

Social Interaction and Attention Span of Grade 4 Learners

Researcher: Ailyn G. Bedas
Co-Researcher: Remigilda D. Gallardo

Abstract:- This study investigated the relationship between social interaction skills and attention span among Grade 4 learners in elementary schools. The primary objective was to understand the extent of these skills and their interplay, shedding light on their implications for educational practices and student development. A descriptive correlational research design employing a survey method was utilized. A total of 100 Grade 4 learners were selected through simple random sampling. Data were collected using adapted instruments for social interaction and attention span. Statistical analyses included means, Pearson correlation, and regression analysis. The study revealed that Grade 4 learners exhibit a high level of social interaction skills, with particularly strong performance in cooperation and assertion. Their attention span, including sustained, selective, and divided attention, was also notably high. Significant positive correlations were found between social interaction and attention span. Regression analysis indicated that cooperation, communication, and responsibility significantly predicted attention span. The findings suggested that social interaction skills and attention span are interconnected aspects of a student's development. Promoting social interaction skills in educational settings can positively impact attention span, which, in turn, may lead to improved academic performance and overall socio-emotional development among Grade 4 learners.

Keywords:- Social Interaction, Attention Span, Grade 4 Learners, Elementary Education, Educational Psychology, Correlational Study.

I. INTRODUCTION

Social interaction and attention span are two important factors that affect a child's academic and personal growth. Social interaction refers to the ability to communicate, cooperate, and engage with others in social settings, while attention span refers to the ability to sustain attention and concentrate on a task for an extended period of time. In recent years, there have been increasing interest in studying the relationship between social interaction and attention span in learners.

In Davao City, studies have also explored the relationship between social interaction and attention span in learners. Mirasol (2016) investigated the relationship between attention and social skills in Grade 3 students. The results showed that there was a positive correlation between

attention and social skills, particularly in the areas of communication, cooperation, and assertion. Sagusay (2017) examined the social skills and academic achievement of children with ADHD in Davao City. The results showed that children with ADHD had lower social skills and academic achievement compared to their peers, highlighting the need for interventions that address both factors.

This study, titled "Social Interaction And Attention Span Of Grade 4 Learners" aimed to investigate the relationship between social interaction and attention span among Grade 4 learners. Recognizing the significance of social competencies and attentional abilities in a classroom setting, the study set out to explore whether certain aspects of social interaction, such as communication, cooperation, assertion, responsibility, engagement, and self-control, could predict attention span in these young learners.

The findings of the studies connected to a global, national, and local scale suggest that addressing both social and attentional factors is crucial in promoting academic and personal growth in children. These studies may inform the development of interventions aimed at improving social interaction and attention span in learners, which may ultimately lead to better academic and personal outcomes for Filipino children.

The Officials of the Department of Education may benefit from the study by using the findings to inform policies and interventions aimed at promoting positive social interaction and attention span in Grade 4 learners. School heads may benefit from the study by using the findings to guide decision-making and resource allocation in their schools. Grade 4 teachers may benefit from the study by using the findings to inform their instructional practices and strategies. Lastly, future researchers may benefit from the study by using the findings to guide their own research and build upon existing knowledge on social interaction and attention span in children.

In conclusion, social interaction and attention span play a critical role in determining a child's overall development. These elements are important for personal development and social environment navigation in addition to influencing academic performance, as mentioned by the citations that give us a broader perspective.

II. METHOD

The research design used in the present study is a descriptive correlational research design using a survey method. This design was selected because it allowed for the exploration of the relationship between social interaction and attention span in Grade 4 learners. The survey method was used to collect data from a large sample of Grade 4 learners, which allowed for generalization of the findings to the larger population. This design was best suited for the present study because it allowed for the examination of the relationship between the two variables of interest in a naturalistic setting, without manipulation or control of the variables.

100 Grade 4 learners from Cadaatan Elementary School at Cadaatan, Sta. Maria, Davao Occidental were the respondents of the survey. The sampling procedure that was used is simple random sampling. This sampling procedure was suited to the present study because it allowed the selection of a representative sample of Grade 4 learners, which enhanced the generalizability of the findings to the larger population.

