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Mnemonics as Correlate of Scholastic Adjustment among Undergraduates in Public Universities in Rivers

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ABSTRACT

This paper examined mnemonics as correlate of scholastic adjustment among undergraduates in Public Universities in Rivers State. Correlational research design was adopted for the study. Four research questions and four hypotheses guided the study. The population of this study consisted of all undergraduates in the three public universities in Rivers State with total of 65,197. The sample size was 400 undergraduates, using Taro Yamane to determine the sample size. Proportionate sampling technique was used to draw the number of students from the public universities in Rivers State for the study. The instrument for data collection was self-designed questionnaire titled "Mnemonics and Scholastic Adjustment Questionnaire'' (MSAQ). The instrument was validated by an expert in Measurement and Evaluation. The reliability coefficient of the instrument was established using Chronbach Alpha for a measure of internal consistency, which yielded a reliability coefficient of 0.83. Pearson's Product Moment Pearson's Product Moment Correlation was used to answer research questions and test the null hypotheses at 0.05 level of significance. The findings of the study showed strong positive significant relationship between music mnemonics, model mnemonics, organized mnemonics, name mnemonics and scholastic adjustment among students in public universities in Rivers State. Based on these findings, it was recommended among others that public universities should incorporate mnemonic techniques. This can be achieved through workshops, training and study skill courses to enhance students' memory retention and academic performance. Lecturers should encourage students to use acronyms and name mnemonics to remember lists, definitions and classifications in various academic disciplines.

Keywords: *Mnemonics, Music Mnemonics, Model Mnemonics, Organized Mnemonics, Name Mnemonics and Scholastic Adjustment*

INTRODUCTION

Education is the process of transmitting knowledge, value and desirable attitudes from one generation to another. Education seeks to socialize individuals so as to equip them with the desire mode of behaviour that is in conformity with the way of life of the society in which they live. It is a process of teaching, training and learning in school and colleges for the development of knowledge and skills so as to prepare individuals to live happily with themselves and others in the society where they live. The basis or essence of education is to change or develop the abilities of the learner in such a way that it will bring a permanent positive form of attitude, responsibility and financial sustainability (Achuonye, 2022). Therefore, scholastic adjustment of students is very important so as to achieve the purpose of education in the society. Adjustment is indispensable in the school system. The term "adjustment" originates from the biological term "adaptation". Kinanee (2020) recorded that the concept of adjustment as used in psychology has its root in the biological term 'adaptation' which means how a specie adjusts to changes in its environment. Biologists used the term "adaptation" strictly for the physical demands of the environment, but psychologists use the term "adjustment" for varying

conditions of social or interpersonal relations in the society. Adjustment encompasses the psychological, emotional, social, and behavioral processes through which individuals adapt to changes, challenges, or demands in their environment. Whether it is coping with transitions, navigating relationships, or managing stress, adjustment is a fundamental aspect of human experience that influences well-being and functioning across various life domains. Adjustment involves the ability to adapt to changes in circumstances or situations. These changes can be major life events such as day-to-day adjustments to handling unexpected setbacks or dealing with changes in routine. Effective adjustment contributes to psychological well-being and overall life satisfaction. Individuals who are well-adjusted tend to have a positive outlook on life, feel confident in their abilities, and experience a sense of fulfillment and purpose (Hayes & Su, 2020). Adjustment ought to inspire specific changes so that the most effective relationship between the self and environment may be carried out and maintained, hence scholastic adjustment is the major concern of stakeholders in education.

