

Qualitative Study on Perceived Classroom Distractions Affecting Student Performance

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Abstract - Classroom distractions divert student attention that impede the teaching and learning processes. The study wanted to find out the perceived classroom distractions associated to teachers, students, learning environment, gadgets like smartphones and internal factors. Additionally, it sought to determine the effects of these distractions to student performance. The study used the qualitative research design using 20 students selected purposely from among the 4 levels of Letran Junior High School. A thematic analysis was performed to the responses of the respondents to determine the different forms of classroom distractions that they perceived and their effects during the process of learning. The thematic analysis identified the specific distractions that are attributed to the teachers, students, learning environment, gadgets/cellphone, internal. Other distractions include too much familiarity with teachers, teacher absenteeism, simultaneous performance tasks and the grading system. Distractions affect performance through low grades, failed expectations, underachievement and negative attitudes like laziness, procrastination, and low motivation. They make a student disorganized and deprive him/her the opportunity to learn those that should have been learned. It leads to anxiety, nervousness, and low self-esteem. The implications of the study are the following: First, appropriate measures must be undertaken to find appropriate solutions concerning the sources of classroom distractions namely: the teachers, students, learning environment, gadgets/cellphone, internal and other causes. Second, the study can contribute in education and research as a source of data for future similar researches.

Index Terms – Gadgets- Associated Distractions, Internal Distractions, Learning Environment-Associated Distractions, Perceived Classroom Distractions, Student- Associated Distractions, Student Performance, Teacher – Associated Distractions

1 INTRODUCTION

Classroom distraction hampers students' ability to focus and makes difficult the attainment of learning objectives (Gilroy,2003). It is an external or internal factor that prevents a learner from focusing full attention to the learning task. External distractions include sound, visual perception, multitasking, inappropriate behavior, watching a classmate shuffling papers, staring at a fellow attractive student or anything that diverts attention from the task at hand. Internal distractions include day-dreaming or letting the mind wander, exhaustion, sickness, stress, mental worries, and other thoughts that disrupt concentration (Exforsys, 2009). Distractions can occur in many forms with negative effects. Unrelated tasks impede the acquisition of ideas (Cheung, 2008) while visual perception and noise interfere with comprehension. (End, C. M., S. Worthman, M. B., Mathews, & K. Wetterau. 2010).

Classroom distraction affects everybody (End, Worthman, Mathews and Wetterau, 2009) and those affected lose at least thirty percent of information (Froese, Carpenter 2012). Students including elementary pupils who progress to Junior High of Letran basic education have been observed to be in distracted state within the first few weeks of classes. Familiarity breeds more distractions as the schooldays progress with teachers struggling to fight for attention and contain the negative effects. Distractions when they happen at random moments have specific

sources and those notably observed are the smartphones and gadgets, students, and objects in the classroom. Often, the teacher and students fail to react appropriately when a disturbance happens that simultaneously distracts the class.

Teacher classroom behavior distracts students when it interferes with instruction and learning (Goodboy & Myers, 2015; Kearney, Plax, Hays, & Ivey, 1991) A study by Brice (1996) was able to identify the most problematic distractions that are caused by the teachers namely insensitivity, peculiar mannerisms and fast paced lectures that discourage student involvement. Their lack of enthusiasm to teach, incompetence, poor methodology and insensitivity to students are main causes of distractions. Aggressive behavior to students like yelling and sarcasms promote misbehavior among students, the teacher or both (Miller, Ferguson, and Byrne 2000). It stimulates disruptive behavior through resistance to any form of responses (Hyman and Snook,2000). In contrast, student developing responsibility is observed in classes where good behavior is recognized. Affirmation of good behavior makes students understand the impact of their behavior in maintaining attention to the lesson (Lewis,2001).

Distraction students cause interruption by creating noise, giving uncalled remarks to catch attention, displaying rudeness and inappropriate behavior (Murray, 2004). Student- made distractions manifest in noise-filled conversations, temperaments, simultaneous talking, gestures, cheating, gadget- use, misbehavior, and

inappropriate behaviors (Boice, 1996; Campbell, 2006; Fried, 2008; Johnson, Claus, Goldman, & Sollitto, 2017; Kearney, Plax, Sorensen, & Smith, 1988). Intentional disruptions include physical form like catching attention intentionally, participatory form like uncalled jokes, technology and etiquette. Students perform badly with much frustration after engaging in distracting behaviors (Galanes and Carmack, 2013). These student-related distractions negatively affect motivation, communication, and learning (Myers, 2010).

