

**A STUDY TO ASSESS THE LEVEL OF CONCENTRATION IN  
READING, WRITING AND LISTENING SKILLS AMONG SCHOOL  
CHILDREN IN SELECTED SCHOOLS AT MADURAI.**

**BY**

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A dissertation submitted to the Tamil Nadu Dr. M.G.R. Medical University, Chennai.



In partial fulfillment of the requirements for the degree of Master of Science in  
Child Health Nursing

**UNDER THE GUIDANCE OF**

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**April – 2014**

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This is to certify that the dissertation entitled “**A study to assess the level of concentration in reading, writing and listening skills among school children in selected schools at Madurai**” is a bonafide work done by **Sumithra devi.S**, C.S.I. Jeyaraj Annapackiam College of Nursing, Madurai, submitted in partial fulfillment for the degree of Master of Science in Nursing from The Tamil Nadu Dr. M.G.R. Medical University, Chennai.

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**-Dr. A.P.J. Abdul Kalam**

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## **ABSTRACT**

The researcher did a study on “A study to assess the level of concentration in reading, writing and listening skills among school children in selected schools at Madurai”. Research hypotheses were formulated and review of literature was prepared relevant to the study. The conceptual framework adopted for this study was based on the Health Promotion Model by Nola J. Pender (1996). The research design was descriptive design in nature. The selected populations were the children those were studying 4<sup>th</sup> standard between the ages 9 & 10 years in Tamil medium. The tool used for data collection were structured interview schedule to collect the demographic data and observational rating scale to assess the level of concentration in reading, writing and listening skills among school children. The tool and learning module were validated by experts and which were found reliable. After establishing the feasibility through pilot study, the main study was conducted in CSI Primary School, Pasumalai, CSI Primary School, South Gate, Jothi Middle School, Thirupparankundram and Capron Hall School, Madurai. A total of 80 samples were included in the study using Simple Random Sampling Technique - Lottery method. Data collection was done by using structured interview schedule and observational rating scale. The validated learning module was distributed to improve the level of concentration in reading, writing and listening skills among school children. The collected data were tabulated, analyzed and interpreted by using descriptive and inferential statistics. The findings of the study were revealed that the level of concentration in reading skills mean score was 30.89 and standard deviation was 8.09; the level of concentration in writing skills mean score was 20.33 and standard deviation was 4.96 and the level of concentration in listening skills mean score was 20.25 and standard deviation was



6.28. There was a positive correlation ( $r = 0.653$ ,  $p < 0.001$  level) between the level of concentration in reading and writing skills among school children. There was a positive correlation ( $r = 0.561$ ,  $p < 0.001$  level) between the level of concentration in listening and reading skills among school children and there was a positive correlation ( $r = 0.529$ ,  $p < 0.001$  level) between the level of concentration in listening and writing skills among school children. There was a highly significant association between the level of concentration in reading skills and academic performance of the child ( $\chi^2=36.87$ ) and there was a significant association between the level of concentration in reading skills and mother's education ( $\chi^2= 12.33$ ) and mother's occupation ( $\chi^2=8.21$ ). There was a highly significant association between the level of concentration in writing skills and academic performance of the child ( $\chi^2= 24.74$ ). There was a highly significant association between the level of concentration in listening skills and academic performance of the child ( $\chi^2= 27.49$ ) and there was a significant association between the level of concentration in listening skills and area of living of the child ( $\chi^2= 7.05$ ).

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# **CHAPTER-I**

## **INTRODUCTION**

### **BACKGROUND OF THE STUDY**

**Concentrate all your thoughts upon the work at the hand. The sun's rays do not burn until brought to a focus. –Alexander Graham Bell**

Concentration is the ability to focus on the task at hand while blocking out any other distracting or irrelevant information. Concentration in general may be defined as an active state of mind wherein the whole of attention, with all available energy and talent, is being applied upon the one thing that we are doing now (Larson, 1920). Concentration difficulty is the difficulty to stay focused on the task or decreased ability to focus one's thoughts on something. It is a very important skill for children as it gives them the ability to focus and drive away distractions that acts as obstacles for normal attention and focusing. When our mind is focused our energies are not dissipated on irrelevant activities or thoughts.

The first essential for the child's development is concentration. It lays the whole basis for their character and social behavior. They must find out how to concentrate and for this they need things to concentrate upon. This shows the importance of their surroundings for no one acting on the child from outside can cause them to concentrate. Only they can organize their psychic life. This skill is essential for every kind of success. Without it, our efforts get scattered but with it, we can accomplish great.

Doyle & Elliot, (2002) conducted the study in UK, lack of concentration is normally recognized in studies and young children but there is growing evidence, largely but not exclusively from the USA, suggesting that it can persist into adult life.



Concentration problems are one of the most prevalent and widely recognized problems in children. Problems of concentration can be caused by medical, biological, psychological or environmental reasons and may also be related to sleep disorders, medications and substance use. Medical conditions related to concentration difficulties include chronic illnesses, infections, pain syndromes and brain injury. Malnutrition and anemia are associated with lower levels of concentration (Shyam & Khan, 2009). Psychological conditions that affect concentration include anxiety, depression, emotional trauma and stress. Problems with concentration tend to be worse when a person is fatigued. The environmental factors that may cause this problem include large number of siblings within the family, families that have been separated, single parent households, child neglect, parental conflict and poverty and excessive television viewing. Children are often unmotivated to pay attention in class, as they find the lessons uninteresting and dull. The way the teacher manages the class and school environment have significant impact on concentration ability of children. The fact that teachers are using computers or computer-related technologies in order to capture and hold students concentration (Shelly, 2004) is a step in the right direction. Presence of concentration problems in childhood may be early signs of learning disability and hence they should be overlooked. Factors such as disturbed sleep, improper diet, lack of exercise, medications, stress, disinterest, overload of work, fear and lack of motivation in performing the required task may increase concentration difficulties.

De Beus, (2006) conducted the study by using a double-blind cross-over design with 52 children aged 7-10 years, had lack of concentration include 50% inattentive type and 50% had conduct disorders, depression or anxiety disorders. Attentional processes improve with age and develop rapidly during infancy and early

childhood. Infants and young children remember information and consciously try to attend the tasks, especially those that are novel in nature. Children in middle childhood between the ages 6 & 12 years are more in control of their attentional processes and hence are able to sustain it well (Lee, 2005). It is the ability to direct the attention to one single thought or subject to the exclusion of everything else. The ability to pay attention is important for success both at school and home. Children between 6-12 years think in advance and have to perform complex tasks. By the age of 10, children can follow five commands in a row and are able to focus attention for about an hour. A child who is able to concentrate, is likely to be a better learner. Ability to concentrate on a task, no matter what is going on around you or find your mind wandering away, despite distraction, boredom or fatigue is a skill that requires a lot of self-discipline. Studies showed that 99.5% children go to pre-schools and schools in Tamil Nadu. But sadly, 53% of children up to 5<sup>th</sup> standard cannot read.

A cross sectional study was conducted in a South Indian city, India (2011) about the prevalence of specific learning disabilities among primary school children. A cross-sectional multi-staged stratified randomized cluster sampling study was conducted among children aged 8-11 years from third and fourth standard. The prevalence of specific learning disabilities was 15.17% in sampled children, whereas 12.5% had difficulty in writing. This study suggested that the prevalence of specific learning disabilities is at the higher side of previous estimations in India.

Concentration has many uses and benefits. It assists in studying, understanding faster, improves the memory, helps in focusing on any task, job, activity or goal, achieving it more easily and efficiently. It is also required for developing psychic powers and is powerful tool for the efficient use of creative visualization. School age

is the period in which children have to think in advance and concentrate on many tasks. Lack of concentration or ability to focus on the task becomes major problem when the child grows up. This results in being unable to focus or concentrate on academics and school work. Children who have marked difficulty with concentration should receive help at a young age.

Proficient handwriting is one of the scholastic skills that children need to acquire to meet the common demands in classroom work at primary school (Weintraub & Graham, 1998). 30% to 60% of the child's time is spent in fine motor activities with writing as the predominant task (McHale & Cermak, 1992). Proficient handwriting has also been considered a prerequisite for later academic achievement (Graham & Harris, 2000). Unfortunately, handwriting difficulties are commonly observed in children at primary schools particularly in boys. Prevalence has been estimated to range between 5% and 27% depending on grade, selection criteria, and instruments used ( Karlisdottir & Stefansson, 2002).

Listening plays an important role in communication as it is said that, the total time spent on communicating, listening takes up to 40-50%; speaking 25-30%; reading 11-16%; and writing about 9% (Gilakjani and Ahmadi, 2011). According to Devine (1982), listening is the primary means by which incoming ideas and information are taken in. Gilbert (1988), on the other hand, noted that students from kindergarten through high school were expected to listen 65-90 percent of the time. Wolvin and Coakley (1988) concluded that, both in and out of the classroom, listening consumes more of daily communication time than other forms of verbal communication. Listening is central to the lives of students throughout all levels of educational development (Coakley & Wolvin, 1997). Both instructors (Ferris & Tagg,

1996) and students (Ferris, 1998) acknowledge the importance of listening comprehension for success in academic settings. Numerous studies indicated that efficient listening skills were more important than reading skills as a factor contributing to academic success. Nevertheless, it is evident that listening is more important for the lives of students since listening is used as a primary medium of learning at all stages of education.

From the above findings, the researcher realized that the severity of the concentration problems among school children. The most applicable and affordable ways to avoid these problems are to motivate the school children as early as possible. Many concentration problems can be prevented at early stages through education and practice. Based on this fact, the researcher focused on the level of concentration in reading, writing and listening skills among school children.

### **SIGNIFICANCE AND NEED FOR THE STUDY**

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. In the modern world school children are facing lots of difficulties in their studies because of their poor concentration. Similarly, the

teachers also having lots of difficulties to deal with the children to improve their concentration.

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 to many books is not enough to prepare them for reading. Another critical skill is the ability to name letters or characters.

Children with reading comprehension difficulties are commonly described as poor comprehenders. They have normal decoding skills as well as a fluid rate of reading but have difficulty comprehending text when read. Increasing vocabulary knowledge, listening skills and teaching basic comprehension techniques may help facilitate better reading comprehension. Some children have lack of concentration in performing a task, inability to stay on task, failure to complete task and shift from one uncompleted task to another. Several studies have manifested that approximately 3% to 7% of school age (6-12years) children have attention deficit disorders in India. There is some evidence that lack of concentration in boys is 3 times more than that in girls. Recent studies have shown that approximately half to one-third of children with attention deficit continue in their adulthood.

ASER (Annual Status of Education Report-2005) is facilitated by Pratham in India. It annually measures enrollment as well as the reading level of children in the age group of 6-14 years. It is the largest household survey of children conducted in India by citizen's groups, carried out by more than 25,000 volunteers and covering over 700,000 children in 15,000 villages each year. It is also the only annual source of information regarding learning level of children in elementary schools. Annual Status

of Education Report 2009-10 states that only 38.1% of the children in class four can read only class two textbooks. ASER report of reading level results for enrolled children in all over India was 47.31% can read ;14.4% can identify the letters only and 7.91% can't read; in Tamil Nadu state was 42.84% can read ; 9.90% can identify the letters only and 9.50% can't read ; in class wise report for 4<sup>th</sup> standard children were 38.10% can read;10.1% can identify the letters only and 3.08% can't read and according to the age wise report for 8-10 years old children were 32.49% can read ; 15.45% can identify the letters only and 5.77% can't read.

Children suffering from concentration problem have to face hardships on a daily basis. Their difficulties need to be understood by parents and those around them so that they do not become victims of unreasonably high expectations. Familiarizing parents with the causal factors of this problem can help them in taking preventive steps so that further development of the problem among children may be curbed. It is important to focus on the problems faced by such children so that they may be provided with proper interventions.

Madurai seed has developed Holistic Education Centers (Arangam) which help to bring Educational development to the children and young people of Madurai. There are 5 Arangams based on the age group of educational levels in the formal schools. These centers (Arangam) are for the school going children and young people. These centers are functioning after school hours every day. Students attend the centers regularly, where they get educational guidance and support through the volunteers of Madurai seed. Providing additional support on basic learning skills like listening, speaking, reading and writing which improves their academic excellence in all subjects especially in English, Maths and Science. It also develops life skills and

personality development skills. Vandugal Arangam creates joyful learning environment for the young children belonging to 1st standard to 4th standard. "Vandugal" in Tamil means "Children with joy and boundless freedom". "Vandugal" come to the centre at 6 pm to get support for their school studies till 8pm every day. They are being taught Tamil, English and Mathematics in a play way method that they prefer.

The study will contribute to develop importance regarding the level of 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 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 concentration in reading, writing and listening skills among school children.

## **STATEMENT OF THE PROBLEM**

A study to assess the level of concentration in reading, writing and listening skills among school children in selected schools at Madurai.

## **OBJECTIVES**

1. To assess the level of concentration in reading, writing and listening skills among school children.
2. To find out the correlation between the level of concentration in reading, writing and listening skills among school children.
3. To determine the association between the level of concentration in reading, writing and listening skills with selected demographic variables among school children.

## **HYPOTHESES**

**H<sub>1</sub>** - There is a significant correlation between the level of concentration in reading, writing and listening skills among school children.

**H<sub>2</sub>** - There is a significant association between the level of concentration in reading, writing and listening skills with selected demographic variables among school children.

## **OPERATIONAL DEFINITIONS**

**Assess** - It refers to identify the level of concentration in reading, writing and listening skills among school children in selected schools by using observational rating scale.

**Level of concentration** - It refers to measure the intensity of keeping the mind in an attentive towards the goal by using a graded scale of values.

**Reading skills** - It refers to the ability to read 93 words per minute in the printed words with correct pronunciation, follows left to right direction to read, reads correct phrases, understands the meaning of words, reads the words without passing over, appropriate voice pitch, correct punctuation, eye-voice co-ordination, read



without mistakes, knows first and last sound in word, reads fluently and recalls fact read which is given in the passage in English about Tenali Rama within 3 minutes and able to recall the facts in Tamil within 2 minutes.

**Writing skills** - It refers to the ability to write 34-70 letters per minute with legible writing, spacing between words and sentences, uses capital and small letters, easy to form letters appropriate to the words and punctuation marks correctly which is given in the title Mother Teresa within 5 minutes.

**Listening skills** - It refers to the ability to accurately perceive 82 words per minute with listening the audio carefully, pays attention to visual aspects, understands the theme, follows the sequences, says answer correctly, completes the answer correctly within a time, express the answer with non-verbal communication and says the dialogue exactly which is given in the theme School Topper within 5 minutes and can able to answer for 5 questions within 5 minutes.

**School children** - It refers to the children those who were studying 4<sup>th</sup> standard between the ages 9 & 10 years in Tamil medium in selected schools at Madurai.

## **ASSUMPTIONS**

- Concentration in reading, writing and listening skills may have better control over the thoughts and actions among the school children.
- Concentration will enhance the academic and non-academic performance of the school children.
- Concentration will build more self-assurance among school children.

## **DELIMITATIONS**

The study was delimited to

- School children those who were studying 4<sup>th</sup> standard in Tamil medium.
- School children those who were available during the period of study
- Data collection period was limited to 4 weeks.

## **PROJECTED OUTCOME**

The findings of the study will help to

- Improve the level of concentration in reading, writing and listening skills among school children.
- Give an awareness about the level of concentration in reading, writing and listening skills by using learning module to instruct the school children.
- Serve as a guide for further nursing researcher.

## **CHAPTER-II**

### **REVIEW OF LITERATURE**

Review of literature is a key step in any research process. Review of literature helps the investigator to analyze existing literature and to generate research questions to identify what is known and what is not known about the topic and to describe methods to enquiry used in earlier work including their success and short comings. It also helps to plan and conduct the study in systematic manner.

The review of literature for the present study was organized under the following headings.

**PART-I : Level of concentration in reading, writing and listening skills among school children.**

**PART-II : Studies related to reading skills among school children.**

**PART-III : Studies related to writing skills among school children.**

**PART-IV : Studies related to listening skills among school children.**

#### **PART-I : LEVEL OF CONCENTRATION IN READING,WRITING AND LISTENING SKILLS AMONG SCHOOL CHILDREN**

Learning to read and write are the most essential educational achievements. Reading and writing go hand in hand, children learn to read as they write. Children learn to read and write at different rates or techniques. Speaking and listening are essential to develop cognitive skills, which also progress the literacy skills of reading and writing among children.

## **INTERNAL CAUSES OF CONCENTRATION PROBLEMS**

**Physical Factors** such as irregular sleep patterns, unbalanced diet, hunger, lack of exercise, medications, tiredness. Medical conditions such as chronic illness, infections and brain injury also affect the concentration.

**Psychological Factors** such as daydreaming, overload, fear, guilt, stress, lack of motivation, not being prepared to read, lack of interest in the material and a lack of suitable goal.

## **EXTERNAL CAUSES OF CONCENTRATION PROBLEMS**

**Environmental Factors** such as noise, television, telephone, internet, email, poor lighting, temperature and difficult material having too much work to do.

