MANAGING STUDENTS OFF-TASK BEHAVIOUR FOR IMPROVED STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

This paper investigated managing students' off-task behaviour for improved students' academic performance in public senior secondary schools in Rivers State. The study adopted a descriptive research design. The population of the study comprised of 3,072 male teachers and 3,102 female teachers, totaling 6,174 teachers, from 23 Local Government Areas (LGAs) in Rivers State. A sample size of 617 about 10% was drawn from the total population of 6,174 teachers. The sampling technique employed is stratified random sampling, ensuring equitable representation of the targeted sample for the study. Data was collected through a self-designed questionnaire titled "Managing Students Off-Task Behaviour for Improved Student Academic Performance Questionnaire (MSOBISAPQ). The reliability of the instrument was determined through a test of internal consistency using Cronbach Alpha method. Their responses were analyzed using the Cronbach Alpha Statistics. Reliability coefficients of 0.88, 0.87, 0.81 and 0.83 were obtained for the various clusters of the instrument. In analysing the data for the study, mean and standard deviation was used to answer the research questions, while the t-test statistics was used to test the hypotheses at a 0.05 level of significance. The study found to a high extent the use of electronic devices for non-academic purposes as students off-task behaviour improved academic performance in public senior secondary schools in Rivers State. The study concluded that managing student's off-task behavior for improved academic performance in public senior secondary schools in Rivers State highlights the critical importance of effective leadership in addressing this issue. By implementing strategies that promote discipline, motivation, and engagement, school leaders can significantly impact students' behavior and academic outcomes. The study therefore recommended that Educational institutions and school administrators should implement and enforce clear policies regarding the use of electronic devices. Teachers should communicate and uphold these policies, while parents should support them by monitoring

device usage at home and Teachers should develop and implement effective classroom management strategies to address noise-making, daydreaming, and excessive socialization. School administrators should support teachers in implementing these strategies.

Keywords: *Student's Off-Task Behaviour, Academic Performance, Electronic Devices, Student Noise-Making and Student's Daydreaming.*

INTRODUCTION

Education is a planned, systematic approach to delivering learning that serves to transfer knowledge and skills as well as to promote an effective learning environment where students will be encouraged, committed, and on-task. This covers several strategies and interventions to reduce and eliminate off-task conduct which interferes with the students' ability to efficiently engage in learning tasks and satisfy their academic potential, hence education includes material distribution but also shaping behaviours, and habits appropriate optimal learning. It is the bidirectional link between teachers, school principals, and other actors to create a supporting learning environment establish obvious goals and priorities, and design plans based on the needs of the students.

Student off-task behaviors refer to actions or conduct exhibited by students that deviate from the expected or desired behaviors conducive to learning within the school environment (Graziano et al., 2019). In public schools in Rivers State, Nigeria, off-task behaviors may manifest in various forms, including but not limited to electronic devices for non-academic purposes, noise-making during class activity, student's daydreaming as students off-task behaviour and task avoidance (Obomanu & Ike, 2018; Ejeh, 2015; Okojie & Oliha, 2017; Ajoku, 2016). These behaviors can hinder students' ability to focus, participate actively in learning activities, and ultimately, negatively impact their academic performance.

Okonkwo (2020) underscored the adverse effects of excessive gadget usage on students' concentration and learning outcomes. The presence of smartphones and other electronic gadgets has seamlessly integrated into students' daily routines, transcending their original communication purposes to become multifunctional platforms for entertainment, socializing (tiktoking, whatsapping, use of snapchats, facebooking and other social media platforms for non-academic activities. Again, the detrimental repercussions linked to the excessive use of gadgets, emphasizing how this behavior significantly hampers students' ability to maintain focus during classroom sessions, subsequently undermining their overall academic achievements. The shift from traditional classroom distractions to modern technological diversions has posed unprecedented challenges for classroom teachers and policymakers. Students' engagement with these electronic devices during learning hours not only diverts their attention from the curriculum but also hinders active participation in classroom discussions and activities, impacting their overall comprehension and retention of academic content.

Noise-making during classroom activities stands out as a pervasive issue affecting students' concentration and academic performance. Adeleke's (2017)

underscored the detrimental effects of noise as it poise as challenge during classroom instruction. The constant barrage of noise impedes students' ability to engage effectively with educational materials, thereby hampering their academic progress. It becomes imperative for teachers to explore and implement effective methodologies to manage and control noise levels within classroom settings. Creating a conducive learning environment in classrooms through the regulation of ambient noise is a pivotal endeavor for teachers aiming to optimize students' academic performance. Additionally, teachers can structure classroom activities thoughtfully, designating specific times for collaborative discussions and group work while also ensuring periods of quiet study. By fostering an atmosphere that values and respects quiet study, teachers can effectively encourage students to engage more deeply with the academic material, enhancing their concentration levels and, subsequently, their academic outcomes.