A learning environment with poor physical arrangement and amenities does not promote maximum learning when students become uncomfortable and easily distracted. Students absorbing all the details of a cluttered classroom like charts, pictures, and writings can be intellectually exhausting and distracting. Poorly planned displays with colored objects so as inadequate light make students wander and lose concentration (Fisher, Godwin, and Seltman, 2014). Classrooms must provide ambient lighting and filtered sound for learning to be stimulating (Barrett and Zhang, 2009). A classroom that is functional relative to students' needs can positively impact emotions, engagement, and learning (Gremmen, 2016). Classroom arrangements should be done in a positive and inviting way that will lessen any form of distraction. A standard classroom must be quiet, orderly and projects a caring environment through which all students learn continuously with little interruption. A learning environment that is orderly, tidy, spacious and cozy reduces distractions. Additionally, the improper use of the gadgets like smart phones diverts attention (www.associatedcontent.com, October 6, 2007). Multi-tasking by smartphone use makes it difficult to comprehend (Pashler, 1994) because simultaneous tasks interfere with each other (Rubinstein, Meyer, & Evans, 2001). Devices like smartphones offer a means for note taking but provide an opportunity for students to engage in the digital world rather than pay attention. (Duncan, Hoekstra, and Wilcox, 2012). Gadgets that create noise in the class disturb (Bjorklund and Rehling, 2010), disrespect both students and teachers, and distract even the individual using it

(McCoy, 2013). They tempt students to stay connected, deflect attention, or get entertained (McCoy, 2013) while wasting class time (Tindell and Bohlander, 2011). Distracting tasks that include texting, e-mail (Sample, 2012), social networking, surfing, or gaming (Ugar and Koc, 2015) lead to difficulty in learning (Foerde, Knowlton, and Poldrack, 2006) and poor performance (Sana, Weston, and Cepeda, 2013). The use of these gadgets is hard to contain because students see a classroom as a social environment

(Miller, 2011) and learning, a social gathering (Campbell, 2006).

Internal distractions are difficult to identify because they are not tangible and manifest only after the disturbance has taken place. A tired or sleepy student may not absorb information because of blocked reasoning. A worrisome student with a wandering mind has difficulty paying attention due to inability to filter interference of unrelated thoughts (Ophira, Nass, and Wagner, 2009). The above discussion formed the basis from which the study was anchored. The study was undertaken to find out the perceived classroom distractions associated to teachers, students, learning environment, gadgets like smartphones and internal factors. Additionally, it sought to determine the effects of these distractions to student performance.

2 MATERIALS AND METHODS

This section includes the research design, the sample and the research instruments that were used in the conduct of the study. The sources of data, methods and procedure of data gathering and statistical treatment of data are also part of the discussion.

2.1 Respondents

The study used the qualitative research design using 20 students selected purposely from among the 4 levels of Letran Junior High School. Those who showed willingness to respond and openness in their responses in the informal interviews comprised the participants in the study. A set of questions were asked to the respondents during the focus group discussion.

2.2 Data gathering

Data gathering involved an in-depth interview in the focus group discussion with participants to describe the classroom distractions that affect their performance. The direct responses from the questions from the focus group discussion were gathered and referenced from the audio and video recording of respondents. The detailed responses were transcribed.

2.3 Data analysis

The transcribed data of the audio and video recording from the focus group discussion were analyzed. The direct responses were coded, filtered and synthesized using the phenomenological data analysis procedure by Moustakas (1994). A thematic analysis was performed to the responses of the respondents to determine the different forms of

classroom distractions that are experienced and their effects during the process of learning.

2.4 Ethical Considerations

Ethical and privacy protocols were strictly observed in the conduct of the study. Parental consent was sought in selecting the respondents while codes replaced the name of respondents to ensure confidentiality. The respondents were informed on the purpose of the study, also the method of data gathering. Correct procedure was followed in the conduct of the focus group discussion like giving the option to answer a specific question, allowing the respondents to express their thoughts freely, providing a relaxed and non-threatening environment and being truthful throughout the session. Anyone from the respondents can freely withdraw at any time from the study. No compensation of any kind was given to any of the respondent.

3 RESULTS AND DISCUSSION

Qualitative data from the direct responses in the focus group discussion were analyzed. The themes encapsulate the distractions that are perceived by the students in the classroom and how these distractions affect their performance. Specific distractions attributed to the teachers, classmates, learning environment, cellphones or gadgets, internal and other distractions are discussed in details as well as the effects to performance based on the direct responses of the students. Every unedited response in Filipino are quoted with English translations immediately below it.

