

Off-Task Behaviors of Pupils, Strategies of Teachers and Performance of Learners: Implications for Educational Intervention

Marfe G. Nequia¹, Mary Hope Q. Ayson²

¹DepEd, Pontevedra I, Negros Island Region

²La Carlota City College, La Carlota City, Philippines

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ABSTRACT

This study is titled “Off-Task Behaviors of Pupils, Strategies of Teachers and Performance of Learners: Implications for Educational Interventions”. There were 3,348 Grades 4 to 6 pupils in all identified elementary schools situated in Districts I and II in one municipality of Negros Occidental for the School Year 2024-2025. Only 358 were utilized as sample of the study. A standardized questionnaire developed by Santillan (2017) was used to collect relevant data for this study. The questionnaire is divided into two parts: Part I gathered information on the respondents' profiles, and Part II assesses off-task behaviors among pupils. The study utilized a diverse group of Grades 4 to 6 pupils, with a significant proportion from lower-income families and a majority of females which reflects varied socio-economic backgrounds. The findings revealed that off-task behavior of the respondents remains low across all demographic profile. Motor, verbal, and passive off-task behaviors are infrequent and minimally disruptive. Pupils consistently perform at a satisfactory level which indicates a robust and consistent implementation of innovation. Increased off-task behavior significantly correlates with lower academic performance.

Keywords: Off-task Behavior, Classroom Management Strategies, Academic Performance, Educational Intervention

INTRODUCTION

The nature of teaching today comes with great complexities. Teaching is a complex profession requiring complex planning, enacting instruction, and reflecting on outcomes to transform students' understanding of a subject area (Phillips et al., 2021). Thus, teachers invest significant time and effort into planning classroom space, establishing procedures and rules, pacing lessons and activities effectively, and clearly communicating the importance of learning, only to sometimes face chaotic classroom scenarios.

Pupils' misbehaviors, such as disruptive talking, avoiding work, clowning, interfering with lessons, harassing classmates, insulting others, being rude to the teacher, defiance, and hostility, are common challenges in the classroom. Teachers often find these behaviors intolerable and stressful, requiring significant time and energy to manage. According to Li (2023), negative learning behaviors have a negative impact on the learning effect and help to reduce the classroom learning effect. These behaviors of pupils inside the classroom are normal developmental behaviors but if not addressed properly will pose a great problem to teaching and learning process.

The implementation of consistent and evidence-based classroom management practices by teachers and schools is necessary in order to effectively address or eliminate off-task conduct among school children. Contemporary literature demonstrates that positive classroom management directly maps how different instructional styles shape multidimensional learning environments and drive behavioral, cognitive, and emotional engagement (Obispo et al., 2021). This necessitates laying out precise guidelines and expectations as well as creating dynamic, interesting class plans that encourage engaged participation from the students across all subject areas. Maintaining student focus and compliance with classroom rules depends heavily on routine behavior monitoring and prompt, helpful feedback. Furthermore, it has been demonstrated that developing a strong rapport between

teachers and students results in a supportive learning environment that raises student motivation and engagement. Therefore, as suggested by Balcanao-Buco (2020), successful professional development programs for teachers that address classroom behavior management should concentrate on teaching teachers' particular techniques like behavior-specific praise or a mix of proactive techniques.

Given the complexities of teaching and the challenges posed by disruptive behaviors, effective classroom management is crucial. While existing literature widely covers off-task conduct and teaching strategies individually, there remains a critical gap in local research regarding how pupils' off-task behaviors, teachers' management strategies, and overall academic performance simultaneously interact within a single classroom setting. This study directly addresses this gap by looking closely at how off-task behaviors and classroom management strategies interact among Grades 4 to 6 learners in one municipality of Negros Occidental during the 2024-2025 school year. The findings will not only benefit schools in Pontevedra but also provide valuable insights for teachers and other schools across various cities which can help to improve classroom management and student learning more broadly.

THEORETICAL FRAMEWORK

This study was grounded in several key theories of behavior and classroom management that are relevant to addressing off-task behavior among Grade 4 to 6 pupils in Mathematics.

Central to this research is William Glasser's Control Theory (1997), which posits that behavior is driven by an individual's internal needs and desires rather than external stimuli. According to Glasser, individuals control their behavior to meet their needs for satisfaction. Building on this, Frederic Jones's Self-Control Theory (2000) suggests that teachers play a crucial role in helping students develop self-control. Jones advocates for the use of appropriate body language, incentive systems, and effective support to guide students in managing their own behavior.

Additionally, this study incorporated Jacob Kounin's research on the group managerial approach to classroom management (1997). Kounin emphasizes the importance of promptly addressing undesirable group behavior to prevent it from escalating into more significant problems. He argues that immediate intervention when a student misbehaves helps to contain the issue and prevent it from becoming a recurring problem within the classroom. If such misbehavior is ignored or allowed to persist, it can spread and develop into more serious and chronic issues.

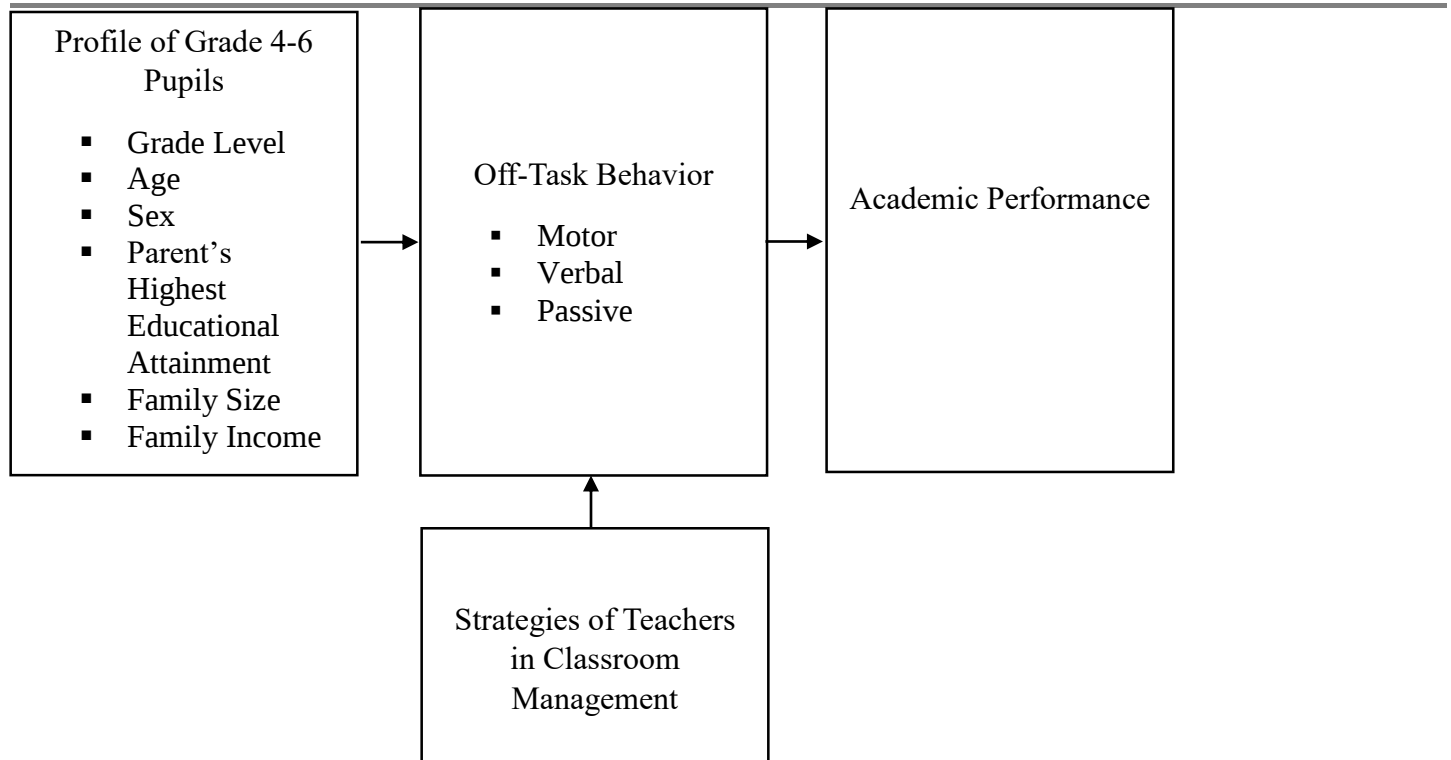
These theories are relevant since this study aims to explore and identify off-task behaviors among students in the specified grade levels and subject area, and to develop strategies for effective management. Understanding these theoretical foundations will help in designing interventions and support mechanisms to improve student behavior and enhance the overall learning environment in schools.

CONCEPTUAL FRAMEWORK

This study aimed to determine the demographic profile of Grade 4 to 6 pupils enrolled in elementary schools in one municipality of Negros Occidental. It also sought to examine the off-task behaviors exhibited by these pupils and analyzed their correlation with academic performance. Qualitative data, gathered through interviews with teachers, provided a deeper understanding of the classroom management strategies employed to minimize off-task behaviors.

The independent variables consisted of the pupils' demographic profile, grade level, age, sex, parents' highest educational attainment, family size and family income and their off-task behaviors, including motor, verbal and passive behaviors. These variables were considered factors that may influence learners' academic outcome. The dependent variable was the academic performance of learners, which was measured using their final rating.

Figure 1. The Schematic Diagram of the Conceptual Framework of the Study.



Statement of the Problem

This study aimed to identify off-task behavior of Grades 4 to 6 pupils in one municipality of Negros Occidental, School Year 2024-2025.

Specifically, the study sought to answer the following questions:

1. What is the profile of pupils in terms of:
 - A. grade level;
 - B. age;
 - C. sex;
 - D. parents' highest educational attainment;
 - E. family size; and
 - F. family income?
2. What is the level of off-task behaviors of pupils when grouped according to profile?
3. What is the level of off-task behaviors of pupils in terms of:
 - A. motor;
 - B. verbal; and
 - C. passive?
4. What is the level of academic performance of pupils when taken as a whole?
5. Is there a significant relationship between off-task behavior and academic performance of pupils?