Daydreaming is a prevalent off-task behavior among students which has to do with tendency to mentally drift away from the learning process and at the end impedes students' ability to absorb and internalize academic material, thereby undermining their overall academic performance. Addressing this issue necessitates the exploration of strategies aimed at mitigating daydreaming tendencies among students. (Oyelade's 2019). Employing interactive and participatory teaching methods stands as a promising approach to counteract daydreaming tendencies effectively. Engaging students actively in the learning process through methodologies like interactive discussions, group projects, and practical applications of theoretical concepts can captivate their interest and focus. By integrating these techniques into the teaching framework, teachers create an environment that actively involves students in the learning process, reducing instances of daydreaming.

The concern surrounding the academic performance of students in public senior secondary schools in Rivers State, remains a pressing issue. The increasing prevalence of off-task behaviors among students poses a significant challenge to the effectiveness of the educational system in fostering conducive learning environments. These off-task behaviors encompass a spectrum of distractions, ranging from excessive gadget usage to disruptive noise levels and daydreaming. Collectively, these behaviors act as impediments to students' academic progress, diverting their attention away from the learning process and hindering their ability to engage effectively with educational content. The pervasive nature of these distractions in classroom undermines the efforts of teachers in ensuring optimal conditions for learning. Addressing these challenges requires a holistic approach that acknowledges and mitigates the various forms of off-task behaviors to enhance the overall academic performance of students in public senior secondary schools in Rivers State. To address these challenges, this study aims to undertake an in-depth investigation into the management of students' off-task behaviors in Rivers State.

STATEMENT OF THE PROBLEM

The study focuses on various off-task behaviors exhibited by students in Rivers State's public senior secondary schools which include excessive gadget use, disruptive

noise levels and daydreaming. These behaviors impede the academic progress and overall learning environment within these institutions. Students often engage excessively with gadgets using social media platforms like Facebook, TikTok, and Snapchat, during classroom activities. This behavior is often accompanied by daydreaming and noise-making, which can disrupt the learning environment and distract from the educational activities going on in the classroom. Such distractions lead to decreased focus and attention on academic tasks, resulting in lower levels of engagement with the material being taught. Consequently, students struggle to comprehend lesson content, retain information, and perform poorly on assessments. Additionally, excessive gadget use and social media browsing divert students' time and energy away from studying and completing assignments, further compromising their academic performance. Overall, these behaviors contribute to a cycle of academic underachievement, as students prioritize social interactions and entertainment over their educational responsibilities, ultimately impacting their ability to succeed academically.
The goal is to develop effective strategies that minimize distractions, foster a focused learning environment, and ultimately improve academic outcomes in Rivers State's public senior secondary schools which this research seeks to contribute practical solutions to enhance the educational experience and foster a more conducive learning atmosphere in these schools

PURPOSE OF THE STUDY

The purpose of this study is to investigate managing student's off-task behaviour for improved academic performance in public senior secondary schools in Rivers State. The following objectives of the study sought to:

Assess the extent the use of electronic devices for non-academic purposes as student's off-task behaviour is managed for improved academic performance in public senior secondary schools in Rivers State.

Examine the extent student noise-making during class activity as students off-task behaviour is managed for improved academic performance in public senior secondary schools in Rivers State.

Access the extent student's daydreaming as student's off-task behaviour is managed for improved students' academic performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

To what extent does the use of electronic devices for non-academic purposes as students off-task behaviour managed for improved academic performance in public senior secondary schools in Rivers State?

To what extent is noise-making during class activities as students off-task behaviour managed for improved academic performance in public senior secondary schools in Rivers State?

To what extent is daydreaming as students off-task behaviour managed for improved academic performance in public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses will be tested at 0.05 alpha level of significance:

There is no significant difference in the mean scores of male and female teachers on managing student's use of electronic devices for non-academic purposes as students off-task behaviour for improved academic performance in public senior secondary schools in Rivers State.

There is no significant difference in the mean scores of male and female teachers on managing student noise-making during class activities as students off-task behaviour for improved academic performance in public senior secondary schools in Rivers State.

