

# EFFECTIVENESS OF CONCENTRATION INTENSIFICATION MODULE ON IMPROVING CONCENTRATION AMONG SCHOOL GOING CHILDREN AT SELECTED SCHOOL, COIMBATORE.

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**Abstract:** A study was conducted to assess the effectiveness of concentration Intensification module on improving concentration among school going children at selected school, Coimbatore. The objectives of this study is to determine the level of concentration among selected school going children, effectiveness of concentration intensification module in improving concentration among selected school going children and to find out the association between the posttest level of concentration among selected school going children with their selected demographic variables. It was carried out with 40 samples those who fulfilled the inclusion criteria. Purposive sampling technique was used to select the sample. A symbol cancellation test was used to assess the pretest and posttest level of concentration. Concentration Intensification module was conducted for the duration of 30 minutes. The posttest was assessed by using same tool. The analysis revealed that the frequency and percentage distribution of school going children according to the level of concentration in study group in pretest score was 32(80%) had low, 8(20%) had medium and none of them had high level of concentration. The frequency and percentage distribution of school going children according to the level of concentration in study group in posttest score was 35(88%) had high, 5(12%) had medium and 3(8) had low level of concentration. The pre and post-test mean score for level of concentration in study group in pretest mean score was  $17.95 \pm 8.8$  and posttest mean score was  $50.12 \pm 10.79$ . The mean difference was 32.17. The paired' score was 14. It showed that the concentration intensification module was effective in improving concentration among school going children. Hence the research hypothesis (H1) was accepted. Thus, after administering a concentration intensification module to school going children, the investigator discovered a noteworthy variation in the children's learning.

**Index Terms – concentration, symbol cancellation test, concentration intensification module, deep breathing exercise, line drawing and reverse reading.**

## I INTRODUCTION

The Concentration is a continuous flow of mental energy directed by learners at what they are learning, is crucial in any lesson. Concentration requires practice, separate from core subjects, because of its vital connection to academics, social and emotional learning, and everyday life. (Jeffrey pflaum)

Inability to focus can cause problems with learning, sleeping, controlling intrusive and unsettling thoughts, listening comprehension, and disobedience. Learning is instantly hampered in children with attention problems since they are unable to concentrate on the material being taught. Additionally, they can struggle with language and be unable to comprehend complex spoken material, or they might struggle with memory and be unable to retain and store information.

Bligh and Sass (2023) Concentration Intensification Module uses a variety of tasks to support in enhancing attentiveness. While some students have an innate enthusiasm for studying, others might require or anticipate their teacher to motivate, push, and engage them. The elements influencing students' ability to focus in class include their level of interest in the subject matter, the activities that take place in the classroom, their desire to develop their self-worth and confidence, as well as their attitude and willpower.

### 1.1 NEED FOR THE STUDY

UNESCO (2023) has released the Global Education Monitoring Report, titled 'Technology in Education: The study made clear that even though less than half of the countries have outlawed smartphone use in classrooms, "simply being near In 14 nations, it was discovered that mobile devices hindered pupils' ability to learn and distracted them. "Increased screen time was linked to less wellbeing, reduced inquisitiveness, restraint, and emotional stability, among those diagnosed with anxiety, and depression. According to a study that was quoted. The study involved young individuals via the expanse of 2 and 17.

Houston (2023) carried out an online survey to poll over 10,000 parents of K–12 student's sample that represents the entire nation. According to recent countrywide research, the clear majority of parents think social media constitutes big distraction for students. Social networking serves as a form of entertainment. according to a resounding majority of respondents who identify as White (75%), Asian (72%), while African American (70%), and Hispanic/Latino (70%). Compared to parents of children attending public phrontisteries (73%) or charter academies (73%) as well as homeschooling (67%), parents of children attending private kindergartens (82%) There were additional inclined to view the use of social media as a diversion for their children. It's noteworthy that this observation aligns with the broader trend of parents whose kids were in elementary, middle, and high school (74%, 73%, and 73%, respectively) were equally worried about the problem.

## 1.2 STATEMENT OF THE PROBLEM:

“EFFECTIVENESS OF CONCENTRATION INTENSIFICATION MODULE ON IMPROVING CONCENTRATION AMONG SCHOOL GOING CHILDREN AT SELECTED SCHOOL, COIMBATORE.”

## 1.3 OBJECTIVES:

- To assess the level of concentration among selected school going children.
- To determine the effectiveness of concentration intensification module in Improving concentration among selected school going children.
- To find out the association between the post test level of concentration among selected school going children with their selected demographic variables.

## 1.4 OPERATIONAL DEFINITION

### 1.4.1 EFFECTIVENESS:

In this study effectiveness refers to determine the positive desired outcome of concentration intensification module among selected school going children which is measured by Symbol cancellation test.