3.1 Distractions

Respondents have attributed classroom distractions to some of their teachers who in the process of teaching have become more focused with the learning objectives but have neglected the more important part of learning, the students. In response to the question of how teachers create distractions, they responded:

"..say the amount of work is less or too much, then I think students find more opportunity to be distracted. ..if a teacher gives too much activities for a certain amount of time that the students cannot cope up with and they will find more opportunities or more chances to be distracted since we do not want to perform the work then they perceive to be impossible but if a teacher also gives too less, then more time will be given to

performing activities that are not related to the subject..."student 16"

...minsan po like me sinasabi po silang nagdudulot ng kahihiyang sa isang estudyante and minsan nadidistract nya yung estudyante to the point na hindi nya na naiisip o naiintindihan yung lesson na itinuturo ng teacher ."student 7

"..sometimes they say words that humiliate a student and sometimes he/she would distract the student to the point that the student does not understand the lesson anymore."

"..para po sa kin pag may sinasabi po yung mga teachers na bad words like bobo pag di po nasagot ng tama yung tinatanong nya, nagsasabi po ng bad words nawalan na po ng focus yung estudyante na magtanong sa kanya.." student 1

"..for me, when the teachers say bad words like "dumb" when the students fail to answer the question correctly and the student will lose focus to ask .."

"...pag focus lang sya sa lesson nya at di nya mina mind yung students na rowdy sa klase nya ..I think one of the distractions from this teacher is pag nagkukwento sya na di naman related sa topic.." student 10

"..when the teacher focuses only on the lesson and does not mind the rowdiness of the students. ..I think one of the distractions from this teacher is when he/she tells stories not related to the topic. "

"..one of the distractions that I observed from the teachers is the teacher is actually nakikisama sa mga students when it comes to jokes and rowdiness. kapag yung teacher is hindi dinidiscipline but actually nakikijoke pa sa mga students so parang nagko cause sya ng distraction sa amin kasi imbes na magfocus sa lesson, matuto.." student 18

"..one of the distractions that I observed from the teachers is the teacher that is actually joining the students when it comes to jokes and rowdiness. .if the teacher does not discipline but actually join the students in telling jokes, it causes distraction instead of focusing on the lesson and learning,."

".. yung pag sobrang nag stick po sila sa lesson na nasa book na nakakadistract dahil di na po mapalagay yung estudyante kung tama po ba or mali dun na kelangan i-korek." student 1

"..when the teacher is dependent with the lesson from the book that is distracting because the students become uneasy if the answer is correct or there are corrections.."

"..yung napansin ko po sa mga distractions yung expectation po ng mga teachers sa bata na gusto po nila na yung sagot ng mga students na kailangan pantay po o parehas po ng ineexpect nilang sagot dun sa tanong na ginagawa nila so kya po nahihirapan na yung mga students nila kaya tinatamad na po." student 6

"I notice that distraction is caused by the teacher's expectation that students' answers 'must be the same as the teacher's which is difficult for the students that leads to laziness."

".. yung distraction na galing sa teacher yung pag nagmamadali po silang magturo, yung ibang students po di na po nakakasunod tpos nagdedecide na lang sila na di nalang makikinig." student 13

"..the distraction from the teacher is when they teach fast in which some students are unable to catch up and students decide not to listen anymore."

".. yung peer pressure na nakukuha ng mga estudyante sa kung gaano ka strikto ang mga teachers, like sa sobrang strikto ng teacher minsan ang mga minds ng mga estudyante ay nagwawander na lang.." student 12

".. the peer pressure that the students experience when the teachers are strict, like being too strict that sometimes students' minds simply wander."

"..yung distraction na palaging pinapagalitan yung estudyante o palaging pinupuri kasi na pofocus na dun kesa sa lesson na binibigay ng isang teacher.." student 17

"..the distraction when a student is always reprimanded or praised because it becomes the focus instead of the lesson .."

"..pag nagagalit po yung teacher sa isang student tapos yung ibang students po nawawala napo sa focus .."

student 15"kapag masyado na nagagalit o kapag palagi na pinapagalitan ng isang teacher yung isang student, yung student nay un magkakaroon ng less confidence .." student 9

"..when the teacher is angry or always angry to a student, that student loses confidence."

".. napapansin ko rin napag wala talagang paki yung teacher pag kumakain yung student o natutulog pero yung di mo ginagabay yung students mo na magfocus sa study nakakawala sa pag aaral.." student 10

".. I observe that when a teacher is unmindful of a student who is eating or sleeping.. but if you don't guide the students to focus on their study, they become lost."

