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Interest of Tertiary Level Students towards Mnemonic Retrieval Strategies in Classroom Instruction

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Abstract
This paper investigated the interest of tertiary level students towards the mnemonic retrieval strategies in classroom instruction. For this purpose, 171 tertiary level students comprising M.A., B.Ed. and M.Ed. from various universities in West Bengal were selected through convenience sampling technique and descriptive type survey method was adopted. A self-made tool named 'Interest Inventory Scale for Mnemonic-Based Approach' (IIS-MBA), was developed and standardised by the researchers in order to collect data. The results exposed that; tertiary level students have moderate level of interest towards mnemonic retrieval strategies. The degree of interest of tertiary level students towards mnemonic retrieval strategies in classroom instruction with reference to different domain of the interest inventory is moderate to high. Demographic variables such as gender, habitat, discipline of study and course of study did not have significant effect on the outcome variable. It is evident from the interaction analysis that, the joint interaction between male students and course of study has a significant impact upon their interest towards mnemonic retrieval strategies. In the same way interaction between gender and academic course of the participants has an important impact upon their interest towards mnemonic retrieval strategies and rest of the interaction was not statistically significant. As per the present study, it can be inferred that mnemonic retrieval strategies act as potent memory tools for students as well as for student-teachers.
Keywords: *Mnemonic tool, Retrieval strategies, Tertiary students, Interest inventory*

1. Introduction

Acquisition and remember information are a vital part of a student's educational life. In most situations, learners face difficulty not because they failed to understand the information, but because they struggle to retain important information when needed. One effective way to solve this problem towards the use of mnemonic retrieval strategies (McCabe et al., 2013). Mnemonic is a memorising aid that help us retain, organise and remember new information including with something they already know, by making recall easily (Suppawittyaya & Yasri, 2021). These can include acronyms, acrostics, rhymes, loci methods, keywords, chunking, peg words and short phrases that turn tough information into something more important and memorable.

Mnemonics are not a new strategy, but their value is being well-known more and more in the field of education. Especially, use of this technique in teacher education can be very benefitted. Pre-service teachers, who are currently undergoing training, need to learn a lot of methods, theories, and subject content. By using mnemonic techniques, they can study more efficiently and also improve tools for future application in their own classrooms (Meenu et al., 2022) When upcoming teachers understand and utilize these memory strategies, they are more capable of supporting their students in learning hard topics in a fun and effective way (RG ESCASIAS GABULE et al., 2023).

In the wider academic field, mnemonics also provide support to students who might otherwise feel stressed by the huge amount of information they are likely to recall (Dresler et al., 2017). Whether in science, social science, language or mathematics, these strategies make learning more meaningful and personalized. They can decrease pressure related to improve long-term memory. Research has revealed that students who use mnemonic strategies often enhance effectiveness on tests and remember information over period of time compared to those who depend on only reading and repetition (Kurniarahman, 2023).

This research paper emphases on the interest of tertiary students, particularly pre-service teachers and academic students, towards use of mnemonic retrieval strategies. It purposes is to recognize their level of awareness, how frequently they apply them, and whether they perceived them beneficial. If students are motivated and ready to use these strategies, educational institutions can offer more guidance and training in this field. Inspiring the use of mnemonics at the university level can not only increase academic success but also encourage smarter teaching practices in the long term (Mocko et al., 2017).

In shorts, mnemonic strategies are an essential tool in both teaching and learning. They enhance memory, inspire creativity, and support students to feel more self-confident in their studies. Through exploring tertiary students' interest about using these techniques, this research aims to underscore the future prospects of mnemonic in making education more effective and entertaining for both students and future teachers.

2. Review of Related Literature

Mnemonics retrieval techniques are strategies that improve memory by generating meaningful associations and patterns to assist the recall of information. These strategies assist the brain encode and retrieve information more proficiently by linking it to existing knowledge or making memorable cues. Jurowski et al., (2015) highlighted that, the miscellaneous applications of mnemonic strategies within educational practices, encompassing areas such as science instruction, language acquisition, help student with disabilities and behavioural challenges.

Anandhi et al., (2011) recognized that, mnemonics strategies can encourage students to become scientifically knowledgeable, motivating the goals of science education and contributing to progressions in technology, medicine and overall quality of life.

Mocko et al., (2017) explored that, mnemonics strategies are very powerful tool for reduced anxiety of students and application of mnemonics can increase students' academic achievements and learning outcomes.

Nelson et al., (2009) highlighted that, using mnemonic retrieval strategies efficiently can improve memory power and security can be enhanced by using mnemonics-based password, which are habitually highly secured.

Radovic & Manzey, (2019) found that mnemonic strategies assist with learning step-by-step activities. By using mnemonics people can mentally visualized the picture and make it easier to complete them.

According to Amiryousefi & Ketabi, (2011) mnemonics devices can help solve learning problems by enhancing vocabulary, strengthening memory and fostering creativity.

