

An Assessment of Level of Attention and Concentration of High School Students in a Selected School, Chengalpattu District, Tamilnadu, India

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Abstract

Background: Attention is the concentration of consciousness upon one object rather than upon on other. Concentration is the mental effort placed on sensory or mental events deliberate mental effort on what is most important in a given situation. Here the study conducted to assess the knowledge or assess the concentration and attention level in the high school students or effectiveness teaching on how to get concentration and attention focused on the high school subjects and the a tention is a important to used to learning new things. It focus on the natural of learning in education system in human beings without the concentration and attention leading to the failures of learning some sorts of information at a particular things. The attention is very important so the study reveals that effective of attention and assesses the level of concentration of high school students.

Objectives: To assess the level of attention of high school students, to assess the level of concentration of high school students and to associate the level of attention and concentration of high school students with their selected demographic variables

Materials and Methods: Quantitative descriptive research approach was used in this study. 140 high school students (8th& 9th standard) was selected by using randomized sampling technique in selected school in Chengalpattu district. A valid study questionnaire was used to collect data on socio-demographic characteristics of high school students, attention was assessed by using attention control scale and concentration was assessed by using concentration assessment scale of the high school students. Data were analyzed by Inferential and descriptive statistics.

Results: The study shows that the mean score was 1.90, standard deviation was 0.615 on the aspect of level of attention and the mean score was 1.79, standard deviation was 0.560 on the aspect of level of concentration of high school students. 61.4% of the high school students had average attention, 64.3% of the high school students had average concentration.

Conclusion: Assessment on level of attention and concentration of high school students shows that most of the high school students had average attention and the most of the high school students had average concentration.

Key Words: Assessment, attention, concentration, high school students.

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Introduction

Attention and concentration is known as focusing on a particular or a specific object or a thing. Distractibility occurs when attention is uncontrollably diverted to another activity or sensation. Attention training is said to be part of education, particularly in the way students are trained to remain focused on a topic of observation or discussion for extended periods, developing listening and analytical skills in the process.^[1] Poor concentration power actually gets disturbed more than anything in a child's interest in studies and hence poor academic performance. And this is what worries each and every parent as they want their child to be a genius. The worst affected are those parents whose children are good in studies and have been scoring really well. But suddenly their children start losing interest in studies due to low concentration power. This sudden change in a child is shocking for parents who expect more from their children. But the most confusing part in this, is about how to improve the concentration power in children and to get them back on track. It is our responsibility to strengthen the pillars.^[2] In the modern world school children are facing lots of difficulties in their studies because of their poor concentration. Similarly, the 6 teachers also having lots of difficulties to deal with the children to improve their concentration.^[3]

The amount of time that a child spends together with parents or other important caregivers while listening to them, read is a good predictor of the level of reading that the child will attain later in life. However, reading to children and ensuring exposure for many books is not enough to prepare them for reading. Another critical skill is the ability to name letters or characters.^[4]

The study will contribute to develop importance regarding the level of attention and concentration in reading, writing and listening skills among school children in different settings and recommend appropriate interventions that can be undertaken by the teachers as early as possible. The investigator felt that, solutions should be framed in order to meet these problems and improve the level of concentration in reading, writing and listening skills among school children. Children are the future pillars of the nation. So, if the school children are being improved in the level of attention and attention concentration in

reading, writing and listening skills which gradually improves the academic performance of the school children. Keeping this in view, the researcher justified the need to assess the level of concentration in reading, writing and listening skills among school children and the ways to improve the level of attention and concentration in reading, writing and listening skills among school children.^[5]