Scholastic adjustment is a process by which individuals adapt to the academic role and environment of college. It is a process through which students develop the behavioral patterns, attitudes, values, and expectations that enable them to succeed in education. (Doolittle & Burrell, 2018). Scholastic adjustment is the ability to meet the demands of school in a timely manner while balancing other responsibilities and interests. It is a process by which students establish and maintain a level of academic performance consistent with their potential. It includes achieving satisfactory grades, completing assignments on time, and demonstrating understanding of the material taught. Effective scholastic adjustment often requires students to develop and utilize appropriate learning strategies. This can involve techniques such as time management, organization skills, study habits, and problem-solving approaches to navigate academic challenges. Malik (2020) recorded that scholastic adjustment is the degree to which a student successfully meets the challenges posed by the academic environment, including academic tasks, demands, and expectations. It is the extent to which a student successfully copes with the academic, intellectual and social demands of college life. In order to face the academic challenges of university life and be successful, there is need for mnemonics techniques.

Mnemonics are cognitive techniques designed to aid memory by organizing information in a way that enhances recall. These techniques leverage patterns, associations, and imagery to encode information more effectively, making it easier to retrieve when needed. Mnemonics have been widely studied in cognitive psychology and educational research as an effective learning strategy (Baddeley, 2013). One of the fundamental principles behind mnemonics is the dual-coding theory, which posits that information encoded both verbally and visually is more likely to be retained (James & Reddy, 2019). The application of mnemonics in education has demonstrated positive outcomes in subjects such as foreign language acquisition, science, and history, reinforcing their value as cognitive tools for enhancing memory and learning.

The field of mnemonics is seriously calling for attention through research as no formal educational system can thrive successfully in the absence of mnemonic tools. Both teachers and learners need mnemonics to easily recall information during interaction and assessment. Some mnemonic techniques take advantage of the benefits of meaningful and organized encoding and supplement them by setting up an organized retrieval structure in which each retrieval cue is stored with a specific piece of information to be remembered. To be maximally effective, these cues must be memorable and have a good probability of reminding the individual of the target information. Lorayne (2015) pointed out that teaching requires building of simple processes of knowledge that is essentially directed towards students-centered instructional activities using hands-on techniques. Mnemonics are interactive approaches that promote learning and performance especially in education.

Yates (2016) defined Mnemonics as the strategies for reinforcing reminiscence. The historic Greeks brought out some fundamental standards a couple of thousand years ago, and these days those ideas have been applied in masses of various methods, beginning from smooth acronyms to help

preserve in mind specific thoughts to complex techniques that help to remember numbers with the aid of re-coding them. Present day to day memory studies has shown virtually that mnemonics can be effective studying equipment in positive contexts, which incorporates remembering a listing of concrete items. Worthen and Hunt (2021) accepted that mnemonics enhance memory through capitalizing on clearly taking place reminiscence strategies such as seen imagery, enterprise and elaborative encoding. One crucial distinction to make is the difference among single-use and repeated-use mnemonics. A single-use mnemonic enables one to consider a particular truth. For example, the acronym HOMES enable one to keep in mind the extremely good Lakes: Huron, Ontario, Michigan, Erie, while a repeated-use mnemonic is a cognitive cuing shape that once discovered, can be used to save tremendous data on specific sports. Example is the method of loci, learning an intellectual map of your private home, after which storing your grocery listing in that maps every week. Music mnemonics, expressive mnemonics, model mnemonics, organized mnemonics, name mnemonics, spelling mnemonics, etc are all types of mnemonics techniques, but few of them were discussed in this paper.

Music mnemonics are memory aids that use melodies and rhythms to enhance recall and learning. This technique is based on the principle that musical elements such as repetition, structure and emotional engagement facilitate memory retention. Amadi (2010) described music mnemonics as “sing it” and techniques that can be applied to improve memory especially with subjects that are not interesting, by adding tunes to them. The nursery rhymes tune; “Twinkle, twinkle little star. How I wonder what you are: Up above the world so high: Like a diamond in the sky” is a music mnemonic often used by pupils. Music mnemonics is equally use to remember the days of the month. It goes, “Thirty days has September, April, June and November. All the rest has Thirty-one except February with Twenty-Eight or Twenty-nine days for a leap year”. It allows participants to remember items in sequential order, which should allow for ordered recall (Rojo et al., 2019). Brown (2019) found strong positive relationship between music mnemonics and scholastic adjustment among students. Taylor (2020) also revealed significant positive relationship between music mnemonics and scholastic adjustment among undergraduates.