6. What are the strategies the teachers employed in managing the off-task behavior of pupils?

Hypothesis of the Study

Based on the preceding problems, the hypothesis below was proposed:

There is no significant relationship between the off-task behavior and academic performance of pupils.

Significance of the Study

The findings of this study would be a valuable resource to the following:

Principals. This study offers insightful information that can assist principals in creating focused interventions to support teachers in enhancing classroom management.

Teachers. By putting this study's practical intervention ideas into practice, teachers can help students behave well and improve their overall classroom experience.

School Guidance Counselors: Based on this research, guidance counselors can improve how they handle difficult-to-manage student conduct. They might find it easier to modify their interventions in order to better serve pupils.

Parents. Parents can be able to comprehend how their children behave in the classroom. When it comes to addressing and managing behavioral difficulties, this insight may result in more productive collaboration with teachers.

Pupils. This study can make the pupils realize their actual behavior inside the classroom which affect the teaching and learning process.

Future Researchers. The results can serve as a reference for future research by other researchers. As they begin their investigation, they may utilize the findings to support their theories or ideas.

Scope and Limitation of the Study

This study investigated off-task behavior among pupils in three categories: off-task motor, off-task verbal, and off-task passive. The participants included pupils officially enrolled in nine public elementary schools in District I and twelve public elementary schools in District II in one municipality of Negros Occidental for the School Year 2024-2025.

A two-part standardized survey questionnaire was utilized, which was completed by the pupils. In some instances, the researcher and the teacher assisted the respondents, particularly struggling readers or those who had difficulty understanding the statements. This assistance was provided to ensure accurate responses and to accommodate pupils who have not been able to finish the test independently. Furthermore, the pupils' performance was assessed by collecting their final ratings from the School Form 9 (report card) provided by their teachers.

In addition, the study included interviews with teachers, using probing questions to gather in-depth insights into their observations and experiences related to the off-task behavior of their pupils and the strategies they employed inside the classroom. The researcher conducted these interviews and invited a guidance counselor to be present if the teachers required emotional support or assistance during the interview process.

Definition of Terms

For the purpose of clarity in meanings and interpretations of terms used in this study, the following were defined conceptually and operationally:

Age. Conceptually, this term refers to the length of existence extending from the beginning to any given time; the period contemporary with a person's lifetime or with his or her active life (Sanghi, 2022).

Operationally, this refers to the respondents' age measured in years.

Family Income. Conceptually and operationally, refers to the total monetary earnings received by all income-generating members of a household from wages, salaries, business activities, remittances, and other sources within a specified period (Philippine Statistics Authority, 2024).

Family Size. Conceptually and operationally, refers to the total number of individuals living in a household and sharing resources, including parents, children, and other household members (Philippine Statistics Authority, 2024).

Grade Level. Conceptually and operationally, refers to the designated stage or year of formal education that corresponds to a learner's age, academic progression, and expected learning competencies within a school system (UNESCO, 2023).

Teachers. Conceptually refers to the qualified education professionals who facilitate learning, manage classroom instruction, assess learners' progress, and foster students' cognitive, social, and emotional development. They play a vital role in creating inclusive and supportive learning environments that promote positive learner outcomes (United Nations Educational, Scientific and Cultural Organization, 2024).

In this study, it refers to the Grade 4, Grade 5, and Grade 6 teachers in the selected public elementary schools in one of the municipality of Negros Occidental. They served as participants in the interview conducted for classroom management practices in managing pupil's off-task behaviors.

Off-Task Behavior. Conceptually, it refers to any student action that is unrelated to the assigned learning activity and diverts attention away from instructional tasks, thereby reducing engagement in the learning process and potentially affecting academic outcomes (Esclamado & Rodrigo, 2024; Lestari & Suminar, 2024).

In this study, it refers to the actions or behaviors exhibited by pupils that disrupt lessons during discussions, classified as: off-task motor, off-task verbal, and off-task passive.

Off-Task Motor. Conceptually, this refers to any unauthorized physical movement or bodily action that is unrelated to the assigned academic task (Ma et al., 2021).

As used in this study, it refers to actions by pupils inside the classroom, such as, but not limited to, transferring seats and manipulating objects unrelated to the subject, indicating disinterest in the lesson or classroom activity.

Off-Task Passive. Conceptually, this refers to a student's quiet, non-disruptive withdrawal of attention and mental focus from the designated learning task (Flippin et al., 2021).

In this study, it refers to indifferent behaviors by pupils, such as daydreaming, sleeping, and looking out the window during classroom discussions and activities.

Off-Task Verbal. Conceptually, this refers to any unauthorized vocalizations or audible expressions that are unrelated to the assigned academic task (Ma et al., 2021). In this study, it refers to distracting noises created by pupils that disrupt the class.

Parent's Highest Educational Attainment. Conceptually it refers to the highest level of formal education completed by either parent or primary guardian. It is commonly used as an indicator of socioeconomic status and educational background, which may influence children's learning opportunities, academic achievement, and educational outcomes (Organization for Economic Co-operation and Development, 2023).

In this study, it refers to the highest level of education completed by either the father or the mother, as reported by the pupil through the questionnaire, used as one of the respondents' demographic profile in describing and analyzing the level of off-task behaviors.

Performance. Conceptually, it refers to the academic interaction which depends on study habits, learning skills, and the home environment (Shahzadi & Ahmad, 2011). It is operationally defined as the final rating of the pupils as reflected in their School Form 9, School Year 2024-2025.

Pupils. Conceptually, it refers to a child or young person in school or in the charge of a tutor or instructor. It also refers to someone who has been taught or influenced by a famous or distinguished person (Webster Dictionary).

In this study, it refers to the respondents who are Grades 4 to 6 pupils officially enrolled in public elementary schools in Districts I and II in one municipality of Negros Occidental for School Year 2024-2025.

Sex. Conceptually and operationally, it refers to the physical attributes assigned to males and females. It includes physiological attributes such as genitalia and chromosomes (Newman, 2023).

Strategies. Conceptually it refer to the planned methods, techniques, and approaches used by teachers to facilitate learning, manage classroom behavior, and achieve instructional objectives. Effective teaching strategies promote learner engagement, address diverse learning needs, and create a positive learning environment (United Nations Educational, Scientific and Cultural Organization, 2021).

In this study, it refer to the classroom management and instructional practices employed by teachers to address pupils' off-task behaviors and enhance academic performance.

REVIEW OF RELATED LITERATURE AND STUDIES

Off-task Behaviors of Pupils

According to Roslan et al. (2020), distractions in communication during discussions can negatively impact learning, but actively involved students showed positive impacts towards learning. To maintain and potentially enhance this positive learning atmosphere, it may be beneficial to apply occasional reinforcement strategies. These strategies can help ensure that students remain focused and continue to perform well in their academic tasks. Jimmerson et al. (2022) suggests that effective classroom management strategies, like the Raising Lions method, can reduce off-task problem behaviors in elementary students.

Swirtez et al. (2021) argues that students and teachers perceive noise in classrooms as bothersome and a negative factor in teaching; however, the results suggest that verbal off-task behaviors actually cause minimal disruption to the learning process.

Lerang et al. (2022) states that students have a high level of off-task behavior in the classroom. Because of this, teachers' instructional support has decreased. This behavior is also linked to teachers having negative perception to students.

Jaffal (2020) stated that the off-task behavior of students has greatly affected their teachers to the point that they felt frustrated. Moreover, this behavior has interfered greatly to the learning of other students. The results of the study revealed that students have seven specifics off- task behaviors that were causing the problem. These behaviors include passive behavior such as daydreaming. Verbal behaviors such as talking to his/her classmates and talking out of turn. Motor behaviors such as touching other peers, fidgeting with objects, getting out of seat during discussions, and putting her head down on the table.

Hipolito et al. states that students in today's generation spend more time in sedentary which often results to them showing off-task behavior during classes. This type of behavior can significantly hinder their learning in class. Three types of off-task behaviors were identified in this study. Namely they are the motor, verbal, and passive off task behaviors.

Ochs et al. (2024) revealed that students often suffer to high levels of distractibility otherwise known as students engaging in more off-task behavior in class. The results of their study revealed that students have a high off-task activities and that they spend more time in off-task activities than on-site.

The behavior of students inside the classroom can have a significant impact on their learning. Analyzing the behavior of students and understanding its effect can provide a significant insight on the importance of their learning behavior. It was revealed that students who have positive learning behaviors such as note taking can greatly improve their learning. On the other hand, students who perform negative learning behavior such as looking at their phone (Off-task motor behavior) can negatively affect their learning outcomes (Li et al., 2023).

Benz & Rowell (2020) stated that some students show challenging external and internal behavior that add difficulty to the lessons being discussed. The results of their study revealed that students who have external behaviors performed while learning the subject performed lower than those students who do not perform externalized (off-task) behaviors inside the classroom.

Some students show disruptive behavior in class that could potentially hinder teachers' discussion and students' learning. It is one of the leading problems that most teacher face within the classroom. It was revealed that students exhibited different types of disruptive behavior in which the most common types are looking outside the window, coming late to class, talking to their friends, laughing and shouting out loud, drawing unrelated things, and shifting of chairs (Wangdi & Namgyel 2022).

Moffet et al. (2023) states that off-task behavior of students can be related to their overall executive functioning for their success in school. The results revealed that students tend to perform off-task behavior more often during whole-class instruction and transitions.

Vongvilay et al. (2021) states that students' disruptive behaviors were very prominent inside the classroom wherein some students are shouting at their classmates, using their cellphones, doing distracting actions, and sleeps while the teacher is discussing.

Moffett & Morrisson (2020) states that how a child regulates their own behavior can be a strong predictor of later academic achievement. The off-task behavior of students must be classified to different factors. When a child has a lower response inhibition, they tend to spend more time in doing off-task behavior such as in the motor aspect like actively engaging in other materials. On the other hand, children with lower memory tend to spend more time in doing passive off-task behavior.

The disruptive or off-task behavior of students can be dangerous if prolonged. Not only it will make them not learn effectively, it will also make the teaching- learning process meaningless. Students had shown various off-task behaviors that may be done intentionally or unintentionally (Atmojo, 2020).

