Management of Academic Distractions among Undergraduates for Educational Goal Attainment in Universities in Rivers State

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Abstract: **This study investigated management of academic distractions among undergraduates for educational goal attainment in universities in Rivers State. Descriptive survey design was used. The population of this study consisted of 3806 academic staff of the three Universities in Rivers State. A sample of 788 teaching staff of the three Universities representing 20.7% of the population served as respondents. The stratified random sampling technique was used to select the teaching staff. A 20-item questionnaire titled Management of Academic Distractions Among Undergraduates for Educational Goal Attainment in Universities Questionnaire (MADAUEGAQ) was used. A test re-test method was used to ascertain a reliability coefficient of 0.77. The mean and standard deviation was used to answer the research questions while the z-test statistics was employed to test the hypotheses at 0.05 level of significance. The result among others revealed that,the factors responsible for academic distraction among undergraduate students are students engagements in romantic relationships, undue school politics/ unionism, excessive internet surfing during class periods/at home like face booking or chatting among others and the ways to manage academic distraction is for school management to advertise all sorts of prohibitions via the notice boards, organizing periodic seminars and talk shows to quell distractions during institutional occasions like matriculation, moral restraint by parents through the reformation of religious and moral education as component of GES courses. It was recommended that administrators should establish specific laws, rules and regulations to guide the conduct of students in their academic pursuit.**

Key Words: **Management, Academic Distraction, Educational, Goal Attainment, University.**

I. INTRODUCTION

The university environment is full of ups and downs as there are uncountable activities that tend to tract or distract students in their academic pursuit. The programmes of every university are designed rationally to impact skills and knowledge to students to better themselves and the society at large. Nevertheless, because of many extra-curricular activities that cannot be cut off totally from academic activity, students sometimes tend to deviate from their normal routine programmes by being overwhelmed by the uncertainty they found them within and outside the school environment. Sometimes university life can be stressful, although it is undoubtedly one of the most memorable experiences in one's life that define a reasonable level of awareness and enlightenment in the life of the individual. Therefore, the period of schooling at this level represents a critical developmental period for both adolescents and young adults. So, the extent to which the quality of education succeeds depends upon the ways the programmes and activities of the school are lawfully, economically, socially, religiously and politically handled. It is thus imperative that any nation that desires to achieve the objectives of its educational system must recognize the staff and student's factors and also make the environmental conditions to be conducive for teaching and learning.

Generally, the school environment which includes infrastructural facilities, such as school building, staff offices, laboratories, libraries, conveniences for staff and pupil's, recreational facilities etc., defines to a great extent how students ought to concentrate or be distracted in their academic activity. Therefore, if the presence of the aforementioned is in good conditions it will have positive influence on teachers' attitude towards their academic work and student's performance. According to Jack (2014) if such facilities are poor or not provided, the teachers' morale will be low and their level of commitment will be very minimal which also affect students' performance as the case maybe. In a nutshell, if the school activities are not well controlled and coordinated it might lead to academic upheaval or unproductiveness. Meanwhile, some of the likely distracting factors practiced by students are: Social factors such as romantic relationships, organizations and clubs, over indulgence in school activities, over indulgence in all kinds of social activities in the school at the detriment of their academics network activity like excessive "face-booking" which promotes social but not academic engagement, putting on seductive dresses that tend to distract opposite sex during leisure (Nwachi, 2017).

Students obviously put more competition in dress codes and fashions, spending much time in making hair styles after school period at the detriment of reading times, unauthorized travelling to attend weddings, birthday parties, attending political rallies, use of ear-piece to listen to music while academic activities go on in classes, etc. suffice it to say that, one of the major challenges which have confronted university operation is how academic distraction among undergraduate students can be effectively managed to assist in

achieving organizational objectives and improving academic performance of students. Nevertheless, these activities can be controlled through school rules and regulations so as to avoid too many deviant characters practice by students of higher institutions. According to Torngee (2013), there should be introduction of security agencies on campus to check any form of excesses like cultism, drug abuse, peer influence prostitution and unwarranted protest actions by students. This is to say, standard rules and regulations should be introduced, especially on dress code to reduce drastically the enticing social activity within the university environment.

