

Effectiveness of Selected Play Activities on Memory among Slow Learners

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Abstract: *The present study investigated the effectiveness of selected play activities on memory among slow learners attending Regional Early Intervention Centre at Institute of Child Health, Kottayam. A quantitative approach with quasi experimental pretest posttest control group design was used for the study. The study was theoretically supported by Imogene King's goal attainment theory. A total of 60 slow learners, 30 each in control and experimental group were selected using non - probability purposive sampling technique. The data were collected by sociopersonal and clinical data sheet and memory was assessed by using memory tests prepared by the investigator based on Pearson's child memory scale. Experimental group received routine training and selected play activities, while the control group received routine training only. Post test was conducted on the 28th day for both control and experimental group. The results revealed that selected play activities had a significant effect in improving memory among slow learners at 0.05 level.*

Keywords: Slow learners, Memory, Selected play activities

1. Introduction

Learners can be categorized as fast, average and slow learners.¹ According to Griffin in (1978), Slow learners are students who learn slowly than their peers, yet do not have a disability requiring special education. A slow learner needs more time, more repetition and more resources from the teachers for making learning successful.

According to National Centre for disability, 21 million slow learners were of school age, out of this 29% of school going children are slow learners. In Kerala, 320 slow learners were diagnosed across all Regional Early Intervention Centre institutions in all medical colleges and 214 slow learners were diagnosed in all District Early Intervention Centre institutions in Kerala.

Lack of memory is the major characteristics problems faced by the slow learners. Memory is defined as the ability to recall the past experience. Memory of slow learners can be improved by performing play activities which enhance memory.²

Play contributes to health and brain development. In academic environment, play helps the children to adjust with the school setting, thereby fostering school engagement and enhances children's learning readiness, behaviors and problem- solving skills. Play may increase children's capacity to store new information as their cognitive capacity is enhanced when they offered a change in their routine. The slow learner's education and their betterment will improve the literacy rate and they may be the nation builders in the future.

2. Objectives

- To assess the memory of slow learners

- To determine the effectiveness of selected play activities on memory among slow learners

3. Materials and Methods

The quantitative approach was adopted for the study. Research design selected for the study was quasi experimental pretest posttest control group design. Non probability purposive sampling technique was used in this study. In this study sample consisted of 30 slow learners each in control and experimental group, in the age group of 8 to 12 years attending Regional Early Intervention Centre at Institute of child health, Kottayam.

Inclusion criteria of present study was slow learners who were willing to participate and able to understand Malayalam. Those who excluded in the study were slow learners with visual and hearing deficit. Tools and technique used to collect data in the study were the following: sociopersonal and clinical data sheet and memory test for children prepared by the investigation based on Pearson's child memory scale.

For the experimental group, the sociopersonal data were obtained from the parents and clinical data was collected from the clinical record. Pretest was conducted for assessing memory in both control and experimental group using memory test for children prepared by the investigator. The investigator taught the intervention activities such as spot the difference, forward and backward counting, puzzles, copying and coloring pictures and memory tests to the experimental group in the presence of their parents for the duration of 60 minutes. Twice a week investigator assured that these activities were performed correctly with the help of telephonic communication. On the 28th day investigator conducted the posttest to assess the memory of slow learners using the same scale. The obtained data was tabulated and

analyzed in terms of objectives of the study using descriptive and inferential statistics.

4. Results

4.1 Clinical data of slow learners

Among the study subjects, 86% of slow learners in both control and experimental group were term babies. Regarding the problems during postnatal period, 83.3% of slow learners in the control group and 66.7% of slow learners in experimental group had no problems during postnatal period. Majority (76.7%) of slow learners in the control and experimental group (56.7%) had attained growth and

development milestone in normal time. Regarding the chronic illness, 90% of slow learner in the control and 73.3% of slow learner in experimental group had no chronic illness. With regard to physical/ psychological trauma the slow learner in the control (83.3%) and experimental group (70%) had no physical/psychological trauma. Majority (93.3%) of slow learner in the experimental group were sociable. In case of attending special training, the slow learner in the control group (63.3%) and experimental group (56.7%) had attended special training.

4.2 Effectiveness of selected play activities on memory among slow learners

Table 1: Frequency distribution and percentage of slow learner based on memory in control and experimental group (n=60)

Memory	Control group (n=30)		Experimental group (n=30)		df	χ^2	P
	f	%	f	%			
High (48 - 38)	0	0	0	0			
Above Average (37 - 28)	3	10	2	6.7	3	2.09	0.56
Average (27 - 18)	18	60	18	60			
Low (17 - 0)	9	30	10	33.3			

Table 1 shows that 60% of slow learners in the control group and experimental group had average memory. Only 30% of slow learners in control group and 33.3% in experimental group had low memory.

Table 2: Median and Inter quartile range of memory among slow learners in control group and experimental groups, n=60

Group	Memory Pretest Median IQR	Posttest Median IQR
Control (n=30)	238	24.59
Experimental (n=30)	20.59	3910

Table 2 shows that the pretest median and IQR of memory among slow learners in control group was 23 and 8 and posttest median and IQR was 24.5 and 9 respectively. In experimental group the pretest median and IQR of memory among slow learners was 20.5 and 9 and posttest median and IQR was 39 and 10 respectively.

Table 3: Mean ranks, sum of ranks and Mann Whitney U value of memory of slow learners in control and experimental groups, n=60

Group	Mean ranks	Sum of ranks	U	P
Control (n=30)	18.6	324	152.00	0.001
Experimental (n=30)	39.11	1198		

Table 3 reveals that U value obtained for memory among slow learners in control and experimental group was statistically significant. This shows that there was statistically significant difference in post test memory scores between control and experimental group. Hence the null hypothesis was rejected. Thus, it was inferred that selected play activities were effective in improving memory of slow learners.

5. Conclusion

Based on the findings of the study, the following conclusions were drawn. There was a significant difference in memory among slow learners between control and experimental group. It can be concluded that selected play activities are effective in improving memory among slow learners. The present study highlighted the need for improving memory in slow learners by providing selected play activities for enhancing their academic performance.

The intervention can be utilized as a reference material for the students to plan and impart health education to parents of children with slow learning issues.³ Nurse administrators can use the findings of the study in planning in - service education programmes to the nursing personnel, to update their knowledge and skill in the management of slow learning issues.⁴

References

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