



HAL
open science

Influence of Colors to the Memorization Skill of the Senior High School Students

Lovely Beatrix E. Eliot, Jomari D Galigao, Tiffany V. Ortiz, Jojames Arnaldo G. Gaddi, Aj Marielle P. Pongcol, Camille E. Entendez

► **To cite this version:**

Lovely Beatrix E. Eliot, Jomari D Galigao, Tiffany V. Ortiz, Jojames Arnaldo G. Gaddi, Aj Marielle P. Pongcol, et al.. Influence of Colors to the Memorization Skill of the Senior High School Students. International Journal of Current Science Research and Review, 2024, 7 (6), pp.3702-3709. 10.47191/ijcsrr/V7-i6-17 . hal-04605988

HAL Id: hal-04605988

<https://hal.science/hal-04605988>

Submitted on 9 Jun 2024

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

Copyright



Influence of Colors to the Memorization Skill of the Senior High School Students

Lovely Beatrix E. Eliot¹, Jomari D. Galigao², Tiffany V. Ortiz³, Jojames Arnaldo G. Gaddi⁴,
Aj Marielle P. Pongcol⁵, Camille E. Entendez⁶

¹⁻³HUMSS Student, St. Paul University Surigao, Philippines

⁴⁻⁶Faculty, St. Paul University Surigao, Philippines

ABSTRACT: This study aimed to investigate the influence of colors on the memorization skills of senior high school students at St. Paul University Surigao. This study applied the quantitative research design employing a descriptive survey technique with 272 participants. The main instrument employed in gathering necessary data was the researcher-made questionnaire. The gathered data were treated using sample percentage, mean, standard deviation, and analysis of variance (ANOVA). Based on the results, the influence of colors on the memorization skill of senior high school students got an average mean of 3.28, and a standard deviation of 0.71 which can be verbally interpreted as *Strongly Agree* and qualitatively described as *Always*. When participants are grouped according to their sex and strand, it was revealed that there is a significant difference in terms of influence of colors on the memorization skill of the senior high school students.

KEYWORDS: Color-Coding, Influence, Memorization Skill, Senior High School Students

INTRODUCTION

Color plays an important role in academic settings, as it can impact various aspects of the learning experience. It can affect student engagement, motivation, attention, and memory performance. The use of color can help students organize and categorize information, which can improve their understanding and retention of course material. Some studies have even found that the use of color can increase students' creativity and critical thinking abilities.

In a study by O'hare & Shen (2019), results has shown that the use of color in lecture slides, textbooks, and study materials can enhance student engagement and motivation, making them more likely to participate and be actively involved in the learning process. Moreover, the researchers stated that the results showed that students who received the color slides had significantly higher course grades compared to those who received the black-and-white slides. The authors suggest that the use of color helped students to better organize and categorize information, leading to improved understanding and retention of course material. Additionally, students who received the color slides reported higher levels of engagement and motivation compared to those who received the black-and-white slides (Gaddi et al., 2024).

In the case of Filipino students, Luzon and Aguila (2017) conducted a study with 92 high school students in the Philippines which examined the effect of using color-coded flashcards on the students' retention of information in a biology class. The study found that the group who used the color-coded flashcards performed significantly better on a post-test assessing their retention of information compared to the group who used the plain white flashcards. The authors suggest that the use of color-coded flashcards helped the students to better organize and categorize information, leading to improved retention and recall.

At school, the researchers themselves use color in reviewing their lessons to retain information by highlighting words, phrases, or sentences that are important. They find it easier to memorize the review material given by their teachers when they do it this way. They have also observed that in the visual aids by their teachers, they have highlighted the words, phrases, or sentences that needs emphasizing. With these, then researchers would like to find out if the use of colors is as useful to other students as it is to them. Thus, the purpose of this study is to find out how color-coding have influenced the memorization skill of the other senior high school students in St. Paul University Surigao.