Model mnemonics are structured frameworks that aid memory by organizing information into systematic models, guiding learners in recall and application. These mnemonics are commonly used in educational and professional settings to simplify complex concepts into structured, memorable patterns. Elvis (2021) defined model mnemonics as the formation and adoption of sketches, drawings, art works, paintings diagrams, pictures, pyramids, charts, signs and symbols for the purpose of recalling abstract information or a given knowledge when needed. This type of mnemonics engages students thought, vision and psychomotor domain to bring about easy recall of what is learnt, taught, studied or what is considered difficult to remember or abstract concept. Samuel (2015) observed that visual memory is very strong and that is why there is emphasis on visual learning tools such as diagram, chart, sketch, cartoon, learning maps and graphs. Real information is remembered more than abstract ones. This is because it can be pictured and pictures are more remembered than words. If it can be pictured, it can be recalled. The brain has hard time remembering abstract ideas or isolated facts. Learning in a way that will combine the use of sight, hearing, speech, feeling and motor skill will place students well on the way to possessing a super memory. Lawal (2020) found significant positive relationship between model mnemonics and scholastic adjustment among undergraduates. Amino and Hassan (2021) revealed model mnemonics positively related to scholastic adjustment among students in their own study.

Organized mnemonics have been found to be helpful in recalling things. Some people learn best when they organize or arrange their thoughts into meaningful notes. Grouping information together helps students to remember them more easily. Organized mnemonics is a memory technique used by students to recall information when necessary. It allows students to organize information in a

memorable way which make it possible for them to remember the stored information. This method is created by pegging hard to recall facts with already existing ones, making it easy to remember, linking, chunking or associating the new idea with already familiar ones for quick recall. Students, who take their time to organize their lecture motes in a meaningful way will find it easy to understand, comprehend and recall the contents. Organize mnemonics have also been instrumental in recalling important facts by speakers during public presentations, speech delivery, key note address, conferences, workshops, seminars or paper presentation and public lectures. When students organize their speeches in a meaningful and easy to recall pattern, it becomes easier to make apt presentations (Stephen, 2022)

Podder (2013) emphasized that organizing and ordering information can significantly improve memory. Imagine, for example, how difficult it would be to remember a random list of sixty-two letters. On the other hand, it would not be difficult to memorize the first sentence in the paragraph consisting of sixty-two letters. Similarly, learning a large amount of unconnected and unorganized information from various sources can be very challenging. By organizing and adding meaning to the material prior to learning it, students can facilitate both storage and retrieval. In other words, students can store ideas better and recall them easier. Ndigbo (2020) revealed strong positive relationship between organized mnemonics and student's academic performance. When students create and use mnemonic devices, they are actively involved in learning, making the information more meaningful and easier to integrate into long-term memory. Active learning is closely linked to better scholastic adjustment and academic success. Kelly (2022) found strong positive relationship between organized mnemonics and student's academic achievement. This ability to analyze and connect ideas enhances both problem-solving skills and academic adjustment.

Name mnemonics is a method used to form words by using the first letters from a group of words. It is the coining of the name of a person, animal, plant, thing or word from a group of words or phrase for easy recall when needed. This is particularly useful when remembering words in a specified order. Name mnemonics is also referred to as acronyms (Wisky & Goodhead, 2023). They are very common in ordinary language and in many fields. Name or acronym uses a simple formula of a letter to represent each word or phrase that needs to be remembered. Students can use name mnemonics to remember grocery list items and more. A typical example of name mnemonic is the first letter mnemonic also referred to as acronym mnemonics. In this case a word is composed using the first letters of the name of each item on the list. Using the word as a cue one can now remember the information one want when given this cue.