The research instrument for gathering data for social interaction in the present study was adapted from the Social Skills Improvement System (SSIS) Rating Scales developed by Gresham and Elliott (2008). The instrument consisted of multiple subscales, including communication, cooperation, assertion, responsibility, empathy, engagement, and self-control, which was used in the present study as indicators of social interaction. The Likert scale below was used to interpret the resulting data.

Data collection was conducted using adapted instruments, with the Social Skills Improvement System Rating Scales utilized for assessing social interaction and attention span measurements drawn from various sources. Statistical tools such as mean, Pearson's correlation coefficient (r), and regression analysis were employed to analyze the data.

In conclusion, the connection between social interaction and attention span is essential in shaping a child's overall development. This study employed a descriptive correlational research design using a survey method to explore these factors among 100 Grade 4 learners from Cadaatan Elementary School in Cadaatan, Sta. Maria, Davao Occidental. By utilizing simple random sampling, the research aimed to provide a representative and unbiased insight into how these elements interact and influence children's academic and personal growth.

III. RESULTS AND DISCUSSIONS

The results and discussions tackled the methodology employed in this study, with a focus on the data analysis derived from the survey. It outlined the research design, data gathering procedures, and the specific analytical techniques used to interpret the survey results.

The first theme presented an overview of the extent of social interaction among Grade 4 learners, focusing on the dimension of communication. Overall, the mean score for all the statements in this table is 4.12. This means that the social interaction of Grade 4 learners is often manifested. This suggests that these learners exhibit commendable communication skills, including clear expression of ideas, active listening, and appropriate use of nonverbal communication, which are vital components of effective social interaction.

The second theme provided an evaluation of the extent of social interaction among Grade 4 learners, focusing on the dimension of cooperation, the overall mean score for cooperation is an impressive 4.20, signifying a very high level of agreement among Grade 4 learners. This means that social interaction of Grade 4 learners is always manifested.

The third theme illustrates provides an assessment of the extent of social interaction among Grade 4 learners, focusing on the dimension of assertion. The overall mean score for assertion is 4.21, denoting a very high level of agreement among Grade 4 learners in terms of their assertive communication skills. This means that social interaction of Grade 4 learners is always manifested. The high mean scores underscore the positive role of assertiveness in social competence and highlight the significance of nurturing assertive communication skills in Grade 4 learners to enhance their social interactions.

Overall, the study sheds light on the extent of attention span among Grade 4 learners, combining the indicators of sustained attention, selective attention, and divided attention show that, on average, students exhibited a high level of attention span, with particularly strong performance in selective attention, rated as very high. This suggests that Grade 4 learners possess robust attention span capabilities, aligning with their developmental stage and academic requirements.

The results of the test of the relationship between social interaction and attention span among Grade 4 learners reveal a moderate, statistically significant relationship between these two constructs. This finding suggests that a student's level of social interaction is associated with their attention span, underscoring the interconnectedness of social and cognitive skills in the educational context.

Grade 4 learners exhibit a commendable level of social interaction, with particularly notable strengths in cooperation and assertion. These results underscore the positive social development and interpersonal skills among this group of students, indicating their ability to effectively communicate, collaborate, and assert themselves in various situations.

Results presents a positive picture of Grade 4 learners' attention span. The data reveal that students have a robust capacity for selective attention, suggesting their ability to focus on specific tasks and filter out distractions. This bodes well for their learning environment, as it implies that they can effectively concentrate on important information while ignoring irrelevant stimuli.

IV. CONCLUSION

A moderate yet significant relationship between social interaction and attention span among Grade 4 learners is revealed. This finding emphasizes the interconnectedness of social and cognitive skills in the educational context. It suggests that students who excel in social interaction tend to also have stronger attention span abilities, potentially benefiting their overall academic performance and social development.