Educational goals Attainment

Educational goals are statements that simply describe the skills, competencies and qualities that an individual needs to possess upon completion of an Endeavour. It usually involves identifying objectives, choosing attainable short-term goals and then creating a plan for achieving those goals. Goal attainment is the process through which human and other resources are mobilized for the attainment of collective goals and purposes (Okon, Arop, Osim, & Ukpong, 2020).

Factors responsible for academic distractions among undergraduate students

Some of the likely distracting factors among undergraduate students of universities are traceable to social factors such as romantic relationships, engagement in school politics, unionism, engaging in social network activities like near-nude dress code or sex appealing dress code, excessive face booking, chatting or internet surfing during class periods/at home, organizing and attending parties, birth day parties, night club activities, social functions, drug abuse, cultism, peer influence, student's riots, prostitution, undue competition in dress code, religious engagements and all manners of terrorism which are inimical to students' academic performance. These distracters are most times associated with students in the classrooms when it comes to classroom use of digital devices for non-class related purposes when classes are ongoing. The constant use of digital technology hampers student's attention spans and ability to persevere in the face of challenging tasks during the teaching and learning process (Rainie & Zickuhr, 2011). Notwithstanding, these variables that are responsible for student's distraction within and outside the school premises would be enumerated clearly in the course of the discussion.

II. ROMANTIC RELATIONSHIPS

It is noted that university undergraduate students are prone to stress due to the transitional nature of university life. Some students perceive romantic relations as a means through which they derive some kind of assistance from the other partner in terms of needs and care. They feel romantic relationship sometimes eases environmental stress in students on the one hand, but being in an intimate relationship involves trust, sensitivity, and responsiveness, being able to make a commitment, striving for equity and mutuality. Meanwhile,

some relationships students found themselves have led to adolescent pregnancy outside marriage which is against societal norms and cultures (Bernales & Colonia, 2011). Moreover, in the current days since they live alone in school, teenagers crave to have romantic relationships in which love is given and received without restrictions outside their parental watch and consent. According to Matsumoto (2011, p. 101), "When you have a romantic relationship with someone, you share attitudes, visions, dreams, strengths and vulnerabilities with that person, and there is also some kind of mutual support".

Additionally, Bernales and Colonia (2011) found in their research that romantic relationships provide mutual and emotional support, happiness, and confidence. It can develop some experiences for future relationships. However, one of the most common bad effects noted in the research is the loss of concentration. Majority of students who responded firmly to relate their experiences claimed that when they are involved in a relationship, they cannot concentrate well in their studies, and they recommend that students should just focus on their studies first. Another reason is the waste of time and money, saying that they have to spend a lot of time and money with their partners when going on dates or hanging out, and when it comes to arguments with their partners in love affairs; it would hurt their feelings and create stress, which distracts them from learning.

Drug abuse

Abuse of drugs is one of the most challenging factors that cause students distraction in school. According to Madrine (2015) among the students who abused drugs, certain behaviour disorders were reported. It was observed that bullying behaviour disorder was common with students who are addicted to drugs, beaten by their teachers, raped them or killed their fellow students, involved in criminal behaviour like robbery, indulging sexual behaviour disorders, and more. Meanwhile, mood altering and psychoactive substances are not the drugs of abuse, some of the drug most often associated with this term includes alcohol, amphetamine, MDMA, barbiturates, benzodiazepines, cocaine, methaqualone, and opioids. That is, the use of these drugs may lead to criminal penalty in addition to possible physical, social, and psychological harm. Individual suffers from bipolar disorder, an anxiety disorder, schizophrenia, schizoaffective disorder and other psychoactive disorder to those students taking it. These conditions continuously distract students from their academic pursuit.