Samuel (2015) noted that name or acronym mnemonics is a word that is formed out of the first letters of the items to be remembered. For example, to recall the colours of the spectrum of visible light, an acronym, ROYGBIV is not a person. It is name used as a mnemonic device to remember the order of the colours in a rainbow or prism. It represents Red, Orange, Yellow, Green, Blue, Indigo, and Violet. Name mnemonics for remembering the excretory organs of the body is SKILL, which stands for Skin, Kidney, Intestine, Liver, and Lungs. Other familiar name mnemonics include BODMAS which is the order involve in Mathematical calculation. It stands for; Bracket of Division, Multiplication, Addition and Subtraction, SOHCAHTOA which signifies the order of calculating trigonometric or angles in Mathematics and represents Sine = Opposite/Hypothanus, Cosine = Adjacent/Hypothanus, Tangent = Opposite/Adjacent. Fisher (2020) found significant positive relationship between name mnemonics and scholastic adjustment among undergraduates. Jotta and Sand (2021) revealed significant positive relationship between name mnemonics and academic achievement of students.

Statement of the Problem

Scholastic adjustment is a critical factor in the academic success and overall well-being of undergraduates in public universities. It encompasses students' ability to cope with academic

demands, manage stress and effectively engage in learning activities. However, many undergraduates in public universities in Rivers State struggle with scholastic adjustment due to various cognitive and psychological challenges, including memory retention difficulties, ineffective study habits, and academic stress. These challenges often result in poor academic performance, low motivation and increased dropout rates. Mnemonics, as a cognitive strategy, has been widely recognized for enhancing memory retention and recall, thereby improving learning efficiency. It involves the use of techniques such as acronyms, imagery, rhymes, and chunking to aid information retention. Despite its potential benefits, the extent to which mnemonics influence scholastic adjustment among undergraduates in public universities in Rivers State remains largely unexplored. There is a need to investigate whether the use of mnemonic strategies can positively impact students' ability to adapt to academic demands, enhance their study habits, and improve overall academic performance. Given the increasing academic challenges faced by undergraduates, it is essential to explore strategies that can facilitate better scholastic adjustment. This study, therefore, seeks to examine the relationship between mnemonics and scholastic adjustment among undergraduates in public universities in Rivers State.

Aim and Objectives of the Study

1. Investigate the extent music mnemonics are related to scholastic adjustment among students in public universities in Rivers State.
2. Ascertain the extent model mnemonics are related to scholastic adjustment among students in public universities in Rivers State
3. Examine the extent organized mnemonics are related to scholastic adjustment among students in public universities in Rivers State.
4. Establish the extent name mnemonics are related to scholastic adjustment among students in public universities in Rivers State.

Research Questions

1. To what extent are music mnemonics related to scholastic adjustment among students in public universities in Rivers State?
2. To what extent are model mnemonics related to scholastic adjustment among students in public universities in Rivers State?
3. To what extent are organized mnemonics related to scholastic adjustment among students in public universities in Rivers State?
4. To what extent are name mnemonics related to scholastic adjustment among students in public universities in Rivers State?

Hypotheses

1 There is no significant relationship between music mnemonics and scholastic adjustment among students in public universities in Rivers State.

2 There is no significant relationship between model mnemonics and scholastic adjustment among students in public universities in Rivers State.

3 There is no significant relationship between organized mnemonics and scholastic adjustment among students in public universities in Rivers State.

4 There is no significant relationship between name mnemonics and scholastic adjustment among students in public universities in Rivers State.