The results of this study will be beneficial for numerous people and groups including the educators since by incorporating colors in their teaching materials, educators can enhance students' information processing, retention, and recall. Furthermore, this research on the influence of colors on students' memorization skill can help advance the people's understanding of how visual



stimuli affect cognitive processes. This knowledge can have implications beyond education, such as in marketing, design, and other fields that rely on visual stimuli to influence behavior and decision-making.

CONCEPTUAL FRAMEWORK

This study will be anchored on the concept of Diachenko, et al. (2017), entitled, *Color Education: A Study on Methods of Influence on Memory*. The study provides valuable insights into the use of color as a memory aid and highlights the importance of considering individual differences when designing learning strategies. Specifically, their study found that the use of color-coding is an effective method for enhancing memory recall among students. The group that used color-coded notes had significantly higher recall scores than the other two groups (colored paper and standard white paper).

The framework of the study was illustrated in the schematic diagram in Figure 1. The first box shows the profile of the participants as to sex, and strand.

Sex. Refers to the biological difference between a male and a female. The anchored study found out from the results that color-coding was more effective for female participants than male participants.

Strand. It refers to whether the participant belongs to the Science Technology Engineering and Mathematics (STEM), General Academic Strand (GAS), Arts Design Track (ADT), Accountancy Business Management (ABM), Technical vocational livelihood (TVL), and Humanities and Social Science (HUMSS). These different strands have different outputs that students are required to comply in which, they may have different uses for color to enhance their memorization.

The second box contains the influence of colors to the memorization skill of senior high school students as to their color-coding strategies.

Color-coding. Refers to a learning strategy that involves using different colors to represent different categories or concepts. For example, a student may use one color to represent important terms and definitions, another color to represent examples, and another color to represent key concepts or themes.

The third box contains the proposed recommendations that will be given based on the results and findings of this study.

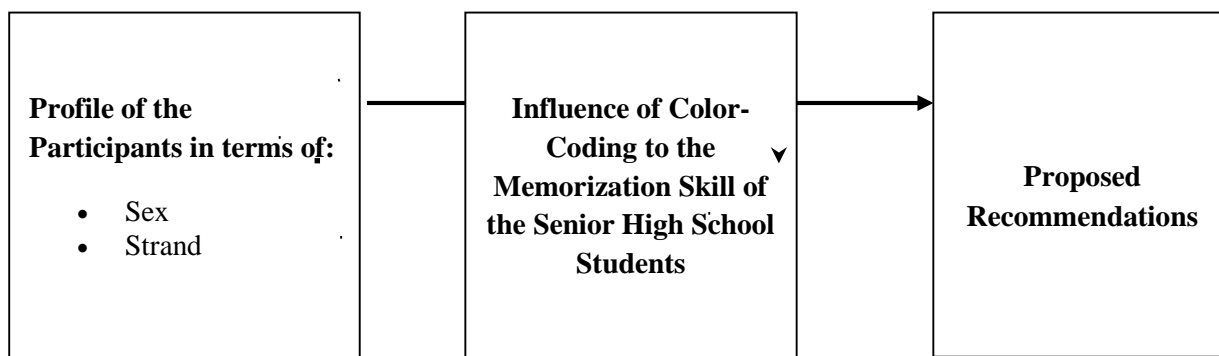


Figure 1. Schematic Diagram of the Study

METHODOLOGY

This study employed a quantitative approach using a descriptive survey technique with 272 participants. The major instrument employed in gathering the necessary data was the researcher-made survey questionnaire, validated by the experts in the field. A letter was sent to the principal followed by obtaining consent from participants to answer the survey. The gathered data were treated using frequency count and percentage distribution, mean and standard deviation, and Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

This section presents the result and discussion of the data gathering during the survey conducted to the senior high school students at St. Paul University Surigao.

Profile of the Participants

Table 1 showed the demographic profile of the participants in terms of sex and strand.