## **READING SKILLS**

Reading is indispensable to primary school pupils. All have the ability to concentrate some of the time. But at other times our thoughts are scattered and our minds race from one thing to another.

## **DEFINITION**

According to Bernice, it refers to the ability to read the written or printed text with clear and correct pronunciation.

## **PRINCIPLES OF READING SKILLS**

- Good oral language skills
- Opportunities to practice reading
- Lot of exposure to different reading materials
- Learn various instructional practices
- Instruction based on an appropriate curriculum and assessment



- Read minimum of 93 words per minute.
- Duration of reading assessment 5 minutes
- Read fluently
- Aware about individual parts of speech (Speech awareness)
- Understands the elements of written language

## **METHODS TO ASSESS THE READING SKILLS AMONG SCHOOL CHILDREN**

- **Iowa Test of Basic Skills**

It may be administered in kindergarten through eighth grades. It includes reading comprehension, vocabulary and word analysis.

- **The Phonological Awareness Test 2**

It is used in kindergarten through fourth grades. The test assesses a student's understanding of syllables and phonemes as a means of decoding words.

- **Gray Oral Reading Test**

It primarily tests reading fluency in students aged 6 to 18. It focuses on the rate of reading, accuracy, fluency, comprehension and overall ability.

- **Test of Word Reading Efficiency**

It assesses the ability to read sight words and to read non-words formed from common phonemes. The test is administered to people ages 6 to 24 years. For each type of assessment, students are asked to read and pronounce as many words or phonemic non-words as possible in 45 seconds. It helps to assess student ability to read phonemes and can assist in diagnosis of reading disabilities.

## **READING DIFFICULTIES**

Difficulties in reading typically involve difficulty with one or more of the following: decoding, reading rate, reading fluency or reading comprehension.

- **Difficulty with decoding** – It means not acquired the phoneme-grapheme mapping concept and read at levels significantly lower than expected despite having normal intelligence.
- **Difficulties with reading rate** – It means tend to have accurate word recognition and normal comprehension abilities but the reading speed is below grade level.
- **Difficulties with reading fluency** – Fail to maintain fluency and smooth pace while reading.
- **Difficulties with reading comprehension** - It means the child have normal decoding skills as well as fluency but have difficulty comprehending text when read.

## **TECHNIQUES TO IMPROVE READING SKILLS AMONG SCHOOL CHILDREN**

- **Phonemic awareness:** It is the understanding of that spoken words are made up of separate units of sound (phonemes) that are blended together when words are pronounced. It helps to learn new words.
- **Phonics:** It is the relationship between the sounds and written letters used to represent them. It helps to read and spell words accurately and rapidly.
- **Vocabulary:** It refers to the words must know to communicate effectively. It is also used for reading comprehension.

- **Fluency** : It is the ability to read a text accurately and rapidly. Fluent readers recognize words automatically and group words quickly to help them gain meaning from what they read.

## **WRITING SKILLS**

Writing is one way of providing variety in classroom procedures. It helps to consolidate their grasp of vocabulary and structure and complements the other language skills. Every day we need to write in order to complete our tasks. These tasks require us to write clearly and organize information effectively.

## **DEFINITION**

According to Sedita, it refers to the ability to write the letters and sentences appropriately.

## **PRINCIPLES OF WRITING SKILLS**

- Write 34-70 letters per minute
- Write the sentences completely
- Use the punctuation marks correctly.
- Use capital letters and small letters appropriately.
- Use spelling accurately
- Adequate space between the words and sentences.



## **TYPES OF WRITING STYLES**

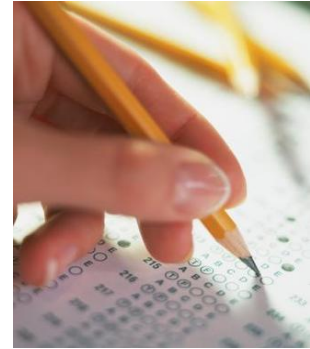
- Narrative writing
- Descriptive writing
- Expository writing



- Persuasive writing
- Creative writing

### **DIFFICULTIES IN WRITING SKILLS**

- Handwriting is not legible.
- Write sometimes better but not consistent.
- Does not write faster and the notes are incomplete.
- Does not join all the alphabets.
- Writing is very bad or has a very bad hand-writing.
- Very slow in Writing and presses the pencil or pen heavily.
- Poor word alignment.
- While writing numbers, one cannot differentiate some of the numbers.
- Sentences are not written on the lines which goes up and down.
- Slant of writing is not consistent and it goes left, straight and right as well.
- While writing, fingers or hand become shaky.
- Writes very small and cannot read them clearly.



### **TECHNIQUES TO IMPROVE WRITING SKILLS AMONG SCHOOL CHILDREN**

- **Increasing student motivation to have good writing skills** - With high motivation, students will find ways to improve their writing and will persist in the effort.
- **Providing instruction in writing processes and rules** - To write well, students need to apply appropriate processes, such as starting early, and to apply the rules of writing, such as grammar rules.



- **Providing writing practice** - Writing practice helps most when students receive clear knowledge about subject.
- **Providing constructive feedback about the students writing** - Specific feedback about what to do the same and what to do differently in the future.
- **Give a writing assignment and in the marking criteria** set aside a specific number of points for writing quality. Give students a copy of the marking criteria before they begin writing.
- **Explain about writing errors** - Explain to students before they complete a writing assignment the most common writing errors made in the past as well as the rules the errors violate.

## **LISTENING SKILLS**

Many people think of listening as a skill that requires no thought or effort. As such, listening comprehension skill is often overlooked in teaching and learning. However, what many people do not realize that listening is one of the very fundamental skills in language learning, in addition to speaking, reading and writing.

### **DEFINITION**

According to Cathrine, it refers to the ability to accurately receive messages in the communication through audio-visual aspects.

### **PRINCIPLES OF LISTENING SKILLS**

- Stop Talking
- Prepare yourself to Listen
- Help the speaker to feel free to speak
- Remove distractions



- Understand the other person's point of view
- Be Patient
- Avoid Personal Prejudice
- Listen to the Tone
- Listen for ideas-Not just words
- Wait and Watch for Non-Verbal Communication
- Listen 82 words per minute.
- Maintain eye contact
- Avoid emotional involvement
- Don't make assumptions about the speaker

### **TYPES OF LISTENING SKILLS**

- Appreciative listening
- Discriminative listening
- Therapeutic listening
- Listening for comprehension
- Critical listening

### **DIFFICULTIES IN LISTENING SKILLS**

- Unable to concentrate when think of another question
- Too long spoken text
- Difficult to understand when topic is unfamiliar
- Complex grammatical structures
- Cannot recognize the words
- Poor recording quality
- Unclear pronunciation



## **TECHNIQUES TO IMPROVE LISTENING SKILLS AMONG SCHOOL CHILDREN**

We spend more time in listening than speaking, reading or writing. Then we can improve our general skills by improving our listening skills. Anyone can become a good listener by practicing a few techniques.

- **Ignore disturbances** - Focus on the message and ignore all the distractions.
- **Make use of lag time** – Lag time means the difference between the speaking speed and the listening speed. Use it properly.
- **Avoid anticipation** - Allow the speaker time to make the point and avoid “jumping to conclusions”.
- **Be open-minded** - Give the speaker a chance to make the point and learn a new thing that may remove a bias.
- **Have empathy** - Visualize matters from the speaker’s point of view and should be courteous to the speaker. Try to be a good listener.
- **Concentrate on the message** - Concentrate on the message, not on the speaker’s dress or mannerisms.
- **Listen to all message** - Sometimes use to hear message that are difficult to understand. If poor listeners means, stop listening. In such a situation, should rely on the skills required for critical listening.
- **Take notes** - Take brief notes. Get main points and write it down. Focus on facts and ideas.
- **Practice listening** - Most of us do not pay attention to listening skills. Practice to be attentive in listening.

- **Listen to classic music** - According to Studies listening to the right type of music will allow the brain to process information better and become more receptive to that information.

## **TIPS TO IMPROVE CONCENTRATION IN SCHOOL CHILDREN WHILE STUDYING**

- Find a work area that is conducive to studying – well light, quiet and comfortable.
- Set reachable goals by sticking to a routine study schedule.
- Focus on your objective and accomplish a set number of tasks per session.
- Be organized and create checklists.
- Create incentives to complete tasks.
- Change your study routine now and again by focusing on a different study task to break the monotony.
- Take a regular breaks, even if it is just to stretch for five minutes. This will improve the concentration.
- Reward yourself once you have completed studying and exams are over by going away on holiday, celebrating with friends, or having a massage.
- If you are a parent, learn to recognize any child concentration problems and provide the necessary support.

### **Health tips to improve concentration**

- Eat a healthy and balanced diet.
- Eat small meals throughout the day and avoid heavy meals that can cause sluggishness before studying.
- Include vitamin supplements into your diet.

- Drink plenty of water while you are studying and when you are feeling lethargic.
- Limit your caffeine and sugar intake, as they increase anxiety.
- Regular exercise not only improves the concentration but increases energy levels.
- Sufficient rest, regular sleeping patterns and relaxation are necessary for memory and concentration.

## **PART-II : STUDIES RELATED TO READING SKILLS AMONG SCHOOL CHILDREN**

Allington, (2012) conducted the research among school children in New York. This study explained the importance of reading texts to read accurately and understand the meaning. The results showed that reading at 98 % or higher accuracy is essential for reading acceleration. Anything less slows the rate of improvement, and anything below 90 % accuracy doesn't improve reading ability at all.

Joseph, B.J,(2011) conducted a longitudinal school study in Tumkur on concentration and learning problems in children aged from 3.5 to 10 years; evaluates the long term impact of teachers report of learning difficulties in children. Teachers assessed concentration and learning difficulties in 2054 children. Reading performance and learning difficulties were reassessed in 695 children at fourth grade. Results showed that the reading delay was significantly associated with concentration and learning difficulties in children.

Chang, Y.L. & Kuo, C.H, (2011) conducted a longitudinal study in Hong Kong among Chinese school children on early difficulties of reading. Seventy-six high-risk (40 good and 36 poor readers) and 25 low-risk Chinese children were tested on oral language, reading related cognitive skills and reading and spelling over a 3-year

period. Results showed that the 76 high risk (Poor Reading) group performed significantly worse than the 25 low risk Chinese children.

Boban, J, (2008) conducted an experimental study in an urban area of Dharwad city. Children studying in 4th standard from selected fourteen schools based on their previous academic performance of the class tests and the teacher's rating were selected as subjects for the study. The results showed that in reading 93% of academically low children were found to be difficult and none of them were found to be normal. Whereas in writing ability 58% were difficult, 24% were normal and 18% were found to be average.

Peterson & Rodriguez, (2003) conducted the large-scale national studies in Australia and the researchers found that 4<sup>th</sup> standard students in more-effective teachers classrooms spent a larger percentage of reading instructional time actually reading; students in less-effective teachers classrooms spent more time using worksheets, answering low-level, literal questions or completing before and after reading activities. The results showed that the exemplary teachers were more likely to differentiate instruction so that all readers had books they could actually read accurately, fluently and with understanding.

Chen & Fan, (2001) conducted a study in Japan to find out the parental expectations and aspirations were the factors most highly related to achievement of the primary school children. The result showed that of parent involvement and academic achievement and found that average correlations between parent involvement and children's grades, both global indicators of school performance, tended to be moderate in size ( $r = 0.33$ ).

Falnkar, (1984) conducted an experimental study in Venezuela on effectiveness of five self-instructional modules among 1082 primary school children.

The modules were used for diagnostic perspective reading instruction, word recognition skills, informal assessment of reading difficulties and the correction of reading difficulties. Results from the evaluation showed that the modules were suitable for the experimental group of 541 primary school children and improvement in the reading instruction and word recognition skills.

### **PART-III : STUDIES RELATED TO WRITING SKILLS AMONG SCHOOL CHILDREN**

Hamstra, B, (2000) conducted a longitudinal study in Washington among the school children from grades two to six of dysgraphic handwriting and found that inconsistent letter size was a common feature in dysgraphic writing. The results showed that Pearson product-moment correlation coefficient revealed a moderate correlation ( $r = 0.47$ ,  $p < 0.001$ ).

Engelsman,S & Galen,V, (1997) conducted the study in England among children with writing deficit aged 7 to 11 years showed more variability in letter size than non-dysgraphic children. Windsor, studying handwriting legibility, developed the concept of "letter from width." This composite measure determined from letter sizes allows comparison of relative size or form of letters between handwriting samples. The results showed that 7 to 11 year-old boys with concentration problems wrote larger letters than typical boys of the same age.

Murray & Tseng, (1994) conducted the study in Europe among children in grades three to five, found correlations consistent with the present study. The results showed that a sample of poor hand writers had a correlation of  $r = 0.31$  between handwriting and the visuo motor index, while a sample of good hand writers had a correlation of  $r = 0.33$ .

Weil & Amundson, (1994) conducted a research in Israel. In this study explained the typical children using the same measures and the same age group by using 7-point scale measured the writing skills, found the correlation to be moderate ( $r = 0.47$ ) and examined the relationship of the visuo motor index with the writing skills of 10-year-old students.

Deno & Mirkin, (1984) conducted a research in Cunningham and reported a rough guideline for setting the criterion can be established from the school children, if the total number of words is less than 20, aim for doubling it by the end of the school year. If the number of words is between 25 and 30, aim for a 50% increase. If the number of words is between 35 and 45, aim for a 25% increase. If the number of words is greater than 50, choose another objective.

#### **PART-IV : STUDIES RELATED TO LISTENING SKILLS AMONG SCHOOL CHILDREN**

Hamouda, A, (2012) conducted a study among Saudi students in UAE. The results showed that more than three quarters of the students rated themselves as “average and poor” in listening. Only 13.3% of the students think that their listening skills are ‘good’ whereas the other students (86.7%) think their listening performances are ‘average’ or ‘poor’.

Muhammed, N, (2010) conducted the study in USA among the school children and assessed the children with tape recorder to learn English language skills and found the skills were low. As a matter of fact, just 16 (26.7%) students, said that they use this method to learn English. To put in a different way, 39(65%) students said that they do not use the tape recorder method. The results showed that students (25% often, 38.3% always) find it difficult to understand the meaning of every single word in the speech.



Nattal, (2010) conducted the study in India. In this study, the English program is focused on improving children's basic comprehension, listening and speaking abilities. Both rural and urban programs are operational in 6 states (Maharashtra, Madhya Pradesh, Andhra Pradesh, Orissa, Chattisgarh and Uttar Pradesh). In urban areas, 30% improvement in reading and 46% improvement in oral skills was observed. Results were better in rural areas. Almost 86% children attending classes now have letter recognition (less than 13% at the beginning of the module) and are able to attach sounds to letter. Children are confident of greetings, expressing likes, dislikes and wants. They can answer direct factual questions and are able to ask what, how and who questions correctly. In the first item of the questionnaire, the students were asked to evaluate their proficiency levels in listening skills.

Brindley, (2000) conducted a study in London among school children regarding unfamiliar topic hinders the listening comprehension of the majority of the students. Many students (16.7% sometimes, 36.7% often, and 35% always) find it difficult to understand the listening text when the topic is unfamiliar. Familiarity with the topic of the lecture augments comprehension. This finding is consistent with which shows that a more interesting requirement to understand a text is that the learner should share certain assumptions about the subject to the fact that students construct their understanding of the subject they listen on the basis of their experiences; problems arise, therefore, when there is a mismatch between the subject and the previous experience of the learner.

McKenna & Stahl, (1985) conducted the study in Syria. A child's listening level is conventionally defined as the highest passage at which comprehension of the text read aloud to the child is at least 75% comprehension. Generally, the teacher estimates the student's reading frustration level and then selects the next-higher

passage to administer on a listening basis. Both the passage and questions are read aloud. Knowing a child's listening level can be useful in discerning whether comprehension difficulties are the result of decoding problems. For example, a fourth grader could have a listening level of 4<sup>th</sup> grade, but a reading comprehension level of only second grade, due to inadequate word recognition skills. Listening to texts read aloud is often used as an instructional strategy when the text difficulty exceeds the child's reading skills.

## **CONCEPTUAL FRAMEWORK**

The conceptual framework plays interrelated roles in the progress of science. Their overall purpose is to make scientific findings and generalizable. The conceptual framework is an interrelated concept on abstractions that are resembled together in some scheme by virtue of their relevance to a common scheme. It is a device that helps to stimulate research and the extension of knowledge by providing both direction and impetus. The present study was aimed at assessing the level of concentration in reading, writing and listening skills among school children.

The conceptual framework of this study was derived from Health Promotion Model as cited by Nola J. Pender (1996). The Health Promotion Model was initially introduced by Nola J. Pender. A system is a set of interrelated parts that come together to form a “whole”. Each part is necessary or integral component is required to make a complete meaningful whole. This model focuses on three components. These are individual characteristics and experiences, behavior specific cognition and affect, behavioral outcomes.

### **INDIVIDUAL CHARACTERISTICS AND EXPERIENCES**

#### **Prior related behavior**

Frequency of the similar behavior in the past. Direct and indirect effects on the likelihood of engaging in health promoting behaviors.