METHODOLOGY

The study adopted a correlational research design. Chikwe (2020) noted that correlational research design helps to determine the extent or degree of relationship existing between two or more variables and to use such relationship in making future predictions. Correlational studies have usually being regarded as relational studies or prediction studies, as it seeks to find out relationship between

two or more variables, magnitude and direction of such relationship. The population of this study consisted of all undergraduates in the three public universities in Rivers State with 11,936 for Ignatius Ajuru University of Education, 20,799 for Rivers State University and 32,462 for University of Port Harcourt, making it a total of 65,197 undergraduates for the study (**Source:** Knoema.com/NGEDUSE 2023/ education-statistics-of-Nigeria). The sample size for this study was 400 undergraduates, using Taro Yamane formula to determine the sample size. Proportionate sampling technique was used to determine the sample from each of the universities. Thus, 73 sample was drawn from IAUE, 128 from RSU and 199 form UNIPORT, making a total it 400. This was calculated based on the population of the individual institution and the aggregate of sample size. Self-designed instrument titled "Mnemonics and Scholastic Adjustment Questionnaire'' (MSAQ) was used for data collection. The instrument was validated by an expert in Measurement and Evaluation. The reliability of the instrument was established using Cronbach Alpha for a measure of internal consistency, which yielded reliability co-efficient of 0.83. Pearson Product Moment Correlation was used to answer research questions and test of the null hypotheses at 0.05 level of significance.

Research Question One

To what extent are music mnemonics related to scholastic adjustment among students in public universities in Rivers State?

Hypothesis One

There is no significant relationship between music mnemonics and scholastic adjustment among students in public universities in Rivers State

Table 1: Pearson's Product Moment Correlation of Music Mnemonics and Scholastic Adjustment among Students in Public Universities in Rivers State

		Music Mnemonics	Scholastic Adjustment
Music Mnemonics	Pearson Correlation	1	.820**
	Sig. (2-tailed)		.000
	N	400	400
Scholastic Adjustment	Pearson Correlation	.820**	1
	Sig. (2-tailed)	.000	
	N	400	400

* Significant at 0.05 (2-tailed) *

Table 1 presents Pearson's Product Moment Correlation result of music mnemonics and scholastic adjustment among students in public universities in Rivers State. The result revealed r-value of .820 with its corresponding p-value of .000<0.05 level of significance. This shows a strong positive relationship between music mnemonics and scholastic adjustment among students in public universities in Rivers State. This result also indicated that, to very high extent music mnemonics relate to scholastic adjustment among students in public universities in Rivers State. Furthermore, since the p-value is less than the chosen level of significance, the null hypothesis is rejected. It therefore indicates that there is significant positive relationship between music mnemonics and scholastic adjustment among students in Public Universities in Rivers State. This also means that as students in public universities increases their music mnemonics, they tend to adjust better scholastically.

Research Question Two

To what extent are model mnemonics related to scholastic adjustment among students in public universities in Rivers State?

Hypothesis Two

There is no significant relationship between model mnemonics and scholastic adjustment among students in public universities in Rivers State

.**Table 2: Pearson's Product Moment Correlation of Model Mnemonics and Scholastic Adjustment among Students in Public Universities in Rivers State**

		Model Mnemonics	Scholastic Adjustment
Model Mnemonics	Pearson Correlation	1	.810**
	Sig. (2-tailed)		.000
	N	400	400
Scholastic Adjustment	Pearson Correlation	.810**	1
	Sig. (2-tailed)	.000	
	N	400	400

* Significant at 0.05 (2-tailed) *

Table 2 presents Pearson's Product Moment Correlation result of model mnemonics and scholastic adjustment among students in public universities in Rivers State. The result revealed r-value of .810 with its corresponding p-value of .000<0.05 level of significance. This shows a strong positive relationship between model mnemonics and scholastic adjustment among students in public universities in Rivers State. This result also indicated that, to very high extent model mnemonics relate to scholastic adjustment among students in public universities in Rivers State. Furthermore, since the p-value is less than the chosen level of significance, the null hypothesis is rejected. It therefore indicates that there is significant positive relationship between model mnemonics and scholastic adjustment among students in public universities in Rivers State. This also means that as students in public universities increases their model mnemonics, they tend to adjust better scholastically.

Research Question Three

To what extent are organized mnemonics related to scholastic adjustment among students in public universities in Rivers State?