Table 1. Profile of the Participants

Profile	f (272)	%
Sex		
Male	114	42
Female	158	58
Strand		
ABM	56	21
ADT/TVL	22	8
HUMSS	53	19
STEM	141	2

Table 1 presents the profile of the selected 272 Senior High School students as to their sex and strand. In terms of *sex*, most are female with 158 (58%), then male with 114 (42%). With regards to their *strand*, most of them belong in Science, Technology, Engineering, and Mathematics (STEM) strand with 141 (51%); followed by Accountancy, Business, and Management (ABM) strand with 56 (21%); then Humanities and Social Sciences (HUMSS) strand with 53 (19%); and the least number of participants was from Technical-Vocational Livelihood/Arts and Design Track (TVL/ADT) with 22 (8%).

The section on the next page illustrates the mean and standard deviation of the Influence of Colors to the Memorization Skills of Senior High School Students.

Table 2. The Influence of Colors to the Memorization Skill of Senior High School Students

Indicators	M	SD	VI	QD
1. Color-coding my notes helps me remember important information better.	3.45	0.70	SA	A
2. I associate certain colors with specific topics, making it easier to remember.	3.35	0.64	SA	A
3. Using different colors for headings and subheadings makes it easier for me to navigate through information.	3.27	0.69	SA	A
4. I make color-coded flashcards to help me remember the information more quickly.	3.01	0.82	A	S
5. I remember the information better when it is presented in a visually appealing way, using colors.	3.31	0.70	SA	A
6. Using colors to highlight important information draws my attention and helps me focus on the material.	3.39	0.67	SA	A
7. Color-coding helps me break down complex concepts and makes it easier to understand.	3.23	0.70	A	S
8. Using colors to organize my notes helps me see the connections between different ideas.	3.30	0.72	SA	A
9. Using colors to organize my study materials helps me feel more in control and less overwhelmed.	3.33	0.70	SA	A
10. I use color-codes to trigger memories or associations, making it easier to recall information.	3.17	0.69	A	S
11. Using colors to differentiate between different parts of a diagram or graph makes it easier to understand.	3.15	0.77	SA	S
12. I find it easier to remember the information when I use colors that are personally meaningful to me.	3.28	0.73	SA	A
13. Color-coding helps me stay organized and reduces the amount of time I spend searching for information.	3.32	0.69	SA	A
14. I recall information more effectively when presented with a variety of colors and specific textures, such as smooth, rough, or textured surfaces.	3.28	0.73	SA	A
15. Using colors to categorize different types of information helps me see the big picture.	3.30	0.75	SA	A
AVERAGE	3.28	0.71	SA	A

Legend:

Scale	Interval	VI	Code	QD	Code
4	3.25-4.00	Strongly Agree	SA	Always	A
3	2.50-3.24	Agree	A	Often	O
2	1.75-2.49	Disagree	D	Sometimes	S
1	1.00-1.74	Strongly Disagree	SD	Never	N



Table 2 displays the influence of color-coding to the memorization skill of senior high school students. Among the fifteen indicators, the item 1, *Color-coding my notes helps me remember information better* received the highest mean ($M=3.45$, $SD=0.70$), which can be verbally interpreted as *Strongly Agree* and qualitatively described as *Always*. This indicates that the majority of senior high school students color-code their notes since it helps them retain information more effectively. It signifies their acknowledgment of the efficacy of visual cues in supporting their learning process, highlighting the necessity of incorporating such techniques into educational practices. This is consistent with the results of the study of Diachenko et al. (2022) which revealed that for the participants of their study, color coding is their most effective method of remembering information. The participants of their study also stated that they experience better retention compared to other methods that they tried. Moreover, the reason for this can be explained through the theoretical basis of color and psychological functioning is based on the physiological model proposed by Goldstein (1942) as cited by Liu et al. (2021). According to Goldstein, color naturally causes physiological reactions that manifest in emotional experience, cognitive focus, and motor behavior. Furthermore, the findings are consistent with the research conducted by Wang & Kuo (2019), who investigated the impact of paper color on learning engagement. Their study found that students had better learning engagement when presented with materials on colored paper compared to white paper. This suggests that incorporating color into educational materials can enhance students' motivation and interest in learning, ultimately improving their memorization skills. Additionally, the positive perception of color-coding observed in this study is consistent with the research conducted by Bargh et al. (2018), who emphasized the importance of color in human cognition and behavior. Their study highlighted the influence of color on information processing and suggested that colors play a crucial role in how people perceive and remember information. This supports the notion that color-coding can be an effective mnemonic strategy for enhancing memory retention among senior high school students.

