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EXPLORING WHETHER TASK COMPLEXITY INFLUENCES MEMORY

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The present research tries to explore (i) False Memory and (ii) Prospective. A false memory is the psychological phenomenon where a person recalls something that did not happen. This study tried to find out if the semantic relationship between the stimuli had any impact on subsequent false recognition. "Perspective Memory" is defined as the ability to remember to carry out intended actions in the future (Brandimonate, Einstein & Mc. Daniel, 1996). In the first part 20 females participated. The stimuli consisted of 3 lists of English (common usage) words; 15 words in each list. The lists varied in terms of nature of association between the stimulus words. The subjects were asked to identify the lure items. In the second part 40 females who were students participated. The participants were randomly allotted to 2 conditions viz. "Low Task Complexity" & "High Task Complexity". Of the 30 pair of words, 10 pairs were cues for the prospective memory task. The results reveal that there is a significant difference between the 'false memory' scores measured in terms of frequency of lure items identified between the three conditions. The second part revealed that there is significant difference between the 2 conditions. (i.e. with low task complexity and high task complexity).

Memory can be defined as the acquisition and retention of information (Loring, 1999) and is central to all cognitive functions as well as fundamental to our sense of self and ability cope with everyday life.

Memory serves critical functions in daily life but is also prone to error. Bartlett (1932) was the first to point out that memory is fallible by citing experimental evidences of memory distortions. He refuted the idea that 'remembering' is a literal and exact reproduction of the past; but rather an "imaginative reconstruction.....".

However, the research community has generally preferred to view memory distortions as indications of defects or flaws in memory substantiated by findings that distortions in memory are found to be present in people with dissociative states and PTSD (Goodman et al, 2011). At the same time, many researchers have consistently supported Bartlett's position regarding the universality of distortions of memory and have further claimed that memory distortions often reflect "adaptive constructions" (Schachter et al, 2012).

Another important characteristic of conventional memory research has been the construal of memory as a retrospective process. Retrospective memory refers to memory for information encountered in the past. Commonly used measures of explicit retrospective verbal memory include free recall and recognition test with yes / no response choices. When retrospective memory is measured in a laboratory, participants are typically engaged in some intervening activity between encoding and retrieval, such as counting backwards or solving anagrams, which makes it difficult for the participant to maintain information in short-term memory.

Prospective memory, on the other hand, is memory for future actions. In prospective memory tasks, individuals are engaged in an ongoing activity that often requires fairly deep processing, making it difficult to continuously rehearse the intention to perform an action in future. Prospective memory retrieval is brought about by the detection of a cue (e.g. On the way back from office). But such an event / time based cue does not necessarily prompt realization of the intention (Craik, 1986; Ellis, 1996) implying that retrieval processes in prospective memory are self initiated.

It is thus apparent that research in the field of memory is yet to answer critical questions. The present research tries to explore (i) False Memory and (ii) Prospective Memory. Past research has suggested that there is a

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CONTENTS

Academic Achievement of College Students in General and Professional Courses

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Abstract

Achievement in any field is an area of utmost interest. A lot of importance is given to achievement in academics in India. The present study explores the relative contributions of personality (neuroticism, extraversion, openness, agreeableness, and conscientiousness), achievement motivation and meta-cognitive awareness of 160 urban and semi-urban, college-going students on their academic achievement. Purposive Sampling was done. The "academic achievement index" of each of the participants was collected whichwas the dependent variable measure. Stepwise multiple regression analysis showed that in case of General Stream courses, Openness and Achievement Motivation significantly predicted academic achievement. Considering Professional stream courses, Extraversion, Knowledge of Cognition, Achievement Motivation, Regulation of Cognition were significant predictors of academic achievement. The above findings have important implications in the field of Educational and Social Psychology.

Keywords: personality, academic achievement, metacognitive awareness, knowledge of cognition, regulation of cognition

Academic achievement can be conceptualized as the fulcrum, which continuously maintains the fine balance between the study load and efforts put in by students in order to gain success. Our society places high importance on academic achievement or performance of individuals. Marks and grades (both at the school and higher education levels) are of utmost value to students, their families, peers, relations, teachers, acquaintances, teachers and the society at large.

Especially in India, academic achievement is viewed as a strong predictor of a student's success. From a very early age, students are usually compelled to take up professional courses like engineering, medicine, law or management as against the general stream courses of humanities, commerce or science. The 'brighter' students are usually seen as those who end up cracking highly competitive entrance examinations and are able to secure positions in the country's top-notch engineering or medical colleges right after high school. Many spend years trying to make themselves eligible for such courses. Where lies the difference between these group of students? Do they differ in terms of personality? Do students enrolled in General Stream courses differ in terms of their achievement motivation or metacognitive awareness?

Academic achievement is usually evaluated through examinations which depict a person's procedural knowledge or declarative knowledge. A host of inter-related factors determines a student's academic achievement. Task values, ability self-concepts, goals and achievement motives are some interrelated concepts included under the umbrella of achievement motivation (Steinmayr et al., 2019).Research has brought up many correlates of GPA (Grade Point Average) which are not connected to intellect. Constructs like motivation factors, personality traits, self-regulatory learning strategies, students' personal approach to learning, social and academic integration, social support, etc. are included here.

According to Jensen, 2015, when the Openness trait of personalityis grouped with general knowledge and good test results, it binds witha deep approach to learning,intrinsic motivation, and learning goals. On the other hand, an achieving mentality (in combination with deep approach to learning, extrinsic (in combination with intrinsic) motivation, and performance goals (in addition with learning goals) are bound to high grades along with the Conscientiousness trait of personality.

Metacognition has two main parts: *knowledge of cognition* and *regulation of cognition*. According to Richardson, Bond and Abraham, 2012, metacognitive awareness is broadly related to a student's task motivation and the subsequent use of their strategies in classroom assessment. Metacognition is found to control the cognitive procedures in the learning process (Barnes & Stephens, 2019).

Objectives

To find out the significant relative contributions of neuroticism, extraversion, openness to experience, agreeableness, conscientiousness, achievement motivation, knowledge of cognition and regulation of cognition on the academic achievement index of students pursuing Under Graduation in general and professional stream courses.

Hypotheses

1. There will be a significant relative contribution of neuroticism, extraversion, openness to experience, agreeableness, conscientiousness, achievement motivation, metacognitive awareness on the academic achievement index (in class 12th Board Examination) of students pursuing Under Graduation in general stream courses.

2. There will be a significant relative contribution of neuroticism, extraversion, openness to experience, agreeableness, conscientiousness,

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