Religious activities

In school, it may not be out of place to speculate that religiosity affects students in different ways since religious students at sometimes appear more dedicated to their studies than their counterparts. This is because, students who are faithfully conscious of whom they serve are less engaged in malpractices in school, thereby helping to sanitize the system and also try as much as possible to build a strong academic

background. It could also be said that there is no consensus on the effect of religion on students' academic performance. In the same vein, the degree of religiosity and denominational affiliation can affect a student's academic performance positively or negatively (Mraja, 2010). On this note, when students engage in religious affairs more frequently than the time, they ought to give to class activity; it tends to drift them backward academically.

Clubs and Organizations

Engagement of students in social activities is a means of exposing them to be active in their social life style, meanwhile if such engagements are not well channeled or coordinated, it will result to a serious academic distraction among students. Meanwhile, Okwulehie (2017) observed that more involvement in school activities means a better grade point on average but when students engage in these activities without a focus on academic excellence it tent to lower their performance in school resulting to low grades. When student engage in excessively clubbing and organizational pursuit as cliques putting class work outside is a dangerous way of addressing academic progress because it will definitely affect their performance as they are distracted from what is supposed to be done academically.

Student cuts

Despite the fact that many view cultism as abode of evil, where all manners of evil such as maiming, murder, examination malpractice, robbery, rape, arson, intimidation of fellow students and lecturers for good grades, forceful love (girlfriends) and clashes of rival cults groups revolves, some students find it fashionable to blend or join cults groups for different reasons. Whenever there is a clash among cults, some students drop out of school after such clashes because they become targets to the opposition cults after they fought well for their cults. Killing of a cult member can make the student very scared and dropout of school. When this happens, the peace existing in schools is adversely affected which may result in suspension of academic activities for some time or a lot of lives and properties to be destroyed through cult violence.

Students' Riots and Demonstration

Generally, riot is a form of civil disorder which is usually characterized by disorganized groups lashing out in a sudden and intense rash of violence, vandalism or other crime. There are several types of riots and demonstrations. Ogbonnaya (2009) perceived students' riots to mean any disturbances of public peace conducted in a tumultuous manner during which student's act violently and often damaging property. Some specific situation that tends to cause students distraction through riots and demonstration includes: -peer influence on specific interest; poor parental training or upbringing; lack of realistic school rules and regulations; insufficient educational facilities; and oppression from management.

Undue engagement in Social media/Technology

Social media have drastically influence student community, and such technology is progressively becoming part of every individual's life in modern society. Obviously, innovations are taking place rapidly in the field of information technologies and are being introduced via numerous social media and networking websites. For instance, Facebook, LinkedIn, Twitter, Instagram, telegram and WhatsApp provide new-fangled social interaction patterns of communication and some of these methods of communication are neither directed nor reciprocated (Sapountzi & Psannis, 2018). In some specific scenario, students have also identified learning distractions caused by digital technology, digital devices such as smart phones, tablets, and laptop computers and others are important university classroom tools used by students to exhibit distracting behaviours during the course of teaching and learning. However, when used for non-class purposes, digital devices may interfere classroom walls. with classroom learning. Such activities including texting, social networking, face booking, WhatsApp activity, pinging with smart phones, twitting and emailing. According to Malita, (2011) the adverse factors of social media, such as depression, stress, anxiety, and other health problems influence the student communities. Students of secondary schools sometimes preferred to utilize social media for creating awareness, reducing stress, gaining useful information, and making new friends.

Ways academic distractions can be managed among undergraduate students.

There are several strategies for minimizing academic distractions most especially when it comes to student's riots and demonstrations in order to stimulate effective educational management and pave way for guaranteeing uninterrupted management of the school. Some of the strategies according to Tor-Anyiin (2010) includes: provision of adequate funds to facilitate effective administration and management of educational institutions at (primary, secondary and tertiary) levels, public private partnership (PPP) scheme in the provision of basic facilities required to keep students within school campuses etc. There is need to use constructive action in resolving conflict that may have emanated from students distracting activities in the organizations, being able to manage them properly so that it becomes a positive force, rather than a negative one which would threaten the individual or group. In the same vein, Adegoke (2012) recommended some solutions that can be applied to address students unethical behaviours in school and suggested that: families must take time to reengage the youths within the home; parents need to spend quality time with them; educational institutions should ensure that the school is a place of trusted relationship; government at all levels should provide care and protection for all the young people; and that youths should acquire assertive skills.

