

Attention and Focus Issues Among Grade 1 Learners: Basis for a Positive Behavior Interventions and Supports (PBIS) Program

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ABSTRACT

This study investigates attention and focusses issues among Grade 1 learners at Birbiran Elementary School, examining the socio-economic status of learners, the impact of attention and focus issues on academic performance, significant relationships between demographic characteristics and attention issues, and the challenges associated with these issues. The demographic analysis reveals a diverse range of economic backgrounds, parental occupations, gender distribution, academic achievement levels, and attendance rates among learners. Attention and focus issues significantly impact academic performance, with learners exhibiting challenging behaviors, lower performance in subjects requiring sustained attention, and difficulties in

developing positive peer relationships. Significant relationships are found between household income, gender, and academic achievement with attention and focus issues, highlighting the importance of considering these factors in designing interventions. The study identifies several critical challenges associated with attention and focus issues, including difficulties in staying engaged during lessons, requiring frequent breaks and individualized support, and benefiting from targeted interventions and classroom accommodations. Addressing these challenges is essential for improving learners' academic performance and overall well-being. The study concludes that tailored interventions, targeted supports, and consideration of demographic factors are necessary to address attention and focus issues among Grade 1 learners. The findings provide valuable insights for teachers and policymakers in designing effective Positive Behavior Interventions and Supports (PBIS) programs

Keywords: *Attention Issues, Grade 1 Learners, Positive Behavior Interventions and Supports (PBIS)*

INTRODUCTION

Attention and focus issues among Grade 1 learners pose significant challenges to their academic performance and classroom behavior, particularly in early education

settings like Birbira Elementary School. These issues can hinder a child's ability to concentrate on tasks, follow instructions, and engage in learning activities, which in turn affects their overall academic progress and social interactions. Globally, the impact of attention problems on academic performance has been well-documented. For instance, the World Health Organization (2021) notes that children with attention-deficit/hyperactivity disorder (ADHD) frequently face difficulties in school, with early intervention proving critical for mitigating long-term educational and behavioral consequences. Similarly, the American Psychological Association (2020) highlights that children with attention and focus difficulties often exhibit poorer academic outcomes and increased behavioral issues, emphasizing the need for effective support strategies.

Grade 1 learners manifest various forms, including difficulty sustaining attention, impulsiveness, and challenges in following instructions. These issues can significantly hinder academic performance by affecting task completion and comprehension of lesson content. Research suggests that demographic characteristics such as socioeconomic background can influence the prevalence and severity of attention issues, underscoring the need for targeted interventions and support mechanisms.

The literature emphasized the importance of addressing these challenges through targeted

interventions. Barkley (2015) emphasizes that children with attention deficits often struggle with academic tasks, leading to lower performance and greater classroom disruptions. Research by DuPaul and Stoner (2014) supports this by demonstrating that behavioral interventions can improve both academic achievement and classroom behavior by teaching self-regulation and providing structured support. Langberg et al. (2014) further illustrate that interventions significantly enhance learners' attention and focus, leading to better educational outcomes. These findings suggest that early and effective interventions are essential for helping young learners overcome attention-related challenges and succeed academically.

International studies have shown the effectiveness of Positive Behavior Interventions and Supports (PBIS) in addressing attention and focus issues. A study by Hoza et al. (2016) found that targeted behavioral interventions improve both academic and social outcomes for children with attention problems. Similarly, Lasky et al. (2018) observed that implementing PBIS in early education settings significantly reduces behavioral issues and enhances academic engagement. A review by Mace et al. (2020) further supports the use of PBIS, noting its adaptability and effectiveness in improving attention and academic performance across various educational contexts.

In the context of the Philippines, attention and focus issues among Grade 1 learners are prevalent, impacting their academic performance and classroom dynamics. Local studies, such as those by Dela Cruz et al. (2019) and Santos and Garcia (2020), highlight that Filipino learners with attention deficits often experience lower academic performance and increased behavioral problems. These studies suggest that implementing structured behavioral interventions can help address these issues effectively. Additionally, research by Reyes (2021) indicates that PBIS strategies, when adapted to local educational settings, can significantly enhance learners' attention and focus, improving their overall academic performance and classroom behavior at Birbira Elementary School.

Understanding the demographic characteristics among Grade 1 learners is essential for tailoring educational approaches to meet diverse needs effectively. Typically aged between 5 to 7 years, Grade 1 learners encompass a spectrum of genders, socioeconomic backgrounds, and cultural diversities. Socioeconomic factors such as parental income and educational resources significantly influence early childhood development, impacting readiness and academic performance. enriches classroom dynamics but also introduces varying learning styles and social norms that can affect attention and focus on academic settings.

