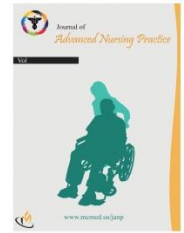




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# A PRE-EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF CONCENTRATION ENHANCEMENT THERAPY ON CONCENTRATION AMONG SCHOOL AGE CHILDREN IN SELECTED SCHOOLS AT KANYAKUMARI DISTRICT

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### ABSTRACT

Concentration is a crucial mental ability that allows individuals to focus their cognitive resources on a specific task, activity, or thought while disregarding distractions and irrelevant information. Concentration enhancement therapy is a therapeutic approach help school-age children to improve their attention, concentration, and overall cognitive functioning. The present study is carried out to assess the effectiveness of concentration enhancement therapy on concentration among school age children. Methodology: The research design used for this study was pre-experimental one group pretest posttest design. The participants were selected by using purposive sampling technique. A sample of 60 students selected for the study. Students concentration level was assessed by Modified MTA SNAP IV rating scale. Concentration enhancement therapy was given for 20 minutes in five consecutive days. Posttest done on sixth day using same scale. Conclusion: The data was analyzed by using paired “t” test. The results showed that the mean pretest score was 18.38 and mean posttest score was 10.97. It shows that there was a significant improvement in concentration level after concentration enhancement therapy. The findings showed that concentration enhancement therapy is effective in improving the level of concentration among school age children.

**Key words:** Concentration enhancement therapy, concentration, school age children.

### INTRODUCTION

Children are undeniably precious in the world for several compelling reasons. Firstly, they represent the hope and potential of the future, carrying with them the promise of progress and positive change. School-age children, aged between 6 and 12, are characterized by their boundless curiosity, potential, and capacity for growth and learning. During this stage, children become more independent in their studies, improve critical thinking skills, form

friendships, and develop unique interests. They also experience continued physical growth and the development of motor skills, which allows them to participate in a wide range of sports and activities. Overall, children in this age group are characterized by their curiosity, energy, and readiness for further growth and learning [1].

Concentration is a crucial mental ability that allows individuals to focus their cognitive resources on a



specific task, activity, or thought while disregarding distractions and irrelevant information. It involves paying close and undivided attention to a single stimulus or activity for an extended period of time. The skill of concentration plays a vital role in various aspects of daily life, including studying, problem-solving, and even leisure activities. Developing and improving concentration is essential for achieving success in academic, professional, and personal endeavors as it enhances individuals' effectiveness and efficiency in performing tasks. Concentration can be cultivated through practice and the utilization of techniques such as physical exercise, letter cancellation, colour cancellation tests, meditation, time management strategies, and creating a conducive environment that is free from distractions [2].

Concentration Enhancement Therapy provides various advantages, such as purifying the blood and respiratory system, alleviating nervousness, and enhancing mental well-being, clarity, concentration, and memory. It aids in temper control, preventing anger outbursts, and soothes the heartbeat, beneficial for managing high blood pressure and promoting a focused state of mind and body. This therapy includes physical exercise, letter cancellation, color cancellation, and puzzle activities. Physical exercise increases blood flow to the brain, releases neurotransmitters like dopamine and serotonin, and improves overall brain health while reducing stress and anxiety. Letter and color cancellation tests, along with puzzles, serve as effective educational tools that enhance children's cognitive, language, psychomotor, social, and emotional development. [3]

Globally, 64 million children of primary school-age remain out of school, with the majority of them coming from marginalized groups. Nearly 90 percent of children attend primary school, but due to various factors such as poor household conditions and a lack of concentration in studies, this percentage drops to 74 percent. There was significant progress has been made in reducing the number of out-of-school children, there were still 64 million primary school-age children out of school in 2020 [4].

Thus, children with poor concentration skills can have detrimental effects on academic performance, leading to frustration and stress. Concentration enhancement therapy contributes to improve concentration, focus, and cognitive abilities in primary school children.