It is on this note that Udoh and Ikezu (2015) study found that the school authority should try as much as possible to enforce law and order in the school and provide basic amenities that would take care of the student's welfare and make the environment conducive for studying. Ballard and Bates (2008) pointed out that for students to be proactive in their studies with a view to attending religious affairs in school is something that the students, parents, teachers, administrators, policy makers and researchers need to share responsibility to moderately pattern students in the best ways it should be handled. On this note, administrators must make sure that school programmes are designed rationally to accommodate other school activities that could also help in molding the characters of students in line with the school curriculum. Administrators of schools should endeavour to specifically allot time for religious activity and a place where the programmes must be held, noting that individual teachers must be responsible to control and direct the students in such gathering and be held responsible and accountable for any eventuality that might come forth (Damavandi, Mahyuddin, Elias, & Daud, 2011).

According to Muhammad et al (2015), there is need for school management to do a thorough mental health screening once students are noted to misbehave in drugs motivated ways to determine if the individual suffers from bipolar disorder, an anxiety disorder, schizophrenia, schizoaffective disorder and other psychoactive disorder. On this note, Kopfler (2013) stressed that the ways students can be managed to curb such romantic excesses is to establish guidance and counseling department or offices that could help to tackle such matters, constantly holding moral classes with student to expose the implications of student's engagement in such affairs on their academic performance and emotions should depression set in, establishing restrictions in classroom activities and informing parents should such cases be noticed.

However, to curb this menace, the following measures are suggested by Toy-Anyiin (2013) for implementation:- pronouncement of specific laws, rules and regulations on some unethical behaviours, engagements or activities that are regarded as distractions with strict punishment if violated, moral restraint by parents and re-introduction of religious and moral education; improvement of facilities and the living conditions on campuses; readiness and determination by management to identify and eradicate these activities, and the review of enabling laws that are not put into practice. A study carried out by Adeyemi, Ekundayo and Alonge, (2010) also revealed that to combat or restrict students distracting activities within the classroom or school, individual lecturers teaching a particular class should establish rules about class attendance and also specify the way students should dress and appear in his/her class, stressing the importance of note taking as it will attract marks as part of continuous assessment.

Statement of the Problem

In academic environment, there are issues of students' unrest, student's social engagement which seems to seriously affect their academic performance like alcoholism, cultism, romantic relationships, truancy, social media engagement, students' unionism and other related religious activities and issue of undergraduates engaging in social activities like insecurity challenges and inadequate infrastructural facilities to accommodate students. It is no longer a secret that students of universities distract themselves from academic pursuit with social vices like engaging in prostitution to either make a living in the system or for pleasurable sake, drug abuse, cultism, stealing/arm rubbing, kidnapping, ritual activity and so on.

On the other hand, Rivers State is an oil rich state as they always say, and many social activities tend to be associated with people working in oil rich industries. Due to the way these individual expend their social life styles, students seems to be involved in some of the social activities participated and some students sees such avenue as a way of living at the detriment of their academic pursuit. These seriously distract undergraduate students and also affect their academic performance. Some seems to engage in clubbing and all kinds of parties for merriments.

Purpose of the Study

The study investigated the management of academic distractions among undergraduates for educationalgoal attainment in universities in Rivers State. The specific objectives are to:

1. To examine the factors responsible for academic distraction among undergraduate students for educational goal attainment in Rivers State universities.
2. Find out the ways to managing academic distraction among undergraduate students for educational goal attainment in Rivers State universities.

Research Questions

1 What are the factors responsible for academic distraction among undergraduate students for educational goal attainment in Rivers State universities?
2 What ways can academic distraction be managed among undergraduate students for educational goal attainment in Rivers State universities?