Teachers are sources of distraction when they give too much work that cannot be accomplished on time. The difficulty of meeting the deadline makes students underperform and be unmindful of work. When less work or activity is given within a period, students who finish work ahead of time are given opportunities to do things that are not related to the learning task which create disturbance. A teacher's use of inappropriate words that tend to humiliate students advertently or not, results to loss of focus, interest, self-confidence and rapport that cause difficulty in understanding. Harsh words that are intended to punish do not correct wrong doings totally, yet contribute to students' low morale in the classroom that distracts (Hyman and Snook, 2000). Tolerance of misbehavior made worse by joining students in merriment during class also causes distractions as well as negligence of basic duties in good classroom management, laxity in classroom discipline and disruptive comments. Student focus is disrupted when teachers direct their attention solely to the lesson and become neglectful. Over-reliance to textbook impedes teacher flexibility in dealing with students and poor voice modulation allows students' noise to dominate the discussion. Teacher peculiarities like personal biases towards students, fast-paced teaching, anger, and animosity deflect student attention to the lesson. These kinds of improper behavior stimulate student anxiety that is both disengaging and distracting (Miller, Ferguson, and Byrne, 2000). According to Lewis (2001), it is imperative that discipline is established in the classroom in order for instruction to flow smoothly and maintain focus consistently. Classroom disruption is lessened when teachers are able to act more responsibly in class and deal student misbehavior appropriately. An unguided student

who has a specific need and not given immediate attention by the teacher is easily lost during the learning process.

Classmates and other students can also create disturbances more so in their distracted state. In response to the question of how classmates and other students create distractions, they responded: *"..isa po sa napapansin ko na distractions ng mga classmates namin is yung habang nagtuturo po yung teacher, me mga nagkukwentuhan po dito sa gilid na sobrang lakas po yung boses, yung iba naman mga naglalaro po sa likod."* student 11"

"..one distraction that I observed is that of my classmates who talk loudly and play at the back when the teacher is teaching,"

".. kasama na yung iba pa pong mga estudyante na di mo kklase, meron kasi mga classroom na kunwari lunch break nila papasok sila ng classroom mo ng walang paalam and then manggugulo or meron din namang mga students na nag iingay pag lunch time nila and then me klase yung ibang sections or ibang classrooms". student 7

".. it includes students who belong to other sections, there are classrooms where students from other sections intrude and create disorder during lunch break while classes are going on in the next classrooms. "

"..yung napanasin ko po yung distraction ng classmates sa amin is nag jojoke po or binubully po nila yung isang tao na alam po nilang parang tahimik or nerd po, ginagawa po nilang katatawanan Parang nakakahiya na din po yun dhil minsan po yung mga students binabastos na yung teacher so nawawalan ka na din ng ganang gumawa.." student 6

"..when classmates crack jokes or bully a classmate who is quiet or nerdy. They make fun of the student and sometimes even disrespect the teacher leading to lost interest in doing."

"..yung mga malalapit mong classmates, halimbawa yung mga bestfriends mo po pag nakita nyo pong di na po gumagawa iisipin nyo na din kasi na di ka na din gagawa.." student 14

".. my closest friends. When best friends stop doing and you decide to do likewise .."

"..pagsasabi ng mga foul words tulad ng bobo o tanga to a particular student, napektuhan ang mga students at nadedistract din sila.." student 7

"..utterance of foul words like "jerk " or "dumb" to a particular student, it can affect students to be distracted.."

"..yung mga classmates na gumagamit ng phone, , nanunuod sila ng video tapos ang lakas po ng sounds tapos minsan pag kunwari pag break time, gumagamit pa po sila ng speaker para mag patugtog ganun.." nakakadistract po kasi imbes na me ginagawa ka nakakadestruct sya o nagrereview ka sa isang quiz . " student 17

"..classmates who use phones in watching video with high volume, they use speaker for playing music during breaktime .it distracts when doing something or reviewing for a quiz."

"..when someone is using a phone during class, the seatmates or others around you are being distracted because they can focus when you are using your phone and they found something interesting about that that's why you and someone around you are being distracted by the phone.

"..when someone acts like clown or someone is always joking, always loud even the teacher and the students cannot focus because he or she is making a joke every time or he or she is always moving around, being loud or noisy.." student 10

"..when a phone deflects the attention of students from the lesson ..","..when a classmate clowns, jokes, loiter, creates noise

"..nkakadistract po yung pag nagrecite tapos sasabihan po ng pabibo o pabiba ng kklase ko or pasikat.., parang nawawalan na rin po ako ng ganang mag recite o gandahan yung mga projects" student 11

".. negative comments like "show-off" during the recitation ..you lose interest to do good"

"..minsan kasi parang ang lakas ng impluwensya nila sa ibang estudyante, naiimpluwensyahan nila yung ibang estudyante na hindi na gumawa.." student 7

"..exerting peer-pressure or influence not to do .."

"..yung mga students na hindi kayang mag cope up sa mga lessons kasi yung mga students na yun I observe

na nahihiya silang magtanong sa teachers therefore ang tatanungan nila is yung mga honor students kaya ang nangyayari nag ko cause sila ng distraction dun sa mga honor students.” student 18

“..students who cannot cope up with the lessons and are hesitant to ask the teachers and therefore ask the honor students who in turn become distracted..”

