

Relationship Between Noise- Making in Classroom and Students Academic Performance in Senior Secondary Schools in Maiduguri Education Zones, Borno State, Nigeria

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Abstract

The study investigated the relationship between Noise Making in Classroom and academic performance of students in senior secondary school in Maiduguri Education Zone, Borno State Nigeria. one objective and one null hypothesis was tested in the study. The objective of the study was to determine the relationship between Noise making in classroom and academic performance in senior secondary school in Maiduguri Education Zone Borno State. Correlation design was used for the study. The population for the study comprises of all the 10,705 students in Maiduguri Education Zone senior secondary schools. Among which three hundred and seventy-three students constituted the sample of the study. The students were purposively drawn from the Population from 23 senior secondary schools in the Maiduguri Education Zone. Peer Nomination Scale (PNS) and Proforma were used for data collection. The PNS was pilot tested using test-retest method and reliability coefficient of .63 was obtained. The data collected for the study was analysed using chi-square, while contingency coefficient was used to determine the direction of the relationship. The result of the study showed that there was a significant relationship between Noise-Making in classroom and academic performance of students in senior secondary school in Maiduguri Education Zone, Borno State. Based on the results of study, it was concluded that negative correlation exists between Noise making in classroom and academic performance of students in secondary schools. Based on finding of this study, it was recommended, teachers particularly the form masters, mandate the class monitor to strictly write down the names of those who make noise in classroom, and punish them accordingly before their mates. More so, teachers should be advised to arouse the interest of their learners through application of necessary skills and principles of good teaching, so as to reduce the noise that emanate from the students to interrupt free flow of communication.

Keywords: Noise Making in Classroom and Students' Academic Performance

Introduction

Noise is a sound that hinder an individual's ability to listen to what they want or need to hear. Classroom background noise can arise from several possible sources, including external

noise (such as traffic noise), internal noise (students running in corridors), and room noise, such as students talking (Staples, 2014). Studies have shown that noise has direct negative effects on student learning with language and reading development particularly affected.

A study conducted by National Education Research Centre (NERDC) in collaboration with Borno State Educational Resource Centre, Maiduguri (2000) revealed that student failure in both external and internal examinations was as a result of different forms of indiscipline in schools. Academic performance is the out-come of education, the extent to which student, teachers or institution had achieved their educational goal. Academic performance is commonly measured by examination or continuous assessment, but there is no general agreement on how it is best tested or which aspect a most important procedural knowledge such as skills or declarative knowledge such as facts. The concept of academic performance as asserted by Bukar and Ibbi (2002) is determined by the performance of students in different school subjects over a period of time. These are Academic scores, and grades or graduation or passing rate. Academic performance as asserted by Kida (2004) is when the child begins to see performance in term of standard of excellence produced at particular point in time, in other word, Academic Performance refers to scholastic progress or scores of students in schooling outcome as determined through achievement test which is normally considered as the acceptable and standard evaluation of student performance in final year examination in secondary schools.

Student's low performance in both internal and external examination over the years in Maiduguri Education Zone, Borno State Senior Secondary Schools remain source of concern to parents as well as government. Students' low performance in examinations ought to be in connection with series of problems. Common among such problem was students' indiscipline in schools has persisted over the years. There has been an increase in frequency and numbers in recent years as a result of political influence. The researcher's practical experience in Secondary School system for many years revealed that some school age children especially those who follow politicians during their campaign rallies acquire misbehaviour which was imported to classroom environment by such school age children. Typically, they acquired different names for themselves, like Ecomog in Borno State, Yankaleri in Bauchi State and Yan Daba in Kano State. It appears to become a national issue if not checked. While on campaign tours their sponsors provide them with drugs and other incentives to behave negatively toward their political opponents. Consequently, all those acquired misbehaviour are copied and brought into classroom environment by the students. Hence this formed part of indiscipline behaviour in secondary schools. Borno State Government has been budgeting huge resources in education sector but yet, there has not been corresponding results in terms of academic performance and this has led to mass failure of students in both internal and external examinations. For example, in 2004, 2014, 2015 and 2016. The then Governor of Borno State transferred all principals of secondary schools as a result of growing indiscipline in secondary schools. In the same years, the Borno State commissioner of police summoned all political stakeholders and warned them on dangers of using youth especially student of secondary schools for their selfish political objective. In Government Secondary School Mafoni, where five Students of SS III were suspended for two weeks as a result of indiscipline. Therefore, more realistic measures and reforms are still needed in education sector. it was in the light of the above that, the researcher conducted a study on the relationship between indiscipline (noise making in classroom) in relation to students' academic performance in Maiduguri Education Zone, Borno State.