Hypothesis Three

There is no significant relationship between organized mnemonics and scholastic adjustment among students in public universities in Rivers State

Table 3: Pearson's Product Moment Correlation of Organized Mnemonics and Scholastic Adjustment among Students in Public Universities in Rivers State

		Organized Mnemonics	Scholastic Adjustment
Organized Mnemonics	Pearson Correlation	1	.814**
	Sig. (2-tailed)		.000
	N	400	400
Scholastic Adjustment	Pearson Correlation	.814**	1
	Sig. (2-tailed)	.000	
	N	400	400

* Significant at 0.05 (2-tailed) *

Table 3 presents Pearson's Product Moment Correlation result of organized mnemonics and scholastic adjustment among students in public universities in Rivers State. The result revealed r-value of .814 with its corresponding p-value of .000<0.05 level of significance. This shows a strong positive relationship between organized mnemonics and scholastic adjustment among students in public universities in Rivers State. This result also indicated that, to very high extent organized mnemonics relate to scholastic adjustment among students in public universities in Rivers State. Furthermore, since the p-value is less than the chosen level of significance, the null hypothesis is rejected. It therefore indicates that there is significant positive relationship between organized mnemonics and scholastic adjustment among students in public universities in Rivers State. This also means that as

students in public universities increases their organized mnemonics, they tend to adjust better scholastically.

Research Question Four

To what extent are name mnemonics related to scholastic adjustment among students in public universities in Rivers State?

Hypothesis Four

There is no significant relationship between name mnemonics and scholastic adjustment among students in public universities in Rivers State

Table 4: Pearson's Product Moment Correlation of Name Mnemonics and Scholastic Adjustment among Students in Public Universities in Rivers State

		Name Mnemonics	Scholastic Adjustment
Name Mnemonics	Pearson Correlation	1	.817**
	Sig. (2-tailed)		.000
	N	400	400
Scholastic Adjustment	Pearson Correlation	.817**	1
	Sig. (2-tailed)	.000	
	N	400	400

* Significant at 0.05 (2-tailed) *

Table 4 presents Pearson's Product Moment Correlation result of name mnemonics and scholastic adjustment among students in public universities in Rivers State. The result revealed r-value of .817 with its corresponding p-value of .000<0.05 level of significance. This shows a strong positive relationship between name mnemonics and scholastic adjustment among students in public universities in Rivers State. This result also indicated that, to very high extent name mnemonics relate to scholastic adjustment among students in public universities in Rivers State. Furthermore, since the p-value is less than the chosen level of significance, the null hypothesis is rejected. It therefore implies that there is significant positive relationship between name mnemonics and scholastic adjustment among students in public universities in Rivers State. This also means that as students in public universities increases their name mnemonics, they tend to adjust better scholastically

Discussion of Findings

The research question one revealed that the extent of relationship between music mnemonics and scholastic adjustment was very high among students in public universities in Rivers State. While, the result of the hypothesis one revealed that there was significant strong positive relationship between music mnemonics and scholastic adjustment among students in public universities in Rivers State. This result could be probably because music mnemonics help students remember academic content more effectively by associating information with rhythm and melody, making learning easier and reducing academic stress. This finding is in agreement with the study of Brown (2019) who found strong positive relationship between music mnemonics and scholastic adjustment among students, which is consistent with the present study. This could be because music mnemonics enhance cognitive functions such as attention, problem-solving, and information processing, helping students adapt to academic challenges more effectively. Taylor (2020) also revealed significant positive relationship between music mnemonics and scholastic adjustment among undergraduates, which is consistent with the present study. This might be because when students recall information quickly and accurately, their confidence increases, contributing to better scholastic adjustment and academic success.