From the above discussion it is evident that mnemonic retrieval techniques are precious tools in educational field, improving learning across science, language, and other fields of education. They support memory retention, boosting creativity, and enhance mental strength. Mnemonics help learners overcome challenges and enhance academic performance by making tasks easier to visualize and recall.

3. Objectives of the Study

The objectives of the study include:

a) To ascertain the direction of interest of tertiary level students towards mnemonic retrieval strategies in classroom instruction.

b) To determine the degree of interest of tertiary students towards mnemonic retrieval strategies in classroom instruction with reference to different domain of the interest inventory.

c) To compare the degree of interest of tertiary students towards mnemonic retrieval strategies in classroom instruction with reference to their (i) gender (male/female), (ii) habitat (rural/urban), (iii) discipline of study (science/social science), and (iv) course of study (academic/professional).

d) To study the interaction effect between the variables (i) gender and course of study, (ii) gender and discipline of study towards mnemonics-based approaches.

3.1 Research questions pertaining to objective 1 and 2

RQ1: What is the level of interest of tertiary student towards mnemonic retrieval strategies in classroom instruction?

RQ2: How does the interest of the tertiary students towards mnemonic retrieval strategies in classroom instruction differ from different dimensions of the interest inventory?

3.2 Hypotheses

Null hypotheses pertaining to objectives 3 and 4

$H_0$1: There exists no significant difference in the interest of tertiary students towards mnemonic retrieval strategies in classroom instruction with reference to (i) gender, (ii) habitat, (iii) discipline of study, and (iv) course of study.

$H_0$2: There was no significant interaction effect between the variables e.g., (i) gender and course of study, (ii) gender and discipline of study.

4. Methodologies

4.1 Method

The study seeks to examine the interest of tertiary level students towards mnemonic retrieval strategies in classroom instructions. Therefore, a descriptive type survey method was found suitable for the study. The interest of the tertiary students tested using primary (quantitative) data collected from the various university students from West Bengal.

4.2 Participants

The present study incorporated a total of 171 students from several universities across West Bengal, with a majority belonging to The University of Burdwan. Participants were selected through convenience sampling to achieve demographic diversity with the sample in term of gender, habitat, discipline of study and course of study. Out of 171 respondents, 112 (65.50%) were male and 59 (34.50%) were female. In term of habitat, 81 (47.37%) of participants were from rural areas whereas 90 (52.63%) were from urban areas. The discipline of studies was also well represented, with 95 (55.56%) of the students studying in social science and 76 (44.44%) in science disciplines. Moreover, the sample involved of 65 (38%) academic course students and 106 (62%) professional course students. The complete demographic background of respondents is represented in Table 1 & Figure 1.

Table 1: Sample Distribution

Gender	**Frequency**	**Percentage (%)**
Male	112	65.50
Female	59	34.50
Total	171	100
Habitat	**Frequency**	**Percentage (%)**
Rural	81	47.37
Urban	90	52.63
Total	171	100
Discipline of the Study	**Frequency**	**Percentage (%)**
Social Science	95	55.56
Science	76	44.44
Total	171	100
Course of the Study	**Frequency**	**Percentage (%)**
Academic	65	38.00
Professional	106	62.00
Total	171	100

Figure 1

4.3 Tool of study

The data was collected through a questionnaire containing of 25 statements on five different dimensions of the Interest Inventory Scale for Mnemonics Based Approach (IIS-MBA), i.e., (i) Attitude and Motivation towards Mnemonic Retrieval Strategies (9 items), (ii) Perceived Effectiveness of Mnemonic Retrieval Strategies (8 items), (iii) Application of Mnemonic Retrieval Strategies in Classroom Instruction (3 items), (iv) Awareness of Mnemonic Retrieval Strategies (2 items), (v) Feedback of Mnemonics Used in Education (3 items); based on a Likert scale with five possible outcomes (SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree and SA: Strongly Agree); to find whether any significant differences exist among the sample towards mnemonic retrieval strategies. The tool was validated, and the reliability coefficient was found to be 0.970, calculated using Cronbach's alpha for these 25 items, which directed a reliable instrument for implementing the study.

4.4 Analysis and Interpretation

Findings pertaining to objective 1: "To ascertain the direction of interest of tertiary level students towards mnemonic retrieval strategies in classroom instruction", the findings of this objective revealed the following outcome, which have been presented in the Table 2.

Table 2: Level of Interest for Mnemonic Retrieval Strategies

Variable	Range of Interest Score	Nature of Interest	No of Students (N)	Percentage of Students (%)	Remarks
Interest of tertiary level students towards the mnemonic retrieval strategies	> P_{75}	High	56	32.7	Moderate interest towards mnemonic retrieval strategies
	P_{25}- P_{75}	Moderate	60	35.1	
	< P_{25}	Low	55	32.2	

Table 2 indicates that, 32.2% of students have high interest and 32.7% students have low interest toward mnemonic retrieval strategies. Around 35.1% of students have moderate interest towards mnemonic retrieval strategies. The level of interest towards mnemonic retrieval strategies were graphically represented in Figure 2.