#### **Personal factors**

Personal factors categorized as biological, psychological and socio-cultural. These factors are predictive of a given behavior and shaped by the target behavior being considered. In this study included the age of the child, gender of the child, birth

order of the child, academic performance, type of family, area of living, entertainment activities, father's education and occupation, mother's education and occupation, family monthly income and family history of any illness.

## **BEHAVIOUR SPECIFIC COGNITION AND AFFECT**

### **Perceived benefits of action**

Anticipated positive outcomes that will occur from health behavior. In this study, effective involvement in reading, writing and listening skills will improve concentration among school children.

### **Perceived barriers to action**

Anticipated, imagined or real blocks and personal costs of understanding a given behavior. In this study, the lack of concentration in reading, writing and listening skills will lead to poor academic performance among school children.

### **Perceived self-efficacy**

Judgment of personal capability to recognize and execute a health-promoting behavior. In this study, recognize the concentration level and execute a health promoting behavior which includes the concentration in reading, writing and listening skills among school children.

### **Activity related affect**

It influences perceived self-efficacy, which means the more positive the subjective feeling, greater the feeling of efficacy. In turn, increased feelings of efficacy can generate further positive affect. In this study, the more positive interest which increases the level of concentration in reading, writing and listening skills which leads to achieve the excellent academic performance of the school children.

## **BEHAVIOR OUTCOME**

### **Commitment to plan of action**

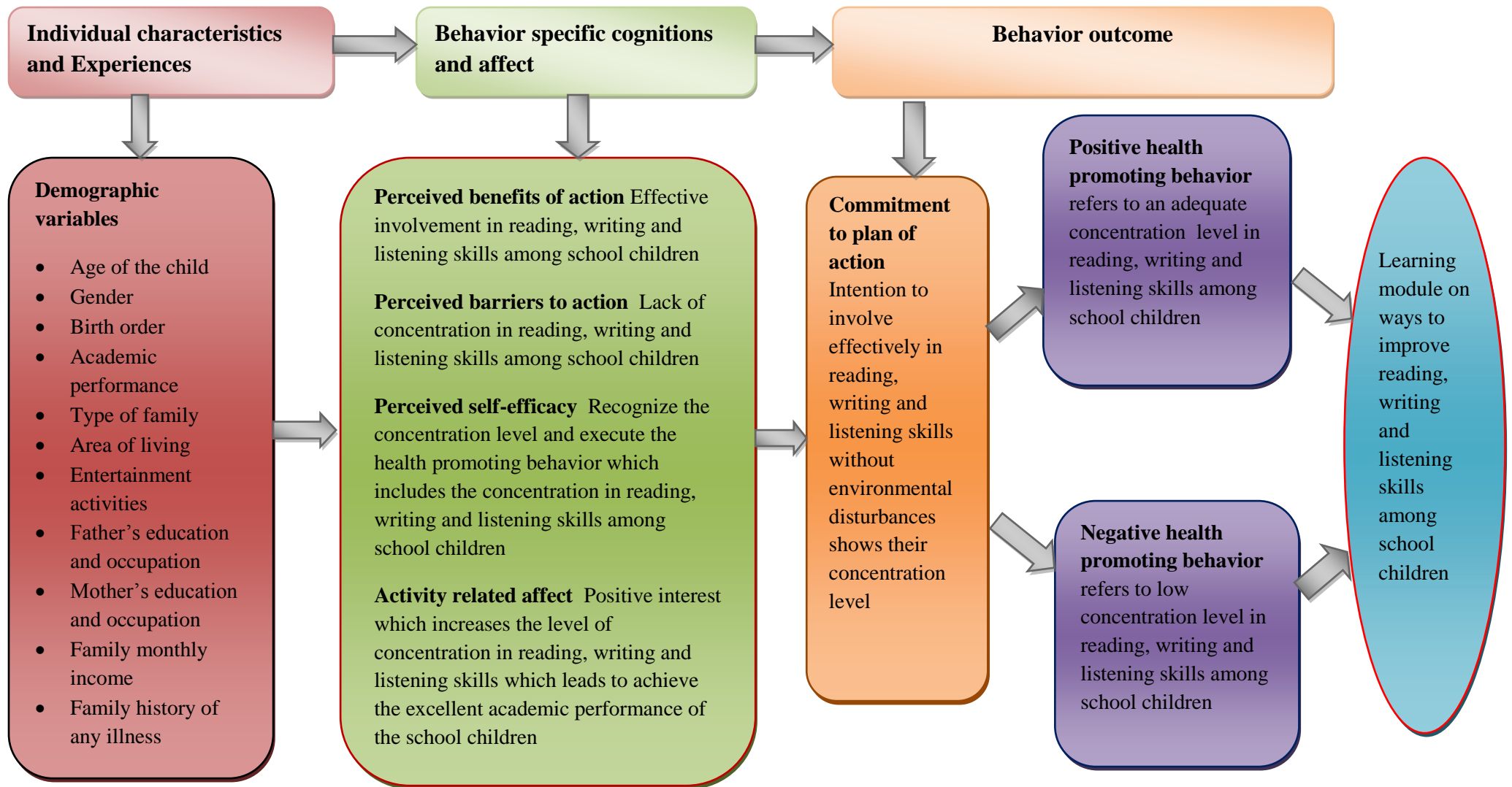
The concept of intention and identification of a planned strategy leads to implementation of health behavior. In this study, intention to involve effectively in reading, writing and listening skills which shows their concentration level.

### **Immediate competing demands and preferences**

Competing demands are those alternative behavior over which individuals have low control because there are environmental contingencies such as work or family care responsibilities and competing preferences are alternative behavior over which individuals exert relatively high control. In this study, the level of concentration in reading, writing and listening skills were low when they have environmental disturbances, whereas the level of concentration in reading, writing and listening skills were adequate when they have high control over the environmental disturbances.

### **Health promoting behavior**

Endpoint or action outcome directed toward attaining positive health outcome such as optimal well-being, personal fulfillment and productive living. In this study, positive health outcome refers to an adequate concentration level in reading, writing and listening skills among school children and negative health outcome refers to low concentration level in reading, writing and listening skills among school children.



**FIGURE 1: CONCEPTUAL FRAMEWORK - HEALTH PROMOTION MODEL BY NOLA J.PENDER (1996)**

## **CHAPTER-III**

### **RESEARCH METHODOLOGY**

This chapter deals with methodological approach adopted for the study. It includes description of research approach, research design, setting of the study, population, sample, sample size and sampling technique, criteria for sample selection, development and description of the tool, validity, reliability, method of data collection, pilot study and protection of human rights.

#### **RESEARCH APPROACH**

The quantitative approach adopted for this study in order to achieve the desired goal.

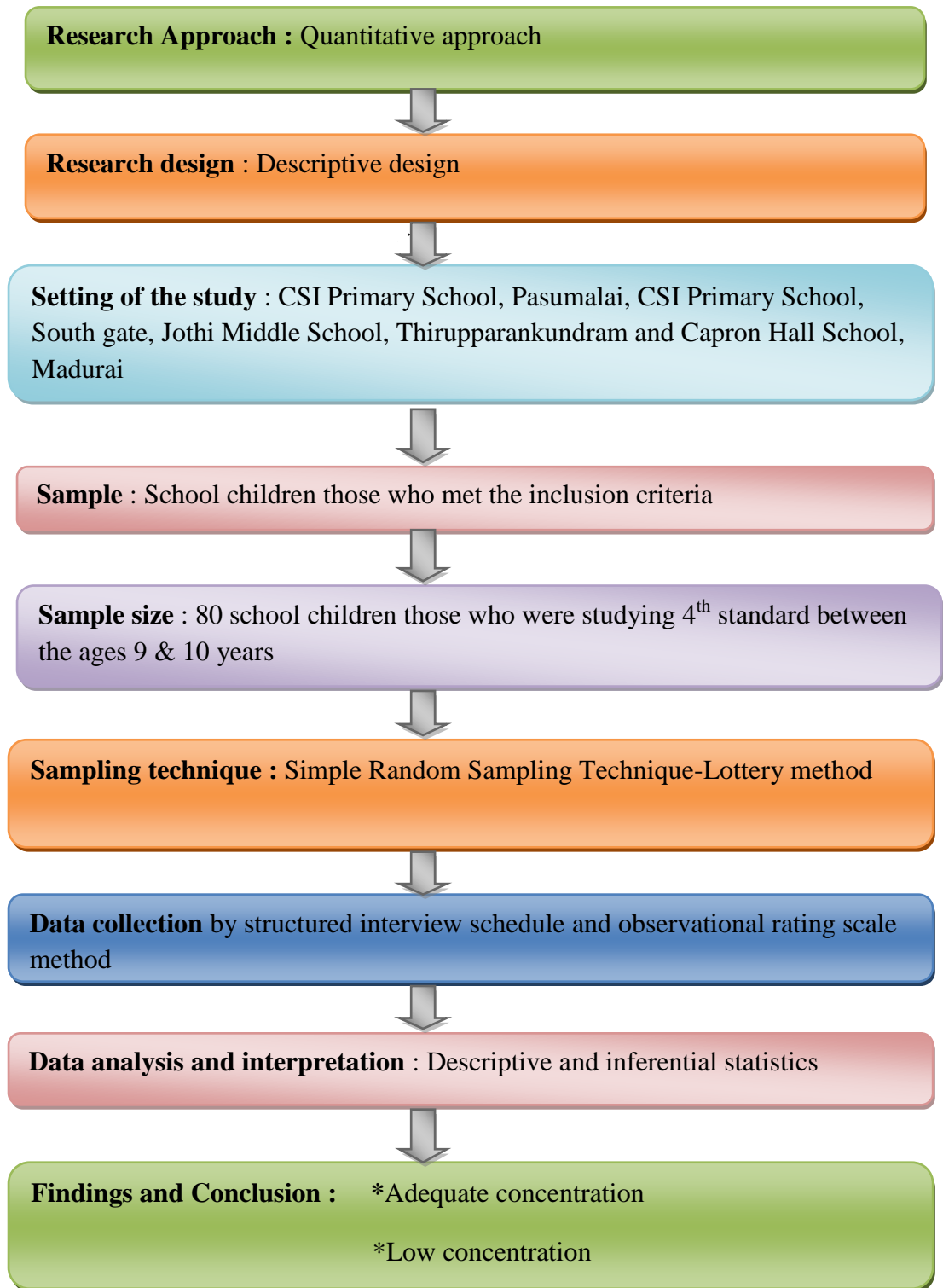
#### **RESEARCH DESIGN**

The research design selected for the present study was descriptive design in which assessing the level of concentration in reading, writing and listening skills among school children without manipulation or control.

#### **SETTING OF THE STUDY**

The study was conducted in CSI Primary School, Pasumalai, CSI Primary School, South Gate, Jothi Middle School, Thirupparankundram and Capron Hall School, Madurai. It was situated around 10 kms away from CSI Jeyaraj Annapackiam College of Nursing, Pasumalai, Madurai.

**FIGURE 2 : SCHEMATIC REPRESENTATION OF RESEARCH DESIGN**





## **POPULATION**

**Target Population:-** School children those who were studying 4<sup>th</sup> standard in Madurai.

**Accessible Population:-** School children those who were studying 4<sup>th</sup> standard between the ages 9 & 10 years in Tamil medium in selected schools at Madurai who fulfill the inclusion criteria.

## **SAMPLE**

School children those who were studying 4<sup>th</sup> standard in CSI Primary School, Pasumalai, CSI Primary School, South Gate, Jothi Middle School, Thirupparankundram and Capron Hall School, Madurai were selected as samples for this study.

## **SAMPLE SIZE**

Total sample size were 80 school children those who were studying 4<sup>th</sup> standard between the ages 9 & 10 years. Four schools were selected and from each school 20 samples were selected for this study.

## **SAMPLING TECHNIQUE**

The sampling technique selected for the present study was Simple Random Sampling Technique-Lottery method.

## **CRITERIA FOR SAMPLE SELECTION**

### **Inclusion criteria**

- School children those who were studying 4<sup>th</sup> standard between the ages 9 & 10 years.

- School children those who were studying in Tamil medium from 1<sup>st</sup> standard onwards.
- School children assessed only in English language.

#### **Exclusion criteria**

- School children those who were not willing to participate in the study.
- School children those who were above 10 years of age.
- School children those who were with sensory deficit.
- School children with any other physical and mental illness.

#### **DEVELOPMENT OF TOOL**

The tool was prepared after reviewing the related literature such as books, journals and previous research studies. Structured interview schedule was prepared to collect the demographic data and observational rating scale was developed to assess the level of concentration in reading, writing and listening skills among school children. The scale measures the level of concentration in reading, writing and listening skills among school children.

#### **DESCRIPTION OF THE TOOL**

The tool consists of structured interview schedule to collect the demographic data and observational rating scale to assess the level of concentration in reading, writing and listening skills among school children. It consists of two parts.

**PART-I : Structured interview schedule to collect the demographic data**

**PART-II : Observational Rating Scale to assess the level of concentration in reading, writing and listening skills among school children.**

## **PART-I :**

A structured interview schedule to collect the demographic data were constructed by the researcher for this study. It deals with age, gender, birth order of the child, academic performance, type of family, area of living, entertainment activities, father education and occupation, mother's education and occupation, family monthly income and family history of any illness.

## **PART-II :**

Level of concentration in reading, writing and listening skills among school children was assessed by using the observational rating scale.

Reading Skills :- 14 questions

Writing Skills :- 8 questions

Listening Skills :- 8 questions

## **SCORING PROCEDURE**

### **PART-I**

Demographic data were used for descriptive analysis.

### **PART-II**

Level of concentration in reading, writing and listening skills was assessed among school children by using observational rating scale. It consists of 30 items, in which 14, 8 and 8 items are framed to assess the reading, writing and listening skills respectively among school children those who were studying 4<sup>th</sup> standard. An observational rating scale was used for assessing the level of concentration in reading, writing and listening skills among school children. A score of 5 was given for Excellent ; a score of 4 was given for Very Good ; a score of 3 was given for Good; a score of 2 was given for Average and a score of 1 was given for Poor.

<b>Items</b>	<b>Maximum Score</b>	<b>Minimum Score</b>
Reading Skills	70	14
Writing Skills	40	8
Listening Skills	40	8

From this score, above 50% was considered as adequate concentration and below 50% was considered as low concentration in reading, writing and listening skills among school children respectively.

### **CONTENT VALIDITY OF THE INSTRUMENT**

Content validity refers to the degree to which an instrument measures what is supposed to measure. Validity of the tool and the planned learning module was established after experts opinion. The final instrument was reframed after consulting with guide and statistician. Then the tool and the learning module content for the school children were edited by an English language and the learning module were translated into Tamil language for easy understanding of the school children those who were studying 4<sup>th</sup> standard in Tamil medium between the ages 9 & 10 years.

### **RELIABILITY OF THE TOOL**

The reliability of the tool were tested by Cronbach's alpha method and the 'α' value = 0.885, which was found reliable.

### **PILOT STUDY**

Pilot study was conducted among 8 school children of studying 4<sup>th</sup> standard between the ages 9 & 10 years in DM&R School, Madurai to evaluate the effectiveness of feasibility of conducting main study. Formal permission was obtained from the institution ethical committee and the Headmistress of DM&R School,

Madurai. Anonymity and confidentiality was maintained while collecting information. The purpose was explained and oral consent was obtained to the 4<sup>th</sup> standard children. An observational rating scale was framed to assess the level of concentration in reading, writing and listening skills among 4<sup>th</sup> standard children. It consists of reading skills for 5 minutes; writing skills for 5 minutes and listening skills for 10 minutes ; totally about 20 minutes for each 4<sup>th</sup> standard children. The learning module was distributed to the 4<sup>th</sup> standard children in the form of pamphlets. This learning module will be effective in improving the level of concentration in reading, writing and listening skills among school children in future. The pilot study was helped the investigator to confirm the feasibility of carrying out the main study.

#### **METHOD OF DATA COLLECTION**

Data collection is the gathering information to address the research problem. Prior permission from the authority was sought and the data collection period was for 4 weeks in the month of August. The study samples were selected by Simple Random Sampling-Lottery method based on sample selection criteria. A total of 80 school children of studying 4<sup>th</sup> standard between the ages 9 & 10 years from 4 schools were selected and from each school 20 children were selected for this study. Initially good rapport was maintained with the subjects and the objectives of the study were explained and oral consent was obtained. Data collection was done through interview method and observational rating scale method. During data collection procedure privacy was maintained and the subjects were kept comfortable. Pamphlet on ways to improve the level of concentration in reading, writing and listening skills was distributed to subjects. Data collection was terminated by thanking the subjects. The collected data were compiled and analyzed using descriptive and inferential statistics and were presented in tables and figures.

## **PROTECTION FOR HUMAN RIGHTS**

Ethical considerations were taken into account for the purpose of the study. The proposed study was conducted after the approval of the dissertation committee. Formal permission obtained from the respective authority of all the school Headmistress. Each individual school children was informed about the purpose of the study and confidentiality was promised and oral consent was obtained.

