

**Effectiveness Of Tactile Learning Style To Develop Attention Span Among
Upper Primary School Students With Impulsive Behaviour**

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Abstract

Children with impulsive behaviour are always very curious and energetic. This curiosity and excessive energetic nature impede them to attend a task with necessary amount of concentration. The aim of the present study was to find out the effectiveness of Tactile Learning Style in developing attention span among Upper Primary School Students with Impulsive Behaviour. The method employed for the study was experimental method. In the present study, the investigator used single group pre-test post-test design. The independent variable used for the study was Tactile Learning Style. The dependent variable selected for the study was Attention Span of Upper Primary School Students with Impulsive Behaviour. Tool employed for the study was checklist. Sample selected for the study included 15 Upper Primary School Students with Impulsive Behaviour from three schools of Thrissur district in kerala. The result declared that Tactile Learning Style is effective in developing attention span among Upper Primary School Students with Impulsive Behaviour.

Introduction

Life is dynamic. An experience a man confronted in life will never be repeated on the same texture in his life and his attitude to it also may not be same or similar in its degree. Hence it is inevitable to every human being to tackle every moment of life productive for him and the society as well. Education has a great role in the formation of every child. It is the duty of every nation to make accessible the basic and standard education to its citizens. A work done with attention bring great result.

Children always fail to pay attention to the works they are assigned to . Specially Upper Primary School Students with Impulsive Behaviour are sometimes in troublesome condition to maintain their attention throughout the completion of various tasks given to them. This inattentive nature of children pulls them back from scaling heights in life. Inattention is one of the biggest blocks of success. At any cost this problem to be overcome. Impulsivity greatly impair a child's ability to function effectively in life situations. The most salient feature is the poor attention span. Poor attention handicaps every area of child's functioning.

Attention is something that is intuitive and non- cognitive steps to make choice on inputs for inclusion in our conscious experience or awareness at any given time. It incorporates the act of listening and concentrating on a topic , object or event for reaching the desired targets. Attention is

importantly a process and not product. It helps people to know their surrounding. Thus attention is not merely a cognitive factor but is essentially determined by emotions, interest and memory.

Tactile Learning Style focuses to the sense of touch. Tasks through the experience of touch encourage children engage in tasks with complete attention. Tactile Learning activities raises the quickness of nervous system and muscular system.

Need and Significance of the Study

Engaging in a task with good attention makes the output a fruitful one. Though children intend to bring out successful outcomes in all their ventures, the great villain '**inattention**' impede them from their intentions. By setting an ambience in the classroom by the teachers to develop the attention span of children will definitely equip them to complete their tasks fruitfully. Tactile Learning Style may repair these impediments in children and cater to develop a good attention among Upper Primary School Students With Impulsive Behaviour. Through Tactile learning, students develop their corpus callosum. Hence colouring, painting and drawing to be incorporated in the learning programme. Thus the learning of the students with impulsive behaviour can easily transmit the knowledge to the left side of the brain for enhanced attention through which they become more attentive and responsible in their assigned tasks.

The main highlights of Tactile Learning Style are follows;

Touch is the central interface between the bodies and the outside world. When something is given to children , they collect various informative cues about the materials around them. Fingertips are endowed with a high number of these nerves and are extremely sensitive to all tactile stimuli.

Statement of the Problem

A well functioned learning activities develop attention span in students what then directly equip students to involve in tasks with much concentration. This study determines to investigate attention span among Upper Primary School Students with Impulsive Behaviour through Tactile Learning Style.

Definition of Key Terms

***Tactile Learning Style**

Tactile Learning Style in which learning takes place by the students through carrying out physical activities rather than listening to a lecture or watching demonstration.

***Attention Span**

The ability to focus and sustain attention on a task.

***Impulsive Behaviour**

A diagnosed mental disorder in children.

***Upper Primary School Students**

Upper Primary School Students implies children up to the age group of 14.

Operational Definition of Key Terms

***Tactile Learning Style**

Tactile Learning Style is operationally defined as transmitting knowledge on to experience through touch and physical activities.

***Attention Span**

Attention Span is the amount of concentrated time a person can spend on a task without becoming distracted.

***Impulsive behaviour**

Impulsive behaviour is the tendency in children to act on whim displaying behaviour characterized by little forethought, reflection or consideration of the consequences.