There is no significant difference in the mean scores of male and female teachers on managing student daydreaming as students off-task behaviour for improved academic performance in public senior secondary schools in Rivers State.

METHODOLOGY

The study adopted a descriptive research design. The population of the study comprised of 3,072 male teachers and 3,102 female teachers, totaling 6,174 teachers, from 23 Local Government Areas (LGAs) in Rivers State. A sample size of 617 about 10% was drawn from the total population of 6,174 teachers, resulting in 237 (40%) male teachers and 378 (60%) female teachers. The sampling technique employed is stratified random sampling, ensuring equitable representation of the targeted sample for the study. Data was collected through a self-designed questionnaire titled "Managing Students Off-Task Behaviour for Improved Student Academic Performance Questionnaire (MSOBISAPQ). The respondents were required to indicate their opinions on a four-point scale having Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) weighted in scores of 4, 3, 2, and 1 point respectively. The reliability of the instrument was determined through a test of internal consistency using Cronbach Alpha method. Twenty (20) copies of the instrument were administered to 20 teachers who are outside the sample of the study but were part of the population of the study. Their responses were analyzed using the Cronbach Alpha Statistics. Reliability coefficients of 0.88, 0.87, 0.81 and 0.83 were obtained for the various clusters of the instrument. This show that the instrument is reliable. This is justified in accordance to the recommendation of Cronbach who states that a questionnaire should be considered reliable if the coefficient yielded were above 0.50, which is the least recommended.

The researcher, along with two trained research assistants, administered the questionnaire directly to the selected teachers. Adequate guidance on completing the questionnaire was provided to ensure that all the instruments distributed were properly field out, and collected instantly to achieve high retrieval rate. Based on retrieval responses, out of 617 copies of the questionnaires instruments distributed, which about 10% of the total population, only 609 copies of questionnaires were retrieved, of which 6 were not useful, leaving only 603 valid copies of the questionnaire which comprised of 234 male and 369 female teachers in public senior secondary schools in Rivers State. In analysing the data for the study, mean and standard deviation was used to answer the research questions, while the t-test statistics was used to test the hypotheses at a 0.05 level of significance, with the aid of SPSS version 23.0.

RESULTS AND DISCUSSIONS

The results were presented in line with research questions and null hypotheses that guided the study as showed in the table below;

Answers to Research Questions

Research Question 1

To what extent does the use of electronic devices for non-academic purposes as students off-task behaviour managed for improved academic performance in public senior secondary schools in Rivers State?

Table 1

Mean and standard deviation showing extent to which the use of electronic devices for non-academic purposes as students off-task behaviour improved academic performance in public senior secondary schools in Rivers State (N = 603)

S/N	ITEMS	Male (N = 234) $\underline{X}$	S.D	Female (N = 369) $\underline{X}$	S.D	Overall mean (N = 603)	Remark
1	The overuse of gadgets can detrimentally affect students' cognitive processes	3.61	1.17	3.79	0.91	3.78	VHE
2.	Overuse of electronic devices affects students' ability to concentrate during class hours	3.43	0.99	3.49	0.99	3.48	HE
3	Introduction of digital literacy programs can empower students to navigate the digital landscape responsibly	3.13	0.94	3.46	1.07	3.39	HE
4	Teachers can explore technology integration in the curriculum to harness the positive aspects of electronic devices for academic purposes	3.36	0.87	3.25	1.07	3.32	HE
5	The pervasive integration of smartphones and other electronic devices into students' daily lives hinder student academic performance	3.01	0.92	3.32	0.85	3.21	HE
	Grand mean	3.31	0.97	3.46	0.97	3.43	HE

Criterion mean = 2.50. Guide: 0 - 1.49 = very low extent (VLE); 1.50 - 2.49 = low extent (LE); 2.50 – 3.49 = high extent (HE); 3.50 – 4.00 = very high extent (VHE)

Table 1 presents the mean and standard deviation on the extent to which the use of electronic devices for non-academic purposes as students off-task behaviour improved

academic performance. The result showed that the grand mean for the use of electronic devices for non-academic purposes for both females (3.46±0.97) and males (3.31±0.97) are greater than the criterion mean of 2.50, indicating that there a high extent. Furthermore, all the five items which were measured had high extent values, meaning that the use of electronic devices for non-academic purposes as students off-task behaviour improved academic performance. Specifically, overuse of gadgets can detrimentally affect students' cognitive processes (3.78), overuse of electronic devices affects students' ability to concentrate during class hours (3.48), and introduction of digital literacy programs can empower students to navigate the digital landscape responsibly (3.39). Thus, to a high extent the use of electronic devices for non-academic purposes as students off-task behaviour improved academic performance in public senior secondary schools in Rivers State.