## CHAPTER-IV

### DATA ANALYSIS AND INTERPRETATION

This chapter deals with the description of the sample analysis and interpretation of the information collected from 80 school children studying 4<sup>th</sup> standard between the ages 9 & 10 years from CSI Primary School, Pasumalai, CSI Primary School, South Gate, Jothi Middle School, Thirupparankundram and Capron Hall School, Madurai .The present study is to assess the level of concentration in reading, writing and listening skills among school children in selected schools. The data collected were organized, tabulated, analyzed and interpreted by using descriptive and inferential statistics.

The findings of the study were organized and presented in the following sections.

- SECTION - I :**
- Distribution of the school children based on their demographic variables.
- SECTION - II :**
- Distribution of assessing the level of concentration in reading, writing and listening skills among school children.
- SECTION III :**
- Correlation between the level of concentration in reading and writing skills among school children.
  - Correlation between the level of concentration in listening and reading skills among school children.
  - Correlation between the level of concentration in listening and writing skills among school children.

**SECTION IV :**

- Association between the level of concentration in reading skills with selected demographic variables.
- Association between the level of concentration in writing skills with selected demographic variables.
- Association between the level of concentration in listening skills with selected demographic variables.



## SECTION-I

Frequency and percentage distribution of the school children based on their demographic variables.

**Table 1: Frequency and percentage distribution of the school children based on their demographic variables.**

			n= 80
S. No	Demographic variables	Frequency (f)	Percentage (%)
1.	Age of the child in years		
	a) 9	69	86
	b) 10	11	14
2.	Gender of the child		
	a) Male	21	26
	b) Female	59	74
3.	Birth order of the child		
	a) First child	32	40
	b) Second child	38	47.5
	c) Third child	7	8.8
	d) Fourth child	3	3.7
4.	Academic performance of the child		
	a) Grade 'O' (>80%)	36	45
	b) Grade 'A' (60-80%)	13	16.3
	c) Grade 'B' (40-60%)	20	25
	d) Grade 'C' (<40%)	11	13.7

<b>S. No</b>	<b>Demographic variables</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
<b>5.</b>	Type of family		
	a) Nuclear family	63	78.8
	b) Joint family	17	21.2
<b>6.</b>	Area of the child		
	a) Rural	33	41.3
	b) Urban	11	13.7
	c) Semi-urban	36	45
<b>7.</b>	Entertainment activities		
	a) Playing games	36	45
	b) Playing music	13	16.3
	c) Drawing	20	25
	d) Household activities	11	13.7
<b>8.</b>	Father's education		
	a) Illiterate	8	10
	b) Primary	32	40
	c) High school	26	32.5
	d) Higher secondary school	13	16.3
	e) Graduate	1	1.2
<b>9.</b>	Father's occupation		
	a) Skilled	59	73.7
	b) Semi skilled	10	12.5
	c) Unskilled	11	13.8

<b>S. No</b>	<b>Demographic variables</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
<b>10.</b>	Mother's education		
	a) Illiterate	7	8.75
	b) Primary	27	33.75
	c) High school	31	38.75
	d) Higher secondary school	14	17.5
	e) Graduate	1	1.25
<b>11.</b>	Mother's occupation		
	a) Skilled	15	18.75
	b) Semi skilled	15	18.75
	d) Unskilled	50	62.5
<b>12.</b>	Family monthly income		
	a) Less than 2000	0	0
	b) 2000-4000	56	70
	c) 4000-6000	21	26.25
	d) More than 6000	3	3.75
<b>13.</b>	Family history of any illness		
	a) Psychiatric illness	1	1.25
	b) Chronic illness	9	11.25
	c) Congenital disorders	2	2.5
	d) None	68	85

**Table-1**, revealed that, majority 69 (86%) of children were in the age group of 9 years and 11(14%) of them were in the age group of 10 years.

With regard to gender of the child, only 21(26.25%) were male children and the majority of 59(73.75%) of children were females.

Based on birth order of the child, 32 (40%) were eldest child in the family,38(47.5%) were belongs to second child of the family,7 (8.75%) were third child of the family and 3(3.7%) were fourth child of the family.

Based on the academic performance of the child, 6 (7.5%) were grade 'O' , 27 (33.8%) were grade 'A' ,28(35%) were grade 'B' and 19(23.7%) of children were grade 'C'.

With regard to the type of family, 63 (78.8%) were belongs to nuclear family while 17(21.2%) were belongs to joint family.

Based on the area of living, 33 (41.3%) were living in the rural area, 11(13.7%) were living in the urban area while 36(45%) were living in the semi-urban area.

With regard to entertainment activities,36(45%) were playing games,13(16.3%) were playing music ,20(25%) were interested in drawing while 11(13.7%) were doing the household activities.

Based on their father's education,8(10%) had illiterate,32(40%) had primary education,26(32.5%) had high school education while 13(16.3%) had higher secondary education and 1(1.2%) were graduate.

With regard to father's occupation,59(73.7%) were skilled workers,10(12.5%) were semi skilled workers while 11(13.7%) were unskilled workers.

With regard to the mother's education,7(8.75%) had illiterate,27(33.75%) had primary education,31(38.75%) had high school education while 14(17.5%) had higher secondary education and 1(1.25%) were graduate.

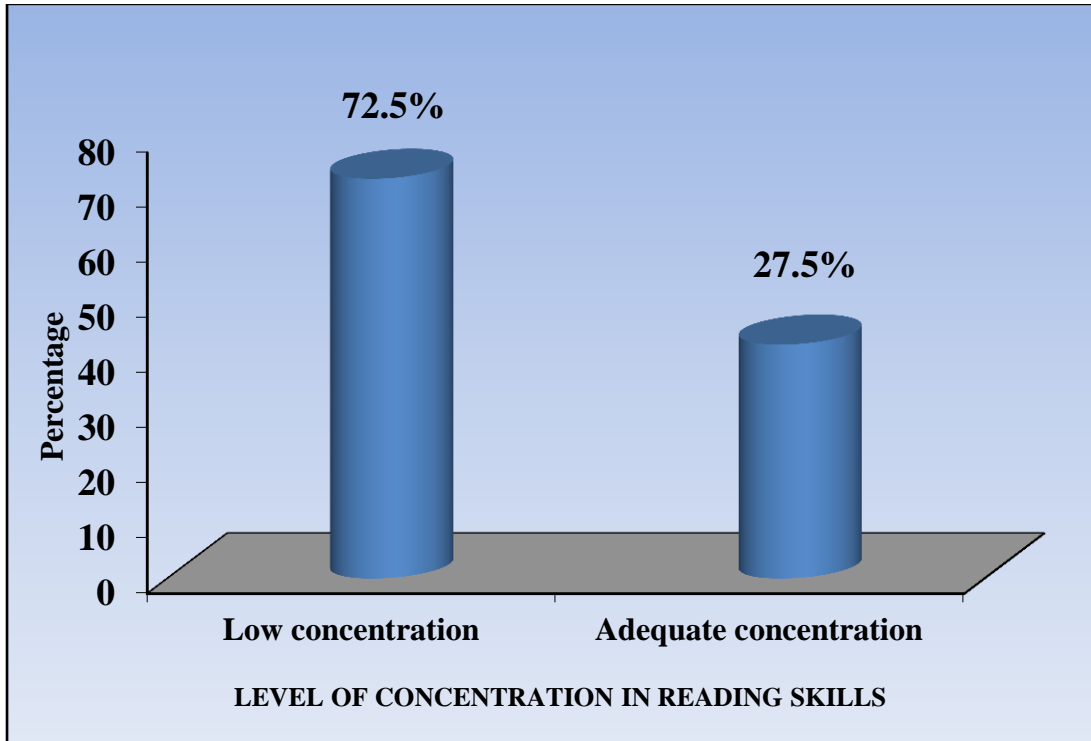
Based on the mother's occupation,15(18.75%) were skilled workers,15(18.75%) were semi skilled workers while most of the mothers 50(62.5%) were unskilled workers.

Based on family monthly income,56(70%) were earned between 2000-4000 rupees,21(26.25%) were earned between 4000-6000 rupees while 3(3.75%) had their income more than 6000 rupees. None of them were earned less than 2000 rupees.

With regard to family history of illness,1(1.25%) were affected with psychiatric illness,9(11.25%) were affected with chronic illness while 2(2.5%) were affected with congenital disorders and 68(85%) were not affected with any illness.

**SECTION II : Distribution of the level of concentration in reading skills among school children in selected schools at Madurai.**

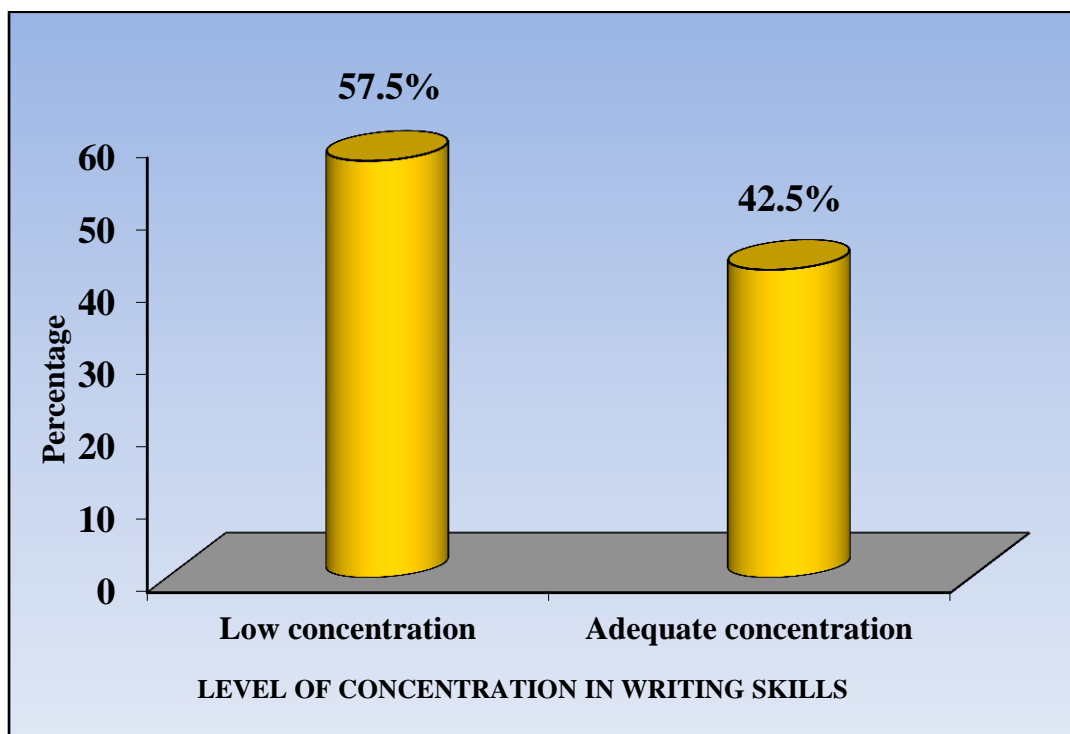
**FIGURE 3.1 : Distribution of the level of concentration in reading skills among school children in selected schools at Madurai.**



**Figure 3.1.** showed the level of concentration in reading skills among school children. After assessing the level of concentration in reading skills among school children, found that most of the children (72.5%) were having low concentration in reading skills and only (27.5%) of the children were having adequate concentration in reading skills.

**Distribution of the level of concentration in writing skills among school children in selected schools at Madurai.**

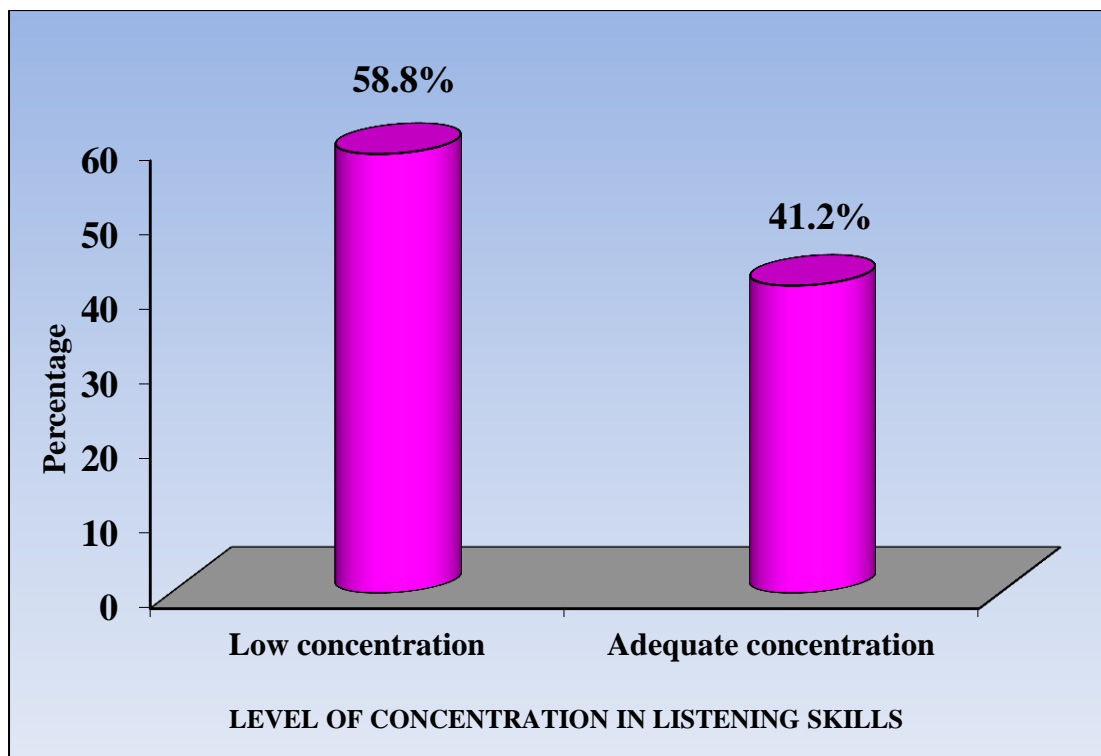
**FIGURE 3.2 : Distribution of the level of concentration in writing skills among school children in selected schools at Madurai.**



**Figure 3.2.** showed the level of concentration in writing skills among school children. After assessing the level of concentration in writing skills among school children, found that more than half of the children (57.5%) were having low concentration in writing skills whereas only (42.5%) of the children were having adequate concentration in writing skills.

**Distribution of the level of concentration in listening skills among school children in selected schools at Madurai.**

**FIGURE 3.3 : Distribution of the level of concentration in listening skills among school children in selected schools at Madurai.**



**Figure 3.3.** showed the level of concentration in listening skills among school children. After assessing the level of concentration in listening skills, found that more than half of the children (58.8%) were having low concentration in listening skills whereas only (41.2%) were having adequate concentration in listening skills.



**SECTION III : Correlation between the level of concentration in reading and writing skills among school children.**

**Table 2.1 : Correlation between the level of concentration in reading and writing skills among school children.**

<b>n = 80</b>				
<b>Variable</b>	<b>Mean</b>	<b>SD</b>	<b>'r' value</b>	<b>'p' value</b>
<b>Reading</b>	<b>30.89</b>	<b>8.09</b>	<b>0.653</b>	<b>0.000***</b>
<b>Writing</b>	<b>20.33</b>	<b>4.96</b>		

**\*-p<0.05 significant , \*\* -p<0.01 & \*\*\*-p<0.001 Highly significant**

**Table 2.1.** depicted that the correlation between the level of concentration in reading and writing skills among school children. The reading skills mean value was 30.89 and SD value was 8.09. The writing skills mean value was 20.33 and SD value was 4.96. The relationship between the reading and writing skills was 'r' = 0.653 and which was positively correlated at 0.001 level. Hence the researcher accepts the hypotheses H<sub>1</sub>. Therefore when there is high concentration in reading definitely it promotes a better concentration in writing skills among school children.

**Correlation between the level of concentration in listening and reading skills among school children.**

**Table 2.2 : Correlation between the level of concentration in listening and reading skills among school children.**

<b>n = 80</b>				
<b>Variable</b>	<b>Mean</b>	<b>SD</b>	<b>'r' value</b>	<b>'p' value</b>
<b>Listening</b>	<b>20.25</b>	<b>6.28</b>	<b>0.561</b>	<b>0.000***</b>
<b>Reading</b>	<b>30.89</b>	<b>8.09</b>		

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**\*-p<0.05 significant , \*\* -p<0.01 & \*\*\*-p<0.001 Highly significant**

**Table 2.2.** depicted that the correlation between the level of concentration in listening and reading skills among school children. The listening skills mean value was 20.25 and SD value was 6.28 .The reading skills mean value was 30.89 and SD value was 8.09.The relationship between the listening and reading skills was 'r' = 0.561 and which was positively correlated at 0.001 level. Hence the researcher accepts the hypotheses H<sub>1</sub>. Therefore when there is high concentration in listening definitely it promotes a better concentration in reading skills among school children.