“..pag kunwari walang dalang gamit yung isang estudyante tpos hihingi ka sa student na yun kaya imbes na mag lesson yung teacher, tumatagal pa yung paghahanap mo ng papel, ballpen , pencil.” student 7

“..when a student has no material and will ask from a classmate and waste time looking for materials..”

“..yung students from other sections na may friends sa amin na me tatawagin, me hihingin na ganito, nakakadistract po sya kasi nagkaron ng cause of delay” student 17 “..students from other sections who cause disruption when they call their friends in our classroom to ask for something ..”

Students by nature are sources of distractions especially in distracted state (O'Donnell, 2015). They talk loudly and move around the room to catch attention or play in the presence of the teacher. They intrude in other classrooms and create disorder during lunch break while classes are on-going in the adjacent classrooms. They make fun of their classmates especially those who are attentive through negative comments and foul words like jerk or dumb to divert attention. They treat the learning session lightly with actions like cracking jokes that show neither interest to the lesson nor respect to teacher. They exert negative pressure so that their classmates will not perform accordingly and join them in creating distractions. They use smartphones or gadgets to watch videos and set the volume to loud when playing music especially during break time. They come to class unprepared and waste time asking for materials or favors from their classmates. These are the students who cannot cope up with the lessons and are hesitant to ask their teachers. Instead, they turn to high performing students whom they often distract when they do inquiry. Moreover, the distractions they cause are not limited to their classmates as they also disrupt other classes when they call the attention of their friends in the other sections for matters unrelated to learning. Student behavior that distracts is a challenge to the attention, focus, and information processing of students.

Learners' cognitive processing capacity is hampered when peers distract the learning process (Sweller, van Merriënboer, & Pass, 1998). Generally, distracting student behaviors affect those who engage, the witnesses and the direct targets Myers (2015).

A learning environment and objects inside it can easily divert attention from the lesson according to the responses:

“..yung nakakaapekto sa pag aaral ay yung paggiging disarrange o paggiging madumi ng isang facility o kya yung mga ventilation o ganun nakakaaffect yun sa study kasi pag yung isang facility ay mainit parang nakakawalan ng gana kaya mag slow yung progress mo sa studies.” student9

“. what affects studies is the disarrangement or dirty facility or ventilation because if one facility is hot, interest is lost resulting to slow progress in studies. “

“..orderliness of the students towards the environment. I think that is really a big factor .. a lot of students are standing up during discussion, lot of students are not in their proper places, I think that is really distracting.”

“.. pag may ginagawa, yung tunog nung kunwari isang equipment na maingay, nakakadistract yun sa mga students tapos pag may nagpupukpok ganun, tapos minsan nabubutas na yung kisame.” student16

“..orderliness of the students ..students who stand during discussion and not in their proper places ..” noise caused by an equipment ..pounding of the walls and ceiling..”

“.. yung mga defective equipment. kunwari yung mga sira yung upuan, mas napopokus yung attention ko dun sa upuan na yun kesa sa lesson kasi mas parang naagaw nito yung attention ko pag wobly yung desk.. “ student18”

“., the defective equipment like the damaged chairs that catch attention instead of the lesson. when the desk is wobly..”

“..halimbawa, yung mga tv, halimbawa nasira po, yung mga lessons di na po natutuloy dahil naka powerpoint lang po. Yun lang po.”student14

“..defective television , lesson cannot proceed because it is in powerpoint presentation..”

"..yung pinaka location ng for example, sa classroom, sa dami ng students, di na sya nkaka accommodate lahat, masikip na sya... yung ibang classroom na may post sa gitna, nakakadistract yun kasi hindi arranged yun sa mga students" .student15

".. the location of the room, the space cannot accommodate the number of students, it is cramped.." classrooms with post that distracts because it was not designed in consideration with the students."

"..yung madumi yung classroom tapos late na yung teacher, tapos papalinis pa ng teacher yung classroom kasi madumi na di na sya makapag focus mag study ay mag lesson tapos naubos na yung oras. ..yung pag may mga chairs disarranged or sobrang kalat na talaga, tapos ipapalinis nya ulit, tapos magagalit sya, magsesermon sya kung bakit madumi, nawala na yung lesson.."student10

".. dirty classroom and a teacher who comes late with lost focus then reprimands the class because the room is dirty.. time for the lesson runs out ..if there are disarranged chairs and too many litters then the teacher will repeatedly ask to clean and arrange the room ,give reprimand, the lesson is lost."

"..kelangan ng disiplina para maayos yung mga paligid, tapos yung mga upuan para di maging makalat yung classroom. student 8

".. discipline is needed for an orderly environment, arranged chairs and clean classroom.

students' visual and auditory perceptions that can cause disengagement, low quality learning, and emotional stress, (Gremmen,2016). A dirty classroom wastes time because it irritates a teacher who forgoes the lesson by spending the entire allotted time to give reprimand, clean and arrange the room. A learning environment that is bereft of discipline and cleanliness is distractive because focus and full concentration can only happen in an orderly and peaceful learning environment (Heflin and Alberto,2001).