Research Question 2

To what extent does the noise-making during class activities as students off-task behaviour managed for improved academic performance in public senior secondary schools in Rivers State?

Table 2

Mean and standard deviation showing extent to which noise-making during class activities as students off-task behaviour was managed to improve academic performance in public senior secondary schools in Rivers State (N = 603)

S/N	ITEMS	Male (N = 234) $\underline{X}$	S.D	Female (N = 369) $\underline{X}$	S.D	Overall mean (N = 603)	Remark
6	The prevalence of noise disruption" during class activities is linked to hindering effective engagement with educational materials	3.51	0.48	3.54	0.72	3.53	VHE
7.	Teachers can employ a diver's approach such as Surveys and feedback mechanisms to capture students' perceptions of noise levels	3.35	1.49	3.38	1.15	3.32	HE
8	Teachers can also conduct qualitative assessments, to gain a deeper understanding of students' experiences and perceptions	3.14	0.78	3.29	0.88	3.25	HE
9	Teachers should also consider adopting structured classroom activities that inherently	3.11	1.12	3.18	0.81	3.19	HE

	discourage excessive noise						
10	Teacher-student communication is pivotal in managing noise disruptions	3.11	0.80	3.20	0.94	3.18	HE
	Grand mean	3.24	0.93	3.32	0.90	3.29	HE

Criterion mean = 2.50. Guide: 0 - 1.49 = very low extent (VLE); 1.50 - 2.49 = low extent (LE); 2.50 – 3.49 = high extent (HE); 3.50 – 4.00 = very high extent (VHE)

Table 2 presents the mean and standard deviation on the extent to which noise-making during class activities as students off-task behaviour improved academic performance. The result showed that the grand mean for the noise-making during class activities for both females (3.32±0.90) and males (3.24±0.93) are greater than the criterion mean of 2.50, indicating that there a high extent. Furthermore, all the five items which were measured had high extent values, meaning that noise-making during class activities as students off-task behaviour improved academic performance. Specifically, prevalence of noise disruption" during class activities is linked to hindering effective engagement with educational materials (3.53), teachers can employ a diver's approach such as Surveys and feedback mechanisms to capture students' perceptions of noise levels (3.32), and teachers can also conduct qualitative assessments, to gain a deeper understanding of students' experiences and perceptions (3.25). Thus, to a high extent, managing noise-making during class activities as students off-task behaviour improved academic performance in public senior secondary schools in Rivers State.

Research Question 3

To what extent does daydreaming as students off-task behaviour managed for improved academic performance in public senior secondary schools in Rivers State?

Table 3

Mean and standard deviation showing extent to which daydreaming as students off-task behaviour was managed to improve academic performance in public senior secondary schools in Rivers State (N = 603)

S/N	ITEMS	Male (N = 234) $\underline{X}$	S.D	Female (N = 369) $\underline{X}$	S.D	Overall mean (N = 603)	Remark
11	Daydreaming within the educational context significantly impedes students' ability to absorb and internalize educational content	3.25	0.65	3.39	1.01	3.38	VHE
12	To effectively address daydreaming, teachers can implement a variety of strategies that consider the	3.38	1.15	3.45	0.72	3.42	HE

	diverse factors contributing to this off-task behavior						
13	Engaging students actively in learning activities through interactive and participatory teaching methods stands out as a key approach	2.95	1.04	3.89	0.99	3.60	VHE
14	Techniques such as interactive discussions, group projects, and practical applications of theoretical concepts have been identified as effective means of capturing students' interest and focus	3.37	1.02	3.49	1.08	3.42	HE
15	Teachers are encouraged to make lessons more captivating and applicable to students' lives	3.40	1.05	3.49	1.08	3.47	HE
	Grand mean	3.27	0.98	3.54	0.97	3.43	HE

Criterion mean = 2.50. Guide: 0 - 1.49 = very low extent (VLE); 1.50 - 2.49 = low extent (LE); 2.50 – 3.49 = high extent (HE); 3.50 – 4.00 = very high extent (VHE)

Table 3 presents the mean and standard deviation on the extent to which daydreaming as students off-task behaviour improved academic performance. The result showed that the grand mean for the daydreaming for both females (3.54±0.97) and males (3.27±0.98) are greater than the criterion mean of 2.50, indicating a high extent. Furthermore, all the five items which measured daydreaming had high extent values, meaning that managing daydreaming as students' off-task behaviour improved academic performance. Specifically, engaging students actively in learning activities through interactive and participatory teaching methods stands out as a key approach (3.60), teachers are encouraged to make lessons more captivating and applicable to students' lives (3.47), and effectively address daydreaming, teachers can implement a variety of strategies that consider the diverse factors contributing to this off-task behaviour (3.42). Thus, to a high extent, managing daydreaming as students off-task behaviour improved academic performance in public senior secondary schools in Rivers State.