Materials and Methods

A quantitative descriptive study approach was used for the study. The aim of the study was to assess the level of attention and concentration of high school students. Quantitative descriptive survey research design was adopted for this study, which is a non-experimental research design used to obtain data with regard to its prevalence, distribution and interrelations. The study was conducted in st mary's matriculation higher secondary school situated in Mahabalipuram, Chengalpattu district, Tamil Nadu. The target population for this study was high school students studying 8th and 9th standard, who were in the age group of 13 to 15 years. Both male and female within the age of 36 to 55 years, who were available during the time of data collection period were included in the study. Whereas, students who were sick and known to have any mental illness were excluded from the study. 140 high school students, who met the inclusion criteria were considered to be the part of the study population. Random sampling technique in which the participants were selected as per choice of the researcher was utilized in the study. The study tool contains three parts. Part 1 consist of the personal information of the participants such as age, gender, class, academic performance, types of family, distractor, time spend to study in a day at home(hours), attentive with good concentration. Part 2 is an attention control scale that contains 20 questions to assess the level of attention of high school students. The total score for this session will be 80, in which scores will be given based upon the response of the participants (almost never, sometimes, often, always). Based on the scores obtained by the sample, their level of attention was classified into high, average and low. Part 3 is a concentration assessment scale which includes 10 statements to assess the level of concentration of high school students with four responses. Each has 4 responses such as not at all, just

a little, quite a bit, very much. The concentration of the participant was assessed through their responses and classified them into high, medium and low based on the total scores obtain by each of them.

Data Collection:

Prior formal permission was obtained from the head of the department of Mental Health Nursing, Institutional Human Ethics Committee Clearance was obtained from Chettinad Academic of Research and Education for conducting the study. Random sampling was used to select the samples. Rapport was established with the self-introduction to the participant and written consent was obtained from the participant's parents to participate in the study. Instructions were given to the participants to answer the questionnaire frankly. Then the questionnaire was administered and responses of the participants were note, according to the response of the participant. The data collection was done in st mary's school, Chengalpattu district. The data was collected for a period of 1 week from 140 samples. Prior permission and consent was obtained from the participant's parents before conducting the study. In this present study the researcher conducted interview for samples who met the inclusion criteria, for 20 minutes to collect data on personal information and attention control scale and concentration assessment scale to assess the level of attention and concentration of high school students. The collected data was analysed and interpreted. The data was analyzed using statistical instruments.

Analysis:

It deals with the analysis and interpretation of data collected to assess the level of attention and concentration of high school students. Statistical analysis was done by using descriptive and inferential statistics. Data were entered into Microsoft Excel and all entries were cross-checked against the questionnaire. The categorical data was expressed as percentage, whereas the continuous data were expressed as mean \pm standard deviation. Chi-square test was used to test the association of different variables with socio demographic data of the participants. A probability value of < 0.05 was considered as statistically significant. The data was presented under the following headings, Table 1:

Frequency and percentage of attention level scores of high school student, Table 2: Frequency and percentage distribution of concentration level scores of high school student, Table 3: Association of attention level with their selected demographic variables, Table 4: Association of concentration level with the selected demographic variables of high school students.

Findings:

In a total of 140 respondents, The Significant percentage of the high school students aged were 13 yrs (68.6%) followed by (30%) of students were 14 years and least percentage of students were (1.4%), Most of the high school students gender were female (51.4%) and (48.6%) of students were male, Majority of the high school students belongs to 9th standard (71%) and (49.3%) of students were 8th standard, Majority of the high school students' academic performance was good (61.4%), (33.6%) of students was average and remaining (5.0%) of students was below average, Most of the high school students lived in nuclear family (66.4%) and (33.6%) of students was joint family, Majority of the high school students' distractors were noisy environment (65%), (22.1%) of students was distracted by colleague and remaining (12.9%) of students were got distracted by prolonged lecture class. The significant of the high school students' time to study was 2 hours (42.9%), (34.3%) of students will spend time study for 3 hrs and remaining (22.9%) of students were study for 4 hrs, Most of the high school students' attentions with good concentration were 30 minutes (63.6%) and remaining (36.4%) of students were attentive with good concentration. Most of the high school students had average at tention (61.4%), 34 (24.3%) of the high school students' high attention and 20 (14.3%) of the high school students' low attention, demographic variables such as class ($p=0.009$) is significantly associated with the level of attention. Most of the high school students had average concentration (64.3%), 40 (28.6%) of the high school students had high concentration and 10 (7.1%) of the high school students' low concentration, demographic variables such as class ($p=0.007$) and attentive with good concentration ($p=0.04$) is significantly associated with the level of concentration. Them an score and standard deviation of attention level and concentration level were 1.90,0.615 and 1.79,0.560.