**Correlation between the level of concentration in listening and writing skills among school children.**

**Table 2.3 : Correlation between the level of concentration in listening and writing skills among school children.**

<b>n = 80</b>				
<b>Variable</b>	<b>Mean</b>	<b>SD</b>	<b>'r' value</b>	<b>'p' value</b>
<b>Listening</b>	<b>20.25</b>	<b>6.28</b>	<b>0.529</b>	<b>0.000***</b>
<b>Writing</b>	<b>20.33</b>	<b>4.96</b>		

**\*-p<0.05 significant , \*\* -p<0.01 & \*\*\*-p<0.001 Highly significant**

**Table 2.3.** depicted that the correlation between the level of concentration in listening and writing skills among school children. The listening skills mean value was 20.25 and SD value was 6.28 .The writing skills mean value was 20.33 and SD value was 4.96.The relationship between the listening and writing skills was 'r' = 0.529 and which was positively correlated at 0.001 level. Hence the researcher accepts the hypotheses H<sub>1</sub>. Therefore when there is high concentration in listening definitely it promotes a better concentration in writing skills among school children.

**SECTION IV : Association between the level of concentration in reading skills with selected demographic variables among school children.**

**Table 3.1 : Association between the level of concentration in reading skills with selected demographic variables among school children.**

S. No	Demographic Variables					n = 80	
		Low Concentration		High concentration		Chi-square $\chi^2$	p – value
		F	%	F	%		
<b>1.</b>	<b>Age of the child</b>						
	a) 9	48	60	21	26.25		
	b) 10	10	12.5	1	1.25	2.17	0.141
<b>2.</b>	<b>Gender of the child</b>						
	a) Male	13	16.25	8	13		
	b) Female	45	56	14	17.75	1.603	0.205
<b>3.</b>	<b>Birth order of the child</b>						
	a) First child	25	31	7	8.75		
	b) Second child	25	31	13	16.25	2.508	0.474
	c) Third child	5	6	2	2.5		
	d) Fourth child	3	3.75	0	0		

S. No	Demographic Variables	Low Concentration		High concentration		Chi-square $\chi^2$	p-value
		F	%	F	%		
<b>4.</b>	<b>Academic performance of the child</b>						
	a) Grade 'O'(>80%)	0	0	6	7.5		
	b) Grade 'A' (60-80%)	13	16.25	14	17.5	36.87	0.000***
	c) Grade 'B'(40-60%)	26	32.5	2	2.5		
	d) Grade 'C'(<40%)	19	23.75	0	0		
<b>5.</b>	<b>Type of family</b>						
	a) Nuclear family	44	55	19	24		
	b) Joint family	14	17.5	3	3.75	1.051	0.305
<b>6.</b>	<b>Area of living</b>						
	a) Rural	26	32.5	7	8.75		
	b) Urban	8	10	3	3.75	1.27	0.53
	c) Semi-urban	24	30	12	15		
<b>7.</b>	<b>Entertainment activities</b>						
	a) Playing games	27	33.75	9	11.25		
	b) Playing music	8	10	5	6.25	3.33	0.343
	c) Drawing	13	16	7	8.75		
	d) Household activities	10	12.5	1	1.25		

S. No	Demographic Variables	Low Concentration		High concentration		Chi-square $\chi^2$	p-value
		F	%	F	%		
<b>8.</b>	<b>Father's education</b>						
	a) Illiterate	7	8.75	1	1.25		
	b) Primary	25	31.25	7	8.75		
	c) High school	18	22.5	8	10	4.96	0.29
	d) Higher secondary school	8	10	5	6.25		
	e) Graduate	0	0	1	1.25		
<b>9.</b>	<b>Father's occupation</b>						
	a) Skilled	18	22.5	8	10		
	b) Semi skilled	33	41.25	10	12.5	0.95	0.621
	c) Unskilled	7	8.75	4	5		
<b>10.</b>	<b>Mother's education</b>						
	a) Illiterate	6	7.5	1	1.25		
	b) Primary	25	31.25	2	2.5		
	c) High school	19	23.75	12	15	12.33	0.015*
	d) Higher secondary school	8	10	6	7.5		
	e) Graduate	0	0	1	1.25		

S. No	Demographic Variables	Low Concentration		High concentration		Chi-square $\chi^2$	p-value
		F	%	F	%		
<b>11.</b>	<b>Mother's occupation</b>						
	a) Skilled	13	16.25	12	15		
	b) Semi skilled	4	5	1	1.25	8.21	0.016*
	c) Unskilled	41	51	9	11.25		
<b>12.</b>	<b>Family monthly income(in rupees)</b>						
	a) Less than 2000	0	0	0	0		
	b) 2000-4000	44	55	12	15		
	c) 4000-6000	13	16	8	10	4.53	0.104
	d) More than 6000	0	1.25	2	2.5		
<b>13.</b>	<b>Family history of any illness</b>						
	a) Psychiatric illness	1	1.25	0	0		
	b) Chronic illness	5	6.25	4	5		
	c) Congenital disorders	1	1.25	1	1.25	2.396	0.494
	d) None	51	63.75	17	21.25		

\*-p<0.05 significant, \*\* -p<0.01 & \*\*\*-p<0.001 Highly significant

**Table 3.1.** presented that there was a highly significant association between the level of concentration in reading skills and academic performance of the child ( $\chi^2=36.87$ ) and there was a significant association between the level of concentration in reading skills and mother's education ( $\chi^2=12.33$ ) and mother's occupation ( $\chi^2=8.21$ ). But with other demographic variables like age, gender, birth order, type of family, area of living, entertainment activities, father's education and occupation, family income and family history of illness were having no association with the level of concentration in reading skills.

**Association between the level of concentration in writing skills with selected demographic variables among school children.**

**Table 3.2 : Association between the level of concentration in writing skills with selected demographic variables among school children.**

S. No	Demographic Variables					n = 80	
		Low Concentration		High concentration		Chi-square $\chi^2$	p-value
		F	%	F	%		
<b>1.</b>	<b>Age of the child</b>						
	a) 9	38	47.5	31	38.75		
	b) 10	8	10	3	3.75	1.21	0.271
<b>2.</b>	<b>Gender of the child</b>						
	a) Male	12	15	9	11.25		
	b) Female	34	42.5	25	31.25	0.002	0.969
<b>3.</b>	<b>Birth order of the child</b>						
	a) First child	20	25	12	15		
	b) Second child	20	25	18	22.5	0.799	0.85
	c) Third child	4	5	3	3.75		
	d) Fourth child	2	2.5	1	1.25		



S. No	Demographic Variables	Low Concentration		High concentration		Chi-square $\chi^2$	p-value
		F	%	F	%		
<b>4.</b>	<b>Academic performance of the child</b>						
	a) Grade 'O'(>80%)	0	0	6	7.5		
	b) Grade 'A' (60-80%)	9	11.25	18	22.5		
	c) Grade 'B'(40-60%)	20	25	8	10	24.74	0.000***
	d) Grade 'C'(<40%)	17	21.75	2	2.5		
<b>5.</b>	<b>Type of family</b>						
	a) Nuclear family	36	45	27	33.75		
	b) Joint family	10	12.5	7	8.75	0.015	0.901
<b>6.</b>	<b>Area of living</b>						
	a) Rural	20	25	13	16.25		
	b) Urban	5	6.25	6	7.5	0.79	0.672
	c) Semi-urban	21	26.25	15	18.75		
<b>7.</b>	<b>Entertainment activities</b>						
	a) Playing games	24	30	12	15		
	b) Playing music	7	8.75	6	7.5		
	c) Drawing	10	12.5	10	12.5	2.42	0.489
	d) Household activities	5	6.25	6	7.5		

S No	Demographic Variables	Low Concentra- tion		High concentra- tion		Chi- square $\chi^2$	p-value
		F	%	F	%		
<b>8. Father's education</b>							
	a) Illiterate	7	8.75	1	1.25		
	b) Primary	19	23.75	13	16.25		
	c) High school	14	17.5	12	15	5.17	0.27
	d) Higher secondary school	6	7.5	7	8.75		
	e) Graduate	0	0	1	1.25		
<b>9. Father's occupation</b>							
	a) Skilled	14	17.5	12	15		
	b) Semi skilled	24	30	19	23.75	1.18	0.554
	c) Unskilled	8	10	3	3.75		
<b>10. Mother's education</b>							
	a) Illiterate	4	5	3	3.75		
	b) Primary	17	21.25	10	12.5		
	c) High school	17	21.25	14	17.5	1.77	0.777
	d) Higher secondary school	8	10	6	7.5		
	e) Graduate	0	0	1	1.25		

S. No	Demographic Variables	Low Concentration		High concentration		Chi-square $\chi^2$	p-value
		F	%	F	%		
<b>11. Mother's occupation</b>							
	a) Skilled	10	12.5	15	18.75		
	b) Semi skilled	3	3.75	2	2.5	4.594	0.100
	c) Unskilled	33	41.25	17	21.25		
<b>12. Family monthly income (in rupees)</b>							
	a) Less than 2000	0	0	0	0		
	b) 2000-4000	37	46.25	19	23.75	5.63	0.060
	c) 4000-6000	8	10	13	16.25		
	d) More than 6000	1	1.25	2	2.5		
<b>13. Family history of any illness</b>							
	a) Psychiatric illness	1	1.25	0	0		
	b) Chronic illness	5	6.25	4	5		
	c) Congenital disorders	1	1.25	1	1.25	0.799	0.850
	d) None	39	48.75	29	36.25		

\*-p<0.05 significant , \*\* -p<0.01 & \*\*\*-p<0.001 Highly significant

**Table 3.2.** presented that there was a highly significant association between the level of concentration in writing skills and academic performance of the child ( $\chi^2=24.74$ ). But with other demographic variables like age, gender, birth order, type of family, area of living, entertainment activities, father's education and occupation, mother's education and occupation, family income and family history of illness were having no association with the level of concentration in writing skills.

**Association between the level of concentration in listening skills with selected demographic variables among school children.**

**Table 3.3 : Association between the level of concentration in listening skills with selected demographic variables among school children.**

		<b>n = 80</b>					
<b>S. No</b>	<b>Demographic Variables</b>	<b>Low Concentration</b>		<b>High concentration</b>		<b>Chi-square <math>\chi^2</math></b>	<b>p – value</b>
		<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>		
<b>1.</b>	<b>Age of the child</b>						
	a) 9	41	51.25	28	35		
	b) 10	6	7.5	5	6.25	0.093	0.76
<b>2.</b>	<b>Gender of the child</b>						
	a) Male	9	11.25	12	15		
	b) Female	38	4.75	21	26.25	2.97	0.08
<b>3.</b>	<b>Birth order of the child</b>						
	a) First child	20	25	12	15		
	b) Second child	25	31.25	13	16.25	7.47	0.058
	c) Third child	1	1.25	6	7.5		
	d) Fourth child	1	1.25	2	2.5		

S. No	Demographic Variables	Low Concentration		High concentration		Chi-square $\chi^2$	p-value
		F	%	F	%		
<b>4.</b>	<b>Academic performance of the child</b>						
	a) Grade 'O'(>80%)	0	0	6	7.5		
	b) Grade 'A' (60-80%)	10	12.5	14	21.25	27.49	0.000***
	c) Grade 'B'(40-60%)	18	22.5	10	12.5		
	d) Grade 'C'(<40%)	19	23.75	0	0		
<b>5.</b>	<b>Type of family</b>						
	a) Nuclear family	37	46.25	26	32.5		
	b) Joint family	10	12.5	7	8.75	0.001	0.994
<b>6.</b>	<b>Area of living</b>						
	a) Rural	25	31.25	8	10		
	b) Urban	6	7.5	5	6.25	7.05	0.029*
	c) Semi-urban	16	20	20	25		
<b>7.</b>	<b>Entertainment activities</b>						
	a) Playing games	21	26.25	15	18.75		
	b) Playing music	8	10	5	6.25	4.02	0.259
	c) Drawing	9	11.25	11	13.75		
	d) Household activities	9	11.25	2	2.5		

S. No	Demographic Variables	Low Concentration		High concentration		Chi-square $\chi^2$	p-value
		F	%	F	%		
<b>8.</b>	<b>Father's education</b>						
	a) Illiterate	4	5	4	5		
	b) Primary	20	25	12	15		
	c) High school	17	21.25	9	11.25	3.18	0.527
	d) Higher secondary school	6	7.5	7	8.75		
	e) Graduate	0	0	1	1.25		
<b>9.</b>	<b>Father's occupation</b>						
	a) Skilled	16	20	10	12.5		
	b) Semi skilled	26	32.5	17	21.25	0.92	0.631
	c) Unskilled	5	6.25	6	7.5		
<b>10.</b>	<b>Mother's education</b>						
	a) Illiterate	4	5	3	3.75		
	b) Primary	19	23.75	8	10		
	c) High school	18	22.5	13	16.25	4.4	0.354
	d) Higher secondary school	6	7.5	8	10		
	e) Graduate	0	0	1	1.25		

S. No	Demographic Variables	Low Concentration		High concentration		Chi-square $\chi^2$	p-value
		F	%	F	%		
<b>11. Mother's occupation</b>							
	a) Skilled	12	15	13	16.25		
	b) Semi skilled	3	3.75	2	2.5	1.723	0.422
	c) Unskilled	32	40	18	22.5		
<b>12. Family monthly income (in rupees)</b>							
	a) Less than 2000	0	0	0	0		
	b) 2000-4000	35	43.75	21	26.25		
	c) 4000-6000	11	13.75	10	12.5	1.47	0.478
	d) More than 6000	1	1.25	2	2.5		
<b>13. Family history of any illness</b>							
	a) Psychiatric illness	1	1.25	0	0		
	b) Chronic illness	5	6.25	4	5		
	c) Congenital disorders	1	1.25	1	1.25	0.803	0.849
	d) None	40	50	28	35		

**\*-p<0.05 significant , \*\* -p<0.01 & \*\*\*-p<0.001 Highly significant**

**Table 3.3.** presented that there was a highly significant association between the level of concentration in listening skills and academic performance of the child ( $\chi^2=27.49$ ) and there was a significant association between the level of concentration in listening skills and area of living of the children ( $\chi^2=7.05$ ). But with other demographic variables like age, gender, birth order, type of family, entertainment activities, father's education and occupation, mother's education and occupation, family income and family history of illness were having no association with the level of concentration in listening skills.

## **CHAPTER-V**

### **DISCUSSION**

This chapter discusses the major findings of the study and reviews them in relation to findings from the results of other studies. The findings of the study were discussed with reference to the objectives and hypotheses.

The objectives of the study were to

1. To assess the level of concentration in reading, writing and listening skills among school children.
2. To find out the correlation between the level of concentration in reading, writing and listening skills among school children.
3. To determine the association between the level of concentration in reading, writing and listening skills with selected demographic variables among school children.

The study attempted to examine the following hypotheses

#### **HYPOTHESES**

**H<sub>1</sub>** :- There is a significant correlation between the level of concentration in reading, writing and listening skills among school children.

**H<sub>2</sub>** :- There is a significant association between the level of concentration in reading, writing and listening skills with selected demographic variables among school children.



## **Characteristics of the samples**

With regard to the age of the children majority 69(86%) of children were in the age group of 9 years and 11(14%) of them were in the age group of 10 years.

With regard to the gender of the child, only 21(26.25%) were male children and the majority of 59(73.75%) of children were females.

Based on birth order of the child, 32(40%) were eldest child in the family, 38(47.5%) were belongs to second child of the family,7(8.75%) were third child of the family and 3(3.7%) were fourth child of the family.

Based on the academic performance of the child, 6(7.5%) were grade 'O' , 27(33.8%) were grade 'A' ,28(35%) were grade 'B' and 19(23.7%) of children were grade 'C'.

With regard to the type of family, 63(78.8%) were belongs to nuclear family while 17(21.2%) were belongs to joint family.

Based on the area of living, 33(41.3%) were living in the rural area,11(13.7%) were living in the urban area while 36(45%) were living in the semi-urban area.

With regard to entertainment activities, 36(45%) were playing games, 13(16.3%) were playing music, 20(25%) were interested in drawing while 11(13.7%) were doing the household activities.

Based on their father's education, 8(10%) had illiterate, 32(40%) had primary education, 26(32.5%) had high school education while 13(16.3%) had higher secondary education and 1(1.2%) were graduate.

With regard to father's occupation, 59(73.7%) were skilled workers,10(12.5%) were semi skilled workers while 11(13.7%) were unskilled workers.

With regard to the mother's education, 7(8.75%) had illiterate, 27(33.75%) had primary education, 31(38.75%) had high school education while 14(17.5%) had higher secondary education and 1(1.25%) were graduate.

Based on the mother's occupation, 15(18.75%) were skilled workers, 15(18.75%) were semi skilled workers while most of the mothers 50(62.5%) were unskilled workers.

Based on family monthly income, 56(70%) were earned between 2000-4000 rupees, 21(26.25%) were earned between 4000-6000 rupees while 3(3.75%) had their income more than 6000 rupees. None of them were earned less than 2000 rupees.

With regard to family history of illness, 1(1.25%) were affected with psychiatric illness, 9(11.25%) were affected with chronic illness while 2(2.5%) were affected with congenital disorders and 68(85%) were not affected with any illness.