On the other hand, the item *I make color-coded flashcards to help me remember the information more quickly* received the lowest mean ($M=3.01$, $SD=0.82$), which can be verbally interpreted as *Agree* and qualitatively described as *Sometimes*. This suggests that while many senior high school students acknowledge the potential benefits of using color-coded flashcards for memorization, they may not consistently utilize this strategy in their study routines. This inconsistency in the use of color-coded flashcards may stem from various factors, including individual learning preferences and the perceived effectiveness of alternative study methods. While some students may find color-coded flashcards helpful for memory retention, others may prefer different techniques based on their unique learning styles and cognitive processes. This finding is consistent with the research conducted by Pezdek et al. (2020), which found that there was no significant difference in memory retention between participants who were presented with information on blue paper and those presented with information on white paper. Although their study focused on the impact of paper color rather than color-coded flashcards, it suggests that not all color-related strategies may be equally effective for enhancing memory retention. Furthermore, the results of the current study align with the findings of Tan & Xu (2018), who found no significant impact of paper color on test performance among college students. Their study tested participants on various colors of paper, including white, green, blue, and yellow, and found that there was no significant difference in test scores across the different paper colors. This suggests that individual preferences and associations with color may vary, and what works for one student may not necessarily work for another. Moreover, the finding that students sometimes use color-coded flashcards is supported by the research conducted by Kim et al. (2019), who investigated the effect of paper color on the attention span of university students. Their study found that white paper resulted in the highest level of attention compared to other colors, indicating that students may prioritize factors such as readability and clarity over color when studying. The mixed findings regarding the use of color-coded flashcards suggest that while this strategy may be beneficial for some students, it may not be universally adopted or preferred by all (Gaddi et al., 2024).

On average, it is verbally interpreted as *Strongly Agree* and qualitatively described as *Always* ($M=3.28$, $SD=0.71$). This implies that the senior high school students strongly agree that using colors can greatly aid their memorization and thus, enhancing it. The researchers themselves have found that integrating color into their review process enhances their ability to retain information and deepen their understanding of the material. This firsthand experience underscores the potential benefits of incorporating color into educational materials for improving students' memorization and comprehension. This finding aligns with the study of Diachenko et al. (2022) which concluded that the active use of color in educational activity is a form that enables teachers and students. It encourages students to express themselves, which, in itself, is a key to being satisfied with the learning process and its success, as well as with further career growth. Similarly, Bargh et al. (2018) emphasized the importance of color in human cognition



and behavior, highlighting its influence on information processing. In the context of education, color has been utilized to enhance learning and memory retention. The study also suggests that colors play a crucial role in how people perceive and process information, which could explain why color-coding is perceived as beneficial by senior high school students. Furthermore, the findings of Green and Bavelier (2018) support the notion that color can enhance memory consolidation. Their research suggested that the use of blue light can improve memory retention in adults. While their study focused on the effect of light color rather than paper color, it provides additional evidence of the impact of visual stimuli on memory processes. This supports the idea that incorporating color, whether through light or paper, can positively influence memorization skills.

Table 3. Significant Difference between the influence of colors to the memorization skill of senior high school students when grouped according to their profile variable.

Profile		F	p-value	Decision
Sex	Influence of Color-Coding to the Memorization Skills	13.42	0.000	Reject H_0
Strand	Influence of Color-Coding to the Memorization Skills	4.50	0.004	Reject H_0

Table 3 presents a significant difference between the influence of colors to the memorization skill of senior high school students in terms of color-coding when grouped according to their profile variable such as *sex* and *strand*.

