

11. What are the three main roles that students have as agents to change the society?
    a. ______________________________________________________
    b. ______________________________________________________
    c. ______________________________________________________

12. In Malaysia, if you are a Malay, you must be a Moslem.
    True or False?
13. Students can help maintain the country's national security by:
   1. ____________________________________________
   2. ____________________________________________
   3. ____________________________________________

14. The government set a quota for the admission of students to the local universities. They are:
    ___% for "bumiputeras"
    ___% for "nonbumiputeras"

15. ________________ is the official language of Malaysia.
APPENDIX H

Final Examination

1. What happened during these following years?
   a. 1955 ______________________________________________________
   b. 1948 ______________________________________________________
   c. 1941 ______________________________________________________
   d. 1874-1957 __________________________________________________
   e. 1511-1641 __________________________________________________
   f. 1641-1874 __________________________________________________

2. ___________ and ___________ are two of the prominent leaders who fought for the independence of the country.

3. If a person embraced Islam but did not conform to the Malay culture, he or she can be considered as a Malay.
   True or False?

4. Who led the Malay Union? ______________________________________

5. What are the three concepts that describes nationalism?
   a. __________________________________________________________
   b. __________________________________________________________
   c. __________________________________________________________

38
6. The National Economic Plan was made after the incident.

7. What are the two main problems faced by the government in implementing the National Economic Plan?
   a. _____________________________________________
   b. _____________________________________________

8. The two manifested goals of National Economic Plan are:
   a. _____________________________________________
   b. _____________________________________________

9. The National Economic Plan was threatened by:
   a. _____________________________________________
   b. _____________________________________________

10. The Malay attitude was a threat to the success of the National Economic Plan because _____________________________________________

11. How can the students act as a change agent of the society of Malaysia?
    a. _____________________________________________
    b. _____________________________________________
    c. _____________________________________________

12. The Parliament consists of ________ and ________.

13. The Act 12 states: ___________________________________
14. The Act 153 states: ______________________________

15. In the national constitution, ________________ is the official religion of the country.

16. The quota for the local universities admission are:
   ____% for "bumiputeras"
   ____% for "nonbumiputeras"

17. The government has two main purposes of sending students abroad:
   a. ______________________________________________________
   b. ______________________________________________________

18. The students can help increase and develop the country's human resources by:
   a. ______________________________________________________
   b. ______________________________________________________
   c. ______________________________________________________

19. ___________ and ___________ are two obstacles that inhibit the development of the country.

20. Students can help maintain national security by:
   a. ______________________________________________________
   b. ______________________________________________________
   c. ______________________________________________________
APPENDIX I

Answer Keys to Tests and Final Examination

Test A.

1. To increase loyalty to the country and awareness of the sacrifice made by the past generation for the survival of the country.

2. a. Portugis Colonization
   b. Dutch Colonization
   c. British Colonization
   d. World War II
   e. The formation of Malay Peninsular
   f. The first election

3. Onn Jaafar, Ahmad Bustaman, Ibrahim Yaacob, Pak Sako, Aminuddin Baki

4. Divide, Rule

5. False

6. False

7. True

8. True

9. The increase in the Chinese population in Singapore

10. 2

11. a. To eliminate the Malay monarchy
   b. To claim the citizenship rights

12. 85%, 48.6%

13. a. Love for the country, religion, and race.
    b. To stand for the rights of the race.
    c. To put the country first before self.
Test B

1. It is located in the middle of the East and the West
2. Japan, USA
3. a. Drugs
   b. Communism
4. Economy, education, professional labor
5. a. To avoid the influence of drugs
   b. To strengthen the Islamic values
   c. To be responsible towards religion, country, race, and family
6. Onn Jaafar, Ahmad Bustaman, Ibrahim Yaacob, Aminuddin Baki, Pak Sako
7. True
8. a. To eliminate the Malay monarchy
   b. To claim the citizenship rights

Test C

1. Chinese, Indian
2. Malay language
3. Merdeka
4. 55%, 45%
5. "Kifayah"
6. Develop the country, to meet the demand for professionals
7. a. To discourage false criticisms of the country
   b. To excel in the field of academia
   c. To aid in the progress of the country by bringing home new ideas and technology
8. No
9. a. Drugs
   b. Communism
Test D

1. 13th May 1969
2. a. To eliminate the poverty
   b. To restructure the society
3. Rights, pride, property, a debt
4. a. National Security
   b. International economy
5. a. Multipurpose Holding Berhad
   b. Koperasi Jaya Diri
6. The dislike for progress
7. 20, 70, 90
8. a. To decrease the range of earnings
   b. To increase production of rural areas
9. a. Land development
   b. Replanting
10. a. BMF
    b. ASN
11. a. To be successful academically
    b. To prepare oneself for future leadership roles
    c. To spread the philosophy and purpose of the National Economic Plan
12. True
13. a. To avoid the influence of drugs
    b. To strengthen Islamic values
    c. To be responsible towards religion, country, race, and family
14. 55%, 45%
15. Bahasa Malaysia
Final Examination

1. a. The first election
   b. The formation of Malay Peninsular
   c. World War II
   d. Dutch Colonization
   e. Portugis Colonization
   f. British Colonization

2. Onn Jaafar, Ahmad Bustaman, Pak Sako, Ibrahim Yaacob, Aminuddin Baki

3. False

4. Datuk Onn Jaafar

5. a. Patriotic
   b. Brave
   c. Unselfish

6. 13th May 1969

7. a. National Security
   b. International Economy

8. a. To decrease the range of earnings
   b. To increase production of rural areas

9. a. Multipurpose Holding Berhad
   b. Koperasi Jaya Diri

10. The dislike of progress

11. a. To be successful academically
    b. To prepare oneself for future leadership roles
    c. To spread the philosophy and purpose of National Economic Plan

12. Dewan Negara, Dewan Rakyat

13. Citizenship Rights

14. Malay Rights

15. Islam

16. 55%, 45%

17. a. To develop the country
    b. To meet the demands for professionals
18. a. To prepare oneself with sufficient knowledge
    b. To bring home new ideas and technology
    c. To discourage false criticisms of the country

19. a. Drugs
    b. Communism

20. a. Avoiding the influence of drugs
    b. Strengthening Islamic values
    c. Being responsible towards the religion, country, race, and family