### 1.4.2 CONCENTRATION INTENSIFICATION MODULE:

In this study concentration intensification module refers to a series of activities use to activate the brain function and to improve the concentration.

### 1.4.3 IMPROVING CONCENTRATION:

In this study improving concentration refers to focus your mental abilities or efforts on a specific task, issue, or topic among selected school going children by using various techniques.

### 1.4.4 SCHOOL GOING CHILDREN:

school going children refers to both boys and girls between the ages brackets of 10 to 12 years.

## 1.5 HYPOTHESES:

**H1:** There will be a significant difference between the pretest and post test level of concentration among selected school age children

**H2:** There will be significant association between the levels of concentration among selected school age children with their selected demographic variables.

## 1.6 DELIMITATIONS OF THE STUDY:

This study is limited to,

- A period of 4 weeks.
- Children between the age of 10 to12 years.
- Children who are attending the class during time of data
- Children who scored 50% or below during their previous academic performance.

## 2.1 CONCEPTUAL FRAMEWORK

The conceptual framework for the foundation of this research is Imogen King's goal attainment model (1971). Conceptual models deal with concepts that are employed as building blocks and offer a conceptual viewpoint on connected, closel related occurrences The central focus of Imogen King's frame work is man as a dynamic human being whose perception of objects, persons and events influence his behavior, social interaction, and health. Imogene King's conceptual frame work includes three interacting systems which each system having its own distinct group of concepts and characteristics. These systems include personal systems, interpersonal systems, and social systems.

### III METHODOLOGY

#### 3.1 RESEARCH APPROACH

Quantitative research approach was used to assess the effectiveness of concentration intensification module on improving concentration among school going children in Alchemy public school.

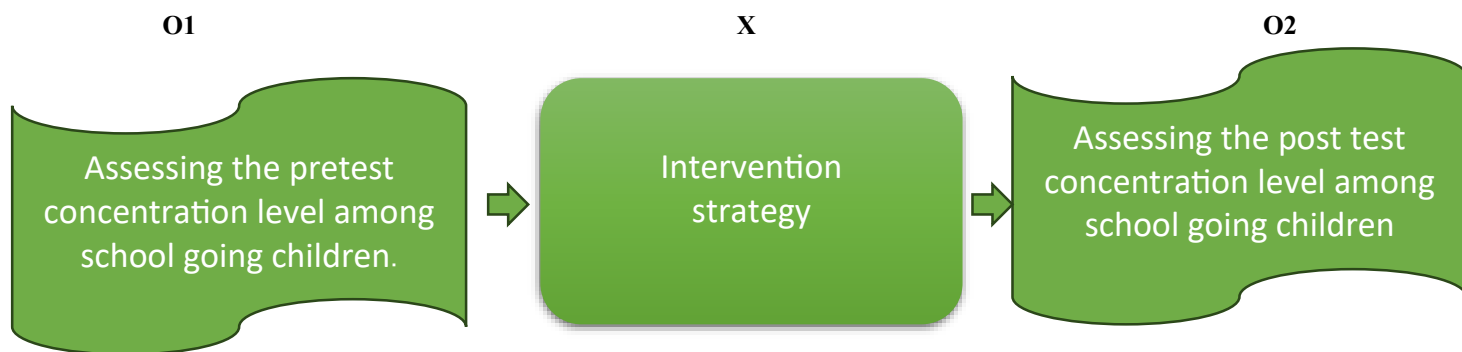
#### 3.2 RESEARCH DESIGN

The research design selected for the study was One group pretest posttest research design. It is one type of pre-experimental design.

**O1 - Pretest assessment of concentration before intervention (concentration intensification module)**

**X - Intervention (concentration intensification module)**

**O2 - Post test assessment of concentration after intervention (concentration intensification module)**



**Figure: 1 The Schematic Representation of the Research Design**

#### 3.3 SETTING OF THE STUDY

The inquest was presided over Alchemy public school, Coimbatore. The school is well developed with excellent infrastructure facilities in permanent building. The main building is a three strayed framed structure with practical, labs, playground and library. The school has spacious number of class room that accommodates 30 students per class. There are three sections in each standard. The total strength of school is 650 students. I have selected students from V to VII standard for study.

#### 3.4 VARIABLES:

##### 3.4.1 INDEPENDENTVARIABLE

It refers to Concentration intensification module which includes relaxation technique, line drawing and reverse reading.

##### 3.4.2 DEPENDENTVARIABLE

It refers to Level of concentration among school going children

##### 3.4.3 EXTRANEOUS VARIABLES

Age, gender, birth order, type of family, number of siblings, educational status of father, educational status of mother, fathers' occupation, mother occupation, family income per month.