In the study of Ajiboye et al. (2020) it was revealed that the level of off-task behavior inside the classroom was high among students. Wherein most of them were engaging in frequent talks with others, exhibit fidgeting, creating excessive noise, and move around when not required.

Hipolito et al. (2020) stated that the most frequent off-task behavior performed by students prior to intervention was motor-off task behavior such as engaging in any out of the seat behavior. This shows that it is essential that students have outdoor activities that could balance their energy level to avoid motor off-task behavior inside the classroom.

Wangdi & Namgyel (2022) states that students often exhibit motor off-task behavior such as drawing unrelated pictures or shifting from one chair to another inside the classroom.

Students showcased numerous motor off-task behaviors such as reading other books, novels, magazines, and comics while in class. Moving around the classroom and not paying attention to the teacher, and running away or leaving the classroom (Atmojo, 2020).

Hipolito et al. (2020) also revealed that students often perform verbal off-task behavior such as talking to their classmate.

Zwirtes (2021) emphasized the importance of an intensive verbal communication between students and teachers in order for formal education. It is important that the classroom have the necessities and the appropriate conditions in order for a good learning activity to happen, emphasizing the importance of teacher-student communication. However, in this study, it was revealed that the level of background noise inside the classrooms were above the recommended level and is considered as bothersome. It was also emphasized that noise can negatively affect teaching.

Students often perform off-task behaviors when learning inside the classroom. They often engage in using multimedia such as social networks or non-multimedia off task behavior such as talking to their classmates. It was revealed that student's off-task behavior involving multimedia and non-multimedia were frequent and additive. It was found that this behavior had negatively impacted their learning especially in memorization in which they had lower memory scores (Jamet et al., 2020)

Wangdi & Namgyel (2022) stated that students have a very high level of verbal off-task or disruptive behavior wherein 43.8 percent of students often laughs and shouts out loud inside the classroom while 37.5 percent of them keeps talking to their friends while the teaching is teaching.

The verbal-off task behavior of students were very frequent in which they talk or chat with friends, singing songs, and shouting and not paying attention to the teacher discussing in front (Atmojo, 2020).

Effective management of classroom noise and other environmental distractions contributes to improved learning conditions by allowing pupils to maintain attention during classroom instruction (Zwirtes et al. 2021).

Hipolito et al. (2020) states as well that passive off-task behavior is prominent in students such as looking out the window or around the room. Some students also displayed passive off-task behavior such as putting their head on desk. However, this off-task behavior is the least displayed by students.

On the other hand, the study of Wangdi & Namgyel (2022) stated that the disruptive or off-task behavior that students display during class is looking outside the window.

Passive off-task behaviors such as daydreaming and inattention reduce pupils' opportunities to process classroom instruction effectively, thereby limiting learning and academic progress (Moffett and Morrison 2020).

Demographic Profile and Off-Task Behavior

According to Steed and Kranski (2020), demographic variables such as sex, disability status, race or ethnicity, socioeconomic status, and language background are essential descriptors for understanding behavioral intervention outcomes. In their systematic review of intervention studies involving young children with challenging behavior, they found that participant characteristics were inconsistently reported across studies, making it difficult to determine whether interventions were equally effective across diverse learner populations. They concluded that comprehensive reporting of demographic information strengthens the interpretation of behavioral research findings and supports the development of equitable and culturally responsive interventions.

Howard et al. (2022) explained that executive functioning develops rapidly during the early years and serves as the foundation for attention control, working memory, impulse regulation, and goal-directed behavior. As these skills improve, learners become better able to sustain attention, resist distractions, monitor their own behavior, and complete classroom tasks independently. Consequently, younger elementary learners are generally more likely to display off-task behaviors and require greater teacher guidance, structured routines, and behavioral support than older learners.

Steed and Kranski (2020) reported that boys comprised the majority of participants in intervention studies involving young children with challenging behavior. Although the review did not conclude that boys inherently exhibit more challenging behaviors than girls, the authors emphasized that reporting participants' sex is necessary

for determining the generalizability of intervention outcomes across learner populations. This suggests that examining sex differences may provide valuable insights into patterns of off-task behavior and the effectiveness of classroom behavior management strategies.

Mason et al. (2021), in their systematic review of self-management interventions for reducing challenging behaviors among school-age students, found that intervention outcomes differed across elementary, middle, and high school learners. Their findings indicate that behavioral interventions should be developmentally appropriate, considering learners' cognitive maturity, educational stage, and classroom expectations. Since self-management skills improve with age and schooling, differences in grade level may also be reflected in the frequency of off-task behavior.

Pinquart and Ebeling (2020), through a meta-analysis, found that parental educational expectations were positively associated with children's academic achievement. Parents with higher educational attainment often provide stronger academic support and establish higher educational expectations, thereby encouraging children's motivation and engagement in learning. Similarly, Yang et al. (2023) reported that parental involvement positively influences students' behavioral, emotional, and cognitive engagement in school. Their review further emphasized that parents' educational background affects the quality of home-based educational support and communication with schools, factors that may contribute to improved classroom engagement and reduced off-task behavior.

According to Downey (2001), the Resource Dilution Theory proposes that parental resources—including time, financial support, and educational assistance—are distributed among children within a family. As family size increases, these resources may become more limited for each child, potentially affecting educational support and learning opportunities. Nevertheless, family size alone does not determine children's educational or behavioral outcomes, as parenting practices, family relationships, and socioeconomic conditions also play significant roles in children's classroom behavior and engagement.

Cooper and Stewart (2021), in their systematic review, concluded that household income has a positive causal effect on children's cognitive, academic, and socio-behavioral outcomes. Increased family income contributes to reduced parental stress, improved parenting practices, and richer home learning environments, all of which support children's classroom engagement and behavioral adjustment. Similarly, Yang et al. (2023) found that socioeconomic conditions influence parents' ability to participate in their children's education, with greater socioeconomic resources generally associated with higher levels of educational involvement. However, the authors emphasized that positive parenting practices remain beneficial across all income levels in promoting learner engagement and minimizing off-task behavior.

Academic Performance

Developing strong core competencies and problem-solving skills is foundational in primary education, yet contemporary empirical metrics reveal that elementary school students' overall academic performance and conceptual connection abilities remain alarmingly low (Kenedi et al., 2021). Diagnostic baseline data highlights a severe performance gap in foundational curriculum tasks, with only 6.67% of young learners placing within a fair proficiency category, while an overwhelming majority of 81.67% score completely within the below-average performance bracket (Kenedi et al., 2021). To address these low achievement levels and optimize general academic comprehension, modern educational research emphasizes structural changes to peer engagement and instructional protocols within the classroom environment. Implementing targeted interaction strategy instruction has been proven to significantly enhance learner-to-learner engagement, task focus, and overall academic performance across subjects (Dao, 2021). By structurally training students how to communicate during learning tasks, this instructional methodology drives greater collaborative idea generation, prompts productive language-related episodes, encourages constructive peer talk, and fosters active reflection (Dao, 2021). Consequently, leveraging these structured interaction models stimulates positive student emotions and collaborative engagement, serving as a powerful classroom intervention strategy to elevate performance and mitigate low academic achievement scores (Dao, 2021).

Off-task Behavior and Academic Performance

Maximizing instructional time is critical within the primary classroom, necessitating a clear distinction between active task engagement and off-task behavioral drift. Off-task behaviors diminish the finite time students allocate to core learning tasks, resulting in diminished focus that directly undermines academic performance across complex, sequential curricular subject areas (Beserra et al., 2021). Empirical evidence indicates that pupils who frequently display off-task and disruptive behaviors are more likely to demonstrate weaker executive functioning and lower academic achievement than their peers who remain behaviorally engaged during classroom instruction (Moffett et al. 2023). Previous studies suggest that off-task behavior is influenced by several classroom and learner-related factors, including limited instructional support, reduced engagement, and difficulties in maintaining attention during classroom activities (Lerang et al. 2022); Ajiboye et al. (2020). Left unmanaged, disruptive classroom behaviors reduce instructional time, interfere with learning opportunities, and are associated with poorer academic performance among pupils (Heyder and Kessels (2021); Ajiboye et al. (2020). Interestingly, some low-achieving students intentionally deploy visible off-task actions as a social strategy, perceiving that disruptive behavior elevates their popularity and peer status within the classroom social hierarchy (Heyder & Kessels, 2021).

To minimize off-task behavior and improve academic engagement, researchers recommend structured peer interaction and collaborative learning activities that actively involve pupils in meaningful classroom tasks (Dao 2021); Langer-Osuna et al. (2021). Encouraging meaningful peer interaction and structured classroom discussions promotes learner engagement and increases opportunities for collaborative problem-solving and active participation (Dao 2021). Although collaborative discussions promote learning, they require active participation and appropriate classroom management to prevent distractions and maintain students' focus on instructional tasks (Langer-Osuna et al. 2020). Some brief off-task interactions occurring during collaborative learning may serve social and communicative purposes that help learners negotiate participation and maintain group interaction, provided that these behaviors do not dominate classroom activities (Langer-Osuna et al. 2021). Similarly, positive learning behaviors like systematic notetaking dramatically outperform passive listening, whereas externalized electronic distractions, such as unauthorized mobile phone utilization, cause significantly worse learning outcomes than internal daydreaming (Li et al., 2023).

While traditional academic perspectives view off-task behavior as a purely negative obstacle to development, modern student-centered frameworks recognize that occasional off-task actions function as important positional and identity-processing resources (Langer-Osuna et al., 2021). In collaborative group environments, temporary off-task interactions can manifest as productive disruptions that help learners navigate complex social dynamics, ease interpersonal friction, and encourage peer participation (Langer-Osuna et al., 2021). These non-academic narratives provide alternative communication pathways that allow students to gain access to group work, expand task parameters, and challenge overly centralized group authority (Langer-Osuna et al., 2021). Furthermore, short intervals of off-task behavior can provide useful emotional regulation and reduce academic boredom, creating a more inclusive, student-centered classroom dynamic (Langer-Osuna et al., 2021). Nonetheless, clear distinctions exist between these socially adaptive group pauses and chronic externalizing behaviors. While occasional lapses in attention may occur during instruction, persistent disruptive behaviors interfere with classroom instruction and reduce opportunities for academic learning, highlighting the need for effective classroom management and behavioral support (Moffett et al. 2023).