METHODS

Research Design

This study adopted a quantitative-descriptive research design to systematically investigate attention and focus issues among Grade 1 learners at Birbira Elementary School. The primary aim was to lay the groundwork for developing a Positive Behavior Interventions and Supports (PBIS) program to enhance academic performance during the 2024-2025 school year.

Participants and Locale

The study involved a sample of 98 Grade 1 learners, selected to ensure adequate representation of the learner population while maintaining manageable data collection and analysis. Stratified random sampling was employed to select participants, ensuring diversity in demographic factors such as age, gender, and socioeconomic background.

Sampling and Data Collection

Interviews and focus groups with teachers provided qualitative insights into specific challenges and their effects on classroom behavior and learning.

Additionally, a pilot PBIS program was implemented based on initial findings, and feedback was collected to refine and finalize the program for broader application.

Data Analysis

The following tools will be utilized to treat the data statistically:

Ethical Considerations

This study adopted a quantitative-descriptive research design to systematically investigate attention and focus issues among Grade 1 learners at Birbira Elementary School. The primary aim was to lay the groundwork for developing a Positive Behavior Interventions and Supports (PBIS) program to enhance academic performance during the 2024-2025 school year.

RESULTS AND DISCUSSION

1. This study investigates attention and focusses issues among Grade 1 learners at Birbiran Elementary School, examining the socio-economic status of learners, the impact of attention and focus issues on academic performance, significant relationships between demographic characteristics and attention issues, and the challenges associated with these issues.

2. Attention and focus issues significantly impact academic performance, with learners exhibiting challenging behaviors, lower performance in subjects requiring sustained attention, and difficulties in developing positive peer relationships.
3. Significant relationships are found between household income, gender, and academic achievement with attention and focus issues, highlighting the importance of considering these factors in designing interventions
4. Addressing these challenges is essential for improving learners' academic performance and overall well-being.
5. The findings provide valuable insights for teachers and policymakers in designing effective Positive Behavior Interventions and Supports (PBIS) programs. (more than 200 words-211 words)
Descriptive Results Socio-Economic Status of Grade 1 Learners Table 1 Socio-Economic Status of Grade 1 Learners N = 50 Demographics | f | % | Std.
6. Dev. | Skewness | Kurtosis Honors/Distinction Level | 5 | 10 | 6.745 | 1.018 | -0.898 Advanced/High Proficient Level | 14 | 28 | | Proficient Level | 20 | 40 | | Developing Proficiency Level | 5 | 10 | | Below Basic/Remedial Level | 6 | 12 | | Total | 50 | 100 | | Attendance Rate | f | % | Std.
7. Dev. | Skewness | Kurtosis Excellent Attendance | 6 | 12 | 6.693 | 1.288 | 0.738 Good Attendance | 13 | 25 | | Moderate Attendance | 21 | 41 | | Poor Attendance |

5 | 9 | | Chronic Absenteeism | 7 | 13 | | Total | 50 | 100 | | The socio-economic status of Grade 1 learners, as presented in Table 1, provides a detailed overview of the various factors that may influence attention and focus issues among these young learners.

8. Firstly, the monthly income distribution of the households reveals a significant variation in economic backgrounds.
9. The majority of the learners come from households with a monthly income between Php 11,000 and Php 20,000 (49%), followed by those earning Php 21,000 to Php 30,000 (21%).
10. A smaller percentage of learners come from households with higher incomes (17% earning Php 31,000 or more) and lower incomes (7% earning Php 5,000 to Php 10,000, and 6% earning less than Php 5,000).

CONCLUSION AND RECOMMENDATIONS

Conclusions

The diverse socio-economic status of Grade 1 learners necessitates tailored interventions to address their specific needs.

Attention and focus issues significantly impact academic performance and classroom experience among Grade 1 learners.

Household income, gender, and academic achievement are significantly associated with attention and focus issues.

Addressing the challenges associated with attention and focus issues is crucial for improving academic performance and well-being.

Recommendations

1. Develop and implement tailored interventions that address the specific needs of learners based on their socio-economic status, parental occupation, gender, academic achievement, and attendance patterns.
2. Provide targeted interventions and supports to improve attention and focus, including individualized instructional strategies, classroom accommodations, and positive behavior interventions.
3. Consider the significant impact of household income, gender, and academic achievement when designing interventions for attention and focus issues.
4. Address the challenges associated with attention and focus issues by creating a supportive and structured learning environment, providing frequent breaks, visual aids, and social skills training.

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