Gadgets, smartphones in particular have always been pointed as the main source of distraction in the classroom because of its nature as multi-tasking devices. Students have also acknowledged their negative effects when used for non- learning related activities.

"..yung distract po sa cellphone is mas inuuna po ng mg students yung cellphone nila. kaya minsan nawawala na po sila sa focus, tinatamad na din po sila gumawa ng PT or group works po kaya nagrereklamo din po yung ibang kagrupo nila na kahit na bakit inuna pa nila yung gadget kesa po sa grades .." student 6

".. distraction is when students prioritize their cellphones and they lose focus, they become lazy to do PT or group works causing complaints from groupmates .."

"..nagiging dependent, nakadepende na lang masyado sa cellphone nila, kasi nga mas madali, mas convenient. pagka di sila pinayagan gumamit ng cellphone para magawa yung certain activity na yun, nawawalan sila ng gana na iniisip nila na di nila magagawa yun kasi walang cellphone.. parang nakakadistract sya kasi instead na matutunan nila maging masipag at para isulat nila sa notebook which is the use of notebook, di na nila nagamit yung notebook.." student 7"

".. they become dependent to their cellphones because it's easier and more convenient, if they are not allowed to use the phone to do a certain activity, they lose interest and get discouraged, it's distracting because instead of learning to write they don't use their notebooks anymore.."

"..minsan po ginagamit po nila pangdaya kaya nadidistract po sila sa paggamit imbes na po na sumagot sila ng sarili nila sa utak nila. Nadidistract po sila na tumingin sa gadget po nila para mahanap yung tamang sagot.."student14

".. they use it to cheat instead of using their knowledge. and not to think of the answer. They

The learning environment can be a source of distraction if it is disarranged, dirty, and not properly ventilated. The presence of noise due to equipment, pounding on the walls and ceiling, and unruly students make it difficult for students to maintain focus because noise impacts attention and blocks students' reflection and processing in memory work (Teaching Tolerance 2016). Damaged furniture direct attention to the defects while non-functioning equipment like the television interrupts the progression of the lesson as power-point presentation is dependent on it.

The location of the room and the cramped space for the number of students make it uncomfortable for learning to take place. Posts inside the classroom which were not designed in consideration with function and use obstruct

are distracted look at their gadgets to look for the correct answer..”

“Cellphones are considered valuables. Students sometimes, mas pinaprioritize yung safety ng cellphones nila kasi nga expensive yung mga cellphones so parang nagiging distraction na imbes na makinig sa mga lesson, mas pahalagahan yung safety ng mga cellphones.”student18

“Cellphones are considered valuables. Students sometimes prioritize the safekeeping of their cellphones because they are expensive and it becomes a distraction..”

“..me nakikita ako sa kaklase na even though exams ginagamit nila yung phone for cheating sa exams tapos taas ng grades, tapos nakadepende sila dun minsan. , na- aabuse na rin kasi kahit pa dismissal ginagamit nila yung phone para makihalubilo sa co-students nila kesa kunwari mag review for exams, nakikita mo sa library gumagamit ng phone tapos naglalaro kahit exams na nila yun. wala silang paki sa lesson, naseseduce sila ng phone na gamitin ito kasi na addict na sila sa phone kahit me lesson na sila, kahit sobrang interesting ang topic, di na sila nakakapagparticipate sa lesson or any activity,makikita mo rin na cheating rin ulit kasi nag sesend ng answer sa messenger..” student10

“..I see classmates who use cellphones even during exams for cheating, they have high grades, they are dependent and abuse when they mingle with other students and pretend to review for exams ,you see them in the library playing e-games even during examinations. They have no concern for the lesson, they are tempted to use the phone because they are addicted to it even if the topic is interesting, they don’t participate to any activity, you see cheating because they send answer to messenger”

“..ang mga estudyante ay nakatuon ang kanilang attention sa kanilang mga cellphones dahil ito ay very valuable at expensive. Dahil dito di nakakapokus ang mga estudyante at minsan nagsusumbong sa teacher at nalelead sa mahabang sermon at minsan na bumababa pa ang self-confidence ng isang estudyante na nagtago mismo ng cellphone” .student12

“ ..the students focus their attention to the cellphones because they are very valuable and expensive. Because of this, students lose focus and

sometimes complain to the teacher that lead to long sermon .. sometimes a student who hides the cellphone loses self-confidence ..”