It can be concluded that the majority of the respondents came from low-income families, with most having parents who had completed high school or college, and many belonging to families with five to seven members. Most of the respondents were also 10–11 years old and female. These findings indicate that the respondents represent diverse demographic and socioeconomic backgrounds that provide important context for understanding their educational experiences. Previous studies have emphasized that learner characteristics such as age, sex, family background, and socioeconomic conditions are important contextual factors associated with pupils' educational experiences and academic performance (Aguirre & Legaspi, 2020).

Classroom Management

According to Haydon, Todd and colleagues (2020), proactive classroom management strategies, particularly frequent opportunities to respond and consistent behavioral expectations, significantly improve students'

academic engagement while reducing disruptive and off-task behaviors. Their meta-analysis concluded that structured classroom management practices increase learners' participation and attention during instruction.

Similarly, Simonsen, Brandi and colleagues (2021) emphasized that effective classroom management depends on clearly defined behavioral expectations, predictable classroom routines, and consistent reinforcement of appropriate behavior. Teachers who consistently implement classroom rules establish orderly learning environments where pupils are more likely to remain focused on instructional tasks.

These findings are likewise supported by Center on Positive Behavioral Interventions and Supports (PBIS), which explains that positively stated classroom expectations, regular reminders, and consistent reinforcement promote appropriate learner behavior while reducing classroom disruptions. Preventive classroom management strategies are generally more effective than reactive disciplinary practices because they teach pupils the behaviors expected of them before problems arise.

According to Tomlinson, Carol Ann, Brimijoin, Kay, and Narvaez, Lane (2021), differentiated instruction enables teachers to respond effectively to learner diversity by modifying instructional content, learning processes, classroom activities, and assessment according to students' individual needs. Such instructional flexibility promotes higher levels of engagement while minimizing behavioral concerns associated with boredom or frustration.

Likewise, the Organization for Economic Co-operation and Development (2023) reported through the PISA 2022 Results that supportive classroom environments where learners feel respected, encouraged, and actively involved contribute significantly to improved learning engagement and positive classroom behavior. Students who perceive their classrooms as supportive demonstrate greater motivation, participation, and persistence during learning activities.

Research by Deng, Xiaoqing, Wu, Shuang, and Guo, Xia (2024) further showed that engaging instructional strategies reduce learners' susceptibility to digital distractions and multitasking behaviors in technology-enhanced classrooms. Students who actively participate in meaningful learning tasks exhibit higher levels of behavioral engagement and sustained attention.

Furthermore, Wang, Yu, Zhao, Na, and Wang, Lei (2022) found that instructional approaches promoting self-regulated learning help students manage distractions, monitor their own learning behaviors, and sustain attention during classroom activities. Such learner-centered approaches encourage pupils to become active participants rather than passive recipients of instruction.

The Department of Education, through DepEd Order No. 35, s. 2016, institutionalized the Learning Action Cell (LAC) as a school-based professional development strategy that encourages teachers to collaboratively address instructional concerns, classroom management challenges, learner behavior, and assessment practices. LAC sessions allow teachers to exchange successful classroom management strategies, reflect on teaching experiences, and identify evidence-based interventions that improve learner outcomes.

Similarly, Garbacz, S. Andrew and colleagues (2020) reported that strong parent-teacher communication strengthens family-school partnerships by promoting consistency in behavioral expectations across home and school settings. Their findings suggest that collaborative relationships between teachers and parents contribute to improved learner behavior, increased academic engagement, and more effective behavioral interventions.

Moreover, Sheridan, Susan M., Garbacz, S. Andrew, and Kim, Eunsoo M. (2022) explained that family-school partnerships positively influence both behavioral and academic outcomes. Regular communication allows parents and teachers to identify behavioral concerns early, coordinate interventions, and provide learners with consistent guidance across different settings.

RESEARCH METHODOLOGY

Research Design

This study employed a mixed-methods research design, combining a quantitative descriptive-correlational approach with a qualitative in-depth interview component. A mixed-methods framework allows researchers to leverage the strengths of both quantitative and qualitative data to compare, validate, and corroborate empirical results within educational spaces (Creamer, 2022; Creswell & Creswell, 2023). This approach is applied to examine the relationship between off-task behavior among pupils in the Municipality of Pontevedra and their academic performance.

The quantitative component utilized a descriptive-correlational design to evaluate the relationship between variables without direct manipulation. This specific design is suited for assessing how different factors connect within social programs and everyday classroom environments (Hassan, 2024; Shinija, 2024). Within this study, the design allows for an objective exploration of how off-task behaviors correlate with academic performance, providing necessary statistical patterns to inform targeted educational interventions.

Concurrently, the qualitative phase used semi-structured, in-depth interviews to gather narrative data regarding classroom experiences. The qualitative data were subjected to thematic analysis to identify, analyze, and systematically report recurring patterns of meaning across the participant responses (Kiger & Varpio, 2020).

Subject and Respondents of the Study

This study involved two distinct sets of respondents. The first set consisted of Grades 4-6 pupils who were officially enrolled for the School Year 2024-2025 at nine public elementary schools in District I and twelve public elementary schools in District II within the municipality.

The second set included three teachers who were selected for interviews based on specific criteria. Regardless of gender, these teachers were required to have at least three years of experience and to hold varying positions, ranging from Teacher I to Master Teacher IV.

Population and Sample Size

There were 3,348 Grades 4 to 6 pupils identified in all identified elementary schools situated in Districts I and II within the municipality. The researcher considered it very large; hence, a sample was computed using the Slovin's formula:

$$n = \frac{N}{1+N(e)^2}$$

Where: N = population size

n = sample size

e = margin of error (0.05)

Out of three thousand, three hundred forty-eight pupils, three hundred fifty-eight was obtained as the sample size.

$$n = \frac{3348}{1 + 3348(0.05)^2}$$

$$n = \frac{3348}{1 + 8.37}$$

$$n = \frac{3348}{9.37}$$

$$n = 358$$

Sampling Techniques

In determining the number of respondents from each district and school, Stratified Random Sampling was used using the formula:

$$ni = \frac{Ni(n)}{N}$$

Where: ni = sample size per school

Ni = Population per school

N = total population

n = total sample size

Table 1 present the data on the distribution of the respondents in each district.

Table 1. Distribution of Respondents by District.

District	N	n
I	1708	182
II	1640	175
Total	3348	358

Tables 2.1 and 2.2 present the data on the distribution of the respondents in each school.

Table 2.1. Distribution of Respondents by School in District I.

School	N	n
1	302	32
2	122	18
3	104	11
4	163	18
5	357	38
6	104	11
7	268	29
8	117	13
9	121	13
Total	1708	183

Table 2.2. Distribution of Respondents by School in District II.

School	N	n
1	359	38
2	401	43
3	97	10
4	175	19
5	136	14
6	58	6
7	73	8
8	109	12
9	55	6
10	44	5
11	40	4

12	93	10
Total	1640	175

The simple random sampling in draw lots was used to identify the respondents from twenty-one schools in one municipality of Negros Occidental.

Data Gathering Instrument

A standardized questionnaire developed by Santillan (2017) was used to collect relevant data for this study. The questionnaire is divided into three parts: Part I gathers information on the respondents' profiles, and Part II assesses off-task behaviors among pupils. This second part is categorized into three areas: off-task motor, off-task verbal, and off-task passive, each with twelve statements, totaling thirty-six statements.

An interview guide was also used to collect qualitative data to complement the quantitative findings. According to Hussey (2003), interviews stem from their capability to offer a description and analysis of a research subject, without limiting the scope of the research and the nature of participant's responses. In determining the academic performance of the pupils, which was considered as a pre-existing data, the researcher requested the final ratings of pupils from their teacher-advisers.

Validity and Reliability of the Research Instrument

The survey questionnaire used in this study is a standardized research instrument. To ensure its appropriateness for the study, the researcher subjected the questionnaire to a face validity assessment conducted by three experts in the field. The evaluation was based on the Criteria for Validating Research Instruments by Good and Scates. The obtained validity index was 3.7, which indicates excellent. This suggests that the questionnaire was highly suitable for the intended research purposes.

Furthermore, the questionnaire had undergone reliability testing in the study of Santillan (2017). In that study, the research instrument was administered for pilot testing to 30 dry-run respondents who were not included among the actual respondents. The instrument obtained a reliability index of 0.89, indicating a high level of reliability and demonstrating that it can generate stable and consistent data. Considering its established reliability and the excellent face validity obtained in the present study, the questionnaire was deemed appropriate for use in gathering the data required for this research.

Data Gathering Procedures

The researcher secured an agency consent indicating the conduct the survey with its schedule, the intention to collect the pre-existing data which is the final rating of the pupils, and the conduct of the interview from the teachers. Then, the researcher furnished a copy of the approved letter to the grade level advisers.

Prior to the survey, the researcher sought approval from the parents or guardians of the respondents by obtaining signed parental consent forms, which authorized the participation of their children in the study. On the designated days, the researcher also secured the approval of the respondents themselves through assent forms. Following this, the researcher personally administered the questionnaire, collected the final ratings, and conducted interviews with the selected teachers. These interviews focused on the teachers' experiences and management strategies related to off-task behavior in their classrooms.

The gathered data were tallied, organized, presented and interpreted using the Statistical Package for Social Sciences (SPSS).

Data Analyses

In the analyses of the data gathered, different statistical tools were used.

To answer the statement of the problem 1 which states, what is the profile of the pupils in terms of grade level, age, sex, parent's highest educational attainment, family size, and family income, frequency distribution was used.

