

Students are the future of this nation and their success not only defines the future of the nation but of the whole world order at large. Understanding what drives them and what affects their learnings and their progression can be a step in the right direction.

Quite often, memory and academic results are often used in the same breadth when talking about a student's performance. From this basic understanding an idea germinated, how can we assess a student's memory? With an emergence of the concept of working memory where the verbal memory component plays an important part in retaining the information and utilising it for the intended purpose, a research was designed to study the **verbal working memory of school and college students**.

As teachers and as parents, the emphasis is always on ensuring that the students utilize their maximum abilities in their studies as this will lead to their future success. Also, since any success is always a by-product of a person's **motivation** and hard work, it made more sense to see if we could combine all these factors which appeared to be related and explore their effect on the learning community.

As such, the overall effort put in by the students was captured by measuring their **study habits**, while the achievement motive was factored in by evaluating what were the factors which pushed a student in achieving his/her academic dreams and goals. Additionally, the research endeavoured to see if gender had any role in the overall interplay of these factors in determining the academic performance of the students.

**Objective** - The aim of this research is to study the status of verbal working memory, achievement motive, study habits and academic performance of college and school students. Additionally, the study aimed to see if there was any effect of gender on the verbal working memory, achievement motive, study habits and academic performance. The last set of objectives were related to see if there was any effect of verbal working memory on the achievement motive, study habits and academic performance of the students.

**Research Methodology** - The study sample consists of 200 students from school and college of Udaipur, equally divided into 100 boys and 100 girls. Also, among the boys' sample, 50% were taken from school and other 50% were taken from the college. Same rule was applied while collecting data for girls. A research design of 2X3! was adopted as we had 2 independent

variables, viz, Gender (boys and girls) and Verbal Working Memory (Low/Average/High) where we wanted to explore their interaction over 3 different dependent variables – i.e., Achievement Motive, Academic Performance and Study Habits.

The area of verbal working memory was measured using a standardized working memory test - **Digit Span Subtest**, which is a subtest of the standard Wechsler Intelligence Scales for Children - (WISC). Digit Span (DGS) is a measure of **verbal short term and working memory** that can be used in two formats, Forward Digit Span and Reverse Digit Span, while the achievement motive was measured by using **Achievement Motivation Test** which was created in 1994 by V.P. Bhargava and is intended to measure the individual's N Ach score. To measure the study habits among students the **Palsane and Sharma Study Habits and Inventory (PSSHI)**, standardized by M N Palsane (Pune) & Sadhana Sharma (Agra) was administered while the academic performance was assessed based on students' grades in their respective classes/courses.

#### *Analysis and conclusion –*

The results indicate that both girls and boys have average level of verbal working memory, achievement motivation, study habits as well as academic performance.

Also, when we compared achievement motivation, it was found that the girls have significantly higher achievement motivation in comparison to boys. A significant difference in the level of achievement motivation was observed among boys and girls, while a significant difference in the level of achievement motivation was found with students with different level of verbal working memory.

Both gender and verbal working memory levels have a significant association with achievement motivation and there was a positive correlation verbal working memory and achievement motivation of the students.

When it came to academic performance the girls again were found to be better than their counterparts and again, there was a significant difference in the academic performance of both the gender. Additionally, the academic performance varied with the verbal working memory levels.

As in the case of achievement motive, here also, both gender and verbal working memory levels showed a significant association with academic performance and there was a positive correlation verbal working memory and academic performance of the students.

In the field of study habits, girls again demonstrated that they had better study habits than the boys. In fact, there were major differences in the study habits of boys and girls.

The study habit levels of students also differed substantially with the change in the verbal working memory levels.

The results showed that there was a significant association between gender and study habits as well as between verbal working memory levels and study habits. The study habits also had strong correlation with the verbal working memory levels.

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