#### 3.5 POPULATION

This study included a selected group of primary school children between the ages of 10 and 12 years old.

#### 3.6 SAMPLE

In line with the prerequisites for inclusiveness, the sample incorporates children taking part in school.

#### 3.7 SAMPLESIZE:

The total quantity of the sample was 40 school going children between the age group of 10 to 12 years studying in selected school.

#### 3.8 SAMPLING TECHNIQUE

The sample were selected by purposive sampling technique.

### 3.9 CRITERIA FOR SAMPLE SELECTION

#### 3.9.1 Inclusion Criteria

- ❖ The children who are within the chronological span of 10 to 12 years
- ❖ Children include both boys and girls.
- ❖ Children who scored 50% or below during their previous academic performance.

#### 3.9.2 Exclusion Criteria.

- ❖ Children who were not available during study period.
- ❖ Children who practice meditation and other concentration intensification module.
- ❖ Children who scored above 50% during their previous academic performance.

### 3.10 TOOL FOR DATA COLLECTION

#### *Symbol Cancellation Test*

#### 3.10.1 DESCRIPTION OF THE INSTRUMENT

The tool consists of two parts:

##### **Part I : Demographic variables**

It consists of demographic variables like Age, gender, birth order, type of family, number of siblings, educational status of father, educational status of mother, father occupation, mother occupation, family income per month

##### **Part II: Assessment of concentration**

Symbol Cancellation Test (SCT), is designed as a psychometric tool for assessing selective attention in a pediatric, school-aged population.

In the symbol component of this test, diverse shapes, including familiar ones like circles, triangles, and stars, as well as unfamiliar shapes, are presented on an 8.5 × 11-inch page, appearing in both darkened and non-darkened formats. Participants are instructed to draw a line through all the target shapes, specifically an open, bisected circle with six spokes along the outer circumference.

In sixty target triggers (15 targets across every zone) in the random symbol the mutation is incorporated into a background surpassing 300 stimuli that derail. It contains the random version of the SCT and target symbol.

#### **Interpretation of symbol cancellation test**

The degree comprised consciousness and concentration were measured in terms of random cancellation of target symbols. The total possible score was 60. Each item was scored as follows.

- < 20      Low concentration level
- 20 – 40    Medium concentration level
- 41-60     High concentration level

#### 3.11 VALIDITY

Validity of the tool was assessed using content validity. Content validity was determined by experts from nursing and medical field. They suggested certain modifications in the tool.

#### 3.12 RELIABILITY

The instrument's dependability was taken into account by using the reliability estimate of the Symbol Cancellation Test (SCT) at test-retest was deemed satisfactory for clinical use, with an intraclass correlation coefficient (ICC) of 0.79 and a 95% confidence interval (CI) ranging from 0.69 to 0.86. These findings suggest that the SCT exhibits adequate Correctness, trustworthiness, and therapeutic relevance for assessing cognitive development

### 3.13 ETHICAL CONSIDERATION

The study was conducted after the approval of dissertation committee. Formal written permission was acquired from the Principal of Alchemy public School. The school children were clearly explained about the study purpose and procedures. The formal oral permission was granted from the subjects. The usual assurance of Anonymity and confidentiality was obtained.

### 3.14 DATA COLLECTION PROCEDURE

Preassessment and Post assessment of Level of Concentration In School Going Children by Symbol Cancellation Test

### 3.15 DATA ANALYSIS AND INTERPRETATION

Descriptive And Inferential Statistics

## IV DATA ANALYSIS AND INTERPRETATION

### SECTION A

**Table 4:1: Frequency and percentage distribution of samples according to the demographic variables of the school going children.**

S.NO	DEMOGRAPHIC VARIABLE	FREQUENCY (f)	PERCENTAGE (%)	
1	Age			
	a) 10 years	10	25	
	b) 11 years	14	35	
	c) 12 years	16	40	
2	Sex			
	a) Male b) Female	22 18	55 45	
3	Birth order			
	a) First b) Second c) Third	18 15 7	45 37 18	
	Education status of father			
4	a) Primary school b) Middle school c) High school d) Graduate	10 8 4 18	25 20 10 45	
	Education status of mother			
	5	a) Primary school b) Middle school c) High school d) Graduate	8 10 14 8	20 25 35 20
		Fathers Occupation		
6		a) Cooli b) Self employee c) Government employee d) Private employee	6 14 9 11	15 35 22 28
		Mothers Occupation		
	7	a) Cooli b) Self employee	10 14 8	25 35 20

	c) Government employee d) Private employee	8	20
8	Family Income per month a) Below Rs. 5000 b) Rs.5001-Rs.10000 c) Rs. 10001-Rs. 15000 d) Above Rs.15001	8 20 7 5	20 50 17 13
9	Type of family a) Joint family b) Nuclear family	10 30	25 75
10	Number of siblings a) 1 child b) 2 children c) 3 children and above	17 15 8	43 37 20

