

Kindergartens' Short Attention Span in School: A Case Study

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Abstract

Attention-span is the interval of concentration on a single activity or idea. The lower the age of the child, the shorter his/her attention span is. Studies on kindergarten-level attention span are sparse. This qualitative study aimed to find out factors affecting short attention span among kindergarten pupils in school. Using a case study design, two observed pupils identified with short attention span, one teacher from each of the two selected private schools with at least three years of experience, and two mothers were purposively sampled and interviewed. The researchers observed kindergartens' classroom behavior, recorded the data, documented necessary information for data analysis, and interviewed the participants. Data were transcribed and analyzed through the Seidel's Qualitative Data Analysis Model (1998). Findings showed the factors affecting the attention span of kindergarten pupils are: lack of interest to the activity, poor health, and over exposure to electronic gadgets. These factors make the pupils' attention span shorter than the average which eventually results to the difficulty in maintaining the child's attention to a given task and minimal class participation that leads to compromised learning. Enjoyable activities like singing and dancing and utilization of reinforcements and motivations help both teachers and parents to address the aforementioned challenges. Future researchers can give full attention on how to improve the child's attention span and investigate more if having short attention span is normal to young children in this generation.

Keywords: *attention span, short attention span, Kindergarten Pupils*