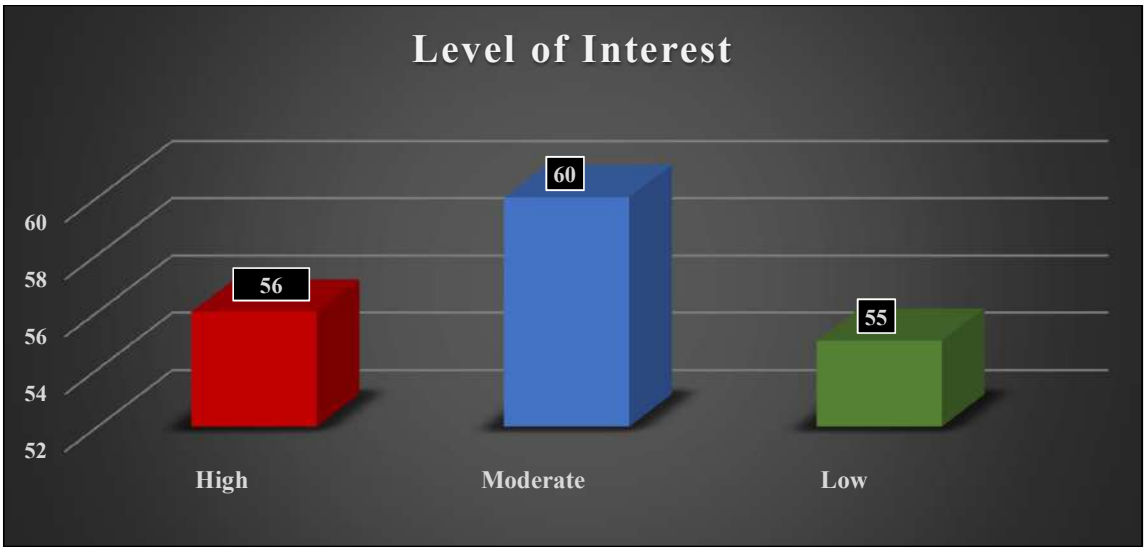

Figure 2

Findings pertaining to objective 2: "To determine the degree of interest of tertiary students towards mnemonic retrieval strategies in classroom instruction with reference to different domain of the interest inventory"

Spread sheet (excel) was used to record and tabulate the responses of the participants. The summery of frequency and percentage of responses were presented in the subsequent Tables.

Table3: Dimension-1 (Attitude and Motivation towards Mnemonic Retrieval Strategies)					
Item	**SA (Strongly Agree)**	**A (Agree)**	**N (Neutral)**	**D (Disagree)**	**SD (Strongly Disagree)**
Mnemonics strategies improve the quality of learning.	33 (19.30%)	97 (56.73%)	33 (19.30%)	6 (3.51%)	2 (1.17%)
Mnemonic strategies develop confidence in exams.	25 (14.62%)	105 (61.40%)	28 (16.37%)	10 (5.85%)	3 (1.75%)
Mnemonics are helpful in remembering formulas and definitions.	28 (16.37%)	78 (45.61%)	55 (32.16%)	5 (2.92%)	5 (2.92%)
Mnemonic retrieval strategies are enjoyable in studies.	45 (26.32%)	98 (57.31%)	26 (15.20%)	1 (0.58%)	1 (0.58%)
Mnemonic strategies are suitable for learning complex subjects.	33 (19.30%)	88 (51.46%)	42 (24.56%)	5 (2.92%)	3 (1.75%)
Mnemonic techniques always motivate learning.	58 (33.92%)	90 (52.63%)	18 (10.53%)	4 (2.34%)	1 (0.58%)
Mnemonic strategies are useful for learning overloaded content.	45 (26.32%)	99 (57.89%)	22 (12.87%)	3 (1.75%)	2 (1.17%)
It is always an excitement to use mnemonic strategies successfully in learning.	39 (22.81%)	95 (55.56%)	29 (16.96%)	7 (4.09%)	1 (0.58%)
Mnemonics help to maintain focus during classroom instruction.	38 (22.22%)	100 (58.48%)	29 (16.96%)	1 (0.58%)	3 (1.75%)

Table 3 indicates that around 76% pupils clearly understand that mnemonic strategies improved the quality of learning. Majority of respondent (76%) consented those mnemonic strategies develop confidence in exams. Mnemonics were found to be beneficial in remembering formulas and definitions by 62% of pupils. Most of the participants accepted that mnemonic retrieval strategies are enjoyable in studies with 83% in agreement. Most of the pupils (70%) agreed that mnemonic strategies are suitable for learning complex subjects. Mnemonic techniques were considered a motivating element in learning by 86% of students. Mnemonic strategies were measured useful by 84% of students for learning overloaded content. Using mnemonic strategies in learning was described as exciting by 78% of students who used them successfully. Mnemonics were notified to help maintain focus during classroom instruction by 80% of students. The graphical representation of Dimension 1 is presented in the Figure 3.