The result of the research question two revealed that the extent of relationship between model mnemonics and scholastic adjustment was very high among students in public universities in Rivers State. While, the result of the corresponding hypothesis revealed that there was significant strong positive relationship between model mnemonics and scholastic adjustment among students in

public universities in Rivers State. This result is probably because model mnemonics break down complex subjects into visually structured and understandable formats. Students find it easier to grasp difficult concepts, leading to better comprehension and scholastic success. This finding is in accordance with the study of Lawal (2020) who found significant positive relationship between model mnemonics and scholastic adjustment among undergraduates, which is consistent with the present study. This could be probably because model mnemonics helps students retain and retrieve information more effectively. Quick recall of structured information reduces stress during examinations and coursework, contributing to better academic adjustment. Amino and Hassan (2021) revealed model mnemonics positively related to scholastic adjustment among students in their own study. This could be probably because model mnemonics help students adapt by providing structured learning techniques, improving academic performance and adjustment.

The result of the research question three revealed that the extent of relationship between model mnemonics and scholastic adjustment was very high among students in public universities in Rivers State. While, the result of the corresponding hypothesis revealed that there was significant positive relationship between organized mnemonics and scholastic adjustment among students in public universities in Rivers State. This result could be probably because organized mnemonics help students effectively retain and retrieve information. This improved memory retention is crucial for academic performance, as it allows students to recall key concepts and information during lectures, examinations and assignments, which in turn result in better scholastic adjustment. This finding is in line with the study of Ndigbo (2020) whose result revealed strong positive relationship between organized mnemonics and student's academic performance. This could be probably because organized mnemonics encourage active engagement with study material. When students create and use mnemonic devices, they are actively involved in learning, making the information more meaningful and easier to integrate into long-term memory. Active learning is closely linked to better scholastic adjustment and academic success. Kelly (2022) found strong positive relationship between organized mnemonics and student's academic achievement. This is might be because organized mnemonics can help students categorize and make connections between ideas, encouraging critical thinking. This ability to analyze and connect ideas enhances both problem-solving skills and academic adjustment.

The result of the research question four revealed that the extent of relationship between name mnemonics and scholastic adjustment was very high among students in public universities in Rivers State. While, the result of the corresponding hypothesis revealed that there was significant positive relationship between name mnemonics and scholastic adjustment among students in public universities in Rivers State. This result is probably because name mnemonics help students remember important details about subjects, topics, or people related to their academic work. By boosting memory retention, students can perform better in examination and class discussions, leading to better scholastic adjustment. This result is in harmony with the study of Fisher (2020) who found significant positive relationship between name mnemonics and scholastic adjustment among undergraduates, which is consistent with the present study. This is could be because when students successfully recall information using name mnemonics, they experience a sense of accomplishment and confidence. This confidence can improve their engagement with their studies, reduce academic anxiety, and positively affect their adjustment to the university environment. Jotta and Sand (2021) revealed there was significant positive relationship between name mnemonics and academic achievement of students. This might be because name mnemonics help students retain information over the long term, rather than just for short-term recall. This is particularly helpful for subjects that require cumulative knowledge, as students can build on their learning progressively, improving their scholastic adjustment and academic performance.

CONCLUSION

The findings of this study underscored the relationship between mnemonics and scholastic adjustment among students in Public Universities in Rivers State. The research revealed strong positive relationship between music mnemonics, model mnemonics, organized mnemonics, name mnemonics

and scholastic adjustment among students in public universities in Rivers State. The findings of this study showed that mnemonics significantly contribute to scholastic adjustment, as it enhanced retention, recall and understanding of complex academic materials. Mnemonics serve as cognitive tools that enhance information encoding and retrieval, reducing the cognitive load associated with learning.

RECOMMENDATIONS

1 Universities should integrate music-based learning techniques into teaching methods, allowing students to use familiar tunes to remember complex concepts, formulas, and key terminologies effectively

2 Faculty members should incorporate visual models, diagrams and symbolic representations into lectures to reinforce key concepts and improve students' recall ability.

3 Students should be trained on structured mnemonic strategies, such as the method of loci and pegword techniques, to systematically organize and retrieve information during examinations.

4 Lecturers should encourage students to use acronyms and name mnemonics to remember lists, definitions and classifications in various academic disciplines.

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