

Concentration in Daily Life – Structure of the Questionnaire CiDL



Anja Scholz & Carmen Hagemeister

Department of Psychology, Assessment and Intervention, Technische Universität Dresden
01062 Dresden, Germany

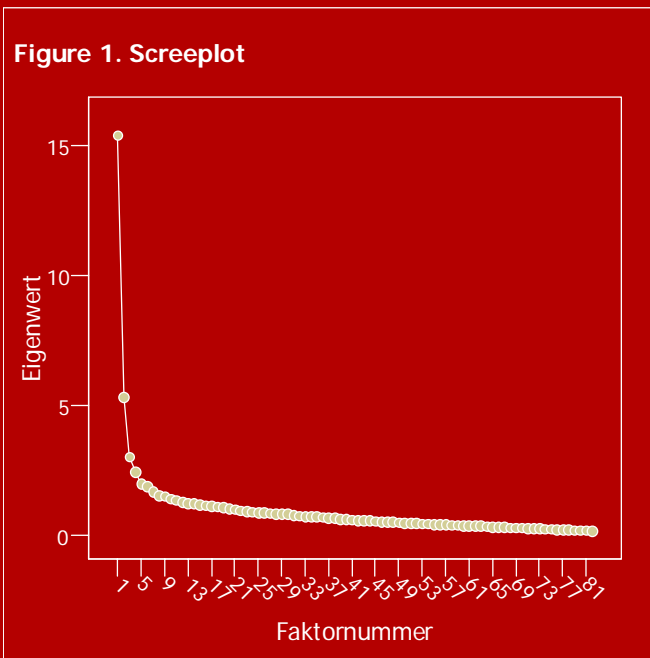
Telephone: +49 - 351 - 463 36994, Fax: +49 - 351 - 463 37776, scholz.anja@gmx.de

Introduction

The questionnaire "Concentration in Daily Life" (CiDL) determines the concentration of persons in daily life. The questionnaire consists of 100 items about situations where persons can show more or less concentrated behaviour. The persons tick how often they have made this experience or that they have no experience with this situation (like smoking). The items of the questionnaire were developed from answers to in-depth interviews where persons described how they know that they are more or less concentrated in certain classes of situations (like driving, working, sports). Up to now no replicable structure of the questionnaire has been found which can be related to the facets which are distinguished in theories of concentration or attention.

Results

First we analyzed the screeplot to explore the factor number. The screeplot is shown in Figure 1. We interpreted the three factor solution (Chi-square 4412.369, df 3078, $p < .01$). The solution explains 29 percent of variance. Typical items for the three factors are shown in Table 1. Oblique rotation allows depended factors. Therefore the correlations between the factors are shown in Figure 2.



Method

Sample: 566 adults (294 men, 268 women and 4 people without declaration) completed the questionnaire.

Age: The persons were between 16 and 67 years old (M: 29, SD: 11).

Educational level: 5.8 percent had a middle educational level, 20 percent finished a vocational school, 49.6 percent finished a college and 23.7 percent an university.

Procedure: All Persons completed the CiDL one time at least. Some people did only the questionnaire, other people did several concentration tests too.

Analyse: At first we eliminated items with situations which have only been experienced by the minority of persons. Then we eliminated very easy and very hard items as they cannot differentiate between persons. We factor-analysed the remaining items using a maximum likelihood extraction with oblique rotation.

Table 1. Factors with typical items

Factor 1: absent-mindedness

My thoughts wander.
I look at a page in a book, while my thoughts are somewhere else.
I always have to start again from scratch getting into the details of something.

Factor 2: influences on concentration

When I'm tired, I need more time to do my work.
When I'm tired, interruptions distract me.
When I'm tired, I make mistakes easily.

Factor 3: concentrated work

I make good progress with my work.
I can get right into the details of something.
When I'm interested in something, the results are good.

Figure 2. Factor Correlation

	1	2	3
1	1.00		
2	.38	1.00	
3	.24	.04	1.00

Discussion

The result shows the factors "absent-mindedness", "concentrated work" and "influences on concentration". This solution explains twenty nine percent of the variance. We found no structure which we could relate to distinctions in theories of concentration or attention. The result shows that the experienced concentration depends on the area of daily life the person considers. A short version of the questionnaire will be tested in the next studies to commit the found results.