## OBJECTIVES

1. To assess and compare the pre-test and post-test levels of concentration among school-age children in the experimental group.
2. To evaluate the effectiveness of concentration enhancement therapy on the level of concentration among school-age children in the experimental group.

3. To determine the association between the pre-test scores and selected demographic variables on the level of concentration among school-age children in the experimental group.

## HYPOTHESES

**H1-** There is significant difference between the pre-test and post-test levels of concentration among school-age children in the experimental group. [5]

**H2-** There is significant association between the pre-test scores on the level of concentration and their selected demographic variables among school-age children in the experimental group.

## RESEARCH METHODOLOGY

Quantitative research approach was used for the study. Pre experimental one group pre test and post test design was adopted for the study. After obtaining permission from the principal of Sardar Rajas college of Nursing Dr.Lizy Merlin Lisha and the research ethical committee. Formal permission was obtained from the school principal. The researcher was obtained written consent from the student participants and was proceed for data collection. The study was conducted in St Aloysius primary school at Nagercoil. Reliability of the tool was done by using test retest method. The calculated value of 'r' was 0.87 indicating the tool is reliable. [6] A pre-test was conducted with 72 participants using Modified MTA SNAP- IV rating scale. Among them, 12 participants exhibited good concentration in their scores. The study then proceeded with the remaining 60 participants who had scored fair and poor concentration. Purposive sampling technique was used to select 60 students. The MTA Snap IV rating scale consisting of 10 questionnaires such as often makes careless mistakes in schoolwork, often does not seem to listen when spoken to directly, Often does not follow through on instruction, often has difficulty sustaining attention in tasks or play activities, often loses things necessary for activities (pen, pencil, book, school assignment), often distracted by extraneous stimuli, often forgetful in daily activities, often blames others for his/ her mistakes or misbehavior and often argues with adult. The concentration enhancement therapy given for a 20-minute by the investigator for five sequential days. This therapy includes physical exercise, letter cancellation, color cancellation, and puzzle activities. The post-test was conducted on the sixth day using the same scale. [7]

## RESULTS AND DISCUSSION

Statistical analysis of frequency and percentage distribution of demographic variables among school age children characteristics revealed that concerning age in years 43 (71.67%) belongs to 9 years. In relation to gender 39 (65 %) were male. Regarding religion 30 (50 %) were



Christians, in relation to type of family 39 (65 %) was nuclear family. In-terms of parental education, 22(36.67%) of fathers and mothers 28 (46.6%) were graduates. In relation to occupation 26 (43.33%) fathers were self-employed, 21(35%) mothers were home maker. According no of children in family 31(51.67%) children family has two children, regarding type of diet 52 (86.67%) following mixed diet, concerning hobbies 38 (63.33%) children were using mobile phones, regarding duration of sleep 24(40%) sleep for 7 to 8 hours and in relation to history of previous illness entire group 60(100%) has no history of previous illness. [8]

**The first objective was to assess and compare the pre-test and post- test levels of concentration among school-age children in the experimental group.**

During the pre-test, majority 33 (55%) of them had fair concentration, 27 (45%) of them had poor concentration, none of them had good concentration and in the post-test majority of them had 41(68.33%) fair

concentration, 19 (31.67%) of them had good concentration and none of them had poor concentration in experimental group. [9]

**The second objective was to evaluate the effectiveness of concentration enhancement therapy on the level of concentration among school-age children in the experimental group.**