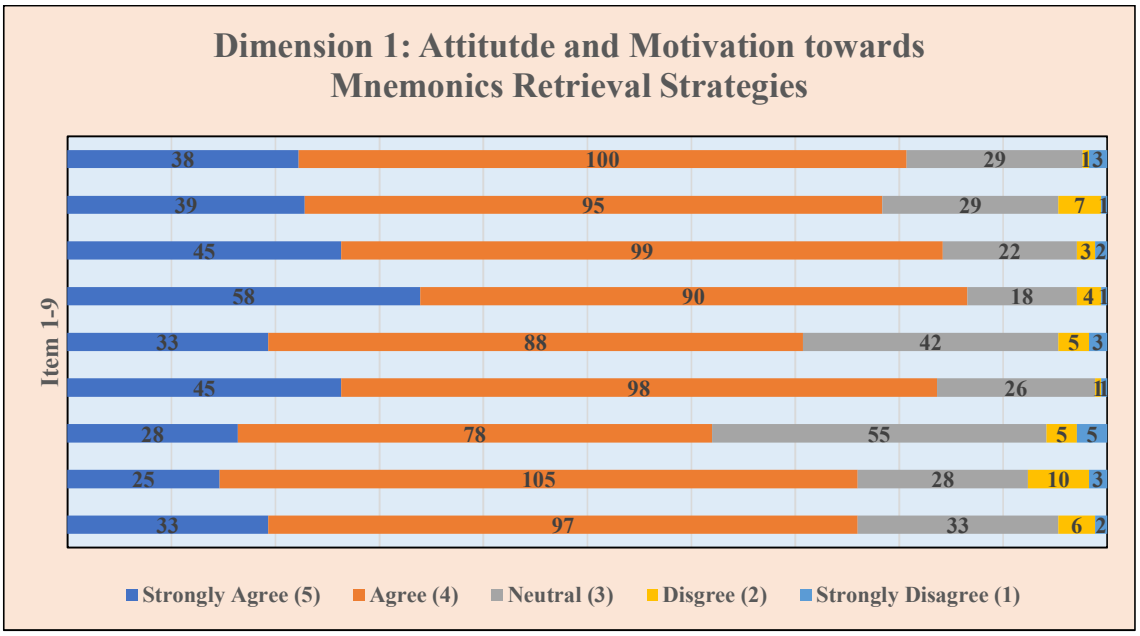

Figure 3

Table 4: Dimension-2 (Perceived Effectiveness of Mnemonic Retrieval Strategies)

Item	SA (Strongly Agree)	A (Agree)	N (Neutral)	D (Disagree)	SD (Strongly Disagree)
Mnemonics help me retain facts for a longer period of time.	35 (20.47%)	98 (57.31%)	30 (17.54%)	8 (4.68%)	0 (0.00%)
Using mnemonics strategies helps to perform better in test performance.	29 (16.96%)	91 (53.22%)	47 (27.49%)	3 (1.75%)	1 (0.58%)
Mnemonic techniques develop details retention.	39 (22.81%)	104 (60.82%)	25 (14.62%)	2 (1.17%)	1 (0.58%)
Mnemonics help me remember complex ideas with ease.	32 (18.71%)	103 (60.23%)	34 (19.88%)	1 (0.58%)	1 (0.58%)
Mnemonics improve my overall academic performance.	31 (18.13%)	101 (59.03%)	31 (18.13%)	7 (4.09%)	1 (0.58%)
Mnemonic strategies useful in every subject	52 (30.41%)	97 (56.73%)	18 (10.53%)	2 (1.17%)	2 (1.17%)
Mnemonic techniques facilitate faster recall information.	48 (28.07%)	98 (57.31%)	21 (12.28%)	3 (1.75%)	1 (0.58%)
Mnemonics are more effective for memorizing short information.	46 (26.90%)	92 (53.80%)	25 (14.62%)	6 (3.51%)	2 (1.17%)

Table 4 demonstrates that 77% of students agreed that mnemonics help students retain facts for a longer period of time. Students specified that using mnemonics strategies helps them to perform better in test performance, with 70% in agreement. Students found that mnemonic techniques develop details retention, with 83% supporting this view. Around 79% of students accepted that mnemonics help them to remember complex ideas with ease. Mnemonics were said to improved students' academic performance by 77% of students. A total of

87% students considered that mnemonic strategies useful in every subject. Nearly, 85% students clearly understand that mnemonic techniques facilitate faster recall information. Students stated that mnemonics are more effective for memorizing short information, with 80% supporting this view. The chart is illustrating the dimension 2 in the Figure 4.