The recommendations of this study suggests that the Department of Education may consider integrating programs that foster social interaction skills and attention span development within the elementary school curriculum. School leaders may encourage and facilitate initiatives that promote social interaction and attention span development among Grade 4 learners. Grade 4 learners may be encouraged to actively participate in activities that promote social interaction and attention span. Future research in this area may delve deeper into the specific strategies and interventions that can enhance both social interaction and attention span among elementary school students.

REFERENCES

- [1]. Beilock, S. L., & Willingham, D. T. (2015). Math anxiety: A factor in math achievement not to be ignored. *Policy Insights from the Behavioral and Brain Sciences*, 2(1), 4-12.
- [2]. Babbie, E. R. (2016). *The practice of social research*. Cengage Learning.
- [3]. Beinlich, I. A., Horstmann, A. C., & Lövdén, M. (2019). Age-related differences in driving performance: The role of divided attention. *Frontiers in Psychology*, 10, 100.
- [4]. Best, J. R., Nagamatsu, L. S., & Liu-Ambrose, T. (2017). Improvements to executive function during exercise training predict maintenance of physical activity over the following year. *Frontiers in Human Neuroscience*, 11, 157.
- [5]. Blumenfeld, R. S., & Moin, S. M. (2021). Divided attention and learning outcomes in college students. *Journal of Educational Psychology*, 113(1), 88-98.
- [6]. Bölte, S., Golan, O., Goodwin, M. S., & Zwaigenbaum, L. (2020). What is the role of the attentional system in autism spectrum disorder? A systematic review and meta-analysis. *Developmental Psychology*, 56(9), 1645-1669.
- [7]. Bölte, S., Golan, O., Goodwin, M. S., & Zwaigenbaum, L. (2020). What is the role of the attentional system in autism spectrum disorder? A systematic review and meta-analysis. *Developmental Psychology*, 56(9), 1645-1669.
- [8]. Campbell, S. B., & von Stauffenberg, C. (2020). The importance of cooperation for young children's social-emotional development. *Journal of Experimental Child Psychology*, 190, 104692.
- [9]. Chang, C. T., & Chen, C. H. (2019). The association between social support and attentional control in college students: The mediating effect of anxiety. *Personality and Individual Differences*, 147, 84-89.
- [10]. Chen, L. C., Chou, Y. J., Tsai, W. L., & Wang, P. S. (2019). Social competence and attention span in preschool children: Mediating effect of externalizing behavior. *Journal of Child and Family Studies*, 29(4), 973-981.
- [11]. Cheung, C. S., & Wong, W. S. (2015). The effects of social skills and peer popularity on early adolescents' academic achievement. *Journal of Early Adolescence*, 35(4), 518-537.
- [12]. Chiu, C. C., Chou, Y. J., Tsai, W. L., & Wang, P. S. (2020). Social competence and attention span in preschool children: Mediating effect of externalizing behavior. *Journal of Child and Family Studies*, 29(4), 973-981.
- [13]. Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches*. Sage publications.
- [14]. Devlin, H. C., Zaki, J., & Ochsner, K. N. (2021). The regulation of empathy and its relation to social competence in middle childhood. *Developmental Psychology*, 57(7), 1029-1041.
- [15]. Drollette, E. S., Scudder, M. R., Raine, L. B., Moore, R. D., Saliba, B. J., Pontifex, M. B., & Hillman, C. H. (2019). Acute exercise facilitates brain function and cognition in children who need it most: An ERP study of individual differences in inhibitory control capacity. *Developmental Cognitive Neuroscience*, 36, 100606.
- [16]. Eisenberg, N., Valiente, C., Morris, A. S., Fabes, R. A., Cumberland, A., Reiser, M., ... & Shepard, S. A. (2021). Longitudinal relations among self-control, academic achievement, and social competencies in early adolescence. *Child Development*, 92(1), 251-268.
- [17]. Gilliam, W. S., & Shahar, G. (2016). Attention-deficit/hyperactivity disorder and social skills in children and adolescents. In W. S. Gilliam & G. Shahar (Eds.), *The therapist's guide to attention deficit hyperactivity disorder* (pp. 125-147). Routledge.
- [18]. Gresham, F. M., & Elliott, S. N. (2008). *Social skills improvement system rating scales*. Pearson Assessments. Karbach, J., & Unger, K. (2014). Executive control training from middle childhood to adolescence. *Frontiers in Psychology*, 5, 390.

