

DISCUSSION

The result of this experiment is the same with that of the study done by Gloria et.al. (1985), which also showed no significant differences between the levels of selective attention as they affect recognition memory. This result can be attributed to some factors.

As defined earlier, selective attention is the ability to pick and choose among various available inputs (Revine, 1977). In this experiment, the red and the black line drawings are the available inputs. Verbal instructions from the experimenter made it possible for the subjects to focus their attention to one specific stimulus, either the red, the black or both. Findings showed no significant differences between the three conditions because it is much easier to pay attention to one out of only two available inputs. Subjects, regardless of the colors, had no difficulty in processing one picture and disregarding the other one. It is recommended, for further studies, that the addition of one or two more stimulus variables to the experimental set. This would really test the subjects attentiveness and select only one out of several available inputs.

Another factor which can attribute to this finding is the commonality of the line drawings presented. During the de-briefing, the experimenter learned that some subjects had no idea about some of the objects presented such as the ship's

anchor. And due to time constraints, the experimenter was not able to maintain constancy of this condition, among the three levels of selective attention. It was also impossible for the experimenter to discard the scores of such subjects, since the number of subjects was limited. This was due to the fact that most of the GENPSYC students had already completed their required number of hours for participating in experiments. It is therefore suggested, that time for preparation, as well as time for conducting the experiment, be given due consideration.

Although results showed no significant differences among the three levels of selective attention, selective red had the most number of correct responses and a lower Sd value which suggests lesser variability between scores. Selective black condition had a lower number of correct responses as compared to the selective red condition. We can attribute this finding to the fact, mentioned earlier, that highlighting was usually done in red and print is usually done in black. Memory for the red pictures was enhanced by the instructions to process them and was reduced by the instructions to process the black pictures. On the other hand, memory for black pictures was less enhanced by the instructions to process them and was less reduced by the instructions to process the red pictures. According to Gloria et al. (1985), these suggest a difference in the tractability of voluntary attentional allocation to red and black pictures. The low recognition memory scores of the subjects in the third condition (both) can be

attributed to the fact that the subjects hardly had the time to pay close attention to both. This was learned during the de-briefing session, when 8 out of the ten subjects in the both condition said that presentation of the stimuli was too fast, as it was presented for only one second per pair of picture.

Because of these inevitable circumstances, which occurred during the course of this experiment, this study may still be worthy of replication and further study.