Objective of the study

The objective of the study was to determine relationship between:

- Noise making in classroom and academic performance of Students in Senior Secondary Schools in Maiduguri Education Zone, Borno State.

Hypothesis

The following null hypothesis was tested at 0.5 level of significant:

H₀₁: there is no significant relationship between noise – making and academic performance of students in senior secondary schools in Maiduguri Education Zone, Borno State.

Literature Review

Noise-Making and Academic Performance of Secondary School Students

Abubakar (2010) conducted a study on the effects of noise factor in classroom, and students' Academic Performance in Secondary School. The study is descriptive survey design. Population of the study is all Secondary Schools 1. The study is descriptive survey design. Population of the study is all secondary schools in Zaria Municipal. Sample of 5 secondary schools was used for the study. Stratified sampling technique was used in selecting the 5 sampled schools. The findings of the study revealed that a major effect of classroom noise is the reduction of speech intelligibility. If children are unable to the teacher than the major function of a classroom in providing the environment that enable the transfer of information from teacher to students is impaired. In addition, it is important both for learning and for social interaction that students are able to hear and understand their peers in the classroom. Noise therefore affects students' academic performance.

Cosmos, (2016) conducted a study on the effects of noise on children: a review his finding revealed that noise has detrimental effect up on the learning and attainment of students. Chronic noise exposure of young children has particularly detrimental effect upon their reading ability. More recently, Picard and Bradley (2017) investigating the effect of environmental noise on children a wide range of attainment and performance factors have been considered. From the literature study, it became clear that classroom management is a necessary condition for effective students learning. The school climate established by educators can have a major impact on learners' motivation and attitudes toward learning. As such, the skills involve in establishing a positive classroom climate are of immense importance. Clearly, learners need order in classroom if the activities, which takes place, are to facilitate effective learning. The most important point to bear in mind in considering discipline is that creating the necessary order is more to do with the skills involved in effective teaching if the learning activities are well planned and prepared, if the presentation elicits and maintains learners attention, interest and involvement, and if the presentation elicits and maintains learners attention, interest and involvement, and if the activities are challenging and offer realistic opportunities for success, than the necessary order will be established as part of these qualities In essence, skilful teaching in general, and by developing conversations and routine for behaviour. Noise is one of the serious factors that affect effective teaching and learning, ineffective communication would result from some interference in the student's environment. This would be shouting, laughter of the students, and usual sound from late comers such as shuffling the feet or chairs on the floor. Any such event in the physical environment which intervenes in the perception of the message is known as noise, for learning situation to be conducive there should be no noise. If there are noises, they would disrupt effective learning.

Obafemi (2006) found high level of noise of 81.8 db (A) during working hours in institutional land use in port Harcourt. Similarly, Ugorji (2012) revealed that 83.8% of the sample schools in port Harcourt metropolis had a very high level of noise on an average of 84.92 db (a) during the school hours in the same vein out of schools sampled by Ofonded (2015) in port Harcourt

metropolis only (10.7%) has noise level values less than 50 db (A) during school hours. Anandell Broun and Sridhar (2009) also reported high level of noise in school environments. They found that noise pollution constitute disturbance, cause tiredness and lack of concentration. Depnath and Barthakar (2012) reported very high level of noise pollution around educational institution in India which produce multi problem to the teaching, learning process. This is not suitable for teaching and learning process because it negatively affects the performance of both teacher and student. Guldini, Bertencello, Zanchatta, and Richard, (2000) in study of noise pollution at school located in residential areas in Sekolah Kebangsaan Sri Skudai found a very high level of noise which is not conducive for learning and consequently had a negative effect on the student performance.