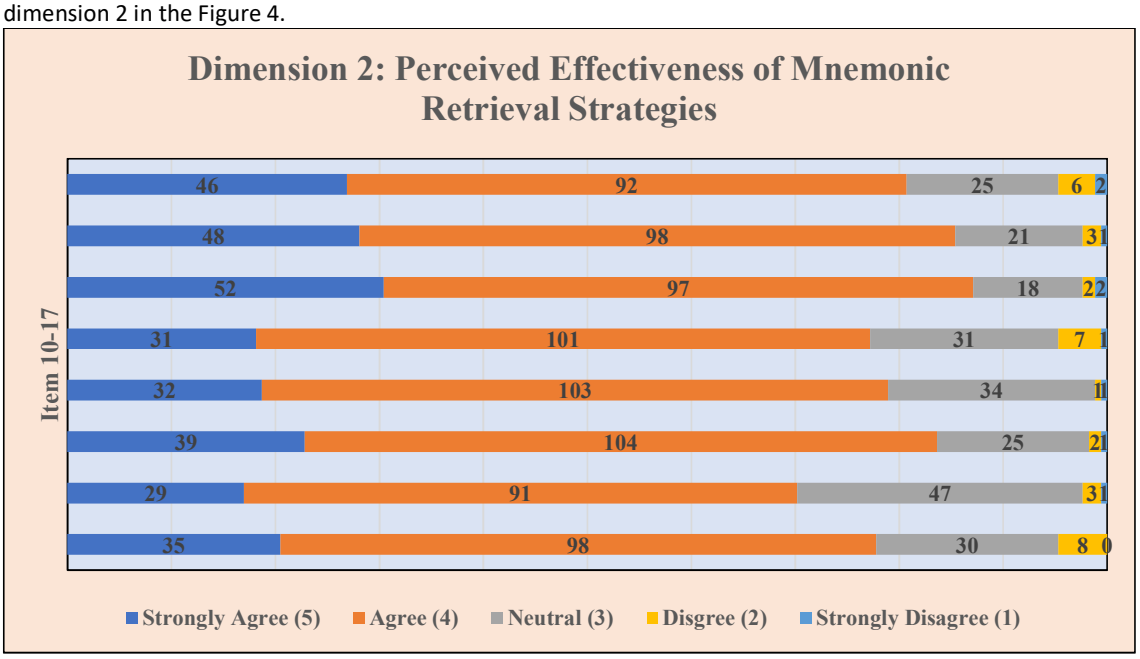

Figure 4

Table 5: Dimension-3 (Application of Mnemonic Retrieval Strategies in Classroom Instruction)

Item	SA (Strongly Agree)	A (Agree)	N (Neutral)	D (Disagree)	SD (Strongly Disagree)
Mnemonics are used to summarize lecture notes	50 (29.24%)	93 (54.39%)	22 (12.87%)	5 (2.92%)	1 (0.58%)
Mnemonics help me clarify difficult concepts taught in class.	28 (16.37%)	83 (48.54%)	53 (30.99%)	5 (2.92%)	2 (1.17%)
Mnemonic retrieval techniques are applicable in practical subjects.	31 (18.13%)	95 (55.56%)	39 (22.81%)	4 (2.34%)	2 (1.17%)

Table 5 highlight that mnemonics are used to summarize lecture notes, with 83% in agreement. Mnemonics were reported to help clarify difficult concepts taught in class by 65% of students. Nearly, 73% acknowledged that mnemonic retrieval techniques are applicable in practical subjects Figure 5).

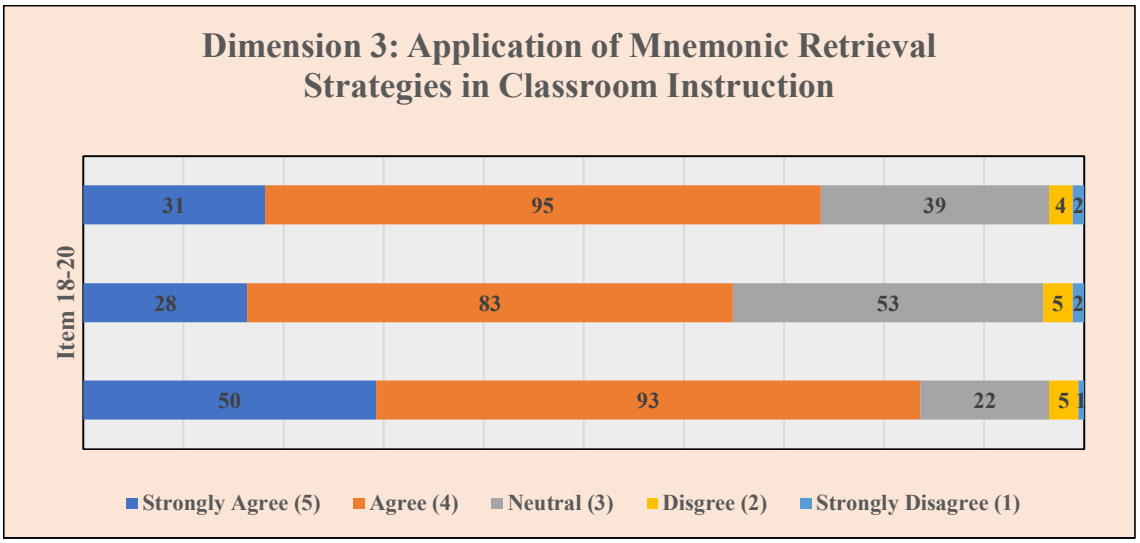

Figure 5

Table 6: Dimension-4 (Awareness of Mnemonic Retrieval Strategies)

Item	SA (Strongly Agree)	A (Agree)	N (Neutral)	D (Disagree)	SD (Strongly Disagree)
Familiarity with mnemonic retrieval strategies	25 (14.62%)	95 (55.56%)	42 (24.56%)	9 (5.26%)	0 (0.00%)
Previously used mnemonic techniques in studies	35 (20.47%)	91 (53.22%)	41 (23.98%)	2 (1.17%)	2 (1.17%)

Table 6 reveals that around 70% students were familiar with mnemonic retrieval strategies. Most of the participants accepted that mnemonics has been used previously by 73% students in their studies (Figure 6).

