Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

BROAD SPECTRUM LIGHT AND NIGHT-TIME MENTAL PERFORMANCE: EFFECTS OF INTENSITY AND DURATION

A thesis completed in partial fulfilment of the requirements for the degree of

Master of Arts.

Tania Baker

1999

ABSTRACT

The present study examined the effects of light intensity and duration on mental performance at night. A number of investigations have found light levels as low as 500 lux can have a significant impact on cognition, but there have been few, if any, systematic experiments that have investigated the potential trade-off between the intensity of the light and its duration. Light levels of 100 (normal room lighting), 300, 600 and 1,000 lux were paired with one of two different light exposure times: 15 and 60 minutes. Sixteen volunteers completed tests of critical thinking, simple maths, letter cancellation, recall, and recognition between 2300 and 0100 hours once a week for four consecutive weeks. Body temperature and subjective sleepiness levels were also recorded. The results showed that, in general, light intensities, irrespective of duration, of 300 and 600 lux had a positive effect on critical thinking and recognition memory. In contrast to some previous findings, there was little or no effect on sleepiness levels, core body temperature, recall, letter cancellation or the simple maths task. Surprisingly, the 1,000 lux light level had no effect on any of the tasks. It was concluded that changes in the intensity of broad-spectrum light can affect night-time cognitive performance, but that the intensity of the light cannot be traded for duration. However, further investigation of the manner in which light intensity is varied, either by distance from the light or by varying the brightness of the light source, is required before firm conclusions can be drawn.

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to John Podd for his endless patience, guidance, advice, assistance, humour, and support during his supervision of my Masters thesis. I can only partially appreciate the volume and quality of work he does in lecturing, supervising students' research activities, undertaking his own research, and operating as a senior member of the School of Psychology's staff. I chose John because he was recommended to me as one of the best research supervisors, and I would fully endorse those comments.

I would also like to thank Craig Whittington for his assistance with the statistical analysis, and Colin Hutchins and Lisa Clarke-Watson for proof reading my thesis in such a timely and effective manner.

To the participants who gave up their nights to attend and participate in the study, I give my heartfelt thanks. I know many of you did so as a favour to me, or as an appreciation of the fact that researchers have to rely on willing volunteers to participate in the research. I know that at times each and every one of you would have loved to have simply opted out due to tiredness, and I fully appreciate the fact that you met your commitment to complete the entire study.

Finally, I give thanks to my employer, the Inland Revenue Department, and in particular the staff and management of the Palmerston North and Wellington Service Centre offices who have supported me fully during my University studies over the last five years.

TABLE OF CONTENTS

Page

ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	
LIST OF TABLES	
LIST OF FIGURES	ix
INTRODUCTION	
Background	1
Underlying Theories	
The Physiological Location of Circadian Timekeeping	4
Characteristics of Circadian Rhythms	7
The Pineal Gland and Melatonin	8
Body Temperature, Melatonin, and the Sleep/Wake Cycle	10
The Impact of Light on Circadian Rhythms	11
In Search of the Light Intensity Threshold	17
Influences on Work Performance at Night	21
The Present Study	23
METHOD	
Participants	
Design	
Apparatus	
Measures	
Subjective Sleepiness	33

iv

Temperature	
Performance Measures	
Word Recall Task	35
Critical Thinking Task	36
Mathematics Sums	38
Letter Cancellation Task	38
Recognition Task	39
Demographic Information	40
Procedure	40
Statistical Analysis	
RESULTS	
Speed-Accuracy Trade-off	42
Performance Tasks	
Recall Task	43
Critical Thinking Task	45
Mathematics Sums	47
Letter Cancellation Task	50
Recognition Task	52
Sleepiness	
Temperature	55
Demographic Information	57
DISCUSSION AND CONCLUSIONS	58
Limitations of the Present Study	68
Further Research	
Conclusions	70

REFERENCES

APPENDICES

ļ

Appendix A	Order of Exposure to Experimental Conditions Across the 4-Week Period	76
Appendix B	Sleepiness & Demographic Questionnaire & Temperature & Test Scoring Form	77
Appendix C	Does Working at Night Affect Performance? Information for Participants	80
Appendix D	Does Working at Night Affect Performance? Consent Form	84
Appendix E	Standardised Instructions	85
Appendix F	Example of Performance Tasks	90
Appendix G	MANOVA Results	95
Appendix H	Means and Standard Deviations for Sleepiness. Temperature, and Performance Tasks, at each level of Intensity and Duration	103

72

LIST OF TABLES

Table 1	Correlations Between Speed and Accuracy for Maths, Letter	
	Cancellation (LC), and Critical Thinking (CT) Tasks, Collapsed	
	Across all Four Sessions and Both Durations	42
Table 2	Recall Task Mean (M) Percentage Scores and Standard	
	Deviations (SDs) for all Intensity and Duration Conditions	44
Table 3	Critical Thinking Task Mean (M) and Standard Deviation (SD)	
	Percentage Scores for all Light Intensity and Duration Conditions	45
Table 4	Critical Thinking Task Mean (M) and Standard Deviation (SD)	
	Completion Times for all Light Intensity and Duration Conditions	47
Table 5	Mathematics Sums Task Mean (M) and Standard Deviation (SD)	
	Percentage Scores for all Light Intensity and Duration Conditions	48
Table 6	Mathematics Completion Time Mean (M) and Standard	
	Deviation (SD) Results for all Light Intensity and Duration	
	Conditions	49
Table 7	Letter Cancellation Task Mean (M) and Standard Deviation (SD)	
	Percentage Scores for all Light Intensity and Duration Conditions	51
Table 8	Letter Cancellation Task Mean (M) and Standard Deviation (SD)	
	Completion Times for all Light Intensity and Duration Conditions	52

vii

Table 9	Recognition Task Mean (M) and Standard Deviation (SD)	
	Percentage Scores for all Light Intensity and Duration Conditions	53
Table 10	Sleepiness Mean (M) and Standard Deviation (SD) Scores for	
	Each Intensity Level and Duration at the Three Times of	
	Testing, Collapsed Across the Four Nights	55
Table 11	Temperature Mean (M) and Standard Deviation (SD) Scores	
	for Each Intensity Level and Duration at the Three Times of	
	Testing, Collapsed Across the Four Nights	56

viii

LIST OF FIGURES

Figure 1	Midsagittal section of the human brain showing the pineal gland,		
	suprachiasmatic nucleus, and hypothalamus	5	
Figure 2	ThermoScan thermometer	31	
Figure 3	How the ThermoScan thermometer measures the		
	core body temperature through the ear	32	