Hypotheses

1. There is no significant difference between the mean ratings of male and female teaching staff on the factors responsible for academic distraction among undergraduate students for educational goal attainment in Rivers State universities.
2. There is no significant difference between the mean ratings of male and female teaching staff on the

ways to manage academic distraction among undergraduate students for educational goal attainment in Rivers State universities.

III. METHODOLOGY

The design adopted for this study is descriptive survey. The population of this study consisted three thousand eight hundred and eighty-six (3806) academic staff of the three Universities in Rivers State. On the one hand, University of Port Harcourt (Uniport) has a total number of teaching staff numbering one thousand four ninety-two(1492), Rivers State University (RSUT), one thousand eighty hundred and seventy(1870) and Ignatius Ajuru University of education, four hundred and forty-four (444) teaching staff respectively. The sample for the study comprised seven hundred and eighty-eight (788) teaching staff of the three Universities representing 20.7% of the population served as respondents. The stratified random sampling technique was used to select the teaching staff in the three (3) Universities.

In each of the university, 20.7% of the teaching staff were selected (AB and C respectively) and questionnaire was given to them across different faculties. The instrument used for data collection was a 20-item questionnaire titled Management of Academic Distractions Among Undergraduates for Educational Goal Attainment in Universities Questionnaire (MADAUEGAQ). The 4- points modified likert rating scale of (Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point) was used to structure the questionnaire. The instrument was validated and test re-test method was used to ascertain the reliability of the instrument and a reliability coefficient of 0.77 was obtained. The mean and standard deviation was used to answer the research questions while the z-test statistics was employed to test the research hypotheses at 0.05 level of significance. A criterion meansof 2.50 or above was accepted while any mean below 2.50 was rejected.

IV. RESULTS AND DISCUSSION

Data Analysis and Empirical Results

Research Question 1: What are the factors responsible for academic distraction among undergraduate students for educational goal attainment in Rivers State universities?

Table 1: Mean Responses of Male and Female teaching staff on the factors responsible for academic distraction among undergraduate students for educational goal attainment in Rivers State universities.

S/N	Items	Male Teachers 321		Female Teachers 443		$\frac{\overline{X}}{\overline{X}}$	Remark
		$\overline{X}$	SD	$\overline{X}$	SD		
1	Students engagements in romantic relationships	3.4	1.43	3.27	1.36	3.34	**Agreed**
2	Students engagements in undue school politics/ unionism	3.5	1.5	3.3	1.38	3.4	**Agreed**
3	Students undue engagements in listening to music and watching videos movies from hand set during and after lecture period	2.9	1.19	2.8	1.16	2.85	**Agreed**
4	Students engagements in excessive internet surfing during class periods/at home like face booking or chatting	3.01	1.23	3.19	1.31	3.1	**Agreed**
5	Students organizing and unduly attending parties like birthday parties	3.19	1.314	3.1	1.27	3.15	**Agreed**
6.	Students engagements in prostitution as a life style in school	2.8	1.14	2.89	1.18	2.85	**Agreed**
7.	Students engagements in drug abuse	3.20	1.32	3.02	1.23	3.11	**Agreed**
8.	Students involvement in cultism	3.42	1.45	3.22	1.33	3.32	**Agreed**
9.	Students involvement in riots of all sorts	2.60	1.26	2.93	0.24	2.77	**Agreed**
10.	Undue competition in dressing /fashion in campus	3.02	1.233	3.2	1.32	3.11	**Agreed**
Grand mean and standard deviation		**3.10**	**1.31**	**3.09**	**1.18**	**3.1**	

Table 1 indicated that item number 2 had the highest mean scores of 3.4 followed by item 1 with 3.34, item 8 with 3.32, item 5 with 3.15, items 10 and 7 with 3.11, item 4 with 3.1, items 2 and 6 with 2.85 and item 9 with 2.77 respectively. The various scores were above 2.50 which is the criterion mean. This simply implies that the factors responsible for academic distraction among undergraduate students are students engagements in romantic relationships, undue school politics, unionism, students undue engagements in listening to music and watching videos movies from hand set during and after lecture period, excessive internet surfing during class periods/at home like face booking or chatting , undue attendance of parties like birthday parties or night club activities, practicing prostitution as a life style in school, drug abuse, cultism, involvement in riots of all sorts and undue competition in dressing/fashion in campus.