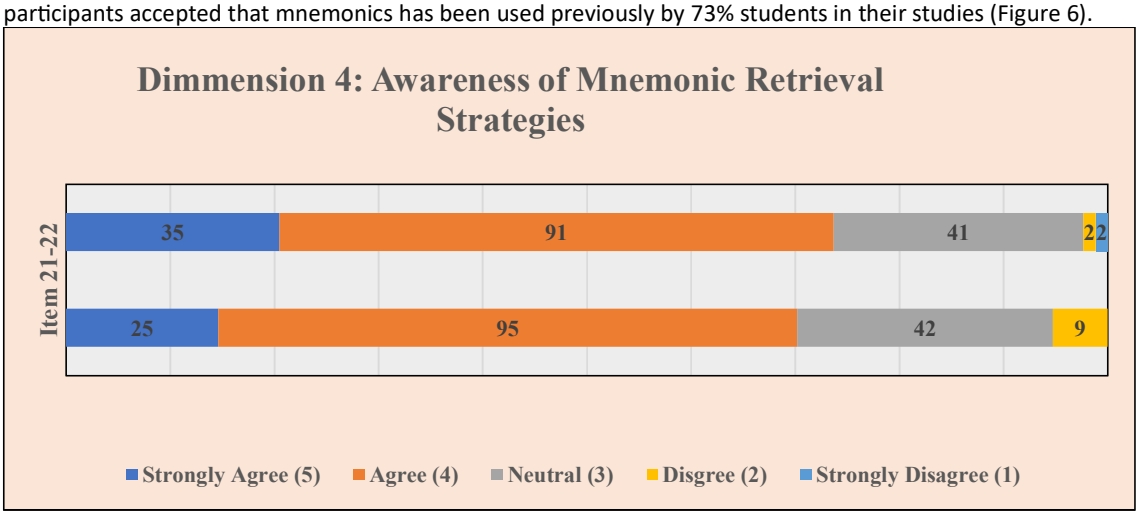

Figure 6

Table 7: Dimension-5 (Feedback of Mnemonics Use in Education)					
Item	**SA (Strongly Agree)**	**A (Agree)**	**N (Neutral)**	**D (Disagree)**	**SD (Strongly Disagree)**
Receiving positive peer feedback for sharing mnemonic techniques	38 (22.22%)	108 (63.16%)	21 (12.28%)	3 (1.75%)	1 (0.58%)
Habit of sharing mnemonic strategies to classmates with low retention power	33 (19.30%)	107 (62.57%)	27 (15.79%)	3 (1.75%)	1 (0.58%)
Mnemonic retrieval strategies have improved recall speed	54 (31.58%)	85 (49.71%)	25 (14.62%)	5 (2.92%)	2 (1.17%)

Table 7 and Figure 7 point out that approximately 85% students receiving positive peer feedback for sharing mnemonic techniques. The habit of sharing mnemonic strategies to classmates with low retention power was reported by 81% of students. Students found that mnemonic retrieval strategies have improved recall speed, with 81% supporting this view.

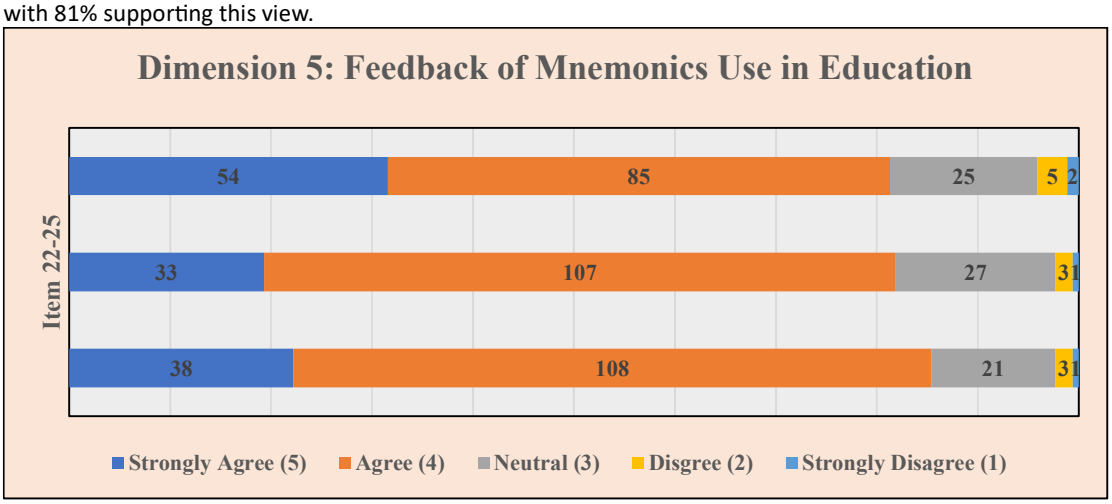

Figure 7

Findings pertaining to Objective 3: "To compare the degree of interest of tertiary students towards mnemonic retrieval strategies in classroom instruction with reference to their demographic variables''. Table 3 portrays a comparative account of the interest of the tertiary students with reference to their categorical variables.