To answer the statement of the problem 2, what are the off-task behaviors of pupils when grouped according to profile, mean and standard deviation was used with the formula:

$$\bar{x} = \frac{\sum x}{n}$$

Where : $\bar{x}$ = mean

$\sum$ = summation notation

x = scores

n = sample size

Scores will be interpreted as:

Numerical Rating	Descriptive Rating	Interpretation
4.21 - 5.00	Very High	Frequent and significant off-task behavior, which requires immediate intervention.
3.41 - 4.20	High	High level of off-task behavior which needs regular monitoring and targeted strategies.
2.61 - 3.40	Moderate	Moderate off-task behavior which implies improvements are possible if preventive strategies are applied.
1.81 - 2.60	Low	Low off-task behavior is generally productive but occasional reinforcement may help.
1.00 - 1.81	Very Low	Very low off-task behavior means excellent engagement and current strategies must be maintained.

Formula for standard deviation:

$$s = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n - 1}}$$

Where:

s = is the sample standard deviation

x_i = is each individual score in the dataset

$\bar{x}$ = is the sample mean

n = is the number of observations in the sample

$\sum X$ = sum of all values

To answer the statement of the problem 3 which states, what are the off-task behaviors of pupils in terms of motor, verbal, and passive, mean was used.

Scores will be interpreted as:

Numerical Rating	Descriptive Rating	Interpretation
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4.21 - 5.00	Very High	Frequent and significant off-task behavior, which requires immediate intervention.
3.41 - 4.20	High	High level of off-task behavior which needs regular monitoring and targeted strategies.
2.61 - 3.40	Moderate	Moderate off-task behavior which implies improvements are possible if preventive strategies are applied.
1.81 - 2.60	Low	Low off-task behavior is generally productive but occasional reinforcement may help.
1.00 - 1.81	Very Low	Very low off-task behavior means excellent engagement and current strategies must be maintained.

To answer the statement of the problem 4 which states, what is the academic performance of the pupils when taken as a whole, mean and standard deviation was used.

Scores were interpreted based on the numerical and descriptive rating prescribed in the Department of Education's School Form 9 (SF9) as follows:

Numerical Rating	Descriptive Rating
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
Below 75	Did Not Meet Expectation

Formula for standard deviation:

$$s = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n - 1}}$$

Where:

s = is the sample standard deviation

x_i = is each individual score in the dataset

$\bar{x}$ = is the sample mean

n = is the number of observations in the sample

$\sum X$ = sum of all values

To answer the statement of the problem 5 which states, is there a significant relationship between off-task behavior and academic performance of pupils, Goodman Kruskal's Gamma was used with the formula:

$$G = \frac{N_S - N_1}{N_S + N_1}$$

Where:

N_S = the no. of pairs ordered in the parallel direction

N_1 = the no. of pairs ordered in the opposite direction

G = the difference between the proportion of pairs ordered in the parallel direction and the proportion of pairs ordered in opposite direction

To answer the statement of the problem 6 which states, what are the strategies the teachers employ in managing the off-task behavior of pupils, transcripts from an in-depth interview were used.

Presentation, Analyses, And Interpretation Of Data

Profile of the Respondents

The table 3 below presents the profile of pupils in terms of grade level, age, sex, parent's highest educational attainment, family size, and family income.

Table 3. Frequency and Percent Distribution of Respondents when Grouped According Profile.

Profile	Category	f	%
Grade Level			
	Grade 4	105	29.33
	Grade 5	123	34.36
	Grade 6	130	36.31
	Total	358	100.00
Age			
	8-9 years old	54	15.08
	10-11 years old	238	66.48
	12-13 years old	63	17.60
	14-15 years old	3	0.84
	Total	358	100.00
Sex			
	Male	151	42.18
	Female	207	57.82
	Total	358	100.00
Parent's Highest Educational Attainment			
	No Formal Education	5	1.40
	Elementary	43	12.01
	High School	146	40.78
	College	164	45.81
	Total	358	100.00
Family Size			
	2-4	130	36.31
	5-7	170	47.49
	8-10	46	12.85
	11-15	12	3.35
	Total	358	100.00
Family Income			
	P25, 001 and up	32	8.94
	P15, 001 – P25, 000	42	11.73

	P5, 001 – P15, 000	85	23.74
	P5, 000 and below	199	55.59
	Total	358	100.00

The data in table 2 presents the demographic profile which provides a general description of the respondents.

The study utilized a total of 358 pupils, with the majority from Grade 6 (36.31%), followed by Grade 5 (34.36%), and Grade 4 (29.33%). The predominant age group was 10-11 years old, representing 66.48% of the sample, with smaller percentages in other age ranges. In terms of gender, there were more females (57.82%) than males (42.18%).

Regarding parents' educational attainment, most had completed college (45.81%), while 40.78% had reached high school, and smaller numbers had only completed elementary (12.01%) or had no formal education (1.40%). Family sizes varied, with nearly half of the students coming from families with 5-7 members (47.49%), and 36.31% of families with 2-4 members.

In terms of family income, over half of the pupils (55.59%) came from families earning P5,000 and below per month, while 23.74% were from families with an income between P5,001 and P15,000. A smaller proportion had a monthly income between P15,001 and P25,000 (11.73%), and 8.94% of the pupils belonged to families earning P25,001 and up.

It can be concluded that the majority of the pupils are from low-income families, with most having parents who completed high school or college, and a significant portion of the students are from larger families, particularly within the 10-11 age group and predominantly female. This indicates that learners come from varying socioeconomic backgrounds that may influence their educational experiences. This supports the findings of Aguirre and Legaspi (2020), who emphasized that demographic characteristics such as age, sex, and family-related factors are important contextual variables associated with pupils' educational experiences and academic performance.

Off-task Behaviors of Pupils when grouped according to Profile

The table below presents the off-task behaviors of pupils when grouped according to profile.

Table 4. Level of Off-task Behaviors when Grouped According to Profile.

Profile	Category	Mean	SD	Interpretation
Grade Level				
	Grade 4	2.06	0.42	Low
	Grade 5	1.92	0.45	Low
	Grade 6	2.02	0.44	Low
Age				
	8-9 years old	2.01	0.41	Low
	10-11 years old	1.97	0.45	Low
	12-13 years old	2.08	0.43	Low
	14-15 years old	1.97	0.39	Low
Sex				
	Male	1.98	0.44	Low
	Female	2.01	0.44	Low
Parent's Highest Educational Attainment				
	No Formal Education	1.99	0.78	Low
	Elementary	1.97	0.43	Low

	High School	2.02	0.45	Low
	College	1.98	0.43	Low
Family Size				
	2-4	2.01	0.46	Low
	5-7	1.98	0.43	Low
	8-10	2.00	0.49	Low
	11-15	2.07	0.31	Low
Family Income				
	P25, 001 and up	2.03	0.38	Low
	P15, 001 – P25, 000	1.96	0.42	Low
	P5, 001 – P15, 000	1.99	0.44	Low
	P5, 000 and below	2.00	0.46	Low

Legend: (3.26 – 4.00)-Very High; (2.51 – 3.25)-High; (1.76 – 2.50)-Low; (1.00 – 1.75)-Very Low

The data in the table 3 reveals that the off-task behavior among pupils in Grades 4, 5, and 6 is consistently low. Specifically, the mean off-task behavior score for Grade 4 is 2.06 (SD = 0.42), for Grade 5, it is slightly lower at 1.92 (SD = 0.45), and for Grade 6, it stands at 2.02 (SD = 0.44). The result emphasizes the low levels of off-task behavior across these grade levels. These mean scores indicate that pupils are generally engaged and productive in their learning environments. The low off-task behavior implies that while students occasionally get distracted, it doesn't happen often enough to disrupt their learning. According to Roslan et al. (2020), distractions in communication during discussions can negatively impact learning, but actively involved students showed positive impacts towards learning. To maintain and potentially enhance this positive learning atmosphere, it may be beneficial to apply occasional reinforcement strategies. These strategies can help ensure that students remain focused and continue to perform well in their academic tasks. Jimmerson et al. (2022) suggested that effective classroom management strategies, like the Raising Lions method, can reduce off-task problem behaviors in elementary students.

The data indicate that the level of off-task behavior is consistently low across all age groups. Pupils aged 8–9 years old obtained a mean score of 2.01 (SD = 0.41), those aged 10–11 years old had a mean of 1.97 (SD = 0.45), pupils aged 12–13 years old recorded the highest mean score of 2.08 (SD = 0.43), while those aged 14–15 years old obtained a mean of 1.97 (SD = 0.39). Despite slight variations in the mean scores, all age groups fall within the Low level of off-task behavior, indicating that pupils generally remain attentive and engaged in classroom activities regardless of age.

The findings suggest that age did not substantially influence the occurrence of off-task behavior among the respondents. Although older pupils are generally expected to exhibit greater self-regulation and attention control due to developmental maturity, the consistently low level across all age groups implies that learners possess relatively similar behavioral engagement during classroom instruction. This may indicate that effective classroom management and instructional practices contribute to maintaining pupils' attention regardless of age.

These findings support the work of Howard et al. (2022), who explained that executive functioning—including attention control, working memory, impulse regulation, and self-monitoring—develops as children mature, enabling learners to sustain attention and resist distractions more effectively. However, the present findings suggest that regardless of age differences, pupils exhibited similarly low levels of off-task behavior, possibly due to consistent behavioral expectations and supportive classroom environments.

The table further reveals that both male and female pupils demonstrated low levels of off-task behavior. Male pupils obtained a mean score of 1.98 (SD = 0.44), while female pupils recorded a slightly higher mean score of 2.01 (SD = 0.44). Although female pupils obtained a marginally higher mean score, the difference is minimal, and both groups remain within the Low interpretation.

The findings indicate that sex did not produce noticeable differences in pupils' off-task behavior. Both male and female learners generally maintained appropriate classroom behavior and remained engaged during instructional

activities. This suggests that classroom practices and behavioral expectations may have been equally effective for both groups, promoting similar levels of task engagement.

The result is consistent with Steed and Kranski (2020), who emphasized that sex is an important demographic variable in behavioral research because it allows researchers to examine whether intervention outcomes differ across learner populations. While their review found that boys were more frequently represented in behavioral intervention studies, they did not conclude that boys inherently exhibit more challenging behaviors than girls. Instead, they highlighted the importance of reporting sex to strengthen the interpretation and generalizability of behavioral research findings.