In terms of *sex*, it reveals that there is a significant difference on the influence of colors to the memorization skill of senior high school students in terms of color-coding ($p=0.000$) as to their sex considering that respective computed p-values are lower than the expected level of significance, 0.05, which leads to rejecting the hypothesis. This means that the influence of color-coding to the memorization skill of Senior High School students significantly differs when it comes to their sex. The sex of students, such as male and female, exhibit varying preferences and responses to color-coding techniques. This suggests that, if you are a male or female student, your engagement with color-coding may differ based on your gender identity and learning style. This ties in with the article by Braam (2024), which states that research into color vision has shown men often have a narrower range of color perception compared to women. Meanwhile women, generally recognize more shades of color than men, particularly in the red-orange-yellow spectrum. This ability is partly due to the female X chromosome, which carries genes responsible for color vision. Differences in color perception imply that individuals may experience the world in distinct ways, leading to potential discrepancies in how they interpret and respond to visual stimuli. Thus, while the study could provide valuable insights into the influence of colors on memorization skills among senior high school students, further research is needed to explore the underlying factors contributing to these differences and to develop targeted interventions that address the diverse learning needs of students (Gaddi et al., 2024; Gesta et al., 2024).

In terms of their *strand*, it presents that there are significant differences on the influence of colors to the memorization skill of Senior High School students in terms color-coding ($p=0.004$) as to their strand considering that respective computed p-values are lower than the expected level of significance, 0.05, which leads to rejecting the hypothesis. This implies that the influence of colors to the memorization skill of Senior High School students in terms of color-coding significantly differs when it comes to their strand. The intention of the students, especially those who belonged in ABM, STEM, and ADT/TVL strands respectively, to employ color-coding techniques might be influenced by the nature of their academic disciplines and the types of information they need to memorize. For instance, STEM students, who often deal with complex scientific and mathematical concepts, may find color-coding particularly useful for organizing and understanding intricate information (Wang et al., 2021). Whereas ABM students, who focus more on business and management subjects, may perceive color-coding as less relevant to their study materials compared to STEM students (Garcia & Martinez, 2020). However, HUMSS students, who are exposed to a wide range of humanities and social sciences subjects, may find color-coding beneficial for organizing and retaining information related to historical events, literary analyses, and social theories (Chen et al., 2018). Similarly, ADT/TVL students, who are engaged in technical-vocational courses and artistic endeavors, may utilize color-coding techniques to enhance their understanding and recall of visual representations, design principles, and technical specifications (Albrecht & Schreiber, 2018). It can be concluded that the strands of the Senior High School students play a vital role in shaping their approach to studying and utilizing color-coding techniques.



CONCLUSIONS

The study's results revealed that participants expressed a strong consensus regarding the influence of colors on their memorization skills, consistently utilizing various color-coding strategies. When participants indicate always employing different color-coding strategies, it signifies that they consistently incorporate colors into their note-taking and study practices, indicating a strong reliance on color as a mnemonic device. This suggests a high level of perceived effectiveness and habitual use of color-coding techniques for enhancing memorization. The students were profoundly influenced by the strategic use of colors, finding that it aids their memorization skills and greatly facilitated their ability to retain a wealth of information. This research also concludes that there is a notable disparity between the influence of colors to the memorization skill of senior high school students in terms of color-coding when grouped according to their sex and strand.