**Objective 1 : To assess the level of concentration in reading, writing and listening skills among school children.**

The data revealed that the level of concentration in reading skills among school children, found that most of the children (72.5%) were having low concentration in reading skills and only (27.5%) of the children were having adequate concentration in reading skills.

The data revealed that the level of concentration in writing skills among school children, found that more than half of the children (57.5%) were having low concentration in writing skills whereas only (42.5%) of the children were having adequate concentration in writing skills.

The data revealed that the level of concentration in listening skills, found that more than half of the children (58.8%) were having low concentration in listening skills whereas only (41.2%) were having adequate concentration in listening skills.

These findings were consistent with a study conducted by Reddy, (2004). The study was conducted in Bhubaneswar city, Orissa among 242 primary school children selected through simple random sampling technique to find out effectiveness factors and their contribution towards enhanced learning achievement in reading skills and the results showed that the level of concentration in reading skills were 24% only can read and 10.1% can identify the letters only.

**Objective 2 : To find out the correlation between the level of concentration in reading, writing and listening skills among school children.**

The data showed that the correlation between the level of concentration in reading and writing skills among school children. The reading skills mean value was 30.89 and SD value was 8.09. The writing skills mean value was 20.33 and SD value was 4.96. The relationship between the reading and writing skills was  $r = 0.653$  and which was positively correlated at 0.001 level. Hence the researcher accepts the hypothesis  $H_1$ . Therefore when there is high concentration in reading definitely it promotes a better concentration in writing skills among school children.

The data showed that the correlation between the level of concentration in listening and reading skills among school children. The listening skills mean value was 20.25 and SD value was 6.28. The reading skills mean value was 30.89 and SD value was 8.09. The relationship between the listening and reading skills was  $r = 0.561$  and which was positively correlated at 0.001 level. Hence the researcher accepts the hypothesis  $H_1$ . Therefore when there is high concentration in listening definitely it promotes a better concentration in reading skills among school children.

The data showed that the correlation between the level of concentration in listening and writing skills among school children. The listening skills mean value was 20.25 and SD value was 6.28. The writing skills mean value was 20.33 and SD

value was 4.96. The relationship between the listening and writing skills was ' $r$ ' = 0.529 and which was positively correlated at 0.001 level. Hence the researcher accepts the hypothesis H<sub>1</sub>. Therefore when there is high concentration in listening definitely it promotes a better concentration in writing skills among school children.

These findings were consistent with a study conducted by Sattler, (2001). The study was conducted in Vishakapatnam among the school children studying 4<sup>th</sup> standard by examining a standardized measure of academic achievement to find out the relationship between the reading and writing skills ( $r = 0.60, p < 0.001$ ) and which was positively correlated at 0.001 level.

**Objective 3 : To determine the association between the level of concentration in reading, writing and listening skills with selected demographic variables among school children.**

The data depicted that there was a highly significant association between the level of concentration in reading skills and academic performance of the child ( $\chi^2=36.87$ ) and there was a significant association between the level of concentration in reading skills and mother's education ( $\chi^2=12.33$ ) and mother's occupation ( $\chi^2=8.21$ ). But with other demographic variables like age, gender, birth order, type of family, area of living, entertainment activities, father's education and occupation, family income and family history of illness were having no association with the level of concentration in reading skills.

The data depicted that there was a highly significant association between the level of concentration in writing skills and academic performance of the child ( $\chi^2=24.74$ ). But with other demographic variables like age, gender, birth order, type of family, area of living, entertainment activities, father's education and occupation,

mother's education and occupation, family income and family history of illness were having no association with the level of concentration in writing skills.

The data depicted that there was a highly significant association between the level of concentration in listening skills and academic performance of the child ( $\chi^2=27.49$ ) and there was a significant association between the level of concentration in listening skills and area of living of the children ( $\chi^2=7.05$ ). But with other demographic variables like age, gender, birth order, type of family, entertainment activities, father's education and occupation, mother's education and occupation, family income and family history of illness were having no association with the level of concentration in listening skills.

These findings were consistent with a study conducted by Vamadevappa, (2005). This study was conducted in Dharwad among a sample of 200 primary school children studying in 4<sup>th</sup> standard with the objective to find out the extent of association between parental involvement and academic achievement in reading, writing, speaking and listening skills and the results showed that there was a positive and significant association between parental involvement and academic achievement of the children in reading, writing and listening skills.

## **CHAPTER-VI**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

The essence of any research project lies in report findings. This chapter includes brief of the present study, conclusion and recommendations for the future studies.

#### **SUMMARY**

The researcher carried out a study on “A study to assess the level of concentration in reading, writing and listening skills among school children in selected schools at Madurai”. Research hypotheses were formulated and review of literature was prepared relevant to the study. The conceptual framework adopted for this study was based on Health Promotion Model by Nola J. Pender(1996).The research design was descriptive design in nature. The selected populations were the children those were studying 4<sup>th</sup> standard between the ages 9 & 10 years. The tool used for data collection was structured interview schedule to collect the demographic data and observational rating scale used to assess the level of concentration in reading, writing and listening skills among school children. The tool and learning module was validated by experts and which were found reliable. After establishing the feasibility through pilot study, the main study was conducted in CSI Primary School, Pasumalai, CSI Primary School, South Gate, Jothi Middle School, Thirupparankundram and Capron Hall School, Madurai. A total of 80 school children were included in the study using Simple Random Sampling Technique-Lottery method. Data collection was done by using structured interview schedule and observational rating scale. The collected data were tabulated, analyzed and interpreted by using descriptive and inferential statistics.

## MAIN FINDINGS OF THE STUDY

With regard to the level of concentration in reading skills among school children, found that most of the children (72.5%) were having low concentration in reading skills and only (27.5%) of the children were having adequate concentration in reading skills. The level of concentration in writing skills among school children, found that more than half of the children (57.5%) were having low concentration in writing skills whereas only (42.5%) of the children were having adequate concentration in writing skills. The level of concentration in listening skills, found that more than half of the children (58.8%) were having low concentration in listening skills whereas only (41.2%) were having adequate concentration in listening skills.

With regard to the correlation between the level of concentration in reading and writing skills among school children. The reading skills mean value was 30.89 and SD value was 8.09. The writing skills mean value was 20.33 and SD value was 4.96. The relationship between the reading and writing skills was  $r = 0.653$  and which was positively correlated at 0.001 level. Therefore when there is high concentration in reading definitely it promotes a better concentration in writing skills among school children. The correlation between the level of concentration in listening and reading skills among school children. The listening skills mean value was 20.25 and SD value was 6.28. The reading skills mean value was 30.89 and SD value was 8.09. The relationship between the listening and reading skills was  $r = 0.561$  and which was positively correlated at 0.001 level. Therefore when there is high concentration in listening definitely it promotes a better concentration in reading skills among school children. The correlation between the level of concentration in listening and writing skills among school children. The listening skills mean value was 20.25 and SD value was 6.28. The writing skills mean value was 20.33 and SD value was

4.96. The relationship between the listening and writing skills was  $r = 0.529$  and which was positively correlated at 0.001 level.

With regard to the association, there was a highly significant association between the level of concentration in reading skills and academic performance of the child ( $\chi^2 = 36.87$ ) and there was a significant association between the level of concentration in reading skills and mother's education ( $\chi^2 = 12.33$ ) and mother's occupation ( $\chi^2 = 8.21$ ). But with other demographic variables like age, gender, birth order, type of family, area of living, entertainment activities, father's education and occupation, family income and family history of illness was no association with the level of concentration in reading skills. There was a highly significant association between the level of concentration in writing skills and academic performance of the child ( $\chi^2 = 24.74$ ). But with other demographic variables like age, gender, birth order, type of family, area of living, entertainment activities, father's education and occupation, mother's education and occupation, family income and family history of illness was no association with the level of concentration in writing skills. There was a highly significant association between the level of concentration in listening skills and academic performance of the child ( $\chi^2 = 27.49$ ) and there was a significant association between the level of concentration in listening skills and area of living of the children ( $\chi^2 = 7.05$ ). But with other demographic variables like age, gender, birth order, type of family, entertainment activities, father's education and occupation, mother's education and occupation, family income and family history of illness was no association with the level of concentration in listening skills.



## **CONCLUSION**

The main study concludes that, the level of concentration in reading, writing and listening skills among school children was low. The relationship with the level of concentration in reading, writing and listening skills among school children was good. The association between the level of concentration in reading, writing and listening skills among school children and demographic variables, some of the variables have associated with these skills.

## **IMPLICATIONS**

### **IMPLICATIONS IN NURSING EDUCATION**

1. Nursing curriculum need to be strengthened to enable the students to know about the importance of concentration in reading, writing and listening skills to provide guidance to the school children.
2. The nursing students may be trained to provide education regarding the concentration in reading, writing and listening skills to increase the awareness among the school children.
3. The nursing students can be provided with opportunity to visit the school children and observe the concentration in reading, writing and listening skills among school children.

### **IMPLICATIONS IN NURSING PRACTICE**

1. Nurses need to sharpen their assessment skills to detect the lack of concentration in reading, writing and listening skills among school children.

2. Nurses should be updated with recent reviews and skillfully trained to teach the school children regarding the concentration in reading, writing and listening skills among school children based on newer innovations and practices.

### **IMPLICATIONS IN NURSING RESEARCH**

1. The findings of this study will trigger the nursing professionals to provide teaching programs to the school children.
2. This study will also serve as a basis for the nursing professionals to conduct further studies regarding the concentration in reading, writing and listening skills among school children.

### **IMPLICATIONS IN NURSING ADMINISTRATION**

1. The nurse administrator should organize in-service education about the concentration enhancement activities in reading, writing and listening skills to prevent the concentration problems among school children.
2. Extensive use of mass media regarding the ways to improve the concentration in reading, writing and listening skills among school children.

### **LIMITATIONS**

1. The study was conducted among the school children those who were studying 4<sup>th</sup> standard in Tamil medium in selected schools at Madurai.
2. The study was done on a small sample size of 80 school children, hence generalization was possible only for the selected participants.

## **RECOMMENDATIONS**

1. A similar study can be replicated on sample with different settings and with control group.
2. A comparative study can be performed to assess the concentration in reading, writing and listening skills among school children in rural and urban schools.
3. An experimental study to evaluate the effectiveness of planned teaching program on concentration level in reading, writing and listening skills among school children.
4. A similar study can be conducted with case study approach on concentration level in studies among school children.

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## APPENDIX-A

**From**

Mrs. Sumithra devi S.  
II Year M.Sc.(Child Health Nursing),  
C.S.I. Jeyaraj Annapackiam College of Nursing,  
Pasumalai, Madurai.

**To**

**Forwarded through,**

The Principal,  
C.S.I.Jeyaraj Annapackiam College of Nursing,  
Madurai.

Respected Sir/Madam,

**Sub: Requisition for opinion and suggestion of experts for content validity-regarding.**

With due regards, I kindly bring to your valuable notice that, I am doing my post graduation in nursing at C.S.I. Jeyaraj Annapackiam College of Nursing, Pasumalai, Madurai. I have selected the below mentioned topic for dissertation to be submitted to The Tamil Nadu Dr. M.G.R. Medical University, Chennai as a partial fulfillment of Master of Science in Nursing.

**A study to assess the level of concentration in reading, writing and listening skills among school children in selected schools at Madurai.**

With regards I humbly request you to validate my study instruments. I will be grateful, if you do this favour to me as early as possible.

Thanking you in anticipation,

Date :

Yours sincerely,

Place : Pasumalai

(Sumithradevi.S)



## APPENDIX-B

**From**

Mrs. Sumithra devi S.  
II Year M.Sc.(Child Health Nursing)  
C.S.I. Jeyaraj Annapackiam College of Nursing,  
Pasumalai, Madurai.

**To**

**Forwarded through,**

The Principal,  
C.S.I.Jeyaraj Annapackiam College of Nursing,  
Pasumalai, Madurai.

Respected Sir/Madam,

**Sub: Seeking permission to conduct the pilot study - reg.**

With due regards, I kindly bring to your valuable notice that, I am doing my post graduation in nursing at C.S.I. Jeyaraj Annapackiam College of Nursing, Pasumalai, Madurai. I have selected the below mentioned topic for dissertation to be submitted to The Tamil Nadu Dr. M.G.R. Medical University, Chennai as a partial fulfillment of Master of Science in Nursing.

**“A study to assess the level of concentration in reading, writing and listening skills among school children in selected schools at Madurai”.**

I have planned to do the pilot study in your esteemed institution. So I humbly request you to give me permission to conduct the study for which I remain grateful.

Thanking you in anticipation,

Date:

Yours sincerely,

Place: Pasumalai.

(Sumithradevi.S)

## APPENDIX-C

**From**

Mrs. Sumithra devi S.  
II Year M.Sc.(Child Health Nursing)  
C.S.I. Jeyaraj Annapackiam College of Nursing,  
Pasumalai, Madurai.

**To**

**Forwarded through,**  
The Principal,  
C.S.I. Jeyaraj Annapackiam College of Nursing,  
Pasumalai, Madurai

Respected Sir/Madam,

**Sub: Seeking permission to conduct the research study - reg.**

With due regards, I kindly bring to your valuable notice that, I am doing my post graduation in nursing at C.S.I. Jeyaraj Annapackiam College of Nursing, Pasumalai, Madurai. I have selected the below mentioned topic for dissertation to be submitted to The Tamil Nadu Dr. M.G.R. Medical University, Chennai as a partial fulfillment of Master of Science in Nursing.

**“A study to assess the level of concentration in reading, writing and listening skills among school children in selected schools at Madurai”.**

I have planned to conduct my research study in your esteemed institution. So I humbly request you to give me permission to conduct the study for which I remain grateful.

Thanking you in anticipation,

Date:

Yours sincerely,

Place: Pasumalai.

(Sumithra devi.S)

## APPENDIX-D

### LIST OF EXPERTS FOR CONTENT VALIDITY OF TOOL

- 1. Dr. Selva Pramila, M.B.B.S.,D.C.H.,D.N.B.,**  
Pediatrician,  
Christian Mission Hospital,  
East gate, Madurai.
- 2. Dr. M.V. Preethi, M.B.B.S., M.D.,**  
Consultant Child Psychiatrist,  
Preethi Child Guidance Centre,  
Madurai.
- 3. Prof. Dr. (Mrs).C. Jothi Sophia, M.Sc.(N),Ph.D(N),**  
Principal,  
C.S.I. Jeyaraj Annapackiam College of Nursing,  
Madurai-4.
- 4. Prof. Dr. (Mrs). Nalini Jeyavanth Shantha, M.Sc.(N),Ph.D(N),**  
Principal,  
Sacred Heart Nursing College,  
Madurai.
- 5. Prof.Mrs.Jessie Metilda,M.Sc(N),Ph.D.,**  
Head of the Child Health Nursing Department,  
C.S.I.Jeyaraj Annapackiam College of Nursing,  
Madurai.
- 6. Prof. Mrs. Jeya Thangaselvi, M. Sc(N),Ph.D.,**  
Head of the Medical Surgical Nursing Department,  
C.S.I. Jeyaraj Annapackiam College of Nursing,  
Madurai.

- 7. Prof. Mr. John Sam Arun Prabu, M. Sc(N) Ph.D.,**  
Head of the Community Health Nursing Department,  
C.S.I. Jeyaraj Annapackiam College of Nursing,  
Madurai.
- 8. Prof. Mrs. Shanthi, M. Sc(N),**  
Head of the Obstetrics and Gynecological Nursing Department,  
C.S.I. Jeyaraj Annapackiam College of Nursing,  
Madurai.
- 9. Prof. Mrs. Jancy Rachel Daisy, M. Sc (N), Ph.D.,**  
Head of the Mental Health Nursing Department,  
C.S.I. Jeyaraj Annapackiam College of Nursing,  
Madurai.
- 10. Prof. Kala, M.Sc.(N),**  
Reader,  
Sri K. Ramachandra Naidu College of Nursing,  
K.R. Nagar, Paruvakudi,  
Sankarankovil, Tirunelveli (Dist).
- 11. Prof. Prema Sathyamoorthy, M.Sc.(N),**  
Reader,  
RASS Academy College of Nursing,  
Poovanthi, Sivagangai.
- 12. Dr. B. Ananthavalli, M.Sc, M.A., M.Phil., Ph.D.,**  
Director & Secretary,  
The Valliammal Institution,  
Madurai.
- 13. Mr. V. Mani M.Sc., M.Phil.,**  
Statistician,  
Madurai.