The results show that pupils whose parents had no formal education obtained a mean score of 1.99 ($SD = 0.78$), those whose parents reached the elementary level had a mean score of 1.97 ($SD = 0.43$), high school graduates recorded the highest mean score of 2.02 ($SD = 0.45$), while pupils whose parents attained college education obtained a mean score of 1.98 ($SD = 0.43$). All categories were interpreted as Low, indicating that pupils generally demonstrated low levels of off-task behavior regardless of their parents' educational attainment.

These findings imply that parents' educational attainment did not substantially influence pupils' classroom behavior in the present study. Regardless of educational background, pupils exhibited relatively similar levels of classroom engagement and attention during instruction. This may suggest that factors such as effective teaching practices, school support, and classroom management contributed to maintaining pupils' on-task behavior.

The findings are consistent with Pinquart and Ebeling (2020), who reported that parents with higher educational attainment often provide stronger academic support and establish higher educational expectations for their children. Likewise, Yang et al. (2023) emphasized that parental involvement positively influences learners' behavioral, emotional, and cognitive engagement in school. However, the consistently low level of off-task behavior observed across all educational categories suggests that positive classroom experiences and teacher support may help minimize behavioral differences associated with parents' educational attainment.

The data further indicate that pupils from families with 2–4 members obtained a mean score of 2.01 ($SD = 0.46$), those with 5–7 members had a mean score of 1.98 ($SD = 0.43$), pupils from families with 8–10 members recorded a mean score of 2.00 ($SD = 0.49$), while those belonging to families with 11–15 members obtained the highest mean score of 2.07 ($SD = 0.31$). Nevertheless, all categories were interpreted as Low, indicating consistently low levels of off-task behavior regardless of family size.

The findings suggest that family size did not significantly influence pupils' tendency to engage in off-task behavior. Although pupils from larger families obtained slightly higher mean scores, the differences were minimal and remained within the same descriptive interpretation. This indicates that pupils generally maintained appropriate classroom behavior regardless of the number of family members.

This finding supports the Resource Dilution Theory proposed by Downey (2001), which explains that parental resources such as time, attention, and educational support may become more limited as family size increases. However, Downey also emphasized that family size alone does not determine children's educational and behavioral outcomes because parenting practices, family relationships, and socioeconomic conditions likewise influence learners' classroom engagement. The present findings appear to support this perspective, as pupils consistently demonstrated low levels of off-task behavior across all family-size categories.

The results show that pupils whose families earned P25,001 and above obtained a mean score of 2.03 ($SD = 0.38$), those earning P15,001–P25,000 had a mean score of 1.96 ($SD = 0.42$), families earning P5,001–P15,000 recorded a mean score of 1.99 ($SD = 0.44$), while those earning P5,000 and below obtained a mean score of 2.00 ($SD = 0.46$). All income categories were interpreted as Low, indicating that pupils consistently exhibited low levels of off-task behavior regardless of family income.

The findings suggest that family income did not substantially influence pupils' classroom behavior. Although slight differences in the mean scores were observed, all groups demonstrated similarly low levels of off-task

behavior, implying that pupils remained generally attentive and engaged during classroom instruction regardless of their family's economic status.

The findings are supported by Cooper and Stewart (2021), who concluded that household income contributes positively to children's cognitive, academic, and socio-behavioral outcomes by reducing parental stress and improving home learning environments. Similarly, Yang et al. (2023) explained that socioeconomic conditions may influence parents' involvement in their children's education. However, they also emphasized that positive parenting practices and supportive educational environments promote learner engagement across all income levels. The consistently low off-task behavior observed in this study suggests that effective school practices and family support may have contributed to maintaining pupils' behavioral engagement irrespective of household income.

Level of Off-task Behaviors of Pupils

The table in the next page presents the level of off-task behavior of the respondents as a whole and when grouped in terms of motor, verbal, and passive. The table presents, as well, the level of off-task behavior for each specific behavior or action under each component.

Table 5. Level of Off-task Behaviors of Pupils when taken as a whole and in terms of Motor, Verbal, and Passive.

Statements	Mean	SD	Interpretation
Motor	2.00	0.47	Low
1. Standing and moving around	2.38	0.90	Low
2. Standing and making noise	2.34	0.93	Low
3. Transferring of seats	2.29	0.94	Low
4. Deliberately destroying things/materials	1.41	0.75	Very Low
5. Using mobile phone and other gadgets	1.54	0.84	Very Low
6. Playing with objects like pencil, ID card, paper, and others	1.94	0.91	Low
7. Sketching, drawing, doodling in notebook	2.27	1.02	Low
8. Borrowing paper or writing pen before the test starts	2.24	0.89	Low
9. Manipulating objects not related to task	1.75	0.82	Very Low
10. Engage to repetitive motor movements	1.84	0.92	Low
11. Touching oneself or other students	2.13	0.90	Low
12. Bending or reaching for an object	1.87	0.89	Low
Verbal	2.03	0.54	Low
1. Reporting others for their mistakes or misbehavior	2.29	0.96	Low
2. Answering before the question is completely asked	1.97	0.99	Low
3. Calling out others	1.98	0.92	Low
4. Humming or doing funny sounds	1.95	1.02	Low
5. Talking with one another during teaching	2.16	0.89	Low
6. Answering in chorus	2.27	1.03	Low
7. Laughing at others' mistakes	2.06	0.89	Low
8. Shouting the answers instead of raising hand to answer	1.96	0.89	Low
9. Making unnecessary complaints against others	1.91	0.91	Low
10. Talking to other students about topics not related to the discussion	1.97	0.94	Low
11. Asking questions already answered	2.05	0.92	Low
12. Asking irrelevant questions	1.77	0.87	Low

Passive	1.96	0.48	Low
1. Sleeping during class discussion	1.37	0.73	Very Low
2. Daydreaming	1.77	0.90	Low
3. Looking out the window	2.19	0.90	Low
4. Not bringing books, assignment, and assigned materials	2.05	0.98	Low
5. Passively looking at others' performance	2.01	0.90	Low
6. Sitting quietly	2.34	0.99	Low
7. Not on the assigned group	1.69	0.88	Very Low
8. Listening to other students talking about unassigned topics	1.92	0.89	Low
9. Looking around the room	2.20	0.97	Low
10. Staring at their desk	1.94	0.88	Low
11. Quietly waiting for the completion of assigned group task	2.14	1.02	Low
12. Turning around to look at something not related to the task	1.93	0.90	Low
Off-task Behaviors of Pupils as a Whole	2.00	0.44	Low

Legends: (3.26 – 4.00)-Very High; (2.51 – 3.25)-High; (1.81 – 2.50)-Low; (1.00 – 1.75)-Very Low

The data in Table 4 provides a comprehensive analysis of the off-task behaviors exhibited by pupils, categorized into motor, verbal, and passive behaviors. Overall, the results indicate that the levels of off-task behaviors in all three categories are low. This means that while these behaviors do happen, they are not frequent enough to cause major disruptions in the classroom.

In terms of off-task motor, the overall mean for motor-related off-task behaviors is 2.00 (SD = 0.47), which is rated as low. This indicates that pupils occasionally engage in actions such as standing and moving around (mean = 2.38, SD = 0.90) and making noise (mean = 2.34, SD = 0.93), but these behaviors are not overly disruptive. Some specific behaviors, like deliberately destroying things (mean = 1.41, SD = 0.75) and using mobile phones or gadgets (mean = 1.54, SD = 0.84), are rated as very low which shows that such actions are rare. Other behaviors, like manipulating unrelated objects (mean = 1.75, SD = 0.82) and engaging in repetitive motor movements (mean = 1.84, SD 0.92), are also infrequent, with most motor-related behaviors falling into the low to very low range. The result implies there was an effective classroom management used inside the classroom that such distractions are infrequent and minimally disruptive. This was supported by Jimmerson et al. (2022) who suggested that effective classroom management strategies, such as the Raising Lions method, can reduce off-task problem behaviors among elementary pupils, indicating that appropriate classroom management contributes to maintaining learners' engagement and minimizing classroom distractions.

On the other hand, verbal off-task behaviors have an overall mean of 2.03 (SD = 0.54), also rated as low. Pupils occasionally engage in behaviors such as reporting others for mistakes or misbehavior (mean = 2.29, SD = 0.96) and answering in chorus (mean = 2.27, SD = 1.03). Although these actions are present, they are not excessively common. Other verbal behaviors, such as answering before the question is completely asked (mean = 1.97, SD 0.99) and talking to other students about unrelated topics (mean = 1.97, SD = 0.94), are slightly less frequent but still fall within the low range. Swirtez et al. (2021) argues that students and teachers perceive noise in classrooms as bothersome and a negative factor in teaching; however, the results suggest that verbal off-task behaviors actually cause minimal disruption to the learning process.

Furthermore, the overall mean for passive off-task behaviors is 1.96 (SD = 0.48), which is also categorized as low. This suggests that while pupils may engage in passive behaviors, such as daydreaming (mean = 1.77, SD = 0.90) or staring at their desks (mean = 1.94, SD = 0.88), these actions are not highly prevalent. Some specific behaviors, like sleeping during class discussions (mean = 1.37, SD = 0.73) and not being on the assigned group (mean = 1.69, SD = 0.88), are rated as very low, indicating that these actions are quite rare. This means that most

passive behaviors are infrequent and do not significantly impact the classroom environment. These findings are consistent with Hipolito et al. (2020), who reported that passive off-task behaviors, such as looking out the window and putting one's head on the desk, were the least frequently displayed among students. Likewise, Moffett and Morrison (2020) emphasized that passive off-task behaviors, including daydreaming and inattention, reduce pupils' opportunities to process classroom instruction effectively. The low occurrence of these behaviors in the present study suggests that passive disengagement is not a major concern among the respondents and is unlikely to substantially disrupt the classroom learning environment.

Based on the results, off-task behaviors among pupils are generally low across motor, verbal, and passive categories. Although these behaviors are present, their low frequency suggests that they do not pose a major disruption to the learning process. However, occasional reinforcement strategies may still be beneficial to maintain focus and minimize these behaviors further.