Research Question 2: In what ways can academic distraction be managed among undergraduate students for educational goal attainment in Rivers State universities?

Table 2: Mean Responses of Male and Female teaching staff on the ways academic distraction can be managed among undergraduate students for educational goal attainment in Rivers State universities.

S/N	Items	Male Teachers 321		Female Teachers 443		$\overline{X}\ \overline{X}$	Remark
		$\overline{X}$	SD	$\overline{X}$	SD		
1.	Checking students' participation in classrooms by lecturers	3.05	1.25	3	1.23	3.03	**Agreed**
2.	Application of counseling to resolve distracting issues.	3.22	1.33	2.68	0.13	2.95	**Agreed**
3.	Pronouncement of specific laws, rules and regulations on some unethical behaviours with strict punishment if violated.	2.61	0.63	2.69	0.13	2.65	**Agreed**
4.	Moral restraint by parents through the reformation of religious and moral education as component of GES courses	2.74	1.14	3.19	1.32	2.97	**Agreed**
5.	Improvement of the living conditions on campuses	2.91	1.20	3.12	1.28	3.02	**Agreed**
6.	Involving students in decision making process to resolve issues at hand	3.19	1.31	2.8	1.16	2.99	**Agreed**
7.	Lecturers should be serious about monitoring class attendance.	2.63	1.13	3.1	1.27	2.87	**Agreed**
8.	Advertisement of all sorts of prohibitions via the notice boards, bill boards, jingles on campus	3.42	1.45	3.1.3	1.33	3.32	**Agreed**
9.	Allocating time to officially organized social activities for students by students union and association	2.60	1.26	2.93	0.24	2.77	**Agreed**
10.	Organizing periodic seminars and talk shows to quell distractions during institutional occasions like matriculation, convocations and student's week	3.02	1.23	3.2	1.32	3.11	**Agreed**
Grand mean and standard deviation		**2.94**	**1.19**	**2.69**	**0.822.67**		

Table 2 indicated that item number 8 had the highest mean score of 3.32, followed by item 10 with 3.11, item 1 with 3.03, item 5 with 3.02, item 6 with 2.99, item 4 with 2.97, item 2 with 2.95, item 7 with 2.87, item 9 with 2.77 and item 3 with 2.65 which are above 2.50 criterion mean, indicating that both male and female teaching staff consented that the ways academic distraction can be managed among undergraduate students for educational goal attainment is for school management to check students' participation in classrooms by lecturers, application of counseling to resolve distracting issues, pronouncement of specific laws, rules and regulations on some unethical behaviours with strict punishment if violated, moral restraint by parents through the reformation of religious and moral education as component of GES courses, improvement of the living conditions on campuses, advertisement of all sorts of prohibitions via the notice boards, bill boards, jingles on campus, allocating time to officially organized social activities for students by students union and association and organizing periodic seminars and talk shows to quell distractions during institutional occasions like matriculation, convocations and student's week.

Test of Hypotheses

Ho₁: There is no significant difference between the mean ratings of male and female teaching staff on the factors responsible for academic distraction among undergraduate

students for educational goal attainment in Rivers State universities.

Table 6: z-test Analysis of the Difference between the Opinions of Male and teaching staff on the factors responsible for academic distraction among undergraduate students for educational goal attainment in Rivers State universities

Subject	N	$\overline{X}$	SD	Df	z-calz-crit	Level of sig.	Remark
Male Teaching Staff	443	3.10	1.31	762	0.11 ±1.96	0.05	Ho₁ is Accepted
Female Teaching Staff	321	3.09	1.18				

The result of table 3 showed that the z-calculated value of 0.11 is less than the z-critical value of 1.96 at degree of freedom of 762 at 0.05 level of significance. Therefore, the null hypothesis is accepted and upholds that there is no significant difference between the opinions of male and female teaching staff on the factors responsible for academic distraction among undergraduate students for educational goal attainment in Rivers State universities.