## APPENDIX-E

### PART-I

#### DEMOGRAPHIC DATA

**NOTE:** The interviewer is requested to pose the questions and get the responses one by one from respondent and write the appropriate option in the  by the interviewer

**Name** : \_\_\_\_\_

**Class and Section** : \_\_\_\_\_ **Date** : \_\_\_\_\_

1. Age of the child in years 
  - a) 9
  - b) 10
  
2. Gender of the child 
  - a) Male
  - b) Female
  
3. Birth order of the child 
  - a) First child
  - b) Second child
  - c) Third child
  - d) Fourth child
  
4. Academic performance of the child 
  - a) Grade 'O' (>80%)
  - b) Grade 'A' (60-80%)
  - c) Grade 'B' (40-60%)
  - d) Grade 'C' (<40%)
  
5. Type of family 
  - a) Nuclear family
  - b) Joint family

6. Area of living
- a) Rural
  - b) Urban
  - c) Semi-Urban
7. Entertainment activities
- a) Playing games
  - b) Playing music
  - c) Drawing
  - d) Household activities
8. Father's Education
- a) Illiterate
  - b) Primary
  - c) High School
  - d) Higher Secondary School
  - e) Graduate
9. Father's Occupation
- a) Skilled
  - b) Semi skilled
  - c) Unskilled
10. Mother's Education
- a) Illiterate
  - b) Primary
  - c) High School
  - d) Higher Secondary School
  - e) Graduate
11. Mother's Occupation
- a) Skilled
  - b) Semi skilled
  - c) Unskilled

12. Family monthly income (in rupees)

- a) Less than 2000
- b) 2000-4000
- c) 4000-6000
- d) More than 6000

13. Family history of any illness such as

- a) Psychiatric illness
- b) Chronic illness
- c) Congenital disorders
- d) None

## PART-II

### A) SCALE TO ASSESS THE LEVEL OF CONCENTRATION IN READING SKILLS AMONG SCHOOL CHILDREN

Instruct the children to read the story of Tenali Rama and the Thieves within 3 minutes and recalls the fact read in Tamil within 2 minutes.

S. No.	Response	Excellent 5	Very Good 4	Good 3	Average 2	Poor 1
1.	Pronounces words correctly.					
2.	Follows left to right direction to read.					
3.	Reads in correct phrases.					
4.	Understands the meaning of words.					
5.	Reads the sentence without passing over the words.					
6.	Uses appropriate voice pitch on words.					
7.	Uses punctuation marks correctly during reading.					
8.	Uses appropriate eye-voice co-ordination.					
9.	Read the words correctly without mistakes.					



<b>10.</b>	Knows the first sound in a word.					
<b>11.</b>	Knows the last sound in a word.					
<b>12.</b>	Read the words fluently.					
<b>13.</b>	Read the words in a given time. (93 words/minute).					
<b>14.</b>	Recalls facts read in Tamil.					

## TENALI RAMA AND THE THIEVES

**Instruct the children to read the story of Tenali Rama and the Thieves within 3 minutes and recalls the fact read within 2 minutes.**

One calm night, Tenali Rama was resting at home. The moon was shining brightly. The cool breeze blew gently. Suddenly, Tenali Rama saw somebody moving from the nearby bushes. He could see two shadowy figures in the dark, hiding themselves behind the bushes. Tenali Rama concluded them to be thieves and decided to teach them a lesson. He went inside the house and spoke to his wife. “Listen dear”, he said loudly. “We need to safeguard all the valuables from theft. Bring a metal box”. The thieves who heard all these words smiled at each other happily.



Tenali Rama then whispered to his wife about his plan. He asked her to bring some bricks and put them in the box. He carried the box on his head and took it to the well in the backyard. He kept box on the wall of the well and said, “My dear wife! We must be very careful. Thieves are waiting to steal our wealth! I want to safeguard the

jewels and the money. This is the safest place to keep them”. Saying that, he dropped the box into the well. The box fell down into the water with a loud sound.

Tenali Rama and his wife slept peacefully. The thieves watching all this, hugged each other happily. At midnight, the thieves went near the well and looked into it. The well was deep and had lots of water. They could not jump into it. So, both of them decided to drain the well. So, they drew water with a bucket from the well and poured it into the nearby garden. They had to do it quietly. Throughout the night, they drew water from the well. They could hardly drain it. Soon they become very tired!

At dawn Tenali Rama awoke and came near the well. On seeing him both the thieves trembled in fear. Tenali Rama spoke to them gently, “Dear brothers! Thank you so much for watering my plants all through the night! I want to reward both of you in the king’s palace for your service!”The thieves were terribly shocked and ran away from the place.

**B. SCALE TO ASSESS THE LEVEL OF CONCENTRATION IN WRITING  
SKILLS AMONG SCHOOL CHILDREN**

**Instruct the children to write the story Mother Teresa – Peace on Earth within 5 minutes.**

<b>S. No.</b>	<b>Response</b>	<b>Excellent 5</b>	<b>Very Good 4</b>	<b>Good 3</b>	<b>Average 2</b>	<b>Poor 1</b>
<b>1.</b>	Writing legibly.					
<b>2.</b>	Spacing between the words.					
<b>3.</b>	Spacing between the sentences.					
<b>4.</b>	Uses capital letters appropriately.					
<b>5.</b>	Uses small letters appropriately.					
<b>6.</b>	Easy to form letters appropriate to the words.					
<b>7.</b>	Write the letters in a given time. (34-70 letters/minute).					
<b>8.</b>	Uses punctuation marks correctly.					

## MOTHER TERESA - PEACE ON EARTH

**Instruct the children to write the story Mother Teresa – Peace on Earth within 5 minutes.**

A baby girl was born on 27<sup>th</sup> August 1910 in Yugoslavia to the parents Nikola and Dronda. They named her Agnes - which means a flower bud in Albinian language. Agnes lost her father at a very young age. Her mother being a pious woman brought her up and made her attend in the church regularly.



Agnes, at the age of 18, realized that she had many gifts and must use them for people who need help in the world. She left her home, mother and siblings and joined the congregations of Loreto nuns in Dublin, the capital of Ireland. She had to journey to India, to continue her training towards her religious vows. Soon after, she arrived in Calcutta, to teach Geography at St. Mary's school for girls.

Now children can make a guess as to who this Agnes could be? The lady with a smiling wrinkled face and bright blue eyes, ready to render a helping hand to the poor, a special friend of children-It is none other than our dear Mother Teresa.

It was in 1931, Agnes adopted the name “Teresa”, the famous patron of missionaries of the sixteenth century. She took her final vows and became a Roman Catholic nun in 1937. While in Calcutta, she was moved by the presence of the sick and dying on the city’s streets. She didn’t hesitate, she didn’t question. She asked permission to leave the Loreto congregation and to establish a new order of sisters. She obtained that permission from Pope Pius XII. In 1952 Mother Teresa and her missionaries of Charity began the work for which they have been noted ever since. Her order obtained permission from Calcutta officials to use a portion of the abandoned temple of Kali, the Hindu goddess. Mother Teresa founded here the Kalighat Home for the Dying, which she named Nirmal Hriday (Meaning “Pure Heart”). Mother Teresa was always out on the streets, picking up the poor and the homeless in her loving arms. She and her fellow nuns gathered dying people off the streets of Calcutta and brought them to this home to care for them during the days before they died.

One day, Mother Teresa was asking a baker for some bread to feed the hungry children in her orphanage. The baker was furious with her request, not only did he turn her down, he spat at her. In response to his rude actions, Mother Teresa calmly reached deep into her pocket, took out her handkerchief, wiped the spat off and said **“That was for me, now what about some bread for my poor children”**. The baker was touched by Mother Teresa’s love and greatness, and thereafter provided bread for the children in the orphanage.

How would you have reacted? Our first reaction would be a mix of anger and humiliation. How could someone ever do something so nasty? Mother Teresa chose to react differently, she knew that if she had not taken the insulting spit in full grace, the poor children at the orphanage would have to go on being hungry.

Mother Teresa was given the **Padma Shri Award** in 1969, the **Nobel Peace Prize** in 1979 and the **Bharat Ratna** in 1980. She gave the money, that she received from her awards to the centres she had started. Though she had the heart to work always for the needy, her ill health did not allow her. She suffered four attacks and on September 5<sup>th</sup> 1997, Mother left the earth leaving behind many souls in tears. Though she is not alive now, her vision is still alive throughout the world today.

**“It is not how much we do, but how much love we put in the doing. It is not how much we give, but how much love we put in the giving”. –Mother Teresa.**

**C. SCALE TO ASSESS THE LEVEL OF CONCENTRATION IN LISTENING SKILLS AMONG SCHOOL CHILDREN**

**Instruct the children to listen the recording carefully which is given in the theme School Topper within 5 minutes and ask the children to answer for 5 questions within 5 minutes.**

<b>S. No.</b>	<b>Response</b>	<b>Excellent 5</b>	<b>Very Good 4</b>	<b>Good 3</b>	<b>Average 2</b>	<b>Poor 1</b>
<b>1.</b>	Listen the audio carefully.					
<b>2.</b>	Pays attention to the visual aspects carefully.					
<b>3.</b>	Understands the theme.					
<b>4.</b>	Follows the sequences.					
<b>5.</b>	Says answer correctly.					
<b>6.</b>	Completes the answer for each question within 1 minute.					
<b>7.</b>	Express the answer with non-verbal communication as it is in the video.					
<b>8.</b>	Says the dialogue exactly.					



## **Comprehension:**

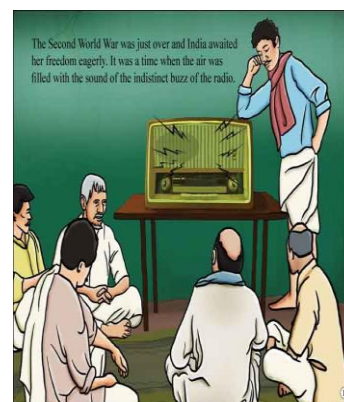
1. Who is a major part of this story?
2. What did you learn through this story?
3. What is the “Declaration of Gandhiji” from this story?
4. How will you use these skills in your life?
5. What the maths teacher pointed out in assembly?

## LISTENING SKILLS-THE SCHOOL TOPPER

**Instruct the children to listen the recording carefully which is given in the topic School Topper within 5 minutes and ask the children to answer for 5 questions within 5 minutes.**

The second world war was just over and India awaited for her freedom eagerly. It was a time when the air was filled with the sound of the indistinct buzz of the Radio. Gandhiji declared, “Indians will build their own India”. The whole country was filled with an unmatched optimism. I secretly wished for a chance to do something for my country. For this, I needed to study in good school. But I never dared, to ask my parents, as I knew, they wouldn’t be able to afford it.

One day my father came up to me and, to my utter surprise, said, “Abdul, I know how you’ve always wanted to pursue higher studies. Your mother and I aren’t highly educated, but we have great dreams for you. Don’t worry, we will somehow find the money for you to study in a good school.



The Schwartz school was in Ramanathapuram, a bustling town that lays across the sea from Rameswaram. My brother took me to the school and I was admitted. It was a very good school. When it was hot and humid, the students were made to sit under trees, as there were no fans in those days. We would run from under one tree to another when we changed classes.

One day, as I was in hurry, I stepped into the wrong class, where my maths teacher was taking a class. He glared me through his glasses and said, “What are you doing in

this school, if you can't even find your way to the right class? You just go back to the village where you came from". He then caught me by the scruff of my neck and caned me in front of the whole class. I felt crushed. My family had made great sacrifices to send me to this school. I felt terribly homesick at times, but I was determined to make my family proud.

From that day on, I made up my mind not only to a good student but to be the best. I studied night and day. Months later, my dream of scoring full marks in my math



exam finally came true. I was thrilled! The next morning, during our assembly, the same teacher who had punished me earlier, stood up, smiled and said, "Whoever I punish becomes a great man"! Everyone in the assembly burst out laughing. He then recounted what had happened. He pointed to me and added, "Mark my words; this boy is going to bring glory to his school and teachers". His praise quite made up for the earlier humiliation. I went back home after that semester and my entire family rejoiced. My mother made sweets and my father went all over Rameswaram distributing them. I finally felt that I had done something worthy, but there was still a lot to be achieved.

**APPENDIX – F**  
**Certificate on Concentration Enhancement Activities**



**THE VALLIAMMAL INSTITUTION (TVI)**

11/6 B.B. Road 2<sup>nd</sup> St., Pankajam Colony , Madurai-625 009.

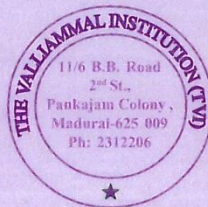
☎ 98430 40226; 98942 49630 email: ananthibetsy@rediffmail.com

**Certificate Course in Basic Counselling Skills  
and Concentration Enhancement Activities**

Reg. No. PCC/32/July 2013/237

Date: 26/07/2013

*This is to certify that .....**SUMITHRA DEVI. S.**..... has completed  
our **CERTIFICATE COURSE IN BASIC COUNSELLING SKILLS  
AND CONCENTRATION ENHANCEMENT ACTIVITIES**  
(24 hrs Part-time Education Programme designed and offered  
by experts) by effectively participating in theory & practical  
classes and successfully completing all the exercises. She  
has been placed in **First Class***



*S. Jeyaprasam*

Prof. Dr. S. Jeyaprasam M.Sc.,M.A.,M.A.,Ph.D.,  
Director  
Rajarajan Institute of Science (RISE)

*B. Ananthavalli*  
26/07/13

Dr. B. Ananthavalli M.Sc.,M.A.,M.Phil.,Ph.D.,  
Director & Secretary  
The Valliammal Institution (TVI)

## **APPENDIX – G**

### **WAYS TO IMPROVE THE LEVEL OF CONCENTRATION IN READING, WRITING AND LISTENING SKILLS AMONG SCHOOL CHILDREN**

#### **INTRODUCTION**

Learning to read and write are the most essential educational achievements. Speaking and listening are essential skills for children's cognitive development.

#### **CAUSES OF CONCENTRATION PROBLEMS**

##### **Physical Factors:**

- Irregular sleep patterns
- Unbalanced diet and hunger
- Lack of exercise
- Medications
- Being tired
- Physical illness and diarrhea

##### **Psychological Factors**

- Daydreaming
- Overload & Stress
- Fear & Guilt
- Lack of motivation
- Not being prepared to read and study
- Lack of interest in the material
- Lack of suitable goal

## **Environmental Factors**

- Noise
- Television
- Telephone, internet, and email
- Poor lighting
- Temperature
- The material is too difficult

## **READING SKILLS**

Reading is indispensable to primary school pupils.

### **Definition**

It refers to the ability to read the written or printed text with clear and correct pronunciation.

### **Principles of reading skills**

- Good oral language skills
- Opportunities to practice reading
- Lot of exposure to different reading materials
- Learn various instructional practices
- Instruction based on curriculum
- Read minimum of 93 words/minute.
- Read fluently
- Understands the elements of written language

### **Reading difficulties**

- Difficulty with decoding
- Difficulties with reading rate
- Difficulties with reading fluency
- Difficulties with reading comprehension

### **Techniques to improve the reading skills**

- Phonemic awareness
- Phonics
- Vocabulary
- Fluency

## **WRITING SKILLS**

Writing is one way of providing variety in classroom procedures.

### **Definition**

It refers to the ability to write the letters and sentences appropriately.

### **Principles of writing**

- Write 34-70 letters/minute
- Write the sentences completely
- Use the punctuation marks correctly.
- Use capital letters and small letters appropriately.
- Use spelling accurately
- Adequate space between the words and sentences

### **Difficulties in writing skills**

- Handwriting is not legible.
- Write sometimes better but not consistent.
- Does not write faster and the notes are incomplete.
- Writing is very bad or has a very bad hand-writing.
- Very slow in Writing and presses the pencil or pen heavily.
- Poor word alignment.
- Sentences are not written on the lines and it goes up and down.
- While writing, fingers or hand become shaky.
- Writes very small and cannot read them clearly.

### **Techniques to improve writing skills**

- Motivation
- Instruction in writing process
- Writing practice
- Writing assignment
- Explain about writing errors

## **LISTENING SKILLS**

Many people think of listening as a skill that requires no thought or effort. As such, listening comprehension skill is often overlooked in teaching and learning.

### **Definition**

It refers to the ability to accurately receive messages in the communication through audio-visual aspects.



## **Principles of listening**

- Stop Talking
- Prepare yourself to Listen
- Help the speaker to feel free to speak
- Remove distractions
- Understand the other person's point of view
- Be Patient
- Avoid Personal Prejudice
- Listen to the Tone
- Listen for ideas-Not just words
- Wait and Watch for Non-Verbal Communication
- Listen 82 words/minute.
- Maintain eye contact
- Avoid emotional involvement

## **Difficulties in listening skills**

- Unable to concentrate when think of another question
- Too long spoken text
- Difficult to understand when topic is unfamiliar
- Complex grammatical structures
- Cannot recognize the words
- Poor recording quality
- Unclear pronunciation

## **Techniques to improve the listening skills**

- Avoid distractions
- Be open minded
- Have empathy
- Concentrate on message
- Listen all message
- Practice listening
- Listen to classic music

## **வாசித்தல், எழுதுதல் மற்றும் கவனித்தலின் போது மனதை ஒருமுகப்படுத்துவதற்கான வழிமுறைகள் முன்னுரை**

கல்வியில் சிறந்து விளங்க அடிப்படைத் தேவையான வாசிக்க மற்றும் எழுதத் தெரிந்திருத்தல் அவசியம். உற்றுக் கவனித்தல் மற்றும் பேசி வெளிப்படுத்துதல் மூலமாகவும் அறிவுத்திறன் வளர்ச்சியடைகிறது.