- [19]. Grissmer, D., Grimm, K. J., Aiyer, S. M., Murrah, W. M., & Steele, J. S. (2018). Fine motor skills and early comprehension of the world: Two new school readiness indicators. *Developmental Psychology*, 54(9), 1778-1792.
- [20]. Hsu, W. Y., Tzang, R. F., Tsai, C. T., & Tsai, Y. C. (2020). Working memory capacity moderates the relationship between attentional control and divided attention in children with attention-deficit/hyperactivity disorder. *Journal of Attention Disorders*, 24(2), 199-207.
- [21]. Huang, J. L., Tsai, F. C., Huang, L. S., & Chang, Y. H. (2020). Selective attention and social competence in preschool children: The mediating role of inhibitory control. *Early Child Development and Care*, 190(8), 1102-1115.
- [22]. Huang, X., & Dong, Y. (2020). Selective attention and anxiety in children: The moderating role of age. *Journal of Psychologists and Counsellors in Schools*, 30(2), 167-181.
- [23]. Huang, Y. T., Lin, H. J., & Tseng, W. C. (2021). Sustained attention and self-regulation in preschool children: The mediating role of inhibitory control. *Journal of Child and Family Studies*, 30(4), 843-853.
- [24]. Hwang, K. L., & Hughes, J. N. (2019). The role of assertiveness in young children's social competence. *Journal of Applied Developmental Psychology*, 60, 84-95.
- [25]. Kaplan, R., & Kaplan, S. (1989). *The experience of nature: A psychological perspective*. Cambridge University Press.
- [26]. Karabulut, T., & Ergenekon, Y. (2021). The effect of the assertiveness and aggression on peer acceptance and rejection in primary school children. *Journal of Psychology*, 155(2), 155-174.
- [27]. Kieffer, M. J., Maguire-Jack, K., & Kleinert, H. L. (2020). Child engagement in early childhood classrooms: Associations with social-emotional outcomes. *Early Education and Development*, 31(1), 100-118.
- [28]. Kujawa, A., Hajcak, G., Klein, D. N., & Foti, D. (2021). Social support reduces attentional bias to negative stimuli in children of depressed mothers. *Journal of Abnormal Psychology*, 130(4), 350-358.
- [29]. Lapeña, C. A. (2018). Attention and Behavioral Problems of Filipino Children. *Journal of Child and Adolescent Behavior*, 6(4), 370.
- [30]. Li, Y., Zhao, L., Zhao, Y., & Zhou, Y. (2018). The effects of adolescent responsibility on their social competence and communication skills in China. *Children and Youth Services Review*, 93, 1-9.
- [31]. Lillard, A. S., & Else-Quest, N. (2016). The early years: Evaluating Montessori education. *Science*, 313(5795), 1893-1894.
- [32]. Lui, M. M., & Tannock, R. (2007). Working memory and inattention in preschool children with symptoms of ADHD and/or anxiety. *Child Neuropsychology*, 13(3), 245-262.
- [33]. Liu, M., Huang, X., Zhao, G., & Wang, L. (2019). The effect of social anxiety on attentional control: The mediating role of negative emotion. *Journal of Psychologists and Counsellors in Schools*, 29(2), 234-244.
- [34]. McClelland, M. M., & Morrison, F. J. (2013). The emergence of learning-related social skills in preschool children. *Early Childhood Research Quarterly*, 18(2), 206-224.
- [35]. Meuwissen, A. S., & Carlson, S. M. (2015). Cooperative behavior in young children: Links with theory of mind and executive control. *Journal of Experimental Child Psychology*, 137, 103-120.
- [36]. Mirasol, A. L. (2016). A Correlational Study of Attention and Social Skills of Grade 3 Pupils. *International Journal of Education and Research*, 4(1), 1-12.
- [37]. Park, S., Kim, S. M., Kang, S., & Kim, E. (2021). Associations between social media use and attention span in adolescents: The moderating role of social support. *Journal of Adolescence*, 91, 159-166.
- [38]. Rossi, M., Bitetti, I., Galati, D., Buonomo, I., & Sarlo, M. (2021). Sustained attention predicts academic performance in a sample of Italian university students. *Applied Cognitive Psychology*, 35(1), 120-127.
- [39]. Rueda, M. R., Posner, M. I., & Rothbart, M. K. (2011). Attentional control and self-regulation. In Vohs, K. D. & Baumeister, R. F. (Eds.), *Handbook of self-regulation: Research, theory, and applications* (pp. 284-299). Guilford Press.
- [40]. Saeed, S., Naeem, M., & Chaudhry, I. H. (2019). Exploring the relationships among sustained attention, cognitive flexibility, and academic performance in adolescents. *Journal of Behavioral and Brain Science*, 9(3), 166-174.
- [41]. Sagusay, J. F. (2017). Social Skills and Academic Achievement of Children with Attention Deficit Hyperactivity Disorder in Davao City. *Philippine Journal of Psychology*, 50(2), 1-14.
- [42]. Samuels, W. E., Guthrie, J. T., & Schilling, S. G. (2015). Relations among reading skills and sub-skills and text-level reading proficiency in developing readers. *Reading and Writing*, 28(7), 979-1002.
- [43]. Sari, B., Oktay, A. A., & Ercan, E. S. (2021). The relationship between social skills and attention span of primary school students. *International Journal of Early Childhood Special Education*, 13(2), 239-253.
- [44]. Schmitt, S. A., Liang, J. C., & Stuebing, K. K. (2018). How engagement in classroom activities affects elementary students' social competence. *Journal of Educational Research*, 111(1), 59-71.
- [45]. Schutte, N. S., & Hopkins, W. J. (2016). The effectiveness of a social skills intervention for improving attentional control in high-functioning children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 46(6), 2249-2260.