Ho₂: There is no significant difference between the mean ratings of male and female teaching staff on the ways to

manage academic distraction among undergraduate students for educational goal attainment in Rivers State universities.

Table 8: z-test Analysis of the Difference between the Opinions of Male and Female teaching staff on the ways to manage academic distraction among undergraduate students for educational goal attainment in Rivers State universities

Subject	N	$\overline{X}$	SD	df	z-calz-crit	Level of sig.	Remark
Male Teaching Staff	443	2.94	1.19				
Female Teaching Staff	321	2.69	0.82	762	3.43	±1.96 0.05	$H0_2$ Rejected

The result of table 8 showed that the z-calculated value of 3.43 is greater than the z-critical value of 1.96 at degree of freedom of and 0.05 level of significance. Therefore, the null hypothesis is rejected and upholds that: there is a significant difference between the opinions of male and female teaching staff on the ways to manage academic distraction among undergraduate students for educational goal attainment in Rivers State universities.

V. SUMMARY OF FINDINGS

1. It was found that the factors responsible for academic distraction among undergraduate students are students engagements in romantic relationships, undue school politics/ unionism, listening to music and watching videos movies from hand set during and after lecture period, undue attendance of parties like birthday parties, drug abuse, cultism, involvement in riots of all sorts and undue competition in dressing/fashion in campus.
2. It was also found that academic distraction can be managed by checking students' participation in classrooms by lecturers through counseling, pronouncement of specific laws, rules and regulations on some unethical behaviours with strict punishment if violated, moral restraint by parents and moral education as component of GES courses, improvement of the living conditions on campuses and allocating time to officially organized social activities for students by students union and association.

VI. DISCUSSION OF FINDINGS

Factors responsible for academic distractions among undergraduate students

It was found that It was found that the factors responsible for academic distraction among undergraduate students are students engagements in romantic relationships, undue school politics/ unionism, listening to music and watching videos movies from hand set during and after lecture period, undue attendance of parties like birthday parties, drug abuse, cultism, involvement in riots of all sorts

and undue competition in dressing/fashion in campus. This is in line with Bernales and Colonia (2011) who found out that romantic relationship has led to adolescent pregnancy. This can lead to dropping out of school. This also corroborate with Madrine (2015) who found that among the students who abused drugs, certain behaviour disorders were reported like bullying behaviour disorder, students beaten their teachers, raped or killed their fellow students, involved in criminal behaviour like robbery, indulging sexual behaviour disorders, and more. All these behaviours lead to academic distraction.

Ways academic distractions can be managed among undergraduate students.

It was found academic distraction can be managed by checking students' participation in classrooms by lecturers through counseling, pronouncement of specific laws, rules and regulations on some unethical behaviours with strict punishment if violated, moral restraint by parents and moral education as component of GES courses, improvement of the living conditions on campuses and allocating time to officially organized social activities for students by students union and association.

VII. CONCLUSION

In the light of the findings of this study, it was concluded that some of the critical factors that could be responsible for students' academic distraction are social factors such as romantic relationships, the practice of political activity such as students unionism, engaging in social network activity like excessive face booking, chatting or internet surfing during class periods/at home, organizations and clubs which might not add to academic progress, drug abuse, cultism, peer influence, student's riots, prostitution, and all manner of terrorism which are inimical to students' academic performance. Meanwhile, some of the strategies to be adopted to curb academic distraction is to advertise all sorts of prohibitions via the notice boards, organizing periodic seminars and talk shows during institutional occasions like matriculation and convocations, effective supervision, giving periodical assignments and checking students' participation in classrooms by lecturers.

VIII. RECOMMENDATIONS

Based on the findings of the study, the researchers recommended the following:

1. The administrators should establish specific laws, rules and regulations to guide the conduct of students in their academic pursuit and follow up to ensure compliance.
2. School management should organize periodic seminars and talk shows to quell too much distraction during institutional occasions like matriculation, and convocations.

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