Level of Pupil's Academic Performance

The table below presents the level of academic performance of pupils.

Table 6. Level of Academic Performance.

Level of Academic Performance in Mathematics	f	Mean	SD	Interpretation
Outstanding	58	83.43	5.42	Satisfactory
Very Satisfactory	82			
Satisfactory	124			
Fairly Satisfactory	94			
Did Not Meet Expectations	0			
Total	358			

Legend: (90-100)-Outstanding; (85-89)-Very Satisfactory; (80-84)-Satisfactory; (75-79)-Fairly Satisfactory; (Below 75)-Did Not Meet Expectations

The data presented in Table 5 show the level of academic performance of the 358 pupil-respondents when taken as a whole. Of the total respondents, 58 attained an Outstanding level of academic performance, 82 achieved a Very Satisfactory rating, 124 obtained a Satisfactory rating, and 94 were classified under Fairly Satisfactory. None of the respondents fell under the Did Not Meet Expectations category. Overall, the pupils obtained a mean score of 83.43 (SD = 5.42), which is interpreted as Satisfactory. This indicates that, on average, the respondents demonstrated satisfactory academic achievement and were able to meet the expected learning competencies.

The findings imply that while the pupils generally performed at an acceptable level academically, there is still considerable opportunity to improve their achievement toward the Very Satisfactory and Outstanding levels. The absence of pupils in the Did Not Meet Expectations category is an encouraging indication that all respondents met at least the minimum academic standards. However, the overall Satisfactory rating suggests the need for continuous improvement in instructional delivery, learner engagement, and classroom management to further enhance pupils' academic performance. Providing differentiated instruction, meaningful learning experiences, and opportunities for collaborative learning may help improve learners' understanding and academic achievement.

The findings are supported by Kenedi et al. (2021), who emphasized that elementary school pupils generally demonstrate relatively low academic performance, highlighting the need for instructional approaches that strengthen learners' mastery of essential competencies. Similarly, Dao (2021) found that structured interaction strategies promote meaningful peer collaboration, active participation, reflective learning, and positive classroom experiences, all of which contribute to improved academic performance. These studies suggest that engaging instructional practices and supportive learning environments play an important role in enhancing pupils' academic achievement.

Relationship between Off-task Behavior and Academic Performance

The table below presents the relationship between off-task behavior of pupils and their academic performance.

Table 7. Relationship between Off-task Behavior of Pupils and Academic Performance.

Variables	Test Statistics (G)	p-value	Decision for H ₀	Interpretation
Off-task Behavior of Pupils vs. Performance in Mathematics	0.061	<0.001	Reject H ₀	Significant

Using Goodman-Kruskal's Gamma, the value of -0.47 with a p-value of <0.001 was obtained which rejects the null hypothesis. This result indicates a significant relationship between off-task behavior and academic performance which means that off-task behaviors significantly affect pupils' academic performance, suggesting that as pupils' off-task behaviors increase, their academic performance tends to decrease. This finding is consistent with previous studies, which indicate that off-task behaviors reduce pupils' engagement in learning and are associated with lower academic achievement. Moffett et al. (2023) reported that pupils who frequently exhibit off-task behaviors tend to demonstrate weaker executive functioning and lower academic performance. Similarly, Godwin et al. (2021) explained that increased time spent off-task reduces learning opportunities, resulting in poorer academic outcomes.

Strategies Employed by Teachers in Managing Pupils' Off-Task Behavior

The qualitative findings explored the strategies employed by teachers in managing pupils' off-task behavior during classroom instruction. Through thematic analysis of the interview responses, three major themes emerged: (1) *Establishing Classroom Rules and Consistent Behavioral Expectations*, (2) *Employing Learner-Centered and Differentiated Instructional Strategies*, and (3) *Strengthening Collaboration with Parents and Fellow Educators*. These themes reflect the teachers' classroom practices and collaborative efforts in promoting appropriate behavior and maintaining an effective learning environment.

Theme 1. Establishing Classroom Rules and Consistent Behavioral Expectations

The findings revealed that teachers considered the establishment of clear classroom rules and the consistent reinforcement of behavioral expectations as an essential strategy in managing pupils' off-task behavior. Teachers believed that introducing classroom rules at the beginning of the school year helps pupils understand acceptable classroom conduct and encourages them to develop appropriate learning behaviors. However, they also recognized that simply establishing rules is insufficient. Instead, pupils require continuous reminders and consistent implementation of these expectations throughout the school year to reinforce appropriate behavior and minimize distractions during classroom instruction.

The participants consistently emphasized that classroom rules become effective only when they are implemented consistently. Teacher A shared that pupils occasionally forget classroom expectations, making regular reminders necessary to reinforce appropriate behavior. Similarly, Teacher B explained that consistency in classroom management prevents off-task behavior from becoming widespread and encourages pupils to remain focused on learning tasks. Teacher C likewise stressed the importance of regularly reminding pupils of classroom rules and maintaining established classroom routines to minimize distractions and promote behavioral engagement during instruction.

The following excerpts illustrate how teachers establish and consistently reinforce classroom rules to manage learners' off-task behavior.

"Kinahanglan may rules and regulations antes magsugod ang school year para they are aware kon paano mag-behave." Participant A

"My pupils tend to forget it, pero we have to really remind them consistently." Participant A

"Kinahanglan consistent gid kita mam sa pag-manage." Participant B

"Kung indi gani, ang off-task behavior nila magdamo kag magkalat sa klase." Participant B

"Ginabantayan gid namon, kag may rules and regulations na kami nga ginapahibalo sa ila at the start of the school year." Participant B

"That's why consistent gid kita sa pag-remind sa ila." Participant B

"Gina-remind ko sila permi sang rules and regulations nga gin-set naton at the start of the school year." Participant C

"It helps man nga may established routines sila para ma-minimize ang off-task behavior." Participant C

The findings imply that classroom rules become effective only when they are consistently reinforced through daily classroom practices. Initially, continuous reminders and established routines may help pupils understand and comply with expected behaviors, thereby reducing off-task behavior during instruction. As these practices are sustained, pupils may gradually develop greater self-regulation and behavioral responsibility, allowing them to participate more appropriately in classroom activities with less dependence on teacher intervention.

According to Haydon et al. (2020), clearly communicated classroom expectations and consistent reinforcement of behavioral rules promote positive learner behavior and enhance students' engagement during instruction. Similarly, Simonsen et al. (2021) emphasized that the consistent implementation of classroom rules and routines creates a structured learning environment that effectively minimizes disruptive and off-task behaviors among elementary learners. Furthermore, these studies underscore that consistency in classroom management not only supports immediate behavioral improvement but also encourages the development of positive behavioral habits over time.

Theme 2. Employing Learner-Centered and Differentiated Instructional Strategies

The findings revealed that teachers managed pupils' off-task behavior by employing learner-centered and differentiated instructional strategies that responded to the diverse learning needs, interests, and behavioral characteristics of pupils. The participants recognized that learners exhibit varying personalities, levels of motivation, and attention spans, making it necessary to modify instructional approaches to sustain engagement during classroom instruction. Rather than relying solely on classroom rules, teachers intentionally incorporated engaging learning activities, individualized instruction, and supportive classroom environments to encourage active participation and minimize off-task behavior.

Teacher A explained that pupils possess different personalities and levels of interest, requiring teachers to implement engaging activities that capture learners' attention and maintain their focus throughout the lesson. Likewise, Teacher C emphasized the importance of providing one-on-one instruction to pupils who experience learning difficulties, particularly during their free time, to address individual learning needs more effectively. The participant further highlighted the value of creating a classroom atmosphere where learners feel comfortable asking questions and expressing their concerns without fear. Collectively, these strategies demonstrate teachers' efforts to adapt instruction according to learners' individual needs, thereby reducing the likelihood of off-task behavior and promoting meaningful classroom engagement.

The following statements illustrate how teachers employed learner-centered and differentiated instructional strategies to manage pupils' off-task behavior.

"That's unavoidable, kay ang mga bata iban-iban gid ang personalidad; may iban nga interested gid kag puno sang energy, while others might seem reluctant or disinterested." Participant A

"Kinahanglan gid nga mag-work ka using engaging activities para makuha ang attention nila kag ma-keep sila engaged." Participant A

"I find that providing one-on-one instruction during their free time helps address these struggles more directly and effectively." Participant C

"Kay kung sa klase, madamo sila, indi gid matutukan ang mga individual needs nila." Participant C

"Ginahatagan ko sila sang extra attention para ma-explain gid sa ila ang mga concepts nga indi nila maintindihan." Participant C

"I also try to create an environment nga comfortable sila, kag ma-feel nila nga safe sila mag-ask questions or mag-express sang concerns nila." Participant C

"Usually, ginatry ko gid mam mag-incorporate sang engaging activities nga maka-capture sang interest nila." Participant C

The findings imply that addressing pupils' off-task behavior requires instructional approaches that acknowledge learners' diverse needs, interests, and abilities. In the short term, engaging activities and individualized support may help sustain pupils' attention and encourage active participation during classroom instruction. Over time, consistently implementing learner-centered strategies may foster greater learner confidence, strengthen self-regulation, and promote sustained behavioral engagement across different learning situations.

According to Tomlinson and colleagues (2021), learner-centered and differentiated instructional practices enable teachers to address learners' diverse readiness levels, interests, and learning profiles, resulting in greater classroom engagement and reduced behavioral problems. Similarly, Martin et al. (2022) found that instructional activities that actively engage learners and accommodate individual differences significantly improve students' attention, participation, and on-task behavior. Furthermore, OECD (2023) emphasized that supportive classroom environments where learners feel safe, valued, and encouraged to participate contribute to improved behavioral engagement and more positive learning experiences.

Theme 3. Strengthening Collaboration with Parents and Fellow Educators

The findings revealed that teachers viewed collaboration with parents and fellow educators as an important strategy in managing pupils' off-task behavior. The participants recognized that addressing behavioral concerns requires a collective effort among teachers, parents, and the school community. Maintaining regular communication with parents enables teachers to monitor pupils' behavior both at home and in school, while seeking guidance from colleagues and master teachers provides opportunities to learn effective classroom management practices. Through these collaborative efforts, teachers are able to implement more consistent and responsive strategies that support pupils' behavioral and academic development.