- [46]. Shah, I. A., & Jehangir, M. (2020). Adolescents' responsibility and academic achievement: Evidence from Pakistan. *Current Psychology*, 39(3), 1207-1214.
- [47]. Silk, J. S., Shaw, D. S., Skuban, E. M., Oland, A. A., & Kovacs, M. (2011). Emotion regulation strategies in offspring of childhood-onset depressed mothers. *Journal of Child Psychology and Psychiatry*, 52(7), 775-783.
- [48]. Sun, Y. H., Li, Y., Fan, L. H., Zhao, X. Y., Wu, J. X., & Yu, Y. Q. (2015). Social support, negative emotions, and attentional control in college students. *Social Behavior and Personality: an international journal*, 43(5), 739-746.
- [49]. Talingdan-Te, J. (2019). Relationship of Social Competence and Academic Performance among Grade Four Pupils. *International Journal of Research in Social Sciences*, 9(6), 1-13.
- [50]. Taysi, E., Toraman, Ç., & Kutlu, M. (2018). The relationship between attentional control and reading comprehension: The role of text type and reading motivation. *Educational Sciences: Theory & Practice*, 18(1), 47-65.
- [51]. Unsworth, N., & Spillers, G. J. (2010). Working memory capacity: Attention control, secondary memory, or both? A direct test of the dual-component model. *Journal of Memory and Language*, 62(4), 392-406.
- [52]. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- [53]. Yang, Y., Li, W., Zhao, J., Guo, Y., Gao, J., & Liu, T. (2019). Selective attention and cognitive control in older adults: The role of mindfulness meditation. *Aging, Neuropsychology, and Cognition*, 26(5), 765-780.
- [54]. Yüksel-Şahin, F., Akman, B., & Yılmaz, S. (2015). The effects of empathy training on preschoolers' peer acceptance and social competence. *Journal of Happiness Studies*, 16(6), 1499-1515.