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Relationship between selected coordinative abilities and concentration among hearing impaired students

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Abstract

The purpose of the study was to find out the relationship between selected coordinative abilities and concentration among hearing impaired students. To achieve this purpose (N=20) twenty subjects were selected from Chennai. The subjects' age ranged from 14 to 17 years. The selected independent variables namely balance and hand eye coordination were tested through stroke stand test and alternate wall toss test respectively and dependent variable concentration tested was through grid test. To achieve this purpose, Pearson's product moment correlation was used as a statistical technique. The level of significance was fixed at 0.05 levels. The result proved that there was a significant relationship between concentration and the selected coordinative variables among hearing impaired students.

Keywords: Coordinative abilities, concentration among, hearing impaired students

Introduction

Hearing-impaired children showed more language, attention, and behavioral difficulties, and spent less time communicating with their parents than normally hearing children. Structural equation modeling indicated there were significant relationships between language, attention, and child behavior problems. Language was associated with behavior problems both directly and indirectly through effects on attention. Amount of parent-child communication was not related to behavior problems. Child behavior problems have been shown to negatively impact a range of developmental, social, and

educational outcomes (Masten *et al.*, 2005; Pierce, Ewing, & Campbell, 1999) ^[1, 3]. There has been substantial progress in understanding the complex relationships between biological, family, and social systems that lead to behavior problems. However, some relationships still require clarification, such as the one between language and behavior problems.

In deaf children, visual attention, which is typically used to focus and sustain attention (Ruff & Rothbart, 1996), may play an even more critical role in development of behavior problems because of the loss of auditory input. If children cannot monitor their environment auditorially, they may have to rely on visual monitoring of the world, which places increased demands on visual attention and reduces children's ability to sustain attention (Quittner *et al.*, 2007) ^[4].

Methodology

The purpose of the study was to find out the relationship between selected coordinative abilities and concentration among hearing impaired students. To achieve this purpose (N=20) twenty subjects were selected from Chennai. The subjects' age ranged from 14 to 17 years. The selected independent variables namely balance and hand eye coordination were tested through stroke stand test and alternate wall toss test respectively and dependent variable concentration tested was through grid test. To achieve this purpose, Pearson's product moment correlation was used as a statistical technique. The level of significance was fixed at 0.05 levels.

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Results and discussions

Table 1: Pearson product moment correlation of balance hand eye coordination and concentration

Variables	Mean	S.D	Correlation “r”
Balance	9.50	1.88	0.473*
Coordination	35.10	4.76	0.434*

*Significant at 0.05 level of confidence with the degrees of freedom 19. The table value is 0.433.

There was significant positive relationship between concentration and balance since obtained ‘r’ value 0.473 was greater than the table ‘r’ value 0.433.

There was significant positive relationship between concentration and coordination since obtained ‘r’ value 0.434 was greater than the table ‘r’ value 0.433.

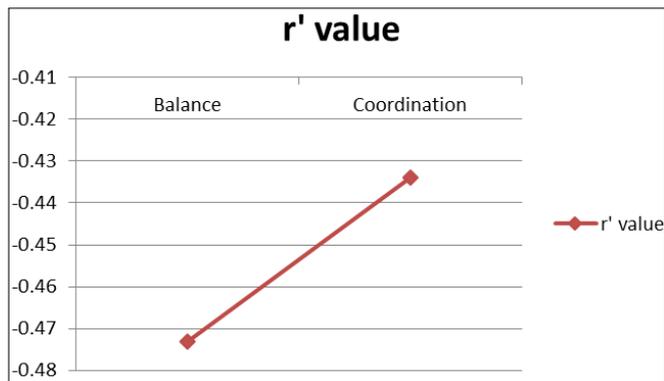


Fig 1: Showing the ‘r’ value of balance hand eye coordination between concentration.

Conclusion

It was concluded that there was a significant positive relationship between concentration and the selected coordinative variables among hearing impaired students.

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