

# **Impact of Visual-Spatial Skills for Long Term Memory in Secondary School Students**

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The purpose of the present study was to determine the impact of visual-spatial skills for long term memory, to investigate the environmental and cognitive factors that contribute the visual-spatial skills, and to explore whether these factors differ everyone. The simple random method was employed. Students (N = 40) were assessed on their visual-spatial skills and on measures related to visual-spatial skills: intelligence, quantitative reasoning, working memory, and home spatial activity engagement. Teachers were assessed on mental rotation ability. Results originate no difference between boys' and girls' visual-spatial skills at age two. Quantitative reasoning donated the most to girls' visual-spatial skills. The differential predictors have implications for the development and fostering of visual-spatial skills.

*Keywords:* Visual-spatial skills, Long term memory