Test of Hypotheses

There is no significant difference in the mean scores of male and female teachers on managing students' use of electronic devices for non-academic purposes as students off-task behaviour for improved academic performance in public senior secondary schools in Rivers State

Table 4

T-test summary showing significant difference in the mean scores of male and female teachers on managing students use of electronic devices for non-academic purposes as

students off-task behaviour for improved academic performance in public senior secondary schools in Rivers State

Category	N	Mean	SD	df	t-cal	p-value	Decision
Male	234	3.44	0.17	601	1.67	0.09*	Ho Accepted
Female	369	3.46	0.19				

*Not Significant; p>0.05

Table 4 showed the t-test summary of the significant difference in the scores of male and female teachers on managing students' use of electronic devices for non-academic purposes as students' off-task behaviour for improved academic performance in public senior secondary schools in Rivers State. The result of the study showed that there was no significant difference at (t-cal = 1.67, df = 601, p = 0.09) as the p>0.05. Therefore, the null hypothesis which stated that there is no significant difference in the mean scores of male and female teachers on managing students' use of electronic devices for non-academic purposes as students' off-task behaviour for improved academic performance in public senior secondary schools in Rivers State was accepted.

There is no significant difference in the mean scores of male and female teachers on managing noise-making during class activities as students off-task behaviour for improved academic performance in public senior secondary schools in Rivers State

Table 5

T-test summary showing significant difference in the mean scores of male and female teachers on managing noise-making during class activities as students off-task behaviour for improved academic performance in public senior secondary schools in Rivers State

Category	N	Mean	SD	df	t-cal	p-value	Decision
Male	234	3.18	0.17	601	4.05	0.00*	Ho Rejected
Female	369	3.27	0.19				

*Significant; p<0.05

Table 5 showed the t-test summary of the significant difference in the scores of male and female teachers on managing noise-making during class activities as students off-task behaviour for improved academic performance in public senior secondary schools in Rivers State. The result of the study showed that there was a significant difference at (t-cal = 4.50, df = 601, p = 0.00) as the p<0.05. Therefore, the null hypothesis which stated that there is no significant difference in the mean scores of male and female teachers on managing noise-making during class activities as students' off-task behaviour for improved academic performance in public senior secondary schools in Rivers State was rejected.

There is no significant difference in the mean scores of male and female teachers on managing daydreaming as students' off-task behaviour for improved

academic performance in public senior secondary schools in Rivers State

Table 6

T-test summary showing significant difference in the mean scores of male and female teachers on daydreaming as students' off-task behaviour for improved academic performance in public senior secondary schools in Rivers State

Category	N	Mean	SD	df	t-cal	p-value	Decision
Male	234	3.34	0.84	601	2.26	0.02*	Ho Rejected
Female	369	3.52	0.96				

*Significant; p<0.05

Table 6 showed the t-test summary of the significant difference in the scores of male and female teachers on daydreaming as students off-task behaviour for improved academic performance in public senior secondary schools in Rivers State. The result of the study showed that there was no significant difference at (t-cal = 2.26, df = 601, p = 0.02) as the p<0.05. Therefore, the null hypothesis which stated that there is no significant difference in the mean scores of male and female teachers on daydreaming as students' off-task behaviour for improved academic performance in public senior secondary schools in Rivers State was rejected.

DISCUSSION OF FINDINGS

Managing the Use of Electronic Devices for Non-Academic Purposes for Improved Academic Performance

The finding of this study showed that to a high extent, managing the use of electronic devices for non-academic purposes as students off-task behaviour improved academic performance in public senior secondary schools in Rivers State. The result showed that there was no significant difference in the mean scores of male and female teachers on managing students' use of electronic devices for non-academic purposes as students off-task behaviour for improved academic performance in public senior secondary schools in Rivers State (t-cal = 1.67, df = 601, p = 0.09). In supporting the study's findings on managing the use of electronic devices for non-academic purposes as students off-task behaviour improved academic performance in public senior secondary schools in Rivers State, the research of Yakubu (2020) adds significant insight to the discussion of this current research, providing further insights into managing the use of electronic devices for non-academic purposes to improve academic performance.