Table 8: Determination of t values								
Categorical variables	**Pair of comparison**	**No. of Sample**	**Mean (M)**	**SD (Standard Deviation)**	**df**	**t value**	**P value (2 tailed)**	**Remarks**
Gender	Male	59	100.33	17.12	169	1.052	0.294	P > 0.05 Not significant
	Female	112	98.25	8.87				
Habitat	Rural	81	98.08	12.53	169	-.888	0.376	P > 0.05 Not significant
	Urban	90	99.76	12.18				
Discipline of Study	Social Science	95	100.21	10.69	169	1.473	0.143	P > 0.05 Not significant
	Science	76	97.42	14.06				
Course of Study	Academic	65	101.66	12.32	169	2.258	0.025	P < 0.05 significant
	Professional	106	97.32	12.12				

The results in Table 8 indicates that the calculated t-value for gender is 1.052, which is not statistically relevant at a 0.05 significance level; therefore, we accepted the null hypothesis. This suggests that there is no notable difference in the interest of tertiary students towards mnemonic retrieval strategies in classroom instruction based on their gender. Similarly, the computed t-value for habitat is -0.888, which is not statistically relevant at a 0.05 significance level; therefore, we accepted the null hypothesis. This demonstrates that there is no meaningful difference in the interest of tertiary students towards mnemonic retrieval strategies in classroom instruction based on their habitat. Which means habitat is not a factor that influence the interest of tertiary students towards mnemonic retrieval strategies. Moreover, the measured t-value for discipline of study is 1.473, which is which is not statistically appropriate at a 0.05 significance level; so, we accepted the null hypothesis. This highlights that there is no notable difference in the interest of tertiary students towards mnemonic retrieval strategies in classroom instruction based on their discipline of study. Additionally, the determined t-value for course of study is 2.258, which is statistically significant at the 0.05 level of significance. Thus, the null hypothesis is rejected. This shows that there is significant difference in the interest of tertiary students towards mnemonic retrieval strategies in classroom instruction based on their discipline of study. Therefore, student's interest in mnemonic retrieval strategies differs significantly depending on their course of study.

Findings pertaining to Objective 4: "To study the interaction effect between the variables (i) gender and course of study, (ii) gender and discipline of study towards mnemonics-based approaches", to address Objective 4, a two-way ANOVA was carried out to examine the effect of gender and course of study on the dependent variable. The summery of two-way ANOVA results are presented in Table 9.

Table 9: Summary of two-way ANOVA results

Source of variation	SS	df	MS	F	Sig.
Gender (A)	614.148	1	614.148	4.271	.040
Course of Study (B)	1454.437	1	1454.437	10.115	.002
A*B	882.642	1	882.642	6.138	.014

SS= Type III Sum of Squares, MS= Mean Square

The two-way ANOVA outcomes highlight that the gender (A) has a statistically impactful effect on the dependent variable, as confirmed by a F-value of 4.271 and a p-value of 0.040. This indicates that differences in gender are connected with meaningful differences in the outcome being assessed. Similarly, course of study (B) has also a statistically impactful effect, with a F-value of 10.115 and p-value of 0.002, indicating that course of study has significant effect on outcome variable. On the other hand, the interaction between gender and course of study is statistically significant (F = 6.138, p = 0.014). this reveals that the effect of the course of study relies on gender, or vice versa. This implies that the combined effect of those two factors has a relevant impact on dependent variable. The interaction between gender and course of study is displayed in Table 10.

Table 10: Interaction between A and B

Gender (A)	Course of the Study (B)	No. of Sample	Mean (M)	Standard Deviation (SD)	df	t value	P value (2 tailed)
Male	Academic	18	108.38	15.31	57	2.498	.015
Male	Professional	41	96.80	16.84			
Female	Academic	47	99.08	10.00	110	0.846	.399
Female	Professional	65	97.64	7.98			
Male	Academic	18	108.38	15.31	63	2.875	.006
Female	Academic	47	99.08	10.00			
Male	Professional	41	96.80	16.84	104	-0.346	.730
Female	Professional	65	97.64	7.98			