“..yung distract po sa cellphone is mas inuuna po ng mg students yung cellphone nila. kaya minsan nawawala na po sila sa focus, tinatamad na din po sila gumawa ng PT or group works po kaya nagrereklamo din po yung ibang kagrupo nila na kahit na bakit inuna pa nila yung gadget kesa po sa grades ..” student 6

Gadgets, particularly smartphones, distract when students prioritize their use such that they become lazy in note-taking and non-participative in group activities that create inconvenience to groupmates. Because gadgets simplify a learning task, (Campbell, 2006; D’Angelo & Woosley, 2007), they too, make students over- dependent such that disallowing use in some tasks lead to loss of interest and discouragement. Gadget distraction happens anytime even during examinations when examinees browse for correct answers or stored notes rather than answer from what they have learned. It also extends to the library where students play e-games during research activities and examination days. The improper use seem addictive that students lose interest in their studies. The safekeeping of these valuable and expensive phones during class becomes the priority of the owner rather than the lesson. Teacher attention is sought when the device is lost which creates disturbance during an effort of retrieval. Distractions by gadgets negatively affect understanding because multitasking preoccupies the mind (Sana, Weston, and Cepeda ,2013), however, the correct use can also enhance performance by directing attention to learning (Kuznekoff and Tittsworth ,2013).

Internal distractions due to physical and emotional aspects of the learner were identified. The responses indicated that student athletes are more prone to this type of distraction as they balance excellence in sports and academic responsibilities.

“Stress and lack of sleep. I think sleep deprivation is one of the leading factors as to why students cannot focus. that’s one of if not the biggest anxiety leading emotion for me that really effects my performance because once my productivity has been affected then the whole day is ruined for me. I do not have the motivation anymore to study” student 16

“.. one of the internal factors that causes destruction to me is when I compare myself ro other students.. whenever I compare myself to other students, I always

think na mas magkakaroon sila ng mas better answer than me, so why bother answering” student 18

“.. one of the internal factors that causes distraction to me is when I compare myself ro other students. . whenever I compare myself to other students, I always think that they will give better answer than me, so why bother answering..”

“..para to sa mga athletes, kasi like tennis, me kaklase akong tennis at 6 o'clock na sila ng start ng training kasi me gumagamit pa ng pagpapraktisan nila. Kung malelate yung tapos e late na din silang nakakauwi. .. paano nila uunahin yung studies nila e wala na silang time gumawa ng homework, ng activities para sa school and instead na makinig, natutulog na lang sa klase” student1

“..for the athletes, like tennis, I have a classmate who is a tennis player, and training starts at 6 o'clock because the space is still not available. If the training ends late, then he goes home late.. how will prioritize studies when they have no time to do homework or activities for school and instead of listening they sleep in class”

“..pag me problem po sa bahay nyo, kumwari po nag-away po ang mga magulang nyo parang pag pumasok po kayo, parang iisipin nyo kung bakit sila nag-away hanggang sa di ka na makapag focus sa studies mo kasi di ka na makagawa dahil sa sobrang pag-iisip mo dun.”student11

“..if there is a problem at home like your parents quarreled, it stays in your mind until you cannot focus anymore in your studies because you think so much about the incident.

“I think one of the factors that makes the students destructed is yung time na kelangan po nasa school na sila considering the place where they live dahil po yung iba naggaling po sila sa ibat ibang province around manila gumigising po sila ng madaling araw, 2AM – 3AM kulang po yng tulog nila. Nadedestruct po sila especially when the teacher is discussing tapos madalas po nakakatulog na sila sa lesson and di na po nila naiintindihan kung ano yung tinuturo.”student19”

“I think one of the factors that make the students are distracted is the time that they are supposed to be in school considering the place where they come from are provinces around Metro Manila

and they would wake up at 2AM -3AM ,they lack sleep and are distracted especially when the teacher is discussing and often fall asleep and not understand what is being taught..”

“..Pag masakit po ang katawan o ulo, madalas po di ako mkapagisip. Minsan po dahil sa uhaw o gutom.kasi po di ako kumain bago pumasok, nagmamadali.” student12

“. .when my body or head is hurting I cannot concentrate ..sometimes due to thirst or hunger because I have no time to eat before I left for school, I was in a hurry..”

Lack of sleep causes anxiety, unproductivity and low motivation to work. Problems at home and other stressors disturb a student's mind all day leading to poor performance. Low self –esteem decreases enthusiasm to learn. Body pains, headaches, hunger, and thirst result to poor concentration. Student -athletes who train after school hours are exhausted when they go home late with little energy left to comply with their academic requirements the following day. Some do not attend classes while those who do, sleep in the class because they have no energy to listen or participate in class.

Other distractors aside from the specific distractions were identified from the responses.