RECOMMENDATIONS

The following recommendations are based on the conclusion of the study:

1. For the Senior High School students of St. Paul University Surigao may this study serves as an assurance as to how implementing color-coding techniques in their study routines is effective in retaining information. May this study also serve as a basis for their exploration on the use of different colors for note-taking, highlighting key information, and organizing study materials could enhance comprehension and retention. And may this study also encourage students to experiment with color-coded flashcards, mind maps, and study charts to facilitate better understanding of complex concepts. Developing personalized color-coding systems tailored to individual learning styles can also promote active engagement and academic success.
2. The study recommends that parents play an active role in supporting their children's academic development by fostering a conducive study environment at home. May they be aware of the usefulness of incorporating colors into their child's learning and be encouraged to use of color-coded study materials, such as notebooks, index cards, and planners. It is also recommended that the parents discuss about the benefits of color-coding and provide access to resources like colored pens, markers, and stickers to their children.
3. For the senior high school teachers, may the results of this study make them aware of the usefulness of incorporating colors in their lessons and visual aids. They are encouraged to incorporate visual aids and colorful materials into their lessons to create dynamic and interactive learning environments. By integrating color-coding techniques into teaching practices, educators can cater to diverse learning preferences and enhance student engagement.
4. For future researchers, the study suggests expanding the scope of inquiry to include a broader range of participants, such as junior high school and college students, to assess the generalizability of findings across different academic levels. Additionally, future studies may explore the correlation of sex and strand to the influence of color-coding on academic performance and memorization skill that may help provide more insights into the long-term benefits of incorporating color theory into educational practices.

REFERENCES

1. Al, C. M. a. E. (2021, May 26). *Interpersonal relationships and academic performance in high school fourth graders from a Military Educational Institution in Peru*. <http://psychologyandeducation.net/pae/index.php/pae/article/view/5563>
2. Britt, M. (2017). *Effects of Social Media Use On Interpersonal Relationship Satisfaction*. ResearchGate. https://www.researchgate.net/publication/321643536_Effects_of_Social_Media_Use_On_Interpersonal_Relationship_Satisfaction
3. Choosing Therapy. (2023, March 14). *Social Media & Relationships. Choosing Therapy*. <https://www.choosingtherapy.com/social-media-relationships/#:~:text=Although%20social%20media%20has%20many,hurt%20feelings%2C%20and%20negative%20comparisons.>
4. Christensen, S. P. (n.d.). *Social Media Use and Its Impact on Relationships and Emotions*. BYU ScholarsArchive. <https://scholarsarchive.byu.edu/etd/6927/>
5. Coyne, S. M., Padilla-Walker, L. M., Fraser, A. M., Fellows, K. J., & Day, R. D. (2014). "Media Time = Family Time." *Journal of Adolescent Research*, 29(5), 663–688.