The data presented in table 10 indicates the interaction between gender (Male and Female: A) and course of study (Academic and Professional: B) based on the number of respondents, mean value, standard deviation (SD), degrees of freedom (df), t-values and p-values for each comparison. For males there is significant difference between those in academic and professional studies with mean value of 108.38 and 96.80 respectively, t-score is 2.498, and a p-value of 0.015, indicating notable impact of the course of study and male respondents on the dependent variable. In contrast, for females, there was no statistically relevant difference between those in academic and professional, Academic females had a mean score of 99.08, while professional females scored lower with the mean value of 97.64. The p-value of 0.399 confirm this there is no notable difference exists. When

comparing genders within the academic studies, the mean value is 108.38 and 99.08 respectively, the t-score is 2.875 and p-value of 0.006 which means there is meaningful difference of gender and academic studies on dependent variable. The performance gap between female and male academic studies students reached statistical relevance, highlighting a meaningful variation. However, for professional studies, females (mean = 97.64) are higher than males (mean = 96.80), with the t-score is -0.346 and as shown by the p-value of .730 implies that there is no statistically relevant difference of gender and professional studies on outcome variable. Overall, the interaction implies that course of study influences male students and no significant impact of course of study on female students exists. Similarly, gender and academic course can affect dependent variable but genders have no impact on professional studies.

A two-way ANOVA was carried out to examine the effect of gender and Discipline of study on the dependent variable. The summary of the results of two-way ANOVA is presented in Table 11.

Table 11: Summary of two-way ANOVA results

Source of variation	SS	df	MS	F	Sig.
Gender (A)	328.238	1	328.238	2.172	.142
Discipline of Study(C)	508.653	1	508.653	3.366	.068
A*C	29.653	1	29.653	.196	.658

SS= Type III Sum of Squares, MS= Mean Square

The two-way ANOVA outcomes highlight that the gender (A) has not a statistically meaningful effect on the dependent variable, as confirmed by an F-value of 2.172 and a p-value of 0.142. This implies that there exists not a significant effect in gender and outcome variable. Similarly, discipline of study (C) has also not a statistically meaningful effect, with an f-value of 3.366 and p-value of 0.068, indicating that course of study has not a significant effect on outcome variable. On the other hand, the interaction between gender and discipline of study is not statistically significant (F = 0.196, p = 0.658). This reveals that the effect of the discipline of study does not relies on gender, or vice versa. This implies that the combined effect of those two factors has not a relevant impact on dependent variable. The interaction between gender and discipline of study is collated in Table 12.

Table 12: Interaction between A and C

Gender (A)	Discipline of the Study (C)	No. of Sample	Mean (M)	Standard Deviation (SD)	df	t value	P value (2 tailed)
Male	Social Science	23	103.17	14.82	57	1.017	.314
Male	Science	36	98.52	18.41			
Female	Social Science	72	99.26	8.92	110	1.635	.105
Female	Science	40	96.42	8.58			
Male	Social Science	23	103.17	14.82	93	1.537	.128
Female	Social Science	72	99.26	8.92			
Male	Science	36	98.52	18.41	74	.648	.519
Female	Science	40	96.42	8.58			

The data presented in table 12 indicates the interaction between gender (Male and Female: A) and discipline of study (Social Science and Science: B) based on the number of respondents, mean value, standard deviation (SD), degrees of freedom (df), t-values and p-values for each comparison. For males there exists no significant difference between those in social science and science with mean value of 103.17 and 98.52 respectively, t-score is 1.017, and a p-value of 0.314, implying no notable impact of the discipline of study on male respondents. In contrast, for females, there exists no statistically meaningful difference between those in social science and science, social science females had a mean score of 99.26, while science females scored lower with the mean value of 96.42. The p-value of 0.105 confirm this there is no significant difference exists. When comparing genders within the social science, the mean value is 103.17 and 99.26 respectively, the t-score is 1.537 and p-value of 0.128 which means there is no impactful difference of gender on social science. The performance gap between female and male social science students reached statistically not relevant, highlighting there is no meaningful variation. However, for science, males (mean = 98.52) are higher than females (mean = 96.42), with the t-score is 0.648 and as shown by the p-value of 0.519 implies that there is no statistically meaningful difference of gender on science. Overall, the interaction implies that discipline of study not influences male and female students. Similarly, genders can't affect social science and science.

5. Conclusion

The present study primarily focused on the interest of tertiary level students towards mnemonic retrieval strategies in classroom instructions. The evidence gathered from the research imply that tertiary level students have moderate level of interest towards mnemonic retrieval strategies. The degree of interest of tertiary students towards mnemonic retrieval strategies in classroom instruction with reference to different domain of the interest inventory exhibits moderate to high. On the other hand, gender, habitat, discipline of study and course of study presented no statistically significant influences on the outcome variable. On the basis of interaction analysis between gender and course of study, male students and the course of study has significant impact upon the interest of tertiary level students towards mnemonic retrieval strategies. Similarly, gender and academic course have significant difference upon the interest of tertiary level students towards mnemonic retrieval strategies and the interaction between gender and discipline of study was not found statistically significant component. Thus, it can be said that, mnemonic retrieval strategies are very important retrieval tool for enhancing retention and easily understand the study materials for all the students as well as student-teachers.

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