Table 1: Frequency and percentage distribution of attention level of high school students

Level of Attention	Frequency	Percentage
High attention	34	24.3
Average attention	86	61.4
Low attention	20	14.3

Table 2: Frequency and percentage distribution of concentration level of high school students

Level of Concentration	Frequency	Percentage
High concentration	40	28.6
Medium concentration	90	64.3
Low concentration	10	7.1

Table 3: Association of selected demographic variable with level of attention scores.

TS. No	Demographic Variables	Category	No of samples	Level of attention			χ^2	P Value
				High	Average	Low		
1	Age in Years	13	96	26	57	13	2.365	df=4 0.669 (NS)
		14	42	8	27	7		
		15	2	0	2	0		
2	Gender	Male	68	11	44	13	5.972	df=20.50 (NS)
		Female	72	23	42	7		
3	Class	8 th standard	69	23	41	5	9.395	df=2 0.009(S)
		9 th standard	71	11	45	15		
4	Academic performance	Good	86	24	48	14	3.999	df=4 0.406(NS)
		Average	47	8	33	6		
		Below average	7	2	5	0		
5	Types of family	Joint family	47	11	28	8	0.433	df=20.805 (NS)
		Nuclear family	93	23	58	12		
6	Distractors	Noisy environment	91	25	53	13	5.940	df=40.204 (NS)
		Distracting colleague	31	7	22	2		
		Prolonged lecture	18	2	11	5		
7	Hours to spend for study in home	2 hours	60	11	38	11	5.076	df=4 0.280 (NS)
		3 hours	48	12	32	4		
		4 hours	32	11	16	5		
8	Attentive with good concentration	30 mins	89	18	55	16	3.995	df=2 0.136(NS)
		60 mins	51	16	31	4		

Table 4: Association of Selected Demographic variables with level of concentration

N=140

S. No	Demographic variables	Category	No of samples	Level of concentration			X ²	P Value
				High	Average	Low		
1	Age in Years	13	96	33	57	6	5.719	df=4
		14	42	7	31	4		0.221
		15	2	0	2	0		(NS)
2	Gender	Male	68	18	45	5	0.286	df=2
		Female	72	22	45	5		0.867
3	Class	8 th standard	69	28	36	5	9.973	df=2
		9 th standard	71	12	54	5		0.007
4	Academic performance	Good	86	24	55	7	1.262	df=4
		Average	47	13	31	3		0.868(NS)
		Below average	7	3	4	0		
5	Types of family	Joint family	47	13	32	2	1.005	df=20.605
		Nuclear family	93	27	58	8		(NS)
6	Distractors	Noisy Environment	91	25	61	5	5.732	df=4
		Distracting colleague	31	12	15	4		0.220
		Prolonged lecture	18	3	14	1		(NS)
7	Hours to spend for study in home	2 hours	60	15	40	5	2.309	df=4
		3 hours	48	17	29	2		0.679
		4 hours	32	8	21	3		(NS)
8	Attentive with good concentration	30 mins	89	19	63	7	6.246	df=2
		60 mins	51	21	27	3		0.044(S)

Conclusion

In this study, standardized tool was provided to the high school students fulfilling the inclusion criteria to determine their level of attention and level of concentration. The majority of high school students had average attention and the majority of high school students had medium concentration. Health education should be encouraged to improve attention and concentration level. Continuous and persistent awareness using available resources should be enforced for the general population as a whole so that they will promptly respond towards attention and concentration, to prevent the attention and

concentration lacks, the teaching package prepared by the researcher would give teaching education.

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Conflict of Interest: Nil

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