Teacher A shared that she consults fellow teachers and master teachers whenever she encounters challenging classroom situations, recognizing the value of professional collaboration in identifying appropriate interventions. The participant also explained that parents are informed of their children's behavioral and academic concerns so that both the school and the family can work together in addressing these issues. Similarly, Teacher B emphasized the importance of honestly communicating pupils' behavioral concerns to parents and school administrators, acknowledging that learners' behavior influences their academic performance. Likewise, Teacher C highlighted the need to regularly update parents regarding pupils' behavior and performance while involving them in implementing consistent interventions. These responses suggest that teachers perceive collaboration as a shared responsibility that promotes consistency in managing pupils' off-task behavior across school and home settings.

The following statements illustrate how teachers collaborate with parents and fellow educators in managing pupils' off-task behavior.

"May mga times man nga nagapangayo ako sang bulig sa akon mga friends, mga teachers or master teachers, kun ano ang himuon." Participant A

"The parents are aware of the situation, kag both kami nga mga teachers kag ang school ga-try sang different innovations para ma-address ini nga mga issues." Participant A

"If our principal or the parents ask us why the grades are like this, we honestly explain nga based on our observations, a child's behavior really matters." Participant B

"I informed the parents para ma-update sila sa behavior kag performance sang ila mga bata." Participant C

"That's why it's really important nga may consistent nga interventions kita, kag involve gid ang parents sa pag-address sini nga mga issues." Participant C

"I make sure to talk to them individually and also reach out sa parents para ma-address gid ang concerns." Participant C

The findings imply that effective management of pupils' off-task behavior extends beyond the classroom and requires active collaboration among teachers, parents, and school personnel. In the short term, regular communication and shared interventions may provide immediate support in addressing pupils' behavioral concerns. In the long term, sustained home-school partnerships and continuous professional collaboration among educators may strengthen teachers' classroom management practices and promote consistent behavioral expectations that foster positive learner behavior.

According to the Department of Education through DepEd Order No. 35, s. 2016, the Learning Action Cell (LAC) serves as a school-based continuing professional development strategy that enables teachers to collaboratively address challenges in instruction, classroom management, learner behavior, and assessment. Furthermore, LAC sessions provide opportunities for teachers to exchange effective classroom practices, reflect on instructional experiences, and develop practical solutions to common classroom concerns. Similarly, recent DepEd initiatives continue to encourage teacher participation in capacity-building programs and professional development activities to enhance classroom management competencies and improve learner outcomes. Moreover, Garbacz et al. (2020) emphasized that strong family-school partnerships promote consistent behavioral expectations and improve learners' behavioral and academic outcomes, while Sheridan et al. (2022) reported that continuous communication between teachers and parents strengthens behavioral interventions and learner engagement.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

Based on the results of the study, the following findings were made:

1. The study involved 358 pupils, with 36.31% ($f = 130$) from Grade 6, 34.36% ($f = 123$) from Grade 5, and 29.33% ($f = 105$) from Grade 4. The majority ($f = 238$, 66.48%) were aged 10-11 years, and there were more females ($f = 207$, 57.82%) than males ($f = 151$, 42.18%). Regarding parents' educational attainment, 45.81% ($f = 164$) had completed college, 40.78% ($f = 146$) had reached high school, 12.01% ($f = 43$) had only completed elementary, and 1.40% ($f = 5$) had no formal education. Almost half of the students ($f = 170$, 47.49%) came from families with 5-7 members, while 36.31% ($f = 130$) were from families with 2-4 members. In terms of family income, 55.59% ($f = 199$) of pupils were from families earning P5,000 and below, 23.74% ($f = 85$) from families earning P5,001 to P15,000, 11.73% ($f = 42$) from families earning P15,001 to P25,000, and 8.94% ($f = 32$) from families earning P25,001 and up.

2. The study revealed that the level of off-task behaviors of the respondents remained low across all demographic profile variables. When grouped according to grade level, Grade 4 pupils obtained the highest mean score of 2.06 (SD = 0.42), followed by Grade 6 with a mean of 2.02 (SD = 0.44), while Grade 5 recorded the lowest mean of 1.92 (SD = 0.45). Across age groups, pupils aged 12–13 years exhibited the highest off-task behaviors mean level of 2.08 (SD = 0.43), whereas those aged 10–11 years and 14–15 years both obtained the lowest mean of 1.97, with standard deviations of 0.45 and 0.39, respectively. In terms of sex, female pupils with a mean of 2.01 (SD = 0.44) demonstrated a slightly higher level of off-task behaviors than male pupils with a mean of 1.98 (SD = 0.44), although both were interpreted as low. Furthermore, when grouped according to parents' highest educational attainment, pupils whose parents had completed high school registered the highest mean of 2.02 (SD = 0.45), while those whose parents had attained elementary education had the lowest mean of 1.97 (SD = 0.43). Based on family size, respondents from families with 11–15 members recorded the highest mean of 2.07, (SD = 0.31), whereas those from families with 5–7 members obtained the lowest mean of 1.98 (SD = 0.43). Finally, when grouped according to family income, pupils from families earning P25,001 and above showed the highest mean level of off-task behaviors with a mean of 2.03 (SD = 0.38), while those with family incomes ranging from P15,001 to P25,000 had the lowest mean of 1.96 (SD = 0.42). Overall, all mean scores fell within the Low descriptive level, indicating that respondents consistently exhibited low levels of off-task behaviors regardless of their demographic characteristics.
3. The findings determined that off-task behaviors among pupils are generally low across all categories. Motor-related off-task behaviors have an overall mean of 2.00 (SD = 0.47), signifying occasional instances of such actions with minimal disruption. Verbal off-task behaviors also show a low level of occurrence with an overall mean of 2.03 (SD = 0.54), reflecting infrequent engagement in disruptive verbal actions. Passive off-task behaviors have a mean of 1.96 (SD = 0.48), demonstrating that these behaviors are rare and do not significantly impact the classroom environment.
4. The findings revealed that the overall mean score for all 358 pupils is 83.43 (SD = 5.42) indicates satisfactory academic performance.
5. This result revealed a significant relationship between off-task behavior and academic performance. The Goodman-Kruskal's Gamma value of -0.47, with a p-value of <0.001.
6. The qualitative findings revealed that teachers employed proactive, learner-centered, and collaborative classroom management strategies to address pupils' off-task behavior. These strategies included the consistent implementation of classroom rules and routines, the use of differentiated instructional approaches that accommodated learners' diverse needs, and collaboration with parents and fellow educators. Collectively, these practices fostered a structured and supportive learning environment that promoted positive behavior and sustained learner engagement.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The study utilized a diverse group of Grades 4 to 6 pupils, with a significant proportion from lower-income families and a majority of females which reflects varied socio-economic backgrounds.
2. The off-task behavior of the respondents remains low regardless of grade level, age, sex, parents' highest educational attainment, family size and family income which indicates that off-task behaviors were generally infrequent among the pupils.
3. Motor, verbal, and passive off-task behaviors are infrequent and minimally disruptive which may suggest effective classroom management demonstrated by the teachers.
4. Pupils perform at a satisfactory level in academic which indicates a robust and consistent implementation of innovation.
5. Increased off-task behavior significantly correlates with lower academic performance which means that when students exhibit more off-task behaviors, their academic performance to be lower.
6. Effective management of pupils' off-task behavior in classrooms relies on the consistent implementation of classroom rules, learner-centered instructional strategies, and collaboration with parents and fellow educators. These strategies promote pupils' behavioral regulation, active participation, and engagement in learning while supporting the expectations of the Philippine Professional Standards for Teachers (PPST) in

creating positive learning environments, addressing learners' diverse needs, and fostering productive school-home partnerships.

RECOMMENDATIONS:

Based on the conclusions of the study, the following recommendations were presented:

1. The principals may implement targeted professional development for teachers on effective classroom management strategies to sustain low off-task behavior and enhance academic performance.
2. Teachers may adopt interactive teaching techniques and regularly monitor student engagement to maintain low levels of off-task behavior and boost student academic performance.
3. School Guidance Coordinator may design and execute intervention programs that address off-task behaviors and provide support to both students and teachers which focus on strategies to improve focus and academic outcomes.
4. Parents may foster a supportive home environment by encouraging consistent study habits and communication with teachers to reinforce strategies that minimize off-task behavior and support academic achievement.
5. Pupils may engage actively in classroom activities and seek assistance when needed to reduce off-task behavior which may improve overall academic performance.

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CURRICULUM VITAE



MARFE G. NEQUIA

Recreo, Pontevedra

Negros Occidental

Date of Birth: May 23, 1981

Place of Birth: Bacolod City

Civil Status: Married

Spouse: Arnel A. Nequia

Religion: Roman Catholic

KEY CONTRIBUTIONS:

District GMRC/VE Coordinator

School Guidance

School Research Coordinator

School Innovation Coordinator

CPC Focal Person

EDUCATIONAL BACKGROUND:

Post Graduate Studies: La Carlota City College

La Carlota City

Philosophy in Education

Major in Educational Management

Graduate Studies: La Carlota City College

La Carlota City

Master of Arts in Education

Major in English

Tertiary:	La Carlota City College
	La Carlota City
	Bachelor of Elementary Education
	Specialization in Early Childhood
Secondary:	La Consolacion School
	Hinigaran,
	Negros Occidental
Elementary:	La Consolacion School
	Hinigaran,
	Negros Occidental

Seminars, Trainings and Conference Attended

1. Division Training of Trainers for the Revised Grade 6, 9 and 10 Curriculum June 2-5, 2026
2. Teachers Implementation of Phase 2 Revised k-12 Curriculum Capacity Building Activities for Grade 2, 3, 5 and 8 (G2358) August 27-29, 2025
3. Teaching English as a Foreign Language Course TEFL Professional Institute – Teacher Record July 2024
4. 3-Day Virtual Workshop on Development of LR Supervisory and Monitoring Tools and Processes for Distance Learning November 17 - 19, 2021
5. Learning Management System (LMS) for Online Delivery Modality July 22-24, 2020