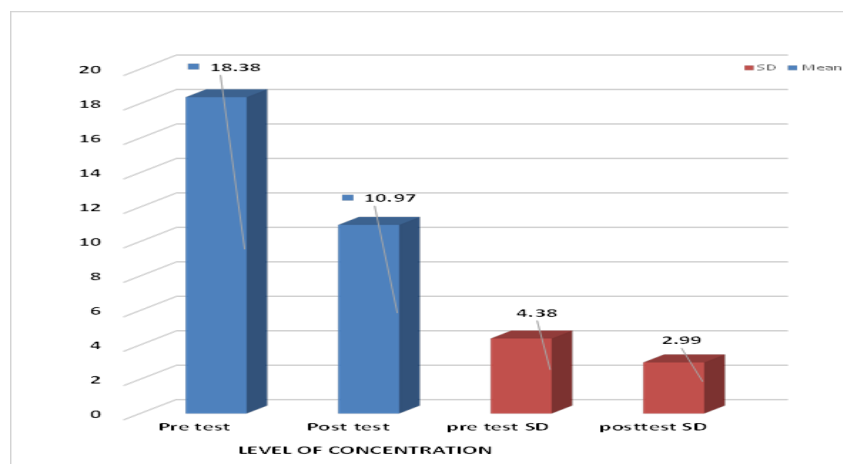
The comparison of mean, standard deviation and paired't' test value on pre and post-test level of concentration among school age children in experimental group. The mean concentration among school age children in experimental group is 18.38in pre-test and 10.97 in post-test. The paired't' test score on level of concentration is 19.53\*\*\*which is indicating significantat $p \leq 0.05$ and the value of p is  $< 00001$ . The findings showed that concentration enhancement therapy is effective in improving the level of concentration among school age children. [10]

**Table 1: pretest and posttest score on reading comprehensive skills among school age children in experimental group N=60**

Level of Concentration	Experimental Group			
	Pre-test		Post-test	
	f	%	F	%
Good	0	0.00	19	31.67
Fair	33	55.00	41	68.33
Poor	27	45.00	0	0.00

**Table 2: Comparison of Mean, Standard deviation and paired 't' test value on pretest and posttest score on concentration enhancement therapy among school age children in experimental group N=60**

S.No	Experimental group	Mean	Standard deviation	Mean difference	Paired 't' test value
1	Pre-test	18.38	4.38	7.42	19.53*
2	Post-test	10.97	2.99		



**Figure 1: Mean, Standard deviation value of pre-test and post-test on level of concentration among school age children in experimental group**



The study findings were supported with the study conducted by Chang, K (2020) to assess effectiveness of concentration focus training activity on improvement of concentration among 82 fourth and fifth grade students in Elementary School using experimental pre-test post-test research design. Attention Scales for Elementary School Children were used before and after the training to examine the children's concentration. The concentration focus training given for 12 weeks weekly once 20 minutes. The results showed pre-test mean 20.18 with standard deviation 6.14 and post-test mean 15.34 with standard deviation 4.88, defined as post-test results minus the pre-test results. The derived paired 't' value of 11.38, which is highly significant at  $p < 0.05$ . This study concluded concentration activities are very effective to improve the concentration level of primary school age children. [11]

**Third objective was to determine the association between the pre-test scores and selected demographic variables on the level of concentration among school-age children in the experimental group**

The chi square test was used to associate the demographic variables such as gender and type of hobby have greater than the table value which indicates that there is a significant association at  $p \leq 0.05$ ,  $p \leq 0.01$ ,  $p \leq 0.001$  with pretest their score on concentration level among school age children.

**NURSING IMPLICATIONS:**

- Nurses should exhibit advanced knowledge for identifying the level of concentration among school-age children.

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- Nurses play an essential role in motivating community school-age children to actively participate in concentration enhancement therapy within community health settings.
- Primary School student shall receive adequate training regarding concentration enhancement therapy.
- School health nurse need to have the knowledge of various scales and assessment to measure the level of concentration.
- Nurse administrator can instruct and encourage their subordinates to utilize this as a nursing intervention in their educational and clinical settings. [12]

**RECOMMENDATIONS:**

- This study has the potential for extension to encompass high school and higher secondary school children, especially those preparing for board exams.
- Schools can incorporate concentration enhancement therapy into their standard routines.

**CONCLUSION**

The present study assessed the effectiveness of concentration enhancement therapy on concentration among school age children. The result of the study concluded that concentration enhancement therapy was more effective in improving concentration level among school age children. Therefore, the investigator suggest that the concentration enhancement therapy is more effective for improving level of concentration.