6. De la Vega, M., et al. (2017). 'Connected ka pa ba?': A study on how social media usage affects face-to-face interactions within the home. *Asian Journal of Media and Communication*.
7. Diachenko, I., et al. (2021). *Color education: A study on methods of influence on memory*. *Journal of Education and e-Learning Research*, 8(2), 109-117.
8. Ferguson, S. (2022, August 8). *How Social Media Affects Relationships*. *Psych Central*.
9. Gaddi, J. A. G., Serato, J. C., Digal, E. S., & Frias, J. L. (2024). Learning Gap Assessment In Filipino Sa Piling Larangan (Tech-Voc). *European Journal of Humanities and Educational Advancements*, 5(3), 51-55. <https://scholarzest.com/index.php/ejhea/article/view/4411>
10. Gaddi, J. A., Entendez, C., Angob, W. M., Orillaneda, E. M., Elicano, M. L., Behagan, J. K. M., Ajoc, S., Peña, A. K., Galvez, B. R. M. (2024). Courseware Development in Education: A Literature Review, *International Journal of Current Science Research and Review*, 7(1), 842-847. <https://doi.org/10.47191/ijcsrr/V7-i1-83>
11. Gaddi, J. A., Osorio, I. M., Geotina, A., Plaza, S., Orillaneda, E.M., Alentajan, J., & Maarat, J. (2024). Factors Influencing Entrepreneurial Intention of the Senior High School Students, *International Journal of Science and Management Studies (IJSMS)*, 7(1), 10-24. <https://doi.org/10.51386/25815946/ijsms-v7i1p102>
12. Gesta, LC, Bacalla, JCA, Diago, FMP, Libate, MJQ, Acebes, JG, Podadera, AKC, Mosende, JMC, & Gaddi, JAG (2024). Lawak ng Pagpapahalaga sa Asignaturang Filipino ng mga Mag-aaral Sa Agham, Teknolohiya, Inhenyeriya, at Matematika. *Ignatian International Journal for Multidisciplinary Research*, 2 (5), 1853–1864. <https://doi.org/10.5281/zenodo.11234760>
13. Games, G., & Games, G. (2022). *The Impact of Social Media on Relationships*. The Gottman Institute.
14. Gordon, S. (2021, April 1). *Signs Social Media Is Ruining Teen Friendships*. *Verywell Family*.
15. Gordon, S. (2022). *Surprising Ways Your Teen Benefits From Social Media*. *Verywell Family*.
16. Green, D. (2021, December 9). *Interpersonal Communication: Families - David Green - Medium*. *Medium*.
17. *How does social media affect relationships?* (2022, April 28).
18. Liao et al. (2019), Green and Bavelier (2018), Li and Liang (2018), and Bargh, Huang, & Shalev, (2018)
19. Liu, Y., Ma, W., Guo, X., Lin, X., Wu, C., & Zhu, T. (2021). *Impacts of Color Coding on Programming Learning in Multimedia Learning: Moving toward a Multimodal *
20. Lpc, J. E. M. (2022c, November 7). *Social Media Addiction in Families: What is the Impact?* *Addiction Hope*.
21. Luijten, C., et. al. (2022). *The Roles of Social Media Use and Friendship Quality in Adolescents' Internalizing Problems and Well-being*.
22. Luzon, J. M. C., & Aguila, R. A. (2017). *The effect of color-coded flashcards on the retention of information in a biology class*. *Journal of Psychology and Education*, 12(1), 1-9. *methodology*. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.773328>
23. O'Hare, D., & Shen, C. (2019). *Enhancing learning with color in higher education*. *Journal of Teaching and Learning with Technology*, 8(1), 33-45.
24. Rathore, K. S. (2021). *Social Media in Lives of Parents and Children: Exploring Effects on Parents-Children Relationships*. *Journal of Media & Communication*.
25. Shongwe, S. (2023). *Bad Social Media Effects on Families*. *Right for Education Organization*. *Social Media Victims Law Center*. (2023, April 15). *Effects of Social Media*.
26. Stone, M. (2019). *The Relationship among Social Media, Interpersonal Relationships, and Self-Conscious Emotions*. *Harding University*.
27. Tang, M. K., & Chan, E. T. (2021). *The Impact of Online Social Networking (Social Media) on Interpersonal Communication and Relationships*. *Lecture Notes in Networks and Systems*.
28. Ulusoy, S. and Atar, O. (2020). *Reflection of Social Media Addiction on Family Communication Processes*. *Adam Academy Journal of Social Sciences*. Van Braam, H. (2024, February 21). *Why men and women see color differently - Color Psychology*. *Color Psychology*.
29. Vega, M. G. a. D., Flores, R. B., & Magusib, A. J. M. (2017)'Connected Ka Pa Ba?': A Study on How Social Media Usage Affects Face-To-Face Interactions Within The Home. *Ajmc (Asian Journal of Media and Communication)*.



30. Weinstein, C. J. a. E. (2022, October 14). *Social Media Has Made Teen Friendships More Stressful*. Time. <https://time.com/6220033/social-media-teen-friendships-stress/>
31. Yacoub, C., Spoede, J. T., Cutting, R., & Hawley, D. (2018b). *The Impact of Social Media on Romantic Relationships*. Zenodo (CERN European Organization for Nuclear Research).

Cite this Article: Lovely Beatrix E. Eliot, Jomari D. Galigao, Tiffany V. Ortiz, Jojames Arnaldo G. Gaddi, Aj Marielle P. Pongcol, Camille E. Entendez (2024). Influence of Colors to the Memorization Skill of the Senior High School Students. International Journal of Current Science Research and Review, 7(6), 3702-3709