Furthermore, Adeleke (2017) explored the role of parental involvement in managing students' use of electronic devices. Jones found that parental supervision and guidance significantly influence students' device usage habits, which can ultimately impact their academic performance. This finding supports the current study's emphasis on the collaborative role of schools and parents in promoting responsible device use among students.

The studies conducted by Yakubu, Adeleke, Brown, and Patel complement the findings of the current research, providing additional insights into managing the use of

electronic devices for non-academic purposes to improve academic performance. Their work highlights the importance of addressing off-task behavior related to electronic device use and underscores the need for collaborative efforts between schools, parents, and teachers to promote responsible device use among students. By working together, schools, parents, and teachers can create a learning environment that supports students' academic success and prepares them for the challenges of the 21st century.

Managing Noise-Making during Class Activities as Students for Improved Academic Performance

The finding of this study showed that to a high extent, managing noise-making during class activities as students off-task behaviour improved academic performance in public senior secondary schools in Rivers State. The result showed that there was a significant difference in the mean scores of male and female teachers on managing noise-making during class activities as students off-task behaviour for improved academic performance in public senior secondary schools in Rivers State (t-cal = 4.50, df = 601, p = 0.00).

Moreover, Okonkwo (2016) conducted a study on the effects of noise on students' cognitive performance. The result found that exposure to high levels of noise can impair students' cognitive functions, leading to decreased academic performance. This finding emphasizes the importance of managing noise levels in educational settings to create a conducive learning environment. Okonkwo (2016) study suggests that schools should implement strategies to minimize noise exposure and create a quiet and focused learning environment for students.

These studies conducted by Okafor, Nwosu, Adeleke, and Okonkwo complement the findings of the current research, providing additional insights into managing noise-making during class activities to improve academic performance. Their work highlights the importance of addressing noise levels in educational settings and underscores the need for teachers to implement effective classroom management techniques. By creating a quiet and focused learning environment, schools can enhance students' academic performance and promote overall well-being.

Managing Daydreaming for Improved Academic Performance

The finding of this study showed that to a high extent, managing daydreaming as students' off-task behaviour improved academic performance in public senior secondary schools in Rivers State. The result showed that there was a significant difference in the mean scores of male and female teachers on managing daydreaming as students' off-task behaviour for improved academic performance in public senior secondary schools in Rivers State (t-cal = 2.26, df = 601, p = 0.02). In line with this empirical findings on managing daydreaming as students off-task behaviour improved academic performance in public senior secondary schools in Rivers State, supported by scholarly literature of Adekunle (2019) who conducted a similar study focusing on the impact of daydreaming on students' academic performance. The research emphasized the importance of implementing strategies to manage daydreaming behavior, echoing the current study's recommendation. The study highlighted the need for teachers to address daydreaming

behavior among students through interventions that promote focus and engagement in academic activities. Adekunle (2019) work underscores the significance of proactive measures to mitigate daydreaming's adverse effects on students' learning outcomes.

CONCLUSION

The study on managing student's off-task behavior for improved academic performance in public senior secondary schools in Rivers State highlights the critical importance of effective leadership in addressing this issue. By implementing strategies that promote discipline, motivation, and engagement, school leaders can significantly impact students' behavior and academic outcomes. The findings underscore the significance of proactive measures such as implementing clear rules and consequences, providing adequate support and resources, and fostering a positive school culture. These strategies not only address off-task behavior but also contribute to a more conducive learning environment and ultimately, improved academic performance. In conclusion, this study emphasizes the pivotal role of leadership in managing student behavior and enhancing academic performance. It provides valuable insights into effective strategies that school leaders can employ to address off-task behavior and create a more conducive learning environment. By prioritizing these strategies, educational leaders in Rivers State can enhance the overall academic experience and outcomes for students in public senior secondary schools.

RECOMMENDATIONS

These recommendations are designed to involve and benefit various stakeholders within the educational system:

Educational institutions and school administrators should implement and enforce clear policies regarding the use of electronic devices. Teachers should communicate and uphold these policies, while parents should support them by monitoring device usage at home.

Teachers should develop and implement effective classroom management strategies to address noise-making, daydreaming, and excessive socialization. School administrators should support teachers in implementing these strategies.

Educational institutions should introduce programs that enhance student engagement, with teachers facilitating interactive learning experiences. Parents can support these efforts by encouraging their children to participate actively in school activities.

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