### SECTION B

**Table:4:2:Frequency and percentage distribution of pretest and posttest level of concentration among school going children**

(n=40)

CATEGORY	PRE TEST		POST TEST	
	f	%	f	%
Low concentration level	32	80	3	8
Moderate concentration Level	8	20	5	12
High concentration level	0	0	32	80

### SECTION C

**Table 4.3: Comparison of mean, standard deviation and paired ‘t’ value of pre and post test level of concentration among school going children.**

Table value  $t = 1.69$ ,  $p^*$  is less than 0.05 significant

SNO	VARIABLES	GROUP	MEAN	SD	MEAN DIFFERENCE	“t” VALUE
1	LEVEL OF CONCENTRATION	(n=40) Pre test	17.95	8.8	32.17	14*
2		Post test	50.12	10.79		

**SECTION-D**

**Table 4:4: Chi-square test on the posttest level of concentration among school going children with their demographic variables**

SNO	DEMOGRAPHIC VARIABLES	SCHOOL GOING CHILDREN (N=40)		
		df	X <sup>2</sup>	Table value
1	Age	6	2.5531	12.592
2	Sex	2	1.9247	5.991
3	Birth order	4	3.9538	9.488
4	Education status of father	6	10.2927	12.592
5	Education status of mother	6	5.9871	12.592
6	Fathers Occupation	6	2.6763	12.592
7	Mothers Occupation	6	6.522	12.592
8	Family Income per month	6	6.6495	12.592
9	Type of family	2	0.3604	5.991
10	Number of siblings	4	2.4185	9.488

**V DISCUSSION**

The distribution of demographic variables of research proved that the age of the school going children 10(25%) were 10 years, 14(35%) were 11 years and 16(40%) were 12 years. Regarding the gender of school going children in study group, 22(55%) were male patients and 18(45%) were female patients. Distribution of school going children. Based on the birth order 18(45%) were first, 15(37%) were second and 7(18%) were third. Regarding their education status of father in study group 10(25%) had primary school, 8(20%) had middle school, 4(10%) had high school and 18(45%) had graduate. Regarding their education status of mother in study group 8(20%) had primary school, 10(25%) had middle school, 14(35%) had high school and 8(20%) had graduate. According to the father’s occupation of school going children, 6(15%) were cooli, 14(35%) were self-employee, 9(22%) were government employee and 11(28%) were private employee. According to the mother’s occupation of school going children, 10(25%) were cooli, 14(35%) were self-employee, 8(20%) were government employee and 8(20%) were private employee. Regarding family income per month of school going children 8(20%) were below Rs.5000, 20(50%) were Rs.5001-Rs.10000, 7(17%) were Rs.10001-Rs.15000 and 5(13%) were above Rs. 15001. Distribution of school going children by their respective type of family, 10(25%) were joint family and 30(75%) were nuclear family. Regarding number of siblings in school going children, 10 (25) had none, 17(43%) had 1 child, 15(37%) had 2 children, 8(20%) had 3 children.

In pre test, the level of concentration in pretest score was 32(80%) had low, 8(20%) had medium and none of them had high level of concentration.

In comparison of the pre and post-test mean score for level of concentration in pretest mean score was  $17.95 \pm 8.8$  and post test mean score was  $50.12 \pm 10.79$ . The mean difference was 32.17.

In association with the post level of concentration, there was a no significant association found with their demographic variables. Chi-square test on the posttest level of concentration around school going children with their selected demographic variables showed that the demographic variables like age, gender, birth order, education status of father, educational status of mother, fathers occupation, mothers occupation, family income per month, type of family, and number of siblings, showed no significant association with post test score of concentration among school going children.

## VI CONCLUSION

Students can learn and emphasize improved in class with this intensification module, which also helps students avoid issues with motivation for learning, social relationships, and math tests. Thus, after administering a concentration intensification module to school going children, the investigator discovered a noteworthy variation in the children's level of concentration

## VII RECOMMENDATIONS

- The same study can be conducted in large samples to generalize the finding.
- The similar study can be conducted with control group.
- A comparative study can be done between rural and urban school children.
- The study can be done on kinder garden children with modified interventions according up to their state of performance.
- A similar study can be conducted among adolescent children.
- The research could be done to screen anxiety disorder/depression and to provide various interventions to bring up their concentration level.

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