“Napapansin ko rin kasi nga yung mga students, di na rin takot sa mga teachers nasasanay sila kasi nga di nila alam na nakakaapekto na sa kanila attention nila yun. “st 7, “Di din po kasi natuturuan ng teacher ng disiplina yung mga students, kaya ginagawa pa rin po nila di po yun, para sa kanila ok lang kasi puro sulat llang nman, marami naman akong naisip na excuse. So parang ginagawa po nilang tolonges yung teacher na ano na tatamarin rin yan, hinihintay lang po nila ayun kaya lagi pong wala sa lesson at ginagawa ng ibang student na mali” student 6

Familiarity with teachers can be a distraction when students see their teachers with diminished authority and they become used to it and not pay attention. Students misbehave repeatedly because it is easy to write excuses and just wait for the teachers get over it. They disregard the lesson and keep committing offenses.

“..yung mga teachers po na mag aabsent, kasi po nung araw na yun kelangan talagang ituro yung lesson sa araw na yun.kasi po napuputol ang lesson at nakakadisturb.” student14”

Absentee teachers distract when they do not report on a scheduled activity or lesson because it causes discontinuity and disturbance.

"..maraming binibigay na PTs yung mga teachers, sabay po sila. So napupuyat yung mga estudyante, para po sa akin, nakakawalang focus yung pagod at antok."student11

Simultaneous performance tasks make students lose sleep and become tired the following day that result to lack of focus.

"isa sa mga problema sa school ay yung grades, dahil sa grading system, nagkakaroon ng mga rankings. Ngayon, dahil sa mga rankings naggiging focus na ng mga estudyante makapunta dun sa high honors, makapunta sa top 1," student 9

The grading system directs the attention of students to grades because it is based on rankings and students are only concerned in getting high grades and recognition.

Additional classroom distractions that were identified include: 1. too much familiarity with teachers, 2. teacher absenteeism, 3. simultaneous performance tasks and 4. the grading system.

3.2 Effects to Performance

The effects of distractions to classroom performance were also identified in the responses.

"Nakaka affect sya, bumaba yung grades ko. st 9. Di ko po naachieve yung expectations na gusto kong makamit.student12".Nakakaapekto sya sa kin kasi me nagkakaroon ng point na nawala na din ako sa studies ko kasi st 6. ".. bumaba yung grades ko"student1. ".. di ko po nalabas yung talino ko or yung sipag ko dahil sa mga friends ko, sa environment" .student10

Distractions lead to low grades, failed expectations and underachievement because one is not able to make use of full potentials.

"I think it increased my laziness. I hated myself more.student11" ,"I became more exposed to procrastination, sometimes mas nag aadopt akosa mga distractions na to, minsan positive, minsan negative."student 18. ".. yung motivation ko para mag-

aral, sobrang bumaba po tapos pati po yung grades naapektuhan." student19

It promotes negative attitude like laziness, procrastination, low motivation.

".. naging isang magulong tao ako, madalas akong mag stutter dahil sa mga anxiety at nervousness na nadadama ko. ". st 9. ".. napababa nya po yung self-esteem ko dahil sa mga sinasabi ng ibang estudyante saka ng mga teachers". st15. "..lalo na sa selfconfidence ko at saka nawawalan na rin ako ng gana mag-aral."student11

Because of its effects to performance, a student may become disorganized and develop anxiety and nervousness. As self-esteem, and confidence diminish, so is the desire to study.

"..mas mahirap pa ding pumili kung ano ang gagawin ko kasi sa mga kaklase ko na kahit mali sumasaya ako "st 7 "..yung katamaran ko, nakakapagbigay sa kin ng mababang grades ,minsan di ko na talaga gagawin yun, tuloy na yun na mababa kasi yun na nasa isip ko."student14. " .. yung mga bagay na pwede kong matutunan sa mga oras na nadedestruct ako, di ko natututunan"student13

Peer distraction is enjoyable even if harmful as it leads to laziness and deprives a student the opportunity to learn what is supposed to be learned.

4 CONCLUSION

The study intended to determine the perceived classroom distractions that are caused by the teachers, students, learning environment, gadgets/cellphone, internal factors and their effects to the performance of students. The findings had identified the specific distractions that are attributed to the teachers, students, learning environment, gadgets/cellphone, internal. Further, other distractions include: too much familiarity with teachers, teacher absenteeism, simultaneous performance tasks and the grading system. Distractions lead to low grades, failed expectations and underachievement because it promotes laziness, procrastination, and low motivation. They make a student disorganized and deprive him/her the opportunity to learn. Having lost the desire to study, the student develops anxiety, nervousness, and low self-esteem.

From the findings, the study has the following implications. First, appropriate measures must be

undertaken to find appropriate solutions concerning the sources of classroom distractions namely: the teachers, students, learning environment, gadgets/cellphone, internal and other causes. Second, the study can contribute in education and research as a source of data for future similar researches.

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