### **வரையறை**

ஒரு வார்த்தையை வாசிக்கும் போதும், எழுதும் போதும் மற்றும் ஒருவரின் உரையாடலைக் கவனிக்கும் போதும் மனதை ஒருமுகப்படுத்துதல் அவசியமாகிறது.

### **கவனக்குறைவிற்கான காரணங்கள்**

#### **உடல் சம்பந்தமான காரணங்கள்**

- ஒழுங்கற்ற உறக்கம்
- பசி
- உடற்பயிற்சியின்மை
- அதிகளவு மாத்திரைகளை உட்கொள்ளுதல்
- களைப்பு
- வயிற்றுப்போக்கு மற்றும் பிற தீராத நோய்கள்

#### **மனம் சம்பந்தமான காரணங்கள்**

- பகல் கனவு

- அதிக சமை
- பயம்
- குற்ற உண்ர்வு
- மன அழுத்தம்
- ஆர்வக்குறைபாடு
- கொள்கையின்மை

### சுற்றுப்புறக் காரணங்கள்

- அதிக சப்தம்
- அதிக நேரம் தொலைக்காட்சிப் பார்த்தல்
- அதிக நேரம் தொலைபேசி மற்றும் இணைய தளத்தைப் பயன்படுத்துதல்
- சரியான வெளிச்சமின்மை
- சீதோஷ்ண மாறுபாடு

### வாசிக்கும் திறமை

வாசிப்பது என்பது ஆரம்ப கல்வி கற்கும் குழந்தைகளுக்கு அடிப்படையான ஒன்றாகும்.

### வரையறை

வாசிக்கும் திறமை என்பது அச்சில் வார்க்கப்பட்ட அல்லது கையால் எழுதப்பட்ட பகுதியை அல்லது வாக்கியங்களை சரியாகவும், குறித்த நேரத்திலும் வாசிப்பதாகும்.

## வாசிப்பதற்கான அடிப்படைக் கொள்கைகள்

- நல்ல பேச்சுத் திறமை இருத்தல்
- வாசிப்பதற்கான வாய்ப்பைப் பயன்படுத்துதல்
- விதவிதமான நூல்களை வாசித்தல்
- வெவ்வேறான வாசிக்கும் முறைகளைக் கையாளுதல்



- ஒரு நிமிடத்திற்கு 93 வார்த்தைகளை வாசித்தல் அவசியம்
- தடங்கலின்றி வாசித்தல்
- ஒவ்வொரு எழுத்து மொழிகளையும் புரிந்து கொள்ளுதல்

## வாசிக்கும்போது ஏற்படும் தடைகள்

- சரியான உச்சரிப்பின்மை
- குறைவான வார்த்தைகளை வாசித்தல்
- அதிக இடைவெளிவிட்டு வாசித்தல்
- புரிந்து கொள்ளாமல் வாசித்தல்

## சரியாக வாசிப்பதற்கான வழிமுறைகள்

- வார்த்தைகளை எளிதாக புரிந்து கொண்டு வாசித்தல்
- உச்சரிப்பைக் கவனித்து சரியாக வாசித்தல்
- வார்த்தைகளை சரியாகவும், குறித்த நேரத்திலும் வாசித்தல் அவசியம்

## எழுதும் திறமை

ஒவ்வொருவரும் ஒரு குறிக்கோளை அடைய எழுதுதல் அவசியம். அந்த குறிக்கோளை அடைய சரியாகவும், தெளிவாகவும் எழுதுதல் வேண்டும்.

- வாசிப்பதற்கான வாய்ப்பைப் பயன்படுத்துதல்
- விதவிதமான நூல்களை வாசித்தல்
- வெவ்வேறான வாசிக்கும் முறைகளைக் கையாளுதல்
- ஒரு நிமிடத்திற்கு 93 வார்த்தைகளை வாசித்தல் அவசியம்
- தடங்கலின்றி வாசித்தல்
- ஒவ்வொரு எழுத்து மொழிகளையும் புரிந்து கொள்ளுதல்

### வாசிக்கும்போது ஏற்படும் தடைகள்

- சரியான உச்சரிப்பின்மை
- குறைவான வார்த்தைகளை வாசித்தல்
- அதிக இடைவெளிவிட்டு வாசித்தல்
- புரிந்து கொள்ளாமல் வாசித்தல்

### சரியாக வாசிப்பதற்கான வழிமுறைகள்

- வார்த்தைகளை எளிதாக புரிந்து கொண்டு வாசித்தல்
- உச்சரிப்பைக் கவனித்து சரியாக வாசித்தல்
- வார்த்தைகளை சரியாகவும், குறித்த நேரத்திலும் வாசித்தல் அவசியம்

### எழுதும் திறமை

ஒவ்வொருவரும் ஒரு குறிக்கோளை அடைய எழுதுதல் அவசியம். அந்த குறிக்கோளை அடைய சரியாகவும், தெளிவாகவும் எழுதுதல் வேண்டும்.

### வரையறை

எழுதும் திறமை என்பது ஒவ்வொரு எழுத்து மற்றும் வார்த்தைகளை சரியாகவும், தெளிவாகவும் எழுதுவதாகும்.

## எழுதுவதற்கான அடிப்படைக் கொள்கைகள்

- ஒரு நிமிடத்திற்கு 34-70 எழுத்துக்களை எழுதுதல் அவசியம்
- வார்த்தைகளை திருத்தமாக எழுதுதல் அவசியம்
- நிறுத்தக் குறியீடுகளை சரியாக உபயோகித்தல்
- சிறிய மற்றும் பெரிய எழுத்துக்களை சரியாக உபயோகித்தல்
- வார்த்தைக்குரிய சரியான எழுத்துக்களை உபயோகித்தல்
- சரியான இடைவெளி விட்டு எழுதுதல் அவசியம்



## எழுதும்போது ஏற்படும் தடைகள்

- எழுத்துக்கள் தெளிவில்லாதிருத்தல்
- வார்த்தைகள் முடிவில்லாதிருத்தல்
- மெதுவாக எழுதுதல்
- எழுத்துக்கள் வரிசையில்லாதிருத்தல்
- நடுக்கத்துடன் எழுதுதல்
- எழுத்துக்களை சிறியதாக எழுதுதல்

## சரியாக எழுதுவதற்கான வழிமுறைகள்

- ஊக்கமளித்தல்
- தெளிவாக எழுதுதல் அவசியம்
- எழுத்துப்பயிற்சி செய்தல்
- தவறைச் சுட்டிக்காட்டித் திரும்ப எழுத வைத்தல்

## உற்றுக்கவனிக்கும் திறமை

மொழிகளைக் கற்றுக்கொள்வதற்கு மனதை ஒருமுகப்படுத்தி கவனிக்க வேண்டியது அவசியம்.

## வரையறை

ஒருவர் பேசும்போதோ அல்லது பதிவு செய்யப்பட்டதைக் கேட்கும்போதோ அதில் வரும் வார்த்தைகளை தெளிவாகக் கேட்டு அர்த்தத்தைப் புரிந்து கொள்ளுதல் உற்றுக்கவனிக்கும் திறமை என்பதாகும்.

## கவனிப்பதற்கான அடிப்படைக் கொள்கைகள்

- அதிகம் பேசாதே
- கவனிப்பதற்கு ஆயத்தமாகுதல்
- தடைகளை அகற்றுதல்
- பொறுமையைக் கடைபிடித்தல்
- குரலின் தன்மையைக் கவனித்தல்
- வார்த்தை மட்டுமின்றி, அதன் அர்த்தத்தைப் புரிந்து கொள்ளுதல்
- பேசுபவரின் சைகையை கவனித்தல்
- ஒரு நிமிடத்திற்கு 82 வார்த்தைகளை கவனித்தல்



## கவனிக்கும்போது ஏற்படும் தடைகள்

- ஒரே சமயத்தில் பலவற்றை கவனித்தல்
- அதிக நீளமான வாக்கியம்
- பழக்கமில்லாத வாக்கியம்
- கடினமான இலக்கணம்



- வார்த்தைகளைப் புரிந்து கொள்ள முடியாமை
- தெளிவற்ற பதிவு செய்யப்பட்ட பகுதி
- தெளிவற்ற உச்சரிப்பு

### சரியாக கவனிப்பதற்கான வழிமுறைகள்

- தடைகளைத் தகர்த்தெறிதல்
- வார்த்தைகள் மட்டுமின்றி அதன் முழு அர்த்தத்தையும் புரிந்துகொள்ளுதல்
- மனதை ஒருமுகப்படுத்தி கவனித்தல் அவசியம்
- மென்மையான இசையைக் கவனித்தல்

### முன்னுரை:

கல்வியில் சிறந்து விளங்க அடிப்படைத் தேவையான வாசிக்க மற்றும் எழுதத் தெரிந்திருத்தல் அவசியம்.உற்றுக் கவனித்தல் மற்றும் பேசி வெளிப்படுத்துதல் மூலமாகவும் அறிவுத்திறன் வளர்ச்சியடைகிறது.

### வரையறை:

ஒரு வார்த்தையை வாசிக்கும் போதும்,எழுதும்போதும் மற்றும் ஒருவரின் உரையாடலைக் கவனிக்கும்போதும் மனதை ஒருமுகப்படுத்துதல் அவசியமாகிறது.

### கவனக்குறைவிற்கான காரணங்கள்:

#### உடல் சம்பந்தமான காரணங்கள்:

- ஒழுங்கற்ற உறக்கம்
- பசி
- உடற்பயிற்சியின்மை
- அதிகளவு மாத்திரைகளை உட்கொள்ளுதல்
- களைப்பு
- வயிற்றுப்போக்கு மற்றும் பிற தீராத நோய்கள்

#### மனம் சம்பந்தமான காரணங்கள்

- பகல் கனவு
- அதிக சுமை
- பயம்
- குற்ற உணர்வு
- மன அழுத்தம்
- ஆர்வக்குறைபாடு
- கொள்கையின்மை

#### சுற்றுப்புறக் காரணங்கள்

- அதிக சப்தம்
- அதிக நேரம் தொலைக்காட்சிப் பார்த்தல்

- அதிக நேரம் தொலைபேசி மற்றும் இணைய தளத்தைப் பயன்படுத்துதல்
- சரியான வெளிச்சமின்மை
- சீதோஷண மாறுபாடு

### வாசிக்கும் திறமை:

வாசிப்பது என்பது ஆரம்ப கல்வி கற்கும் குழந்தைகளுக்கு அடிப்படையான ஒன்றாகும்.



### வரையறை:

வாசிக்கும் திறமை என்பது அச்சில் வார்க்கப்பட்ட அல்லது கையால் எழுதப்பட்ட பகுதியை அல்லது வாக்கியங்களை சரியாகவும்,குறித்த நேரத்திலும் வாசிப்பதாகும்.

### வாசிப்பதற்கான அடிப்படைக் கொள்கைகள்:

- நல்ல பேச்சுத் திறமை இருத்தல்
- வாசிப்பதற்கான வாய்ப்பைப் பயன்படுத்துதல்
- விதவிதமான நூல்களை வாசித்தல்
- வெவ்வேறான வாசிக்கும் முறைகளைக் கையாளுதல்
- ஒரு நிமிடத்திற்கு 93 வார்த்தைகளை வாசித்தல் அவசியம்
- தடங்கலின்றி வாசித்தல்
- ஒவ்வொரு எழுத்து மொழிகளையும் புரிந்து கொள்ளுதல்

### வாசிக்கும்போது ஏற்படும் தடைகள்:

- சரியான உச்சரிப்பின்மை
- குறைவான வார்த்தைகளை வாசித்தல்
- அதிக இடைவெளிவிட்டு வாசித்தல்
- புரிந்து கொள்ளாமல் வாசித்தல்

### சரியாக வாசிப்பதற்கான வழிமுறைகள்:

- வார்த்தைகளை எளிதாக புரிந்து கொண்டு வாசித்தல்
- உச்சரிப்பைக் கவனித்து சரியாக வாசித்தல்
- வார்த்தைகளை சரியாகவும்,குறித்த நேரத்திலும் வாசித்தல் அவசியம்

### எழுதும் திறமை:

ஒவ்வொருவரும் ஒரு குறிக்கோளை அடைய எழுதுதல் அவசியம்.அந்த குறிக்கோளை அடைய சரியாகவும்,தெளிவாகவும் எழுதுதல் வேண்டும்.



### வரையறை:

எழுதும் திறமை என்பது ஒவ்வொரு எழுத்து மற்றும் வார்த்தைகளை சரியாகவும்,தெளிவாகவும் எழுதுவதாகும்.

### எழுதுவதற்கான அடிப்படைக் கொள்கைகள்:

- ஒரு நிமிடத்திற்கு 34-70 எழுத்துக்களை எழுதுதல் அவசியம்
- வார்த்தைகளை திருத்தமாக எழுதுதல் அவசியம்
- நிறுத்தக் குறியீடுகளை சரியாக உபயோகித்தல்
- சிறிய மற்றும் பெரிய எழுத்துக்களை சரியாக உபயோகித்தல்

- வார்த்தைக்குரிய சரியான எழுத்துக்களை உபயோகித்தல்
- சரியான இடைவெளி விட்டு எழுதுதல் அவசியம்

#### எழுதும்போது ஏற்படும் தடைகள்:

- எழுத்துக்கள் தெளிவில்லாதிருத்தல்
- வார்த்தைகள் முடிவில்லாதிருத்தல்
- மெதுவாக எழுதுதல்
- எழுத்துக்கள் வரிசையில்லாதிருத்தல்
- நடுக்கத்துடன் எழுதுதல்
- எழுத்துக்களை சிறியதாக எழுதுதல்

#### சரியாக எழுதுவதற்கான வழிமுறைகள்:

- ஊக்கமளித்தல்
- தெளிவாக எழுதுதல் அவசியம்
- எழுத்துப்பயிற்சி செய்தல்
- தவறைச் சுட்டிக்காட்டித் திரும்ப எழுத வைத்தல்

#### உற்றுக்கவனிக்கும் திறமை:

மொழிகளைக் கற்றுக்கொள்வதற்கு மனதை ஒருமுகப்படுத்தி கவனிக்க வேண்டியது அவசியம்.



#### வரையறை:

ஒருவர் பேசும்போதோ அல்லது பதிவு செய்யப்பட்டதைக் கேட்கும்போதோ அதில் வரும் வார்த்தைகளை தெளிவாகக் கேட்டு அர்த்தத்தைப் புரிந்து கொள்ளுதல் உற்றுக்கவனிக்கும் திறமை என்பதாகும்.

#### கவனிப்பதற்கான அடிப்படைக் கொள்கைகள்:

- அதிகம் பேசாதே
- கவனிப்பதற்கு ஆயத்தமாகுதல்

- தடைகளை அகற்றுதல்
- பொறுமையைக் கடைபிடித்தல்
- குரலின் தன்மையைக் கவனித்தல்
- வார்த்தை மட்டுமின்றி, அதன் அர்த்தத்தைப் புரிந்து கொள்ளுதல்
- பேசுபவரின் சைகையை கவனித்தல்
- ஒரு நிமிடத்திற்கு 82 வார்த்தைகளை கவனித்தல்

#### கவனிக்கும்போது ஏற்படும் தடைகள்:

- ஒரே சமயத்தில் பலவற்றை கவனித்தல்
- அதிக நீளமான வாக்கியம்
- பழக்கமில்லாத வாக்கியம்
- கடினமான இலக்கணம்
- வார்த்தைகளைப் புரிந்து கொள்ள முடியாமை
- தெளிவற்ற பதிவு செய்யப்பட்ட பகுதி
- தெளிவற்ற உச்சரிப்பு

#### சரியாக கவனிப்பதற்கான வழிமுறைகள்:

- தடைகளைத் தகர்த்தெறிதல்
- வார்த்தைகள் மட்டுமின்றி அதன் முழு அர்த்தத்தையும் புரிந்துகொள்ளுதல்
- மனதை ஒருமுகப்படுத்தி கவனித்தல் அவசியம்
- மென்மையான இசையைக் கவனித்தல்

#### முடிவுரை:

ஒவ்வொருவரும், ஒவ்வொரு செயலை செய்யும்போதும் மனதை ஒருமுகப்படுத்தி சரியாகவும், குறித்த நேரத்திலும் செய்து முடித்தல் அவசியமாகிறது.

சி.எஸ்.ஐ.ஜெயராஜ் அன்னபாக்கியம்  
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வாசித்தல், எழுதுதல் மற்றும்  
கவனித்தலின் போது மனதை  
ஒருமுகப்படுத்துவதற்கான  
வழிமுறைகள்



#### வழிநடத்தியவர்:

திருமதி. ஜெஸ்ஸி மெடிஸ்டா  
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தலைவர், குழந்தைகள் நலத்துறை.

#### தயாரித்தவர்:

திருமதி. சுமித்ரா தேவி, எஸ்.  
இரண்டாமாண்டு எம்.எஸ்.சி.நர்ஸிங்.