***Upper Primary School Students**

Upper Primary School Students are the age group of 10 to 12 years studying in 5th standard to 7th standard.

Objective of the Study

To find out the effectiveness of Tactile Learning Style in developing attention span among Upper Primary School Students with Impulsive Behaviour.

Hypothesis

Tactile Learning Style will have a significant effect in developing attention span among Upper Primary School Students with Impulsive Behaviour.

Method

The method employed for the study was experimental method. In the present study, the investigator used single group pre-test post-test design. This design used only single group which was considered as an experimental group. A pre-test was employed to the single group at first. After then an intervention programme was convened which followed by a post-test. Pre-test and post-test were same in the construction.

The independent variable selected for the study was Tactile Learning Style. The dependent variable selected for the study was Upper Primary School Students with Impulsive Behaviour. Population of the study was Upper Primary School Students with Impulsive Behaviour in Kerala. The sample selected for the study comprised of 15 Upper Primary School students with Impulsive Behaviour from three schools of Thrissur district in Kerala. Tactile Learning Style incorporated colouring,

painting, drawing, physical exercises and physical activities including both indoor and outdoor games. Modules employed for the programme were prepared by the investigator. Duration of the programme was 15 hours.

Tool used for the study was checklist on attention prepared by the investigator. The checklist consisted of 30 items with 5 point scale for the respondent to mark the appropriate response. The scale included always, often, sometimes, seldom and never. It had both positive and negative items. Five experts in the field of Clinical Psychology validated the tool. Duration of marking the checklist was 30 minutes. The statistical technique employed for the present study was test. The data collection for the present study was done by administering pre-test to diagnose the current attention span of the students. The pre-test scores were collected from the response sheet and subjected to statistical analysis. Later on, the intervention programme was presented which was followed by a post-test.

Result

The data gathered were processed and tabulated for further analysis. The results were analysed with graph pad. The statistical analysis included descriptive and inferential analysis. The scores of the pre-test and post-test were tabulated and Mean and Standard Deviation were calculated to find out the potential level in the attention span of the students with Impulsive Behaviour. To assess the significant difference between pre-test and post-test scores of checklist on attention, the mean and standard deviation of pre-test and post-test scores of the status of the students from the schools were obtained and their t test was calculated. The data and the result of the test of significance of difference between means are given in the Table 1.

Table 1

Comparison of pre-test and post-test scores of Attention Span of the students with Impulsive Behaviour.

	Pre-test	Post-test
Mean	38.67	91.67
SD	3.18	7.17
N	15	15

t value= 26.1799

df=28

S E M= 2.024

The two tailed p value is less than 0.0001. By conventional criteria the difference is considered to be extremely statistically significant.

It's meant that there is significant difference in the pre-test and post-test scores of checklist on attention. This shows that Tactile Learning Style is effective in developing attention span among Upper Primary School Students with Impulsive Behaviour.

Discussion

Learning through experience makes assimilation effortless. **Touch** is one of the effective ways of internalizing a knowledge. A **Touch** transforms a knowledge in to an experience. The instruction through tactile sensitivity brought a substantial progress in students to be attentive to their tasks. The result of the study proved that Tactile Learning Style has great effect in developing the attention span among Upper Primary School Students with Impulsive Behaviour.

Educational Implications

The analysis of the data made it clear that the Tactile Learning Style was effective in developing attention span among Upper Primary School Students with Impulsive Behaviour.

*Tactile Learning Style passed a positive vibrance to the students with impulsive behaviour to linger to their tasks with good attention; what in turn brought a fruitful result in every task.

***Chaining the Beads in Seconds** accelerated the attention span of the students and they were motivated to do more tasks with minimum time duration than earlier.

*Outdoor games prioritising the tactile sensitivity increased the concentration of the students in the activities. Naturally they were given works those demanded self responsibility and sincerity.

Conclusion

The result of the study emphasized that Tactile Learning Style would be a best strategy to scale the students of Upper Primary School with Impulsive behaviour heights in life. Instruction through tactile activities would bring a facelift in the learning systems of Upper Primary School Students with Impulsive Behaviour. This programme would thus pave a path for the Educational system to steer towards more divergent ways of success.

References

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