Obafemi (2015) conducted a study on the effect of noise pollution on teaching and learning of physical and also on the health of physical teachers and student in Port Harcourt metropolis river state Nigeria. Descriptive Survey method was used, purposive random sampling was used to draw sample of (280) physical student and 22 teachers from 28 class in Port Harcourt, metropolis for the study. The finding reveals that noise pollution affects the teaching and learning of physics greatly. Beside the interference in the communication process between the teachers and the student. Noise pollution also affect the job performance of the teachers as well as concentration and performance of student.

Methodology

Correctional design was adopted to measure relationship between variables under study. The study determined the relationship between Noise making in classroom and students' academic performance in senior secondary schools of Maiduguri Education Zone, Borno State. The population for this study comprises of 10,706, SS 3 Student in 23 Senior Secondary Schools. These schools were spread across the 7 Local Government Areas that made up the Education zone, Namely Maiduguri Metropolitan Council (MMC), Jere LGA, Magumeri LGA, Kaga LGA, Gubio LGA, Konduga LGA, and Mafa LGA, respectively.

The instrument for conducting this research were peer nomination scale (PNS) and class attendance register. Proforma was designed by the researcher for collecting terminal examination results. Chi-square was used to analysed the data collected and used to test the hypothesis at 0.05 level of significance. Cohen and Morrison (2007) states that the chi-square enable researcher to determined relationship between two or more independent variable (nominal categories data) and dependent variable (nominal categorical data) contingency coefficient table was used to give the direction of the relationship.

Data Analysis and Result

Chi-square was used to analyse the data.

H₀₁: There is no significant relationship between noise making in classroom and academic performance of students in senior secondary school in Maiduguri Education zone, Borno state.

The results presented in tables 4. 1a and 4. 1b were used to test hypothesis one

Table 4.1a: Contingency Table on Students Noise making in Classroom and Academic performance

Variable	Academic Performance							
	A	B	C	D	E	F	TOTAL	A
Noise making								
Low	8 (9)	49 (55)	22 (25)	3 (3)	4 (5)	3 (3)	89 (100)	8 (9)
Medium	0 (0)	35 (24)	45 (31)	30 (20)	21 (14)	16 (11)	147 (100)	0 (0)
High	2 (2)	25 (18)	22 (16)	19 (14)	36 (26)	33 (24)	137 (100)	2 (2)
Total	10 (3)	109 (29)	89 (24)	52 (14)	61 (16)	52 (14)	373 (100)	10 (3)

Note: Figures in parentheses are percentages of the row score.

The results in contingency tables 4. 1a showed the score tabulation between student's noise making in and academic performance in senior secondary schools in Maiduguri Education Zone. The result revealed that 109 (29%) of the noise makers student got B grades. 89 (24%) and 52 (14%) of noise makers got C's and D's Grade respectively. 61 (16%) and 52 (14%) got E's and F's grades, this implied that significant number of the noise makers students failed.

Table 4.b Relationship between Noise Making and Academic Performance

Variables Truancy	Df	Value	Asymp.	Sig	C,Value	p-level	Remarks
	10	398.10	0.003	.68		.05	s
Academic Performance							
Key: S = Significance							

Table 4. 1b indicated that Asymp. Sig 0.003 is less than P level .05, This implied that there was a significant relationship between noise making in classroom and academic performance of students in senior secondary schools Maiduguri Education Zone, Borno State.

Summary of finding

The study revealed the following finding;

- There was significant relationship between Noise-Making in classroom and academic performance of students in senior secondary school in Maiduguri Education Zone, Borno state null hypothesis one was rejected.

Conclusion

Based on the finding of the study, it was concluded that there was an association between noise making in classroom and academic performance of students in internal examination English language and Mathematics, In Maiduguri Education Zone Borno State. This implies that the noise making in classroom predict the academic performance of students in secondary schools Maiduguri Education Zone, Borno State.

Recommendation

Based on the finding of this study, the following recommendation was mad:

- Noise making in classroom has significant relationship with students' academic performance, teachers particularly the form masters, mandate the class monitor to strictly write down the names of those who make noise in classroom, and punish them accordingly before their mates.

- More so, teachers should be advised to arouse the interest of their learners through application of necessary skills and principles of good teaching, so as to reduce the noise that emanate from the student to interrupt free flow of communication.

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