

## MEASURING THE MEMORY OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENTS

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### **Abstract**

*This study attempted to measure a high school student's memory performance in relation to his or her academic performance. The instruments used in this study were a list of ten nonsense stimuli, a list of ten meaningful words, and a list of ten related words. High school students in Bijapur, Karnataka have fond memories. There is a fundamental difference between government. and high school boys and girls. There is a connection between memory and academic success in high school students.*

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## Introduction

Memory is a system that allows you to retain information for a long period. There are two different theories about memory, which stores information for less than 30 seconds, and long-term memory, which stores information over a long period.

Another theory regarding levels of processing is that there is only one type of memory that stores different types of information. We obtain different types of information by processing what is stored at different levels of memory (Craig and Lockhart 1972). According to this theory, we encode information into increasingly abstract forms as we process it at deeper levels. At a superficial level, we encode visual properties when we read. At a deeper level, we transcode the visual properties of letters and words into word meanings. At an even more abstract level, we encode the meaning of words as concepts expressed in sentences. Through these deeper levels of processing, we obtain different types of information, but each type is stored in the same unified memory.

One of the pioneers of memory research was Ebbinghaus, who discovered that meaningful words are remembered better than nonsense stimuli (so-called nonsense syllables) and that associations between words are remembered better than meaningful words.

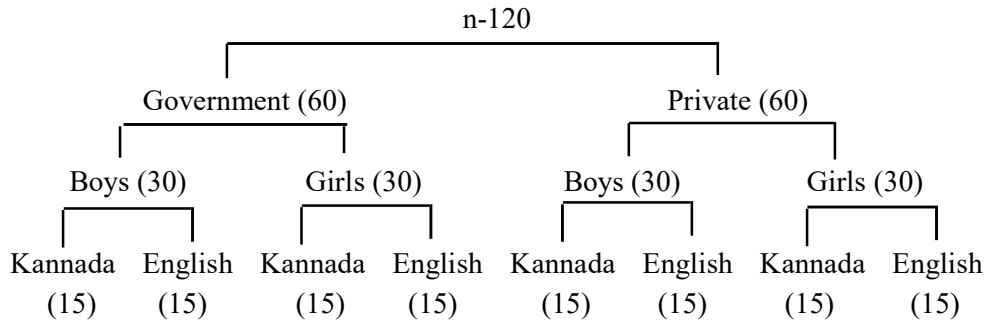
## Statement of the Problem

“Measuring the memory of secondary school students about their Academic Achievement”.

## Method

### a) Sample

The study was conducted on a sample of 120 high school students in Bijapur city. A stratified random sampling technique was used in this study. The example project is:



**b) Materials**

A list of ten meaningless stimuli a list of ten meaningful words and a list of ten associated words, an exposure sheet with slit and stop clock.

**c) Procedure**

The subject sat down comfortably and received the following instructions: “You will see a list of ten stimuli one after the other. Each of them is exposed for 2 seconds. Take a close look at them and listen to the ten that are presented to you. When playing, pay attention to the order of the stimuli.

People who took part in the study were asked to reproduce it on a piece of paper. The process was repeated for up to five songs or if the theme had previously been played correctly.

The same procedure was used for meaning words and related words, but for related words the subject was asked to repeat the words in the same order.

**Results and Discussion**

Means and standard deviations were calculated for selected samples of secondary school students in Bijapur city. The t-test was used to determine a difference between subgroups. To find out the connection between memory and academic performance, the correlation between a person’s product and time was used to analyze the data.

**Null hypothesis 1:**

High school students in the city of Bijapur in Karnataka don’t have particularly good memory.

**Table – 1: Percentage and mean score of Memory of Secondary high students**

Group	n	Mean	S D	Total Score	%
All secondary school students	120	28.37	7.58	4155	76.94

According to Table 1, the proportion of high school students is 76.94. All high school students have complete memory with high recall ability. The memory of high school students was generalized, as shown by the standard deviation value shown in Table -1. Therefore, the formulated null hypothesis was rejected in favor of the alternative hypothesis. High levels of memory have been found in high school students in Bijapur, Karnataka.

**Null Hypothesis 2:EDX**

There is a significant difference between government and private institutions, boys and girls, and Kannada and English institutions in terms of child retention rates.

**Table 2: Difference between the different sub-groups in their level of Memory.**

Variable	Sub-group	n	Mean	SD	Obtained 'to-value	Level of significance
Institution	Govt.	60	25.5	8.40	2.69	Significant at 0.05 level
	Private	60	31.5	5.59		
Gender	Boys	30	27.33	7.91	8.00	Significant at 0.05 level
	Girls	30	31.66	4.95		
Medium	Kannada	30	27.0	8.21	1.2	Significant at 0.05 level
	English	30	29.58	6.22		

Table 2 shows that T-scores were determined for the state. Privately, both boys and girls rank above the t-value in the table with a significance level of 0.05. The t-value obtained for English and Kannada learners is less than the t-value in the table at a significance level of 0.05. Therefore, it was found that there is a significant difference between government and private secondary school students and students of both genders in terms of memory performance and there is no significant difference between Kannada and English. A university at the level of memory.

**Null hypothesis 3:**

There is no connection between memory and academic performance of individual subgroups.

**Table – 3: Correlation between the Memory and Academic Achievement of different subgroups.**

Group	N	Variable	Obtained 'to-value	Level of significance
All High School students	120	Memory	0.075	Significant at 0.05 level
		Academic Achievement		
Govt.	60	Memory	0.244	Significant at 0.05 level
		Academic Achievement		
Govt. High School students	60	Memory	0.244	Significant at 0.05 level
		Academic Achievement		
Private High School Students	60	Memory	0.227	Significant at 0.05 level
		Academic Achievement		
Govt High School Kan Medium Students	30	Memory	0.056	Significant at 0.05 level
		Academic Achievement		
		Academic Achievement		

Govt High School Kan Medium male Students	30	Memory	0.039	Significant at 0.05 level
		Academic Achievement		
Private High School Eng Medium male Students	30	Memory	0.066	Significant at 0.05 level
		Academic Achievement		
Private High School Eng Medium male Students	30	Memory	0.923	Significant at 0.05 level
		Academic Achievement		

Table 3 shows the r values obtained for all high school students, public school students, private school students, and public school students. Kannada Boys Secondary Schools, Govt. Middle-aged English secondary school students and Kannada private school students are less than the r value of the table at the significance level of 0.05, and the r value obtained by English private school students is higher than the r value of the table significance level which is 0.05. It was concluded that there is no relationship between memory and academic performance of individual subgroups, but there is a relationship between memory and academic performance of children attending private English-level secondary schools.

#### **Finding and Conclusion**

1. Students of a secondary school in Bijapur, Karnataka have fond memories.
2. There is a significant difference between boys and girls in high school in terms of memory performance.
3. The governor said there is no connection between memory and academic performance and this applies to all high school students. Secondary schools, private schools, and public schools. high school students, government. High school girls, government. Students of Kannada High School, Govt.English high school girls and private high school girls in Kannada.
4. There is a relationship between memory and academic performance of English learners in private secondary schools.

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